



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
Freedom Academy of Imperial Valley	13-631490125922	0218/2022	2/22/2022

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

The Freedom Academy of Imperial Valley does not qualify for Federal funding.

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.

The school plan for student achievement is shared with all stakeholders. We seek the input from all stakeholders. Freedom does not qualify for Federal Funding

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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).

Freedom Academy feels it is important to assess how students and parents felt about the curriculum, whether or not students were being challenged and supported academically, and whether or not they plan to continue in the program next year. Of those reporting, all stated they were satisfied with the curriculum and felt they were supported and challenged academically. Some responded they were not sure, at the time of the survey, as to whether or not they would continue with the program the following year. The majority of parents felt the biggest advantages of their children attending Freedom Academy were that they were more involved in their children's education, had the opportunity to meet with the teachers frequently and that the work was tailored to the needs of each individual student. Students' responses were that they are able to work at their pace, they can create their own schedule, and they have the opportunity to finish school early. Parents and students felt their biggest challenges were those of time management and working independently. For the majority of students, this is their first experience in an independent study setting and, at times, time management has been a challenge. Parents and students responded that possibly, in the future, they would like to have some time management instruction and possibly some technology classes focusing on web design or coding.

Classroom Observations

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

Mitchell Drye is the Principal of Freedom Academy. He has over twenty years of experience in education and over sixteen years with homeschooling, having homeschooled all of his children. All tenured teachers are formally observed/evaluated every five years per contract. After the observations, the teachers and administrators meet to discuss the findings of the evaluations. In addition to formal observations, the administrator conducts walk-through observations and provides feedback to the teachers in order to improve teaching strategies and to improve student academic success. During the teacher observations, the administrator is able to observe the engagement and interaction of the students. Since Freedom Academy is a small school, he has the opportunity to interact with the students and to monitor their progress.

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)

Assessment data is reviewed by teachers, administrators and the Curriculum Director for the Holtville Unified School District. The overall District Data is disaggregated by the administrator and teachers and a report was given to the Superintendent, the Board of Trustees, the administrator and the teachers. This data shows where the students' strengths and weaknesses are so that strategies may be implemented to improve both teaching and learning. The results of student data guide Professional Development with the focus on improving academic success in the areas of English Language Arts, mathematics, and on closing the achievement gap.

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

Administrator and Teachers use the data from curriculum-embedded assessments to modify instruction in the classroom. Freedom Academy is both an online school and a traditional home school model, modifying assignments may include lengthening or shortening timelines based on student performance. Freedom Academy, as a small school, is able to provide one-on-one instruction for all students needing additional assistance.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

There are three teachers at Freedom Academy; two teachers for students in grades K-8 and one teacher for students in grades 9-12. Both teachers are fully credentialed and meet the requirements for being highly qualified.

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

There are two teachers at Freedom Academy. There is one teacher for K-8 students and one teacher for 9-12 students; both are fully credentialed and participate in the professional development offered by the Holtville Unified School District. In addition to the professional development offered to all teachers in the District, the teachers at Freedom Academy attend a yearly conference that specifically relates to independent study. All materials are approved by the state and by the Board of Trustees of the HUSD. Professional Development has been focused on the transition to Common Core.

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

State test scores are disaggregated and staff development is designed based on the areas of weakness. The focus continues to be in the area of language arts and mathematics and increasing the percentage of students scoring proficient. All staff has also received professional development regarding the transition to the Common Core State Standards.

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

This year Holtville Unified School District has a person who has experience in curriculum in the position to help all school sites including Freedom academy. In addition, teachers also attend workshops related to online learning.

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

The Freedom Academy is an alternative school of choice; however, the teachers do have the opportunity to meet with other teachers in the District for collaboration.

Teaching and Learning

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

All materials and instruction are aligned to content and performance standards.

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

Students are required to log-in on a daily basis and teachers are able to monitor the number of minutes per day in subject areas. Students in grades 9-12 are also required to attend on site classes to meet the required number of minutes. Students in grades K-8 are also able to meet with the teacher, on site, during arranged times.

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

All K-8 students meet with the teacher for monitoring, additional assistance and intervention. There are designated 'drop in' times during the week for all students and additional individual times for any student needing or wanting additional assistance.

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

According to a district self administered Williams review all students, K-12, have the appropriate instructional materials.

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 students have the appropriate standards-aligned instructional materials. Intervention materials are available for students not meeting grade level standards. All high school students have access to standards-aligned core courses.

Opportunity and Equal Educational Access

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

All K-12 students work at their own pace with pacing and lessons aligned to each individual student. K-8 students receive individual assistance if they are not reaching their weekly goals. There are regularly scheduled site drop-in days and times. In addition, students receive individual assistance and tutoring online and/or by meeting individually with the teacher at the site. 9-12 students are required to attend some classes on site each week. They may also stay after the regular day for individual attention. There is also a math teacher who meets with the students on site during the afternoon for additional assistance.

Evidence-based educational practices to raise student achievement

Professional development in teaching strategies has been offered to all staff members. Teachers have been trained in RTI, EDI, differentiated instruction, and EL strategies. Freedom Academy teachers have also received professional development from APEX Learning and Edgenuity, the two on-line providers.

Parental Engagement

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

Teachers provide tutoring on an individual basis for under-achieving students. An additional teacher is available to provide one-on-one or small group assistance in the area of mathematics.

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)

School Site Council, and school staff is involved in the planning, implementation, and evaluation of Con-App programs.

Funding

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

Funding is provided from various categorical funding sources such as EIA LCFF 0132, LEP LCFF 0133, other funds may include Lottery and a number of Grants such as the GEER, USDA Rural, State GF and unrestrictive. Most of the grant funds were provided in response to the COVID-19 emergency.

Fiscal support (EPC)

All categorical funds allotted to the school are utilized to fund personnel, equipment, materials, and supplies necessary to support the Single Plan for Student Achievement.

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

Stakeholders including teachers, counselor, support staff, students, principal, parents, School Site Council, and English Learner Advisory Committee members have been asked to review, update and monitor the School Plan for Student Achievement. In November of 2020 parents completed surveys that included questions concerning the progress of increasing student achievement in both English Language Arts and Math, a sense of safety and school connectedness, a broad course of study for all students including English Learners, low-income, foster youth and students with exceptional needs. School Site Council and English Language Advisory Committee members, along with Freedom Academy School staff will continue to monitor the action plan and provide feedback throughout the school year.

WASC Action Plan

As part of the LCAP ESSA all six of our schools were evaluated for resource inequities and there were none.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	%	0%	%		0	
African American	%	0%	%		0	
Asian	%	0%	%		0	
Filipino	%	0%	%		0	
Hispanic/Latino	59.09%	76.47%	59.1%	13	13	26
Pacific Islander	%	0%	%		0	
White	36.36%	23.53%	38.6%	8	4	17
Multiple/No Response	4.55%	0%	2.3%	1	0	1
Total Enrollment				22	17	44

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten			4
Grade 1	1	1	2
Grade 2	1		3
Grade3		1	1
Grade 4	1		1
Grade 5		1	1
Grade 6			2
Grade 7	3	1	5
Grade 8	2	3	3
Grade 9	2	4	7
Grade 10	6	1	9
Grade 11	1	4	3
Grade 12	5	1	3
Total Enrollment	22	17	44

Conclusions based on this data:

1. Freedom Academy is a small school and scores are classified as "insignificant" by the testing program so results have to be analyzed by evaluating each student and then the class as a whole.

2. The majority of the student population for Freedom Academy is contained in Grades 9-12.
3. Strengthening and increasing student enrollment across all grade levels is an area of emphasis for Freedom Academy.

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	0	0	2	0.0%	0.0%	4.5%
Fluent English Proficient (FEP)	1	1	3	4.5%	5.9%	6.8%
Reclassified Fluent English Proficient (RFEP)	0	0	0	0.0%	0.0%	0.0%

Conclusions based on this data:

1. Student's taking classess from Freedom academy have specific career goals or personal schedulets that make it hard to participate in the traditional high school. Freedom students tend to be higher performing students academically, but like all the other schools many of our students are from low incomve families, and suffer the same academic issuea as the other student populations.
2. Freedom Academy does have English Learners but they tend to be 3's and 4's and many are RFEP. We do not usually have students who are true English Learners.

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	*		*	*		0	*		0			
Grade 4		*	*		*	0		*	0			
Grade 5			*			0			0			
Grade 6	*	*	*	*	*	0	*	*	0			
Grade 7	*	5	6	*	5	0	*	5	0		100	0.0
Grade 8	*	*	*	*	*	0	*	*	0			
Grade 11	*	*	*	*	*	*	*	*	*			
All Grades	16	12	18	15	11	*	15	11	*	93.8	91.7	

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	*			*			*			*			*		
Grade 4		*			*			*			*			*	
Grade 6	*	*		*	*		*	*		*	*		*	*	
Grade 7	*	*		*	*		*	*		*	*		*	*	
Grade 8	*	*		*	*		*	*		*	*		*	*	
Grade 11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	33.33	18.18	*	33.33	45.45	*	33.33	36.36	*	0.00	0.00	*

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 Demonstrating understanding of literary and non-fictional texts									
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	*			*			*		
Grade 4		*			*			*	
Grade 6	*	*		*	*		*	*	
Grade 7	*	*		*	*		*	*	
Grade 8	*	*		*	*		*	*	
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	53.33	27.27	*	33.33	54.55	*	13.33	18.18	*

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 Producing clear and purposeful writing									
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	*			*			*		
Grade 4		*			*			*	
Grade 6	*	*		*	*		*	*	
Grade 7	*	*		*	*		*	*	
Grade 8	*	*		*	*		*	*	
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	46.67	54.55	*	53.33	45.45	*	0.00	0.00	*

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 Demonstrating effective communication skills									
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	*			*			*		
Grade 4		*			*			*	
Grade 6	*	*		*	*		*	*	
Grade 7	*	*		*	*		*	*	
Grade 8	*	*		*	*		*	*	
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	46.67	27.27	*	46.67	72.73	*	6.67	0.00	*

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.

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	*			*			*		
Grade 4		*			*			*	
Grade 6	*	*		*	*		*	*	
Grade 7	*	*		*	*		*	*	
Grade 8	*	*		*	*		*	*	
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	33.33	18.18	*	60.00	54.55	*	6.67	27.27	*

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.

Conclusions based on this data:

1. It is hard to use this data for evaluation because our numbers are so small they do not break out well.
2. The "All Grades" fluctuates from year to year and this last year we some very high results.
3. Freedom Academy students tend to be A-B students and have above average reading, writing and speaking skills. They are in our progarm to get classess that are not offered at any of the local high schools but are needed for them to be able to go to their college of choice.

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	*		*	*		0	*		0			
Grade 4		*	*		*	0		*	0			
Grade 5			*			0			0			
Grade 6	*	*	*	*	*	0	*	*	0			
Grade 7	*	5	6	*	5	0	*	5	0		100	0.0
Grade 8	*	*	*	*	*	0	*	*	0			
Grade 11	*	*	*	*	*	*	*	*	*			
All Grades	16	12	18	15	11	*	15	11	*	93.8	91.7	

* 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	*			*			*			*			*		
Grade 4		*			*			*			*			*	
Grade 6	*	*		*	*		*	*		*	*		*	*	
Grade 7	*	*		*	*		*	*		*	*		*	*	
Grade 8	*	*		*	*		*	*		*	*		*	*	
Grade 11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	6.67	27.27	*	26.67	18.18	*	60.00	27.27	*	6.67	27.27	*

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.

Concepts & Procedures Applying mathematical concepts and procedures									
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	*			*			*		
Grade 4		*			*			*	
Grade 6	*	*		*	*		*	*	
Grade 7	*	*		*	*		*	*	
Grade 8	*	*		*	*		*	*	
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	26.67	36.36	*	40.00	27.27	*	33.33	36.36	*

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.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	*			*			*		
Grade 4		*			*			*	
Grade 6	*	*		*	*		*	*	
Grade 7	*	*		*	*		*	*	
Grade 8	*	*		*	*		*	*	
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	7.14	18.18	*	78.57	72.73	*	14.29	9.09	*

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.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
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	*			*			*		
Grade 4		*			*			*	
Grade 6	*	*		*	*		*	*	
Grade 7	*	*		*	*		*	*	
Grade 8	*	*		*	*		*	*	
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	6.67	36.36	*	66.67	36.36	*	26.67	27.27	*

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.

Conclusions based on this data:

1. It is hard to use this data for evaluation because our numbers are so small they do not break out well. Freedom Academy scores from the ELPAC and the CAASPP are not provided to us in this format because of the size of our school. All data review has to be done by school staff as a team evaluating all students.
2. Concepts and Procedures followed by Communicative Reasoning are an area of focus.
3. This year in the "All Grades" section our students performance was very good.

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
3	*		*	*		*	*		*	*		*
All Grades										*		*

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
All Grades	*		*			*			*			*	*		*

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
All Grades	*		*			*			*			*	*		*

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
All Grades			*	*		*			*			*	*		*

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
All Grades	*		*			*			*	*		*

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
All Grades	*		*			*			*	*		*

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
All Grades			*	*		*			*	*		*

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
All Grades			*	*		*			*	*		*

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. No scores provided because of the size of our student population.
2. Our students, generally speaking, perform at higher than average than all students of the same , age, sex grad and school.

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
44	43.2	4.5	This is the percent of students whose well-being is the responsibility of a court.
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.	

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	2	4.5
Foster Youth		
Homeless		
Socioeconomically Disadvantaged	19	43.2
Students with Disabilities		

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	26	59.1
Two or More Races	1	2.3
Native Hawaiian or Pacific Islander		
White	17	38.6

Conclusions based on this data:

1. Students attending Freedom are usually higher performing students than average.
2. English learners usually have a strong command of the English Language.

School and Student Performance Data

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
English Language Arts  No Performance Color	Graduation Rate  No Performance Color	Suspension Rate  Blue
Mathematics  No Performance Color	Chronic Absenteeism  No Performance Color	
College/Career  No Performance Color		

Conclusions based on this data:

1. The Freedom Academy of Imperial Valley is much too small to trigger School and Student Performance Data.
2. The Freedom Academy of Imperial Valley performs at higher than average when compared to schools with students of the same age, sex, and other equal classifications.

School and Student Performance Data

Academic Performance English Language Arts

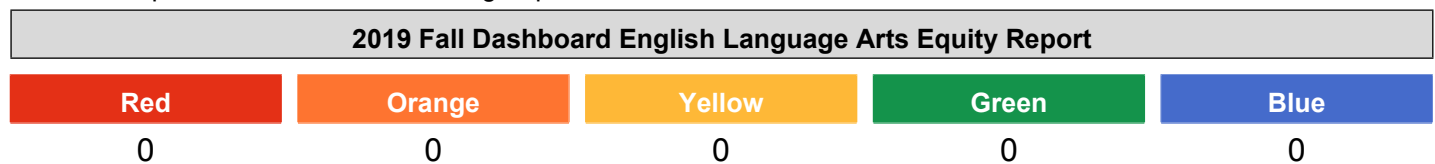
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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		
All Students  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	English Learners  No Performance Color 0 Students	Foster Youth  No Performance Color 0 Students
Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Students with Disabilities  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students	Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students
Hispanic  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2

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 0 Students	Reclassified English Learners 0 Students	English Only Less than 11 Students - Data Not Displayed for Privacy 6
--	--	--

Conclusions based on this data:

1. The Freedom Academy of Imperial Valley is much too small to trigger results in this area.
2. The Freedom Academy of Imperial Valley has one English Learner in the program at this time and is a very high performing student.

School and Student Performance Data

Academic Performance Mathematics

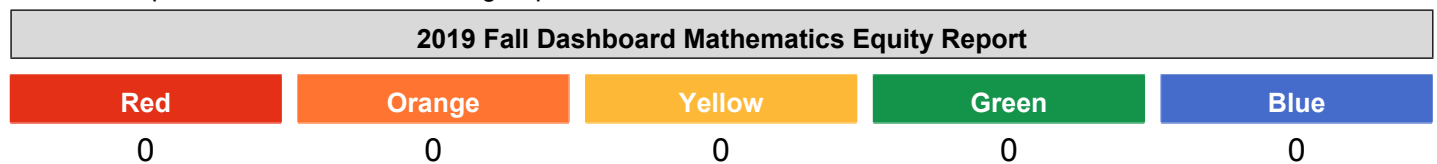
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is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

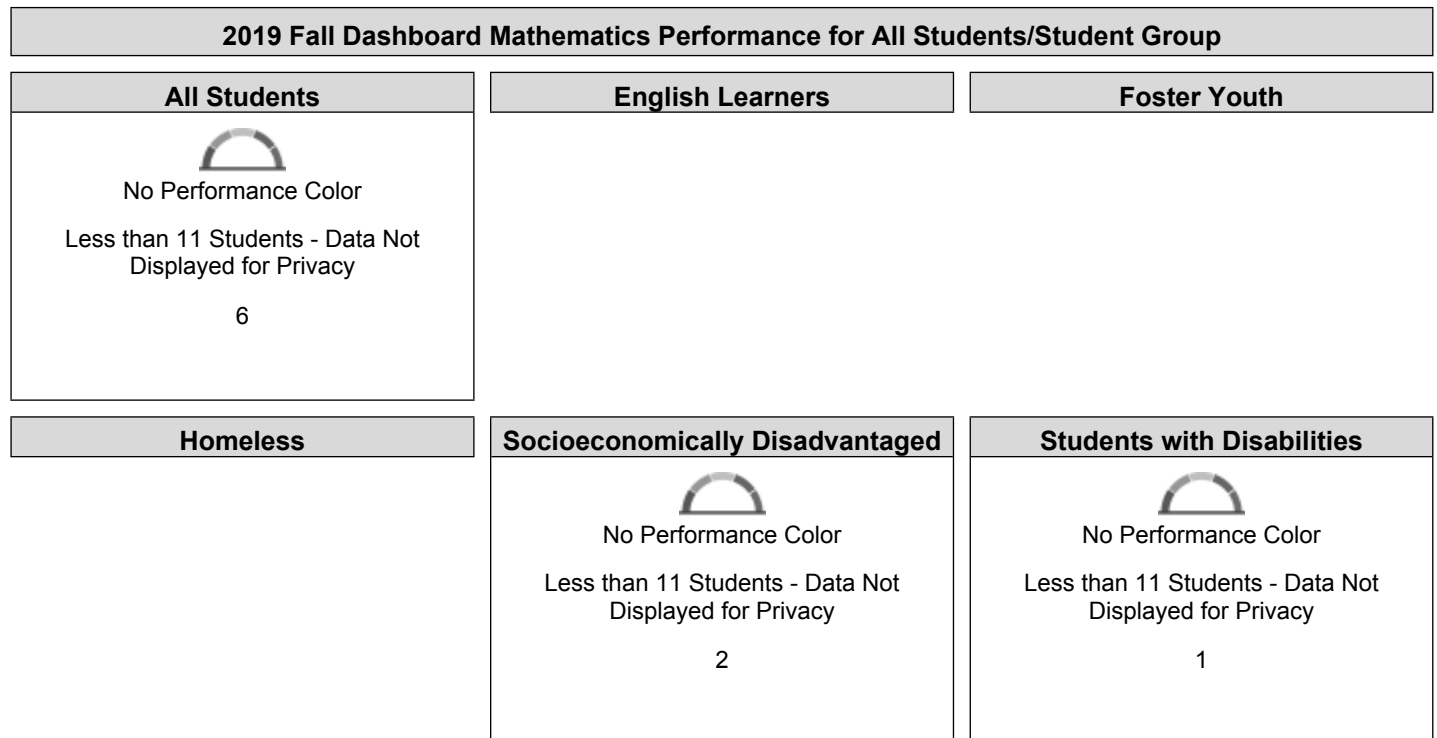
The performance levels are color-coded and range from lowest-to-highest performance in the following order:



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 by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2

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
		Less than 11 Students - Data Not Displayed for Privacy 6

Conclusions based on this data:

1. The Freedom Academy of Imperial Valley is much too small to trigger results in this area.

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

English Learner Progress
making progress towards English language proficiency
Number of EL Students:
Performance Level:

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
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Conclusions based on this data:

1. The Freedom Academy of Imperial Valley is much to small to trigger results in this area.

School and Student Performance Data

Academic Performance College/Career Measures Only Report

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.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students	4	100
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	1	25
Native Hawaiian or Pacific Islander		
White	3	75
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	2	50
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1. The Freedom Academy of Imperial Valley is much too small to trigger results in this area.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

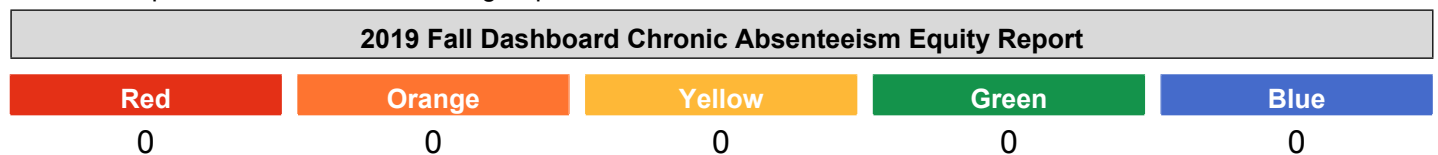
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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		
All Students	English Learners	Foster Youth
 No Performance Color 0 Declined -9.1 13	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Hispanic  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	White  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3

Conclusions based on this data:

1. The Freedom Academy of Imperial Valley is much too small to trigger results in this area.

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

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.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students	4		0	
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged	2		0	
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic	1		0	
Native Hawaiian or Pacific Islander				
White	3		0	
Two or More Races				

Conclusions based on this data:

1. The Freedom Academy of Imperial Valley is much too small to trigger results in this area.

School and Student Performance Data

Conditions & Climate Suspension Rate

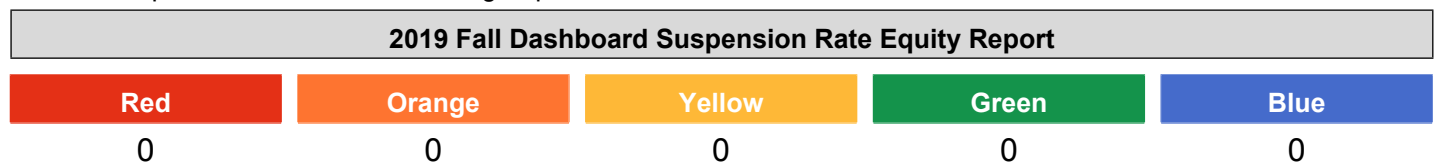
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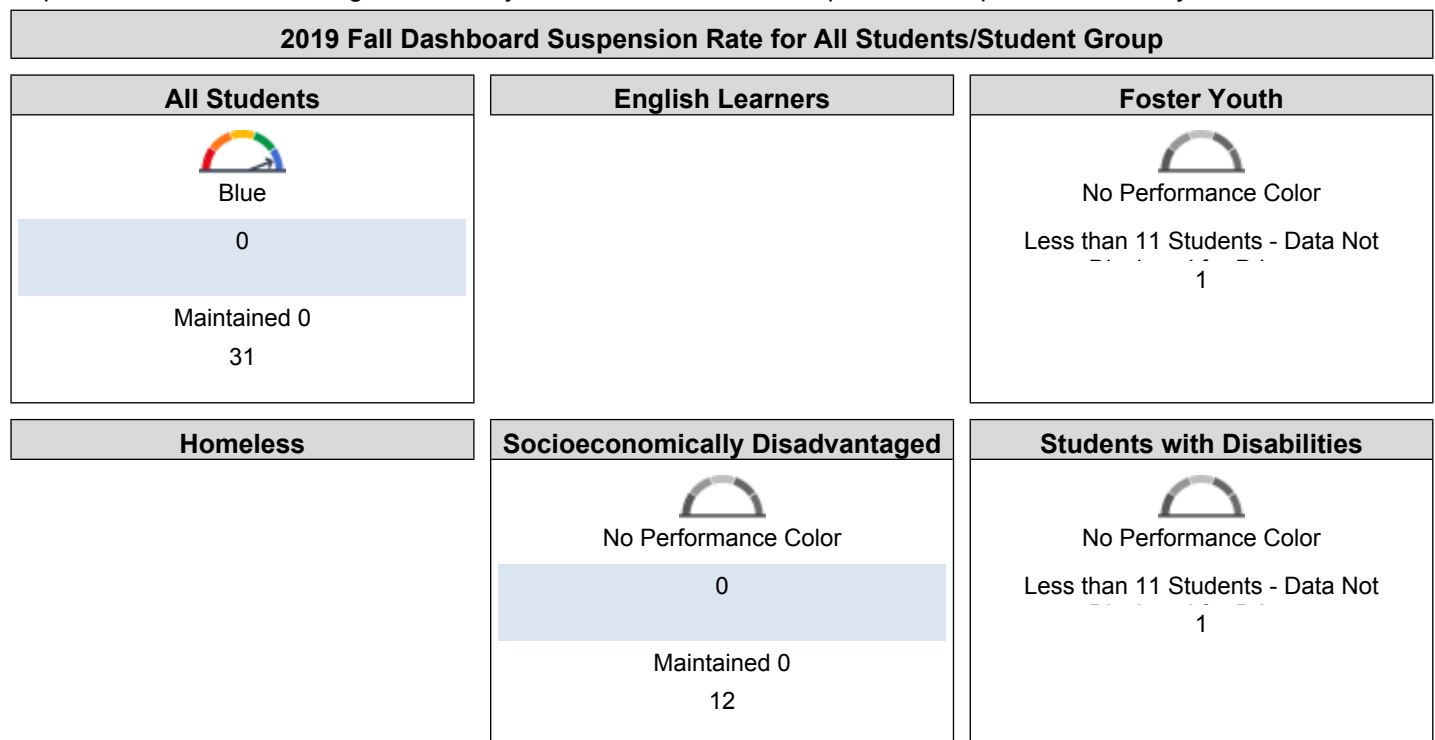
The performance levels are color-coded and range from lowest-to-highest performance in the following order:



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 by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White
 <p>No Performance Color</p> <p>0</p> <p>Maintained 0</p> <p>20</p>	 <p>No Performance Color</p> <p>Less than 11 Students - Data</p> <p>1</p>		 <p>No Performance Color</p> <p>Less than 11 Students - Data</p> <p>10</p>

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0	0

Conclusions based on this data:

1. The Freedom Academy of Imperial Valley is much too small to trigger results in this area.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Increase student achievement for "ALL" students in all academic areas by providing students with instruction aligned to the State academic standards by highly qualified teachers.(LCAP goal 1)

LEA/LCAP Goal

Annual increase in student achievement for all students in all academic areas, including English Language Arts and Math with focus on accelerating student learning outcomes for target subgroups including English Learners, low income pupils and pupils identified as special education by providing students with instruction aligned to State academic content and performance standards by highly qualified teachers. Provide students with programs and classes that are not available at other local schools to better prepare them for specific targeted careers.

Goal 1

Annual increase in student achievement for all students in English Language Arts and Math, with focus on accelerating student learning outcomes for target subgroups including English learners, low SES and pupils identified as special education.

By June 4, 2022 95% or more of our teachers will report that they are prepared to teach in their assigned classroom as a result of training and support.

Student's SBAC Assessment Scores will improve by 3% in both ELA and Math.

30% of students will be reading at grade level in 1st through 8th grade, as measured by STAR Reading Assessment.

Increase in students learning English by 2% as measured on the ELPAC by June 2022, with an increase of 2% in students who met reclassification criteria, and 2% of total population moving up one level.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA CAASPP data (3-8th grades)	56% Met or Exceeded Standard	Scores will improve by 3%
ELA CAASPP data (11th grade)	72% Met or Exceeded Standard	Scores will improve by 3%
Math CAASPP data (3-8th grades)	11% Met or Exceeded Standard	Scores will improve by 3%
Math CAASPP Data (11th grade)	57% Met or Exceeded Standard	Scores will improve by 3%

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 K-12th grade students will be assessed using this strategy.

Strategy/Activity

K-12th grade students will be assessed at the beginning of the school year by the STAR Reading assessment and quarterly thereafter. The (K-8) STAR Reading assessment determine the appropriate level of challenge for each student and identify those who need individual help. It provides in-context vocabulary questions and authentic text passages that give a precise measure of each students' reading performance. Curriculum will be appropriate for each student and aligned with common core curriculum.

1.1 LCAP Provide standards-aligned instructional materials for all students.

1.2 LCAP In an effort to ensure that all teachers and paraprofessionals are prepared to be effective in the classroom, Freedom Academy will provide high Quality Professional Development- The School will provide professional development to teachers, administrator, coaches, aides, librarian and other school personnel to improve the education of all students with a focus on developing a improved approach to help our EL population. We will continue to provide professional development in these areas but not limited to these areas only.

a: Two on calendar scheduled PD days for all of our teachers to include PD time for our teacher's aids and all supporting staff.

b: Collaboration Wednesday time to meet with grade level equivalent teachers at our neighbor schools Holtville High School, Pine, HMS and Finley.

c: Training time for use of our data management system, Synergy.

d: PD time for Administrator in areas of need.

e: Ongoing workshops, conferences and in-service for both administrators and teachers throughout the year.

f: Wednesday Staff development, Teachers and administrator meetings and teacher independent time.

g: Continue to have ConnectEd training to integrate technology in the classroom.

h: Purchase programs such as Renaissance Learning, Reading Plus, Affirm Math, Prodigy, Edgenuity Science, etc. to be used as a supplementary tool to help students with ELA , Math, and Science.

i: Freedom Academy will partner with HHS in order to provide access and library services to students and staff.

J: Freedom Academy will work with the counselors at the High School, and Finley to provide counseling support for their students.

K: Freedom will work closely with the High School to provide as best as can be matched up, lab class participation.

Data regarding assessments and progress through curriculum will be monitored and reviewed in the weekly staff meetings.

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	LCFF - Supplemental 4000-4999: Books And Supplies Materials for the classroom, books Calendy (Parent Student Communicatin
500	Unrestricted 5000-5999: Services And Other Operating Expenditures Supplies, technology, Floriday Virtual, Freedom Accreditation.
2000	Lottery: Instructional Materials 4000-4999: Books And Supplies Purchase support materials for the classroom and students.
788.64	Title II Part A: Improving Teacher Quality 5000-5999: Services And Other Operating Expenditures Teacher training, travel and other expenses

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Data will be reviewed for students as a collective group (3rd-8th grade and 11th grade) as well as subgroups of English Learners and Low SES students.

Strategy/Activity

Data regarding the May administration of the CAASPP, EIPAC for students taking ELPAC and other assessment tools will be reviewed to determine the proficiency rate (met or exceeded standards).

Data will be reviewed and analyzed during set staff meetings.

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)
0.00	None Specified None Specified

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

3rd-8th grade students not performing at grade level in English Language Arts on the CAASPP (Met or Exceed Standards) will be given targeted intervention lessons and individual assistance to provide the required skills and knowledge to bring them up to grade level on future CAASPP and assessment testing.

9-12th grade students who have not passed the English Language Arts CAASPP (Met or Exceeded Standard) will be assigned specific modules in APEX and Edgenuity targeted to the skills required to pass the CAASPP at proficiency or above.

Individualized learning plans will be created by the teacher and student for each individual student to create a road map to success and an increase in student assessment scores.

Data regarding Individualized learning plans and progress through curriculum will be monitored and reviewed in the weekly staff meetings.

In addition; Freedom Academy will develop a consistent process by which formative data is collected, disaggregated, analyzed and communicated to all stakeholders on an ongoing basis.

- The District will work individually with all certificated staff to ensure they are proficient in creating, collecting, disaggregating, and analyzing formative data.
- Staff will produce formative data for review quarterly.
- Data will be collected for intervention programs (Accelerated Reader) and analyzed to determine if programs are producing positive results.

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)
2500	LCFF 5000-5999: Services And Other Operating Expenditures Training on Individualized Learning Plans, Purchase modules from Floriday Virtual, Apex,
500	Unrestricted 4000-4999: Books And Supplies Support for students and Supplies, Technology
2000	LCFF 4000-4999: Books And Supplies Technology, supplies, student support

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

In an effort to ensure that all teachers, administrators and other school personnel are prepared to be effective at helping the students of Freedom Academy, Freedom Academy will:

- Offer five district-wide training days.
- Provide department collaboration release time as requested and utilize Wednesday Professional Development Meetings to review various training.

Teachers will have multiple opportunities to attend professional development geared towards increasing teacher capacity through the likes of in-house, district-level and county/state level professional development.

Provide staff training in maintaining and utilizing technology in support of student learning will be provided.

Freedom Academy will continue building an in-house library for K-8 students to be utilized for Accelerated Reading.

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)
1000	LCFF 5000-5999: Services And Other Operating Expenditures Professional Development
1000	LCFF - Supplemental 4000-4999: Books And Supplies Update computers/software
200	Other 4000-4999: Books And Supplies Update computers/software
1500	General Fund 4000-4999: Books And Supplies Textbooks, Library books, Curriculum
500.0	General Fund 5800: Professional/Consulting Services And Operating Expenditures Advertisement/Recruitment/ Web page design

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

College and Career Readiness

LEA/LCAP Goal

HUSD will continue to provide a broad course of study to TK to 12 students, including English Learners, Low-Income, Foster Youth, and students with exceptional needs that will prepare them for college and career upon graduation.

Goal 2

HUSD will continue to provide a broad course study to K through 12 students, including English Learners, Low-Income, Foster Youth, and students with exceptional needs that will prepare them for college and career upon graduation.

Sub Goal (9-12) :

By June 5, 2020, the percentage of students who are on track to meet their A-G requirements will exceed 70%.

By June 5, 2020, the percentage of students taking the Accuplacer and Advanced Placement exams will increase by 5%.

During the month of May, Freedom Academy students will have the opportunity to attend Career Day at HHS.

Sub Goal (K-8):

By June 5, 2020, 100% of K-8 students will attend a college awareness workshop.

During the month of May, Freedom Academy students will have the opportunity to attend Career Day at Pine Elementary School.

Identified Need

Counselor Support, explore, review and select for trial a distant learning online provider for grades k-5th grade.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
A-G on track	63%	100%
CCR Completion Rate	0%	5%

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

Freedom Academy will offer a variety of AP courses to all students enrolled.
Freedom Academy will participate with HHS in Higher Ed week throughout the school year to promote college and career readiness.
Freedom Academy will participate with HHS in Accuplacer test prep and testing during the Spring semester, allowing students the opportunity to meet necessary junior college entrance requirements.
Freedom Academy will work with CALSOAP to target and support juniors and seniors with college planning and applications.

Freedom Academy will continue to partner with HHS to offer CTE pathways to prepare students for college and career readiness.

Freedom Academy will guarantee K-8 students will continue on the path for college and career readiness by reviewing that the curriculum provided to students has the appropriate level of challenge and support as well as aligns with common core standards.

100% of Freedom Academy K-8 students will participate in Career Day at Finley Elementary School during the month of May.

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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)

450.00

Source(s)

LCFF
0000: Unrestricted

300

Unrestricted
4000-4999: Books And Supplies
Supplies to support activites.

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

Freedom Academy will continue to provide support for all students (K-12) to progress toward meeting all grade level requirements including attaining proficiency (Met or Exceed Standards) in ELA and Math as well as tracking and achieving high school graduation.

Individualized learning plans will be created by the teacher and student (K-12) for each individual student to create a road map to academic success and an increase the number of students tracking for A-G completion. Individualized learning plans and A-G tracking will be reviewed each semester during parent conference. Resources will be provided to ensure that students have optimum opportunities to meet A-G requirements.

Data regarding individualized learning plans and progress through curriculum will be monitored and reviewed in the weekly staff meetings.

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)
5,000	Lottery: Instructional Materials 4000-4999: Books And Supplies Apex/Edgenuity Licenses
1000	General Fund 4000-4999: Books And Supplies Apex/Edgenuity Licenses, Florida Virtual, and others
1000	LCFF 5000-5999: Services And Other Operating Expenditures Apex/Edgenuity Licenses, Florida Virtual and others

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Freedom Academy will use Holtville High School, and Finley counselors for a broader range of services for students.

Freedom Academy teachers and Dean of Students/Counselor will provide support in college applications, FAFSA, SAT/ACT test prep and registration.

Freedom Academy students (9-12) will be given the opportunity to participate in a college tour field trip to visit Southern California CSU/UC colleges and local community colleges.

In addition, Freedom Academy will be adopting the HUSD recommendation of 45 community service hours that each student must complete before graduation. This will allow students to develop critical career and life skills that will benefit their future college and career endeavors.

Freedom Academy will implement a college awareness workshop for K-8 students to participate in.

Freedom Academy 7th and 8th grade students will be given the opportunity to participate in a college tour of our local CSU and Junior College.

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)
2,000	LCFF 5000-5999: Services And Other Operating Expenditures College Tour Field Trips (K-8 & 9-12)
400	Unrestricted 4000-4999: Books And Supplies Supplies

Annual Review

SPSA Year Reviewed: 2020-21

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.

Work closely with fellow schools, and other community stake holders . Identify community services that are willing to take on students for community service hours.

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

COVID-19 has increased the complexity as well as cost of providing and completing services to our students. It has made it more difficult for our students to get community service hours as well as other services. .

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.

Because of COVID this year, the Community Service Hours have been waved for those semesters where school have not been able to do on lite instruction. Other services are being reviewed as to how we can get services for our students under the ever changing COVID rules and restrictions.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

School Connectedness and Sense of Safety

LEA/LCAP Goal

HUSD will provide an educational experience which promotes "school connectedness" and "sense of safety" of pupils, staff and parents.

Goal 3

Freedom Academy of Imperial Valley will provide an educational experience that promotes "school connectedness" and "sense of safety" of pupils, staff and parents.

Freedom Academy will provide a safe environment for all stakeholders during the COVID-19 epidemic.

9-12 Sub Goals:

By June 5, 2022, the yearly attendance rate will be maintained or exceed 96%.

By June 5, 2022, the drop out rate will remain at 0%.

For the 2019-2022 school year, graduation rates will remain at 100%.

By June 5, 2022, the implementation of a full School Site Council will be completed with monthly meetings being conducted.

K-8 Sub Goals:

By June 5, 2022, the yearly attendance rate will be maintained or exceed 96%.

By June 5, 2022, the drop out rate will remain at 0%.

By June 5, 2022, the development of a full School Site Council will be completed with monthly meetings being conducted.

School Connectedness Survey will increase participation from:

13% parental participation to 100% parental participation

19% student participation to 100% parental participation

0% teacher participation to 100% teacher participation

Data regarding attendance, school surveys, and progress through curriculum will be monitored and reviewed in the weekly staff meetings.

School educators will provide opportunities for parents to attend an informational meeting/training in order to provide parents with tools and resources to track student progress in courses and toward graduation.

Identified Need

Seating in the classroom need to be flexible. Results of many studies in flexible seating has shown that it helps with student performance.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Yearly Attendance Rate	96%	100%
Graduation Rate	100%	100%
Dropout Rate	0%	0%
School Connectedness Survey: Parents	13%	100%
School Connectedness Survey: Students	19%	100%
School Connectedness Survey: Teachers	0%	100%

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

School Safety will include all activities will take place according to COVID-19 restrictions, all rules and regulations with a minimum of face masks and social distancing will be required. In addition, Freedom Academy will establish procedures for safe return of students when that time comes.

Parents will meet with the teachers during parent informational meetings and/or parent conferences each semester to discuss student progress, parent concerns, helpful information and suggestions. Parents will be invited to participate in School Site Council to encourage an increase in parental involvement.

The School Site Council will meet on a monthly basis starting September 2021.

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)
1000	LCFF 4000-4999: Books And Supplies

	Supplies as needed for the classroom and distant learning, safety and communications.
1000	Unrestricted 4000-4999: Books And Supplies COVID supplies, Parent communications, Web Page, On-Line promotion and notifications. Office supplies
250	EIA Funds 4000-4999: Books And Supplies Student books and supplies

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

Freedom Academy will maintain and update school website as well as school social media that lists activities at the school. The school website will contain the school's calendar, events, activities and meetings.

The following will serve as avenues to promote parent contact/community involvement: mailings, newsletters, open house, newspaper advertisements, and report cards.

All students as well as parents of Freedom Academy students will complete surveys to provide feedback to the site as well as the District. Parents will be notified of survey during parent conferences, via school website and social media.

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)
250.00	General Fund 4000-4999: Books And Supplies Report cards and postage for student progress reports as well as parent flyers

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Student attendance will be monitored weekly/monthly with updates given to parents as necessary to ensure students are successfully completing coursework and stay on track for graduation.

Attendance and course progress will be discussed in the semester meetings with teachers, students, and parents.

Freedom Academy will partner with HHS and Sam Webb to update the School Safety Plan on a yearly basis. Additionally, administration will update and review the School Safety Plan on a yearly basis.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
500.00	General Fund 4000-4999: Books And Supplies Radio/Safety Equipment/ Safety Supplies, stamps, paper
1000	LCFF 5000-5999: Services And Other Operating Expenditures Improve web page to better serve our stakeholders and communicate with parents, students, and community
200	EIA Funds 5000-5999: Services And Other Operating Expenditures Improve web page to better serve our stakeholders

Annual Review

SPSA Year Reviewed: 2020-21

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.

Freedom Academy is meeting a special need for our students and their families. These needs are fluid and require a constant review of all activities, applications, and outcomes. All staff with the input of the School Site Counsel will participate in review of all activities outcomes and will adjust as needed. All student assessments will be reviewed to see what effect it had on achieving the goals established and what could be improved. Changes will be made when needed.

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

The last part of last year 2021-2022 and this year has been greatly affected by COVID-19. All services that were going to be offered and the supports now became 100% distant and no in person instruction. Even though Freedom Academy is a distant learning program, it also has some hybrid characteristics, such as the students could come to the classroom to work independently or in small groups. they can come and work with teachers but now with COVID these options are not available and we have had to develop other ways to deliver them.

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.

We continue to have the greatest changes being made for us by COVID. We continue to meet all changes with one goal in mind, serve our stakeholders and we will continue to serve all stakeholders.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Learning Continuity and Attendance Plan

LEA/LCAP Goal

The LCAP plan for the school year 2021-22 has been put into action again.

Goal 4

HUSD LCAP plan has only three goals but the HUSD leadership team decided to make the Learning Continuity and Attendance Plan our Goal 4.

Identified Need

When all students were sent home because of COVID-19 education restrictions in March 2021 we had to identify new needs for a school with no in-person instruction. Even though The Freedom Academy is a distant learning model it does have in-person instruction services to our students. In addition to developing Learning Continuity and Attendance plan, we had to address safety issues while under an epidemic educational environment. After review it was determined that the primary needs for our students were improved and secured connectivity, safety, and services. Our goal was to purchase computers so that all of our students have a reliable computer, and that we are prepared for safety as it relates to pre and post COVID-19 student return to the classroom.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Administration review.	All student can connect with little to no connection issues, and that we are safe for on-site traffic and prepared for student return.	All students are secured online. A minimum of three months of safety supplies are on hand and signage is in place to direct and control traffic.

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 and Stakeholders.

Strategy/Activity

The Learning Continuity and Attendance Plan will be shared with the Freedom School Site Council who voted to also be the ELAC team. The School Site Council, teachers and Administration will discuss and develop strategies to improve the quality of HHS throughout the remaining of the 2019-20 school year and all of the 2020-21 school year.

- 1: Purchase computers for students who may need them to have a secured connection.
- 2: Purchase hotspots for students who do not have internet for whatever reason.
- 3: Purchase necessary technology for teachers and staff to be able to work from home.

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)
13324.62	CARES Act 4000-4999: Books And Supplies Computers, Laptops, Desktops, Technology support items,
17854.95	Other 4000-4999: Books And Supplies USDA Grant, Computers, technology related items
2000	Unrestricted 4000-4999: Books And Supplies Supplies and technology for the office.

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

Develop the School's Learning Continuity and Attendance Plan

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)
400	Unrestricted None Specified Meetings, supplies, services related to development such as meetings through ZOOM and other communication programs.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students, teachers, and Stakeholders.

Strategy/Activity

Develop a plan to manage traffic at the school site, protect the staff and plan for when schools return to in class 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)

1500

Source(s)

None Specified
4000-4999: Books And Supplies
Geer Grant funds purchase safety supplies.

500

Unrestricted
4000-4999: Books And Supplies
Safe School Supplies, Emergency items and first aid kit.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

None Specified
None Specified

Annual Review

SPSA Year Reviewed: 2020-21

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.

Freedom Academy works with all stakeholders to develop a plan. All student needs are reviewed based on student test and assessment results. Each area is closely reviewed and adjustments are made in our plan to make the necessary needs.

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

The major difference this year is COVID-19. COVID had changed some areas for Freedom Academy but not as much as the traditional in person instruction schools. Our students are suffering more emotional issues than normal and this is a new area that we find ourselves trying to find resources for the families. The issue is there are so many that are in need that these resources are being taxed beyond their ability to provide all the necessary services that our students need.

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.

The unknown of where we are going with COVID-19 and when will be return to in class instruction is the single most issue having the greatest impact on the process of developing this plan. We continue to plan and will continue to press for success of our students.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

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	\$0
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$63,918.21

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 II Part A: Improving Teacher Quality	\$788.64

Subtotal of additional federal funds included for this school: \$788.64

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 (\$)
CARES Act	\$13,324.62
EIA Funds	\$450.00
General Fund	\$3,750.00
LCFF	\$10,950.00
LCFF - Supplemental	\$2,500.00
Lottery: Instructional Materials	\$7,000.00
None Specified	\$1,500.00
Other	\$18,054.95
Unrestricted	\$5,600.00

Subtotal of state or local funds included for this school: \$63,129.57

Total of federal, state, and/or local funds for this school: \$63,918.21

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source

Amount

Balance

Expenditures by Funding Source

Funding Source	Amount
CARES Act	13,324.62
EIA Funds	450.00
General Fund	3,750.00
LCFF	10,950.00
LCFF - Supplemental	2,500.00
Lottery: Instructional Materials	7,000.00
None Specified	1,500.00
Other	18,054.95
Title II Part A: Improving Teacher Quality	788.64
Unrestricted	5,600.00

Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	450.00
4000-4999: Books And Supplies	53,579.57
5000-5999: Services And Other Operating Expenditures	8,988.64
5800: Professional/Consulting Services And Operating Expenditures	500.00
None Specified	400.00

Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

4000-4999: Books And Supplies	CARES Act	13,324.62
4000-4999: Books And Supplies	EIA Funds	250.00
5000-5999: Services And Other Operating Expenditures	EIA Funds	200.00
4000-4999: Books And Supplies	General Fund	3,250.00
5800: Professional/Consulting Services And Operating Expenditures	General Fund	500.00
0000: Unrestricted	LCFF	450.00
4000-4999: Books And Supplies	LCFF	3,000.00
5000-5999: Services And Other Operating Expenditures	LCFF	7,500.00
4000-4999: Books And Supplies	LCFF - Supplemental	2,500.00
4000-4999: Books And Supplies	Lottery: Instructional Materials	7,000.00
4000-4999: Books And Supplies	None Specified	1,500.00
None Specified	None Specified	0.00
4000-4999: Books And Supplies	Other	18,054.95
5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	788.64
4000-4999: Books And Supplies	Unrestricted	4,700.00
5000-5999: Services And Other Operating Expenditures	Unrestricted	500.00
None Specified	Unrestricted	400.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	13,988.64
Goal 2	10,150.00
Goal 3	4,200.00
Goal 4	35,579.57

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

Name of Members	Role
Mitchell W. Drye	Principal
Amy Lansman	Classroom Teacher
Hortencia Medel	Other School Staff
Vaney Durazo	Parent or Community Member
Lisa Irungaray	Parent or Community Member
Carla Aguado	Parent or Community Member
Cambria Day	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Special Education Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 02/10/2021.

Attested:

	Principal, Mitchell Drye on 02/10/2021
	SSC Chairperson, Dayna Riley on 02/10/2021

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.

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

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

Purpose and Description

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

Purpose

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

Description

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

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.

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/guidanceusesinvestment.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/guidanceusesinvestment.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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