School Year: **2025-26**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Art Freiler School	39-75499-6118699	April 30, 2025	May 27, 2025

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

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

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

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

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

- Schoolwide Program
- Additional Targeted Support and Improvement

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

Table of Contents

SPSA Title Page 1
Table of Contents....2
Plan Description....4
Educational Partner Involvement....4
Resource Inequities....4
Comprehensive Needs Assessment Components....4
California School Dashboard (Dashboard) Indicators....4
Other Needs....5
School and Student Performance Data....6
Student Enrollment....6
CAASPP Results....9
ELPAC Results....15
Student Population....19
Overall Performance....21
Academic Performance....23
Academic Engagement....29
Conditions & Climate....32
Goals, Strategies, & Proposed Expenditures....34
Goal 1....34
Goal 2....37
Goal 3....40
Goal 4....42
Goal 5....43
Budget Summary....44
Budget Summary....44
Other Federal, State, and Local Funds....44
Budgeted Funds and Expenditures in this Plan....45
Funds Budgeted to the School by Funding Source....45
Expenditures by Funding Source....45
Expenditures by Budget Reference....45
Expenditures by Budget Reference and Funding Source....45
Expenditures by Goal....45
School Site Council Membership....46
Recommendations and Assurances....47
Instructions....48
Appendix A: Plan Requirements....55

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements 58
Appendix C: Select State and Federal Programs 61

Plan Description

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

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

- Schoolwide Program
- Additional Targeted Support and Improvement

Our plan has been created with input from all appropriate educational partners. Input from staff was collected during a staff meeting survey and potential changes were presented. 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.

Educational Partner Involvement

How, when, and with whom did Art Freiler 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 3, 2025)
- School Site Council (April 30th, 2025)
- Freiler Staff Parent Association (March 18, 2025)

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

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 2023-24 school year. African-American students demonstrated a very high level of chronic absenteeism during the 2024-25 school year. Students with disabilities demonstrated very low performance and growth on state English Language Arts and Mathematics assessments in 2024.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

Suspension Rate is in the "Red" performance category. The rate increased from 9% in 2023 to 9.6% in 2024, showing a .6% increase. Freiler has contracted with Boys and Girls Club of Tracy to provide mentors during lunch recess. With the addition of the mentors, a full-time behaviorist and an additional tier three mental health counselor, students will be able to have restorative conversations with these staff members when they receive referrals in order to reduce suspension rate. The site and district will also implement and alternative suspension system.

English Language Arts is in the "Orange" performance category. This rate declined by 5.5 points to 30 points below standard in 2024 from 24.5 points below standard in 2023.

Mathematics is in the "Orange" performance category. This rate maintained with only a 2.7 point change in students who performed below standard between 2023 and 2024.
With a decline in ELA and an effort to increase scores across by math and ELA, Freiler teachers regularly look at student assessment data during time allotted for Professional Learning Communities. Both last year and this coming year teachers will have three release days throughout the school year to look at student data and determine what types of intervention tools are needed to help students perform at grade level. All teachers will continue to use FIABS to prepare students for state testing. Freiler will continue to employ two full time intervention paraprofessionals to work with students performing below grade level in grades 1-5. All grade levels will have access to IXL curriculum, for both math and ELA as supplemental program to help students perform at grade level. Tutoring will be provided for middle school students for the 2025-26 school year.

Chronic Absenteeism is in the "Orange" category. 19.6 of students were chronically absent in 2024. This is an increase of 1.7% from 2023. A new positive initiative has been launched during the 2024-25 school year to improve student attendance and reduce tardiness, emphasizing the critical link between being present and achieving academic success. In grades K-5, the initiative is focused on encouraging consistent attendance among younger students, highlighting its importance for the academic development. In grades 6-8 we have implemented a tardy initiative aimed at reducing tardiness in middle school students, reinforcing the value of punctuality for both learning and success. Rewards and incentives have introduced as part of the initiative, recognizing and celebrating consistent attendance and punctuality. The assistant principal will continue to work with the attendance clerk in identifying families with chronic absenteeism issues. Monthly meetings with families receiving SART letters from Aeries will continue to take place to help families understand the correlation between student achievement and attendance rates.

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

No state indicators fell into this category.

Other Needs

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

Based on a staff needs assessment survey at Art Freiler School, locally collected data indicate a need to improve students' critical thinking skills and strengthen their overall work ethic. To address these needs, the school is investing in a supplemental intervention program for grades 1-8 and expanding "What I Need" (WIN) time to provide targeted reading intervention, particularly to support K–3 literacy. Additional support will include afterschool tutoring and the continuation of AVID classes five days a week to promote college and career readiness. The site has also identified a need to increase services for newcomer students; in response, teachers will participate in a three-day ELD institute over the summer, and the school will implement Rosetta Stone and expand support services for English learners.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.26%	0.26%	0.39%	2	2	3
African American	4.12%	5.08%	6.01%	32	39	46
Asian	21.65%	22.27%	23.37%	168	171	179
Filipino	6.31%	5.86%	4.83%	49	45	37
Hispanic/Latino	40.21%	42.71%	41.91%	312	328	321
Pacific Islander	0.77%	0.78%	0.65%	6	6	5
White	20.23%	17.45%	16.45%	157	134	126
Two or More Races	6.44%	5.6%	6.40%	50	43	49
Not Reported	%	0%	%	0	0	
			Total Enrollment	776	768	766

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Transitional Kindergarten			22
Kindergarten	78	64	66
Grade 1	64	78	68
Grade 2	75	61	74
Grade3	67	73	64
Grade 4	86	70	66
Grade 5	92	88	68
Grade 6	118	107	111
Grade 7	109	113	107
Grade 8	87	114	119
Total Enrollment	776	768	784

Conclusions based on this data:

1. Overall student enrollment has marginally decreased from 2021-2022 (776 students) to 2022-2023 (768 students) and marginally increased in 2023-24 (784 students)
2. The percent of students who are African-American has increased by .96 % from 2021-22 to 2022-2023. The percentage of White students has decreased by 2.78%.
3. Major student ethnicities at Art Freiler School are Hispanic/Latino (41.91%), Asian (23.37%), and White (16.45%).

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	203	211	218	27.8%	26.2%	28.5%
Fluent English Proficient (FEP)	96	95	83	14.0%	12.4%	10.8%
Reclassified Fluent English Proficient (RFEP)	80	76	63	11.4%	10.3%	22.4%

Conclusions based on this data:

1. The percentage of students who are Reclassified Fluent English Proficient (RFEP) has increased from 11.4% in 2021-22 to 22.4% in 2023-24.
2. The percentage of students who are English Learners has increased from 27.8% in 2021-22 to 28.5% in 2023-24.
3. The percentage of students who are Fluent English Proficient (FEP) has decreased from 14% in 2021-22 to 10,8% in 2023-24.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	70	73	71	69	70	71	69	70	71	98.6	95.9	100
Grade 4	91	70	72	89	70	69	89	70	69	97.8	100.0	95.8
Grade 5	95	87	69	93	86	68	93	86	68	97.9	98.9	98.6
Grade 6	111	103	110	110	100	108	110	100	108	99.1	97.1	98.2
Grade 7	107	108	107	106	107	103	106	107	103	99.1	99.1	96.3
Grade 8	89	113	116	87	112	114	87	112	114	97.8	99.1	98.3
All Grades	563	554	545	554	545	533	554	545	533	98.4	98.4	97.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2391.	2396.	2351.	10.14	12.86	2.82	23.19	25.71	12.68	27.54	25.71	25.35	39.13	35.71	59.15
Grade 4	2415.	2473.	2456.	7.87	25.71	17.39	16.85	31.43	26.09	20.22	17.14	23.19	55.06	25.71	33.33
Grade 5	2506.	2484.	2522.	24.73	15.12	29.41	27.96	25.58	38.24	23.66	29.07	7.35	23.66	30.23	25.00
Grade 6	2478.	2495.	2471.	4.55	15.00	6.48	24.55	27.00	23.15	32.73	21.00	29.63	38.18	37.00	40.74
Grade 7	2539.	2509.	2538.	12.26	7.48	15.53	33.02	28.04	39.81	26.42	28.04	16.50	28.30	36.45	28.16
Grade 8	2526.	2547.	2526.	5.75	8.04	11.40	26.44	34.82	28.95	31.03	36.61	21.93	36.78	20.54	37.72
All Grades	N/A	N/A	N/A	10.83	13.21	13.13	25.63	28.99	28.52	27.08	26.97	21.20	36.46	30.83	37.15

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	13.04	10.00	2.82	62.32	62.86	54.93	24.64	27.14	42.25
Grade 4	4.49	17.14	15.94	64.04	72.86	62.32	31.46	10.00	21.74
Grade 5	16.13	11.63	17.65	64.52	62.79	67.65	19.35	25.58	14.71
Grade 6	7.27	19.00	9.26	61.82	43.00	49.07	30.91	38.00	41.67
Grade 7	14.15	16.82	21.36	63.21	50.47	47.57	22.64	32.71	31.07
Grade 8	8.05	8.93	14.04	64.37	66.07	50.00	27.59	25.00	35.96
All Grades	10.47	13.94	13.70	63.36	58.72	53.85	26.17	27.34	32.46

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	7.25	7.14	2.82	56.52	64.29	39.44	36.23	28.57	57.75
Grade 4	2.25	21.43	13.04	51.69	57.14	62.32	46.07	21.43	24.64
Grade 5	19.35	19.77	32.35	62.37	53.49	50.00	18.28	26.74	17.65
Grade 6	5.45	9.00	3.70	47.27	51.00	51.85	47.27	40.00	44.44
Grade 7	12.26	5.61	24.27	64.15	57.01	49.51	23.58	37.38	26.21
Grade 8	9.20	9.82	11.40	48.28	61.61	53.51	42.53	28.57	35.09
All Grades	9.39	11.56	14.07	55.05	57.25	51.22	35.56	31.19	34.71

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2.90	2.86	2.82	78.26	75.71	63.38	18.84	21.43	33.80
Grade 4	8.99	11.43	11.59	69.66	74.29	73.91	21.35	14.29	14.49
Grade 5	10.75	10.47	14.71	79.57	70.93	73.53	9.68	18.60	11.76
Grade 6	11.82	11.00	12.04	71.82	75.00	63.89	16.36	14.00	24.07
Grade 7	12.26	10.28	8.74	77.36	67.29	80.58	10.38	22.43	10.68
Grade 8	6.90	10.71	12.28	75.86	80.36	66.67	17.24	8.93	21.05
All Grades	9.39	9.72	10.51	75.27	73.94	70.17	15.34	16.33	19.32

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	11.59	7.14	4.23	62.32	64.29	63.38	26.09	28.57	32.39
Grade 4	2.25	17.14	15.94	67.42	75.71	68.12	30.34	7.14	15.94
Grade 5	22.58	15.12	23.53	59.14	61.63	66.18	18.28	23.26	10.29
Grade 6	10.00	14.00	10.19	71.82	61.00	61.11	18.18	25.00	28.70
Grade 7	14.15	12.15	26.21	73.58	62.62	49.51	12.26	25.23	24.27
Grade 8	13.79	15.18	12.28	65.52	68.75	66.67	20.69	16.07	21.05
All Grades	12.45	13.58	15.38	67.15	65.32	61.91	20.40	21.10	22.70

Conclusions based on this data:

1. The percentage of students meeting or exceeding English Language Arts standards has increased from 36.46% in 2021-22 to 42.2% in 2022-2023.
2. The 2023-24 grade 5 cohort reduced the number of students below standard in reading by 10.87% compared to 2022-23.
3. The percentage of students that scored below standard in English Language Arts writing has increased from 31.19% in 2022-23 to 34.71 in 2023-24.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	70	74	71	70	72	71	70	72	71	100.0	97.3	100
Grade 4	93	70	72	90	70	70	90	70	70	96.8	100.0	97.2
Grade 5	95	87	69	95	86	69	95	86	69	100.0	98.9	100
Grade 6	112	103	110	111	101	109	111	101	109	99.1	98.1	99.1
Grade 7	107	108	107	106	107	105	106	107	105	99.1	99.1	98.1
Grade 8	89	113	116	87	112	114	87	112	114	97.8	99.1	98.3
All Grades	566	555	545	559	548	538	559	548	538	98.8	98.7	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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2395.	2418.	2389.	7.14	15.28	2.82	27.14	27.78	30.99	31.43	29.17	29.58	34.29	27.78	36.62
Grade 4	2435.	2486.	2499.	8.89	27.14	27.14	22.22	27.14	28.57	27.78	30.00	31.43	41.11	15.71	12.86
Grade 5	2508.	2500.	2523.	29.47	19.77	30.43	17.89	24.42	21.74	22.11	24.42	26.09	30.53	31.40	21.74
Grade 6	2472.	2485.	2471.	6.31	21.78	6.42	15.32	13.86	18.35	29.73	20.79	31.19	48.65	43.56	44.04
Grade 7	2491.	2484.	2527.	6.60	7.48	25.71	16.04	15.89	14.29	30.19	31.78	23.81	47.17	44.86	36.19
Grade 8	2511.	2500.	2489.	13.79	7.14	6.14	5.75	17.86	11.40	31.03	24.11	32.46	49.43	50.89	50.00
Grade 11															
All Grades	N/A	N/A	N/A	11.99	15.51	15.43	16.99	20.26	19.52	28.62	26.46	29.18	42.40	37.77	35.87

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	18.57	16.67	9.86	42.86	54.17	47.89	38.57	29.17	42.25
Grade 4	13.33	28.57	32.86	45.56	47.14	57.14	41.11	24.29	10.00
Grade 5	33.68	23.26	37.68	44.21	54.65	42.03	22.11	22.09	20.29
Grade 6	9.01	20.79	7.34	43.24	32.67	45.87	47.75	46.53	46.79
Grade 7	6.60	11.21	24.76	55.66	42.99	38.10	37.74	45.79	37.14
Grade 8	8.05	8.93	5.26	50.57	52.68	50.88	41.38	38.39	43.86
Grade 11									
All Grades	14.49	17.34	17.84	47.23	46.90	46.65	38.28	35.77	35.50

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	11.43	16.67	11.27	40.00	51.39	50.70	48.57	31.94	38.03
Grade 4	8.89	27.14	22.86	50.00	52.86	61.43	41.11	20.00	15.71
Grade 5	22.11	18.60	21.74	45.26	44.19	49.28	32.63	37.21	28.99
Grade 6	6.31	17.82	4.59	42.34	36.63	54.13	51.35	45.54	41.28
Grade 7	5.66	6.54	20.00	50.00	55.14	45.71	44.34	38.32	34.29
Grade 8	13.79	4.46	5.26	47.13	51.79	59.65	39.08	43.75	35.09
All Grades	11.09	14.05	13.20	45.97	48.54	53.53	42.93	37.41	33.27

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	11.43	6.94	4.23	64.29	75.00	61.97	24.29	18.06	33.80
Grade 4	11.11	22.86	32.86	56.67	61.43	57.14	32.22	15.71	10.00
Grade 5	17.89	10.47	24.64	50.53	68.60	47.83	31.58	20.93	27.54
Grade 6	5.41	15.84	8.26	68.47	54.46	63.30	26.13	29.70	28.44
Grade 7	5.66	7.48	22.86	59.43	61.68	52.38	34.91	30.84	24.76
Grade 8	9.20	6.25	7.02	63.22	60.71	59.65	27.59	33.04	33.33
All Grades	9.84	11.13	15.61	60.47	62.96	57.43	29.70	25.91	26.95

Conclusions based on this data:

1. The percentage of students meeting or exceeding Mathematics standards has increased from 28.98% in 2021-22 to 34.95% in 2023-24. The percentage of students not meeting Mathematics standards has decreased from 42.40% in 2021-22 to 35.87% in 2023-24.
2. The grade 4 cohort of students reduced the percentage of students not meeting Mathematics standards by 32.11% from 2021-2022 to 2023-24. The grade 7 cohort of students reduced the percentage of students not meeting Mathematics standards by 8.65% from 2022-23 to 2023-24.

3. The percentage of students at or near standard in Problem Solving and Data Analysis increased by 4.79% from 2022-23 to 2023-24 and the percentage of students scoring below standard dropped by 4.14% from 2022-23 to 2023-24.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data
Number of Students and Mean Scale Scores for All Students

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1419.5	1412.6	1404.5	1432.2	1419.9	1416.3	1389.4	1395.6	1376.9	16	19	28
1	1453.3	1445.8	1444.8	1468.1	1464.3	1448.6	1438.0	1426.8	1440.5	20	19	22
2	1476.6	1481.4	1503.9	1481.0	1486.0	1498.9	1471.5	1476.3	1508.3	20	23	23
3	1486.7	1496.0	1477.5	1497.0	1486.7	1478.5	1476.0	1504.8	1476.2	23	21	28
4	1509.8	1525.0	1520.8	1507.3	1518.3	1523.9	1511.9	1531.2	1517.0	31	20	22
5	1530.6	1534.9	1518.2	1520.5	1525.5	1518.2	1540.3	1544.0	1517.8	22	31	19
6	1521.9	1503.1	1536.6	1514.2	1493.0	1540.4	1529.1	1512.9	1532.3	25	19	29
7	1570.2	1550.2	1534.7	1572.6	1546.7	1536.5	1567.3	1553.4	1532.3	26	21	23
8	1572.3	1550.9	1565.0	1588.2	1547.1	1587.7	1556.0	1554.3	1542.0	15	19	15
All Grades										198	192	209

Overall Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	12.50	10.53	10.71	50.00	26.32	42.86	31.25	52.63	25.00	6.25	10.53	21.43	16	19	28
1	5.00	0.00	9.09	35.00	31.58	36.36	55.00	57.89	31.82	5.00	10.53	22.73	20	19	22
2	5.00	8.70	21.74	65.00	52.17	56.52	15.00	34.78	17.39	15.00	4.35	4.35	20	23	23
3	17.39	14.29	7.14	52.17	57.14	28.57	13.04	9.52	39.29	17.39	19.05	25.00	23	21	28
4	9.68	30.00	27.27	54.84	45.00	40.91	32.26	15.00	18.18	3.23	10.00	13.64	31	20	22
5	31.82	29.03	26.32	40.91	45.16	42.11	13.64	22.58	10.53	13.64	3.23	21.05	22	31	19
6	12.00	0.00	34.48	44.00	47.37	34.48	24.00	31.58	10.34	20.00	21.05	20.69	25	19	29
7	42.31	42.86	39.13	38.46	33.33	17.39	11.54	14.29	13.04	7.69	9.52	30.43	26	21	23
8	46.67	21.05	40.00	33.33	42.11	20.00	6.67	26.32	20.00	13.33	10.53	20.00	15	19	15
All Grades	19.70	18.23	22.97	46.46	42.71	35.89	22.73	28.65	21.05	11.11	10.42	20.10	198	192	209

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	18.75	10.53	10.71	43.75	21.05	53.57	31.25	52.63	17.86	6.25	15.79	17.86	16	19	28
1	15.00	26.32	18.18	70.00	26.32	27.27	15.00	47.37	40.91	0.00	0.00	13.64	20	19	22
2	20.00	30.43	34.78	60.00	43.48	56.52	20.00	21.74	8.70	0.00	4.35	0.00	20	23	23
3	34.78	33.33	14.29	43.48	47.62	42.86	8.70	0.00	21.43	13.04	19.05	21.43	23	21	28
4	29.03	55.00	50.00	54.84	35.00	31.82	12.90	0.00	4.55	3.23	10.00	13.64	31	20	22
5	40.91	38.71	47.37	45.45	45.16	36.84	0.00	12.90	0.00	13.64	3.23	15.79	22	31	19
6	40.00	15.79	48.28	36.00	36.84	31.03	8.00	36.84	10.34	16.00	10.53	10.34	25	19	29
7	46.15	42.86	43.48	38.46	42.86	17.39	7.69	9.52	21.74	7.69	4.76	17.39	26	21	23
8	60.00	36.84	46.67	26.67	36.84	26.67	0.00	15.79	20.00	13.33	10.53	6.67	15	19	15
All Grades	33.84	32.81	33.49	46.97	38.02	36.84	11.11	20.83	16.27	8.08	8.33	13.40	198	192	209

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	0.00	5.26	10.71	19.05	31.58	14.29	71.43	42.11	57.14	9.52	21.05	17.86	21	19	28
1	23.53	0.00	4.55	35.29	15.79	31.82	35.29	52.63	31.82	5.88	31.58	31.82	17	19	22
2	0.00	8.70	21.74	59.09	39.13	52.17	36.36	26.09	17.39	4.55	26.09	8.70	22	23	23
3	0.00	9.52	0.00	35.48	38.10	14.29	51.61	28.57	50.00	12.90	23.81	35.71	31	21	28
4	5.00	15.00	18.18	50.00	50.00	27.27	35.00	20.00	36.36	10.00	15.00	18.18	20	20	22
5	0.00	9.68	10.53	12.50	38.71	26.32	75.00	41.94	31.58	12.50	9.68	31.58	24	31	19
6	12.00	5.26	10.34	24.00	15.79	37.93	40.00	42.11	20.69	24.00	36.84	31.03	25	19	29
7	38.46	23.81	21.74	11.54	23.81	21.74	46.15	33.33	13.04	3.85	19.05	43.48	26	21	23
8	20.00	5.26	20.00	13.33	36.84	26.67	53.33	42.11	13.33	13.33	15.79	40.00	15	19	15
All Grades	11.11	9.38	12.44	26.77	32.81	27.75	43.43	36.46	31.58	18.69	21.35	28.23	198	192	209

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	12.50	15.79	17.86	68.75	68.42	64.29	18.75	15.79	17.86	16	19	28
1	35.00	31.58	13.64	65.00	68.42	77.27	0.00	0.00	9.09	20	19	22
2	40.00	34.78	30.43	55.00	60.87	69.57	5.00	4.35	0.00	20	23	23
3	39.13	42.86	14.29	52.17	47.62	60.71	8.70	9.52	25.00	23	21	28
4	51.61	65.00	72.73	41.94	35.00	18.18	6.45	0.00	9.09	31	20	22
5	13.64	32.26	31.58	81.82	58.06	57.89	4.55	9.68	10.53	22	31	19
6	8.00	0.00	20.69	72.00	73.68	55.17	20.00	26.32	24.14	25	19	29
7	11.54	19.05	17.39	73.08	61.90	47.83	15.38	19.05	34.78	26	21	23
8	33.33	26.32	40.00	60.00	52.63	46.67	6.67	21.05	13.33	15	19	15
All Grades	27.78	30.21	27.27	62.63	58.33	55.98	9.60	11.46	16.75	198	192	209

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	18.75	21.05	28.57	68.75	52.63	53.57	12.50	26.32	17.86	16	19	28
1	5.00	21.05	13.64	95.00	73.68	68.18	0.00	5.26	18.18	20	19	22
2	20.00	39.13	39.13	75.00	56.52	60.87	5.00	4.35	0.00	20	23	23
3	52.17	38.10	32.14	26.09	42.86	50.00	21.74	19.05	17.86	23	21	28
4	19.35	40.00	45.45	70.97	50.00	40.91	9.68	10.00	13.64	31	20	22
5	72.73	61.29	68.42	13.64	35.48	15.79	13.64	3.23	15.79	22	31	19
6	64.00	42.11	72.41	20.00	47.37	24.14	16.00	10.53	3.45	25	19	29
7	84.62	76.19	56.52	11.54	19.05	30.43	3.85	4.76	13.04	26	21	23
8	86.67	52.63	80.00	0.00	42.11	13.33	13.33	5.26	6.67	15	19	15
All Grades	46.97	44.79	46.89	42.42	45.83	41.15	10.61	9.38	11.96	198	192	209

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	0.00	5.26	3.57	81.25	73.68	67.86	18.75	21.05	28.57	16	19	28
1	25.00	5.26	18.18	20.00	47.37	45.45	55.00	47.37	36.36	20	19	22
2	5.00	17.39	0.00	70.00	56.52	82.61	25.00	26.09	17.39	20	23	23
3	4.35	9.52	0.00	60.87	57.14	50.00	34.78	33.33	50.00	23	21	28
4	3.23	20.00	9.09	70.97	65.00	63.64	25.81	15.00	27.27	31	20	22
5	9.09	16.13	15.79	68.18	74.19	47.37	22.73	9.68	36.84	22	31	19
6	4.00	0.00	6.90	44.00	26.32	55.17	52.00	73.68	37.93	25	19	29
7	38.46	23.81	17.39	26.92	42.86	39.13	34.62	33.33	43.48	26	21	23
8	26.67	5.26	26.67	33.33	63.16	20.00	40.00	31.58	53.33	15	19	15
All Grades	12.63	11.98	9.57	53.03	57.29	54.07	34.34	30.73	36.36	198	192	209

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	18.75	42.11	39.29	68.75	36.84	42.86	12.50	21.05	17.86	16	19	28
1	5.00	5.26	0.00	85.00	78.95	81.82	10.00	15.79	18.18	20	19	22
2	30.00	17.39	34.78	60.00	69.57	60.87	10.00	13.04	4.35	20	23	23
3	4.35	28.57	3.57	78.26	61.90	82.14	17.39	9.52	14.29	23	21	28
4	12.90	35.00	36.36	83.87	55.00	50.00	3.23	10.00	13.64	31	20	22
5	31.82	32.26	26.32	50.00	61.29	42.11	18.18	6.45	31.58	22	31	19
6	20.00	21.05	20.69	68.00	63.16	62.07	12.00	15.79	17.24	25	19	29
7	19.23	33.33	13.04	76.92	57.14	65.22	3.85	9.52	21.74	26	21	23
8	0.00	5.26	0.00	93.33	94.74	86.67	6.67	0.00	13.33	15	19	15
All Grades	16.16	25.00	20.10	73.74	64.06	63.16	10.10	10.94	16.75	198	192	209

Conclusions based on this data:

1. 22.97% of English Learner students performed well enough on the ELPAC during the 2023-24 school year to become Reclassified Fluent English Proficient.
2. 46.89% of students scored "Well Developed" in the speaking domain of the 2023-24 ELPAC exam.
3. Only 9.57% of students scored "Well Developed" in the Reading domain of the 2023-24 ELPAC exam.

School and Student Performance Data

Student Population

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

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

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

2023-24 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
766	**74.2%**	**28.5%**	**0.4%**
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.

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	218	28.5%
Foster Youth	3	0.4%
Homeless	36	4.7%
Socioeconomically Disadvantaged	568	74.2%
Students with Disabilities	115	15%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	46	6%
American Indian	3	0.4%
Asian	179	23.4%
Filipino	37	4.8%
Hispanic	321	41.9%
Two or More Races	49	6.4%
Pacific Islander	5	0.7%
White	126	16.4%

Conclusions based on this data:

1. Almost 3/4 (74.2%) 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 (41.9%).

School and Student Performance Data

Overall Performance

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

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

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


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

2024 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Grades 3–5 showed stronger performance in ELA, with 38.24% of 5th graders meeting/exceeding the standard. In Math, 5th graders had the highest performance, with 30.43% meeting/exceeding the standard
2. There is an increase in Chronic absenteeism
3. Areas for growth include suspension rate and English Language Learner progress.

School and Student Performance Data

Academic Performance
English Language Arts

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

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

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


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
1	4	1	1	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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Orange	 Orange	 Red
30.0 points below standard	61.5 points below standard	107.4 points below standard
Declined 5.5 points	Declined 8.9 points	Declined 23.1 points
504 Students	166 Students	46 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 No Performance Color	 Orange
Less than 11 Students	113.2 points below standard	40.8 points below standard
1 Student	Declined 57.0 points	Maintained 0.9 points
	15 Students	377 Students

Students with Disabilities	African American	American Indian
 Red	 No Performance Color	 No Performance Color
139.2 points below standard	76.3 points below standard	Less than 11 Students
Declined 29.0 points	Declined 7.6 points	1 Student
88 Students	19 Students	

Asian	Filipino	Hispanic
 Yellow	 Green	 Orange
14.5 points below standard	39.9 points above standard	47.6 points below standard
Increased 5.5 points	Increased 9.7 points	Declined 8.7 points
117 Students	31 Students	211 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Orange
54.9 points below standard	Less than 11 Students	12.1 points below standard
Declined 6.8 points	5 Students	Declined 12.9 points
31 Students		89 Students

Conclusions based on this data:

1. Students who are Filipino achieved the greatest English Language Arts scores, scoring an average of 39.9 points above standard and Asian students increased by 5.5 points.
2. Students who have a learning disability achieved at a low level as measured by the 2024 CAASPP ELA assessment.
3. Asian students increased performance significantly as measured by the 2024 CAASPP ELA assessment.

School and Student Performance Data

Academic Performance
Mathematics

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

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
1	2	3	0	1

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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Orange	 Yellow	 Orange
47.6 points below standard	75.7 points below standard	132.5 points below standard
Maintained 2.7 points	Increased 3.9 points	Increased 9.0 points
510 Students	172 Students	46 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Yellow
Less than 11 Students	124.1 points below standard	59.0 points below standard
1 Student	Declined 29.2 points	Increased 13.5 points
	18 Students	383 Students

Students with Disabilities	African American	American Indian
 Red	 No Performance Color	 No Performance Color
147.1 points below standard	99.8 points below standard	Less than 11 Students
Declined 8.2 points	Increased 18.2 points	1 Student
88 Students	19 Students	

Asian	Filipino	Hispanic
 Yellow	 Blue	 Orange
27.6 points below standard	35.7 points above standard	69.0 points below standard
Increased 5.4 points	Increased 26.4 points	Maintained 2.2 points
117 Students	31 Students	214 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Orange
56.3 points below standard	Less than 11 Students	32.6 points below standard
Increased 29.5 points	5 Students	Declined 13.4 points
31 Students		92 Students

Conclusions based on this data:

1. Overall achievement for students was average in Mathematics as measured by the 2024 CAASPP assessment.
2. Students who are Filipino are the highest performing subgroup scoring 35.7points 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 2024 CAASPP Mathematics assessment.

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

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

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
	
Green	Green
52.5% making progress.	55.6% making progress.
Number Students: 162 Students	Number Students: 36 Students

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

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
17.3%	30.2%	3.7%	48.8%

Conclusions based on this data:

1. 52.5% of students are making progress towards English Language proficiency as measured by the English Learner Progress Indicator (ELPI).
2. 48.8% of EL students progressed at least one ELPI level on the 2024 Fall Dashboard.
3. 55.6% of students are making progress on the Long-Term English Learners.

School and Student Performance Data

Academic Performance
College/Career Report

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

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

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

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. No data

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Orange	 Orange	 Red
19.6% Chronically Absent	16.8% Chronically Absent	31.3% Chronically Absent
Increased 1.7	Increased 2.8	Increased 16.4
816 Students	238 Students	48 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 Red	 Red
Fewer than 11 students - data not displayed for privacy	29.5% Chronically Absent	21.7% Chronically Absent
5 Students	Increased 10	Maintained 0.2
	44 Students	612 Students

Students with Disabilities	African American	American Indian
 Red	 Red	 No Performance Color
34.3% Chronically Absent	42% Chronically Absent	Fewer than 11 students - data not displayed for privacy
Increased 5	Increased 3.4	3 Students
140 Students	50 Students	

Asian	Filipino	Hispanic
 Orange	 Orange	 Red
5.4% Chronically Absent	10.8% Chronically Absent	26.9% Chronically Absent
Increased 1.5	Increased 4.6	Increased 2.6
186 Students	37 Students	350 Students

Two or More Races	Pacific Islander	White
 Yellow	 No Performance Color	 Yellow
17% Chronically Absent	Fewer than 11 students - data not displayed for privacy	15.2% Chronically Absent
Declined 1.2	5 Students	Declined 3.6
53 Students		132 Students

Conclusions based on this data:

1. Overall student engagement as measured by attendance is average, with 19.6% of students chronically absent during the 2023-24 school year.
2. 42% of African-American students were chronically absent during the 2023-24 school year.
3. The percentage of homeless students who are chronically absent is 29.5%, an increase of 10% for the 2023-24 school year.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

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

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. No data

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
3	6	1	1	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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Red	 Yellow	 Orange
9.6% suspended at least one day	7.4% suspended at least one day	16.3% suspended at least one day
Increased 0.6%	Declined 3.2%	Declined 5.9%
835 Students	244 Students	49 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 Orange	 Red
Fewer than 11 students - data not displayed for privacy	8.7% suspended at least one day	10.8% suspended at least one day
5 Students	Declined 2.4%	Increased 0.4%
	46 Students	620 Students

Students with Disabilities	African American	American Indian
 Orange	 Red	 No Performance Color
12.8% suspended at least one day	26% suspended at least one day	Fewer than 11 students - data not displayed for privacy
Declined 0.8%	Increased 17.1%	3 Students
141 Students	50 Students	

Asian	Filipino	Hispanic
 Orange	 Green	 Orange
5.3% suspended at least one day	2.7% suspended at least one day	10.1% suspended at least one day
Increased 0.3%	Declined 1.5%	Declined 0.5%
187 Students	37 Students	365 Students

Two or More Races	Pacific Islander	White
 Orange	 No Performance Color	 Red
9.3% suspended at least one day	Fewer than 11 students - data not displayed for privacy	9.8% suspended at least one day
Declined 4.4%	6 Students	Maintained 0.2%
54 Students		133 Students

Conclusions based on this data:

1. Overall suspension rate was high, with 9,6% of students being suspended at least one day in 2023-24.
2. All student groups except Asian and Filipino were suspended at a high level in 2023-24.
3. 26% of African American students were suspended for a least one day in 2023-24, this is an increase of 17.1%.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

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

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

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student enrollment in AVID Elective courses	10 - 7th grade, and 13- 8th grade students enrolled in AVID Elective courses.	Maintain full student roster for the 2025-26 school year with AVID elective running 5 days a week.
CAASPP English Language Arts and Mathematics Proficiency Data (specific focus based on WICOR focus)	Writing: 65.29% of students near or above grade level standard as measured by 2024 CAASPP ELA Writing Reading: 67.55% of students near or above grade level standard as measured by 2024 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: 41.65% of students met or exceeded standards as measured by 2024 CAASPP Mathematics: 34.95% of students met or exceeded standards as measured by 2024 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
FastBridge English Language Arts and Mathematics Data	50% of students scored "College Pathway" or "Low Risk" as measured by the Winter 2024 FastBridge aMath assessment	3% increase in students scoring "College Pathway" or "Low Risk" as measured by FastBridge assessments

	41% of students scored "College Pathway" or "Low Risk" as measured by the Winter 2023 FastBridge aReading assessment 65% of students scored "Low Risk" as measured by the Winter 2023 FastBridge AUTOreading assessment	3% decrease in students scoring "High Risk" as measured by FastBridge assessments
Rigor Relevance Engagement Rubric Data	Rigor Rubric: Thoughtful Work - 51% developed or well-developed Rigor Rubric: High-Level Questioning - 46% developed or well-developed Rigor Rubric: Academic Discussion - 43% 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	22.97% 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

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Use AVID instructional strategies regularly in grades 6-8 with a focus on organization.	All students in grades 6-8.	20,917 LCFF - Supplemental None Specified
1.3			None Specified
1.4	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).	All students.	74333 Title I 25160 LCFF 1500 LCFF - Supplemental
1.5	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	All students who are English Learners.	75402 LCFF - Supplemental

	subscriptions, training/sub-release, Professional Development).		
1.6	Students will engage with research-based tier 1 early literacy instruction (AR)	All students in grades TK-5	4900 Title I
1.7	Students will receive additional academic support through before school, lunchtime, and after school tutoring and intervention.	All students.	13520 Title I None Specified
1.8	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.	All students.	20000 LCFF - Supplemental 33874 Title I

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

1. Rigorous, relevant and engaging activities were supported through the 2024-25 school year through the use of the Rigor, Relevance and Engagement rubric for feedback. Formative non-evaluative feedback showed that 51% of classrooms are developed or well-developed in regards to thoughtful work, 46% are developed or well-developed for high level questioning, and 43% are developed or well-developed in academic discussion as measured by the Rigor Rubric.
2. Analysis of student progress was accomplished through Professional Learning Communities use of grade level curriculum assessments, FastBridge, and CAASPP assessment data. This data shows that 54% of students are meeting Mathematics benchmarks and 41% of students are meeting ELA benchmarks as measured by the 2024 Winter FastBridge assessment.

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.

Students taking the AVID elective will be attending it five days a week instead of three. The site will be purchasing a supplemental subscription to IXL for use with math and ELA intervention with all grade levels in an effort to bring all students performing at their grade level in reading, writing and mathematics. The site will offer lunch and after school tutoring programs and additional support for newcomers with the use of Rosetta Stone.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Establish a secure and just educational environment that supports the success of all students and staff.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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	20.1% of students scored "Some or HIgh Risk" for academic concerns on Winter 2024 MySAEBRS survey 25.7% of students scored "Some or High Risk" for social concerns on Winter 2024 MySAEBRS survey 20.5% of students scored "Some or High Risk" for emotional behavioral concerns on Winter 2024 MySAEBRS survey	Students scoring "Low Risk" will increase by 3% in all categories
Honor Roll Awards	54.79% 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, STEM 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	19.6% of students chronically absent during 2023-24 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	92.43 % of families, 86.15% of students, and 88.5% of staff responded favorably to questions regarding school climate 93.49% of parents, 87.53% of students, and 92.42% of staff responded favorably to questions regarding school safety	3% increase in favorable responses in regards to school climate 3% increase in favorable responses in regards to school safety
California School Dashboard Suspension Rate Data	9.6% of students were suspended from school for one day during the 2023-24 school year.	2% decrease in number of students who are suspended at least one time.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Students will develop social-emotional skills through engagement in weekly social-emotional learning lessons and activities (supplemental supplies and materials).	All students.	5000 Title I
2.2	Students will engage in classroom activities through regular use of cooperative learning structures.	All students.	0
2.3			0
2.4	Student achievement will be celebrated through Honor Roll assemblies and awards.	Students in grades 6 - 8.	0
2.5	Families will be engaged in the school community through focused monthly Freiler Staff Parent Association (FSPA) meetings, subject-area learning nights, and other parent and community engagement events.	All students.	1800 LCFF 5912 Title I
2.6	Families will receive information and support to meet attendance engagement criteria and students will be rewarded for weekly and trimester perfect attendance.	Students who were chronically absent during the 2023-24 school year and students who have an average of 2 or more absences per month.	None Specified
2.7	Students will be supported in acquiring social-emotional behavioral and coping skills through individual and small group mentorship and mental health services.	All students identified by the Coordination of Services Team (COST), including students in sub groups who have been suspended at high levels.	13440 Title I
2.9	Students will learn in a safe, equitable, and orderly environment (safety equipment and resources).	All students.	5700 LCFF

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

Strategies during the 2023-24 school year focused on improving attendance and behaviors to reduce chronic absenteeism and suspension rates. Incentives were put in place to reduce tardies and increase regular attendance. During the 2022-23 School year 17.9% of students were absent and during the 2023-24 school year 19.6% of students were chronically absent, which shows an increase of 1.7%.
Strategies during the 2023-24 school year have focused on building social-emotional skills and setting clear expectations for student conduct and behavior. During the 2022-23 school year 9% of students were suspended at least one time and during the 2023-24 school year 9.6% of students were suspended at least one time.

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 using Second Step Curriculum and tiered behavioral supports.
Focus on preventative communication with students and families in regards to social-emotional and behavioral concerns.
Implement an in-school support room to remediate discipline as an alternative to home suspension.
Focused support and intervention for students who are at risk for being chronically absent in grades TK, Kindergarten and 1st grades.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Following each PLC cycle, Freiler students will demonstrate a 3% increase in performance on Common Formative Assessments compared to TUSD district averages, with a goal of 80% of students achieving proficiency

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Common Formative Assessment Score Reports	Compare pre and post PLC data	80% proficient and 3% increase overall.
Analyze the percent of students meeting or exceed proficiency	Compare percentage of students who have met or exceeded proficiency based on each PLC cycle.	80% of students will meet or exceed proficiency by the end of the school year.
Compare pre and post intervention data	Average CFA scores will increase 3% per cycle among students in intervention	5% or more increase in CFA scores per intervention cycle for those receiving targeted support.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Teachers will work together regularly in Professional Learning Communities during Early Release Mondays, professional release days, and before or after school.	All students.	42875 Title I

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

During the 2024-25 school year each grade level Professional Learning Community received three full day release days to work together on common assessments, data analysis and intervention planning.

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 time will be provided to teachers during weekly Early Release Monday staff meetings to meet with their Professional Learning Communities. K-1 teachers will be provided 2 release days a trimester to conduct assessments.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

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

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.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

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

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.

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$111,932.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$344,333.00
Total Federal Funds Provided to the School from the LEA for CSI	$199,567.00

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation ($)
Title I	$193,854.00

Subtotal of additional federal funds included for this school: $193,854.00

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	$32,660.00
LCFF - Supplemental	$117,819.00

Subtotal of state or local funds included for this school: $150,479.00

Total of federal, state, and/or local funds for this school: $344,333.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF	32,660.00
LCFF - Supplemental	117,819.00
Title I	193,854.00

Expenditures by Budget Reference

Budget Reference	Amount
	20,917.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
	LCFF	32,660.00
	LCFF - Supplemental	117,819.00
	Title I	193,854.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	269,606.00
Goal 2	31,852.00
Goal 3	42,875.00

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
Maureen Riley	Principal
Audrey Donovan	Classroom Teacher
Vicki Headley	Classroom Teacher
Amy Crotts	Classroom Teacher
Jayla Smith	Other School Staff
Heidi Horner	Parent or Community Member
Gerald Pickett	Parent or Community Member
Jennifer Adamo	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 30, 2025.

Attested:



Principal, Maureen Riley on April 30, 2025



SSC Chairperson, Heidi Horner on April 30, 2025

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 (LCAP) process.

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

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

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

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

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. 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 Educational Partner 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.

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

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.

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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:

- **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.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

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 Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI 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.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  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 *EC* 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.
- Funding Sources: List the 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.

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

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement 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.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

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

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal 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.

Goal 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.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between 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.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI 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 planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- 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 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.

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

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible 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.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:
Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

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

- **Total Funds Provided to the School Through the ConApp:** 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 funds from its LEA for CSI should complete the Budget Summary Table 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 for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

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 Schoolsite Council (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).
         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.
            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
            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 LEA (may include funds allocated via the ConApp, federal funds, and 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: 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 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI 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 educational partners (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 (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: 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/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (Se*ctions: 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 (S*ections: 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.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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 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 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.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp
- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp
- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible 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 (*Sections: 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 Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp
- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf
- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: 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/

Updated by the California Department of Education, October 2023