School Year: **2025-26**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Freedom Academy of Imperial Valley	13-631490125922	02/12//2026	

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

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

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

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

This plan is being used by Freedom Academy of Imperial Valley for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Targeted Support and Improvement

The purpose of a TAS program is to assist Freedom Academy to meet their responsibility to provide for all their students served the opportunity to meet the challenging state academic standards (Every Student Succeeds Act [ESSA] Section 1115[b]). In all schools selected to receive Title I, Part A funds that are ineligible for a SWP, have not received a waiver to operate a SWP, or choose not to operate a SWP, a LEA may use funds to provide services to eligible students identified as having the greatest need for special assistance (ESSA Section 1115[a]).

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

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Plan Description

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

This plan is being used by Freedom Academy of Imperial Valley for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Targeted Support and Improvement

The purpose of a TAS program is to assist Freedom Academy to meet their responsibility to provide for all their students served the opportunity to meet the challenging state academic standards (Every Student Succeeds Act [ESSA] Section 1115[b]). In all schools selected to receive Title I, Part A funds that are ineligible for a SWP, have not received a waiver to operate a SWP, or choose not to operate a SWP, a LEA may use funds to provide services to eligible students identified as having the greatest need for special assistance (ESSA Section 1115[a]).

Each SPSA is aligned with the goals of the HUSD Local Control and Accountability Plan (LCAP). They are aligned with the district LCAP through collaboration with the district in examining state and local data as part of a comprehensive needs assessment. The process includes developing goals, measurable outcomes, and strategies, actions, and services that are aligned with those of the district. Then, each school implements supplemental services that support improved performance for high-need students and develop a system for monitoring and evaluating the efficacy of the plan in achieving its goals.

Educational Partner Involvement

How, when, and with whom did Freedom Academy of Imperial Valley 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 2023 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.

Resource Inequities

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

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

Freedom Academy of Imperial Valley (This has been corrected and Freedom is no longer CSI)

Chapter V. Schoolwide Action Plan Refinements
Revised Action Plan

- Comment on the refinements made to the single schoolwide action plan since the last full self-study visit to reflect schoolwide progress and/or newly identified issues.

Throughout the Self-Study process, stakeholders have thoughtfully and thoroughly examined the overall academic success of FAIV students, as well as the quality and effectiveness of the teaching/learning environment at FAIV. Our small school community, with a shared vision for excellence and accountability, collaborated in the ongoing review and discussion of our Self-Study findings. Stakeholder input from student surveys, parent surveys, and staff work groups, combined with in-depth analysis of student performance data, culminated in identifying goals for our SPSA and our Action Plan. The structure of the Single Plan for Student Achievement has been modified. During the Initial WASC visit, the SPSA was organized according to the four LEA goals. With the inception of the Local Control Accountability plan (LCAP), the amount has been changed from four to three. Furthermore, more student testing data can be found within the current version of the School Site Plan than was found during the Initial WASC visit. The data that is currently found on the School Site Plan is that related to the CELDT testing as well as CAASPP testing in ELA and Math.
The three new LCAP goals are as follows: LCAP Goal 1: 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 the state academic content and performance standards by highly qualified teachers. LCAP Goal 2: 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. LCAP Goal 3: HUSD will provide an educational experience which promotes "school connectedness" and "sense of safety" of pupils, staff, and parents. With a major shift toward implementation of the Common Core State Standards, and the CAASPP testing, our curriculum pathways are developed in collaboration with parents and students addressing individual needs.

Areas of Growth from WASC visiting Committee
The FAIV Leadership Team, will begin to utilize more district provided tools for intervention such as Beyond SST and Gamut online. Gamut online a district resource contains the entire Education Code. The Beyond SST benefits include monitoring SST status, progress, outcomes, and history for each student to promote data-driven decision making and research-based interventions. Beyond SST offers easy access to all form data via search features, comparative reporting, analysis of data related to SST referrals to Special Education and outcome of assessment.

The FAIV will work together to develop and implement a School Site Council. The School Site Council is a group of teachers, parents, classified employees, and students (at the high school level) that works with FAIV administration to develop, review and evaluate school improvement programs and school budgets.

Our leadership team has identified ongoing academic and social factors that need attention to support improving student achievement. By continuing to activate customized support services and increasing student interaction and collaboration, we expect to improve students' academic, social and emotional proficiencies. All FAIV students will be provided with customized support services and expanded face-to-face academic and social interactions to support their achievement of academic proficiency and to ensure successful completion of district graduation requirements. This Counseling support will help ensure that FAIV students pass their core courses, meet the Common Core standards, and meet the requirements for on-time graduation. Additionally, the amount of Districtwide Days for professional Development has increased from two to five days. These five days allow for further development/collaboration of teachers.

Holtville Unfired School District has adopted and implemented the following El curriculum. Freedom Academy will utilize the following:

Grade level K-5
Benchmark Universe is a comprehensive, research-proven program that empowers teachers with tools for vertically aligned reading, writing, speaking, listening, and language instruction for grades K-5. It also builds foundational skills such as phonics, word study, and fluency.

Grade level 6-8
The ELD Companion is a comprehensive English Language Development solution for equipping English learners with the skills and support they need to get them up to grade level. The ELD Companion provides differentiated interactive practice and support for all language levels through independent, self-paced, and teacher-led instruction.

Grade Level 9-12
English 3D is a powerful English language development program designed to help all English learners struggling students accelerate English language proficiency and develop the academic language skills they need for success in college and career. The program builds students' competence and confidence through consistent instructional routines for academic vocabulary, discussion, writing, and more.

The current school site plan paints a very truthful picture of Freedom Academy of Imperial Valley. The FAIV staff and stakeholders are committed to following through on the goals we have collectively identified in our Schoolwide Action Plan, (SPSA). Weekly staff and monthly School Site Council meetings, and effective home-school communications will be used to review goals, assess progress, and identify next steps. Staff development to support our Action Plan goals will have budget priority, to the extent that our funding and staffing allocations will allow. Through ongoing data analysis and communications between all stakeholders, our Action Plan (SPSA) goals will be reviewed and amended annually to align with our LCAP and to continually improve student achievement.to align with our LCAP and continually improve student achievement.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

None

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

None

Other Needs

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

"Our goals have identified a growing need for additional counseling support in both English and Math, as well as increased resources for student and staff development in Social-Emotional Learning (SEL). An increasing number of our students are coming to us with social or emotional needs, underscoring the importance of prioritizing SEL initiatives alongside academic support."

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0%	%	%	0		
African American	0%	%	%	0		
Asian	0%	%	%	0		
Filipino	0%	%	%	0		
Hispanic/Latino	76.67%	90.00%	86.36%	23	27	19
Pacific Islander	0%	%	%	0		
White	23.33%	10.00%	13.64%	7	3	3
Two or More Races	0%	%	%	0		
Not Reported	0%	%	%	0		
			Total Enrollment	30	30	22

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Grade 1	1		
Grade 2	4	2	
Grade3	1	3	
Grade 4	1	3	
Grade 5		3	
Grade 6	2		
Grade 7	1	4	
Grade 8	4	6	
Grade 9	4	2	
Grade 10	1	3	
Grade 11	4	2	
Grade 12	7	2	
Total Enrollment	30	30	

Conclusions based on this data:

1. The student populations with Freedom Academy are very fluid, students come and go each year. There is more of this fluid change Freedom students than in traditional schools.
2. Currently Freedom Academy is experiencing a continue increase in proportion of Hispanic to EO, even with a decline of the number of students overall.
3. Freedom Academy in 2022-23 school year has had a large decrease in attendance, because of having a very fluid student population.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	4	4	2	13.3%	13.3%	9.1%
Fluent English Proficient (FEP)	10	12	7	33.3%	40.0%	31.8%

Conclusions based on this data:

1. In the last few years our English Learners have become a faster growing group of students than the rest of the population. There is a decrease in the number in 22-23 and this is due to a much smaller total population of students in general this year.
2. Generally speaking, our English Learners tend to be higher performing English speaking students and in less need of English supports, but this is also changing as the years go on, as shown by the FEP numbers.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	*	*	*	*	*	*	*	*	*			
Grade 4	*	*	*	*	*	*	*	*	*			
Grade 5		5	*		5	*		5	*		100	
Grade 6	*	*	*	*	*	*	*	*	*			
Grade 7	4	7	4	4	7	*	4	7	*	100.0	100	
Grade 8	*	8	4	*	8	4	*	8	4		100	100
Grade 11	*	*	4	*	*	4	*	*	4			100
All Grades	15	28	18	15	27	17	15	27	17	100.0	96.4	94.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 5		*	*		*	*		*	*		*	*		*	*
Grade 6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	26.67	11.11	41.18	33.33	29.63	47.06	13.33	25.93	5.88	26.67	33.33	5.88

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5		*	*		*	*		*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5		*	*		*	*		*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5		*	*		*	*		*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5		*	*		*	*		*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1. Because Freedom Academy's low number of students the breakdown by grade is not provided in order to protect student privacy.
2. In 22-23 student who performed Above Stnandards increased to 26.67 and increase of about 18% and for Standards meet we did have a decrease of about 14%, this could be that they moved to Standards Exceeded. The only negative we had was an increase of about 12% of students performing Below Standards.
3. Freedom Academy was succsesful in getting all their students to test in 22-23 this is about a 20% increase over last year.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	*	*	*	*	*	*	*	*	*			
Grade 4	*	*	*	*	*	*	*	*	*			
Grade 5		5	*		5	*		5	*		100	
Grade 6	*	*	*	*	*	*	*	*	*			
Grade 7	4	7	4	4	7	*	4	7	*	100.0	100	
Grade 8	*	9	4	*	9	4	*	9	4		100	100
Grade 11	*	*	4	*	*	4	*	*	4			100
All Grades	15	29	18	15	28	17	15	28	17	100.0	96.6	94.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 5		*	*		*	*		*	*		*	*		*	*
Grade 6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	20.00	14.29	29.41	13.33	25.00	41.18	66.67	60.71	29.41

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5		*	*		*	*		*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5		*	*		*	*		*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5		*	*		*	*		*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1. Freedom students performed poorer on Math than the Language as shown in this data. No students tested Above Standards, we had an increase of about 12% test at Standard and then an increase in the number or percentage of students testing Below Standards.

2. No grade level results were provided due to student's privacy rights, this is a result of a small student overall population.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
1	*	*		*	*		*	*		*	*	
2		*	*		*	*		*	*		*	*
5		*	*		*	*		*	*		*	*
8	*	*		*	*		*	*		*	*	
10	*		*	*		*	*		*	*		*
All Grades										6	5	4

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
1	*	*		*	*		*	*		*	*		*	*	
2		*	*		*	*		*	*		*	*		*	*
5		*	*		*	*		*	*		*	*		*	*
8	*	*		*	*		*	*		*	*		*	*	
10	*		*	*		*	*		*	*		*	*		*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
1	*	*		*	*		*	*		*	*		*	*	
2		*	*		*	*		*	*		*	*		*	*
5		*	*		*	*		*	*		*	*		*	*
8	*	*		*	*		*	*		*	*		*	*	
10	*		*	*		*	*		*	*		*	*		*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
2		*	*		*	*		*	*		*	*		*	*
5		*	*		*	*		*	*		*	*		*	*
8	*	*		*	*		*	*		*	*		*	*	
10	*		*	*		*	*		*	*		*	*		*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
1	*	*		*	*		*	*		*	*	
2		*	*		*	*		*	*		*	*
5		*	*		*	*		*	*		*	*
8	*	*		*	*		*	*		*	*	
10	*		*	*		*	*		*	*		*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
1	*	*		*	*		*	*		*	*	
2		*	*		*	*		*	*		*	*
5		*	*		*	*		*	*		*	*
8	*	*		*	*		*	*		*	*	
10	*		*	*		*	*		*	*		*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
1	*	*		*	*		*	*		*	*	
2		*	*		*	*		*	*		*	*
5		*	*		*	*		*	*		*	*
8	*	*		*	*		*	*		*	*	
10	*		*	*		*	*		*	*		*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
1	*	*		*	*		*	*		*	*	
2		*	*		*	*		*	*		*	*
5		*	*		*	*		*	*		*	*
8	*	*		*	*		*	*		*	*	
10	*		*	*		*	*		*	*		*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1. Only data showing the number of students tested is provided on this page. The reason for this is to protect student privacy, this as you can see is because Freedom Academy has a small overall population of students.

School and Student Performance Data

Student Population

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

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

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

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
22	**68.2%**	**9.1%**	**0.0%**
Total Number of Students enrolled in Freedom Academy of Imperial Valley.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	2	9.1%
Foster Youth	0	0.0%
Homeless	0	0.0%
Socioeconomically Disadvantaged	15	68.2%
Students with Disabilities	1	4.5%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	0	0.0%
American Indian	0	0.0%
Asian	0	0.0%
Filipino	0	0.0%
Hispanic	19	86.4%
Two or More Races	0	0.0%
Pacific Islander	0	0.0%
White	3	13.6%

Conclusions based on this data:

1. Freedom Academy has a student population much like the traditional school. The only difference is because of the size of the student population, student groups stand out more if they exist. In this case we have a total student

population of 30 and out of that 27 were Hispanic, but only 4 are English learners. Like our sister schools we are in a predominantly low-income area, so it is no surprise that 67% are Socioeconomically Disadvantaged. In the past we found that all our groups represented the higher performing students in that group, but as the years go by this is changing. We are also seeing a dramatic increase in students with Social and Emotional needs.

School and Student Performance Data

Overall Performance

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

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

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

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

2025 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	
English Learner Progress No Performance Color		
College/Career No Performance Color		

Conclusions based on this data:

1. Because of the size of the school and student confidentiality rights indicators in most areas are not provided.
2. Generally speaking, Freedom Academy does not have or has not had a need to suspend students.

School and Student Performance Data

Academic Performance
English Language Arts

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

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

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

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
No Performance Color	No Performance Color	No Performance Color
93.9 points above standard	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Increased 84.9 points	1 Student	0 Students
11 Students		
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - No Data for Privacy	0 Students	Fewer than 11 students - No Data for Privacy
0 Students		7 Students

Students with Disabilities	African American	American Indian
No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	No Performance Color 0 Students	No Performance Color 0 Students
Asian	**Filipino**	**Hispanic**
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color Fewer than 11 students - No Data for Privacy 10 Students
Two or More Races	**Pacific Islander**	**White**
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color Fewer than 11 students - No Data for Privacy 1 Student

Conclusions based on this data:

1. The Freedom Academy of Imperial Valley has only a very small number of English Learners in the program but currently they are performing well. At face value, the data on this page does not accurately inform people or our students' performance. Additional data can't be provided due to the student population numbers and students' confidentiality laws.
2. .

School and Student Performance Data

Academic Performance
Mathematics

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

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

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

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
No Performance Color	No Performance Color	No Performance Color
41.5 points below standard	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Increased 30.9 points	1 Student	0 Students
11 Students		
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - No Data for Privacy	0 Students	Fewer than 11 students - No Data for Privacy
0 Students		7 Students

Students with Disabilities	African American	American Indian
No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	No Performance Color 0 Students	No Performance Color 0 Students

Asian	Filipino	Hispanic
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color Fewer than 11 students - No Data for Privacy 10 Students

Two or More Races	Pacific Islander	White
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color Fewer than 11 students - No Data for Privacy 1 Student

Conclusions based on this data:

1. As before, the student population is so small that information is not made available because of student confidentiality laws. This data fails to provide 100 percent of the information for a 100 percent of our population.

School and Student Performance Data

Academic Performance
Science

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

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

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

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

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

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
7 Students	1 Student	0 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	Fewer than 11 students - No Data for Privacy
		4 Students

Students with Disabilities	African American	American Indian
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students
Asian	**Filipino**	**Hispanic**
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color Fewer than 11 students - No Data for Privacy 6 Students
Two or More Races	**Pacific Islander**	**White**
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color Fewer than 11 students - No Data for Privacy 1 Student

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

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

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
No Performance Color	No Performance Color
making progress.	making progress.
Number Students: 4 Students	Number Students: 2 Students

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

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**

Conclusions based on this data:

1. As before, the student population is so small that information is not made available because of student confidentiality laws. This data fails to provide 100 percent of the information for a 100 percent of our population.

School and Student Performance Data

Academic Performance
College/Career Report

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

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

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

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

Very Low

Lowest Performance

Low

Medium

High

Very High

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

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

2025 Fall Dashboard College/Career Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	No Performance Color 0 Students	No Performance Color 0 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students

Students with Disabilities	African American	American Indian
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students
Asian	**Filipino**	**Hispanic**
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students
Two or More Races	**Pacific Islander**	**White**
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color Fewer than 11 students - No Data for Privacy 1 Student

Conclusions based on this data:

1. As before, the student population is so small that information is not made available because of student confidentiality laws. This data fails to provide 100 percent of the information for a 100 percent of our population.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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

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

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

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

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

All Students	English Learners	Long-Term English Learners
No Performance Color	No Performance Color	
25% Chronically Absent	Fewer than 11 students - No Data for Privacy	
Increased 12.1	3 Students	
20 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	33.3% Chronically Absent
		Increased 20.3
		15 Students

Students with Disabilities	African American	American Indian
 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	 No Performance Color 0 Students	 No Performance Color 0 Students

Asian	Filipino	Hispanic
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 26.3% Chronically Absent Increased 15.6 19 Students

Two or More Races	Pacific Islander	White
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student

Conclusions based on this data:

1. As before, the student population is so small that information is not made available because of student confidentiality laws. This data fails to provide 100 percent of the information for a 100 percent of our population.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

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

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

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

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

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	No Performance Color 0 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students

Students with Disabilities	African American	American Indian
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students
Asian	**Filipino**	**Hispanic**
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students
Two or More Races	**Pacific Islander**	**White**
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color Fewer than 11 students - No Data for Privacy 1 Student

Conclusions based on this data:

1. As before, the student population is so small that information is not made available because of student confidentiality laws. This data fails to provide 100 percent of the information for a 100 percent of our population.
2. In the past, we have maintained a 100% graduation rate.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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

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

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	0	1

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

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Blue	No Performance Color	No Performance Color
0% suspended at least one day	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Maintained 0%	7 Students	3 Students
39 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - No Data for Privacy	0 Students	0% suspended at least one day
1 Student		Maintained 0%
		29 Students

Students with Disabilities	African American	American Indian
No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	No Performance Color 0 Students	No Performance Color 0 Students

Asian	Filipino	Hispanic
No Performance Color 0 Students	No Performance Color 0 Students	Blue 0% suspended at least one day Maintained 0% 35 Students

Two or More Races	Pacific Islander	White
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color Fewer than 11 students - No Data for Privacy 4 Students

Conclusions based on this data:

1. As before, the student population is so small that information is not made available because of student confidentiality laws. This data fails to provide 100 percent of the information for a 100 percent of our population.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Student Achievement
Annual increase in student achievement for all students in all academic areas, including English Language Arts, and Math with a 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 the state academic content and performance standards by highly qualified teachers.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Annual increase in student achievement for all students in all academic areas, including English Language Arts, and Math with a 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 the state academic content and performance standards by highly qualified teachers.

Identified Need

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

Increase the number of students performing at or obove grade level in are subjects especially in Math and Language Arts.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase or maintain the percentage of highly qualified teachers 100%	Based on the2023-24 school year, 100% of teachers have a full credential.	Based on the 2025-26 school year, Freedom Academy will maintain a 100% of teachers having a full credential.
Increase or maintain the percentage of students at or above grade level on the CAASPP Math Assessment by 2%.	The percentage of students in 2023-24 performing at or above grade level as demonstrated by the CAASPP Math is 47%%, and has increased in024-25 to 48% Due to student populations at each grade level only school group scores will be shown because of student confidentiality laws.	The percentage of students 2025-26 performing proficient as demonstrated by the CAASPP Math assessment (Consolidated State Performance Report): Will show an increase of 5% or greater.
Increase or maintain the percentage of students ELA at or above grade level on the CAASPP Reading Assessment by 2%.	The percentage of students in 2023-24 performing at or above grade level as demonstrated by the CAASPP is 35 %. This is a increase of 37%. Due to student populations at each grade level only school group scores	The percentage of students 2025-26 performing proficient as demonstrated by the CAASPP LEA test will increase by 5%.

	will be shown because of student confidentiality laws.	
Increase or maintain the percentage of English Learners scoring "Well Developed" on the ELPAC by 0.5%.	English learning performed well in 2023-24	100% of English Learners will score Well Developed on the 2026 ELPAC exam.
Increase or maintain the percentage of English Learners being reclassified by 0.5%.	Based on the 2024-25 school year, 0 of English Learners were reclassified.	Based on the 2025-26 school year, the goal is to increase by one.
All students will have sufficient access to standards-aligned instructional materials.	100% of students had sufficient access to standards-aligned instructional materials in the2024-25 school year.	100% of students have sufficient access to standards-aligned instructional materials in the 2024-25 school year.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	1. Utilize instructional strategies and supplemental materials for all grades. a. Continue using Renaissance Learning for Star Assessments and Accelerated Reader. b. Enhance classroom libraries by purchasing additional books and/or virtual library programs. c. Purchase supplemental goods, services, materials and supplies to support classroom instruction (i.e.: science lab materials and enrichment workshops). 2. Review, evaluate, and customize online curriculum, explore online programs that can better provide services to our students in accelerated learning for all students especially for English Learners, low income, special education students using approved aligned materials. .	All Students--Curriculum and Instruction319	Title I Part A: Basic Grants Low-Income and Neglected 4000-4999: Books And Supplies Supplemental materials
1.2	1. Assess all K-12 students using STAR Reading and STAR Math a minimum of three times a year. 2. Utilize Ellevation to track and manage data for all students, especially ELs and other special populations. 3. Develop a consistent process by which formative/summative data is collected, disaggregated, analyzed, and communicated to all stakeholders on an ongoing basis. a. Staff will produce formative data for review quarterly. b. Data will be collected from Edgenuity and Flex Point Education and analyzed to determine if mastery has been achieved or if interventions are needed.	All students--Data and Assessments	Title I Part A: Basic Grants Low-Income and Neglected 5000-5999: Services And Other Operating Expenditures Support Ellevation in tracking student success and other programs.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	c. PSAT and CAASPP data will be reviewed on a yearly basis.		
1.3	1. Intervention strategies a. Develop tiered re-engagement strategies and criteria that would prompt a formal SST process. b. Use Beyond SST program with tiered re-engagement.. c. Provide office hours for virtual or in-person tutoring on a daily basis. 2. Academic support a. Provide daily live instruction for grades K-3. b. Provide live instruction at least once per week for grades 4-12. c. Provide incentives and rewards for students making progress toward proficiency. d. Provide opportunities for project-based learning and hands-on activities. e: Proviide tutors in subject areas in need of support. 3. Provide professional development and training opportunities in intervention for teachers, support staff, and administration.	All Students--Academic Support and Intervention	Title I Part A: Basic Grants Low-Income and Neglected 4000-4999: Books And Supplies Provide incentives to students for progress in academics Title I Part A: Basic Grants Low-Income and Neglected 4000-4999: Books And Supplies Supplies to provide hands-on activities Title III Part A: Language Instruction for LEP Students 5800: Professional/Consulting Services And Operating Expenditures Professional Development Title I Part A: Basic Grants Low-Income and Neglected 4000-4999: Books And Supplies Purchase supplies and resources to support student and teacher activites. Title I Part A: Basic Grants Low-Income and Neglected 5800: Professional/Consulting Services And Operating Expenditures Teacher, Staff professional training
1.4	1. Increase usage and availability of technology for all students. a. Purchase new desktop computers for the classroom, and laptops, Chromebooks for all students and provide WIFI hotspots for those who need it. b. Purchase Zoom, Remind, and Calendly to increase student/teacher/parent communication. c. Purchase Classwize and Google Education Suite to monitor academic integrity. d. Purchase School Pathways PLS Express to create and manage independent study agreements and track attendance for daily live/synchronous instruction.	All Students--Technology	5595.14 Title I Part A: Basic Grants Low-Income and Neglected 4000-4999: Books And Supplies Purchase of Chrome books to address need of student use, standardization.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	e. Provide explicit instruction on online tools available to access core curriculum. For example, translation tools, text to speech tool, lesson transcripts, glossary, picture dictionary.		
1.5	1. Participate in District training days. 2. Provide teacher release time, as requested. 3. Utilize Wednesday staff meetings to review various trainings and implement new strategies. 4. Provide professional development in independent studies and content areas. 5. Provide opportunities for networking with other independent study schools, via conferences and/or school visits.	Staff--Professional Development	Title I Part A: Basic Grants Low-Income and Neglected 5800: Professional/Consulting Services And Operating Expenditures Teacher and Principal Profession Development,
1.6	1. Continue 3D curriculum to help English Learners that are at least 1-2 and if needed 3 level English Learners. 2. Deliver explicit instruction on online tools available to access core curriculum. For example, translation tools, text to speech tools, lesson transcripts, glossary, picture dictionary. 3. Provide direct instruction in phonemic awareness and phonics. 4. Utilize ELPAC to track growth of ELs. 5. Provide professional development and training opportunities in EL strategies for teachers, support staff, and administration.	All Students--English Learners	566.00 Title III Part A: Language Instruction for LEP Students 5000-5999: Services And Other Operating Expenditures Provide Profession Development
1.7	1. Social-Emotional Support a. Improve on Social-Emotional Learning support programs by the counselor. 2. Provide professional development and training opportunities in intervention and SEL for teachers, support staff and administration	All Students--Student Health	Title I Part A: Basic Grants Low-Income and Neglected 5800: Professional/Consulting Services And Operating Expenditures Tools for Social and emotional support.
1.8	1. Provide opportunities for hands-on activities, project-based learning, field trips, workshops, and guest speakers. 2.Increase after-school hours tutoring and/or summer school.	All students--Extended Learning	Title I Part A: Basic Grants Low-Income and Neglected 4000-4999: Books And Supplies Provide transportation, workshops, field trips and more.

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

Total math and LEA scores decreased this year by a minimum of 5 to 19 percent. All other goals and objectives were met or exceeded.

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

Title funds will be used to support tutoring in core areas as needed.

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 are increasing math and LEA tutoring supports and we continue to look for SEL supports to provide 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 2

Title and Description of School Goal

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

College and Career Awareness
FAIV 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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

Identified Need

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

All students need to have a broad course of study that prepares them for college, and career upon graduation. Increase exposures to careers, colleges and trade schools. Encourage students to plan better.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
A-G on track	2023-24 percentage 81.82 in 2024-25s 2024-25	Goal for the 2025-26 School year is for all seniors to have completed their A-G at 100%
College and Career Readiness Completion Rate	2024-25 it is 100%	Goal for the 2025-26 School year is 100%

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	1. FAIV will hire a half-time counselor. 2. Develop relationships between counselor and students by: a. Creating 4 year plans for high school students. b. Organizing College Awareness workshops and Career Days. c. Attending College and Career fairs and Higher Ed Weeks and for all students. d. Tracking and communicating progress toward high school graduation, A-G requirements. e. Establishing a direct line of communication by way of Remind, Calendly scheduling, and Zoom meetings.	All students--School Counselor	Title I Part A: Basic Grants Low-Income and Neglected 4000-4999: Books And Supplies Supplies to support counselor & Tutor activities 3329.35 Title II Part A: Improving Teacher Quality 5800: Professional/Consulting Services And Operating Expenditures

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	f. Establishing a virtual library on Google Classroom, which provides helpful resources for college and career planning and posts scholarship opportunities to Google Classroom. g. Providing a college awareness workshop for K-8 students to participate in. 3. Provide teachers and counselor with professional development and training opportunities.		Provide professional development for our teacher and counselor.
2.2	1. Continue to partner with HHS to offer CTE pathways to prepare students for college and career readiness. 2. Provide workshops to parents and students to inform them of CTE pathways that are available through a partnership with HHS. a: Bring CTE classess and programs into Freedom using Edgenuity, Subject.com by using CalPads complient methods such as teacher on assignment, and exploring other ways. 3. Provide students with post-secondary resources such as community colleges, trade schools, and internship programs.	Students in grades 7-12 --Additional Pathways	Title I Part A: Basic Grants Low-Income and Neglected 4000-4999: Books And Supplies Provide resources to promote Colleges, Trade Schools, Internships, and more.
2.3	1. Offer a variety of AP courses to FAIV students. 2. Offer career electives through edynamic learning. 3. Promote and Ensure the students and parents are aware of dual enrollment opportunities with Imperial Valley Community College. 4. Brainstorm ideas with students about community service opportunities that relate to careers they are interested in. 5. Explore internships, job shaddowing and other ways to expose students to hands on career exploration.	Students in grades 9-12- - College and Career Readiness	Title I Part A: Basic Grants Low-Income and Neglected 5000-5999: Services And Other Operating Expenditures Create advertisement, information, and other documents to inform students.
2.4			

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

With the increase of the counselor and tutor time, we are seeing bigger numbers in those students who meet or exceed the goals in this category than in the past. We plan to continue providing these services

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

Other grants funds made meeting these goals easier because there were more dollars available, resulting in more counselor support.

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 are experiencing more and more students who are expressing their desire to go to a trade school instead of a four-year college. Because of this, we are increasing exposure opportunities for students to visit trade schools.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

School Connectedness, Culture, Student Health, and Safety
FAIV will provide an educational experience that promotes a culture of school connectedness and involvement, student health and well-being, and the safety and security of pupils, staff, and parents.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

HUSD will provide an educational experience that promotes a culture of school connectedness and involvement, student health and well-being, and the safety and security of pupils, staff, and parents.

Identified Need

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

Continue to increase stakeholder participation in the School Site Council and ELAC. Increase support for our students who have needs such as in SEL.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Yearly Attendance Rate	2023-24 School year was 96% 2024-25 School year is 98%	2025-26 School Year goal is 100%
Graduation Rate	2023-24 School year was 100% 2024-25 School year is 100%	2025-26School Year goal is 100%
Dropout Rate	2023-24 School year was 0%2024-25 School year is 0%	2025-26 School Year goal is 0%
LCAP Survey: Parents	13%	2025-26 School Year goal is to increase participation by 50%
LCAP Survey: Students	19%	2025-26 School Year goal is to increase participation by 50%
LCAP Survey: Teachers	0%	2025-26 School Year goal is to maintane participation at 100%
Increase Parent, student Participation in the School Site Councel	2023-24 council size 8, Number of meetings that had a quorum of 67%. 2024-25 council size 10, Number of meetings that had a quorum is 100%	2025-26 School Year goal is to maintane participation at 100%
Increase student suppert in the area of SEL, through concelors and service providers.	2023-24 .25 counselor, for 2024-25 .25 counselor	2025-26 School Year goal is to have a .50 counselor/

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	1. Increase parent participation and develop a more active School Site Council with regular, established meeting days and times increasing the participation size from 8 to ten with a focus on those numbers should be in the number of parents, or community members. a. Include in the registration packet information on School Site Council and ELAC and ask parents to indicate whether they are interested in more information. b. At the Welcome Back event, collect interested parents' names for School Site Council and ELAC, as well as other school involvement activities. c. Develop a schedule for the year at the first meeting, with at least one meeting a month.	All Students--School Site Council	Title I Part A: Basic Grants Low-Income and Neglected 4000-4999: Books And Supplies Promote Stakeholder involvement
3.2	1. Develop an anti-bullying policy. a. Collaborate with all schools within HUSD. b. Get Board approval. c. Share with students and parents. 2. Assist and update the District Wide Safe School Plan. 3. Provide teachers with an emergency binder that contains the School Safety Plan, along with student rosters and parent/guardian contact information. 4. Provide staff with additional safety training opportunities (CPR, AED, active shooter, etc.). 5. Equip each classroom with emergency kits and water bottles. 6. Provide students with emergency drill information while at school and while at home. Provide staff and students with the location of the nearest AED. 7. Conduct emergency/safety drills (earthquake, lockdown, and fire) throughout the school year. 8. Provide each classroom with a fire extinguisher.	All Students--Health, Safety, and Security	Title I Part A: Basic Grants Low-Income and Neglected 4000-4999: Books And Supplies Provide resources to support Strategy/Activities 2
3.3	1. Update and maintain school website. 2. Post announcements and resources for parents and students on website, Google Classroom, and Remind. 3. Conduct parent trainings on topics such as How to Monitor Student Progress. 4. Hold regular meetings with students and parents to discuss achievement and engagement, completion of assignments, learning of required concepts; and progress toward successful completion of courses. 5. Encourage student and parent participation on LCAP, school site, and Healthy Kids surveys.	All Students--Communication	Title I Part A: Basic Grants Low-Income and Neglected 5800: Professional/Consulting Services And Operating Expenditures Improve School Web site that it provides maximum information for all stakeholders.
3.4	1. Support the implementation of Social-Emotional Learning Curriculum and programs.	All Students--Social Emotional Learning	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	2. Provide professional development and training opportunities. 3. Provide supplies, materials, and services for meeting the social-emotional needs of all stakeholders.		Title I Part A: Basic Grants Low-Income and Neglected 5000-5999: Services And Other Operating Expenditures Provide trainings for staff as needed. Title IV Part A: Student Support and Academic Enrichment 5000-5999: Services And Other Operating Expenditures Professional development
3.6	1. Increase enrollment at Freedom Academy. a. Develop a virtual advertising campaign through social media. b. Develop print ads for high traffic locations and billboards. c. Create and distribute mailers, fliers, brochures, banners, and promotional materials. d. Create newspaper and radio advertisements. e. Focus on Search Engine Optimization (SEO). f. Create a listing on Google My Business (GMB), and then make sure that we can be found on Google Maps. g. Work with Holtville Tribune to promote Freedom Academy. h. Update the FAIV website. i. Update FAIV CDE website information. j. Collect and provide testimonials from former and current students.	Strategy/Activity 6 Students to be Served by this Strategy/Activity (Identify either All Students or one or more specific student groups)	Title I Part A: Basic Grants Low-Income and Neglected 5000-5999: Services And Other Operating Expenditures Identify organizations that can help promote Freedom Academy
3.7	1. Provide transportation to supplementary school activities to promote school connectedness, promote health and well-being, and minimize chronic absenteeism.	All--Transportation	Title I Part A: Basic Grants Low-Income and Neglected 5800: Professional/Consulting Services And Operating Expenditures Provide transportation in support of student activities for a more broad course of study..
3.8	1. Hold regular meetings with students and parents to discuss achievement and engagement, completion of assignments, learning of required concepts; and progress toward successful completion of courses.	All Students--Attendance and Student Engagement Intervention Strategies	Title I Part A: Basic Grants Low-Income and Neglected 4000-4999: Books And Supplies To support Strategies/Activities for number 8
3.9	1. Improve the outside aesthetics in front of the school to create a more welcoming environment. 2. Improve classroom arrangement and décor to create a safe, welcoming, calming, collaborative environment.	All Students-- School Environment	Title I Part A: Basic Grants Low-Income and Neglected 4000-4999: Books And Supplies Provide resources for Strategy/Activity 9

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

We combined the school site councils of Freedom Academy and Sam Webb and that has greatly increased participation of all stakeholders.

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

Having additional grant funds available was instrumental in being able to move from a .25 counselor the 2023-24 school year, to a .50 for the 2024-25 school year.

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 are looking at ways to increase SEL support outside of our counselor, this is needed because we experienced over a 200% increase in the number of students looking to enroll in Freedom who have SEL issues.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1			

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

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

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

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$9,490.49
Total Federal Funds Provided to the School from the LEA for CSI	$0

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation ($)
Title I Part A: Basic Grants Low-Income and Neglected	$5,595.14
Title II Part A: Improving Teacher Quality	$3,329.35
Title III Part A: Language Instruction for LEP Students	$566.00

Subtotal of additional federal funds included for this school: $9,490.49

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 ($)

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

Total of federal, state, and/or local funds for this school: $9,490.49

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
Title I Part A: Basic Grants Low-Income and Neglected	5,595.14
Title II Part A: Improving Teacher Quality	3,329.35
Title III Part A: Language Instruction for LEP Students	566.00

Expenditures by Budget Reference

Budget Reference	Amount
4000-4999: Books And Supplies	5,595.14
5000-5999: Services And Other Operating Expenditures	566.00
5800: Professional/Consulting Services And Operating Expenditures	3,329.35

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	Title I Part A: Basic Grants Low-Income and Neglected	5,595.14
5800: Professional/Consulting Services And Operating Expenditures	Title II Part A: Improving Teacher Quality	3,329.35
5000-5999: Services And Other Operating Expenditures	Title III Part A: Language Instruction for LEP Students	566.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	6,161.14
Goal 2	3,329.35

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

2 Other School Staff

2 Parent or Community Members

4 Secondary Students

Name of Members	Role
Mr. Mitchell W. Drye	Principal
Mr. Anthony Patrick De Lira	Classroom Teacher
Mrs. Marci Mange	Classroom Teacher
Mr. Steven Lobstein	Classroom Teacher
Ms. Melissa Palacios	Other School Staff
Ms. Ariana Benitez	Other School Staff
Miss. Annitte Cortez	Parent or Community Member
Ms. Brenda Gonzalez	Parent or Community Member
Mr. Dominic Sabarit	Secondary Student
Miss. Giselle Estrada	Secondary Student
Miss. Leslye Campos	Secondary Student
Miss. Brianna Ontiveros	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

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 02/12/2026.

Attested:

Principal, Mr. Mitchell Drye on 2/12/2026

SSC Chairperson, Ms. Annette Cortez on

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

Plan Description

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

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

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

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

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

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

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

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

Goals, Strategies/Activities, and Expenditures

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

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

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

Goal

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

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

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

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

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

Identified Need

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

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

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

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

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

Strategies/Activities Table

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

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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

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

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

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

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

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

Annual Review

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

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

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

Additional CSI Planning Requirements:

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

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

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

Budget Summary Table

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

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

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.
A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

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

Requirements for the Plan

II. The SPSA shall include the following:
   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
   B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
    a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    b. Use methods and instructional strategies that:
        i. Strengthen the academic program in the school,
        ii. Increase the amount and quality of learning time, and
        iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
        i. Strategies to improve students' skills outside the academic subject areas;
        ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

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

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

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

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (Se*ctions: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: https://www.cde.ca.gov/fg/aa/co/
- ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
- Available Funding: https://www.cde.ca.gov/fg/fo/af/

Updated by the California Department of Education, October 2023