

THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT **FREESE ELEMENTARY** SCHOOL

2020-21

37-68338-6039614
CDS Code

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program.
For additional information on school programs and how you may become involved, please contact the following person:

Principal: Bussey, Shannon

Contact Person: Bussey, Shannon

Position: Principal

Telephone Number:

Address: 8140 Greenlawn Dr, Freese Elementary, San Diego, CA, 92114-7309,

E-mail Address: sbussey@sandi.net

The following items are included:

- Recommendations and Assurances
- Data Reports
- SPSA Evaluation of LCFF and Title I Funded Actions and Activities
- Parent & Family Engagement Policy
- School Parent Compact

Board Approval: 12/15/2020

SAN DIEGO UNIFIED SCHOOL DISTRICT

*All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed
in their choice of college and career in order to lead and participate in the society of tomorrow.*

**2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES**

SCHOOL NAME: Freese Elementary

DUE: October 5, 2020

SITE CONTACT PERSON: Shannon Bussey

PHONE: 619-344-3100

FAX: 619-344-3140

E-MAIL ADDRESS: sbussey@sandi.net

Indicate which of the following federal and state programs are consolidated in this SPSA (Check all that apply):

- Title 1 Schoolwide Programs (SWP) CSI School

The School Site Council (SSC) recommends this school's site plan and its related expenditures to the district Board of Education for approval, and assures the Board of the following:

1. The SSC is correctly constituted, and was formed in accordance with SDUSD Board of Education policy and state law.
2. The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring Board approval.
3. The SSC sought and considered all recommendations from the following site groups or committees before adopting this plan.

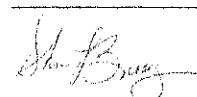
CHECK ALL THAT APPLY TO YOUR SITE AND LIST THE DATE OF THE PRESENTATION TO SSC:

- | | |
|--|---------------------------------|
| <input checked="" type="checkbox"/> English Learner Advisory Committee (ELAC) | Date of presentation: 10/1/2020 |
| <input type="checkbox"/> Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: |
| <input type="checkbox"/> Gifted and Talented Education Program Advisory Committee (GATE) | Date of presentation: |
| <input checked="" type="checkbox"/> Site Governance Team (SGT) | Date of presentation: 2/6/2020 |
| <input type="checkbox"/> Other (list): _____ | Date of presentation: |

4. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
5. The site plan is based upon 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.
6. The site plan or revisions to the site plan were adopted by the SSC on: 10/01/2020

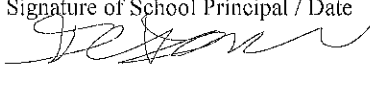
The undersigned declare under penalty of perjury that the foregoing is true and correct and that these Assurances were signed in San Diego, California, on the date(s) indicated.

Shannon Bussey
Type/Print Name of School Principal



Signature of School Principal / Date

Dexter Dimacali
Type/Print Name of SSC Chairperson




Signature of SSC Chairperson / Date

Yanci Sanchez
Type/Print Name of ELAC Chairperson



Signature of ELAC Chairperson / Date

LAMONT JACKSON
Type/Print Name of Area Superintendent



Signature of Area Superintendent / Date

10/7/20

Submit Document With Original Signatures To:
Financial Planning, Monitoring and Accountability Department
Eugene Bruckner Education Center, Room 3126

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SCHOOL PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY**PURPOSE AND DESCRIPTION**

This School Plan for Student Achievement fulfills the requirements of the Title I Schoolwide Program.

PURPOSE AND DESCRIPTION (ESSA REQUIREMENTS)

All goals contained in the SPSA are directly linked to the SDUSD's LCAP goals 1-5 as outlined below. All LCAP goals contained in this plan directly support the ESSA requirements to close academic achievement gaps for all students.

LCAP Goal 1: Closing the achievement gap with high expectations for all.

LCAP Goal 2: Access to broad and challenging curriculum.

LCAP Goal 3: Quality leadership, teaching and learning

LCAP Goal 4: Positive school environment, climate, and culture – with equity at the core and support for the whole child.

LCAP Goal 5: Family and community engagement with highly regarded neighborhood schools that serve students, families and communities.

STAKEHOLDER INVOLVEMENT (REQUIRED)

Freese Elementary School Site Council and Site Governance Team met throughout the 2019-2020 school year to discuss all SPSA goals. SSC and SGT met in January of 2020 to evaluate the 2019-2020 SPSA and build the 2020-2021 school year budget taking staff and parent survey results into consideration as well as ELAC recommendations. SSC met again in October 2020 to review and approve the 2020-2021 SPSA goals crafted by the principal using available data. The site's ELAC committee was provided an opportunity to provide feedback to the SSC through the principal on the English Learner goal. The SSC voted to accept the Freese Site Plan for Student Achievement.

RESOURCE INEQUITIES

Freese Elementary Arts and Culture Magnet is a TK-5 art magnet school of approximately 260 students in the community of Skyline Hills. We are committed to providing quality, inclusive instruction where students have opportunities to express themselves through art while emphasizing the acceptance and celebration of culture. We have identified that chronic absenteeism, ELA, and Math are areas of need with the focus on our English learners, Students with Disabilities, Black Youth, and socioeconomically disadvantaged students.

After an extensive review of data, both state and site level, we were able to identify the specific needs of our students, academic, engagement, and climate. We also recognize that there are continued inequities that exist due to our current site funding. These inequities include the achievement of our English Learners, Black Youth and Students with Disabilities, lack of mental health and social services, school attendance, adequate intervention support, adequate professional development Art Magnet funding, and appropriate instructional materials.

Through funding allocations in this SPSA, we attempt to address these inequities where appropriate by focusing on intervention support, Instructional Leadership Team, PLCs, additional Counselor days, art integration, and supplemental instructional materials. Online learning due to Covid-19 has brought unique challenges for our implementation.

SCHOOL SITE COUNCIL MEMBERSHIP	
Member Name	Role
Ismael Alvilez	Parent
Dexter Dimacali	Classroom Teacher, Chair
Shannon Bussey	Principal
Darshawna Sharpe	Parent
Mari Diaz	Classroom Teacher
Charlotte Esquivel	Classroom Teacher, Secretary
Sydney Hunter	Parent
Carol Krehbiel	Other School Representative
Chandra Jaime	Parent
Leah Phillips	Parent, Co-chair

GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

Goal 1 - Safe, Collaborative and Inclusive Culture

Call to Action Belief Statement

Our work is about widening the sphere of success by engineering equitable learning conditions for all students. We believe classrooms can be places of hope where teachers and students imagine the kind of society we could live in and where educators design meaningful and inclusive education experiences in order for students to be agents of change and make this hope a reality.

District LCAP Goals

4. Positive school environment, climate, and culture – with equity at the core and support for the whole child.

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

During the 2019-2020 school year:

The Second Step SEL program was taught to all students. We saw a decrease in student referrals.

The counselor led awareness programs that promote school culture, which promotes school culture positively. RtI and SST meetings were scheduled and completed.

We implemented PlayWorks in order to promote engaging, Inclusive, collaborative & safe play. Students were taught to resolve conflicts and create a safe environment. Students' sense of belonging increased and conflict on the playground decreased. Staff received training to implement the program. Our goals for the 2019-20 school year were based on the 2018 CA Dashboard so we are able to see our results based on the 2019 CA Dashboard. We set goals to decrease the Chronic Absenteeism rates of all students to less than 10% (actual was 17.3%), for Black or African American students to less than 15% (actual was 21.7%) and for Homeless/Foster youth to less than 18% (actual was 25.8%). We also set goals to decrease Suspension Rates for **all students to less than 2% (actual was 1.9%, declined 0.6%)**, and for English Learners to less than 1% (actual was 1.9%), Homeless/Foster to less than 2% (actual was 2.9%, declined 0.5%), Two or More Races to less than 2% (actual was 5.9%), and for Students with Disabilities to less than 5% (actual was 2.2%, declined 8.6%).

While we were only able to meet one of our goals, we did see progress towards two additional goals. We will be setting new goals for 2020-2021 based on the 2019 CA Dashboard, as there is no data from the 2020 Dashboard yet. We will also be starting a site-based measure for this goal for more regular and consistent monitoring of student progress towards goals.

*Major Differences						
Due to Covid-19 school closure we were not able to implement our plans completely. Attendance was more difficult to monitor and reinforce, small groups were not run as regularly and outside agency referrals stopped. After school closure, recess stopped and we were not able to receive all of the PlayWorks services planned.						
*Changes						
Implementation of strategies may be modified due to online learning. PlayWorks recess program will be discussed in January 2021 to determine if it can be implemented.						
*Goal 1 - Safe, Collaborative and Inclusive Culture						
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	Decrease chronic absenteeism	17.6	Less than 15%	Chronic Absenteeism	monthly
June 2021	5th Grade Students	Increase students reporting that they feel connected while in school	57%	65%	CAL-SCHLS (CHKS)	annually
June 2021	TK-5	increase overall monthly attendance	95.23%	97%	Attendance	monthly
*Identified Need						
<p>Based on 2019 CA Dashboard data and our district provided school cluster attendance ranking, student attendance continues to be an area of need at Freese Elementary. 2019 California Dashboard results showed 17.6% of our students were chronically absent which is an increase of 3.1% from 2018. This puts us in in the Red Performance Level for this Indicator. We also have three student groups in the Red (African American, Students with Disabilities, and Homeless) and five student groups in the Orange (English Learners, Filipino, Hispanic, Socioeconomically Disadvantaged, and Two or More Races). Our attendance through December 2019 was ranked 6th out of 12 schools in our area.</p> <p>In a review of the 2018-2019 California Healthy Kids Survey (CHKS) completed by our 5th graders, 57% of felt connected to the school. Two subcategories, “feeling close to people” and “being happy at school” had the lowest percentage of students who stated “most of the time” or “all of the time.” We feel that positive authentic relationships affect student attendance. Students should feel a compelling reason to attend daily. The utilization of our counselor to lead an effort to improve school connectedness will be a priority.</p> <p>At Freese, our overall suspension rate is good according to the 2018-19 school year. On the 2019 CA Dashboard, we are in the Green Performance Level with 1.9% of students suspended at least once, which is down 0.6% from 2018. However, we do have three subgroups that are in the Orange Performance Level and need attention: Filipino, English Learner, and Two or More Races. In an analysis of the data, we find that some suspensions require a student to be suspended under zero tolerance and one student could influence our data.</p>						

***Online Learning Implications**

At Freese, we have put in place several systems to monitor, evaluate and increase mental health and social emotional well-being for our students and staff. These systems include:

- Social Emotional Learning - Supporting the physical and mental well-being of our students by including social emotional learning into daily lessons and units of instruction.
- Restorative Communities - Acknowledging student behavior and promoting healthy relationships to ensure ALL students and staff feel valued and respected.
- SDUSD's on-site learning option offers students access to daily in-person instruction, which is designed and led by teachers to ensure both academic success and social-emotional well-being. Schedules have been purposefully developed to ensure that students will have time to interact with their teachers and their peers and have access to interventions and enrichment.
- Social-Emotional Learning and Restorative Justice Practices
- Social and Emotional Learning (SEL) will be embedded into the instructional core during online and onsite learning.
- We will continue wellness efforts via school wellness coordinators.

***Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	Black or African American	Decrease chronic absenteeism	21.7	Less than 18%	Chronic Absenteeism	annually
June 2021	TK-5	Homeless/Foster	Decrease chronic absenteeism	25.8	Less than 18%	Chronic Absenteeism	annually
June 2021	TK-5	Students with Disabilities	Decrease chronic absenteeism	21.4	Less than 18%	Chronic Absenteeism	annually
June 2021	TK-5	English Learner	Decrease chronic absenteeism	18.2	Less than 15%	Chronic Absenteeism	annually
June 2021	TK-5	Filipino	Decrease chronic absenteeism	5.4	Less than 4%	Chronic Absenteeism	annually
June 2021	TK-5	Hispanic or Latino	Decrease chronic absenteeism	18.6	Less than 15%	Chronic Absenteeism	annually
June 2021	TK-5	Filipino	Decrease suspension rate	2.7	0%	Suspension	annually
June 2021	TK-5	English Learner	Decrease suspension rate	1.9	0%	Suspension	annually
June 2021	TK-5	Two or More Races	Decrease suspension rate	5.9	Less than 2%	Suspension	annually
June 2021	TK-5	Socioeconomically Disadvantaged	Decrease chronic absenteeism	17.5	Less than 15%	Chronic Absenteeism	annually
June 2021	TK-5	Two or More Races	Decrease chronic absenteeism	17.6	Less than 15%	Chronic Absenteeism	annually

School Counselor

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

Counselor will monitor all students for attendance, which include the specified subgroups.

*Strategy/Activity - Description									
<p>The following strategies are being used to support this goal.</p> <p>Counselor</p> <ul style="list-style-type: none"> - Teaches Second Step a SEL program - Small social groups for students with particular behavior needs - Meets with individual students - Monitors attendance - Chairs the attendance review team - Create and implements attendance improvement program. - Refers family for outside resources (SAY San Diego, Youth and Transition referrals) - Leads school wide community programs and events. - Runs SST and RtI Meetings 									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	School Counselor				0115-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	[no data]	Goal 3 - Mathematics Ref Id : F011517	Funding to support counselor
*Additional Supports for this Strategy/Activity									
District initiative- No Place for Hate									
PlayWorks Contract									
*Students to be served by this Strategy/Activity									
PlayWorks will serve all students.									
*Strategy/Activity - Description									
<p>School will implement PlayWorks in order to promote engaging, Inclusive, collaborative & safe play. It will teach all students to resolve conflicts and create a safe environment. All students will have a sense of belonging and want to contribute in the classrooms. They will feel safe and come to school ready to learn. PlayWorks will be implemented upon school return. The SSC will assess in January to determine if reallocation of funds to support our current goals are needed.</p>									

Freese Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Proposed Expenditures for this Strategy/Activity							
ID	Proposed Expenditures	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Rationale
N011516	Contracted Svcs Less Than \$25K	\$18,500.00	\$18,500.00	0115-30106-00-5853-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt	[no data]	Playworks contract to provide training and coaching for recess program that supports a positive school culture.
*Additional Supports for this Strategy/Activity							
Noon duty supervisors will receive continued training to implement PlayWorks during lunch recess.							
Art Integration							
*Students to be served by this Strategy/Activity							
Unduplicated students/All Students will benefit							
*Strategy/Activity - Description							
The unduplicated pupil percentage (UPP) for Freese is 89.2% for the 2020-2021 school year. Knowing that these students traditionally struggle to make academic progress at the same rate as their peers and count on their schools for additional social-emotional support, we have dedicated funding for engaging classroom and intervention support. Students in grades TK-5 will receive highly engaging arts instruction that integrates English Language Arts and Social Emotional Learning. Teachers will collaborate with the teaching artist to integrate grade level Common Core standards and California Visual Arts standards.							
*Proposed Expenditures for this Strategy/Activity							
ID	Proposed Expenditures	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale	
	Contracted Svcs Less Than \$25K	0115-09800-00-5853-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts Ref Id : N01154B	Art instruction provided by a teaching artist that integrates ELA and SEL with art.	
Supplemental Instructional Materials							
*Students to be served by this Strategy/Activity							
All Students							
*Strategy/Activity - Description							
Instructional materials and supplies will be purchased to support SEL and school culture and climate.							
*Proposed Expenditures for this Strategy/Activity							
ID	Proposed Expenditures	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale	
	Supplies	0115-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt	[no data]	Goal 2 - English Language Arts Ref Id : N01156O	Supplemental materials to support SEL.	

Goal 2 - English Language Arts

Call to Action Belief Statement

We believe that literacy serves as a key gateway to social justice. Assuring that each and every student is proficient in reading, writing, listening and speaking is, therefore, our moral imperative. We believe that when students are not learning it is our shared responsibility to adjust the frequency, duration, structure and intensity of instruction.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

Implementation

- We continued to teach literacy through a balanced approach while utilizing Lucy Calkins Reading and Writing as supplemental materials school-wide.
- PLC meetings were focused on determine student needs based on formative assessments, data analysis, and effective lesson planning
- A paraeducator worked with a select group of students in intervention groups for reading and writing.
- We purchased RAZ Kids, Scholastic News, Vocabulary City, and Mystery Science
- All students receive art integration for 12 weeks and teachers Grades 3-5 teachers collaborate with the teaching artist to create integrated lessons.

Outcomes/Effectiveness

- Teachers met in PLC 3 hours per month using the district AEP program for teachers in TK-3 and district music teachers, the librarian, and the counselor for grades 4th and 5th. TK-3 teachers also participated in PLC through use of district subs every other month
 - Teachers monitored student data to determine trends in student learning, create assessments, and plan effective Tier 1 lessons in response to student needs during PLC. Teachers were able to implement the strategies from their participation in PLC.
 - Instructional materials were purchased to support Tier I instruction and intervention. Teachers mostly used instructional materials.
 - Students participated in highly engaging art lessons until March 13
- Strategies were implemented through March 16.

Freese Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Effectiveness

For the 2019-2020 school year, we set an all student goal around student performance on the CAASPP ELA. Due to Covid-19, the CAASPP did not take place and we do not have new test data. This goal will be moved forward for the 2020-2021 school year. We also set goals for our English Learners and Hispanic or Latino student groups around their performance on the quarterly DRA 2 and FAST Reading assessments. Due to site closures, summative data is not available to determine the outcomes and effectiveness of strategies.

***Major Differences**

Due to school closure on March 13, 2020, implementation of strategies were much more difficult to do. PLCs stopped, art stopped for several weeks, and then were offered to students through Zoom. Attendance was low in this format in the spring. Teachers used only digital instructional materials.

***Changes**

For the 2020-2021 school year, teachers will begin using the Benchmark ELA curriculum and continue to participate in PLC virtually at least one time per month. The use of VAPA substitutes to release teacher during PLC will be utilized when students return to in person learning. Teachers may be offered hourly pay to conduct additional PLC or collaboration time. ILT will be compensated for attending ILT meetings to collaborate and make instructional recommendations based on school and district initiatives and student data.

Art instruction will be given as part of online learning virtually.

Instructional materials that can be utilized for online learning and materials that can be sent home to support online learning will be purchased.

In the event that funds budgeted to support PLC through VAPA substitutes is not utilized due to online learning, those funds will be reallocated to support this goal by.

***Goal 2 - English Language Arts**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	Grades 3-5	Meet/Exceed Standards	46.6%	50%	CAASPP ELA	Annually
June 2021	Grades TK-5	Meet/Exceed Expectations	incomplete data	65%	DRA 2	3x per year
June 2021	Grades 2-5	Meet/Exceed Standards	incomplete data	50%	FAST aReading	3x per year

***Identified Need**

The 2019 CA Dashboard reveals that although our overall ELA performance is in the Yellow Performance Level, we did make gains from last year. For 2019, we are at 20.5 points below standard which is an increase of 4.7 points from 2018. In addition, our Hispanic and Socioeconomically Disadvantaged student groups are in the Orange Performance Levels.

We continue to support the charge of Closing the Achievement Gap and created goals for Students with Disabilities, English Learners, and Black Youth (African American). On the 2019 CA Dashboard, our English Learners are in the Yellow Performance Level at 34.5 points below standard (increased 5.4 points from 2018). Students with Disabilities and African American student groups did not have a performance color for the 2019 Dashboard. SWD

Freese Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

were at 93.6 points below standard (an increase of 18.2 points from 2018) and African American students were at 82 points below standard (maintained from 2018). Due to Covid-19, there is no new state-level data from the 2019-2020 school year.

2018-2019 SBAC Data:

Socioeconomically Disadvantaged- 43% met/exceeded expectation 1%

Hispanic Students- 37.5% met/exceeded expectation -.2%

English Learners- 9.1% met/exceeded expectation -4.1%

Students with Disabilities - 13.6% met/exceeded expectation 5.1%

Black Youth- 20% met/exceeded expectation -7.1%

*Online Learning Implications

At Freese, we have implemented structures to monitor and evaluate effectiveness of supports to students in the acceleration of English Language Arts.

-In preparation for offering both online and on-site learning during the 2020-2021 school year, schools will refine their comprehensive assessment plans to include both virtual assessment tools and in-person assessments.

-Daily assessment strategies will include exit slips, student discussions, self-assessments, peer reviews and conferring with students. Weekly assessments will include assessing student writing or student-developed presentation or videos. Monthly or unit assessments will include performance tasks, real-world projects, the development of web pages and other presentations.

- Summative assessments will be used to assess mastery toward grade level standards and in determining student grades.

-Structures and digital tools to support student collaboration

-Flexibility for teachers to provide both whole group, small group and individual instruction

-Multiple assessment opportunities embedded throughout to allow teachers to assess and provide feedback to support students as they move toward mastery.

-Professional development for educators

-English Language Development - Both Integrated and Designated, in addition to strategies for differentiation and scaffolding instruction for English Language Learners

-Standards-Based Grading

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	Socioeconomically Disadvantaged	Meet/Exceed Standards	45%	50%	CAASPP ELA	Annually
June 2021	TK-5	Hispanic or Latino	At/Above	incomplete data	60%	DRA 2	3x per year
June 2021	3-5	Hispanic or Latino	Meet/Exceed Standards	37.5%	42.5%	CAASPP ELA	Annually

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June 2021	TK-5	Students with Disabilities	At/Above	incomplete data	30%	DRA 2	3x per year
June 2021	TK-5	Black or African American	At/Above	incomplete data	57%	DRA 2	3x per year
June 2021	TK-5	English Learner	At/Above	incomplete data	30%	DRA 2	3x per year
June 2021	3-5	Black or African American	Meet/Exceed Standards	20%	25%	CAASPP ELA	Annually
June 2021	3-5	English Learner	Meet/Exceed Standards	9.1%	15%	CAASPP ELA	Annually
June 2021	3-5	Students with Disabilities	Meet/Exceed Standards	13.6%	18%	CAASPP ELA	Annually
June 2021	2-5	Black or African American	Meet/Exceed Standards	incomplete data	30%	FAST aReading	3x per year
June 2021	2-5	Students with Disabilities	Meet/Exceed Standards	incomplete data	18%	FAST aReading	3x per year
June 2021	2-5	Hispanic or Latino	Meet/Exceed Standards	incomplete data	42%	FAST aReading	3x per year
June 2021	2-5	Students with Disabilities	Meet/Exceed Standards	incomplete data	18%	FAST aReading	3x per year

Professional Learning Communities

*Students to be served by this Strategy/Activity

Unduplicated students/All students will benefit.

*Strategy/Activity - Description

Professional Learning Communities-

Teachers in grades TK-5 will meet 1x per month for PLC during school closure. There may be additional opportunities for PLC and collaboration. Once students return to in-person learning, teachers may increase PLC time in accordance with SDEA MOU and availability of AEP.

Teachers will monitor student data to determine trends in student learning, create assessments, and plan effective Tier 1 lessons in response to student needs during PLCs.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Rationale
N01154H	Prof&Curriclm Dev Vist Tchr		\$6,839.00	\$8,363.42	0115-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	Visiting teachers will be utilized to allow teachers to participate in PLC.
N01156G	Interprogram Svcs/VAPA		\$10,096.00	\$10,096.00	0115-30106-00-5738-1000-1110-01000-1313	Title I Supplmnt Prog Imprvmnt	[no data]	VAPA teachers will be utilized to allow teachers to participate in PLC.

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N011580	Prof&Curriclm Dev Vist Tchr		\$2,045.00	\$2,500.83	0115-09800-00-1192- 1000-4760-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Teachers will be release to participate PLC.
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Small Group Intervention

*Students to be served by this Strategy/Activity

Unduplicated students/All students in grades 1 through 4

*Strategy/Activity - Description

A classroom paraeducator provides small group intervention to identified students in grades 1st-5th. Students receive instruction 3 times per week for 4-6 weeks. Student progress is monitored to determine effectiveness of intervention.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F011516	Classroom Asst	0.30000	\$8,664.00	\$22,689.72	0115-09800-00-2101- 1000-1110-01000-3104	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Paraeducator to provide intervention to specified students.

Supplemental Instructional Materials

*Students to be served by this Strategy/Activity

All Students

*Strategy/Activity - Description

Instructional materials and software licenses are purchased to supplement the English Language Arts program.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Rationale
N01155A	Supplies	\$2,885.00	\$2,885.00	0115-09800-00-4301-1000- 1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Instructional materials to support instruction, intervention and PD.
N01156O	Supplies	\$895.00	\$895.00	0115-30106-00-4301-1000- 1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	Instructional materials to support instruction, intervention and PD.

*Additional Supports for this Strategy/Activity

District provide instructional resources, i.e. Benchmark ELA curriculum.

Art Integration								
*Students to be served by this Strategy/Activity								
Unduplicated students/All students will benefit.								
*Strategy/Activity - Description								
Students in grades TK-5 will receive highly engaging arts instruction that integrates English Language Arts and Social Emotional Learning. Teachers will collaborate with the teacher artist to integrate grade level Common Core standards and California Visual Arts standards.								
*Proposed Expenditures for this Strategy/Activity								
ID	Proposed Expenditures	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Rationale	
N01154B	Contracted Svcs Less Than \$25K	\$16,550.00	\$16,550.00	0115-09800-00-5853-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Art instruction integrating art and ELA	
Instructional Leadership Team								
*Students to be served by this Strategy/Activity								
Unduplicated students/All Students								
*Strategy/Activity - Description								
ILT will meet to collaborate and make recommendations around school wide goals, review data and plan professional development to support effective instruction.								
*Proposed Expenditures for this Strategy/Activity								
ID	Proposed Expenditures	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01154F	Prof&Curriclm Dev Vist Tchr	\$6,992.00	\$8,550.52	0115-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	[no data]		Visiting teachers will be utilized to allow teachers to participate in ILT
N01157Z	Non Clsrn Tchr Hrly	\$1,595.00	\$1,950.53	0115-30106-00-1957-2130-0000-01000-0000	Title I Supplmnt Prog Imprvmt	[no data]		ILT hourly for after hour meetings
	Prof&Curriclm Dev Vist Tchr			0115-09800-00-1192-1000-4760-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts Ref Id : N011580	Visiting teachers will be utilized to allow teachers to participate in ILT

Professional Development

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

Unduplicated students/All Students

***Strategy/Activity - Description**

Teachers and staff will participate in monthly professional development to support quality teaching and learning. ILT will collaborate to plan and present the PD with the principal. Outside workshops and district PD may be utilized for staff learning if appropriate to school wide/individual teacher needs and goals and availability. Professional texts may be purchased in support of professional development.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Prof&Curriclm Dev Vist Tchr				0115-09800-00-1192- 1000-4760-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts Ref Id : N011580	funding for teacher professional development

Goal 3 - Mathematics**Call to Action Belief Statement**

All students engage in rigorous and relevant mathematics to solve problems associated with personal, civic and professional contexts and are able to effectively explain and communicate their reasoning to a variety of audiences.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning

Annual Review of This Goal: SPSA Reviewed 2019-20***Analysis**Implementation:

- PLC meetings were focused on determining student needs based on formative assessments, data analysis, and effective lesson planning
- Teachers in grades TK-5 utilized the SDUSD units of study and pacing guides.
- Students utilized ST Math online program.
- Schools closed on March 13, 2020, due to COVID 19. PLCs did not continue and math instruction was more difficult to implement in an online setting.
- Teachers met in PLC 3-6 hours per month using the district AEP program and substitutes for teachers in TK-3 and district music teachers, the librarian, and the counselor for grades 4th and 5th. This practice continued until March 13, 2020, due to COVID 19.
- Teachers monitored student data to determine trends in student learning, create assessments, and plan effective Tier 1 lessons in response to student needs during PLC. Teachers were able to implement the strategies from their participation in PLC.

Outcomes/Effectiveness

Our math goals for 2019-2020 were around CAASPP achievement for all students and for our English Learner and Hispanic or Latino student groups. With site closures in March, the CAASPP did not happen. We will be moving these goals forward for 2020-2021. 2018-2019 SBAC data will be used as our baseline for Math goals. We also set site-based goals for our English Learners and Hispanic or Latino students based on their achievement on the FAST aMath assessment three times during the year. We have no new data for the 2019-2020 school year.

***Major Differences**

School closure due to Covid-19 on March 13, 2020 made it difficult to implement our strategies through the end of the 2019-2020 school year.

Freese Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Changes

For the 2020-2021 school year, teachers will begin using the district provided math units and continue to participate in PLC virtually at least one time per month. The use of VAPA substitutes to release teacher during PLC will be utilized when students return to in person learning. PLC meetings will occur 1x per month. Teachers may be offered hourly pay to conduct additional PLC or collaboration time. ILT will be compensated for attending ILT meetings to collaborate and make instructional recommendations based on school and district initiatives and student data.

Instructional materials that can be utilized for online learning and materials that can be sent home to support online learning will be purchased. In the event that funds budgeted to support PLC through VAPA substitutes is not utilized due to online learning, those funds will be reallocated to support this goal by.

*Goal 3 - Mathematics

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	Meet/Exceed Standard	32.9%	40%	CAASPP Math	Annual
June 2021	TK-5	Meet/Exceed Standard	incomplete data	40%	Site Developed Common Assessments	quarterly
June 2021	2-5	Meet/Exceed Standard	incomplete data	40%	FAST aMath	3x per year

*Identified Need

We have no new data for 2019-2020. 2018-2019 SBAC data will be used as our baseline for Math goals. 32.9% of students in gr. 3-5 met or exceeded standard on 18-19 SBAC. This is a decrease of 3.2% from 17-18.

On the 2019 CA Dashboard, Freese is in the Orange Performance Level for All Students at 32.1 points below standard (declined 3.2 points from 2018). While we have no student groups in the Red Performance Level, English Learners, Hispanic and Socioeconomically Disadvantaged students fell into the orange performance band on the 2019 CA Dashboard. We continue to support the charge of Closing the Achievement Gap and created additional goals for Students with Disabilities, and Black Youth (African American).

In support of closing the achievement gap, we will also be monitoring students with disabilities and black youth.

- 5.9 of ELs in gr. 3-5 met or exceeded standard on SBAC
- 19.3% of Hispanic students in gr. 3-5 met or exceeded standard on SBAC
- 13.3% of Black Students in gr. 3-5 met or exceeded standard on SBAC
- 9.1% of Students with Disabilities in gr. 3-5 met or exceeded standard on SBAC
- 31.8% of Socio-Economically Disadvantaged Students in gr. 3-5 met or exceeded standard on SBAC
- 31.8% of Socio-Economically Disadvantaged Students in gr. 3-5 met or exceeded standard on SBAC

*Online Learning Implications

We have put structures in place to monitor and evaluate effectiveness of supports to students in the acceleration of mathematics.

- In preparation for offering both online and on-site learning during the 2020-2021 school year, schools will refine their comprehensive assessment plans to include both virtual assessment tools and in-person assessments.
- Daily assessment strategies will include exit slips, student discussions, self-assessments, peer reviews and conferring with students. Weekly assessments will include assessing student writing or student-developed presentation or videos. Monthly or unit assessments will include performance tasks, real-world projects, the development of web pages and other presentations.
- It is critical that summative assessments be used to assess mastery toward grade level standards and in determining student grades.
- Structures and digital tools to support student collaboration
- Flexibility for teachers to provide both whole group, small group and individual instruction
- Multiple assessment opportunities embedded throughout to allow teachers to assess and provide feedback to support students as they move toward mastery.
- Professional development for educators
- English Language Development - Both Integrated and Designated, in addition to strategies for differentiation and scaffolding instruction for English Language Learners
- Standards-Based Grading

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	English Learner	Meet/Exceed Standard	5.9%	12%	CAASPP Math	Annually
June 2021	3-5	Hispanic or Latino	Meet/Exceed Standard	19.3%	25%	CAASPP Math	Annually
June 2021	2-5	Hispanic or Latino	Meet/Exceed Standard	incomplete data	25%	FAST aMath	3x per year
June 2021	2-5	English Learner	Meet/Exceed Standard	incomplete data	12%	FAST aMath	3x per year
June 2021	3-5	Socioeconomically Disadvantaged	Meet/Exceed Standard	31.8%	37%	CAASPP Math	Annually
June 2021	2-5	Socioeconomically Disadvantaged	Meet/Exceed Standard	incomplete data	37%	FAST aMath	3x per year
June 2021	3-5	Black or African American	Meet/Exceed Standard	13.3%	20%	CAASPP Math	Annually
June 2021	2-5	Black or African American	Meet/Exceed Standard	incomplete data	20%	FAST aMath	3x per year
June 2021	3-5	Students with Disabilities	Meet/Exceed Standard	9.1%	14%	CAASPP Math	Annually
June 2021	2-5	Students with Disabilities	Meet/Exceed Standard	incomplete data	14%	FAST aMath	3x per year

Professional Learning Communities								
*Students to be served by this Strategy/Activity								
All Students will benefit from this strategy.								
*Strategy/Activity - Description								
Professional Learning Communities - Teachers in grades TK-5 will meet 1x per month for PLC during school closure. There may be additional opportunities for PLC and collaboration. Once students return to in-person learning, teachers may increase PLC time in accordance with SDEA MOU and availability of AEP.								
*Proposed Expenditures for this Strategy/Activity								
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Reference	Rationale
F011517	School Counselor	0.60000	\$52,243.20	\$75,326.07	0115-30100-00-1210-3110-0000-01000-0000	Title I Basic Program		Counselor provides 4th and 5th grade teachers with release time for PLC.
	Interprogram Svcs/VAPA				0115-30106-00-5738-1000-1110-01000-1313	Title I Supplmnt Prog Imprvmt	Goal 2 - English Language Arts Ref Id : N01156G	VAPA teachers will be utilized to allow teachers to participate in PLC.
	Non Clsm Tchr Hrly				0115-30106-00-1957-2130-0000-01000-0000	Title I Supplmnt Prog Imprvmt	Goal 2 - English Language Arts Ref Id : N01157Z	Teachers may be provided hourly pay for PLC after school hours.
	Prof&Curriclm Dev Vist Tchr				0115-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt	Goal 2 - English Language Arts Ref Id : N01154H	Visiting teachers will be utilized to allow teachers to participate in PLC
Instructional Materials								
*Students to be served by this Strategy/Activity								
All Students will benefit from this strategy.								
*Strategy/Activity - Description								
Instructional materials are purchased to supplement the Math program.								
*Proposed Expenditures for this Strategy/Activity								
ID	Proposed Expenditures	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01156U	Supplies	\$2,567.00	\$2,567.00	0115-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]		Instructional materials to support instruction, intervention and PD.
	Supplies			0115-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts Ref Id : N01155A	Instructional materials to support instruction, intervention and PD.

Freese Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

	Supplies		0115-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt	[no data]	Goal 2 - English Language Arts Ref Id : N01156O	Instructional materials to support instruction, intervention and PD.
*Additional Supports for this Strategy/Activity							
Online Math programs ie. ST Math							
Intervention Support							
*Students to be served by this Strategy/Activity							
Unduplicated students/Specified students in grades 1-5							
*Strategy/Activity - Description							
A classroom paraeducator provides small group intervention to identified students in grades 1st-4th. Students receive instruction 3 times per week for 4-6 weeks. Student progress is monitored to determine effectiveness of intervention.							
*Proposed Expenditures for this Strategy/Activity							
ID	Proposed Expenditures	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale	
	Classroom Asst	0115-09800-00-2101-1000-1110-01000-3104	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts Ref Id : F011516	Paraeducator to provide intervention to specified students	
Instructional Leadership Team							
*Students to be served by this Strategy/Activity							
Unduplicated students/All Students will benefit							
*Strategy/Activity - Description							
ILT will meet to collaborate and make recommendations around school-wide goals, review data, and plan professional development to support effective instruction.							
*Proposed Expenditures for this Strategy/Activity							
ID	Proposed Expenditures	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale	
	Non Clsrn Tchr Hrly	0115-30106-00-1957-2130-0000-01000-0000	Title I Supplmnt Prog Imprvmt	[no data]	Goal 2 - English Language Arts Ref Id : N01157Z	ILT will paid hourly for after hour meetings.	
	Prof&Curriclm Dev Vist Tchr	0115-09800-00-1192-1000-4760-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts Ref Id : N011580	ILT may be provided visiting teachers for release during school hours.	
	Prof&Curriclm Dev Vist Tchr	0115-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts Ref Id : N01154F	Visiting teachers will be utilized to allow teachers to participate in ILT	

Professional Development

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

All students will benefit from this strategy

***Strategy/Activity - Description**

Teachers and staff will participate in monthly professional development to support quality teaching and learning. ILT will collaborate to plan and present the PD with the principal. Outside workshops and district PD may be utilized for staff learning if appropriate to school wide/individual teacher needs and goals and availability. Professional texts may be purchased in support of professional development.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Prof&Curriclm Dev Vist Tchr				0115-30106-00-1192- 1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	Goal 2 - English Language Arts Ref Id : N01154H	Funding for professional development

Goal 4- Supporting English Learners

Call to Action Belief Statement

We believe in the power of multilingualism because languages are connections to culture, history, people and knowledge. Our English Learners deserve educational opportunities which honor their rich lived experiences and unique identities as valued members of society. Schools and classrooms should foster language acquisition and literacy development as a means for students to leverage their identity, exercise their voice and transform their world today to influence the future of tomorrow.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

Analysis:

- We continued to teach literacy through a balanced approach, while utilizing Lucy Calkins Reading and Writing as supplemental materials school wide. Teachers used language strategies to support English Learners.
- PLC meetings were focused on determine student needs based on formative assessments, data analysis and effective lesson planning that differentiated for English Learners based on their individual needs.
- A paraeducator worked with a select group of students in intervention groups for reading and writing that included at risk English Learners.
- We purchased RAZ Kids, Scholastic News, Vocabulary City, classroom library books, and Lucy Calkins supplemental materials.
- All students receive art integration for 12 weeks and teachers collaborated with the teaching artist to create integrated lessons.

IMPLEMENTATION/EFFECTIVENESS

- Teachers met in PLC 3- 6 hours per month using the district AEP program for teachers in TK-3 and district music teachers, librarian and counselor for grades 4th and 5th.
- Teachers monitored student data to determine trends in student learning, create assessments and plan effective tier 1 lessons in response to student needs during PLC . Teachers were able to implement the strategies from their participation in PLC.
- The paraeducators teachers' pre and post data was incomplete.
- Instructional materials were purchased to support Tier I instruction and intervention. Teachers mostly used the instructional materials.

-Students participated in highly engaging art lessons connected to English Language Arts.
--Due to school closure on March 13, 2020, PLC meetings did not continue. Student attendance was not consistent and small group intervention was minimal. Integrated art classes halted for several weeks and then continued virtually with minimal attendance.

We do not have SBAC ELA or Math data for the 2019-2020 school year.

SBAC ELA - In 17-18 13.2% met/exceeded standard to 9.1% in 18-19. This is a decrease of 4.1 points.

SBAC Math- In 17-18 18.4% met/exceeded standard to 5.9% in 18-19. This is a decrease of 12.5 points.

- Due to COVID-19 school closure English Learner students did not take the 2019-2020 Summative ELPAC.

100% of eligible English Learners were reclassified.

- The following data shows percent of students who performed at the expected level of proficiency on the 18-19 summative ELPAC:

- In Gr. 1, 100% (10/10) of ELs tested at Level 2 or above. Zero students scored below expected proficiency.

- In Gr. 2, 33% (4/12) of ELs tested at Level 3 or above. Eight students scored below expected proficiency. Of those eight, five are also identified as students with disabilities.

- In Gr. 3, 82% (9/11) of ELs tested at Levels 3 or above. Two students scored below expected proficiency. Of those two, two are also identified as students with disabilities.

- In Gr. 4, 0% (0/10) of ELs tested at Level 4. Ten students scored below expected proficiency. Of those 10, four are also identified as students with disabilities.

- In Gr. 5, 33 % (3/9) of ELs tested at Level 4 and may be eligible for reclassification. Six students scored below expected proficiency.

- Approximately (12/19) 63% of current 4th and 5th grade ELs may be at risk of being LTELs.

Reclassification data shows that we were able to reclassify 23 students in 18-19.

Our goals for the 2019-2020 school year were around EL performance on the CAASPP for ELA and math as well as performance in the DRA 2 and Summative ELPAC. With site closures in mid-March, we do not have new data for tests that were not administered: ELPAC and CAASPP. These goals will be moved forward for the 2020-2021 school year.

***Major Differences**

Due to COVID- 19 school closure, we were not able to fully implement our strategies.

***Changes**

For the 2020-2021 school year, teachers will begin using the Benchmark ELA curriculum, which includes designated ELD, and continue to participate in PLC virtually at least one time per month. The use of VAPA substitutes to release teacher during PLC will be utilized when students return to in person learning. Teachers may be offered hourly pay to conduct additional PLC or collaboration time. ILT will be compensated for attending ILT meetings to collaborate and make instructional recommendations based on school and district initiatives and student data.

Freese Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Art instruction will be given as part of online learning virtually.
 Instructional materials that can be utilized for online learning and materials that can be sent home to support online learning will be purchased.
 In the event that funds budgeted to support PLC through VAPA substitutes is not utilized due to online learning, those funds will be reallocated to support this goal by.

*Integrated English Language Development

Professional Development specific to ELD will be offered to teachers
 Classroom walkthroughs show evidence of integrated ELD

*Designated English Language Development

Professional Development specific to ELD will be offered to teachers
 Classroom walkthroughs show evidence of designated ELD.
 Classroom schedules will include designated ELD

*Goal 4 - English Learners

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	English Learner	Meet/Exceed Standard	9.1%	14%	CAASPP ELA	Annually
June 2021	TK-5	English Learner	At/Above Expectation	incomplete data	48%	DRA 2	3x per year
June 2021	3-5	English Learner	Meet/Exceed Standard	5.9	12%	CAASPP Math	Annually
June 2021	2-5	English Learner	Meet/Exceed Standard on FAST aMath	incomplete data	12%	Other (Describe in Objective)	3x per year
June 2021	2-5	English Learner	Meet/Exceed Standard on FAST aReading	incomplete data	14%	Other (Describe in Objective)	3x per year

*Identified Need

We do not have SBAC ELA or Math data for the 2019-2020 school year.
 SBAC ELA - In 17-18 13.2% met/exceeded standard to 9.1% in 18-19. This is a decrease of 4.1 points.
 SBAC Math- In 17-18 18.4% met/exceeded standard to 5.9% in 18-19. This is a decrease of 12.5 points.
 - Due to Covid 19 school closure English Learner students did not take the 2019-2020 Summative ELPAC.
 100% of eligible English Learners were reclassified.
 - The following data shows percent of students who performed at the expected level of proficiency on the 18-19 summative ELPAC:
 - In Gr. 1, 100% (10/10) of ELs tested at Level 2 or above. Zero students scored below expected proficiency.
 - In Gr. 2, 33% (4/12) of ELs tested at Level 3 or above. Eight students scored below expected proficiency. Of those 8, 5 are also identified as students with disabilities.

- In Gr. 3, 82% (9/11) of ELs tested at Levels 3 or above. Two students scored below expected proficiency. Of those 2, 2 are also identified as students with disabilities.
- In Gr. 4, 0% (0/10) of ELs tested at Level 4. Ten students scored below expected proficiency. Of those 10, 4 are also identified as students with disabilities.
- In Gr. 5, 33 % (3/9) of ELs tested at Level 4 and may be eligible for reclassification. Six students scored below expected proficiency.
- Approximately (12/19) 63% of current 4th and 5th grade ELs may be at risk of being LTELs.

Reclassification data shows that we were able to reclassify 23 students in 18-19.

The 2019 CA Dashboard indicates that our English Learners are in the Yellow Performance Level for ELA (34.5 points below standard) and in the Orange Performance Level for mathematics. Looking at the ELA Data Comparisons for English Learners, our Current English Learners are at 83.9 points below standard (maintained) and Reclassified English Learners are 24.7 points above standard (declined). The Math Data Comparisons for ELs show that our Current English Learners are 79.1 points below standard (declined) and our Reclassified English Learners are 0.4 points above standard (declined 20.7 points). Looking at the English Learner Progress Indicator, 42.9% of our English Learners are making progress towards English language proficiency. This is considered a Low Performance Level. 1.7% of our ELs maintained ELPI Level 4, 35.7% maintained ELPI Levels 1, 2L, 2H, 3L, and 3H, and 21.4% decreased at least one ELPI Level from 2018.

***Online Learning Implications**

We have structures in place to monitor and evaluate effectiveness of supports to English Learners in the acceleration of their learning. We have systems in place to ensure Integrated and Designated ELD will be implemented with fidelity.

- District will provide students with targeted small group support through a push-in integrated model.
- The Integrated Model approach will build the educator capacity in effective practices that support teaching practices and learning interactions as well as strategies to support English language development.
- Job embedded coaching will support the classroom educators in developing instructional practices and interactions to meet the needs of each language learner.
- Additional classroom support will be provided through a co-teaching model and support classroom educators teaching designated ELD (English Language Development) courses as well as support planning integrated ELD in content courses.
- Online professional development modules with iELD (integrated English Language)
- Formative assessment data will be collected, analyzed and feedback given to students.
- Professional development will also be offered to teachers across the district serving this English Learner group
- The English Language Instructional Resource Teacher (ELI) will collaborate with the school administrator and classroom educators to analyze student data in order to prepare information to present to EL families.
- This information may be shared with school staff, ELAC (English Learner Advisory Committee), or SSC in order for parents to consult, provide feedback or advise

Freese Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Annual Measurable Outcomes (Closing the Equity Gap)							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	2-5	English Learner	Reclassify eligible students	100%	95%	Summative ELPAC	Annually
Professional Learning Communities							
*Students to be served by this Strategy/Activity							
English Learner Students							
*Strategy/Activity - Description							
Professional Learning Communities: Teachers in grades TK-5 will meet 1x per month for PLC during school closure. There may be additional opportunities for PLC and collaboration. Once students return to in-person learning, teachers may increase PLC time in accordance with SDEA MOU and the availability of AEP. Teachers will use this time to plan Designated ELD lessons and plan for Tier I instruction that integrates the English Language Develop in all content areas. Teachers will also analyze student assessment data to determine the effectiveness of instruction.							
*Proposed Expenditures for this Strategy/Activity							
ID	Proposed Expenditures	Funding Source Budget Code	Funding Source	Reference	Rationale		
	Interprogram Svcs/VAPA	0115-30106-00-5738-1000-1110-01000-1313	Title I Supplmnt Prog Imprvmnt	Goal 2 - English Language Arts Ref Id : N01156G	VAPA teachers will be utilized to allow teachers to participate in PLC.		
	Non Clsrn Tchr Hrly	0115-30106-00-1957-2130-0000-01000-0000	Title I Supplmnt Prog Imprvmnt	Goal 2 - English Language Arts Ref Id : N01157Z	Teachers will be given compensation for PLC after school hours		
	School Counselor - Voinov, Loretta	0115-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	Goal 3 - Mathematics Ref Id : F011517	Counselor provides 4th and 5th grade teachers with release time for PLC.		
	Prof&Curriclm Dev Vist Tchr	0115-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	Goal 2 - English Language Arts Ref Id : N01154H	Visiting teachers will be utilized to allow teachers to participate in PLC		
Paraeducator Support							
*Students to be served by this Strategy/Activity							
English Learner Students							
*Strategy/Activity - Description							
A paraeducator will assess students in the initial and summative ELPAC, inform parents and teachers of student assessment results, This data will assist in teacher making instructional decisions and monitor progress. The paraeducator will also provide intervention support to specified students that may include English Learners.							

*Proposed Expenditures for this Strategy/Activity						
ID	Proposed Expenditures	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Classroom Asst	0115-09800-00-2101-1000-1110-01000-3104	LCFF Intervention Support	English Learners	Goal 2 - English Language Arts Ref Id : F011516	Paraeducator to provide intervention to specified students and ELPAC assessment.
Professional Development						
*Students to be served by this Strategy/Activity						
All students including English Learners						
*Strategy/Activity - Description						
Teachers and staff will participate in monthly professional development to support quality teaching and learning. ILT will collaborate to plan and present the PD with the principal. Outside workshops and district PD may be utilized for staff learning if appropriate to school-wide/individual teacher needs and goals and availability. Professional texts may be purchased in support of professional development.						
*Proposed Expenditures for this Strategy/Activity						
ID	Proposed Expenditures	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Prof&Curriclm Dev Vist Tchr	0115-09800-00-1192-1000-4760-01000-0000	LCFF Intervention Support	English Learners	Goal 2 - English Language Arts Ref Id : N011580	funding for professional development
Instructional Leadership Team						
*Students to be served by this Strategy/Activity						
Unduplicated students/All students including English Learners.						
*Strategy/Activity - Description						
ILT will meet to collaborate around school wide goals, data review and plan professional development to support effective instruction.						
*Proposed Expenditures for this Strategy/Activity						
ID	Proposed Expenditures	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Non Clsrn Tchr Hrly	0115-30106-00-1957-2130-0000-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	Goal 2 - English Language Arts Ref Id : N01157Z	Hourly compensation for after hours meetings with ILT
	Prof&Curriclm Dev Vist Tchr	0115-09800-00-1192-1000-4760-01000-0000	LCFF Intervention Support	English Learners	Goal 2 - English Language Arts Ref Id : N011580	Visiting teachers will be provided for ILT meeting during the school day.
	Prof&Curriclm Dev Vist Tchr	0115-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts Ref Id : N01154F	Visiting teachers will be utilized to allow teachers to participate in ILT

Goal 5 - Supporting Students with Disabilities

Call to Action Belief Statement

Ownership: Principals, teachers, and support staff take ownership of all their students, including students with disabilities.
 Access: Students with disabilities are general education students first and should have access to a meaningful course of study.
 Instruction: All teachers will design instruction and create learning environments that meet students' individualized learning needs.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

Implementation

During 2019-2020, we increased our number of Special Education Department meetings to monitor progress and determine needed supports. Visiting teachers were provided to allow general education teacher collaboration time with case managers. The principal attended most IEP meetings, sought out resources such as CORT and BSR when needed, ensured that an Education Specialist was a member of ILT.

Outcomes/Effectiveness

General Education and Education Specialists began to collaborate and as a result, students spent more time fully included. Through collaboration with the CORT and BSR, we were able to provide more targeted supports for students. One English Learner student with disabilities was reclassified using the alternative reclassification. The education specialist participated in an early literacy coaching cycle. The education specialist's membership on ILT was valuable to keeping students with disabilities needs were considered. Due to COVID 19 school closure, we have no new data for the 2019-2020 school year. Our goals for our Students with Disabilities for the 2019-2020 school year were around their progress towards meeting or exceeding their IEP goals.

*Major Differences

Although we intended for the Education Specialist to participate in PLCs, she was unable to attend all meetings due to workload and high need students. Special Education Meetings were not held monthly but bimonthly. Due to Covid-19 school closure, our intended implementation was unable to be carried out fully after March 13, 2020. We were not able to collect end of year data for CAASP or progress report goals.

***Changes**

During the 2020-2021, we will have monthly department meetings. The Education Specialists will participate in one grade level for PLC. The district CORT position has been eliminated. Students are receiving services through online learning. All meetings will take place through Zoom.

***Goal 5- Students with Disabilities**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	On progress to meet or exceed IEP goals	baseline year	80%	Progress Reports on IEP Goals	quarterly

***Identified Need**

Our 2019 CA Dashboard data is an update from last year though the data is not from the last school year. On the Dashboard, our SWD group has no performance color for ELA or math. They are 93.6 points below standard in ELA (an increase of 18.2 points from 2018) and 86.4 points below standard in math (an increase of 23 points from 2018).

Due to Covid-19 school closure we have no new data for the CAASPP from 2019-2020.

The 2018-2019 CAASP Results are:

13% of students with disabilities met or exceeded standard in ELA on CAASPP.

8.7% of students with disabilities met or exceeded standard in Math on CAASPP.

***Online Learning Implications**

We have structures in place to monitor and evaluate effectiveness of supports to Students With Disabilities Learners in the acceleration of their learning.

-Implementation of IEP Services in Online Learning Setting

-Educators will be receiving professional learning on how to implement IEP services online as well as how to implement a robust educational plan in an online learning platform with specific examples for the role of each educator (SLP, Ed Specialist, etc.).

We have systems in place to support the implementation of IEP services during online learning.

-All students with IEP's have access to assistive technology support to provide access to online learning as needed. Some students with equipment needs will have access to this equipment in their homes

-The integrated team will consist of general education teachers, educational specialists, related services providers and paraeducators.

-All staff will be working as a team to support all students to accelerate their learning.

***Annual Measurable Outcomes**

By Date	Grade	Student Subgroup	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	Tk-5	Students with Disabilities	On progress to meet or exceed IEP goals	baseline year	80%	Progress Reports on IEP Goals	quarterly

Monitoring								
*Students to be served by this Strategy/Activity								
All students with Disabilities								
*Strategy/Activity - Description								
<p>Monitoring</p> <ul style="list-style-type: none"> - Monthly Special Education meeting to monitor progress and determine needed supports. - attend IEP meetings - Review progress reports - Seek out resources Integrated Services Team - Waiver for EL students with special needs as an alternative to reclassification. 								
Professional Learning Communities								
*Students to be served by this Strategy/Activity								
All Students with Disabilities								
*Strategy/Activity - Description								
<p>Professional Learning Communities-</p> <p>Teachers in grades TK-5 will meet 1x per month for PLC during school closure. There may be additional opportunities for PLC and collaboration. Once students return to in-person learning, teachers may increase PLC time in accordance with SDEA MOU and availability of AEP.</p> <p>Education specialist and general education teachers will monitor student data to determine trends in student learning, create assessments, and plan effective Tier 1 lessons with appropriate accommodations and scaffolds for student with disabilities with general education teachers.</p>								
*Proposed Expenditures for this Strategy/Activity								
ID	Proposed Expenditures	FTE	Salary	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Interprogram Svcs/VAPA			0115-30106-00-5738-1000-1110-01000-1313	Title I Supplmnt Prog Imprvmt	[no data]	Goal 2 - English Language Arts Ref Id : N01156G	VAPA teachers will be utilized to allow teachers to participate in PLC.
	Non Clsrn Tchr Hrly			0115-30106-00-1957-2130-0000-01000-0000	Title I Supplmnt Prog Imprvmt	[no data]	Goal 2 - English Language Arts Ref Id : N01157Z	Teachers and Education Specialists given hourly compensation for collaboration outside of work hours.
	Prof&Curriclm Dev Vist Tchr			0115-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt	[no data]	Goal 2 - English Language Arts Ref Id : N01154H	Visiting teachers will be utilized to allow teachers to participate in PLC

Instructional Leadership Team									
*Students to be served by this Strategy/Activity									
All Students including students with disabilities									
*Strategy/Activity - Description									
ILT will meet to collaborate around school wide goals, data review and plan professional development to support effective instruction. Education Specialist is an ILT member.									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale			
	Non Clsrn Tchr Hrly	0115-30106-00-1957-2130-0000-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	Goal 2 - English Language Arts Ref Id : N01157Z	Education Specialist to participate in ILT meetings after school hours.			
	Prof&Curriclm Dev Vist Tchr	0115-09800-00-1192-1000-4760-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts Ref Id : N011580	Education Specialist provided visiting teacher to participate in ILT meetings during school hours			
	Prof&Curriclm Dev Vist Tchr	0115-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts Ref Id : N01154F	Visiting teachers will be utilized to allow teachers to participate in ILT			
Professional Development									
*Students to be served by this Strategy/Activity									
All students including students with disabilities									
*Strategy/Activity - Description									
Teachers and staff will participate in monthly professional development to support quality teaching and learning. ILT will collaborate to plan and present the PD with the principal. Outside workshops and district PD may be utilized for staff learning if appropriate to school wide/individual teacher needs and goals and availability. Professional texts may be purchased in support of professional development. Teachers will also participate in professional learning around integrated services and IEP development.									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Prof&Curriclm Dev Vist Tchr				0115-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	Goal 2 - English Language Arts Ref Id : N01154H	funding for professional development

Goal 6 - Supporting Black Youth

Call to Action Belief Statement

Developing antiracist and restorative school communities.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

*Goal 6- Supporting Black Youth

By Date	Grade	Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	Black Youth	Maintain suspension rate	2.1	2.1	Suspensions (Classroom and School)	annually

*Goal 6 Supporting Black Youth - Additional Goals

- ✓ 1. Beginning in the Fall of 2020, Freese Elementary site selection/hiring panel will complete anti-bias training before conducting any interviews.
- ✓ 2. In 2020-21 school year, Freese Elementary will develop and implement a site-specific system for tracking classroom referrals.
- ✓ 3. Freese Elementary will create a process for ensuring a student is assigned a Student Champion (staff member) to help them through any suspension or expulsion process.
- ✓ 4. Freese Elementary will develop a Site Equity Team that meets quarterly throughout the school year to monitor attendance and grades with a focus on Black Youth as well as staff diversity goal.
- ✓ 5. In the 2020-21 school year, Freese Elementary will develop and implement a site-specific system for tracking school police detainments.
- ✓ 6. The staff diversity goal at Freese Elementary is to maintain or increase the percentage of diverse educators from current year to the follow

*Identified Need

California Dashboard data shows that in the 2018-2019 school year 2.1% of black youth were suspended. This puts Freese Elementary in the green indicator for suspensions of Black Youth. Although this is positive, we feel that we must continue to strive for equity in our discipline practices and will work to maintain or lower our suspension rate of Black Youth.

***Online Learning Implications**

We have systems in place to monitor and evaluate effectiveness of systems that support and provide equitable instruction for black youth who may also identify as African American.

-Our District will continue to provide Trauma Informed Care & Resilience Education training for educators to equip school site teams in understanding the complexities of these student populations and best practices that can maximize school site efforts.

-Creating a wraparound of student services through building a strong healthy foundation for learning, trusting relationships, identifying trauma, and ensuring student needs are met in and out of the classroom, especially for those of high risk.

-Culturally Responsive-Sustaining Practices

Professional Development

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

All students and specifically our Black Youth

***Strategy/Activity - Description**

Teachers and staff will participate in monthly professional development to support quality teaching and learning. ILT will collaborate to plan and present the PD with the principal. Outside workshops and district PD may be utilized for staff learning as if appropriate to school wide/individual teacher needs and goals and availability. Professional texts may be purchased in support of professional development.

Freese staff will specifically participate in Professional Development to increase their knowledge of culturally responsive teaching practices, anti-racism and critical self awareness.

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

ID	Proposed Expenditures	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Prof&Curriclm Dev Vist Tchr	0115-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	Goal 2 - English Language Arts Ref Id : N01154H	funding for professional development

***Additional Supports for this Strategy/Activity**

District initiated program- No Place for Hate

District provided and site created Professional Development

Professional Learning Communities

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

All students including Black Youth

Freese Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Strategy/Activity - Description

Teachers in grades TK-5 will meet 1x per month for PLC during school closure. There may be additional opportunities for PLC and collaboration. Once students return to in-person learning, teachers may increase PLC time in accordance with SDEA MOU and availability of AEP. Teachers will monitor student data to determine trends in student learning create assessments and plan effective tier 1 lessons in response to student needs during PLC.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Interprogram Svcs/VAPA	0115-30106-00-5738-1000-1110-01000-1313	Title I Supplmnt Prog Imprvmnt	[no data]	Goal 2 - English Language Arts Ref Id : N01156G	VAPA teachers will be utilized to allow teachers to participate in PLC.
	Non Clsrn Tchr Hrly	0115-30106-00-1957-2130-0000-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	Goal 2 - English Language Arts Ref Id : N01157Z	Teachers will be given compensation for PLC after school hours
	School Counselor - Voinov, Loretta	0115-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	[no data]	Goal 3 - Mathematics Ref Id : F011517	Counselor provides 4th and 5th grade teachers with release time for PLC
	Prof&Curriclm Dev Vist Tchr	0115-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	Goal 2 - English Language Arts Ref Id : N01154H	Visiting teachers will be utilized to allow teachers to participate in PLC

Instructional Leadership Team

*Students to be served by this Strategy/Activity

All students including Black Youth

*Strategy/Activity - Description

ILT will meet to collaborate around school wide goals, data review and plan professional development to support effective instruction.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Non Clsrn Tchr Hrly	0115-30106-00-1957-2130-0000-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	Goal 2 - English Language Arts Ref Id : N01157Z	Teachers will be given compensation for ILT after school hours
	Prof&Curriclm Dev Vist Tchr	0115-09800-00-1192-1000-4760-01000-0000	LCFF Intervention Support	Foster Youth, Low-Income	Goal 2 - English Language Arts Ref Id : N011580	Visiting teachers will be utilized to allow teachers to participate in ILT.
	Prof&Curriclm Dev Vist Tchr	0115-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts Ref Id : N01154F	Visiting teachers will be utilized to allow teachers to participate in ILT

Goal 7 - Family Engagement

Call to Action Belief Statement

Partnering With Parents in the Education of Their Children: We believe families contribute to improving student learning outcomes when engagement is integrated into district/school goals and initiatives as well as trusting relationships grounded in home-school activities.

District LCAP Goals

5. Family and community engagement with highly regarded neighborhood schools that serve students, families and communities

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

IMPLEMENTATION

To increase Family Engagement we are funded duplicating, supplies, postage, and light refreshments in order to facilitate the following activities:

- The school collaborated with the Family Engagement office to offer monthly parent workshops. Topics presented at Family Fridays throughout the year include:
- Title 1 Presentation
- Attendance
- Schoolwide Academic Performance
- Safety Plan
- Health and Wellness
- Academic Support at home for Literacy and Math

We began the development of a Parent Room for our families. ELAC has been formed for 19-20 school year

Effectiveness

- School messenger, marquee notice and fliers were sent home to notify parents of events (Spanish and English)
- We implemented school-wide use of Class Dojo a parent messaging app.
- Parents attendance increase with the addition of parent workshops in conjunction with Family Friday as evident by sign-in sheets
- Over 150 Families attended Back to School Evening and Spring Open House as evident by sign-in sheets
- Over 50 Families attended Title 1 Presentation during Back to school as evident by sign-in sheets
- SSC, and SGT were functioning Committees with parent representation

Our Family Engagement goals for 2019-2020 were based on data reported on the CAL-SCHLS parent survey. With site closures in March, this survey was not administered and these goals will be moved forward for the 2020-2021 school year.

*Major Differences

Due to school closure on March 13, 2020, we were not able to complete the school year. Parent participation in parent/teacher conferences for the spring, the completion and grand opening of the parent room and other planned parent engagement events could not happen. Parent communication became entirely digital and many families became disengaged due to Covid-19.

*Changes

Several changes will take place for the 2020-2021 school year due to Covid-19. All parent meetings and workshops will be held through Zoom. We will continue to hold Principal Chat monthly virtually. Parent communication will be digital.

*Goal 7- Family Engagement

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	Other (Describe in Objective)	Parents/Guardians will feel that the school encourages them to be an active partner in educating their child.	36% strongly agree	50% strongly agree	CAL - SCHLS (CSPS)

*Identified Need

The 2018-2019 California Schools Parent Survey showed that 36% strongly agree and 45% agree that Freese encourages parents to be an active partner in education their child.

The 2018-2019 California Schools Parent Survey showed that 85% of parents attended at least one parent teacher conference during the 18-19 school year.

We do not have any new data to identify additional needs.

*Online Learning Implications

We have systems in place to monitor and evaluate effectiveness of our systems that support and engage parents and families. These systems include,
-A Welcome Week will be hosted for educators, students, and families in which virtual lessons, training, and professional development will be offered for all.

-All Students will receive a district issued device to ensure access to curriculum while in a distance learning format.

-Internet connectivity is supported for any SDUSD family that does not have an Internet connection to support online learning.

-District is also supplying families with training on SEL, Wellness, Health and Safety.

-These training sessions will cover topics such as the introduction to SEL competencies, identification of emotions in self and others, expression of emotions, wellness practices and health/safety recommendations.

-These training opportunities will be communicated to families and available throughout the year via District Website and Parent Leadership groups.

-For students and families with unique circumstances such as challenges related to transportation, housing, or other factors, the SDUSD team developed a 'special delivery' process.

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-This process empowered principals or other district staff to initiate options to provide families with devices and/or connectivity via local delivery, shipping, or other approaches to meet their technology and internet access needs.

-Training for parents and other caregivers

-Information may be shared with school staff, ELAC (English Learner Advisory Committee), or SSC in order for parents to consult, provide feedback or advice.

*Annual Measurable Outcomes

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	Other (Describe in Objective)	Parents/Guardians will attend a school or class event as measured on CSPPS	85%	90%	Attendance

Build Capacity Through Parent Workshops

*Families to be served by this Strategy/Activity

All families will be served by this strategy.

*Strategy/Activity - Description

CAPACITY BUILDING THROUGH PRINCIPAL CHAT AND PARENT WORKSHOPS

We are funding, duplicating, supplies, postage and light refreshments in order to facilitate the following activities:

- The school will seek out opportunities for parent workshops through the district and community.
- School site has monthly Principal Chats events where specific topics are covered and families have the opportunity to ask questions and give feedback to the principal. Topics presented at parent workshops and Principal Chats throughout the year include:
 - Title I Presentation
 - Attendance
 - Schoolwide Academic Performance
 - Health and Wellness
 - Internet Safety
 - Academic Support at home
 - Online learning

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Rationale
N0115P	Inservice supplies	\$500.00	\$500.00	0115-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	Light refreshments for parent workshops
N01154Y	Supplies	\$353.00	\$353.00	0115-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	Supplies to support parent meetings and workshops
N01157N	Interprogram Svcs/Paper	\$200.00	\$200.00	0115-30103-00-5733-2495-0000-01000-0000	Title I Parent Involvement	paper for parent communication

Parent/School Communication

***Families to be served by this Strategy/Activity**

All families will benefit.

***Strategy/Activity - Description**

The school will provide digital and paper communication through the use of mailings, flyers, emails, Class Dojo, phone calls and social media to keep families informed about school information.

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

ID	Proposed Expenditures	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01153Z	Interprogram Svcs/Postage	\$150.00	\$150.00	0115-30103-00-5726-2495-0000-01000-0000	Title I Parent Involvement	[no data]		US postage will be purchased to send parent communication through the mail
N01156H	Interprogram Svcs/Duplicating	\$400.00	\$400.00	0115-30103-00-5721-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Student/Parent Handbook will be printed using printing services.
	Interprogram Svcs/Paper			0115-30103-00-5733-2495-0000-01000-0000	Title I Parent Involvement	[no data]	Goal 7 - Family Engagement Ref Id : N01157N	Paper will be used for flyer communication

Goal 8- Graduation/Promotion Rate

Call to Action Belief Statement

All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed in their choice of college and career in order to lead and participate in the society of tomorrow.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

Implementation

- We continued to teach literacy through a balanced approach, while utilizing Lucy Calkins Reading and Writing as supplemental materials school wide.
- PLC meetings were focused on determine student needs based on formative assessments, data analysis and effective lesson planning
- A paraeducator worked with a select group of 3rd grade students in intervention groups for reading and writing.
- We purchased RAZ Kids, Scholastic News, Vocabulary City, and Mystery Science
- All students receive art integration for 12 weeks and teachers Grades 3-5 teachers collaborate with the teaching artist to create integrated lessons.

Outcomes/Effectiveness

- Teachers met in PLC 3 hours per month using the district AEP program for teachers in TK-3 and district music teachers, librarian and counselor for grades 4th and 5th. TK-3 teachers also participated in PLC through use of district subs every other month
- Teachers monitored student data to determine trends in student learning create assessments and plan effective tier 1 lessons in response to student needs during PLCs. Teachers were able to implement the strategies from their participation in PLC.
- Instructional materials were purchased to support Tier I instruction and intervention. Teachers mostly used the instructional materials.
- Students participated in highly engaging art lessons until March 13

Strategies were implemented through March 16.

Effectiveness

For the 2019-2020 school year, we set an all student goal around student performance on the CAASPP ELA. Due to Covid-19, the CAASPP did not take place and we do not have new test data. This goal will be moved forward for the 2020-2021 school year. We also set goals for all students and

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specific student groups around their performance on the FAST Reading assessments. Due to site closures, summative data is not available to determine the outcomes and effectiveness of strategies.

*Major Differences

Due to school closure on March 13, 2020, implementation of strategies were much more difficult to carry out. PLCs stopped, art stopped for several weeks, and then were offered to students through Zoom. Attendance was low in this format in the spring. Only digital instructional materials were used by teachers. Intervention groups were poorly attended. Data collection was difficult.

*Changes

For the 2020-2021 school year, teachers will begin using the Benchmark ELA curriculum and continue to participate in PLC virtually at least one time per month. The use of VAPA substitutes to release teacher during PLC will be utilized when students return to in person learning. Teachers may be offered hourly pay to conduct additional PLC or collaboration time. ILT will be compensated for attending ILT meetings to collaborate and make instructional recommendations based on school and district initiatives and student data.

Art instruction will be given as part of online learning virtually.

Instructional materials that can be utilized for online learning and materials that can be sent home to support online learning will be purchased. In the event that funds budgeted to support PLC through VAPA substitutes is not utilized due to online learning, those funds will be reallocated to support this goal by.

We will monitor 5th grade students in the 2020-2021 school year due. These students were 3rd graders when our last SBAC data was collected.

*Goal 8- Graduation/Promotion Rate

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	5th Grade	Meet/Exceed Standard	41.8%	47%	CAASPP ELA	Annually
June 2021	5th Grade	Meet/Exceed Standard on FAST aReading assessment	incomplete data	47%	Grade 3 ELA Reading	3x per year

*Identified Need

We continue to support the charge of closing the Achievement Gap and created goals for students with disabilities, English Learners and Black Youth. Due to Covid-19, there is no new data from the 2019-2020 school year.

2018-2019 3rd grade ELA SBAC Data

All students- 41.8% met/exceeded expectation -5.6%

English Learners, 14% met/exceeded expectation, 1 student out of 6

Students with Disabilities, 17% met/exceeded expectation, 1 student out of 6

Black Youth - 0% met/exceeded expectation, 0 student out of 3

***Online Learning Implications**

We have systems in place to monitor and evaluate effectiveness of systems that support students' attendance, engaging in learning, on track for graduation/promotion.

-The work of counselors support the varying needs of unduplicated students that may be wide ranging and beyond the educational realm. Counselors ensure that students experiencing academic and personal/social barriers to learning receive guidance and information to ensure success in student attendance, behavior, and graduation.

***Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	5th Grade	English Learner	Meet/Exceed Standard	14%	19%	CAASPP ELA	Annually
June 2021	5th Grade	Students with Disabilities	Meet/Exceed Standard FAST aReading	incomplete data	22%	Grade 5 ELA Reading	Annually
June 2021	5th Grade	Black or African American	Meet/Exceed Standard FAST aReading	0%	20%	CAASPP ELA	Annually
June 2021	5th Grade	English Learner	Meet/Exceed Standard FAST aReading	incomplete data	19%	Grade 5 ELA Reading	Annually
June 2021	5th Grade	Black or African American	Meet/Exceed Standard FAST aReading	incomplete data	20%	Grade 5 ELA Reading	Annually
June 2021	5th Grade	Students with Disabilities	Meet/Exceed Standard	17%	22%	CAASPP ELA	Annually

Professional Learning Communities

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

5th Grade Students

***Strategy/Activity - Description**

Professional Learning Communities- Teachers in grades TK-5 will meet 1x per month for PLC during school closure. There may be additional opportunities for PLC and collaboration. Once students return to in-person learning, teachers may increase PLC time in accordance with SDEA MOU and availability of AEP. Teachers will monitor student data to determine trends in student learning create assessments and plan effective tier 1 lessons in response to student needs during PLC.

Freese Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Proposed Expenditures for this Strategy/Activity						
ID	Proposed Expenditures	Funding Source Budget Code	Funding Source	Reference	Rationale	
	Non Clsrn Tchr Hrly	0115-30106-00-1957-2130-0000-01000-0000	Title I Supplmnt Prog Imprvmnt	Goal 2 - English Language Arts Ref Id : N01157Z	Teachers will be given compensation for PLC after school hours	
	School Counselor - Voinov, Loretta	0115-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	Goal 3 - Mathematics Ref Id : F011517	Counselor provides 4th and 5th grade teachers with release time for PLC	
	Prof&Curriclm Dev Vist Tchr	0115-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	Goal 2 - English Language Arts Ref Id : N01154H	Visiting teachers will be utilized to allow teachers to participate in PLC	
Intervention Support						
*Students to be served by this Strategy/Activity						
Specified 5th grade at risk students						
*Strategy/Activity - Description						
Paraeducator to provide intervention in reading and writing for specified at risk students.						
*Proposed Expenditures for this Strategy/Activity						
ID	Proposed Expenditures	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Classroom Asst	0115-09800-00-2101-1000-1110-01000-3104	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts Ref Id : F011516	paraeducator to provide intervention to specified students
Instructional Materials						
*Students to be served by this Strategy/Activity						
All students						
*Strategy/Activity - Description						
Instructional supplies and software licenses purchased to supplement ELA instruction						
*Proposed Expenditures for this Strategy/Activity						
ID	Proposed Expenditures	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Supplies	0115-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts Ref Id : N01155A	Instructional materials to support instruction, intervention and PD.
	Supplies	0115-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	Goal 2 - English Language Arts Ref Id : N01156O	Instructional materials to support instruction, intervention and PD.

Freese Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

	Supplies	0115-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 3 - Mathematics Ref Id : N01156U	Instructional materials to support instruction, intervention and PD.
Professional Development						
*Students to be served by this Strategy/Activity						
All Students will benefit						
*Strategy/Activity - Description						
Teachers and staff will participate in monthly professional development to support quality teaching and learning. ILT will collaborate to plan and present the PD with the principal. Outside workshops and district PD may be utilized for staff learning as if appropriate to school wide/individual teacher needs and goals and availability. Professional texts may be purchased in support of professional development.						

School Leadership Actions

Leadership Practice

The administrator leads with a clear rationale, vision, high expectations for achievement, and immediacy for change. The administrator collaborates with and motivates staff through providing support, sharing leadership, paying attention to the work and magnifying new learning. The administrator monitors belief systems and teaches the importance of embracing diversity and respecting all cultures. The staff knows why change is important, and collectively acts to propel it through seeking out new learning.

Leading, Implementing, Monitoring, and Actualizing a Coherent Plan

As the leader, I will integrate our school and district priorities with the strategies we have identified that will support our student achievement by keeping educational equity at the center of all decisions I make and we make collectively. I will continuously message to staff and the entire school community the urgency for equity for all students with a tenacious focus on closing the equity gap that persists among our English Learner, Students with Disabilities and Black students. Our work in ILT and PLCs will be focused on meeting the needs of our students through researched effective strategies for instruction and interactions with students and staff.

My leadership actions will influence the success of meeting or exceeding our SPSA goals. I will ensure that professional development is relevant to our goals and student needs. Teachers will have opportunities to collaborate regularly through PLCs and grade level planning meetings. I understand the importance of having a strong leadership team that shares responsibility for leading our school towards our vision, I will continue to build and maintain our ILT. I will provide teachers with feedback based on our priorities through classroom observations and encourage teacher-to-teacher observations and feedback. I also keep our decisions and actions data driven and student centered.

Teachers participated in online learning the first week of school which included District Provided PDs with the following topics: Quality Online Teaching and Learning, Implementation of the Integrated Model, Social-Emotional Learning and Restorative Justice Practices, Culturally Responsive Teaching, Standards-Based Grading, and Feedback, Implementation of IEPs in an online learning setting, PowerSchool IEP Management System, and Level Specific PD. Staff will do a book study on "The Distance Playbook (Fisher, Frey, and Hattie) as well as "Culturally Responsive Teaching and the Brain" (Hammond). Equity will be addressed. Attendance will be monitored by the Principal, counselor, and attendance clerk on a weekly basis. Phone calls, emails, or possible home visits will be made.

The principal, counselor, teachers, and office staff will assist parents with accessing technology. A system of distribution of Chromebooks is in place for any new students. Connectivity information was sent home via school messenger phone call, email or class dojo text. Spanish communication is always sent out along with English. Other languages, upon request, will be provided using the new online translation service provided by the district. Zoom meetings for ILT, PLC, and PD will continue in the same rigorous manner. Instruction online will be monitored by the principal. The schoolwide focus is on building relationships and increasing student engagement. Assessments will be given online; data will be collected and analyzed.

Freese Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Modeling flexibility, compassion and empathy during online learning is an important leadership action I will take. I will communicate to staff and families effectively and consistently. I will also keep our collective focus on quality instruction and strong relationships during online learning.

APPENDICES

This section contains the following appendices that will assist the School Site Council in completing the School Plan for Student Achievement (SPSA) and in maintaining a cycle of continuous improvement:

APPENDIX A

BUDGET SUMMARY

Freese Budget Summary

DESCRIPTION

AMOUNT

Total Funds Provided to the School Through the Consolidated Application (30100, 30103)

\$ 88,046.59

Total Federal Funds Provided to the School from the LEA for CSI (31820)

\$ 0

Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (09800, 30100, 30103, 30106, 31820)

\$ 172,477.09

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I Supplemental (30106)	\$39,804.95
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]

Subtotal of additional federal funds included for this school (30106): \$39,804.95

List the State and local programs that the school is including in the school wide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF Intervention (09800)	\$44,625.55
[List state or local program here]	[\$[Enter amount here]]
[List state or local program here]	[\$[Enter amount here]]

Subtotal of state or local funds included for this school (09800): \$ 44,625.55

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$ 44,625.55

School	Resource Description	Job Code Title	Account	Account Description	FTE	Budgeted Amount	
Freese Elementary	09800 LCFF Intervention Support	Classroom Asst	2101	Classroom PARAS	0.3000	\$ 8,664.00	
		Classroom Asst	3000			\$ 14,025.72	
			1192	Prof&Curriclm Dev Vist Tchr		\$ 2,045.00	
			3000			\$ 455.83	
			4301	Supplies		\$ 2,885.00	
			5853	Contracted Svcs Less Than \$25K		\$ 16,550.00	
	09800 LCFF Intervention Support Total					0.3000	\$ 44,625.55
	30100 Title I Basic Program	School Counselor	1210	Counselor	0.6000	\$ 52,243.20	
		School Counselor	3000			\$ 23,082.87	
			1192	Prof&Curriclm Dev Vist Tchr		\$ 6,992.00	
			3000			\$ 1,558.52	
			4301	Supplies		\$ 2,567.00	
	30100 Title I Basic Program Total					0.6000	\$ 86,443.59
	30103 Title I Parent Involvement		4301	Supplies		\$ 353.00	
			4304	Inservice supplies		\$ 500.00	
			5721	Interprogram Svcs/Duplicating		\$ 400.00	
			5726	Interprogram Svcs/Postage		\$ 150.00	
			5733	Interprogram Svcs/Paper		\$ 200.00	
	30103 Title I Parent Involvement Total						\$ 1,603.00
30106 Title I Supplmnt Prog Imprvmnt		1192	Prof&Curriclm Dev Vist Tchr		\$ 6,839.00		
		1957	Non Clsrm Tchr Hrly		\$ 1,595.00		
		3000			\$ 1,879.95		
		4301	Supplies		\$ 895.00		
		5738	Interprogram Svcs/VAPA		\$ 10,096.00		
30106 Title I Supplmnt Prog Imprvmnt Total						\$ 18,500.00	
Grand Total					0.9000	\$ 172,477.09	

APPENDIX B

PARENT & FAMILY ENGAGEMENT POLICY



San Diego Unified School District
Financial Planning and Development

Financial Planning, Monitoring and Accountability Department

Freese Elementary School

TITLE I PARENT & FAMILY ENGAGEMENT POLICY 2020-21

In the fall, an annual meeting will be held to share with parents a description of the Title I program and its requirements.

Freese Elementary has developed a written Title I parent & family engagement policy with input from Title I parents. It has distributed the policy to parents of Title I students at our annual Title I Parent Meeting.

We developed this policy through a series of meetings including but not limited to School Site Council and Site Governance Team.

This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements pursuant to ESSA Section 1116(c).

Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). How are parents notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand? How is the policy made available to the local community? How and when is the policy updated periodically to meet the changing needs of parents and the school (ESSA Section 1116[b][1])?

Each fall during the Title I Parent Meeting, the policy is explained to parents. The policy is available in Spanish and English. It is available to the local community on our school website. The policy is reviewed and updated each spring and fall through SSC.

To involve parents in the Title I, Part A programs, the following practices have been established:

Information regarding opportunities for involvement are announced in the following ways:

- Title I Parent Meeting
- Back to School Night
- Principal Chat
- Family Friday
- Flyers
- School Messenger
- School Website
- Class Dojo
- Marquee
- School Google Site
- Social Media

The school convenes an annual meeting to inform parents about Title I, Part A requirements and about the right of parents to be involved in the Title I, Part A program (ESSA Section 1116[c][1]). Add details about the annual meetings in the box below:

The annual Title I Parent Meeting- October 2020

The school offers a flexible number of meetings for Title I, Part A parents, such as meetings in the morning or evening (ESSA Section 1116[c][2]). Add details about the meetings in the box below:

- School Site Council Meetings
- Site Governance Team Meetings
- Kindergarten Orientation
- Back to School Night and Open House
- Academic Award assemblies
- ELAC
- Morse Cluster Meetings
- Principal Chats

The school involves parents of Title I, Part A students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the Title I, Part A parent involvement policy (ESSA Section 1116[c][3]). How does the school involve parents?

- Monthly Principal Chat and Family Friday
- SSC
- ELAC
- School Messenger
- Class Dojo
- Morse Cluster meetings

The school provides parents of Title I, Part A students with timely information about Title I, Part A programs (ESSA Section 1116(c)(4)[A]). How does the school provide the information?

- Title I Parent Meeting
- Back to School Night
- Principal Chat
- Family Friday
- Flyers
- School Messenger
- School Website
- Class Dojo
- Marquee
- School Google Site
- Social Media

The school provides parents of Title I, Part A students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet (ESSA Section 1116[c][4][B]). How does the school provide the information?

- Back to School Night and Open House
- Parent Teacher Conferences
- Parent workshops
- Principal Chats and Family Fridays

If requested by parents of Title I, Part A students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children (ESSA Section 1116[c][4][C]). How does the school provide the opportunities?

- Parent Teacher Conferences
- RtI meetings
- SST Meetings
- SSC Meetings
- SGT Meetings
- Parent teacher meetings upon request

The school engages Title I, Part A parents in meaningful interactions with the school. The Compact supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices: Freese Elementary conducts monthly SSC and SGT meetings that allow for staff, parent and community collaboration. We encourage and provide opportunities for parents to attend parent workshops. We also partner with community organizations that have an interest in improving the achievement of Freese students.

The school provides Title I, Part A parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]).

- Back to School Night
- Parent Teacher conferences
- Family Engagement workshops
- Principal Chat

The school provides Title I, Part A parents with materials and training to help them work with their children to improve their children's achievement (ESSA Section 1116[e][2]).

- Back to School Night
- Parent Teacher conferences
- Family Engagement workshops
- Principal Chats

With the assistance of Title I, Part A parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners (ESSA Section 1116[e][3]).

- Professional Development
- Staff Meetings

The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children (ESSA Section 1116[e][4]).

- School-wide events that encourage parent involvement
- Skyline Public Library
- State Assemblymember Dr. Shirley Weber
- SAY San Diego
- La Jolla Playhouse
- Junior Achievement
- One San Diego

The school distributes Information related to school and parent programs, meetings, and other activities to Title I, Part A parents in a format and language that the parents understand (ESSA Section 1116[e][5]).

- Flyers in English and Spanish
- School Messenger in English and Spanish
- School Marquee
- Class Dojo
- School Website
- Google Site

The school provides support for parental involvement activities requested by Title I, Part A parents (ESSA Section 1116[e][14]).

- Principal Chat
- Family Friday
- Family Engagement Workshops
- Other opportunities as requested.
- Spanish Translations available

The school provides opportunities for the participation of all Title I, Part A parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand (ESSA Section 1116[f]).

- Principal Chat
- Family Friday
- Family Engagement Workshops
- Other opportunities as requested.

- Spanish Translations available

If the schoolwide program plan is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency.

- Principal Chat
- Title I Parent Meeting
- Morse Cluster Meeting
- SSC and SGT meetings
- Principal Open Door Policy

This policy was adopted by Freese Elementary on October 1, 2020 and will be in effect for the period of October 1, 2020- June 15, 2021..

The school will distribute the policy to all parents of students participating in the Title I, Part A program on, or before: October 5, 2020

Shannon Bussey, Principal

Signature of authorized official here

October 1, 2020

**THIS TEMPLATE IS NOT AN OFFICIAL DOCUMENT
IT IS PROVIDED ONLY AS A TEMPLATE BY THE CALIFORNIA DEPARTMENT OF EDUCATION JULY 2018**

APPENDIX C

SCHOOL PARENT COMPACT



San Diego Unified School District
Financial Planning and Development
Financial Planning, Monitoring and Accountability Department

FREESE ELEMENTARY

TITLE I SCHOOL PARENT COMPACT

This School Parent Compact is in effect year 2020-21.

Freese Elementary School distributes to parents and family members of Title I, Part A students, a school-parent compact (Compact). This Compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. This Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. This Compact addresses the following legally required items, as well as other items suggested by parents and family members of students Title I, Part A students:

REQUIRED SCHOOL PARENT COMPACT PROVISIONS

- The school's responsibility to provide high-quality curriculum and instruction and the ways parents and family members will be responsible for supporting their children's learning (ESSA Section 1116[d][1]).
- The importance of ongoing communication between parents and family members, and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents and family members to volunteer and participate in their child's class; and opportunities to observe classroom activities (ESSA Section 1116[d][2]).
- Parent-teacher conferences in elementary schools, at least annually, during which the Compact shall be discussed as it relates to the individual child's achievement (ESSA Section 1116 [d][2][A]).
- Frequent reports to parents and family members on their children's progress (ESSA Section 1116[d][2][B]).
- Reasonable access to staff, opportunities for parents and family members to volunteer and participate in their child's class, and observation of classroom activities (ESSA Section 1116[d][2][C]).

How does the school address this?

- Back To School Night
- Fall and Spring Parent Teacher Conferences will be held
- Progress Reports- November, March and June will be made available through PowerSchool.
- Back to school night, parent conferences, open house, Family Friday, in addition to one-on-one meeting requests to teachers directly
- Freese has several advisory committees, SSC, SGT, ELAC that provide additional volunteer opportunities as well.

The school engages Title I, Part A parents and family members to improve the achievement of their children in meaningful interactions with the school. This Compact supports a partnership among staff, parents and family members, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides Title I, Part A parents and family members with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]) in which ways?

- Back to School Night
- Parent/Teacher Conferences
- Parent workshops/Family Fridays/Principal Chat
- HomeSchool Connection Parent Newsletter
- Principal/Teacher Open Door Policy

The school provides Title I, Part A parents and family members with materials and training to help them improve the achievement of their children (ESSA Section 1116[e][2]) in which ways?

- Family Engagement Parent Workshops
- Student Study Team
- Home School Connection Parent Newsletter
- Supplemental materials given to parents as needed

With the assistance of Title I, Part A parents and family members, the school educates staff members in the value of parent and family member contributions, and how to work with parents and family members as equal partners (ESSA Section 1116[e][3]) in which ways?

- Professional Development/Staff meetings for staff
- Articles
- Partnership opportunities

The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as resource centers, to encourage and support parents and family members in more fully participating in the education of their children (ESSA Section 1116[e][4]) in which ways?

- SSC/SGT Council
- Special Events coordinated in response to parent needs and interests
- Family Engagement workshops

- Morse Cluster meetings

The school distributes information related to school and parent programs, meetings, and other activities to Title I, Part A parents and family members in a format and language that the parents and family members can understand (ESSA Section 1116[e][5]) in which ways?

- School Website and Google Site
- School Marquee
- School Messenger updates sent weekly
- Monthly morning school wide assembly
- Emails/Flyers
- All communications sent in Spanish
- Principal Open Door Policy
- Monthly Family Friday with translation available
- Social Media

The school provides support for parent and family member involvement activities requested by Title I, Part A parents and family members (ESSA Section 1116[e][14]) in which ways?

- School Website and Google Site
- School Marquee
- School Messenger updates sent weekly
- Monthly morning school wide assembly
- Emails/Flyers
- All communications sent in Spanish
- Principal Open Door Policy
- Monthly Family Friday with translation available
- All communications available in both English and Spanish
- Social Media

The school provides opportunities for the participation of all Title I, Part A parents and family members, including those with limited English proficiency, disabilities, and migratory students; and that the information and school reports are provided in a format and language that parents and family members can understand (ESSA Section 1116[f]) in which ways?

- School Website
- School Marquee
- School Messenger updates sent weekly
- Monthly morning school wide assembly
- Emails/Flyers

- All communications available in both English and Spanish
- Principal Open Door Policy
- Academic and Attendance Awards

This Compact was adopted by the Freese Elementary School Site Council on October 1, 2020, and will be in effect for the period of August 28, 2020- June 15, 2021.

The school will distribute the Compact to all parents and family members of students participating on, or before: October 7, 2020.

Shannon Bussey, Principal

October 1, 2020

APPENDIX D

DATA REPORTS

Data Reports can be retrieved from

https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school

- ELA/Math Multi-year Demographic Summary 2015-2019
- CHKS 2018-2019
- CSPS 2018-2019

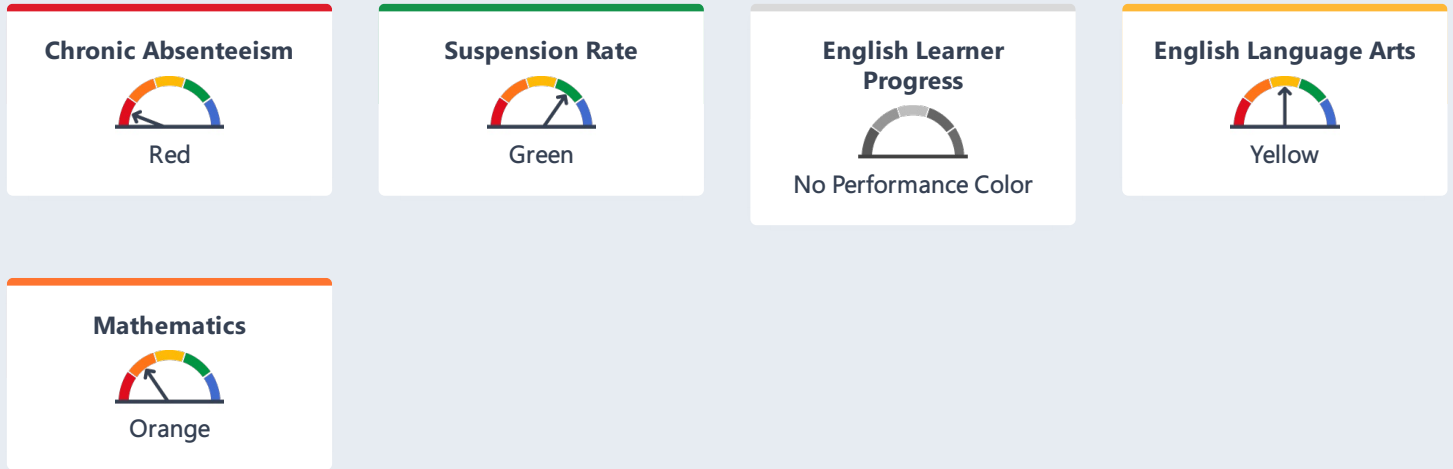
Reclassification data results can be requested from the school site.

Additional data for schools can be retrieved from the California Dashboard for 2017-2019.

* Enrollment, participation date, ethnicity demographics, and language demographics will affect the results of data. Data is organized and reported differently amongst the data sources above.

Freese Elementary

Explore the performance of Freese Elementary under California's Accountability System.

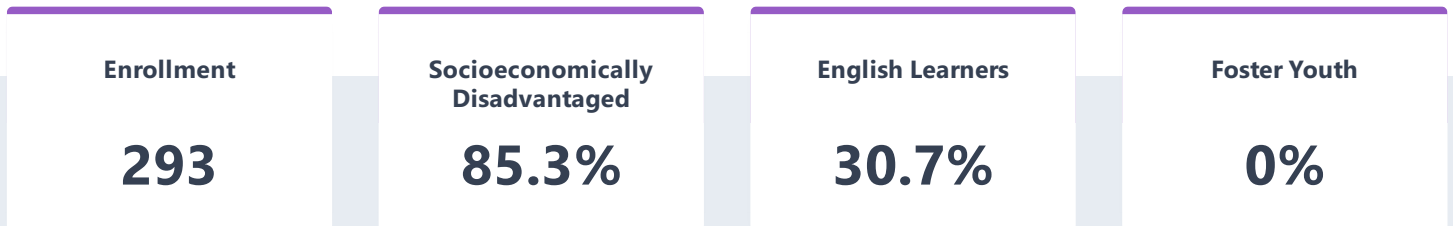


School Details

NAME Freese Elementary	ADDRESS 8140 Greenlawn Drive San Diego, CA 92114-7309	WEBSITE http://www.sandi.net/fr...	GRADES SERVED K-5
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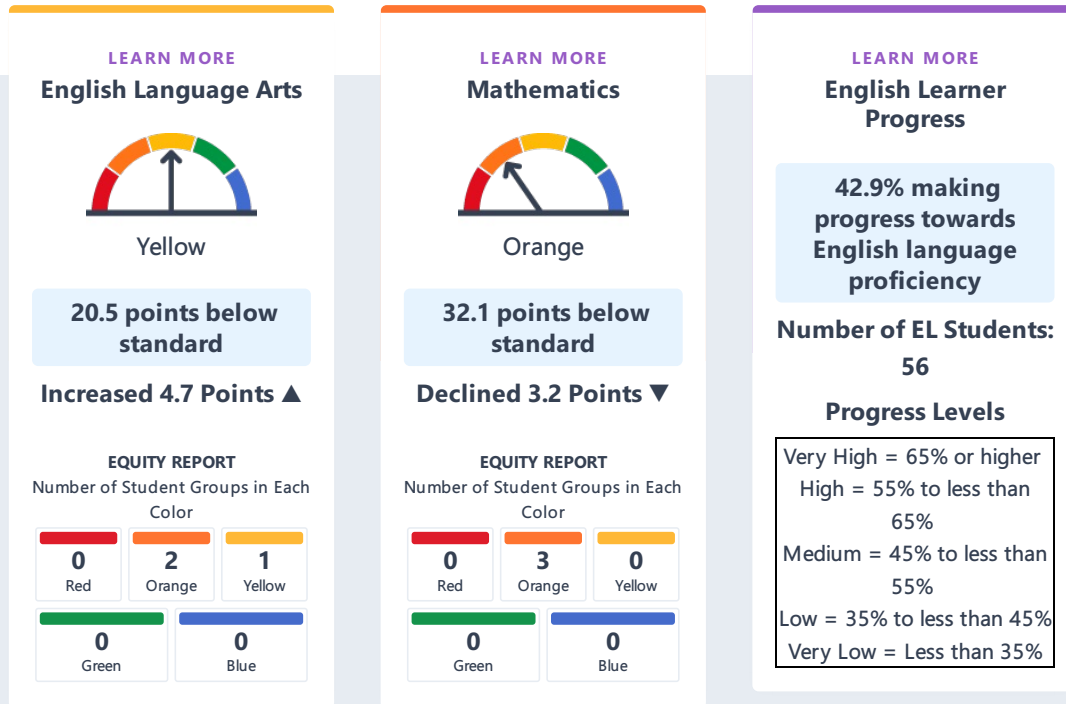
Student Population

Explore information about this school's student population.



Academic Performance

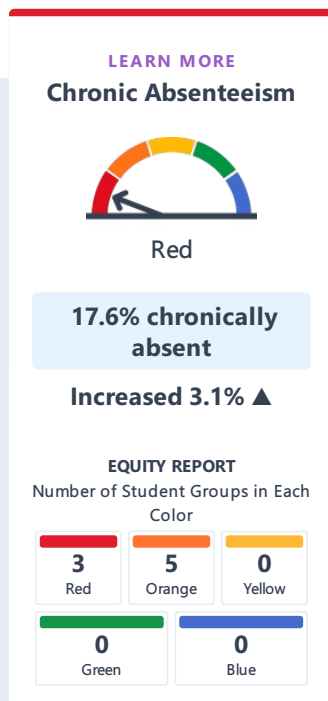
View Student Assessment Results and other aspects of school performance.



FREESE ELEMENTARY

Academic Engagement

See information that shows how well schools are engaging students in their learning.




Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

[LEARN MORE](#)

Suspension Rate



Green

1.9% suspended at least once

Declined 0.6% ▼

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	3 Orange	0 Yellow
5 Green	0 Blue	

Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

English Language Arts

All Students

Explore 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.

All Students



Yellow

20.5 points below standard

Increased 4.7 Points ▲

Number of Students: 137

Student Group Details

All Student Groups by Performance Level

3 Total Student Groups



Red

No Students



Orange

Hispanic

Socioeconomically Disadvantaged



Yellow

English Learners



Green

No Students



Blue

No Students



No Performance Color

African American

Asian

Filipino

Homeless

Two or More Races

Pacific Islander

Students with Disabilities

White

African American



No Performance Color

82 points below standard

Maintained -2.3 Points

Number of Students: 14

Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Filipino



No Performance Color

55.6 points above standard

Increased 7.5 Points ▲

Number of Students: 13

Homeless



No Performance Color

46.9 points below standard

Declined 14.4 Points ▼

Number of Students: 28

Two or More Races



No Performance Color

12.6 points below standard

Increased 18.5 Points ▲

Number of Students: 14

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Students with Disabilities



No Performance Color

93.6 points below standard

Increased 18.2 Points ▲

Number of Students: 23

White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

Hispanic



Orange

33.4 points below standard

Declined 4.2 Points ▼

Number of Students: 85

Socioeconomically Disadvantaged



Orange

24.9 points below standard

Maintained 1 Points

Number of Students: 124

English Learners



Yellow

34.5 points below standard

Increased 5.4 Points ▲

Number of Students: 55

Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

2017

2018

2019

All Students 37.4 points below standard

25.2 points below standard

20.5 points below standard

English Language Arts Data Comparisons: English Learners

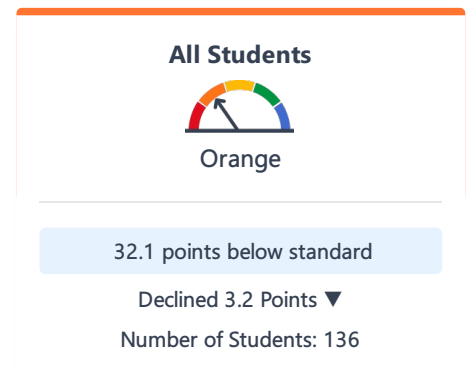
Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

Current English Learners	Reclassified English Learners	English Only
83.9 points below standard	24.7 points above standard	20.6 points below standard
Maintained 2.9 Points	Declined 15.1 Points ▼	Maintained -0.3 Points
Number of Students: 30	Number of Students: 25	Number of Students: 69

Mathematics

All Students







Explore 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.



Student Group Details

All Student Groups by Performance Level

3 Total Student Groups

 <p>Red</p> <p>No Students</p>	 <p>Orange</p> <p>English Learners</p> <p>Hispanic</p> <p>Socioeconomically Disadvantaged</p>	 <p>Yellow</p> <p>No Students</p>
 <p>Green</p> <p>No Students</p>	 <p>Blue</p> <p>No Students</p>	 <p>No Performance Color</p> <p>African American</p> <p>Asian</p> <p>Filipino</p>

Homeless

Two or More Races

Pacific Islander

Students with Disabilities

White



African American



No Performance Color

79.1 points below standard

Increased 10.9 Points ▲

Number of Students: 14

Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Filipino



No Performance Color

55.8 points above standard

Increased 18.2 Points ▲

Number of Students: 13

Homeless



No Performance Color

53.5 points below standard

Declined 5 Points ▼

Number of Students: 28

Two or More Races



No Performance Color

37.5 points below standard

Declined 6.1 Points ▼

Number of Students: 14

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Students with Disabilities



No Performance Color

86.4 points below standard

Increased 23 Points ▲

Number of Students: 23

White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

English Learners



Orange

43 points below standard

Declined 8.2 Points ▼

Number of Students: 55

Hispanic



Orange

45.8 points below standard

Declined 12.7 Points ▼

Number of Students: 84

Socioeconomically Disadvantaged



Orange

34.8 points below standard

Declined 4.2 Points ▼

Number of Students: 124

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2017	2018	2019
All Students	39 points below standard	28.9 points below standard	32.1 points below standard

Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics.

Current English Learners	Reclassified English Learners	English Only
79.1 points below standard	0.4 points above standard	30.9 points below standard
Declined 11.4 Points ▼	Declined 20.7 Points ▼	Maintained 0.2 Points
Number of Students: 30	Number of Students: 25	Number of Students: 68

English Learner Progress Indicator

All English Learner Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

Assessments: ELs take the ELPAC exam to measure progress towards English language proficiency. The ELPAC has 4 levels.

Accountability: The 4 ELPAC levels were divided into 6 ELPI levels to determine whether ELs made progress toward English language proficiency.

[LEARN MORE](#)

English Learner Progress

42.9% making progress towards English language proficiency

Number of EL Students: 56

Performance Level
Low

Academic Engagement

View data about academic participation.

Chronic Absenteeism

All Students

Explore 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.

All Students



Red

17.6% chronically absent

Increased 3.1% ▲

Number of Students: 313

Student Group Details

All Student Groups by Performance Level

8 Total Student Groups



Red

African American

Students with Disabilities

Homeless



Orange

English Learners

Filipino

Hispanic

Socioeconomically Disadvantaged

Two or More Races



Yellow

No Students



Green

No Students



Blue

No Students



No Performance Color

American Indian

Asian

Foster Youth

Pacific Islander

White



American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

White



No Performance Color

9.1% chronically absent

No Data

Number of Students: 11

African American



Red

21.7% chronically absent

Increased 2.2% ▲

Number of Students: 46

Students with Disabilities



Red

21.4% chronically absent

Increased 8.4% ▲

Number of Students: 42

Homeless



Red

25.8% chronically absent

Increased 2.1% ▲

Number of Students: 66

English Learners



Orange

18.2% chronically absent

Increased 6.3% ▲

Number of Students: 99

Filipino



Orange

5.4% chronically absent

Increased 5.4% ▲

Number of Students: 37

Hispanic



Orange

18.6% chronically absent

Increased 2.1% ▲

Number of Students: 177

Socioeconomically Disadvantaged



Orange

17.5% chronically absent

Increased 1.3% ▲

Number of Students: 274

Two or More Races



Orange

17.6% chronically absent

Increased 8% ▲

Number of Students: 34

Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

Suspension Rate

All Students

Explore 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.

All Students



Green

1.9% suspended at least once

Declined 0.6% ▼

Number of Students: 322

Student Group Details

All Student Groups by Performance Level

8 Total Student Groups



Red

No Students



Orange

English Learners

Filipino

Two or More Races



Yellow

No Students



Green

African American

Hispanic

Homeless

Socioeconomically Disadvantaged

Students with Disabilities



Blue

No Students



No Performance Color

Asian

Foster Youth

Pacific Islander

White



Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

White



No Performance Color

0% suspended at least once

No Data

Number of Students: 11

English Learners



Orange

1.9% suspended at least once

Increased 0.3% ▲

Number of Students: 103

Filipino



Orange

2.7% suspended at least once

Increased 2.7% ▲

Number of Students: 37

Two or More Races



Orange

5.9% suspended at least once

Increased 2.8% ▲

Number of Students: 34

African American



Green

2.1% suspended at least once

Declined 2.1% ▼

Number of Students: 48

Hispanic



Green

1.1% suspended at least once

Declined 1.6% ▼

Number of Students: 184

Homeless



Green

2.9% suspended at least once

Declined 0.5% ▼

Number of Students: 69

Socioeconomically Disadvantaged



Green

1.8% suspended at least once

Declined 0.7% ▼

Number of Students: 282

Students with Disabilities



Green

2.2% suspended at least once

Declined 8.6% ▼

Number of Students: 45



2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Freese
All Grades Combined

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	141	38.3	158	35.4	157	37.6	141	46.1	146	46.6	8.3	0.5	142	33.8	160	26.9	158	40.5	140	38.6	146	32.9	-0.9	-5.7
Female	75	45.3	90	41.1	82	45.1	73	49.3	75	53.3	8.0	4.0	75	37.3	90	26.7	82	35.4	73	34.2	76	34.2	-3.1	0.0
Male	66	30.3	68	27.9	75	29.3	68	42.6	71	39.4	9.1	-3.2	67	29.9	70	27.1	76	46.1	67	43.3	70	31.4	1.5	-11.9
African American	25	32.0	39	20.5	30	23.3	18	27.8	15	20.0	-12.0	-7.8	25	28.0	39	23.1	30	20.0	17	23.5	15	13.3	-14.7	-10.2
Asian**	0	-	0	100.0	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
Filipino	15	80.0	15	73.3	16	81.3	15	93.3	13	84.6	4.6	-8.7	15	73.3	15	66.7	16	87.5	15	66.7	14	85.7	12.4	19.0
Hispanic	86	32.6	83	33.7	83	33.7	77	37.7	89	38.2	5.6	0.5	87	29.9	85	22.4	84	34.5	77	32.5	88	19.3	-10.6	-13.2
Indochinese**	1	-	1	58.3	2	-	1	-	-	-	-	-	1	-	1	-	2	-	1	-	-	-	-	-
Native American	0	-	0	64.7	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	3	-	4	47.6	3	-	5	-	4	-	-	-	3	-	4	-	3	-	5	-	4	-	-	-
White	4	-	3	84.2	6	-	7	-	7	-	-	-	4	-	3	-	6	-	7	-	7	-	-	-
Multiracial	7	-	13	38.5	17	23.5	18	38.9	17	58.8	-	19.9	7	-	13	15.4	17	35.3	18	38.9	17	52.9	-	14.0
English Learner	39	12.8	36	25.0	40	15.0	38	13.2	33	9.1	-3.7	-4.1	40	20.0	37	18.9	41	22.0	38	18.4	34	5.9	-14.1	-12.5
English-Speaking	102	48.0	122	38.5	117	45.3	103	58.3	113	57.5	9.5	-0.8	102	39.2	123	29.3	117	47.0	102	46.1	112	41.1	1.9	-5.0
Reclassified†	24	66.7	11	63.6	19	68.4	21	81.0	27	74.1	7.4	-6.9	24	62.5	11	45.5	19	68.4	21	57.1	27	44.4	-18.1	-12.7
Initially Eng. Speaking	78	42.3	111	36.0	98	40.8	82	52.4	86	52.3	10.0	-0.1	78	32.1	112	27.7	98	42.9	81	43.2	85	40.0	7.9	-3.2
Econ. Disadv.*	141	38.3	140	32.1	141	36.9	125	44.0	131	45.0	6.7	1.0	142	33.8	141	23.4	142	38.0	124	36.3	132	31.8	-2.0	-4.5
Non-Econ. Disadv.	0	-	18	61.1	16	43.8	16	62.5	15	60.0	-	-2.5	0	-	19	52.6	16	62.5	16	56.3	14	42.9	-	-13.4
Gifted	22	72.7	25	64.0	30	46.7	24	70.8	16	68.8	-3.9	-2.0	22	77.3	25	68.0	30	66.7	24	58.3	16	68.8	-8.5	10.5
Not Gifted	119	31.9	133	30.1	127	35.4	117	41.0	130	43.8	11.9	2.8	120	25.8	135	19.3	128	34.4	116	34.5	130	28.5	2.7	-6.0
With Disabilities	25	8.0	27	3.7	26	7.7	24	8.3	23	13.0	5.0	4.7	25	8.0	27	7.4	26	7.7	23	8.7	23	8.7	0.7	0.0
WO Disabilities	116	44.8	131	42.0	131	43.5	117	53.8	123	52.8	8.0	-1.0	117	39.3	133	30.8	132	47.0	117	44.4	123	37.4	-1.9	-7.0
Homeless	11	18.2	27	25.9	28	32.1	22	54.5	34	41.2	23.0	-13.3	11	27.3	28	21.4	28	32.1	22	36.4	35	25.7	-1.6	-10.7
Foster	0	-	0	50.0	0	-	1	-	1	-	-	-	0	-	2	-	0	-	1	-	0	-	-	-
Military	6	-	8	50.0	9	-	9	-	11	63.6	-	-	6	-	9	-	9	-	9	-	11	54.5	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

** Beginning in 2019, Indochinese is included in the Asian ethnic group.



2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Freese
Grade 3

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	53	49.1	48	37.5	53	41.5	38	47.4	55	41.8	-7.3	-5.6	53	45.3	49	38.8	54	51.9	38	47.4	55	27.3	-18.0	-20.1
Female	29	58.6	26	42.3	24	50.0	25	48.0	31	58.1	-0.5	10.1	29	51.7	26	42.3	24	45.8	25	44.0	31	35.5	-16.2	-8.5
Male	24	37.5	22	31.8	29	34.5	13	46.2	24	20.8	-16.7	-25.4	24	37.5	23	34.8	30	56.7	13	53.8	24	16.7	-20.8	-37.1
African American	10	60.0	13	7.7	8	-	4	-	6	-	-	-	10	40.0	13	30.8	8	-	4	-	6	-	-	-
Asian**	0	-	0	100.0	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Filipino	5	-	4	73.3	7	-	2	-	4	-	-	-	5	-	4	-	7	-	2	-	4	-	-	-
Hispanic	32	40.6	22	45.5	26	34.6	24	33.3	36	36.1	-4.5	2.8	32	46.9	23	39.1	27	48.1	24	37.5	36	13.9	-33.0	-23.6
Indochinese**	1	-	0	58.3	1	-	0	-	-	-	-	-	1	-	0	-	1	-	0	-	-	-	-	-
Native American	0	-	0	64.7	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	2	47.6	1	-	2	-	1	-	-	-	1	-	2	-	1	-	2	-	1	-	-	-
White	0	-	1	84.2	5	-	0	-	2	-	-	-	0	-	1	-	5	-	0	-	2	-	-	-
Multiracial	4	-	6	38.5	5	-	6	-	6	-	-	-	4	-	6	-	5	-	6	-	6	-	-	-
English Learner	20	20.0	14	35.7	21	23.8	12	25.0	9	-	-	-	20	35.0	14	21.4	22	36.4	12	33.3	9	-	-	-
English-Speaking	33	66.7	34	38.2	32	53.1	26	57.7	46	47.8	-18.9	-9.9	33	51.5	35	45.7	32	62.5	26	53.8	46	32.6	-18.9	-21.2
Reclassified†	4	-	2	63.6	2	-	5	-	13	61.5	-	-	4	-	2	-	2	-	5	-	13	23.1	-	-
Initially Eng. Speaking	29	62.1	32	34.4	30	50.0	21	52.4	33	42.4	-19.7	-10.0	29	44.8	33	42.4	30	60.0	21	42.9	33	36.4	-8.4	-6.5
Econ. Disadv.*	53	49.1	42	31.0	45	42.2	34	44.1	48	37.5	-11.6	-6.6	53	45.3	42	31.0	46	47.8	34	47.1	48	27.1	-18.2	-20.0
Non-Econ. Disadv.	0	-	6	61.1	8	-	4	-	7	-	-	-	0	-	7	-	8	-	4	-	7	-	-	-
Gifted	9	-	11	54.5	12	33.3	2	-	3	-	-	-	9	-	11	72.7	12	66.7	2	-	3	-	-	-
Not Gifted	44	43.2	37	32.4	41	43.9	36	44.4	52	40.4	-2.8	-4.0	44	38.6	38	28.9	42	47.6	36	44.4	52	25.0	-13.6	-19.4
With Disabilities	7	-	27	3.7	8	-	24	8.3	9	-	-	-	7	-	7	-	8	-	23	8.7	9	-	-	-
WO Disabilities	46	56.5	41	43.9	45	44.4	38	47.4	46	47.8	-8.7	0.4	46	52.2	42	42.9	46	56.5	38	47.4	46	30.4	-21.8	-17.0
Homeless	3	-	9	25.9	11	36.4	5	-	13	30.8	-	-	3	-	9	-	11	27.3	5	-	13	23.1	-	-
Foster	0	-	0	50.0	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	1	-	0	50.0	5	-	0	-	2	-	-	-	1	-	3	-	5	-	0	-	2	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.
 † All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.
 ** Beginning in 2019, Indochinese is included in the Asian ethnic group.



2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Freese
Grade 4

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	47	27.7	61	34.4	45	33.3	60	45.0	37	40.5	12.8	-4.5	48	25.0	61	24.6	45	44.4	59	42.4	37	27.0	2.0	-15.4
Female	27	29.6	35	37.1	22	45.5	27	48.1	21	42.9	13.3	-5.2	27	22.2	35	22.9	22	40.9	27	33.3	22	31.8	9.6	-1.5
Male	20	25.0	26	30.8	23	21.7	33	42.4	16	37.5	12.5	-4.9	21	28.6	26	26.9	23	47.8	32	50.0	15	20.0	-8.6	-30.0
African American	10	0.0	14	35.7	7	-	8	-	4	-	-	-	10	10.0	14	21.4	7	-	7	-	4	-	-	-
Asian**	0	-	0	100.0	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Filipino	5	-	7	73.3	3	-	9	-	2	-	-	-	5	-	7	-	3	-	9	-	3	-	-	-
Hispanic	26	26.9	35	28.6	24	37.5	29	34.5	24	29.2	2.3	-5.3	27	14.8	35	20.0	24	37.5	29	37.9	23	13.0	-1.8	-24.9
Indochinese**	0	-	1	58.3	0	-	1	-	-	-	-	-	0	-	1	-	0	-	1	-	-	-	-	-
Native American	0	-	0	64.7	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	1	47.6	2	-	2	-	2	-	-	-	1	-	1	-	2	-	2	-	2	-	-	-
White	3	-	0	84.2	1	-	6	-	0	-	-	-	3	-	0	-	1	-	6	-	0	-	-	-
Multiracial	2	-	3	38.5	8	-	5	-	5	-	-	-	2	-	3	-	8	-	5	-	5	-	-	-
English Learner	8	-	18	16.7	10	10.0	20	10.0	9	-	-	-	9	-	18	22.2	10	10.0	20	15.0	10	10.0	-	-5.0
English-Speaking	39	33.3	43	41.9	35	40.0	40	62.5	28	50.0	16.7	-12.5	39	28.2	43	25.6	35	54.3	39	56.4	27	33.3	5.1	-23.1
Reclassified†	6	-	3	63.6	5	-	8	-	6	-	-	-	6	-	3	-	5	-	8	-	6	-	-	-
Initially Eng. Speaking	33	27.3	40	37.5	30	30.0	32	59.4	22	40.9	13.6	-18.5	33	24.2	40	22.5	30	46.7	31	58.1	21	28.6	4.4	-29.5
Econ. Disadv.*	47	27.7	52	32.7	43	32.6	51	39.2	34	44.1	16.4	4.9	48	25.0	52	23.1	43	41.9	50	36.0	35	28.6	3.6	-7.4
Non-Econ. Disadv.	0	-	9	61.1	2	-	9	-	15	60.0	-	-	0	-	9	-	2	-	9	-	14	42.9	-	-
Gifted	6	-	8	54.5	9	-	13	61.5	2	-	-	-	6	-	8	-	9	-	13	53.8	2	-	-	-
Not Gifted	41	22.0	53	30.2	36	27.8	47	40.4	35	37.1	15.1	-3.3	42	16.7	53	18.9	36	36.1	46	39.1	35	22.9	6.2	-16.2
With Disabilities	8	-	27	3.7	26	7.7	12	16.7	23	13.0	-	-3.7	8	-	9	-	26	7.7	11	18.2	23	8.7	-	-9.5
WO Disabilities	39	33.3	52	40.4	39	38.5	48	52.1	36	41.7	8.4	-10.4	40	27.5	52	28.8	39	51.3	48	47.9	36	27.8	0.3	-20.1
Homeless	6	-	10	10.0	7	-	11	54.5	10	40.0	-	-14.5	6	-	10	20.0	7	-	11	36.4	11	27.3	-	-9.1
Foster	0	-	0	50.0	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	2	-	3	50.0	1	-	7	-	1	-	-	-	2	-	3	-	1	-	7	-	0	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.
 † All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.
 ** Beginning in 2019, Indochinese is included in the Asian ethnic group.



2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Freese
Grade 5

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	41	36.6	49	34.7	59	37.3	43	46.5	54	55.6	19.0	9.1	41	29.3	50	18.0	59	27.1	43	25.6	54	42.6	13.3	17.0
Female	19	47.4	29	44.8	36	41.7	21	52.4	23	56.5	9.1	4.1	19	36.8	29	17.2	36	25.0	21	23.8	23	34.8	-2.0	11.0
Male	22	27.3	20	20.0	23	30.4	22	40.9	31	54.8	27.5	13.9	22	22.7	21	19.0	23	30.4	22	27.3	31	48.4	25.7	21.1
African American	5	-	12	16.7	15	40.0	6	-	5	-	-	-	5	-	12	16.7	15	26.7	6	-	5	-	-	-
Asian**	0	-	0	100.0	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
Filipino	5	-	4	73.3	6	-	4	-	7	-	-	-	5	-	4	-	6	-	4	-	7	-	-	-
Hispanic	28	28.6	26	30.8	33	30.3	24	45.8	29	48.3	19.7	2.5	28	25.0	27	11.1	33	21.2	24	20.8	29	31.0	6.0	10.2
Indochinese**	0	-	0	58.3	1	-	0	-	-	-	-	-	0	-	0	-	1	-	0	-	-	-	-	-
Native American	0	-	0	64.7	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	1	47.6	0	-	1	-	1	-	-	-	1	-	1	-	0	-	1	-	1	-	-	-
White	1	-	2	84.2	0	-	1	-	5	-	-	-	1	-	2	-	0	-	1	-	5	-	-	-
Multiracial	1	-	4	38.5	4	-	7	-	6	-	-	-	1	-	4	-	4	-	7	-	6	-	-	-
English Learner	11	9.1	4	16.7	9	-	6	-	15	6.7	-2.4	-	11	0.0	5	-	9	-	6	-	15	6.7	6.7	-
English-Speaking	30	46.7	45	35.6	50	44.0	37	54.1	39	74.4	27.7	20.3	30	40.0	45	20.0	50	32.0	37	29.7	39	56.4	16.4	26.7
Reclassified†	14	57.1	6	63.6	12	50.0	8	-	8	-	-	-	14	57.1	6	-	12	50.0	8	-	8	-	-	-
Initially Eng. Speaking	16	37.5	39	35.9	38	42.1	29	44.8	31	71.0	33.5	26.2	16	25.0	39	20.5	38	26.3	29	27.6	31	51.6	26.6	24.0
Econ. Disadv.*	41	36.6	46	32.6	53	35.8	40	50.0	49	53.1	16.5	3.1	41	29.3	47	17.0	53	26.4	40	27.5	49	38.8	9.5	11.3
Non-Econ. Disadv.	0	-	3	61.1	6	-	16	62.5	5	-	-	-	0	-	3	-	6	-	16	56.3	5	-	-	-
Gifted	7	-	6	54.5	9	-	9	-	11	63.6	-	-	7	-	6	-	9	-	9	-	11	63.6	-	-
Not Gifted	34	29.4	43	27.9	50	34.0	34	38.2	43	53.5	24.1	15.3	34	20.6	44	11.4	50	22.0	34	17.6	43	37.2	16.6	19.6
With Disabilities	10	20.0	11	9.1	26	7.7	24	8.3	13	15.4	-4.6	7.1	10	10.0	11	9.1	26	7.7	23	8.7	13	7.7	-2.3	-1.0
WO Disabilities	31	41.9	38	42.1	47	46.8	31	64.5	41	68.3	26.4	3.8	31	35.5	39	20.5	47	34.0	31	35.5	41	53.7	18.2	18.2
Homeless	2	-	8	10.0	10	30.0	6	-	11	54.5	-	-	2	-	9	-	10	20.0	6	-	11	27.3	-	-
Foster	0	-	0	50.0	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	3	-	3	50.0	3	-	2	-	8	-	-	-	3	-	3	-	0	-	2	-	8	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

** Beginning in 2019, Indochinese is included in the Asian ethnic group.

APPENDIX E

**2019-20 SPSA Evaluation of LCFF and Title I
Funded Actions and Activities**



Freese Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

SCHOOL NAME: FREESE ELEMENTARY

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800

SCHOOL YEAR: 2019-20

Goal 1 - Safe, Collaborative and Inclusive Culture

Playworks

***Strategy/Activity - Description**

School will implement Playworks in order to promote engaging, Inclusive, collaborative & safe play. It will teach all students to resolve conflicts and create a safe environment. All students will have a sense of belonging and want to contribute in the classrooms. They will feel safe and come to school ready to learn.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Classroom Teacher Hrly		\$500.29	09800-1157	Teachers were trained to implement Playworks.	Teachers were trained in August and January. Teachers implemented new learning to help to create safe environment.	August training was optional and less than half attended.	Onsite PD during the school year and day

Note/Reminders (optional):

Goal 2 - English Language Arts

Professional Learning Communities

***Strategy/Activity - Description**

Teachers in grades TK-3 will be released to meet in PLC utilizing Arts Education Program and visiting teachers for 1-2 times per month for three hours each meeting.

Teachers in grades 4 and 5 will meet three times a month for 1 hour and 45 minutes for PLC meetings. The school counselor will teach Second Step during this time.

Teachers will monitor student data to determine trends in student learning, create assessments and plan effective Tier 1 lessons in response to student needs during PLC .

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr		\$1.21	09800-1192	Provide release time for PLC	Teachers have used PLC to review student data and plan for intervention. The collaboration positively impacts student achievement because instruction is tailored to student needs.		none

Note/Reminders (optional):

Classroom Assistant

Freese Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

*Strategy/Activity - Description

The Unduplicated Pupil Percentage at Freese is high at 86%. Knowing that these students traditionally struggle with attendance, suspension, and achieving academic success, the site has developed plans to fund this intervention and classroom supports for their primary benefit while knowing that all students can benefit from this strategy.

A classroom paraeducator will provide small group intervention to identified students in grades 1-4. Students will receive instruction three times per week for 4-6 weeks. Student progress will be monitored to determine the effectiveness of the intervention.

*Proposed Expenditures for this Strategy/Activity

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Classroom Asst - Krehbiel, Carol	0.30000	\$21,680.80	09800-2101	provide intervention support	Select students were provided targeted intervention support in small groups. Students that work with the paraeducator have shown some progress.	Students making minimal progress.	Modify students served and delivery model

Note/Reminders (optional):

Supplemental Instructional Materials

*Strategy/Activity - Description

Instructional materials and software licenses will be purchased to supplement the English Language Arts program.

*Proposed Expenditures for this Strategy/Activity

Analysis:

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

Description:

Freese Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies		\$1.00	09800-4301	Supplemental Materials and online resources to support our reading program.	Instructional materials and online programs purchased. Teachers use RAZ-Kids and Vocabulary City. Scholastic News was purchased. Teachers use as supplemental reading materials		none

Note/Reminders (optional):

Arts for Learning SD

***Strategy/Activity - Description**

The Unduplicated Pupil Percentage at Freese is high at 86%. Knowing that these students traditionally struggle with attendance, suspension, and achieving academic success, the site has developed plans to fund this classroom support and professional development opportunity for their primary benefit while knowing that all students can benefit from this strategy.

Students in grades TK-5 will receive arts instruction with the integration of English Language Arts. Teachers will collaborate with the teacher artist to integrate grade level Common Core standards and California Visual Arts standards.

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

Analysis:

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

Description:

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

Freese Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Contracted Svcs Less Than \$25K		\$21,551.00	09800-5853	Contract for Arts for Learning San Diego to provide arts integration and collaborating with teachers to design lessons.	A highly qualified visual art teacher. Teachers collaborated with the artist in residence. Students are highly engaged and art is linked to English Language Arts.		none

Note/Reminders (optional):

Goal 3 - Mathematics

Professional Learning Communities

***Strategy/Activity - Description**

Teachers in grades TK-3 will be released to meet in PLC utilizing AEP and visiting teachers for 1-2 times per month for 3 hours each meeting. Teachers in grades 4 and 5 will meet 3 times a month for 1 hour and 45 minutes for PLC meetings. The school counselor will teach Second Step during this time.

Teachers will monitor student data to determine trends in student learning, create assessments and plan effective tier 1 lessons in response to student needs during PLC

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	Teacher release time- PLC	Teachers have used PLC to review student data and plan for intervention. The collaboration positively impacts student achievement because instruction is tailored to student needs.		none

Note/Reminders (optional):

Supplemental Instructional Materials

***Strategy/Activity - Description**

Freese Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Instructional materials are purchased to supplement the Math program.

*Proposed Expenditures for this Strategy/Activity

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies	--	--	09800-4301	Supplemental Materials and supplies to support student learning.	Paper, pencils and other classroom supplies were purchased to support student learning.		none

Note/Reminders (optional):

Classroom Assistant

*Strategy/Activity - Description

The Unduplicated Pupil Percentage at Freese is high at 86%. Knowing that these students traditionally struggle with attendance, suspension, and achieving academic success, the site has developed plans to fund this intervention and classroom supports for their primary benefit while knowing that all students can benefit from this strategy.

A classroom paraeducator will provide small group intervention to identified students in grades 1-4. Students will receive instruction three times per week for 4-6 weeks. Student progress will be monitored to determine the effectiveness of the intervention.

*Proposed Expenditures for this Strategy/Activity

Analysis:

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

Description:

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

Freese Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Classroom Asst - Krehbiel, Carol	--	--	09800-2101	Provide math intervention	Select students were provided targeted intervention support in small groups. Students that work with the paraeducator have shown some progress.	Minimal progress and hours	Focus on literacy

Note/Reminders (optional):

Goal 4- English Learners

Professional Learning Communities

***Strategy/Activity - Description**

Teachers in grades TK-3 will be released to meet in PLC utilizing AEP and visiting teachers for 1-2 times per month for 3 hours each meeting. Teachers in grades 4 and 5 will meet 3 times a month for 1 hour and 45 minutes for PLC meetings. The school counselor will teach Second Step during this time. Teachers will use this time to plan Designated ELD lessons and plan for Tier I instruction that integrates English Language Develop in all content areas. Teachers will also analyze student assessment data to determine the effectiveness of instruction.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	Provide release time for PLC	Teachers have used PLC to review student data and plan for intervention. The collaboration positively impacts student achievement because instruction is tailored to student needs.		none

Note/Reminders (optional):

ELPAC Testing Support

***Strategy/Activity - Description**

Freese Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

The Unduplicated Pupil Percentage at Freese is high at 86%, with 30.7% English Learners. Knowing that these students traditionally struggle with attendance, suspension, and achieving academic success, the site has developed plans to fund this intervention and classroom support for their primary benefit while knowing that all students can benefit from this strategy.

A paraeducator will assess students in the initial and summative ELPAC, inform parents and teachers of student assessment results, This data will assist in teacher making instructional decisions and monitor progress.

*Proposed Expenditures for this Strategy/Activity

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Other Nonclsrn PARAS Hrly		\$1,961.85	09800-2955	ELPAC testing and student monitoring	A paraeducator will assess English Learner students and monitor student progress through the completion of compliance tasks.	Employee who administered ELPAC quit	Delegate to office staff and principal. Visiting teacher to allow teachers to test or other district employee.

Note/Reminders (optional):

Goal 7- Graduation/Promotion Rate

Professional Learning Communities

***Strategy/Activity - Description**

Teachers in grades TK-3 will be released to meet in PLC utilizing AEP and visiting teachers for 1-2 times per month for 3 hours each meeting. Teachers will monitor student data to determine trends in student learning, create assessments and plan effective tier 1 lessons in response to student needs during PLC

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	Provides teacher release for PLC.	Teachers have used PLC to review student data and plan for intervention. The collaboration positively impacts student achievement because instruction is tailored to student needs.		none

Note/Reminders (optional):

Strategy/Activity 2

***Strategy/Activity - Description**

Freese Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

The Unduplicated Pupil Percentage at Freese is high at 86%. Knowing that these students traditionally struggle with attendance, suspension, and achieving academic success, the site has developed plans to fund this intervention and classroom supports for their primary benefit while knowing that all students can benefit from this strategy.

Paraeducator to provide intervention in reading and writing for specified at risk students.

*Proposed Expenditures for this Strategy/Activity

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Classroom Asst - Krehbiel, Carol	--	--	09800-2101	provide intervention support	Select students were provided targeted intervention support in small groups. Students that work with the paraeducator have shown some progress.	Students making minimal progress.	Modify students served and delivery model

Note/Reminders (optional):

Supplemental Instructional Materials

*Strategy/Activity - Description

Instructional supplies and software licenses purchased to supplement ELA instruction

*Proposed Expenditures for this Strategy/Activity

Analysis:

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

Description:

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

Freese Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies	--	--	09800-4301	instructional materials to support ELA	Instructional materials and online programs purchased. Teachers use RAZ-Kids and Vocabulary City. Scholastic News was purchased. Teachers use as supplemental reading materials		none

Note/Reminders (optional):

What are my leadership strategies in service of the goals?

- Monitoring the impact of the goals
- Classroom walkthroughs with targeted teacher feedback
- Utilize instructional leadership team to drive the instructional focus and develop professional development
- Monitor and collaborate with teachers during PLC
- Monitor expenditures



Freese Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

SCHOOL NAME: FREESE ELEMENTARY

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES: 30100,30103,30106,31820

SCHOOL YEAR: 2019-20

Goal 1 - Safe, Collaborative and Inclusive Culture

Counselor

***Strategy/Activity - Description**

The following strategies are being used to support this goal.

Counselor

- Teaches Second Step a SEL program
- Small social groups for students with particular behavior needs
- Meets with individual students
- Monitors attendance
- Part of the attendance review team
- Refers family for outside resources (SAY San Diego, Youth and Transition referrals)
- Runs SST and RtI Meetings

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
School Counselor - Voinov, Loretta	0.60000	\$71,670.27	30100-1210	Safe, Supportive, and Collaborative School Culture; Decrease chronic absenteeism and suspension rates.	Second step program is taught to all students/ student referrals are down.		None

Freese Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Leads awareness programs that promote school culture, effects school culture positively. Rtl and SST meetings have been scheduled and completed.

Note/Reminders (optional):

Playworks

*Strategy/Activity - Description

School will implement Playworks in order to promote engaging, Inclusive, collaborative & safe play. It will teach all students to resolve conflicts and create a safe environment. All students will have a sense of belonging and want to contribute in the classrooms. They will feel safe and come to school ready to learn.

*Proposed Expenditures for this Strategy/Activity

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Classroom Teacher Hrly		\$1,999.91	30100-1157	Teachers were trained to implement Playworks.	Teachers were trained in August and January. Teachers implemented new learning to help to	August training was optional and less than half attended.	Onsite PD during the school year and day

Freese Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Supplies	\$6,638.00	30100-4301	Instructional materials to implement Playworks	create safe environment. Supplies have been purchased to support the program. Students are using supplies.		none
Contracted Svcs Less Than \$25K	\$10,000.00	30106-5853	Playworks contract	Recess is organized and students are active in play. More students are exercising, student altercations have decreased dramatically.	Recess committee not meeting regularly. Some staff members need more support to implement program completely.	Continue program but purchase TeamUp which has more onsite support and training.

Note/Reminders (optional):

Goal 2 - English Language Arts

Professional Learning Communities

***Strategy/Activity - Description**

Teachers in grades TK-3 will be released to meet in PLC utilizing Arts Education Program and visiting teachers for 1-2 times per month for three hours each meeting.

Teachers in grades 4 and 5 will meet three times a month for 1 hour and 45 minutes for PLC meetings. The school counselor will teach Second Step during this time.

Teachers will monitor student data to determine trends in student learning, create assessments and plan effective Tier 1 lessons in response to student needs during PLC .

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr		\$3,660.60	30100-1192	Provide release time for PLC	Teachers have used PLC to review student data and plan for intervention. The collaboration positively impacts student achievement because instruction is tailored to student needs.		none
Prof&Curriclm Dev Vist Tchr		\$26,920.05	30106-1192	Provide release time for PLC	Teachers have used PLC to review student data and		none

Freese Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

School Counselor - Voinov, Loretta	--	--	30100-1210	Releases 4th and 5th grade teachers for PLC	Teachers have used PLC to review student data and plan for intervention. The collaboration positively impacts student achievement because instruction is tailored to student needs.	plan for intervention. The collaboration positively impacts student achievement because instruction is tailored to student needs.	none
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Note/Reminders (optional):

Supplemental Instructional Materials

*Strategy/Activity - Description

Instructional materials and software licenses will be purchased to supplement the English Language Arts program.

*Proposed Expenditures for this Strategy/Activity

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
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Freese Elementary

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Supplies	--	--	30100-4301	Supplemental Materials and online resources to support our reading program.	Instructional materials and online programs purchased. Teachers use RAZ-Kids and Vocabulary City. Scholastic News was purchased. Teachers use as supplemental reading materials.	none
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Note/Reminders (optional):

Arts for Learning SD

*Strategy/Activity - Description

The Unduplicated Pupil Percentage at Freese is high at 86%. Knowing that these students traditionally struggle with attendance, suspension, and achieving academic success, the site has developed plans to fund this classroom support and professional development opportunity for their primary benefit while knowing that all students can benefit from this strategy.

Students in grades TK-5 will receive arts instruction with the integration of English Language Arts. Teachers will collaborate with the teacher artist to integrate grade level Common Core standards and California Visual Arts standards.

*Proposed Expenditures for this Strategy/Activity

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Contracted Svcs Less Than \$25K		\$2,500.00	30100-5853	Contract for Arts for Learning San Diego to provide arts integration	A highly qualified visual art teacher. Teachers collaborated with		none



Freese Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

			and collaborating with teachers to design lessons.	the artist in residence. Students are highly engaged and art is linked to English Language Arts.	
Supplies	\$3,780.00	30106-4301	Art and instructional materials to support integration	Art materials were purchased. Need to implement art program.	none

Note/Reminders (optional):

Goal 3 - Mathematics

Professional Learning Communities

***Strategy/Activity - Description**

Teachers in grades TK-3 will be released to meet in PLC utilizing AEP and visiting teachers for 1-2 times per month for 3 hours each meeting. Teachers in grades 4 and 5 will meet 3 times a month for 1 hour and 45 minutes for PLC meetings. The school counselor will teach Second Step during this time.

Teachers will monitor student data to determine trends in student learning, create assessments and plan effective tier 1 lessons in response to student needs during PLC

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr	--	--	30100-1192	Teacher release time- PLC	Teachers have used PLC to review student data and plan for intervention. The collaboration positively impacts student achievement because instruction is tailored to student needs.		none
Prof&Curriclm Dev Vist Tchr	--	--	30106-1192	Teacher release time- PLC	Teachers have used PLC to review student data and plan for		none

Freese Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

intervention. The collaboration positively impacts student achievement because instruction is tailored to student needs.

Note/Reminders (optional):

Supplemental Instructional Materials

*Strategy/Activity - Description

Instructional materials are purchased to supplement the Math program.

*Proposed Expenditures for this Strategy/Activity

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies	--	--	30100-4301	Supplemental Materials and supplies to support student learning.	Paper, pencils and other classroom supplies were purchased to support student learning.		none

Note/Reminders (optional):

Goal 4- English Learners

Professional Learning Communities

***Strategy/Activity - Description**

Teachers in grades TK-3 will be released to meet in PLC utilizing AEP and visiting teachers for 1-2 times per month for 3 hours each meeting. Teachers in grades 4 and 5 will meet 3 times a month for 1 hour and 45 minutes for PLC meetings. The school counselor will teach Second Step during this time. Teachers will use this time to plan Designated ELD lessons and plan for Tier I instruction that integrates English Language Develop in all content areas. Teachers will also analyze student assessment data to determine the effectiveness of instruction.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr	--	--	30100-1192	Provide release time for PLC	Teachers have used PLC to review student data and plan for intervention. The collaboration positively impacts student achievement because instruction is tailored to student needs.		none
Prof&Curriclm Dev Vist Tchr	--	--	30106-1192	Provide release time for PLC	Teachers have used PLC to review student data and plan for		none

Freese Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

intervention. The
collaboration
positively impacts
student
achievement
because instruction
is tailored to
student needs.

Note/Reminders (optional):

Goal 5 - Students with Disabilities

Student Monitoring

***Strategy/Activity - Description**

Monitoring

- Monthly Special Education meeting to monitor progress and determine needed supports.
- Visiting teachers to provide collaboration time with case managers
- attend IEP meetings
- Review progress reports
- Seek out resources "CORT", BSR
- Differentiate for EL
- Waiver for EL students with special needs as an alternative to reclassification.
- Ed specialist as member of ILT

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Classroom Teacher Hrly	--	--	30100-1157	Hourly pay for education specialist to attend ILT meetings	Education specialist has been part of the leadership team to ensure that students with disabilities needs are considered.	Education specialist was unable to attend all meetings due to work load and high need students.	Prioritize the need for her to be a voice at the table.
Prof&Curriclm Dev Vist Tchr	--	--	30106-1192	Visiting teachers to release teachers to collaborate with Education	General Education and Ed specialist have had some collaboration but	Education specialist was unable to attend all meetings due to work load	Strategically plan for Ed. Specialist to be a part of a grade level PLC.



Freese Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Specialist and attend PLC minimal participation in PLC. and high need students.

Note/Reminders (optional):

Goal 6 - Family Engagement

CAPACITY BUILDING THROUGH PARENT WORKSHOPS

*Strategy/Activity - Description

We are funding duplicating, supplies, postage and light refreshments in order to facilitate the following activities:

- The school will seek out opportunities for parent workshops through the district and community.
- School site has monthly Family Friday events where specific topics are covered and community organizations are invited to speak about their resources. Topics presented at Family Fridays throughout the year include:
 - Title 1 Presentation
 - Attendance
 - Schoolwide Academic Performance
 - Safety Plan
 - Health and Wellness
 - Internet Safety
 - Academic Support at home

ELAC has been formed for 19-20 school year

*Proposed Expenditures for this Strategy/Activity

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies		\$321.00	30103-4301	Materials to support parent meetings and workshops	Materials will be purchased to create a parent room and support workshops		none
Inservice supplies		\$500.00	30103-4304	Light Refreshments	Light refreshments have been purchased for parent meetings.		none

Freese Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Interprogram Svcs/Duplicating	\$502.00	30103-5721	Duplication of family handbook and school calendar	Parents have given a positive response to having refreshments at meetings. Parent handbooks were printed. Enhanced parent communication	none
Interprogram Svcs/Postage	\$150.00	30103-5726	Parent communication through U.S. mail	Postage has been purchased for letters sent home through U.S. mail. Greater flexibility for communicating	none
Interprogram Svcs/Paper	\$150.00	30103-5733	paper for parent communication for school events	Paper is purchased to send flyers in English and Spanish. Allows for more ways to communicate with parents.	none

Note/Reminders (optional):

Goal 7- Graduation/Promotion Rate

Professional Learning Communities

***Strategy/Activity - Description**

Teachers in grades TK-3 will be released to meet in PLC utilizing AEP and visiting teachers for 1-2 times per month for 3 hours each meeting. Teachers will monitor student data to determine trends in student learning, create assessments and plan effective tier 1 lessons in response to student needs during PLC

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr	--	--	30100-1192	Provides teacher release for PLC.	Teachers have used PLC to review student data and plan for intervention. The collaboration positively impacts student achievement because instruction is tailored to student needs.		none
Prof&Curriclm Dev Vist Tchr	--	--	30106-1192	Provides teacher release for PLC.	Teachers have used PLC to review student data and plan for intervention. The collaboration		none

Freese Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

positively impacts
student
achievement
because instruction
is tailored to
student needs.

Note/Reminders (optional):

Supplemental Instructional Materials

*Strategy/Activity - Description

Instructional supplies and software licenses purchased to supplement ELA instruction

*Proposed Expenditures for this Strategy/Activity

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies	--	--	30100-4301	instructional materials to support ELA	Paper, pencils and other classroom supplies were purchased to support student learning.		none
Supplies	--	--	30106-4301	instructional materials to support ELA	Paper, pencils and other classroom supplies were purchased to support student learning.		none

Note/Reminders (optional):

What are my leadership strategies in service of the goals?

Freese Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

- Monitoring the impact of the goals
- Classroom walkthroughs with targeted teacher feedback
- Utilize instructional leadership team to drive the instructional focus and develop professional development
- Monitor and collaborate with teachers during PLC

Monitor expenditures