

School Year: **2022-23**



# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Art Freiler School	39-75499-6118699		

## Purpose and Description

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

Schoolwide Program

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

Our plan has been created with input from all appropriate educational partners. Input from staff was collected during a staff meeting and a draft of this plan was reviewed by each grade level. During this review additional input was provided as well. School Site Council and the Freiler Staff Parent Association also provided input that served to shape the goals outlined in this document.

# Comprehensive Needs Assessment Components

## Data Analysis

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

## Surveys

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

Winter 2021 MySAEBRS Survey - Students in grades 2-8 are surveyed on social-emotional learning. General categories are academics, emotions, and behavior.

### Areas of Strength

- more than 85% of students in grades 3 and 5 report a strong perception of their academic ability
- more than 84% of students in grades 3 and 4 report a strong ability to regulate internal states, adapt to change, and respond to stressful or challenging events

### Areas for Growth

- 61% of students in grade 2 report a strong ability to maintain age appropriate relationships with peers and adults
- 67% of students in grade 6 score as low risk for social, academic, and emotional behaviors that will negatively impact learning

2019 California Healthy Kids Survey - Students in grade 7 are surveyed on healthy choices. General categories are school connectedness, school climate and culture, school safety, social-emotional learning, and student supports.

### Areas of Strength

- 81% of students report having high academic motivation
- 80% of students report adults at the school have high expectations for them
- 97% of students report never using marijuana

### Areas for Growth

- 48% of students report having mean rumors or lies spread about them in the last 12 months
- 39% of students report having experienced chronic sadness or hopelessness in the last 12 months
- 18% of students report considering suicide in the last 12 months

2022 Local Control Accountability Plan Survey - Students in grades 4-8, staff, and families are surveyed on school climate and safety.

### Areas of Strength

- 97% of parents report the school grounds are clean and well maintained
- 97% of parents report the rules of the school clearly communicated
- 95% of students report they know the school rules
- 100% of staff report the school collaborates to achieve its goals
- 96% of staff report they are treated with respect by their colleagues

### Areas for Growth

- 71% of students report the school motivates students to learn
- 62% of staff report Tracy Unified ensures effective communication

## Classroom Observations

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

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

Teachers are also observed through the formal evaluation process. All intern and probationary teachers receive formal evaluative feedback on each of the six California Standards for the Teaching Profession. Permanent teachers receive

feedback on Creating and Maintaining an Effective Environment for Learning, Understanding and Organizing Subject Knowledge, and a third standard of their choice.

## Analysis of Current Instructional Program

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

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

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

## Standards, Assessment, and Accountability

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

Teachers and staff engaged in target and claim analysis based on 2021 California Assessment of Student Performance and Progress (CAASPP) results. This analysis aligned targets and claims from state assessments to specific standards and units of study in English Language Arts (ELA) and Mathematics. Notable findings from this analysis includes:

### Areas of Strength

- 68% of students scored at, above, or near grade level standards for ELA in grade 6
- 71% of students scored at, above, or near grade level standards for ELA in grade 8
- 69% of students scored at, above, or near grade level standards for Math in grade 4
- 67% of students scored at, above, or near grade level standards for Math in grade 6

### Areas for Growth

- 46% of students did not meet grade level standards for ELA in grade 3
- 52% of students did not meet grade level standards for Math in grade 5
- 55% of students did not meet grade level standards for Math in grade 8

Teachers and staff also engaged in analysis of 2021 English Language Proficiency Assessments for California (ELPAC). This analysis focused on measuring individual student growth when compared to 2020 ELPAC results.

### Areas of Strength

- 10% of English Learner students met ELPAC performance criteria to qualify for reclassification
- 22% of students moved forward one proficiency level

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

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

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

## Staffing and Professional Development

#### Status of meeting requirements for highly qualified staff (ESEA)

During the 2021-2022 school year Art Freiler School employed 36 fully credentialed teachers.

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

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

Teachers also participate in professional development provided by the Professional Learning and Curriculum department of Tracy Unified School District. During district-wide Early Release Monday activities teachers in grades K-5 reviewed assessment data and prepared to implement STEM integrated units of study. In grades 6-8 teachers took part in professional development with teachers from other sites that focused on their subject area.

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

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

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

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

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

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

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

## Teaching and Learning

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

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

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

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

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

Teachers from various sites have used the Rigorous Curriculum Design model to create units of study that allow for re-teaching and intervention as a part of the cycle of instruction. Intervention is embedded into the day for all grade levels.

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

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

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

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

## Opportunity and Equal Educational Access

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

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

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

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

Also, students have access to mental health counseling through Community Medical Centers, academic and social counseling through a credentialed school counselor, and mentorship through Sow-A-Seed Community Foundation. When students struggle with emotions or decision making that has a measurable negative impact on their education they are eligible to meet with a counselor with the goal of developing social-emotional skills to improve their academic success.

Evidence-based educational practices to raise student achievement

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

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

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

In all classes students routinely display their thinking and knowledge through the use of graphic organizers. In grades 6-8 students use a process termed "focused note-taking" to annotate, review, and analyze their classroom activities and learning.

## Parental Engagement

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

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

Informational videos are routinely shared with families to inform about academic and social events on campus. These videos are shared via text message and social media. District-wide information sessions are also held monthly with the opportunity for community questions and statements.

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

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

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

### Funding

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

Services provided by categorical funds to address the needs of underperforming students includes BrainPop digital library, MobyMax online intervention, Accelerated Reader, Student Study Team (SST) teacher release days, English Language Development instructional strategies training, and the purchase of library materials that intentionally support diversity and inclusion.

Fiscal support (EPC)

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

## Stakeholder Involvement

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

### **Involvement Process for the SPSA and Annual Review and Update**

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

- Art Freiler School staff (April 4, 2022 and April 11, 2022)
- School Site Council (April 27, 2022)
- Freiler Staff Parent Association (April 13, 2022)
- School Site Leadership Team (May 4, 2022)

## Resource Inequities

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

As a result of the needs assessment males, African-American, and English Language Learner students are performing at a proficiency level lower than their peers in English Language Arts as measured by FastBridge and CAASPP assessments. Female, African-American, Hispanic, and English Learner students are demonstrating less proficiency than their peers in Mathematics as measured by FastBridge and CAASPP assessments.



# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	58	81	66
Grade 1	85	62	75
Grade 2	72	81	62
Grade3	108	81	81
Grade 4	87	102	90
Grade 5	86	84	106
Grade 6	102	91	96
Grade 7	97	101	87
Grade 8	118	95	96
<b>Total Enrollment</b>	<b>813</b>	<b>778</b>	<b>759</b>

### Conclusions based on this data:

1. Overall student enrollment has decreased by 54 students from 2018-19 to 2020-21.
2. The percent of students who are Hispanic/Latino has increased by 3.02% from 2018-19 to 2020-21 while the percent of students who are white has decreased by 1.83%.
3. Major student ethnicities at Art Freiler School are Hispanic/Latino (43%), Asian (20.7%), and White (19.2%).



# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	225	221	211	27.7%	28.4%	27.8%
Fluent English Proficient (FEP)	120	108	106	14.8%	13.9%	14.0%
Reclassified Fluent English Proficient (RFEP)	53	26	25	19.4%	11.6%	11.3%

### Conclusions based on this data:

1. The percentage of students who are Reclassified Fluent English Proficient has fallen from 2018-19 (19.4%) to 2020-21 (11.3%).
2. The percentage of students who are English Learners has remained consistent from 2018-19 to 2020-21.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	87	107	85	86	104	81	86	104	81	98.9	97.2	95.3
Grade 4	93	87	89	92	87	85	92	87	85	98.9	100	95.5
Grade 5	104	85	108	104	85	103	104	85	103	100	100	95.4
Grade 6	104	106	99	103	105	97	103	105	97	99	99.1	98.0
Grade 7	117	98	88	117	98	86	117	98	86	100	100	97.7
Grade 8	106	119	98	104	119	96	104	119	96	98.1	100	98.0
All Grades	611	602	567	606	598	548	606	598	548	99.2	99.3	96.6

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

### 2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2411.	2410.	2360.	16.28	14.42	7.41	24.42	25.96	11.11	34.88	29.81	34.57	24.42	29.81	46.91
Grade 4	2433.	2460.	2448.	11.96	16.09	18.82	21.74	32.18	25.88	22.83	19.54	21.18	43.48	32.18	34.12
Grade 5	2481.	2496.	2459.	13.46	15.29	4.85	33.65	30.59	30.10	16.35	32.94	23.30	36.54	21.18	41.75
Grade 6	2508.	2504.	2494.	7.77	12.38	7.22	37.86	28.57	30.93	26.21	28.57	29.90	28.16	30.48	31.96
Grade 7	2538.	2541.	2518.	13.68	12.24	9.30	29.91	35.71	27.91	23.08	25.51	29.07	33.33	26.53	33.72
Grade 8	2568.	2579.	2542.	14.42	21.85	11.46	36.54	33.61	29.17	28.85	27.73	30.21	20.19	16.81	29.17
All Grades	N/A	N/A	N/A	12.87	15.55	9.67	31.02	31.10	26.28	25.08	27.42	27.92	31.02	25.92	36.13

### 2019-20 Data:

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<b>Reading</b>									
<b>Demonstrating understanding of literary and non-fictional texts</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>
<b>Grade 3</b>	15.12	25.96	8.64	51.16	45.19	60.49	33.72	28.85	30.86
<b>Grade 4</b>	13.04	21.84	22.35	46.74	51.72	58.82	40.22	26.44	18.82
<b>Grade 5</b>	18.27	16.47	8.74	48.08	57.65	65.05	33.65	25.88	26.21
<b>Grade 6</b>	10.68	21.90	10.31	59.22	38.10	58.76	30.10	40.00	30.93
<b>Grade 7</b>	23.08	19.39	8.14	37.61	46.94	63.95	39.32	33.67	27.91
<b>Grade 8</b>	25.00	31.09	13.54	49.04	40.34	57.29	25.96	28.57	29.17
<b>All Grades</b>	17.82	23.24	11.86	48.35	45.99	60.77	33.83	30.77	27.37

2019-20 Data:

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<b>Writing</b>									
<b>Producing clear and purposeful writing</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>
<b>Grade 3</b>	13.95	12.50	3.70	60.47	57.69	38.27	25.58	29.81	58.02
<b>Grade 4</b>	7.61	16.09	9.41	48.91	52.87	58.82	43.48	31.03	31.76
<b>Grade 5</b>	26.92	24.71	10.68	36.54	60.00	48.54	36.54	15.29	40.78
<b>Grade 6</b>	16.50	18.10	7.22	50.49	46.67	57.73	33.01	35.24	35.05
<b>Grade 7</b>	23.93	17.35	12.79	46.15	55.10	59.30	29.91	27.55	27.91
<b>Grade 8</b>	21.15	26.05	18.75	51.92	52.10	53.13	26.92	21.85	28.13
<b>All Grades</b>	18.81	19.23	10.58	48.68	53.85	52.74	32.51	26.92	36.68

2019-20 Data:

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<b>Listening</b>									
<b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>
<b>Grade 3</b>	11.63	12.50	4.94	70.93	61.54	71.60	17.44	25.96	23.46
<b>Grade 4</b>	10.87	11.49	11.76	68.48	72.41	74.12	20.65	16.09	14.12
<b>Grade 5</b>	10.58	11.76	6.80	64.42	60.00	71.84	25.00	28.24	21.36
<b>Grade 6</b>	6.80	18.10	14.43	67.96	55.24	71.13	25.24	26.67	14.43
<b>Grade 7</b>	8.55	11.22	9.30	65.81	69.39	68.60	25.64	19.39	22.09
<b>Grade 8</b>	16.35	15.97	9.38	71.15	65.55	69.79	12.50	18.49	20.83
<b>All Grades</b>	10.73	13.71	9.49	67.99	63.88	71.17	21.29	22.41	19.34

2019-20 Data:

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	19.77	15.38	7.41	58.14	57.69	56.79	22.09	26.92	35.80
Grade 4	16.30	19.54	14.12	48.91	60.92	67.06	34.78	19.54	18.82
Grade 5	25.00	22.35	9.71	43.27	56.47	64.08	31.73	21.18	26.21
Grade 6	28.16	20.95	12.37	50.49	50.48	70.10	21.36	28.57	17.53
Grade 7	28.21	26.53	17.44	45.30	54.08	58.14	26.50	19.39	24.42
Grade 8	31.73	35.29	16.67	49.04	50.42	67.71	19.23	14.29	15.63
All Grades	25.25	23.75	12.96	48.84	54.68	64.23	25.91	21.57	22.81

2019-20 Data:

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

**Conclusions based on this data:**

1. The percentage of students meeting or exceeding English Language Arts standards has fallen from 43.89% in 2017-18 to 35.95% in 2020-21.
2. The 2020-21 grade 6 and grade 8 cohorts reduced the number of students not meeting standards from 32.18% to 31.96% and 30.48% to 29.17%, respectively.
3. Over 1/3 of students in grades 3-8 (36.68%) have scored below standard in English Language Arts writing.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	86	107	85	84	104	81	84	104	81	97.7	97.2	95.3
Grade 4	93	87	89	92	87	85	92	87	84	98.9	100	95.5
Grade 5	103	85	108	103	85	100	103	85	99	100	100	92.6
Grade 6	104	105	99	103	104	97	103	104	97	99	99	98.0
Grade 7	117	98	88	117	98	85	117	98	85	100	100	96.6
Grade 8	106	118	97	100	118	96	100	118	96	94.3	100	99.0
All Grades	609	600	566	599	596	544	599	596	542	98.4	99.3	96.1

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

### 2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2430.	2416.	2393.	13.10	7.69	7.41	39.29	32.69	24.69	29.76	31.73	24.69	17.86	27.88	43.21
Grade 4	2468.	2479.	2462.	16.30	13.79	19.05	20.65	35.63	27.38	42.39	35.63	22.62	20.65	14.94	30.95
Grade 5	2509.	2530.	2463.	23.30	30.59	4.04	17.48	24.71	20.20	32.04	23.53	24.24	27.18	21.18	51.52
Grade 6	2509.	2500.	2485.	12.62	13.46	10.31	21.36	21.15	10.31	33.98	27.88	46.39	32.04	37.50	32.99
Grade 7	2545.	2518.	2508.	22.22	11.22	8.24	17.95	15.31	18.82	29.91	42.86	31.76	29.91	30.61	41.18
Grade 8	2553.	2555.	2503.	17.00	22.88	15.63	19.00	16.95	11.46	32.00	23.73	17.71	32.00	36.44	55.21
All Grades	N/A	N/A	N/A	17.70	16.44	10.70	22.04	23.99	18.45	33.22	30.70	28.04	27.05	28.86	42.80

### 2019-20 Data:

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

<b>Concepts &amp; Procedures</b>									
<b>Applying mathematical concepts and procedures</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>
<b>Grade 3</b>	27.38	22.12	11.11	40.48	42.31	48.15	32.14	35.58	40.74
<b>Grade 4</b>	26.09	33.33	20.24	31.52	34.48	48.81	42.39	32.18	30.95
<b>Grade 5</b>	34.95	42.35	5.05	28.16	31.76	55.56	36.89	25.88	39.39
<b>Grade 6</b>	20.39	25.00	7.22	40.78	24.04	56.70	38.83	50.96	36.08
<b>Grade 7</b>	29.91	15.31	17.65	34.19	37.76	51.76	35.90	46.94	30.59
<b>Grade 8</b>	19.00	27.97	10.42	40.00	27.12	40.63	41.00	44.92	48.96
<b>All Grades</b>	26.38	27.18	11.62	35.73	32.72	50.37	37.90	40.10	38.01

2019-20 Data:

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

<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>
<b>Grade 3</b>	25.00	9.62	13.58	52.38	57.69	48.15	22.62	32.69	38.27
<b>Grade 4</b>	22.83	18.39	14.29	45.65	57.47	51.19	31.52	24.14	34.52
<b>Grade 5</b>	22.33	24.71	8.08	37.86	48.24	49.49	39.81	27.06	42.42
<b>Grade 6</b>	17.48	12.50	6.19	44.66	41.35	60.82	37.86	46.15	32.99
<b>Grade 7</b>	23.93	9.18	7.06	52.14	54.08	63.53	23.93	36.73	29.41
<b>Grade 8</b>	20.00	25.42	18.75	60.00	44.07	36.46	20.00	30.51	44.79
<b>All Grades</b>	21.87	16.61	11.25	48.75	50.17	51.48	29.38	33.22	37.27

2019-20 Data:

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

<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>
<b>Grade 3</b>	28.57	18.27	9.88	55.95	57.69	61.73	15.48	24.04	28.40
<b>Grade 4</b>	22.83	20.69	16.67	46.74	58.62	60.71	30.43	20.69	22.62
<b>Grade 5</b>	18.45	22.35	8.08	42.72	50.59	68.69	38.83	27.06	23.23
<b>Grade 6</b>	14.56	14.42	6.19	47.57	46.15	67.01	37.86	39.42	26.80
<b>Grade 7</b>	20.51	20.41	8.24	59.83	57.14	64.71	19.66	22.45	27.06
<b>Grade 8</b>	14.00	22.03	12.50	67.00	48.31	63.54	19.00	29.66	23.96
<b>All Grades</b>	19.53	19.63	10.15	53.42	52.85	64.58	27.05	27.52	25.28

2019-20 Data:

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

**Conclusions based on this data:**

1. The percentage of students not meeting Mathematics standards has risen from 27.05% in 2017-18 to 42.80% in 2020-21.
2. The percentage of students above, at, or near standard for Communicating Reasoning has increased from 72.95% in 2017-18 to 74.72% in 2020-21.
3. There is a consistent trend of approximately 38% of students each year scoring below standard in Applying Mathematical Concepts and Standards.



# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	1429.9	1447.6	1439.4	1438.0	1455.7	1460.6	1410.7	1428.5	1389.9	34	18	21
<b>1</b>	1473.8	1475.2	1491.2	1466.8	1473.5	1487.6	1480.4	1476.5	1494.4	16	33	17
<b>2</b>	1502.6	1510.7	1481.1	1499.6	1500.9	1475.0	1505.0	1519.9	1486.7	40	18	22
<b>3</b>	1495.0	1502.7	1496.1	1486.1	1500.5	1499.3	1503.3	1504.5	1492.7	31	31	31
<b>4</b>	1502.3	1522.4	1517.1	1489.6	1522.5	1511.7	1514.2	1521.9	1522.3	31	26	20
<b>5</b>	1521.1	1527.2	1515.2	1514.3	1525.6	1507.1	1527.6	1528.3	1523.0	29	26	24
<b>6</b>	1544.5	1561.4	1523.5	1533.0	1575.6	1518.5	1555.6	1546.8	1528.0	26	25	26
<b>7</b>	1535.2	1556.3	1524.2	1513.4	1558.6	1526.5	1556.5	1553.5	1521.4	15	20	15
<b>8</b>	1566.9	1562.2	1552.0	1539.4	1544.0	1546.3	1593.6	1579.9	1557.1	14	14	20
<b>All Grades</b>										236	211	196

### 2019-20 Data:

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

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	16.67	9.52	41.18	33.33	71.43	*	38.89	19.05	*	11.11	0.00	34	18	21
<b>1</b>	*	9.09	23.53	*	63.64	52.94	*	21.21	23.53		6.06	0.00	16	33	17
<b>2</b>	65.00	27.78	4.55	32.50	50.00	59.09	*	22.22	36.36		0.00	0.00	40	18	22
<b>3</b>	*	16.13	12.90	61.29	48.39	41.94	*	29.03	35.48	*	6.45	9.68	31	31	31
<b>4</b>	*	23.08	15.00	54.84	57.69	60.00	*	15.38	20.00	*	3.85	5.00	31	26	20
<b>5</b>	37.93	23.08	4.17	37.93	50.00	54.17	*	15.38	33.33	*	11.54	8.33	29	26	24
<b>6</b>	*	32.00	11.54	*	40.00	38.46	*	24.00	34.62		4.00	15.38	26	25	26
<b>7</b>	*	40.00	6.67	*	20.00	40.00	*	30.00	40.00	*	10.00	13.33	15	20	15
<b>8</b>	78.57	28.57	15.00	*	50.00	55.00	*	14.29	15.00		7.14	15.00	14	14	20
<b>All Grades</b>	37.71	22.75	11.22	41.53	47.39	52.04	15.68	23.22	29.08	5.08	6.64	7.65	236	211	196

### 2019-20 Data:

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

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	22.22	19.05	50.00	33.33	71.43	*	33.33	9.52	*	11.11	0.00	34	18	21
<b>1</b>	*	27.27	41.18	*	51.52	41.18	*	18.18	17.65	*	3.03	0.00	16	33	17
<b>2</b>	75.00	44.44	18.18	*	50.00	50.00	*	5.56	27.27		0.00	4.55	40	18	22
<b>3</b>	*	38.71	32.26	45.16	45.16	45.16	*	6.45	12.90	*	9.68	9.68	31	31	31
<b>4</b>	*	61.54	40.00	58.06	34.62	50.00	*	0.00	5.00	*	3.85	5.00	31	26	20
<b>5</b>	44.83	50.00	33.33	44.83	34.62	45.83	*	3.85	16.67	*	11.54	4.17	29	26	24
<b>6</b>	46.15	48.00	26.92	46.15	36.00	50.00	*	12.00	19.23		4.00	3.85	26	25	26
<b>7</b>	*	45.00	20.00	*	30.00	53.33	*	25.00	20.00		0.00	6.67	15	20	15
<b>8</b>	*	35.71	35.00	*	35.71	45.00		21.43	20.00		7.14	0.00	14	14	20
<b>All Grades</b>	45.76	41.71	29.59	40.25	39.81	50.00	9.75	12.80	16.33	*	5.69	4.08	236	211	196

2019-20 Data:

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

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	11.11	0.00	*	16.67	19.05	38.24	66.67	71.43	*	5.56	9.52	34	18	21
<b>1</b>	75.00	15.15	23.53	*	30.30	35.29	*	51.52	35.29		3.03	5.88	16	33	17
<b>2</b>	45.00	16.67	0.00	42.50	50.00	59.09	*	27.78	36.36	*	5.56	4.55	40	18	22
<b>3</b>		9.68	0.00	*	38.71	35.48	45.16	32.26	51.61	*	19.35	12.90	31	31	31
<b>4</b>	*	7.69	5.00	*	34.62	50.00	38.71	46.15	35.00	*	11.54	10.00	31	26	20
<b>5</b>	*	3.85	0.00	41.38	34.62	12.50	*	46.15	75.00	*	15.38	12.50	29	26	24
<b>6</b>	*	16.00	3.85	*	16.00	26.92	*	48.00	42.31	*	20.00	26.92	26	25	26
<b>7</b>	*	20.00	6.67	*	20.00	13.33	*	50.00	40.00	*	10.00	40.00	15	20	15
<b>8</b>	78.57	21.43	5.00	*	57.14	45.00	*	0.00	35.00		21.43	15.00	14	14	20
<b>All Grades</b>	30.51	12.80	4.08	31.36	32.23	33.16	28.39	42.65	47.96	9.75	12.32	14.80	236	211	196

2019-20 Data:

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	67.65	27.78	14.29	*	72.22	85.71	*	0.00	0.00	34	18	21
<b>1</b>	81.25	54.55	52.94	*	39.39	47.06		6.06	0.00	16	33	17
<b>2</b>	72.50	38.89	18.18	27.50	61.11	72.73		0.00	9.09	40	18	22
<b>3</b>	*	22.58	38.71	61.29	64.52	51.61	*	12.90	9.68	31	31	31
<b>4</b>	35.48	46.15	50.00	54.84	50.00	45.00	*	3.85	5.00	31	26	20
<b>5</b>	51.72	7.69	29.17	44.83	84.62	66.67	*	7.69	4.17	29	26	24
<b>6</b>	*	44.00	19.23	57.69	40.00	61.54	*	16.00	19.23	26	25	26
<b>7</b>	*	30.00	13.33	*	45.00	73.33	*	25.00	13.33	15	20	15
<b>8</b>	*	7.14	30.00	*	85.71	55.00		7.14	15.00	14	14	20
<b>All Grades</b>	52.12	32.70	29.59	42.80	58.29	61.73	5.08	9.00	8.67	236	211	196

2019-20 Data:

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	16.67	28.57	76.47	61.11	71.43	*	22.22	0.00	34	18	21
<b>1</b>	*	6.06	17.65	*	90.91	82.35	*	3.03	0.00	16	33	17
<b>2</b>	80.00	44.44	18.18	*	55.56	77.27	*	0.00	4.55	40	18	22
<b>3</b>	41.94	54.84	35.48	48.39	35.48	61.29	*	9.68	3.23	31	31	31
<b>4</b>	45.16	50.00	35.00	48.39	50.00	65.00	*	0.00	0.00	31	26	20
<b>5</b>	55.17	69.23	50.00	44.83	19.23	45.83		11.54	4.17	29	26	24
<b>6</b>	57.69	64.00	50.00	42.31	32.00	46.15		4.00	3.85	26	25	26
<b>7</b>	*	60.00	46.67	*	40.00	46.67		0.00	6.67	15	20	15
<b>8</b>	*	50.00	45.00	*	42.86	55.00		7.14	0.00	14	14	20
<b>All Grades</b>	49.58	45.50	36.73	46.19	48.34	60.71	*	6.16	2.55	236	211	196

2019-20 Data:

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	11.11	0.00	70.59	83.33	95.24	*	5.56	4.76	34	18	21
<b>1</b>	81.25	24.24	23.53	*	60.61	58.82		15.15	17.65	16	33	17
<b>2</b>	55.00	16.67	9.09	37.50	83.33	77.27	*	0.00	13.64	40	18	22
<b>3</b>	*	9.68	3.23	70.97	64.52	64.52	*	25.81	32.26	31	31	31
<b>4</b>	*	3.85	0.00	64.52	69.23	80.00	*	26.92	20.00	31	26	20
<b>5</b>	*	11.54	4.17	58.62	65.38	79.17	*	23.08	16.67	29	26	24
<b>6</b>	*	12.00	7.69	*	36.00	30.77	42.31	52.00	61.54	26	25	26
<b>7</b>	*	20.00	6.67	*	45.00	33.33	*	35.00	60.00	15	20	15
<b>8</b>	85.71	35.71	20.00		42.86	55.00	*	21.43	25.00	14	14	20
<b>All Grades</b>	33.05	15.17	7.65	46.19	61.14	64.29	20.76	23.70	28.06	236	211	196

2019-20 Data:

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	64.71	66.67	19.05	*	27.78	66.67	*	5.56	14.29	34	18	21
<b>1</b>	*	12.12	17.65	*	84.85	82.35		3.03	0.00	16	33	17
<b>2</b>	55.00	22.22	13.64	45.00	72.22	77.27		5.56	9.09	40	18	22
<b>3</b>	*	16.13	0.00	64.52	80.65	87.10	*	3.23	12.90	31	31	31
<b>4</b>	*	19.23	5.00	61.29	73.08	95.00	*	7.69	0.00	31	26	20
<b>5</b>	*	11.54	4.17	62.07	80.77	83.33	*	7.69	12.50	29	26	24
<b>6</b>	*	32.00	7.69	69.23	68.00	80.77		0.00	11.54	26	25	26
<b>7</b>	*	5.00	6.67	73.33	90.00	86.67		5.00	6.67	15	20	15
<b>8</b>	*	7.14	0.00	*	92.86	100.00		0.00	0.00	14	14	20
<b>All Grades</b>	41.10	20.38	7.65	54.24	75.36	84.18	4.66	4.27	8.16	236	211	196

2019-20 Data:

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

**Conclusions based on this data:**

1. 11.22% of English Learner students performed well enough on the ELPAC during the 2020-21 school year to become Reclassified Fluent English Proficient.
2. 36.73% of students scored "Well Developed" in the speaking domain of the 2020-21 ELPAC exam.

3. Only 7.65% of students scored "Well Developed" in the Reading and Writing domains of the ELPAC exam.

# School and Student Performance Data

## Student Population

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

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

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>759</b>	<b>52.4</b>	<b>27.8</b>	<b>0.9</b>
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	211	27.8
Foster Youth	7	0.9
Homeless	12	1.6
Socioeconomically Disadvantaged	398	52.4
Students with Disabilities	66	8.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	26	3.4
American Indian or Alaska Native	1	0.1
Asian	157	20.7
Filipino	53	7.0
Hispanic	326	43.0
Two or More Races	43	5.7
Native Hawaiian or Pacific Islander	7	0.9
White	146	19.2

### Conclusions based on this data:

1. More than 1/2 (52.4%) of Art Freiler School students are considered socio-economically disadvantaged.

2. Approximately 1/4 (27.8%) of Art Freiler School students are English Language Learners.

3. Hispanic/Latino is the largest ethnic group at Art Freiler School (43%).







# Overall Performance

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

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

## 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 583 479 615"><b>English Language Arts</b></p>  <p data-bbox="293 663 373 695">Yellow</p>	<p data-bbox="673 583 950 615"><b>Chronic Absenteeism</b></p>  <p data-bbox="769 663 849 695">Orange</p>	<p data-bbox="1177 583 1396 615"><b>Suspension Rate</b></p>  <p data-bbox="1250 663 1326 695">Green</p>
<p data-bbox="251 783 414 814"><b>Mathematics</b></p>  <p data-bbox="293 863 373 894">Orange</p>		

### Conclusions based on this data:

1. Art Freiler School's greatest performance is demonstrated in it's suspension rate.
2. Adequate academic performance is being achieved in English Language Arts.
3. Areas of growth include Mathematics academic performance and chronic absenteeism.

# School and Student Performance Data

## Academic Performance English Language Arts

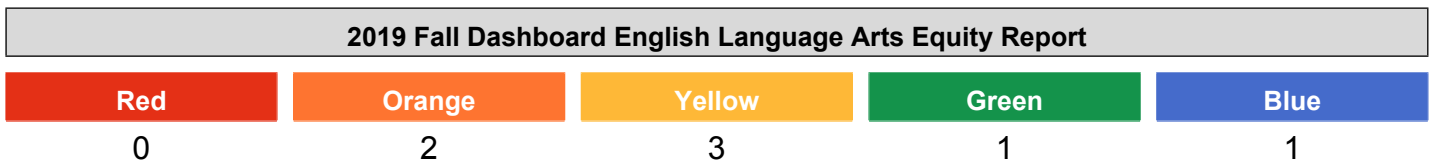
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> Yellow 8.3 points below standard Increased ++9.4 points 577	<p><b>English Learners</b></p> Yellow 31 points below standard Increased ++10.6 points 234	<p><b>Foster Youth</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<p><b>Homeless</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	<p><b>Socioeconomically Disadvantaged</b></p> Yellow 24.1 points below standard Increased ++13.6 points 322	<p><b>Students with Disabilities</b></p> Orange 72.3 points below standard Increased ++11.2 points 46

### 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 20 points below standard Increased ++8.3 points 28	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 Orange 11.4 points below standard Maintained -0.1 points 124	 Green 16.2 points above standard Increased ++3.3 points 46
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 21 points below standard Increased ++9.4 points 235	 No Performance Color 8.9 points above standard Increased Significantly ++15 points 26	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 Blue 11.2 points above standard Increased Significantly ++10.5 points 109

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

### 2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
80.4 points below standard Maintained ++1.5 points 127	27.6 points above standard Increased Significantly ++17.4 points 107	1.2 points above standard Increased ++9.4 points 314

**Conclusions based on this data:**

1. Students who are Reclassified Fluent English Proficient achieved the greatest English Language Arts scores and demonstrated a significant increase from the prior year.
2. Student who are English Learners, socio-economically disadvantaged, or have a learning disability demonstrated greater growth than the general population.
3. White and Filipino students demonstrated the greatest performance in English Language Arts.

# School and Student Performance Data

## Academic Performance Mathematics

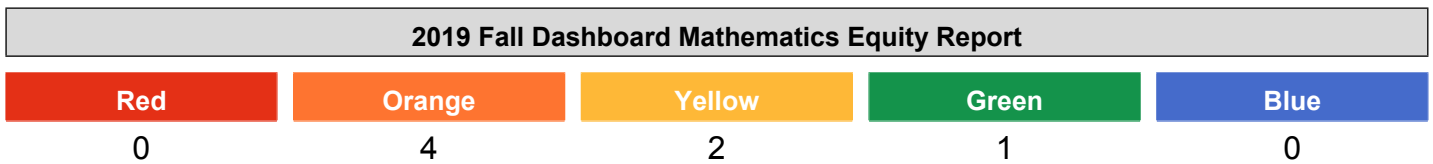
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is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

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> Orange 25.2 points below standard Maintained -2.6 points 576	<p><b>English Learners</b></p> Orange 40.7 points below standard Maintained -2.2 points 234	<p><b>Foster Youth</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<p><b>Homeless</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	<p><b>Socioeconomically Disadvantaged</b></p> Orange 38.8 points below standard Maintained ++1.7 points 321	<p><b>Students with Disabilities</b></p> Orange 83.1 points below standard Declined -13.6 points 46

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 50.7 points below standard Declined Significantly -22.5 points 28	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 Yellow 14 points below standard Declined -5.1 points 124	 Yellow 2.8 points below standard Declined -10.4 points 45
Hispanic	Two or More Races	Pacific Islander	White
 Orange 39.1 points below standard Maintained -1.2 points 235	 No Performance Color 29 points below standard Declined -8.6 points 26	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 Green 7.5 points below standard Increased ++6.2 points 109

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

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
84.2 points below standard Declined -9.7 points 127	11 points above standard Increased ++3.9 points 107	20.4 points below standard Maintained -2.4 points 313

#### Conclusions based on this data:

1. Students who are currently English Learners are performing well below standard in Mathematics.
2. Students who have been Reclassified Fluent English Proficient are the highest performing subgroup.
3. Students who are socio-economically disadvantaged are performing below standard in Mathematics.

# School and Student Performance Data

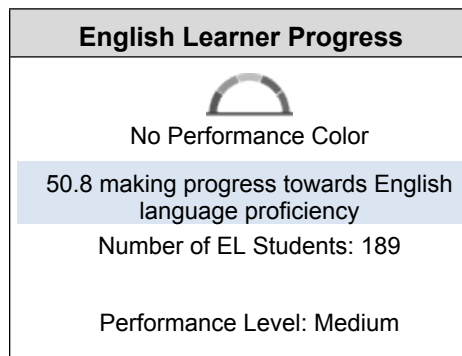
## Academic Performance English Learner Progress

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

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

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

### 2019 Fall Dashboard English Learner Progress Indicator



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

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
19.0	30.1	4.7	46.0

#### Conclusions based on this data:

- 80.8% of students have either maintained or progressed according to the English Learner Progress Indicator.
- Many students who decreased one ELPI level moved to a grade level with a more rigorous ELPAC exam.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

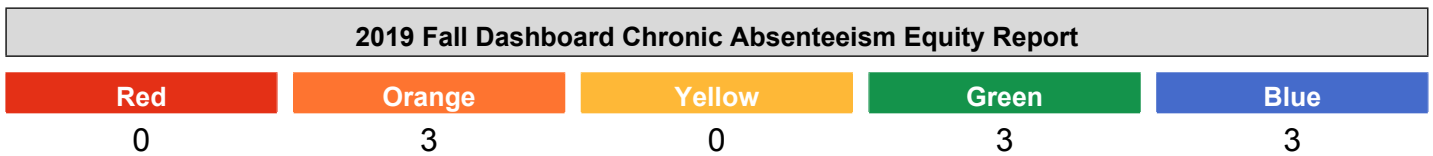
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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







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



This section provides number of student groups in each color.











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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p>  Orange 5.8 Increased +2 842	<p><b>English Learners</b></p>  Blue 1.3 Declined -1.2 231	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
<p><b>Homeless</b></p>  No Performance Color 9.5 Declined -1 21	<p><b>Socioeconomically Disadvantaged</b></p>  Orange 7.5 Increased Significantly +3.6 482	<p><b>Students with Disabilities</b></p>  Green 7.6 Declined -0.5 66



**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Green	 No Performance Color	 Blue	 Blue
2.6	Less than 11 Students - Data Not Displayed for Privacy	1.6	0
Declined -8.7	3	Declined -0.5	Maintained 0
38		183	61
Hispanic	Two or More Races	Pacific Islander	White
 Orange	 Orange	 No Performance Color	 Green
9.9	11.1	Less than 11 Students - Data Not Displayed for Privacy	3.9
Increased Significantly +5.5	Increased +3	7	Maintained +0.1
335	36		179

**Conclusions based on this data:**

1. Students who are English Learners demonstrate the greatest academic engagement as measured by attendance.
2. Students who are socio-economically disadvantaged had a significant increase in chronic absenteeism from 2017-18 to 2018-19.
3. Most student sub-groups, including English Learners, Students with Disabilities, African American, Asian, Filipino, and White ethnicities demonstrated strong performance in academic engagement.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

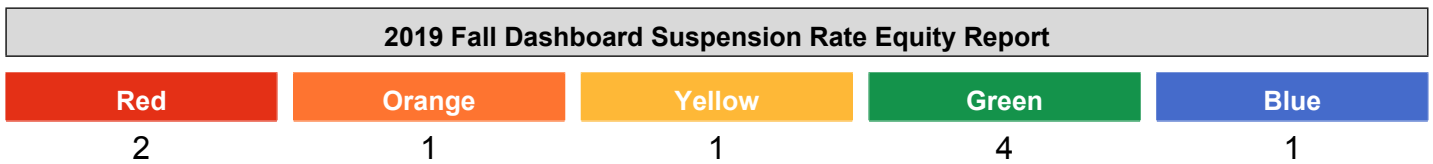
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> Green 2.6 Declined -0.7 857	<p><b>English Learners</b></p> Green 1.3 Declined -0.5 234	<p><b>Foster Youth</b></p> No Performance Color Less than 11 Students - Data Not 10
<p><b>Homeless</b></p> No Performance Color 4.8 Declined -5.2 21	<p><b>Socioeconomically Disadvantaged</b></p> Yellow 3.9 Declined -0.3 491	<p><b>Students with Disabilities</b></p> Green 3 Declined -7.8 67

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 7.5 Declined -3.1 40	 No Performance Color Less than 11 Students - Data 4	 Blue 0.5 Declined Significantly -1.1 186	 Red 6.6 Increased +2.4 61
Hispanic	Two or More Races	Pacific Islander	White
 Green 1.8 Declined -0.5 338	 Red 12.8 Increased +7.7 39	 No Performance Color Less than 11 Students - Data 7	 Green 1.6 Declined Significantly -2.6 182

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

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	3.3	2.6

**Conclusions based on this data:**

1. Students who are English Learners or have a learning disability demonstrated strong performance and an improvement in suspension rate from 2017-18 to 2018-19.
2. African American, Filipino, and students who are Two or More Races demonstrated lower performance than other ethnic subgroups.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

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

## Goal 1

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

## Identified Need

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

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student enrollment in AVID Elective courses	24 sixth grade, 7 7th grade, and 7 8th grade students enrolled in AVID Elective courses.	Maintain full student rosters for two AVID Elective courses for the 2022-23 school year.
CAASPP English Language Arts and Mathematics Proficiency Data (specific focus based on WICOR focus)	<p>Writing: 63.32% of students near or above grade level standard as measured by 2021 CAASPP ELA Writing</p> <p>Collaboration: 65% of classroom walkthroughs showed "developed" or "well developed" evidence of student engagement</p> <p>Reading: 72.73% of students near or above grade level standard as measured by CAASPP ELA Reading</p>	<p>Writing: 3% increase in students performing near or above standard as measured by CAASPP ELA Writing</p> <p>Collaboration: 5% increase in developed or well developed evidence of student engagement</p> <p>Reading: 3% increase in students performing near or above standard as measured by CAASPP ELA Reading</p>
California School Dashboard English Language Arts and Mathematics Data	<p>ELA: 35.95% of students met or exceeded standards as measured by 2021 CAASPP</p> <p>Mathematics: 29.15% of students met or exceeded standards as measured by 2021 CAASPP</p>	3% increase in students meeting or exceeding standards as measured by CAASPP ELA and CAASPP Mathematics tests

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
College Next Career Interest Inventory	90.8% of students in 6th - 8th grades completed career interest inventory	at least 95% of students in 6th - 8th grades complete career interest inventory
FastBridge English Language Arts and Mathematics Data	<p>47% of students scored "College Pathway" or "Low Risk" as measured by the Winter 2021 FastBridge aMath assessment</p> <p>47% of students scored "College Pathway" or "Low Risk" as measured by the Winter 2021 FastBridge aReading assessment</p> <p>62% of students scored "Low Risk" as measured by the Winter 2021 FastBridge AUToreading assessment</p>	3% increase in students scoring "College Pathway" or "Low Risk" as measured by FastBridge assessments
Rigor Relevance Engagement Rubric Data	<p>Rigor: 46.7% of classroom walkthroughs showed "developed" or "well developed" evidence of rigor</p> <p>Relevance: 52.5% of classroom walkthroughs showed "developed" or "well developed" evidence of relevance</p> <p>Engagement: 65% of classroom walkthroughs showed "developed" or "well developed" evidence of engagement</p>	<p>5% increase in rigor as measured by the Rigor Relevance Engagement rubric</p> <p>5% increase in relevance as measured by the Rigor Relevance Engagement rubric</p> <p>5% increase in engagement as measured by the Rigor Relevance Engagement rubric</p>
ELPAC Assessment Data	11.22% of students met language proficiency standard for reclassification as measured by the ELPAC	3% increase in the number of students meeting language proficiency standards for reclassification as measured by the ELPAC
Intervention Effect Size Data	Research shows Effect Size of 0.4 or more represents the Zone of Desired Effects in student learning	Minimum Effect Size of 0.4 using Dr. John Hattie's formula for calculating effect for intervention activities

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

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

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

All students in grades 6-8.

#### Strategy/Activity

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

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2900	LCFF
20133	LCFF - Supplemental
3000	Title I

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

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

All students in grades 6-8.

#### Strategy/Activity

Students in grades 6-8 will explore careers, explore interests, and understand A-G college entrance requirements.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

Students scoring in the 20th percentile locally on reading assessments in grades K-5.

#### Strategy/Activity

Students in grades K-5 will engage in reading intervention lessons and activities to meet or exceed grade level reading standards.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	Title I
7330	LCFF - Supplemental
500	LCFF

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

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

All students.

#### Strategy/Activity

Students will experience rigorous, relevant, and engaging learning activities daily.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
63728	Title I
23661	LCFF
5700	LCFF - Supplemental

### Strategy/Activity 5

#### Students to be Served by this Strategy/Activity

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

All students who are English Learners.

#### Strategy/Activity

Students who are English Learners will develop English proficiency through daily engagement in Designated English Language instruction.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
44399	LCFF - Supplemental
4160	Title I

### Strategy/Activity 6

#### Students to be Served by this Strategy/Activity



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

All students.

Strategy/Activity

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

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

355

LCFF

10215

Title I

## Annual Review

**SPSA Year Reviewed: 2021-22**

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

### ANALYSIS

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

- Rigorous, relevant, and engaging classroom lessons and activities were supported through the 2021-22 school year through use of the Rigor Relevance Engagement rubric for feedback. Formative non-evaluative feedback demonstrates 75% of classrooms are developed or well-developed during these lessons.
- Analysis of student progress was accomplished through Professional Learning Communities use of Rigorous Curriculum Design, FastBridge, and CAASPP assessment data. This data shows 50% of students are meeting Mathematics benchmarks and 49% of students are meeting ELA benchmarks.
- Students who are English Learners regularly received Designated English Language Development instruction; the ELPAC exam was administered in February 2022 and results have not yet been received. In February 2021 11% of students met the criteria for redesignation.

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

No major differences exist.

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

Reading intervention support has been extended to fourth and fifth grade students. AVID focus in sixth, seventh, and eighth grades has shifted to student organization.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

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

## Goal 2

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

## Identified Need

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

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Social-Emotional Learning (Second Step) Activity Completion Log	100% of scheduled social-emotional learning lessons completed	100% of scheduled social-emotional learning lessons completed
FastBridge MySAEBRS Social-Emotional Learning Survey	77% of students scored "Low Risk" for academic behavioral concerns  83% of students scored "Low Risk" for social behavioral concerns  77% of students scored "Low Risk" for emotional behavioral concerns	Students scoring "Low Risk" will increase by 3% in all categories
California Healthy Kids Survey	62% of students responded positively in total school supports (school connectedness, caring adults, high expectations)  72% of students responded positively to feeling safe at school  39% of students reported feelings of chronic sadness or hopelessness	3% increase in positive responses to total school supports questions  3% increase in positive responses to feeling safe at school  3% decrease in reported feelings of chronic sadness or hopelessness

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Rigor Relevance Engagement Rubric Data	65% of classroom walkthroughs showed "developed" or "well developed" evidence of student engagement	5% increase in developed or well developed evidence of student engagement
Learn. Persevere. Excel. Awards	No baseline. New awards for students in 1st - 3rd grades.	80% of students will qualify for a Learn. Persevere. Excel award based on assessment data
Honor Roll Awards	40.1% of students earned Honor Roll or Principal's Honor Roll in 2021-22 for 6th - 8th grades	5% increase in the number of students who earn Honor Roll or Principal's Honor Roll awards in grades 6-8
Parent engagement in Freiler Staff Parent Association Parent meetings, subject-area nights, Back to School Night, Open House, and other community outreach events	Average attendance of 5 parents/community members at Freiler Staff Parent Association Meetings	3% increase in engagement for all events
California School Dashboard Chronic Absenteeism Student Engagement Data	5.8% of students chronically absent during 2018-19 school year as measured by California School Dashboard	0.5% decrease in number of students chronically absent as measured by California School Dashboard
Local Control Accountability and Planning (LCAP) Survey	89.76% of parents, 75.14% of students, and 88.52% of staff responded favorably to questions regarding school climate  94.92% of parents, 78.42% of students, and 93.75% 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

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

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

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

All students.

Strategy/Activity

Students will develop social-emotional skills through engagement in weekly social-emotional learning lessons and activities.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
3000	Title I
1565	LCFF - Supplemental

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

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

All students.

**Strategy/Activity**

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

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
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**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

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

Students in grades 1 - 5.

**Strategy/Activity**

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

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
250	LCFF

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

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

Students in grades 6 - 8.

Strategy/Activity

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

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

250

LCFF

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**

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

All students.

Strategy/Activity

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

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

1500

Title I

**Strategy/Activity 6**

**Students to be Served by this Strategy/Activity**

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

Students who were chronically absent during the 2021-22 school year and students who have an average of 2 or more absences per month.

Strategy/Activity

Families will receive attendance information and support.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

649

LCFF

**Strategy/Activity 7**

**Students to be Served by this Strategy/Activity**

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

All students.

Strategy/Activity

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

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

48829

Source(s)

Title I

**Strategy/Activity 8**

**Students to be Served by this Strategy/Activity**

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

All students.

Strategy/Activity

Parents and the community will learn about supporting college and career readiness through parental engagement workshops and events.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

3600

Source(s)

Title I

**Strategy/Activity 9**

**Students to be Served by this Strategy/Activity**

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

All students.

Strategy/Activity

Students will learn in a safe, equitable, and orderly environment.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

4400

Source(s)

LCFF

# Annual Review

## SPSA Year Reviewed: 2021-22

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

## ANALYSIS

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

- Strategies during the 2021-22 school year focused on improving attendance and engagement during distance learning. During the 2021-22 school year 19.9% of students have been chronically absent (>10% of school days missed). During the 2020-21 school year and distance learning 7.8% of students were chronically absent.
- Communication in regards to attendance took place after attendance issues were already present for a student.
- Students have struggled with meeting expectations for conduct, behavior, and decision-making when returning to school full time.

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

No major differences in implementation.

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

- Increased focus on social-emotional learning
- Increased focus on mental health education and support
- Increased focus on student engagement in the classroom
- Focus on preventative communication with students and families in regards to attendance.



# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

### Goal 3

Utilize Professional Learning Communities to implement integrated English Language Arts and STEM units of study.

### Identified Need

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

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
FastBridge aReading, AUTOREading, and CBM Reading assessment data.	Research shows effect size of 0.4 or more represents the Zone of Desired Effects in student learning	Minimum effect size of 0.4 for scaled student score growth.
CAASPP English Language Arts Scaled Score Data	Research shows effect size of 0.4 or more represents the Zone of Desired Effects in student learning	Minimum effect size of 0.4 for scaled student score growth.
California Science Test Scaled Score Data	Research shows effect size of 0.4 or more represents the Zone of Desired Effects in student learning	Minimum effect size of 0.4 for scaled student score growth.

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

### Strategy/Activity 10

#### Students to be Served by this Strategy/Activity

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

All students in grades K - 5.

#### Strategy/Activity

Students in grades K - 5 will engage in integrated English Language Arts and STEM lessons and activities daily.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

16640

Title I

# Budget Summary

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$115679
Total Federal Funds Provided to the School from the LEA for CSI	\$149015
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$266,764.00

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$154,672.00

Subtotal of additional federal funds included for this school: **\$154,672.00**

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 (\$)
LCFF	\$32,965.00
LCFF - Supplemental	\$79,127.00

Subtotal of state or local funds included for this school: **\$112,092.00**

Total of federal, state, and/or local funds for this school: **\$266,764.00**

# School Site Council Membership

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

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

Name of Members	Role
Stephen Theall	Principal
Vicki Headley	Classroom Teacher
Brinna Debus	Classroom Teacher
Joanna Torres	Classroom Teacher
Lex Sommers	Other School Staff
Phil Darby	Parent or Community Member
Lindsay Bolin	Parent or Community Member
Jaime Guitron	Parent or Community Member
Analiese Garcia	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 May 18, 2022.

Attested:

Principal, Stephen Theall on May 18, 2022

SSC Chairperson, Phil Darby on May 18, 2022

# Instructions

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

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

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

## Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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

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

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

## **Purpose and Description**

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

### **Purpose**

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

### **Description**

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

## **Stakeholder Involvement**

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

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

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

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

## **Resource Inequities**

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

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

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

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

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

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

## Identified Need

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

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

## Annual Measurable Outcomes

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

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

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

## Strategies/Activities

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



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

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

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

## **Students to be Served by this Strategy/Activity**

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

*[This section meets the requirements for CSI.]*

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

## **Proposed Expenditures for this Strategy/Activity**

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

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

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

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

## **Annual Review**

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

## Analysis

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

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

## Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.*

## Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
  - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
    - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    - b. use methods and instructional strategies that:
      - i. strengthen the academic program in the school,
      - ii. increase the amount and quality of learning time, and
      - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      - i. strategies to improve students' skills outside the academic subject areas;
      - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

### Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

### Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

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

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

## **Single School Districts and Charter Schools Identified for School Improvement**

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

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

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

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



## Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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