School Year: **2024-25**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Art Freiler School	39-75499-6118699	April 24, 2024	May 12, 2024

Purpose and Description

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

- Schoolwide Program
- Additional Targeted Support and Improvement

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

Our plan has been created with input from all appropriate educational partners. Input from staff was collected during a staff meeting and a draft of this plan was reviewed by each grade level. During this review additional input was provided as well. School Site Council and the Freiler Staff Parent Association also provided input that served to shape the goals outlined in this document. Art Freiler school qualifies for Additional Targeted Support and Improvement (ATSI) due to very high levels of suspension, chronic absenteeism for African-American students, and ELA and Mathematics performance for students with disabilities.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Winter 2023 MySAEBRS Survey - Students in grades 2-8 are surveyed on social-emotional learning. General categories are academics, emotions, and behavior.

Areas of Strength

- more than 84% of students in grade 3 report a strong perception of their academic ability
- more than 87% of students in grade 7 report a strong ability to maintain age appropriate relationships with peers and adults

Areas for Growth

- 53% of students in grade 2 report a strong ability to maintain age appropriate relationships with peers and adults
- 33% of students in grade 6 report an average or poor perception of their academic ability

2021 California Healthy Kids Survey - Students in grade 7 are surveyed on healthy choices. General categories are school connectedness, school climate and culture, school safety, social-emotional learning, and student supports.

Areas of Strength

- 81% of students report having high academic motivation
- 95% of students report they have never used nicotine or marijuana vape products
- 98% of students report they do not use alcohol or drugs

Areas for Growth

- 47% of students report having mean rumors or lies spread about them in the last 12 months
- 42% of students report having experienced chronic sadness or hopelessness in the last 12 months
- 22% of students report considering suicide in the last 12 months
- 62% of students report having high academic motivation

2024 Local Control Accountability Plan Survey - Students in grades 4-8, staff, and families are surveyed on school climate and safety.

Areas of Strength

- 100% of families report being comfortable speaking to their child's teacher with a questions, comment or concern
- 93% of students report being encouraged to do challenging work
- 100% of staff report the school communicates the importance of respecting all cultural beliefs and practices
- 98% of families report they believe their child is safe on school grounds
- 97% of students report they know the school rules
- 100% of staff report feeling prepared to respond in an emergency situation

Areas for Growth

- 83% of students report the school motivates students to learn
- 80% of staff and 64% of students report the school is clean and well maintained
- 58% of staff report receiving effective communication

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Site administration works to complete non-evaluative observations in 30% of classrooms weekly. During these observations the "Rigor, Relevance, Relationships" rubric is used to provide feedback to teachers designed to support continuous improvement of instruction. These observations show thoughtful work to be the greatest strength and high level questioning to be the greatest area for growth.

Teachers are also observed through the formal evaluation process. All intern and probationary teachers receive formal evaluative feedback on each of the six California Standards for the Teaching Profession. Permanent teachers receive feedback on Creating and Maintaining an Effective Environment for Learning, Understanding and Organizing Subject Knowledge, and a third standard of their choice.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Teachers and staff engaged in target and claim analysis based on 2023 California Assessment of Student Performance and Progress (CAASPP) results. This analysis aligned targets and claims from state assessments to specific standards and units of study in English Language Arts (ELA) and Mathematics. Notable findings from this analysis includes:

Areas of Strength

- 79% of students scored at, above, or near grade level standards for ELA in grade 8
- 74% of students scored at, above, or near grade level standards for ELA in grade 4
- 84% of students scored at, above, or near grade level standards for Math in grade 4
- 72% of students scored at, above, or near grade level standards for Math in grade 6

Areas for Growth

- 51% of students did not meet grade level standards for Math in grade 8
- 37% of students did not meet grade level standards for ELA in grade 6
- 38% of students overall did not meet grade level standards for Math

Teachers and staff also engaged in analysis of 20223 English Language Proficiency Assessments for California (ELPAC). This analysis focused on measuring individual student growth when compared to 2022 ELPAC results.

Areas of Strength

- 16% of English Learner students met ELPAC performance criteria to qualify for reclassification

Areas for Growth

- 45% of students made progress towards English language proficiency as measured by the English Learner Progress Indicator (ELPI)

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Rigorous Curriculum Design assessment data is regularly reviewed within Professional Learning Communities and grade level teams. These assessments are standardized across Tracy Unified School District and are used to inform about student proficiency and progress. Results from these assessments are used to identify instructional strengths and areas for focus.

Professional Learning Communities and grade level teams use Hattie's Effect Size to measure student learning with the intent of identifying instructional practices that lead to the greatest gains in student achievement. Grade level teams collaborate to create formative assessments, intervention, and enrichment based on assessment results, and to re-assess to measure growth.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

During the 2023-2024 school year Art Freiler School employed 36 fully credentialed teachers.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Teachers engage in continuous professional development throughout the year. Weekly Early Release Monday meetings allow for teachers to collaborate within their Professional Learning Communities and participate in activities to improve the quality of instruction, including professional development focused on English Language Development teaching strategies, Kagan cooperative learning structures, and Advancement Via Individual Determination (AVID) strategies.

Teachers also participate in professional development provided by the Professional Learning and Curriculum department of Tracy Unified School District. During district-wide Early Release Monday activities teachers in grades TK-5 reviewed assessment data and learned about tier 1 reading instructional practices. In grades 6-8 teachers took part in professional development with teachers from other sites that focused on their subject area.

All teachers have access to print and digital instructional materials. Materials are also provided for all students in compliance with California's Williams Act that ensures equitable access to educational materials for all students.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

All professional development is carefully planned and delivered with consideration for Common Core State Standards, Next Generation Science Standards, student performance data, and individual or collective professional needs.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Teachers new to the profession participate in the Tracy Teacher Induction Program (TTIP), where they are partnered with a peer coach, meet weekly to discuss progress, and participate in ongoing professional development together. Monthly workshops are held by Tracy Unified's Professional Learning and Curriculum department that focus on instructional practices centered around writing, inquiry, collaboration, organization, and research. Teachers may volunteer or be referred to the Peer Assistance and Review program where tenured teachers work collaboratively to improve the quality of instruction. In addition, Tracy Unified has partnered with the Center for Model Schools and leadership academies are provided with a focus on increasing the level of rigor, relevance, and student engagement evident in lesson design and execution.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers collaborate within their grade level regularly to plan lessons, review data, and share instructional strategies. Teachers also engage in cooperative meetings where they are homogeneously grouped based on grade level and regularly share ideas, viewpoints, and strategies. These cooperative meetings ensure that all voices are heard and a variety of diverse viewpoints are shared about site-wide decisions.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Curricular materials are adopted through a volunteer committee from a variety of school sites and balanced by grade band (TK-2, 3-5, and 6-8). The committee receives ongoing training in standards related to the content area. After extensive review and piloting, the curriculum committee members vote recommend one set of curricular materials to the Curriculum Council. The council, which consists of teachers or administrators from each school site reviews the recommendation and makes a final recommendation to the school board. Teachers receive ongoing professional development in instructional practices that integrate the use of curriculum and materials.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Daily schedules for classes in TK-5 are structured in a manner that guarantee all students engage with reading, language arts, and mathematics for at least the minimum number of recommended instructional minutes daily. For grades 6-8 students attend classes for English Language Arts and Mathematics that are 56 minutes Tuesday through Friday. On Mondays classes are 44 minutes each.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Teachers from various sites have used the Rigorous Curriculum Design model to create units of study that allow for re-teaching and intervention as a part of the cycle of instruction. Intervention is embedded into the day for all grade levels. During this intervention time students have access to additional staff to support development of reading, writing, math, and English Language skills. Middle school students may also participate in an intervention elective class designed to remediate and develop skills not mastered from prior school years.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Standards-based instructional materials are available to all student groups in accordance with California's Williams Act.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All curriculum adopted by Tracy Unified School District is in accordance with the State Board of Education's recommendations. These materials are aligned to Common Core State Standards and provide opportunities for enrichment and intervention based on the individual needs of students.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Students display their prior knowledge through formative pre-assessments before the start of each unit in English Language Arts and Mathematics. These pre-assessments are used to identify knowledge gaps and remediation is built into the foundation of lessons based on these results. Students also regularly participate in a variety of formal and informal formative assessments and teachers design intervention and enrichment opportunities based on these results.

Students who are English Learners receive daily Designated English Language Development instruction. Students in kindergarten receive 15 minutes of Designated English Language Development instruction daily, while students in grades 1-5 receive 30 minutes daily. In grades 6-8 students who are English Learners enroll in the English Language Development elective course.

Students with learning disabilities receive resource support consistent with their Individual Educational Plan (IEP). This support allows for students to address specific goals to improve their educational outcomes. A resource teacher and resource paraprofessional either push into classrooms to support student learning or pull students out of class to work individually or in small groups.

Also, students have access to mental health counseling through Valley Community Counseling, academic and social counseling through a credentialed school counselor, mentorship through Sow-A-Seed Community Foundation, and behavioral and conflict resolution support through Faith in Action Community Education Services (FACES). When students struggle with emotions or decision making that has a measurable negative impact on their education they are eligible to meet with a counselor with the goal of developing social-emotional skills to improve their academic success.

Evidence-based educational practices to raise student achievement

Students regularly engage in learning experiences through the use of cooperative learning structures. These structures are designed for students to display positive interdependence, individual accountability, equal participation, and simultaneous interaction.

In science lessons and activities students are led through the 5E process: Engage, Explore, Explain, Extend, and Evaluate. This lesson design allows students to engage in a hands-on science approach with their questions answered as they explore phenomena.

Students who are English Learners regularly sentence patterning charts, text deconstruction, and text reconstruction to develop academic vocabulary and language proficiency.

In all classes students routinely display their thinking and knowledge through the use of graphic organizers. In grades 6-8 students use a daily planner to organize academic, social, and personal commitments.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Students have access to after school support through multiple means. Grades K-5 regularly hold homework and reading clubs where students can receive help in completing assignments or read books to earn Accelerated Reader points. Grades 6-8 holds daily lunchtime and after school tutoring. Students in grades 4-8 have access to a school laptop on campus and at home.

A weekly update is shared via text message, email, and social media to inform about academic and social events on campus. District-wide information sessions are also held monthly with the opportunity for community questions and statements.

The Freiler Staff Parent Association (FSPA) and School Site Council convene monthly to evaluate student performance and progress. All community members are invited to these meetings via a weekly digital campus update. This digital campus update also provides information about school events and information.

The site Parent Liaison holds monthly Parent Cafe meetings in both English and Spanish. These meetings host guest speakers and topics designed to support families in advancing their child's academic and social-emotional well-being.

Parent Institute for Quality Education (PIQE) has organized and delivered two series of workshops for families. During the fall of 2023 PIQE hosted a series of workshops titled "Middle School Matters" focused on supporting students in their transition from elementary to middle school. In the winter of 2024 PIQE hosted a series called "Supporting Family Literacy" focused on developing reading skills for TK-2nd grade students. To support reading fluency the site Parent Liaison has partnered with a teacher-librarian to host the Latino Literacy Project curriculum for families.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Art Freiler staff has provided regular input on the School Plan for Student Achievement and allocation of site, categorical, and Title 1 funds. Formal feedback has also been provided through School Site Council and Freiler Staff Parent Association.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Services provided by categorical funds to address the needs of underperforming students includes MyPath online intervention, Accelerated Reader, Student Study Team (SST) teacher release days, English Language Development instructional strategies training, library materials that intentionally support diversity and inclusion, Leveled Literacy Instruction intervention materials, and additional Professional Learning Community release time for teachers.

Fiscal support (EPC)

Fiscal support includes funding from the Local Control Funding Formula (LCFF); targeted fiscal support for English Language Learner, Socio-economically disadvantaged, foster, and homeless students; and federal Title 1 funding.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The following educational partners were consulted with as a part of the planning process for the SPSA review and development:

- Art Freiler School staff (March 4, 2024)
- School Site Council (February 27, 2024)
- Freiler Staff Parent Association (March 19, 2024)

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Art Freiler School has been identified as in need of Additional Targeted Support and Improvement (ATSI) based on suspension rate, student engagement, and state assessment performance. The school demonstrated a very high level of suspension during the 2022-2023 school year. African-American students demonstrated a very high level of chronic absenteeism during the 2022-2023 school year. Students with disabilities demonstrated very low performance and growth on state English Language Arts and Mathematics assessments in 2023.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.1%	0.26%	0.26%	1	2	2
African American	3.4%	4.12%	5.08%	26	32	39
Asian	20.7%	21.65%	22.27%	157	168	171
Filipino	7.0%	6.31%	5.86%	53	49	45
Hispanic/Latino	43.0%	40.21%	42.71%	326	312	328
Pacific Islander	0.9%	0.77%	0.78%	7	6	6
White	19.2%	20.23%	17.45%	146	157	134
Multiple/No Response	5.7%	6.44%	5.6%	43	50	43
			Total Enrollment	759	776	768

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	66	78	64
Grade 1	75	64	78
Grade 2	62	75	61
Grade3	81	67	73
Grade 4	90	86	70
Grade 5	106	92	88
Grade 6	96	118	107
Grade 7	87	109	113
Grade 8	96	87	114
Total Enrollment	759	776	768

Conclusions based on this data:

1. Overall student enrollment has marginally increased from 2020-2021 (759 students) to 2022-2023 (768 students).
2. The percent of students who are African-American has increased by 1.68% from 2020-21 to 2022-2023. The percentage of White students has decreased by 1.75%.
3. Major student ethnicities at Art Freiler School are Hispanic/Latino (42.71%), Asian (22.7%), and White (17.45%).

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	211	203	211	27.8%	26.2%	27.5%
Fluent English Proficient (FEP)	106	96	95	14.0%	12.4%	12.4%
Reclassified Fluent English Proficient (RFEP)	24	80	76	11.4%	10.3%	9.9%

Conclusions based on this data:

1. The percentage of students who are Reclassified Fluent English Proficient has fallen from 2021-22(10.3%) to 2022-23 (9.9%).
2. The percentage of students who are English Learners has fallen from 26.2% in 2021-22 to 27.5% in 2022-23.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	85	70	73	81	69	70	81	69	70	95.3	98.6	95.9
Grade 4	89	91	70	85	89	70	85	89	70	95.5	97.8	100.0
Grade 5	108	95	87	103	93	86	103	93	86	95.4	97.9	98.9
Grade 6	99	111	103	97	110	100	97	110	100	98.0	99.1	97.1
Grade 7	88	107	108	86	106	107	86	106	107	97.7	99.1	99.1
Grade 8	98	89	113	96	87	112	96	87	112	98.0	97.8	99.1
All Grades	567	563	554	548	554	545	548	554	545	96.6	98.4	98.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2360.	2391.	2396.	7.41	10.14	12.86	11.11	23.19	25.71	34.57	27.54	25.71	46.91	39.13	35.71
Grade 4	2448.	2415.	2473.	18.82	7.87	25.71	25.88	16.85	31.43	21.18	20.22	17.14	34.12	55.06	25.71
Grade 5	2459.	2506.	2484.	4.85	24.73	15.12	30.10	27.96	25.58	23.30	23.66	29.07	41.75	23.66	30.23
Grade 6	2494.	2478.	2495.	7.22	4.55	15.00	30.93	24.55	27.00	29.90	32.73	21.00	31.96	38.18	37.00
Grade 7	2518.	2539.	2509.	9.30	12.26	7.48	27.91	33.02	28.04	29.07	26.42	28.04	33.72	28.30	36.45
Grade 8	2542.	2526.	2547.	11.46	5.75	8.04	29.17	26.44	34.82	30.21	31.03	36.61	29.17	36.78	20.54
All Grades	N/A	N/A	N/A	9.67	10.83	13.21	26.28	25.63	28.99	27.92	27.08	26.97	36.13	36.46	30.83

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	8.64	13.04	10.00	60.49	62.32	62.86	30.86	24.64	27.14
Grade 4	22.35	4.49	17.14	58.82	64.04	72.86	18.82	31.46	10.00
Grade 5	8.74	16.13	11.63	65.05	64.52	62.79	26.21	19.35	25.58
Grade 6	10.31	7.27	19.00	58.76	61.82	43.00	30.93	30.91	38.00
Grade 7	8.14	14.15	16.82	63.95	63.21	50.47	27.91	22.64	32.71
Grade 8	13.54	8.05	8.93	57.29	64.37	66.07	29.17	27.59	25.00
All Grades	11.86	10.47	13.94	60.77	63.36	58.72	27.37	26.17	27.34

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	3.70	7.25	7.14	38.27	56.52	64.29	58.02	36.23	28.57
Grade 4	9.41	2.25	21.43	58.82	51.69	57.14	31.76	46.07	21.43
Grade 5	10.68	19.35	19.77	48.54	62.37	53.49	40.78	18.28	26.74
Grade 6	7.22	5.45	9.00	57.73	47.27	51.00	35.05	47.27	40.00
Grade 7	12.79	12.26	5.61	59.30	64.15	57.01	27.91	23.58	37.38
Grade 8	18.75	9.20	9.82	53.13	48.28	61.61	28.13	42.53	28.57
All Grades	10.58	9.39	11.56	52.74	55.05	57.25	36.68	35.56	31.19

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	4.94	2.90	2.86	71.60	78.26	75.71	23.46	18.84	21.43
Grade 4	11.76	8.99	11.43	74.12	69.66	74.29	14.12	21.35	14.29
Grade 5	6.80	10.75	10.47	71.84	79.57	70.93	21.36	9.68	18.60
Grade 6	14.43	11.82	11.00	71.13	71.82	75.00	14.43	16.36	14.00
Grade 7	9.30	12.26	10.28	68.60	77.36	67.29	22.09	10.38	22.43
Grade 8	9.38	6.90	10.71	69.79	75.86	80.36	20.83	17.24	8.93
All Grades	9.49	9.39	9.72	71.17	75.27	73.94	19.34	15.34	16.33

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	7.41	11.59	7.14	56.79	62.32	64.29	35.80	26.09	28.57
Grade 4	14.12	2.25	17.14	67.06	67.42	75.71	18.82	30.34	7.14
Grade 5	9.71	22.58	15.12	64.08	59.14	61.63	26.21	18.28	23.26
Grade 6	12.37	10.00	14.00	70.10	71.82	61.00	17.53	18.18	25.00
Grade 7	17.44	14.15	12.15	58.14	73.58	62.62	24.42	12.26	25.23
Grade 8	16.67	13.79	15.18	67.71	65.52	68.75	15.63	20.69	16.07
All Grades	12.96	12.45	13.58	64.23	67.15	65.32	22.81	20.40	21.10

Conclusions based on this data:

1. The percentage of students meeting or exceeding English Language Arts standards has increased from 35.95% in 2020-2021 to 42.2% in 2022-2023.
2. The 2022-2023 grade 5 cohort reduced the number of students below standard in reading by 16.68 compared to 2020-2021.
3. Nearly 1/3 of students in grades 3-8 (31.19%) have scored below standard in English Language Arts writing.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	85	70	74	81	70	72	81	70	72	95.3	100.0	97.3
Grade 4	89	93	70	85	90	70	84	90	70	95.5	96.8	100.0
Grade 5	108	95	87	100	95	86	99	95	86	92.6	100.0	98.9
Grade 6	99	112	103	97	111	101	97	111	101	98.0	99.1	98.1
Grade 7	88	107	108	85	106	107	85	106	107	96.6	99.1	99.1
Grade 8	97	89	113	96	87	112	96	87	112	99.0	97.8	99.1
All Grades	566	566	555	544	559	548	542	559	548	96.1	98.8	98.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2393.	2395.	2418.	7.41	7.14	15.28	24.69	27.14	27.78	24.69	31.43	29.17	43.21	34.29	27.78
Grade 4	2462.	2435.	2486.	19.05	8.89	27.14	27.38	22.22	27.14	22.62	27.78	30.00	30.95	41.11	15.71
Grade 5	2463.	2508.	2500.	4.04	29.47	19.77	20.20	17.89	24.42	24.24	22.11	24.42	51.52	30.53	31.40
Grade 6	2485.	2472.	2485.	10.31	6.31	21.78	10.31	15.32	13.86	46.39	29.73	20.79	32.99	48.65	43.56
Grade 7	2508.	2491.	2484.	8.24	6.60	7.48	18.82	16.04	15.89	31.76	30.19	31.78	41.18	47.17	44.86
Grade 8	2503.	2511.	2500.	15.63	13.79	7.14	11.46	5.75	17.86	17.71	31.03	24.11	55.21	49.43	50.89
All Grades	N/A	N/A	N/A	10.70	11.99	15.51	18.45	16.99	20.26	28.04	28.62	26.46	42.80	42.40	37.77

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	11.11	18.57	16.67	48.15	42.86	54.17	40.74	38.57	29.17
Grade 4	20.24	13.33	28.57	48.81	45.56	47.14	30.95	41.11	24.29
Grade 5	5.05	33.68	23.26	55.56	44.21	54.65	39.39	22.11	22.09
Grade 6	7.22	9.01	20.79	56.70	43.24	32.67	36.08	47.75	46.53
Grade 7	17.65	6.60	11.21	51.76	55.66	42.99	30.59	37.74	45.79
Grade 8	10.42	8.05	8.93	40.63	50.57	52.68	48.96	41.38	38.39
All Grades	11.62	14.49	17.34	50.37	47.23	46.90	38.01	38.28	35.77

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	13.58	11.43	16.67	48.15	40.00	51.39	38.27	48.57	31.94
Grade 4	14.29	8.89	27.14	51.19	50.00	52.86	34.52	41.11	20.00
Grade 5	8.08	22.11	18.60	49.49	45.26	44.19	42.42	32.63	37.21
Grade 6	6.19	6.31	17.82	60.82	42.34	36.63	32.99	51.35	45.54
Grade 7	7.06	5.66	6.54	63.53	50.00	55.14	29.41	44.34	38.32
Grade 8	18.75	13.79	4.46	36.46	47.13	51.79	44.79	39.08	43.75
All Grades	11.25	11.09	14.05	51.48	45.97	48.54	37.27	42.93	37.41

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	9.88	11.43	6.94	61.73	64.29	75.00	28.40	24.29	18.06
Grade 4	16.67	11.11	22.86	60.71	56.67	61.43	22.62	32.22	15.71
Grade 5	8.08	17.89	10.47	68.69	50.53	68.60	23.23	31.58	20.93
Grade 6	6.19	5.41	15.84	67.01	68.47	54.46	26.80	26.13	29.70
Grade 7	8.24	5.66	7.48	64.71	59.43	61.68	27.06	34.91	30.84
Grade 8	12.50	9.20	6.25	63.54	63.22	60.71	23.96	27.59	33.04
All Grades	10.15	9.84	11.13	64.58	60.47	62.96	25.28	29.70	25.91

Conclusions based on this data:

1. The percentage of students meeting or exceeding Mathematics standards has increased from 29.15% in 2020-2021 to 35.77% in 2022-2023.The percentage of students not meeting Mathematics standards has decreased from 42.80% in 2020-2021 to 37.77% in 2022-2023.
2. The grade 4 cohort of students reduced the percentage of students not meeting Mathematics standards by 18.58% from 2021-2022 to 2022-2023.
3. Over 1/3 of students (37.41%) performed below standard in Problem Solving and Data Analysis.

School and Student Performance Data

CAASPP Test Results in Science for All Students

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	29.83	20.20	23.05	24.54	29.47	30.29

Conclusions based on this data:

1. About 20% of 5th and 8th grade students met or exceeded standards for science performance.
2. The percentage of students who met or exceeded standards decreased 9.63% from 2021-2022 to 2022-2023.
3. The percentage of students who met or exceeded standards was less than Tracy Unified and state averages.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1439.4	1419.5	1412.6	1460.6	1432.2	1419.9	1389.9	1389.4	1395.6	21	16	19
1	1491.2	1453.3	1445.8	1487.6	1468.1	1464.3	1494.4	1438.0	1426.8	17	20	19
2	1481.1	1476.6	1481.4	1475.0	1481.0	1486.0	1486.7	1471.5	1476.3	22	20	23
3	1496.1	1486.7	1496.0	1499.3	1497.0	1486.7	1492.7	1476.0	1504.8	31	23	21
4	1517.1	1509.8	1525.0	1511.7	1507.3	1518.3	1522.3	1511.9	1531.2	20	31	20
5	1515.2	1530.6	1534.9	1507.1	1520.5	1525.5	1523.0	1540.3	1544.0	24	22	31
6	1523.5	1521.9	1503.1	1518.5	1514.2	1493.0	1528.0	1529.1	1512.9	26	25	19
7	1524.2	1570.2	1550.2	1526.5	1572.6	1546.7	1521.4	1567.3	1553.4	15	26	21
8	1552.0	1572.3	1550.9	1546.3	1588.2	1547.1	1557.1	1556.0	1554.3	20	15	19
All Grades										196	198	192

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	9.52	12.50	10.53	71.43	50.00	26.32	19.05	31.25	52.63	0.00	6.25	10.53	21	16	19
1	23.53	5.00	0.00	52.94	35.00	31.58	23.53	55.00	57.89	0.00	5.00	10.53	17	20	19
2	4.55	5.00	8.70	59.09	65.00	52.17	36.36	15.00	34.78	0.00	15.00	4.35	22	20	23
3	12.90	17.39	14.29	41.94	52.17	57.14	35.48	13.04	9.52	9.68	17.39	19.05	31	23	21
4	15.00	9.68	30.00	60.00	54.84	45.00	20.00	32.26	15.00	5.00	3.23	10.00	20	31	20
5	4.17	31.82	29.03	54.17	40.91	45.16	33.33	13.64	22.58	8.33	13.64	3.23	24	22	31
6	11.54	12.00	0.00	38.46	44.00	47.37	34.62	24.00	31.58	15.38	20.00	21.05	26	25	19
7	6.67	42.31	42.86	40.00	38.46	33.33	40.00	11.54	14.29	13.33	7.69	9.52	15	26	21
8	15.00	46.67	21.05	55.00	33.33	42.11	15.00	6.67	26.32	15.00	13.33	10.53	20	15	19
All Grades	11.22	19.70	18.23	52.04	46.46	42.71	29.08	22.73	28.65	7.65	11.11	10.42	196	198	192

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	19.05	18.75	10.53	71.43	43.75	21.05	9.52	31.25	52.63	0.00	6.25	15.79	21	16	19
1	41.18	15.00	26.32	41.18	70.00	26.32	17.65	15.00	47.37	0.00	0.00	0.00	17	20	19
2	18.18	20.00	30.43	50.00	60.00	43.48	27.27	20.00	21.74	4.55	0.00	4.35	22	20	23
3	32.26	34.78	33.33	45.16	43.48	47.62	12.90	8.70	0.00	9.68	13.04	19.05	31	23	21
4	40.00	29.03	55.00	50.00	54.84	35.00	5.00	12.90	0.00	5.00	3.23	10.00	20	31	20
5	33.33	40.91	38.71	45.83	45.45	45.16	16.67	0.00	12.90	4.17	13.64	3.23	24	22	31
6	26.92	40.00	15.79	50.00	36.00	36.84	19.23	8.00	36.84	3.85	16.00	10.53	26	25	19
7	20.00	46.15	42.86	53.33	38.46	42.86	20.00	7.69	9.52	6.67	7.69	4.76	15	26	21
8	35.00	60.00	36.84	45.00	26.67	36.84	20.00	0.00	15.79	0.00	13.33	10.53	20	15	19
All Grades	29.59	33.84	32.81	50.00	46.97	38.02	16.33	11.11	20.83	4.08	8.08	8.33	196	198	192

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	0.00	5.26	19.05	25.00	31.58	71.43	62.50	42.11	9.52	12.50	21.05	21	16	19
1	23.53	5.00	0.00	35.29	25.00	15.79	35.29	25.00	52.63	5.88	45.00	31.58	17	20	19
2	0.00	5.00	8.70	59.09	45.00	39.13	36.36	30.00	26.09	4.55	20.00	26.09	22	20	23
3	0.00	4.35	9.52	35.48	21.74	38.10	51.61	47.83	28.57	12.90	26.09	23.81	31	23	21
4	5.00	0.00	15.00	50.00	38.71	50.00	35.00	54.84	20.00	10.00	6.45	15.00	20	31	20
5	0.00	13.64	9.68	12.50	31.82	38.71	75.00	31.82	41.94	12.50	22.73	9.68	24	22	31
6	3.85	12.00	5.26	26.92	24.00	15.79	42.31	40.00	42.11	26.92	24.00	36.84	26	25	19
7	6.67	38.46	23.81	13.33	11.54	23.81	40.00	46.15	33.33	40.00	3.85	19.05	15	26	21
8	5.00	20.00	5.26	45.00	13.33	36.84	35.00	53.33	42.11	15.00	13.33	15.79	20	15	19
All Grades	4.08	11.11	9.38	33.16	26.77	32.81	47.96	43.43	36.46	14.80	18.69	21.35	196	198	192

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	14.29	12.50	15.79	85.71	68.75	68.42	0.00	18.75	15.79	21	16	19
1	52.94	35.00	31.58	47.06	65.00	68.42	0.00	0.00	0.00	17	20	19
2	18.18	40.00	34.78	72.73	55.00	60.87	9.09	5.00	4.35	22	20	23
3	38.71	39.13	42.86	51.61	52.17	47.62	9.68	8.70	9.52	31	23	21
4	50.00	51.61	65.00	45.00	41.94	35.00	5.00	6.45	0.00	20	31	20
5	29.17	13.64	32.26	66.67	81.82	58.06	4.17	4.55	9.68	24	22	31
6	19.23	8.00	0.00	61.54	72.00	73.68	19.23	20.00	26.32	26	25	19
7	13.33	11.54	19.05	73.33	73.08	61.90	13.33	15.38	19.05	15	26	21
8	30.00	33.33	26.32	55.00	60.00	52.63	15.00	6.67	21.05	20	15	19
All Grades	29.59	27.78	30.21	61.73	62.63	58.33	8.67	9.60	11.46	196	198	192

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	28.57	18.75	21.05	71.43	68.75	52.63	0.00	12.50	26.32	21	16	19
1	17.65	5.00	21.05	82.35	95.00	73.68	0.00	0.00	5.26	17	20	19
2	18.18	20.00	39.13	77.27	75.00	56.52	4.55	5.00	4.35	22	20	23
3	35.48	52.17	38.10	61.29	26.09	42.86	3.23	21.74	19.05	31	23	21
4	35.00	19.35	40.00	65.00	70.97	50.00	0.00	9.68	10.00	20	31	20
5	50.00	72.73	61.29	45.83	13.64	35.48	4.17	13.64	3.23	24	22	31
6	50.00	64.00	42.11	46.15	20.00	47.37	3.85	16.00	10.53	26	25	19
7	46.67	84.62	76.19	46.67	11.54	19.05	6.67	3.85	4.76	15	26	21
8	45.00	86.67	52.63	55.00	0.00	42.11	0.00	13.33	5.26	20	15	19
All Grades	36.73	46.97	44.79	60.71	42.42	45.83	2.55	10.61	9.38	196	198	192

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	0.00	5.26	95.24	81.25	73.68	4.76	18.75	21.05	21	16	19
1	23.53	25.00	5.26	58.82	20.00	47.37	17.65	55.00	47.37	17	20	19
2	9.09	5.00	17.39	77.27	70.00	56.52	13.64	25.00	26.09	22	20	23
3	3.23	4.35	9.52	64.52	60.87	57.14	32.26	34.78	33.33	31	23	21
4	0.00	3.23	20.00	80.00	70.97	65.00	20.00	25.81	15.00	20	31	20
5	4.17	9.09	16.13	79.17	68.18	74.19	16.67	22.73	9.68	24	22	31
6	7.69	4.00	0.00	30.77	44.00	26.32	61.54	52.00	73.68	26	25	19
7	6.67	38.46	23.81	33.33	26.92	42.86	60.00	34.62	33.33	15	26	21
8	20.00	26.67	5.26	55.00	33.33	63.16	25.00	40.00	31.58	20	15	19
All Grades	7.65	12.63	11.98	64.29	53.03	57.29	28.06	34.34	30.73	196	198	192

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	19.05	18.75	42.11	66.67	68.75	36.84	14.29	12.50	21.05	21	16	19
1	17.65	5.00	5.26	82.35	85.00	78.95	0.00	10.00	15.79	17	20	19
2	13.64	30.00	17.39	77.27	60.00	69.57	9.09	10.00	13.04	22	20	23
3	0.00	4.35	28.57	87.10	78.26	61.90	12.90	17.39	9.52	31	23	21
4	5.00	12.90	35.00	95.00	83.87	55.00	0.00	3.23	10.00	20	31	20
5	4.17	31.82	32.26	83.33	50.00	61.29	12.50	18.18	6.45	24	22	31
6	7.69	20.00	21.05	80.77	68.00	63.16	11.54	12.00	15.79	26	25	19
7	6.67	19.23	33.33	86.67	76.92	57.14	6.67	3.85	9.52	15	26	21
8	0.00	0.00	5.26	100.00	93.33	94.74	0.00	6.67	0.00	20	15	19
All Grades	7.65	16.16	25.00	84.18	73.74	64.06	8.16	10.10	10.94	196	198	192

Conclusions based on this data:

1. 18.23% of English Learner students performed well enough on the ELPAC during the 2022-2023 school year to become Reclassified Fluent English Proficient.
2. 44.79% of students scored "Well Developed" in the speaking domain of the 2022-2023 ELPAC exam.
3. Only 11.98% of students scored "Well Developed" in the Reading domain of the 2022-2023 ELPAC exam.

School and Student Performance Data

Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
768	**56.6**	**27.5**	**0.7**
Total Number of Students enrolled in Art Freiler School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	211	27.5
Foster Youth	5	0.7
Homeless	23	3
Socioeconomically Disadvantaged	435	56.6
Students with Disabilities	109	14.2

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	39	5.1
American Indian	2	0.3
Asian	171	22.3
Filipino	45	5.9
Hispanic	328	42.7
Two or More Races	43	5.6
Pacific Islander	6	0.8
White	134	17.4

Conclusions based on this data:

1. Over 1/2 (56.6%) of Art Freiler School students are considered socio-economically disadvantaged.

2. Over 1/4 (27.5%) of Art Freiler School students are English Language Learners.

3. Hispanic/Latino is the largest ethnic group at Art Freiler School (42.7%).

School and Student Performance Data

Overall Performance

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

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

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


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Students performed at an average level for English Language Arts and Mathematics state assessments.
2. Student performance and progress on English Language Learner assessments was below average.
3. Areas for growth include suspension rate and English Language Learner progress.

School and Student Performance Data

Academic Performance
English Language Arts

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

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.

2023 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
1	0	4	2	0

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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Yellow	 Yellow	Less than 11 Students
24.5 points below standard	52.6 points below standard	1 Student
Increased +7.6 points	Increased +3 points	
531 Students	179 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
56.2 points below standard	 Yellow	 Red
Increased +5 points	41.8 points below standard	110.2 points below standard
23 Students	Increased +8.9 points	Decreased -12.9 points
	310 Students	81 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
68.7 points below standard	Less than 11 Students		
Decreased Significantly -21.9 points	1 Student	Yellow	Green
20 Students		20 points below standard	30.2 points above standard
		Increased +5.7 points	Increased +11.2 points
		121 Students	38 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
	48.1 points below standard	Less than 11 Students	
Yellow	Decreased -14.1 points	5 Students	Green
38.8 points below standard	29 Students		0.7 points above standard
Increased +5.8 points			Increased Significantly +28.3 points
223 Students			94 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
78 points below standard	9.7 points above standard	15.2 points below standard
Increased +4.6 points	Increased +6.5 points	Increased +6.2 points
127 Students	52 Students	303 Students

Conclusions based on this data:

1. Students who are Filipino achieved the greatest English Language Arts scores, scoring an average of 30.2 points above standard.
2. Students who have a learning disability achieved at a low level as measured by the 2023 CAASPP ELA assessment.
3. White students increased performance significantly as measured by the 2023 CAASPP ELA assessment.

School and Student Performance Data

Academic Performance
Mathematics

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

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

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


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
1	3	1	2	0

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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Yellow	 Orange	Less than 11 Students
50.3 points below standard	79.6 points below standard	1 Student
Increased +6 points	Decreased -4.7 points	
531 Students	179 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
94.9 points below standard	 Orange	 Red
Decreased Significantly -26.7 points	72.6 points below standard	138.9 points below standard
23 Students	Maintained +1.2 points	Decreased Significantly -23.7 points
	310 Students	80 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
118 points below standard	Less than 11 Students		
Decreased Significantly -21.1 points	1 Student	Orange	Green
20 Students		33 points below standard	9.3 points above standard
		Maintained +2.9 points	Increased +3.7 points
		121 Students	38 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
	85.8 points below standard	Less than 11 Students	
Yellow	Decreased Significantly -35.5 points	5 Students	Green
71.2 points below standard	29 Students		19.2 points below standard
Increased +5.2 points			Increased Significantly +34.9 points
223 Students			94 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
101.7 points below standard	25.7 points below standard	39.4 points below standard
Maintained -1.5 points	Decreased -5.3 points	Increased +8.7 points
127 Students	52 Students	303 Students

Conclusions based on this data:

1. Overall achievement for students was average in Mathematics as measured by the 2023 CAASPP assessment.
2. Students who are Filipino are the highest performing subgroup scoring 9.3 points above standard on average.
3. Students who are socio-economically disadvantaged, English Language learners, have a learning disability, or Asian are achieving at a low level as measured by the 2023 CAASPP Mathematics assessment.

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

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

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress

Orange
45.2 percent making progress towards English language proficiency
Number of EL Students: 168 Students
Performance Level: 3

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

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
34	57	6	70

Conclusions based on this data:

1. 45.2% of students are making progress towards English Language proficiency as measured by the English Learner Progress Indicator (ELPI).
2. Many students who decreased one ELPI level moved to a grade level with a more rigorous ELPAC exam.

School and Student Performance Data

Academic Performance
College/Career Report

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

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

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

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**

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

2023 Fall Dashboard College/Career Report for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2023 Fall Dashboard College/Career Reportby Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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

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


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
1	1	5	1	1

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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
 Yellow	 Yellow	Less than 11 Students
17.9% Chronically Absent	14% Chronically Absent	6 Students
Declined Significantly -6.4	Declined -1.9	
809 Students	221 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
19.5% Chronically Absent	 Yellow	 Orange
Declined -2.2	21.5% Chronically Absent	29.3% Chronically Absent
41 Students	Declined Significantly -3.9	Declined -5.4
	484 Students	133 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 Red	Less than 11 Students	 Blue	 Green
38.6% Chronically Absent	2 Students	3.9% Chronically Absent	6.3% Chronically Absent
Maintained -0.4		Declined Significantly -11.3	Declined -7.8
44 Students		179 Students	48 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Yellow	 Yellow	Less than 11 Students	 Yellow
24.3% Chronically Absent	18.2% Chronically Absent	6 Students	18.8% Chronically Absent
Declined Significantly -6	Declined -15.2		Declined -1.1
342 Students	44 Students		144 Students

Conclusions based on this data:

1. Overall student engagement as measured by attendance is average, with 17.9% of students chronically absent during the 2022-2023 school year.
2. 38.6% of African-American students were chronically absent during the 2022-2023 school year.
3. The percentage of Asian students who are chronically absent declined significantly from the 2021-2022 school year to 2022-2023 school year.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue

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

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

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

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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

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


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
7	2	0	0	0

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

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
 Red	 Red	Less than 11 Students
9% suspended at least one day	10.6% suspended at least one day	7 Students
Increased Significantly 2.6	Increased Significantly 3.5	
822 Students	226 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
11.1% suspended at least one day	 Red	 Red
Increased 6.9	10.4% suspended at least one day	13.5% suspended at least one day
45 Students	Increased 1.6	Increased 6.6
	492 Students	133 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 Red	Less than 11 Students 2 Students	 Orange	 Orange
8.9% suspended at least one day		5% suspended at least one day	4.2% suspended at least one day
Increased 2.6 45 Students		Increased 0.6 180 Students	Increased 4.2 48 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Red	 Red	Less than 11 Students 6 Students	 Red
10.7% suspended at least one day	13.6% suspended at least one day		10% suspended at least one day
Increased Significantly 2.7 347 Students	Increased 2.1 44 Students		Increased Significantly 5.1 150 Students

Conclusions based on this data:

1. Overall suspension rate was high, with 9% of students being suspended at least one day in 2022-2023.
2. All student groups except Asian and Filipino were suspended at a very high level in 2022-2023.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Prepare all pupils for college and careers and ensure all students meet grade level standards with a focus on closing the achievement gap between all student groups through accelerated learning and tiered supports.

Goal 1

Prepare all pupils for college and careers and ensure all students meet grade level standards with a focus on closing the achievement gap between all student groups through accelerated learning and tiered supports.

Identified Need

Significantly increase the number of students who are meeting or exceeding proficiency in English Language Arts and Mathematics as measured by a variety of formative and summative assessments.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student enrollment in AVID Elective courses	25 sixth grade, 12 7th grade, and 9 8th grade students enrolled in AVID Elective courses.	Maintain full student rosters for two AVID Elective courses for the 2024-2025 school year.
CAASPP English Language Arts and Mathematics Proficiency Data (specific focus based on WICOR focus)	Writing: 68.81% of students near or above grade level standard as measured by 2023 CAASPP ELA Writing Reading: 72.66% of students near or above grade level standard as measured by 2023 CAASPP ELA Reading	Writing: 3% increase in students performing near or above standard as measured by CAASPP ELA Writing Reading: 3% increase in students performing near or above standard as measured by CAASPP ELA Reading
California School Dashboard English Language Arts and Mathematics Data	ELA: 42.2% of students met or exceeded standards as measured by 2023 CAASPP Mathematics: 35.77% of students met or exceeded standards as measured by 2023 CAASPP	2% increase in students meeting or exceeding standards as measured by CAASPP ELA and CAASPP Mathematics assessments 2% decrease in students not meeting standards as measured by CAASPP ELA and CAASPP Mathematics assessments

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
FastBridge English Language Arts and Mathematics Data	48% of students scored "College Pathway" or "Low Risk" as measured by the Winter 2023 FastBridge aMath assessment 43% of students scored "College Pathway" or "Low Risk" as measured by the Winter 2023 FastBridge aReading assessment 64% of students scored "Low Risk" as measured by the Winter 2023 FastBridge AUTOreading assessment	3% increase in students scoring "College Pathway" or "Low Risk" as measured by FastBridge assessments 3% decrease in students scoring "High Risk" as measured by FastBridge assessments
Rigor Relevance Engagement Rubric Data	Rigor Rubric: Thoughtful Work - 53% developed or well-developed Rigor Rubric: High-Level Questioning - 48% developed or well-developed Rigor Rubric: Academic Discussion - 45% developed or well-developed	3% increase in all rigor rubric subcategories as measured by formative, non-evaluative, non-STEM related walkthrough data
ELPAC Assessment Data	18.23% of students met language proficiency standard for reclassification as measured by the ELPAC	2% increase in the number of students meeting language proficiency standards for reclassification as measured by the ELPAC
Intervention Effect Size Data	Research shows Effect Size of 0.4 or more represents the Zone of Desired Effects in student learning	Minimum Effect Size of 0.4 using Dr. John Hattie's formula for calculating effect for intervention activities

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students in grades 6-8.

Strategy/Activity

Use AVID instructional strategies regularly in grades 6-8 with a focus on organization.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
500	LCFF
26414	LCFF - Supplemental

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Students not meeting reading standards in grades TK - 3.

Strategy/Activity

Parent Institute for Quality Education (PIQE) workshop focused on early literacy support for families of students in grades TK - 3.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
14000	Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students.

Strategy/Activity

Students will experience rigorous, relevant, and engaging learning activities daily (classroom supplies and materials, supplemental supplies and materials, classroom digital subscriptions, supplemental digital subscriptions, printing costs, training/sub-release, Professional Development).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
49209	Title I
27405	LCFF

8488	LCFF - Supplemental

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students who are English Learners.

Strategy/Activity

Students who are English Learners will develop English proficiency through daily engagement in Designated English Language instruction (Paraprofessionals to support English Language Development instruction, supplies, digital subscriptions, training/sub-release, Professional Development).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
77619	LCFF - Supplemental

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students in grades TK-3.

Strategy/Activity

Students will engage with research-based tier 1 early literacy instruction.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funded

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students.

Strategy/Activity

Students will receive additional academic support through before school, lunchtime, and after school tutoring and intervention.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
24732	Title I
8244	LCFF - Supplemental

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students.

Strategy/Activity

Students will remediate or enrich learning through a Multi-Tiered System of Support that intervenes to address learning gaps and extends learning for students who have already mastered skills.

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

Amount(s)	Source(s)
5584	Title I

Annual Review

SPSA Year Reviewed: 2023-24

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

ANALYSIS

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

- Rigorous, relevant, and engaging classroom lessons and activities were supported through the 2023-24 school year through use of the Rigor Relevance Engagement rubric for feedback. Formative non-evaluative feedback demonstrates 54.7% of classrooms are developed or well-developed in regards to thoughtful work, 51.5% are developed or well-developed in high-level questioning, and 50.8% are developed or well-developed in academic discussion as measured by the Rigor rubric.
- Analysis of student progress was accomplished through Professional Learning Communities use of Rigorous Curriculum Design, FastBridge, and CAASPP assessment data. This data shows 49% of students are meeting Mathematics benchmarks and 43% of students are meeting ELA benchmarks as measured by the 2023 Winter FastBridge assessment.

- Students who are English Learners regularly received Designated English Language Development instruction; the ELPAC exam was administered during the spring 2023 and 18.23% of students met the criteria for reclassification.

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

No major differences exist.

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.

Before, after school, and lunchtime tutoring and intervention support will be offered for students in need of additional English Language Arts and Mathematics support.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Provide a safe an equitable learning environment for all students and staff.

Goal 2

Provide a safe an equitable learning environment for all students and staff.

Identified Need

Significantly increase the social-emotional health and well being of students as measured through multiple formal and informal means of assessment.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Social-Emotional Learning (Second Step) Activity Completion Log	100% of scheduled social-emotional learning lessons completed	100% of scheduled social-emotional learning lessons completed
FastBridge MySAEBRS Social-Emotional Learning Survey	75.43% of students scored "Low Risk" for academic behavioral concerns on Winter 2023 MySAEBRS survey 76.47% of students scored "Low Risk" for social behavioral concerns on Winter 2023 MySAEBRS survey 75.43% of students scored "Low Risk" for emotional behavioral concerns on Winter 2023 MySAEBRS survey	Students scoring "Low Risk" will increase by 3% in all categories
California Healthy Kids Survey	88% of 5th grade students responded positively in self-ratings of positive behavior 77% of 5th grade students report feeling safe at school 84% of students report their family has high expectations of them in school	3% increase in positive responses to total school supports questions 3% increase in positive responses to feeling safe at school 3% decrease in reported feelings of chronic sadness or hopelessness

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	64% of 7th grade students report feeling connected to school 63% of 7th grade students report they believe the school is safe 34% of 7th grade students report feeling chronic sadness or hopelessness	
Learn. Persevere. Excel. Awards	43.7% of students earned Learn. Persevere. Excel. awards for FastBridge mathematics growth in Winter 2022 39.2% of students earned Learn. Persevere. Excel awards for FastBridge reading growth in Winter 2023	3% increase in the percentage of students earning Learn. Persevere. Excel. awards in mathematics and reading.
Honor Roll Awards	52.8% of students earned Honor Roll or Principal's Honor Roll in Winter 2023 for 6th - 8th grades	5% increase in the number of students who earn Honor Roll or Principal's Honor Roll awards in grades 6-8
Parent engagement in Freiler Staff Parent Association Parent meetings, subject-area nights, Back to School Night, Open House, and other community outreach events	Average attendance of 7 parents/community members at Freiler Staff Parent Association Meetings	3% increase in engagement for all events
California School Dashboard Chronic Absenteeism Student Engagement Data	17.9% of students chronically absent during 2022-2023 school year as measured by California School Dashboard	3% decrease in number of students chronically absent as measured by California School Dashboard
Local Control Accountability and Planning (LCAP) Survey	94.19% of families, 83.95% of students, and 87.5% of staff responded favorably to questions regarding school climate 95.11% of parents, 82.51% of students, and 90.32% of staff responded favorably to	3% increase in favorable responses in regards to school climate 3% increase in favorable responses in regards to school safety

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	questions regarding school safety	
California School Dashboard Suspension Rate Data	9% of students were suspended from school during the 2022-2023 school year.	2% decrease in number of students who are suspended at least one time.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students.

Strategy/Activity

Students will develop social-emotional skills through engagement in weekly social-emotional learning lessons and activities (supplemental supplies and materials).

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

Amount(s)	Source(s)
5000	LCFF - Supplemental

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students.

Strategy/Activity

Students will engage in classroom activities through regular use of cooperative learning structures.

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

Amount(s)	Source(s)
0	

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students.

Strategy/Activity

Student learning will be celebrated through the use of "Learn. Persevere. Excel." and "Character Counts" awards.

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

Amount(s)	Source(s)
0	

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students in grades 6 - 8.

Strategy/Activity

Student achievement will be celebrated through Honor Roll assemblies and awards.

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

Amount(s)	Source(s)
0	

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students.

Strategy/Activity

Families will be engaged in the school community through focused monthly at Freiler Staff Parent Association (FSPA) meetings, subject-area learning nights, and other parent and community engagement events.

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

Amount(s)	Source(s)
5912	Title I

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students who were chronically absent during the 2022-23 school year and students who have an average of 2 or more absences per month.

Strategy/Activity

Families will receive information and support to meet attendance engagement criteria.

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

Amount(s)	Source(s)
1600	LCFF

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students identified by the Coordination of Services Team (COST), including students in sub groups who have been suspended at high levels.

Strategy/Activity

Students will be supported in acquiring social-emotional behavioral and coping skills through individual and small group mentorship and mental health services.

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

Amount(s)	Source(s)
61245	Title I

Strategy/Activity 8

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students.

Strategy/Activity

Students will learn in a safe, equitable, and orderly environment (safety equipment and resources).

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

Amount(s)	Source(s)

4262	LCFF

Annual Review

SPSA Year Reviewed: 2023-24

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

ANALYSIS

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

- Strategies during the 2023-2024 school year focused on improving attendance and engagement. During the 2022-2023 school year 17.9% of students were chronically absent (>10% of school days missed). During the 2021-2022 school year 24.4% of students were chronically absent.
- Strategies during the 2023-2024 school year have focused on building social-emotional skills and setting clear expectations for student conduct and behavior. During the 2022-2023 school year 9% of students were suspended at least one time. During the 2021-2022 school year 6.4% of students were suspended at least once.

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

No major differences in implementation.

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.

- Continued focus on social-emotional learning through explicit teaching of skills and tiered behavioral supports.
- Focus on preventative communication with students and families in regards to social-emotional and behavioral concerns.
- Focused support and intervention for students who are at risk for being chronically absent in grades TK, Kindergarten, and 1st.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 3

Utilize Professional Learning Communities to identify priority standards, common assessments, and tiered intervention strategies.

Identified Need

Significantly increase student learning demonstrated through formative and summative assessment as measured through Effect Size.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
FastBridge aReading, AUTOreading, and CBM Reading assessment data.	Research shows effect size of 0.4 or more represents the Zone of Desired Effects in student learning	Minimum effect size of 0.4 for scaled student score growth.
CAASPP English Language Arts Scaled Score Data	Research shows effect size of 0.4 or more represents the Zone of Desired Effects in student learning	Minimum effect size of 0.4 for scaled student score growth.
California Science Test Scaled Score Data	Research shows effect size of 0.4 or more represents the Zone of Desired Effects in student learning	Minimum effect size of 0.4 for scaled student score growth.
DnA Illuminate Unit Assessment Data	Research shows effective tier 1 instruction leads to 80% of students meeting or exceeding grade level standards on unit assessments.	Minimum of 80% of students meeting or exceeding grade level standards on unit assessments.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students.

Strategy/Activity

Teachers will work together regularly in Professional Learning Communities during Early Release Mondays, professional release days, and before or after school.

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

Amount(s)	Source(s)
33911	Title I

Annual Review

SPSA Year Reviewed: 2023-24

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

ANALYSIS

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

During the 2023-2024 school year Professional Learning Communities received three 1/2 day release periods to work together on common assessments and intervention planning.

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

No major differences exist.

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.

Additional Professional Learning Community investment will exist to ensure a minimum of 1 hour of time per week for each grade level group.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 4

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s)	Source(s)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s)	Source(s)

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$111,932.00
Total Federal Funds Provided to the School from the LEA for CSI	$199,567.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$354,125.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)
Title I	$194,593.00

Subtotal of additional federal funds included for this school: $194,593.00

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
LCFF	$33,767.00
LCFF - Supplemental	$125,765.00

Subtotal of state or local funds included for this school: $159,532.00

Total of federal, state, and/or local funds for this school: $354,125.00

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
Stephen Theall	Principal
Audrey Donovan	Classroom Teacher
Vicki Headley	Classroom Teacher
Kyle Link	Classroom Teacher
Jayla Smith	Other School Staff
Heidi Horner	Parent or Community Member
Gerald Pickett	Parent or Community Member
Tonya Strickland	Parent or Community Member
Suzie Tomlinson	Parent or Community Member
Gaymarie Rozal	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

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 April 23, 2024.

Attested:



Principal, Stephen Theall on April 23, 2024

SSC Chairperson, Heidi Horner on April 23, 2024

Instructions

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 process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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 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 65001, 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.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

1. The comprehensive needs assessment of the entire school shall:

a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

    a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

    b. use methods and instructional strategies that:

        i. strengthen the academic program in the school,

        ii. increase the amount and quality of learning time, and

        iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

        i. strategies to improve students' skills outside the academic subject areas;

        ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

        iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

        iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

        v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be 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);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be 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); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

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