

THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT **FREESE ELEMENTARY** SCHOOL

2022-23

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: 619/344-3100;

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 Assessment and Evaluation Summary
- Parent&Family Engagement Policy
- School Parent Compact

Board Approval: *January 24, 2023*

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.

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT

RECOMMENDATIONS AND ASSURANCE

SCHOOL NAME: Freese Elementary School PHONE: 619-344-3100 FAX: 619-344-3140

SITE CONTACT PERSON: Shannon Bussey 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 I Schoolwide Programs (SWP) CSI School ATSI 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 composed correctly, and 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: <u>9/29/22</u> |
| <input type="checkbox"/> | Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: <u>N/A</u> |
| <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: <u>9/29/22</u> |
| <input type="checkbox"/> | Other (list): _____ | Date of presentation: _____ |

1. 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.
2. The site plan composition is rooted in 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.
3. The site plan or revisions to the site plan were adopted by the SSC on: 9/29/22

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] 10/5/2022
Signature of School Principal / Date

Dexter Dimacali
Type/Print Name of SSC Chairperson

[Signature] 10/5/2022
Signature of SSC Chairperson / Date

Rona Mendoza
Type/Print Name of ELAC Representative

[Signature] 10/5/2022
Signature of ELAC Representative / Date

[Signature]
Type/Print Name of Area Superintendent

[Signature] 11/12/22
Signature of Area Superintendent / Date

Email & Submit Document with Original Signatures
Strategic Planning for Student Achievement Department
Eugene Brucker 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: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms & District - with Equity at the Core and Support for the Whole Child

LCAP Goal 2: Access to Broad and Challenging Curriculum

LCAP Goal 3: Accelerating Student Learning With High Expectations for All

LCAP Goal 4: Quality Leadership, Teaching and Learning

LCAP Goal 5: Parent and Community Engagement with Highly Regarded Neighborhood Schools that Serve Students, Families, and Communities

ENGAGING EDUCATIONAL PARTNERS

Freese Elementary School Site Council and Site Governance Team met throughout the 2021-2022 school year to discuss all SPSA goals. SSC and SGT met in January of 2022 to evaluate the 2021-2022 SPSA and build the 2022-2023 school year budget taking staff and parent survey results into consideration as well as ELAC recommendations which was approved 2-10-2022. SSC met again on September 29, 2022 to review and approve the 2022-2023 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 UTK-5 art magnet school of approximately 240 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.

Our 2021-2022 school year data was utilized to identify the specific areas of needs of our students. Using SBA and site level data, 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 and collaboration and appropriate instructional materials.

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

SCHOOL SITE COUNCIL MEMBERSHIP	
Member Name	Role
Shannon Bussey	Principal
Angela Washington	Classroom Teacher
Charlotte Esquivel	Classroom Teacher
Dexter Dimacali	Classroom Teacher
Miguel Arellano	Other School Representative
Darshawna Sharpe	Parent
Alex Gomez	Parent
Jenalyn Vintayen	Parent
Andrew Walsh	Parent
Ashley Laird	Parent

GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District

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.

Black Youth: Developing antiracist and restorative school communities.

District LCAP Goals

1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District - with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2021-22

*Analysis

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22 articulated goal(s).

During the 2021-2022 school year:

The Second Step SEL program was taught to all students once per week along with select Leader in Me Lessons.

The counselor led awareness programs that promote school culture which promotes school culture positively. She also led our school in No Place for Hate. RTI and SST meetings were completed throughout the year. The counselor also worked with students and families to obtain mental health services.

Our goals for the current school year were based on the 2019 Dashboard. We set goals to decrease the Chronic Absenteeism rates of all students to less than 10% (actual was 57%), for Black or African American students to less than 15% (actual was 53%) and for Homeless/Foster youth to less than 18% (actual was 72%). Due to Covid-19 health and safety guidelines and student illness we did not meet our attendance goals.

We also set goals to decrease Suspension Rates for **all students to less than 2% (actual was .7%, declined 0.8%)**, 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%). We did meet our suspension rate goal. Our rate declined from 1.9% to 0.7%.

Freese Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Major Differences

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

Due to COVID19, our plans and strategies for improvement in student attendance were greatly impacted due to distance learning. Data collection and results could not be accurately recorded due to interruption of services and ability to follow through with intended plans for support.

*Changes

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

Freese Elementary will implement the Leader in Me program school wide to promote a positive school culture, leadership skills and belonging in the 2022-2023 school year. The counselor will provide release time to teachers to participate in PLC.

*Identified Need

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 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.

In reviewing our attendance data for the 2021-2022 school year our chronic absentee rate increased dramatically. The Hoonuit results showed that 57% of our students were chronically absent.

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 for the 2021-2022 school year, we found that we decreased our suspension rate to .7%.

*Goal 1 - Safe, Collaborative and Inclusive Culture

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	TK-5	Decrease chronic absenteeism	57%	Less than 30%	Chronic Absenteeism	Annually
June 2023	Tk-5	increase overall monthly attendance	89.4%	Greater than 94%	Attendance	monthly

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 2023	TK-5	Black or African American	Decrease chronic absenteeism	53%	Less than 33%	Chronic Absenteeism	annually
June 2023	TK-5	Homeless/Foster	Decrease chronic absenteeism	72%	Less than 40%	Chronic Absenteeism	annually
June 2023	TK-5	Students with Disabilities	Decrease chronic absenteeism	48%	Less than 25%	Chronic Absenteeism	annually
June 2023	TK-5	English Learner	Decrease chronic absenteeism	61%	Less than 31%	Chronic Absenteeism	annually
June 2023	TK-5	Filipino	Decrease chronic absenteeism	47%	Less than 25%	Chronic Absenteeism	annually
June 2023	TK-5	Hispanic or Latino	Decrease chronic absenteeism	64%	Less than 33%	Chronic Absenteeism	annually
June 2023	TK-5	Filipino	Decrease suspension rate	0%	0%	Suspension	annually
June 2023	TK-5	English Learner	Decrease suspension rate	0%	0%	Suspension	annually
June 2023	TK-5	Two or More Races	Decrease suspension rate	0%	Less than 2%	Suspension	annually
June 2023	TK-5	Socioeconomically Disadvantaged	Decrease chronic absenteeism	56%	Less than 46%	Chronic Absenteeism	annually
June 2023	TK-5	Two or More Races	Decrease chronic absenteeism	47%	Less than 37%	Chronic Absenteeism	annually

Supporting Black Youth - Additional Goals

1. Freese's Site Equity Team and/or pre-identified school committee will meet regularly to actualize the Black Youth Call to Action, SPSA equity goals and monitor student access to programs, learning, attendance and discipline data. The Site Equity Team will also monitor the staff diversity goal.
2. The staff diversity goal at Freese is to maintain or increase the percentage of diverse educators and staff from the current year to the following year, including analysis of classified vs. certificated staff. Freese's site selection/hiring panel is strongly encouraged to complete anti-bias training before conducting any interviews. (LCAP 4)
3. In the 2022-23 school year, Freese will develop and implement a system to monitor and analyze behavioral referrals, referrals to receive Special Education services and to determine if student groups are being disproportionately referred and the appropriate supports.
4. Freese will create a process for ensuring all students can participate in restorative justice practices to support them through the suspension or expulsion process, which may include the assigning of a Student Champion.
5. Freese's Site Equity Team and/or pre-identified school committee will lead the review of data and dialogue in support of the development of safe, inclusive and culturally affirming workplaces for employees so that educators of color are retained.
6. Freese will intentionally engage parents, staff and community members identifying as Black/African American through surveys and interviews to learn about their experiences and gain their input/feedback on site goals and actions.
7. Freese Increase access to advanced classes--gate, seminar, advanced placement for black youth.
8. Freese will study/learn culturally responsive instructional practices, [QLIs/QTPs, ethnic studies pedagogy] increasing engagement and achievement of black youth and other marginalized groups.

School Counselor

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

Counselor will monitor all students for attendance, which include the specified subgroups. He / she /they will coordinate school wide school climate initiatives, meet with small groups for counseling and provide social emotional lessons to students and instructional supports to teachers.

***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
- Chairs the attendance review team
- Create and implement an attendance improvement program.
- Refers family for outside resources (Cornerstone, Youth and Transition referrals)
- Leads school wide community programs and events.
- Leader In Me Lighthouse coordinator
- Runs SST and RtI Meetings

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F011511	School Counselor	0.60000	\$53,725.80	\$78,504.78	0115-30100-00-1210-3110-0000-01000-0000	Title I Basic Program			Counselor provides SEL instruction, counseling, student and family support, promotes positive climate and culture

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

District initiative- No Place for Hate
District Initiative- Leader In Me

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 82.3% for the 2022-2023 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	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N011541	Contracted Svcs Less Than \$25K		\$12,000.00	\$12,000.00	0115-09800-00-5853-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Art teacher to be hired for art and SEL integration.
N01159A	Supplies		\$2,000.00	\$2,000.00	0115-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Materials to be purchased to support art integration

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

MSAP Grant will provide additional support for this strategy

Supplemental Instructional Materials

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

All Students

***Strategy/Activity - Description**

Instructional material and supplies will be purchased to support SEL and school culture and climate.

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01152D	Supplies		\$1,462.00	\$1,462.00	0115-30100-00-4301-1000-1110-01000-0000	Title I Basic Program			Supplemental materials will be purchased to support student SEL and school climate and culture.

LCAP 2 and 3: Access to Broad and Challenging Curriculum Accelerating Student Learning with High Expectations for All

Call to Action Belief Statements

ELA: 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.

Math: 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.

English Learners: 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.

Students with Disabilities: 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.

Graduation/Promotion Rate: 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

2. Access to Broad and Challenging Curriculum
3. Accelerating Student Learning With High Expectations for All

Annual Review of This Goal: SPSA Reviewed 2021-22***Analysis**

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22 articulated goal(s).

Implementation

- We continued to teach literacy through a balanced approach while utilizing Benchmark school wide.
- PLC meetings were intended to focus on student needs based on formative assessments, data analysis, and effective lesson planning, however due to Covid 19 and a substitute shortage teachers met less frequently.
- Due to lack of teacher availability to provide afterschool tutoring, we did not have many students provided intervention after school.
- We purchased RAZ Kids, Scholastic News, Vocabulary City, and Brian Pop
- We purchased culturally responsive and engaging classroom library books.
- We purchased leveled guided reading books for classroom instruction.
- All students receive art integration, virtually for 12 weeks and teachers Grades 3-5 teachers collaborate with the teaching artist to create integrated lessons.
- We Increased our counselor to 5 full days per week.

Outcomes/Effectiveness

- Due to Covid Teachers met in PLC less frequently and consistently than anticipated. Substitutes were not available to release TK-3 teachers for PLC. TK-3 grade teachers met afterschool and were paid hourly. This was overall less time than planned. Teachers in grades 4th and 5th continued to meet weekly for 50 minutes.
- Instructional materials were purchased to support Tier I instruction and intervention.
- Students participated in highly engaging art lessons.
- Due to Covid-19 and student attendance small group intervention took place less frequently.

Effectiveness

For the 2021-2022 school year, we set an all student goal around student performance on the 2019 CAASPP ELA and Math with consideration of the 2022 SBAC results. Students in grades 3-5 took the CAASPP ELA and Math in 2022 however the results are an anomaly. We will be moving forward with our 2021-2022 goals for the 2022-2023 school year. We also set goals for our English Learners and Hispanic or Latino student groups around their performance on the Fountas and Pinnell reading assessment for UTK-2 and FAST Reading and Math assessments for 2nd-5th grade.

***Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

Due to COVID19 impacting student attendance and teacher collaboration, our plans and strategies for improvement in student achievement in ELA were greatly impacted due to chronic absenteeism and lack of substitute availability.

***Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

For the current school year, teachers will continue to use Benchmark ELA curriculum and Envision Math and continue to participate in PLC. TK-3 grade teachers will participate in PLC twice per month. The use of our counselor, PE teacher and substitutes to release teacher during PLC will be utilized. 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.

Students will participate in 12 weeks of art instruction in addition to Magnet art experiences funded by the MSAP grant.

Instructional materials to supplement student learning and differentiation will be utilized.

***Identified Need - English Language Arts**

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 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). Our 2022 CA Dashboard data is not yet available, however the 2022 SBAC scores are noted below.

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%

2021-2022 SBAC Data All students 31.9% -14.7

Freese Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Socioeconomically Disadvantaged- 28% met/exceeded expectation -16.3%
Hispanic Students- 32.3% met/exceeded expectation -5.2%
English Learners- 4.2% met/exceeded expectation -4.9%
Students with Disabilities - 4.8% met/exceeded expectation -8.8%
Black Youth- 18.2% met/exceeded expectation -2.8%

***Goal 2 - English Language Arts**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	Grades 3-5	Meet/Exceed Standards	46.6%	50%	CAASPP ELA	Annually
June 2023	TK-2	Meet/Exceed Expectations	50%	65%	Fountas and Pinnel	3x per year
June 2023	Grades 2-5	Meet/Exceed Standards	56%	65%	FAST aReading	3x per year

***Annual Measurable Outcomes (Closing the Equity Gap) English Language Arts**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	Socioeconomically Disadvantaged	Meet/Exceed Standards	45%	50%	CAASPP ELA	Annually
June 2023	TK-2	Hispanic or Latino	At/Above	37.7%	60%	Fountas and Pinnel	3x per year
June 2023	3-5	Hispanic or Latino	Meet/Exceed Standards	37.5%	42.5%	CAASPP ELA	Annually
June 2023	TK-2	Students with Disabilities	At/Above	16.7%	30%	Fountas and Pinnel	3x per year
June 2023	TK-2	Black or African American	At/Above	46.2%	57%	Fountas and Pinnel	3x per year
June 2023	TK-2	English Learner	At/Above	41.2%	50%	Fountas and Pinnel	3x per year
June 2023	3-5	Black or African American	Meet/Exceed Standards	20%	25%	CAASPP ELA	Annually
June 2023	3-5	English Learner	Meet/Exceed Standards	9.1%	15%	CAASPP ELA	Annually
June 2023	3-5	Students with Disabilities	Meet/Exceed Standards	13.6%	18%	CAASPP ELA	Annually
June 2023	3-5	Black or African American	Meet/Exceed Standards	21.7%	30%	FAST aReading	3x per year
June 2023	3-5	Students with Disabilities	Meet/Exceed Standards	11.5%	18%	FAST aReading	3x per year
June 2023	3-5	Hispanic or Latino	Meet/Exceed Standards	39.8%	45%	FAST aReading	3x per year
June 2023	3-5	English Learner	Meet/Exceed Standards	18.4%	25%	FAST aReading	3x per year

*Identified Need - Math

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). Our 2022 CA Dashboard data is not yet available, however the 2022 SBAC scores are noted below.

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

2022 SBAC Scores 22.4% -10.5%

4.2% of ELs in gr. 3-5 met or exceeded standard on SBAC -1.7%

19.4% of Hispanic students in gr. 3-5 met or exceeded standard on SBAC .1%

9.1% of Black Students in gr. 3-5 met or exceeded standard on SBAC -4.2%

9.4% of Students with Disabilities in gr. 3-5 met or exceeded standard on SBAC 3%

*Goal 3 - Mathematics

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	Meet/Exceed Standard	32.9%	40%	CAASPP Math	Annual
June 2023	2-5	Meet/Exceed Standard	42%	50%	FAST aMath	3x per year

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

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	English Learner	Meet/Exceed Standard	5.9%	12%	CAASPP Math	Annually
June 2023	3-5	Hispanic or Latino	Meet/Exceed Standard	19.3%	25%	CAASPP Math	Annually
June 2023	2-5	Hispanic or Latino	Meet/Exceed Standard	38%	45%	FAST aMath	3x per year
June 2023	2-5	English Learner	Meet/Exceed Standard	21%	26%	FAST aMath	3x per year
June 2023	3-5	Socioeconomically Disadvantaged	Meet/Exceed Standard	31.8%	37%	CAASPP Math	Annually
June 2023	3-5	Black or African American	Meet/Exceed Standard	13.3%	20%	CAASPP Math	Annually
June 2023	2-5	Black or African American	Meet/Exceed Standard	37%	45%	FAST aMath	3x per year
June 2023	3-5	Students with Disabilities	Meet/Exceed Standard	9.1%	14%	CAASPP Math	Annually
June 2023	2-5	Students with Disabilities	Meet/Exceed Standard	26%	31%	FAST aMath	3x per year

***Identified Need - English Learners**

SBAC ELA - In 18-19 9.1% met/exceeded standard to 4.2% in 21-22. This is a decrease of 4.9 points.
 SBAC Math- In 18-19 5.9% met/exceeded standard to 4.2% in 21-22 . This is a decrease of 1.7 points.
 -Students did take the Summative ELPAC in Spring 2022.
 76% of students who took the 2021 Summative ELPAC showed an increase in the score on the 2022 Summative ELPAC.
 - Approximately (11/12) 92% of current 4th and 5th grade ELs may be at risk of being LTELs.
 We currently have 3 students eligible for reclassification and 14 more who may be reclassified who achieved a level 3 on the 2022 ELPAC and are able to achieve a 4 on the 2023 ELPAC.
 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. 2022 California Dashboard data is not available.

***Goal 4 - English Learners**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	UTK-5	English Learner	Reclassification of students who score at Level 4 on ELPAC will be reclassified	100%	100%	Reclassification Rates	Annually
June 2023	UTK-5	English Learner	Students increasing at least 1 level on ELPAC	76%	81%	Summative ELPAC	Annually

***Identified Need - Graduation/Promotion Rate**

We continue to support the charge of closing the Achievement Gap and created goals for students with disabilities, English Learners and Black Youth. 2022 CA Dashboard data is not available
 2018- 2019 and 2021-2022 5th grade ELA SBAC Data
All students- 50.1% met/exceeded expectation 18-19 55.3% met/exceeded expectation 21-22
English Learners, 6.6% met/exceeded expectation 18-19 5% met/exceeded expectation 21-22
Students with Disabilities, 18.1% met/exceeded expectation 18-19 4% met/exceeded expectation 21-22
Black Youth - 0% met/exceeded expectation 18-19 4% met/exceeded expectation 21-22

***Goal 5- Graduation/Promotion Rate**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	5th Grade	Meet/Exceed Standard	41.8%	47%	CAASPP ELA	Annually
June 2023	5th Grade	Meet/Exceed Standard on FAST aReading assessment	51%	60%	FAST aReading	3x per year

Freese Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Annual Measurable Outcomes (Closing the Equity Gap) - Graduation/Promotion Rate									
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	15%	25%	FAST aReading	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	33%	40%	FAST aReading	Annually		
June 2021	5th Grade	Black or African American	Meet/Exceed Standard FAST aReading	14%	25%	FAST aReading	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									
Unduplicated students/All students will benefit.									
*Strategy/Activity - Description									
<i>Professional Learning Communities- Teachers in grades TK-5 will meet at least 2x per month for PLC . There may be additional opportunities for PLC and collaboration. Teachers will develop and analyze student assessment data in order to determine student areas of need and collaboratively plan for instruction.</i>									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Estimated Salary/ Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F01151G	School Counselor	0.20000	\$17,908.60	\$26,168.25	0115-00010-00-1210-3110-0000-01000-3999	Position Allocation			Counselor provides SEL education to release classroom teachers for PLC
F01151H	Elem Prep Teacher/Pe	0.10000	\$9,365.70	\$13,595.45	0115-30106-00-1118-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt			PE Teacher provides Physical education to release classroom teachers for PLC
N01154C	Prof&Curriclm Dev Vist Tch		\$11,307.00	\$13,999.20	0115-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt			Substitute provided for teacher release for PLC
	Non Clsrn Tch Hrly				0115-09800-00-1957-2140-0000-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All Ref Id : N011599	Teacher hourly pay for PLC.

Supplemental Instructional Materials							
*Students to be served by this Strategy/Activity							
All Students							
*Strategy/Activity - Description							
Instructional materials (leveled books, magazine subscriptions and other materials) and software licenses are purchased to supplement the English Language Arts and Math program.							
*Proposed Expenditures for this Strategy/Activity							
ID	Proposed Expenditures	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/ Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Rationale
N011511	Supplies	\$4,569.00	\$4,569.00	0115-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt		supplemental instructional materials to support ELA and math instruction. Instructional materials including leveled books, magazine subscriptions and other materials.
N01151Y	Supplies	\$8,318.00	\$8,318.00	0115-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	supplemental instructional materials to support ELA and math instruction. Instructional materials including leveled books, magazine subscriptions and other materials.
N01155P	Software License	\$5,000.00	\$5,000.00	0115-09800-00-5841-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	software licenses such as RAZ Kids, Brain Pop and Scholastic News will be purchased to support student instruction and intervention.
N011598	Interprogram Svcs/Paper	\$2,000.00	\$2,000.00	0115-30106-00-5733-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt		Copy paper to support the creation of supplemental instructional materials.
*Additional Supports for this Strategy/Activity							
District provided instructional resources, ie. Benchmark ELA curriculum, Envision Math, Okapi guided reading books							
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.							

Freese Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	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	LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District Ref Id : N011541	Integrated art instruction ELA goals
*Additional Supports for this Strategy/Activity									
MSAP Grant funding									
Instructional Leadership Team									
*Students to be served by this Strategy/Activity									
Unduplicated students/All Students									
*Strategy/Activity - Description									
<i>ILT will meet to collaborate and make recommendations around school wide goals, review data and plan professional development to support effective instruction.</i>									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01152L	Non Clsrn Tchr Hrly		\$4,038.00	\$4,999.45	0115-30106-00-1957-2130-0000-01000-0000	Title I Supplmnt Prog Imprvmt			ILT hourly pay to develop and lead site instructional plan and professional learning.
N011599	Non Clsrn Tchr Hrly		\$3,231.00	\$4,000.31	0115-09800-00-1957-2140-0000-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		ILT hourly pay to develop and lead site instructional plan and professional learning.
	Prof&Currielm Dev Vist Tchr				0115-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt		LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All Ref Id : N01154C	ILT substitutes to develop and lead site instructional plan and professional learning.

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	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Non Clsrn Tch Hrly				0115-09800-00-1957-2140-0000-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All Ref Id : N011599	ILT to plan Professional learning for staff
	Prof&Curriclm Dev Vist Tch				0115-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt		LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All Ref Id : N01154C	Teachers will participate in professional learning during PLC
	Supplies				0115-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt		LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All Ref Id : N011511	Teacher professional learning materials will be purchased

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

Teachers will participate in literacy professional learning provided by the district.

ELPAC Testing Support									
*Students to be served by this Strategy/Activity									
English Learners									
*Strategy/Activity - Description									
A retired teacher or substitute will be hired to administer the Initial and Summative ELPAC.									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01151D	Prof&Curriclm Dev Vist Tchr		\$5,654.00	\$7,000.21	0115-09800-00-1192-1000-4760-01000-0000	LCFF Intervention Support	English Learners		substitute teacher will be utilized to administer ELPAC
*Additional Supports for this Strategy/Activity									
Monitoring									
*Students to be served by this Strategy/Activity									
All students with Disabilities									
*Strategy/Activity - Description									
Monitoring									
<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. 									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary 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		LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All Ref Id : N01154C	Ed specialist and teachers will be released for monitoring of student progress, IEP meetings, SST and collaboration

LCAP 5: Family and Community Engagement with Highly Regarded Neighborhood Schools

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 2021-22

***Analysis**

Describe the overall implementation of the 2020-21 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2020-21 articulated goal(s).

IMPLEMENTATION

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

- Due to Covid-19 health and safety guidelines, in person parent meetings were moved to online. These included meetings around the following topics
- Title 1 Presentation
- Attendance
- Schoolwide Academic Performance
- Safety Plan
- Health and Wellness
- Academic Support at home for Literacy and Math

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 decreased with the Zoom format
- Back to School Night took place on Zoom with low attendance
- SSC, and SGT were functioning Committees with parent representation

Our Family Engagement goals for 2020-2021 were based on data reported on the CAL-SCHLS parent survey. We did not meet these goals and the development of new goals were created utilizing the 2022 CAL-SCHLS parent survey.

*Major Differences					
Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).					
Due to Covid-19, parent workshops were not held in person. The Family Engagement Office provided high quality workshops to parents on Zoom but were tailored to district wide parent engagement. Parents participated in parent/teacher conferences virtually. Parent communication became almost entirely digital.					
*Changes					
Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.					
For the 2022-2023 school year parent meetings and workshops will be held in person. We will continue to hold Principal Chat monthly. Parent communication will be both paper and digital.					
*Identified Need					
The 2021-2022 California Schools Parent Survey showed that 21% strongly agree and 69% agree that Freese encourages parents to be an active partner in the education of their child.					
The 2021-2022 California Schools Parent Survey showed that 100% of parents attended at least one parent teacher conference during the 21-22 school year.					
Only 15 parents participated in the survey.					
*Goal 6- Family Engagement					
By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	Other (Describe in Objective)	Parents/Guardians will feel that the school encourages them to be an active partner in educating their child.	21% strongly agree	50% strongly agree	CAL - SCHLS (CSPS)
*Annual Measurable Outcomes					
By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	Other (Describe in Objective)	Parents/Guardians will attend a school or class event	23%	50%	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 1 Presentation
 - Attendance
 - Schoolwide Academic Performance
 - Health and Wellness
 - Internet Safety
 - Academic Support at home

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01151J	Supplies		\$502.00	\$502.00	0115-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement			supplies to be purchased for parent engagement and education.
N01154D	Tech Professional OTBS Hrly		\$75.00	\$102.77	0115-30103-00-2455-2495-0000-01000-0000	Title I Parent Involvement			child care to support parent attendance at parent meetings and workshops
N011590	Inservice supplies		\$225.00	\$225.00	0115-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement			Light refreshments for parent meetings and workshops

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	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01151W	Interprogram Svcs/Duplicating		\$455.00	\$455.00	0115-30103-00-5721-2495-0000-01000-0000	Title I Parent Involvement			to be used to support parent communication
N01154M	Interprogram Svcs/Postage		\$100.00	\$100.00	0115-30103-00-5726-2495-0000-01000-0000	Title I Parent Involvement			to be used to support parent communication
N01155Q	Interprogram Svcs/Paper		\$198.00	\$198.00	0115-30103-00-5733-2495-0000-01000-0000	Title I Parent Involvement			to be used to support parent communication

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 Elementary Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application (30100, 30103)	\$ 81,550
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)	\$ 159,032

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)	\$ 39,163
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]

Subtotal of additional federal funds included for this school (30106): \$ 39,163

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)	\$ 38,319
[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): \$ 38,319

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$ 159,032

School	Resource Description	Job Code Title	Account Description2	Account Description	Projected (Budget) Dollar Amount	FTE	Budgeted Amount
Freese Elementary	09800 LCFF Intervention Support	(blank)	1192 Prof&Curriclm Dev Vist Tchr	Prof&Curriclm Dev Vist Tchr	5,654.00	0	\$5,654.00
Freese Elementary			1957 Non Clsrm Tchr Hrly	Non Clsrm Tchr Hrly	3,231.00	0	\$3,231.00
Freese Elementary			3000 Benefits			0	\$2,115.52
Freese Elementary			4301 Supplies	Supplies	10,318.00	0	\$10,318.00
Freese Elementary			5841 Software License	Software License	5,000.00	0	\$5,000.00
Freese Elementary			5653 Contracted Svcs Less Than \$25K	Contracted Svcs Less Than \$25K	12,000.00	0	\$12,000.00
Freese Elementary		(blank) Total				0	\$38,318.52
Freese Elementary	09800 LCFF Intervention Support Total					0	\$38,318.52
Freese Elementary	30100 Title I Basic Program	School Counselor	1210 Counselor	Counselor	53,725.80	0.6	\$53,725.80
Freese Elementary			3000 Benefits			0	\$24,778.98
Freese Elementary		School Counselor Total				0.6	\$78,504.78
Freese Elementary		(blank)	4301 Supplies	Supplies	1,462.00	0	\$1,462.00
Freese Elementary		(blank) Total				0	\$1,462.00
Freese Elementary	30100 Title I Basic Program Total					0.6	\$79,966.78
Freese Elementary	30103 Title I Parent Involvement	(blank)	2455 Tech Professional OTBS Hrly	Tech Professional OTBS Hrly	75	0	\$75.00
Freese Elementary			3000 Benefits			0	\$27.77
Freese Elementary			4301 Supplies	Supplies	502	0	\$502.00
Freese Elementary			4304 Inservice supplies	Inservice supplies	225	0	\$225.00
Freese Elementary			5721 Interprogram Svcs/Duplicating	Interprogram Svcs/Duplicating	455	0	\$455.00
Freese Elementary			5726 Interprogram Svcs/Postage	Interprogram Svcs/Postage	100	0	\$100.00
Freese Elementary			5733 Interprogram Svcs/Paper	Interprogram Svcs/Paper	198	0	\$198.00
Freese Elementary		(blank) Total				0	\$1,582.77
Freese Elementary	30103 Title I Parent Involvement Total					0	\$1,582.77
Freese Elementary	30106 Title I Supplmnt Prog Imprvmt	Elem Prep Teacher/Pe	1118 Prep Time Teacher Allocation	Prep Time Teacher Allocation	9,365.70	0.1	\$9,365.70
Freese Elementary			3000 Benefits			0	\$4,229.75
Freese Elementary		Elem Prep Teacher/Pe Total				0.1	\$13,595.45
Freese Elementary		(blank)	1192 Prof&Curriclm Dev Vist Tchr	Prof&Curriclm Dev Vist Tchr	11,307.00	0	\$11,307.00
Freese Elementary			1957 Non Clsrm Tchr Hrly	Non Clsrm Tchr Hrly	4,038.00	0	\$4,038.00
Freese Elementary			3000 Benefits			0	\$3,653.65
Freese Elementary			4301 Supplies	Supplies	4,569.00	0	\$4,569.00
Freese Elementary			5733 Interprogram Svcs/Paper	Interprogram Svcs/Paper	2,000.00	0	\$2,000.00
Freese Elementary		(blank) Total				0	\$25,567.65
Freese Elementary	30106 Title I Supplmnt Prog Imprvmt Total					0.1	\$39,163.10

APPENDIX B

PARENT & FAMILY ENGAGEMENT POLICY



San Diego Unified School District
Finance Division
Strategic Planning for Student Achievement Department

Freese Elementary School

TITLE I PARENT & FAMILY ENGAGEMENT POLICY 2022-2023

2.0 With approval from the local governing board, Freese Elementary School has jointly developed with, and distributed to, parents and family members of participating children a written parent and family engagement policy, agreed upon by such parents, and updated periodically to meet the changing needs of parents and the school. (*EC* Section 11503; 20 United States Code [U.S.C.] Section [§] 6318[b][1-4])

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 the School Site Council and Site Governance Team.

2.1 INVOLVEMENT OF PARENTS IN THE TITLE I PROGRAM

The school-level parent and family engagement policy shall describe the means for how Freese Elementary school shall carry out the following requirements: (20 U.S.C. § 6318[b][1])

- a) The school convenes an annual meeting, at a convenient time, to which all parents of participating children shall be invited to attend and encouraged to attend, to inform parents and family members of their school's participation in the Title I program and to explain the requirements, and the right of the parents to be involved. (20 U.S.C. § 6318[c][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.

- b) The school offers a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parental involvement. (20 U.S.C. § 6318[c][2])

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
- Social Media

c) The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan. (20 U.S.C. § 6318[c][3])

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

d) The school provides parents of participating children with the following:

i. Timely information about the Title I program. (20 U.S.C. § 6318[c][4][A])

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

ii. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards. (20 U.S.C. § 6318[c][4][B])

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

iii. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. (20 U.S.C. § 6318[c][4][C])

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

e) If the schoolwide program (SWP) 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 (LEA). (20 U.S.C. § 6318[c][5])

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

2.2 BUILDING CAPACITY FOR INVOLVEMENT

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under Title I, Part A shall carry out the following requirements: (20 U.S.C. § 6318[e])

a) The school provides assistance to parents of children served by the school or LEA, as appropriate, in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of Title I, Part A, and how to monitor a child's progress and work with educators to improve the achievement of their children. (20 U.S.C. § 6318[e][1])

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

b) The school provides materials and training to help parents work with their children to improve their children's achievement, as appropriate, to foster parental involvement. (20 U.S.C. § 6318[e][2])

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

c) The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (20 U.S.C. § 6318[e][3])

- Professional Development
- Staff Meetings

d) The school, to the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. (20 U.S.C. § 6318[e][4])

- School-wide events that encourage parent involvement
- Skyline Public Library
- Cornerstone
- La Jolla Playhouse
- Art Reach
- Mingei Museum

e) The school ensures that information related to school and parent programs, meetings, and other activities is sent to parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (20 U.S.C. § 6318[e][5])

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

f) The school provides such other reasonable support for parental involvement activities under this section as parents may request. (20 U.S.C. § 6318[e][14])

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

2.3 ACCESSIBILITY

In carrying out the parent and family engagement requirements of Title I, Part A, [Freese Elementary School](#), to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 of the ESEA (20 U.S.C. § 6311), as amended by ESSA, in a format and, to the extent practicable, in a language such parents understand. (20 U.S.C. § 6318[f])

- Principal Chat
- Family Friday
- Family Engagement Workshops
- Other opportunities as requested.
- Spanish Translations available
- All meetings and communications with the considerations of parents needed accommodations.

APPENDIX C

SCHOOL PARENT COMPACT



San Diego Unified School District
Finance Division
Strategic Planning for Student Achievement Department

Title I School-Parent Compact 2022-2023
Freese Elementary

2.4 School-Parent Compact

As a component of the school-level parent and family engagement policy, each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state’s high standards. The school-parent compact shall carry out the following requirements: (20 U.S.C. § 6318[d])

a) Describe the school’s responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I, Part A to meet the challenging state academic standards, as well as the ways in which each parent will be responsible for supporting their children’s learning; volunteering in their child’s classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time. (20 U.S.C. § 6318[d][1])

- 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.

b) Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum, the following: (20 U.S.C. § 6318[d][2])

1. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child’s achievement. (20 U.S.C. § 6318[d][2][A])

- Fall and Spring Parent Teacher Conferences will be held November 28-December 2nd 2022 and March 20-24, 2023

2. Frequent reports to parents on their children’s progress. (20 U.S.C. § 6318[d][2][B])

- Progress Reports- November, March and June will be made available through PowerSchool Parent Portal.

3. Reasonable access to staff, opportunities to volunteer and participate in their child’s class, and observation of classroom activities. (20 U.S.C. § 6318[d][2][C])

- Teacher communication through Class Dojo, and email
- Opportunities to set up an appointment for class observation
- Volunteer opportunities such as field trips, school activities, classroom activities

4. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand. (20 U.S.C. § 6318[d][2][D])

- School Website
- School Marquee
- School Messenger updates sent weekly
- Monthly morning school wide assembly
- Emails/Flyers
- All communications available in both English and Spanish

APPENDIX D

DATA REPORTS

Data Reports: Attached Data comes from https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school :ELA/Math Multi-year Demographic Summary. Additional data for schools can be found in:

- Illuminate
- California Dashboard

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



2016-2022 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	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	158	35.4	157	37.6	141	46.1	146	46.6	116	31.9	-3.5	-14.7	160	26.9	158	40.5	140	38.6	146	32.9	116	22.4	-4.5	-10.5
Female	90	41.1	82	45.1	73	49.3	75	53.3	51	39.2	-1.9	-14.1	90	26.7	82	35.4	73	34.2	76	34.2	51	23.5	-3.2	-10.7
Male	68	27.9	75	29.3	68	42.6	71	39.4	65	26.2	-1.7	-13.2	70	27.1	76	46.1	67	43.3	70	31.4	65	21.5	-5.6	-9.9
African American	39	20.5	30	23.3	18	27.8	15	20.0	22	18.2	-2.3	-1.8	39	23.1	30	20.0	17	23.5	15	13.3	22	9.1	-14.0	-4.2
Asian	0	-	0	-	0	-	1	-	1	-	-	-	0	-	0	-	0	-	1	-	1	-	-	-
Filipino	15	73.3	16	81.3	15	93.3	13	84.6	14	50.0	-23.3	-34.6	15	66.7	16	87.5	15	66.7	14	85.7	14	42.9	-23.8	-42.8
Hispanic	83	33.7	83	33.7	77	37.7	88	37.5	62	32.3	-1.4	-5.2	85	22.4	84	34.5	77	32.5	87	18.4	62	19.4	-3.0	1.0
Native American	0	-	0	-	0	-	1	-	0	-	-	-	0	-	0	-	0	-	1	-	0	-	-	-
Pacific Islander	4	-	3	-	5	-	4	-	0	-	-	-	4	-	3	-	5	-	4	-	0	-	-	-
White	3	-	6	-	7	-	7	-	1	-	-	-	3	-	6	-	7	-	7	-	1	-	-	-
Multiracial	13	38.5	17	23.5	18	38.9	17	58.8	16	25.0	-13.5	-33.8	13	15.4	17	35.3	18	38.9	17	52.9	16	25.0	9.6	-27.9
English Learner	36	25.0	40	15.0	38	13.2	33	9.1	24	4.2	-20.8	-4.9	37	18.9	41	22.0	38	18.4	34	5.9	24	4.2	-14.7	-1.7
English-Speaking	122	38.5	117	45.3	103	58.3	113	57.5	92	39.1	0.6	-18.4	123	29.3	117	47.0	102	46.1	112	41.1	92	27.2	-2.1	-13.9
Reclassified†	11	63.6	19	68.4	21	81.0	27	74.1	17	76.5	12.9	2.4	11	45.5	19	68.4	21	57.1	27	44.4	17	47.1	1.6	2.7
Initially Eng. Speaking	111	36.0	98	40.8	82	52.4	86	52.3	75	30.7	-5.3	-21.6	112	27.7	98	42.9	81	43.2	85	40.0	75	22.7	-5.0	-17.3
Econ. Disadv.*	140	32.1	141	36.9	125	44.0	131	45.0	94	28.7	-3.4	-16.3	141	23.4	142	38.0	124	36.3	132	31.8	94	20.2	-3.2	-11.6
Non-Econ. Disadv.	18	61.1	16	43.8	16	62.5	15	60.0	22	45.5	-15.6	-14.5	19	52.6	16	62.5	16	56.3	14	42.9	22	31.8	-20.8	-11.1
Gifted	25	64.0	30	46.7	24	70.8	16	68.8	1	-	-	-	25	68.0	30	66.7	24	58.3	16	68.8	1	-	-	-
Not Gifted	133	30.1	127	35.4	117	41.0	130	43.8	115	31.3	1.2	-12.5	135	19.3	128	34.4	116	34.5	130	28.5	115	21.7	2.4	-6.8
With Disabilities	27	3.7	26	7.7	24	8.3	22	13.6	21	4.8	1.1	-8.8	27	7.4	26	7.7	23	8.7	22	9.1	21	9.5	2.1	0.4
WO Disabilities	131	42.0	131	43.5	117	53.8	124	52.4	95	37.9	-4.1	-14.5	133	30.8	132	47.0	117	44.4	124	37.1	95	25.3	-5.5	-11.8
Homeless	27	25.9	28	32.1	22	54.5	34	41.2	33	36.4	10.5	-4.8	28	21.4	28	32.1	22	36.4	35	25.7	14	21.4	0.0	-4.3
Foster	0	-	0	-	1	-	1	-	0	-	-	-	2	-	0	-	1	-	1	-	0	-	-	-
Military	8	-	9	-	9	-	11	63.6	9	-	-	-	9	-	9	-	9	-	11	54.5	6	-	-	-

* 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.



2016-2022 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	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	48	37.5	53	41.5	38	47.4	0	-	40	17.5	-20.0	-	49	38.8	54	51.9	38	47.4	55	27.3	40	15.0	-23.8	-12.3
Female	26	42.3	24	50.0	25	48.0	0	-	14	21.4	-20.9	-	26	42.3	24	45.8	25	44.0	31	35.5	14	14.3	-28.0	-21.2
Male	22	31.8	29	34.5	13	46.2	0	-	26	15.4	-16.4	-	23	34.8	30	56.7	13	53.8	24	16.7	26	15.4	-19.4	-1.3
African American	13	7.7	8	-	4	-	0	-	12	8.3	0.6	-	13	30.8	8	-	4	-	6	-	12	8.3	-22.5	-
Asian	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Filipino	4	-	7	-	2	-	0	-	4	-	-	-	4	-	7	-	2	-	4	-	4	-	-	-
Hispanic	22	45.5	26	34.6	24	33.3	0	-	17	17.6	-27.9	-	23	39.1	27	48.1	24	37.5	36	13.9	17	11.8	-27.3	-2.1
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	2	-	1	-	2	-	0	-	0	-	-	-	2	-	1	-	2	-	1	-	0	-	-	-
White	1	-	5	-	0	-	0	-	1	-	-	-	1	-	5	-	0	-	2	-	1	-	-	-
Multiracial	6	-	5	-	6	-	0	-	6	-	-	-	6	-	5	-	6	-	6	-	6	-	-	-
English Learner	14	35.7	21	23.8	12	25.0	0	-	8	-	-	-	14	21.4	22	36.4	12	33.3	9	-	8	-	-	-
English-Speaking	34	38.2	32	53.1	26	57.7	0	-	32	18.8	-19.4	-	35	45.7	32	62.5	26	53.8	46	32.6	32	15.6	-30.1	-17.0
Reclassified†	2	-	2	-	5	-	0	-	2	-	-	-	2	-	2	-	5	-	13	23.1	2	-	-	-
Initially Eng. Speaking	32	34.4	30	50.0	21	52.4	0	-	30	13.3	-21.1	-	33	42.4	30	60.0	21	42.9	33	36.4	30	10.0	-32.4	-26.4
Econ. Disadv.*	42	31.0	45	42.2	34	44.1	0	-	31	12.9	-18.1	-	42	31.0	46	47.8	34	47.1	48	27.1	31	9.7	-21.3	-17.4
Non-Econ. Disadv.	6	-	8	-	4	-	0	-	9	-	-	-	7	-	8	-	4	-	7	-	9	-	-	-
Gifted	11	54.5	12	33.3	2	-	0	-	1	-	-	-	11	72.7	12	66.7	2	-	3	-	1	-	-	-
Not Gifted	37	32.4	41	43.9	36	44.4	0	-	40	17.5	-14.9	-	38	28.9	42	47.6	36	44.4	52	25.0	40	15.0	-13.9	-10.0
With Disabilities	27	3.7	8	-	24	8.3	0	-	7	-	-	-	7	-	8	-	23	8.7	9	-	7	-	-	-
WO Disabilities	41	43.9	45	44.4	38	47.4	0	-	33	18.2	-25.7	-	42	42.9	46	56.5	38	47.4	46	30.4	33	15.2	-27.7	-15.2
Homeless	9	-	11	36.4	5	-	0	-	11	0.0	-	-	9	-	11	27.3	5	-	13	23.1	5	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	5	-	0	-	0	-	6	-	-	-	3	-	5	-	0	-	2	-	6	-	-	-

* 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.



2016-2022 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	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	61	34.4	45	33.3	60	45.0	0	-	38	23.7	-10.7	-	61	24.6	45	44.4	59	42.4	37	27.0	38	23.7	-0.9	-3.3
Female	35	37.1	22	45.5	27	48.1	0	-	16	31.3	-5.8	-	35	22.9	22	40.9	27	33.3	22	31.8	16	37.5	14.6	5.7
Male	26	30.8	23	21.7	33	42.4	0	-	22	18.2	-12.6	-	26	26.9	23	47.8	32	50.0	15	20.0	22	13.6	-13.3	-6.4
African American	14	35.7	7	-	8	-	0	-	6	-	-	-	14	21.4	7	-	7	-	4	-	6	-	-	-
Asian	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
Filipino	7	-	3	-	9	-	0	-	2	-	-	-	7	-	3	-	9	-	3	-	2	-	-	-
Hispanic	35	28.6	24	37.5	29	34.5	0	-	24	25.0	-3.6	-	35	20.0	24	37.5	29	37.9	22	9.1	24	20.8	0.8	11.7
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	1	-	0	-	-	-
Pacific Islander	1	-	2	-	2	-	0	-	0	-	-	-	1	-	2	-	2	-	2	-	0	-	-	-
White	0	-	1	-	6	-	0	-	0	-	-	-	0	-	1	-	6	-	0	-	0	-	-	-
Multiracial	3	-	8	-	5	-	0	-	5	-	-	-	3	-	8	-	5	-	5	-	5	-	-	-
English Learner	18	16.7	10	10.0	20	10.0	0	-	11	0.0	-16.7	-	18	22.2	10	10.0	20	15.0	10	10.0	11	0.0	-22.2	-10.0
English-Speaking	43	41.9	35	40.0	40	62.5	0	-	27	33.3	-8.6	-	43	25.6	35	54.3	39	56.4	27	33.3	27	33.3	7.7	0.0
Reclassified†	3	-	5	-	8	-	0	-	3	-	-	-	3	-	5	-	8	-	6	-	3	-	-	-
Initially Eng. Speaking	40	37.5	30	30.0	32	59.4	0	-	24	29.2	-8.3	-	40	22.5	30	46.7	31	58.1	21	28.6	24	29.2	6.7	0.6
Econ. Disadv.*	52	32.7	43	32.6	51	39.2	0	-	35	25.7	-7.0	-	52	23.1	43	41.9	50	36.0	35	28.6	35	25.7	2.6	-2.9
Non-Econ. Disadv.	9	-	2	-	9	-	0	-	3	-	-	-	9	-	2	-	9	-	2	-	3	-	-	-
Gifted	8	-	9	-	13	61.5	0	-	1	-	-	-	8	-	9	-	13	53.8	2	-	1	-	-	-
Not Gifted	53	30.2	36	27.8	47	40.4	0	-	38	23.7	-6.5	-	53	18.9	36	36.1	46	39.1	35	22.9	38	23.7	4.8	0.8
With Disabilities	27	3.7	6	-	12	16.7	0	-	10	0.0	-3.7	-	9	-	6	-	11	18.2	1	-	10	10.0	-	-
WO Disabilities	52	40.4	39	38.5	48	52.1	0	-	28	32.1	-8.3	-	52	28.8	39	51.3	48	47.9	36	27.8	28	28.6	-0.2	0.8
Homeless	10	10.0	7	-	11	54.5	0	-	11	45.5	35.5	-	10	20.0	7	-	11	36.4	11	27.3	5	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	3	-	1	-	7	-	0	-	0	-	-	-	3	-	1	-	7	-	1	-	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.



2016-2022 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	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	49	34.7	59	37.3	43	46.5	0	-	38	55.3	20.6	-	50	18.0	59	27.1	43	25.6	54	42.6	38	28.9	10.9	-13.7
Female	29	44.8	36	41.7	21	52.4	0	-	21	57.1	12.3	-	29	17.2	36	25.0	21	23.8	23	34.8	21	19.0	1.8	-15.8
Male	20	20.0	23	30.4	22	40.9	0	-	17	52.9	32.9	-	21	19.0	23	30.4	22	27.3	31	48.4	17	41.2	22.2	-7.2
African American	12	16.7	15	40.0	6	-	0	-	4	-	-	-	12	16.7	15	26.7	6	-	5	-	4	-	-	-
Asian	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	1	-	0	-	-	-
Filipino	4	-	6	-	4	-	0	-	8	-	-	-	4	-	6	-	4	-	7	-	8	-	-	-
Hispanic	26	30.8	33	30.3	24	45.8	0	-	21	52.4	21.6	-	27	11.1	33	21.2	24	20.8	29	31.0	21	23.8	12.7	-7.2
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	0	-	1	-	0	-	0	-	-	-	1	-	0	-	1	-	1	-	0	-	-	-
White	2	-	0	-	1	-	0	-	0	-	-	-	2	-	0	-	1	-	5	-	0	-	-	-
Multiracial	4	-	4	-	7	-	0	-	5	-	-	-	4	-	4	-	7	-	6	-	5	-	-	-
English Learner	4	-	9	-	6	-	0	-	5	-	-	-	5	-	9	-	6	-	15	6.7	5	-	-	-
English-Speaking	45	35.6	50	44.0	37	54.1	0	-	33	63.6	28.0	-	45	20.0	50	32.0	37	29.7	39	56.4	33	33.3	13.3	-23.1
Reclassified†	6	-	12	50.0	8	-	0	-	12	75.0	-	-	6	-	12	50.0	8	-	8	-	12	33.3	-	-
Initially Eng. Speaking	39	35.9	38	42.1	29	44.8	0	-	21	57.1	21.2	-	39	20.5	38	26.3	29	27.6	31	51.6	21	33.3	12.8	-18.3
Econ. Disadv.*	46	32.6	53	35.8	40	50.0	0	-	28	50.0	17.4	-	47	17.0	53	26.4	40	27.5	49	38.8	28	25.0	8.0	-13.8
Non-Econ. Disadv.	3	-	6	-	3	-	0	-	10	70.0	-	-	3	-	6	-	3	-	5	-	10	40.0	-	-
Gifted	6	-	9	-	9	-	0	-	1	-	-	-	6	-	9	-	9	-	11	63.6	1	-	-	-
Not Gifted	43	27.9	50	34.0	34	38.2	0	-	37	54.1	26.2	-	44	11.4	50	22.0	34	17.6	43	37.2	37	27.0	15.6	-10.2
With Disabilities	11	9.1	12	0.0	12	0.0	0	-	4	-	-	-	11	9.1	12	0.0	12	0.0	12	8.3	4	-	-	-
WO Disabilities	38	42.1	47	46.8	31	64.5	0	-	34	61.8	19.7	-	39	20.5	47	34.0	31	35.5	42	52.4	34	32.4	11.9	-20.0
Homeless	8	-	10	30.0	6	-	0	-	11	63.6	-	-	9	-	10	20.0	6	-	11	27.3	4	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	3	-	3	-	2	-	0	-	3	-	-	-	3	-	3	-	2	-	8	-	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.

APPENDIX E**2021-22 SPSA ASSESSMENT AND EVALUATION**

SCHOOL NAME: FREESE ELEMENTARY

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

SCHOOL YEAR: 2021-22

Goal 1 - Safe, Collaborative and Inclusive Culture

School 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
- Chairs the attendance review team
- Create and implement an attendance improvement program.
- Refers family for outside resources (Cornerstone, Youth and Transition referrals)
- Leads school wide community programs and events.
- Leader In Me Lighthouse coordinator
- Runs SST and RtI Meetings

As the district has increased its allocations for our site counselor, we will be able to reallocate the funding equivalent of 0.2FTE. the SSC will meet later in the year to determine how to best repurpose these funds.

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations,	What is not working (ineffective indicators) and why? Include qualitative	Modifications based on qualitative and quantitative data.

Freese Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	(Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
School Counselor	0.70000	\$87,191.85	30100-1210	additional funds for counselor	<ul style="list-style-type: none"> • Students benefited from SEL instruction. • Pivotal in supporting families who were in need. • Lead Attendance team. NPFH 		continue
School Counselor	0.10000	\$12,455.97	30106-1210	funds will be reallocated after SSC approval	<ul style="list-style-type: none"> • Students benefited from SEL instruction. • Pivotal in supporting families who were in need. • Lead Attendance team. NPFH 		continue

Goal 2 - English Language Arts

Professional Learning Communities

***Strategy/Activity - Description**

Professional Learning Communities-

Teachers in grades TK-5 will meet at least 1x per month for PLC . There may be additional opportunities for PLC and collaboration. Teachers will develop and analyze student assessment data in order to determine student areas of need and collaboratively plan for instruction.

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Non Clsrm Tchr Hrly		\$5,448.96	30106-1957	Teacher hourly-collaboration	Teachers were compensated hourly for PLC after school hours	Teachers had limited time to meet in PLC	Continue to provide some hourly compensation for collaboration.

Freese Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Interprogram Svcs/VAPA		\$10,096.00	30106-5738	VAPA subs to release teachers for PLC		No subs available to implement strategy	Provide PLC through the use of subs, counselor and additional PE allocation.
Prof&Curriclm Dev Vist Tchr	--	--	30100-1192	Release time for PLC		Due to school sub shortage, visiting teachers were not utilized to support PLC	continue
Prof&Curriclm Dev Vist Tchr	--	--	30106-1192	Release time for PLC	.	Due to school sub shortage, visiting teachers were not utilized to support PLC	continue

Supplemental Instructional Materials

***Strategy/Activity - Description**

Instructional materials (leveled books, magazine subscriptions and other materials) and software licenses are purchased to supplement the English Language Arts program.

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and	Modifications based on qualitative and quantitative data.

Freese Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					assessments, pre/post test, progress monitoring results, etc.).	quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Supplies		\$2,066.00	30100-4301	Materials to supplement ELA instruction	Instructional materials and resources were purchased to support instruction		Continue
Interprogram Svcs/Paper		\$2,000.00	30100-5733	Copy paper to use for supplemental instructional materials.	Copy paper was purchased to support instruction and intervention and PD		continue
Supplies		\$6,855.00	30106-4301	Materials to supplement ELA instruction	Instructional materials and resources were purchased to support instruction		continue
Software License		\$3,000.00	30106-5841	Purchasing of software licenses to support ELA	Online resources, Brain Pop, Vocabulary City, Raz Kids were purchased to support student instruction		continue

Art Integration

***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**

Directions:

Freese Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Supplies	--	--	30106-4301	Materials to support art integration	Art materials were purchased to support art integration		continue

Instructional Leadership Team

***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**

Directions:

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

Guiding Questions:

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 TITLE I FUNDED ACTIONS/ACTIVITIES

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Non Clsrm Tchr Hrly	--	--	30106-1957	ILT hourly	Teachers were compensated hourly for ILT collaboration	Teachers had limited time to meet in ILT	Continue to provide some hourly compensation for ILT collaboration
Professional Development							
*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							
<p><u>Directions:</u></p> <p>Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.</p> <p><u>Guiding Questions:</u></p> <p>Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.</p>							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include	What is not working (ineffective	Modifications based on

Freese Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	qualitative and quantitative data.
Prof&Curriclm Dev Vist Tchr		\$8,998.93	30106-1192	funding for professional development		Teachers participated in district PD on Zoom that did not require funding	Continue to fund
Supplies	--	--	30100-4301	purchase professional books as needed		District provided materials	Continue to fund
Afterschool Intervention Support							
*Strategy/Activity - Description							
Interested teachers will provide intervention support to identified students afterschool, based on assessment data.							
*Proposed Expenditures for this Strategy/Activity							
<p><u>Directions:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.</p> <p><u>Guiding Questions:</u> Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.</p>							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative	What is not working (ineffective indicators) and	Modifications based on qualitative and quantitative data.

Freeze Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					(Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Classroom Teacher Hrly		\$2,998.84	30100-1157	Hourly time to pay teachers to provide afterschool intervention support.	3 teachers offered to provide after school intervention	Low participation by teachers	Discontinue due to lack of teacher interest to provide extended day

Goal 3 - Mathematics

Professional Learning Communities

***Strategy/Activity - Description**

*Professional Learning Communities-
Teachers in grades TK-5 will meet at least 1x per month for PLC . There may be additional opportunities for PLC and collaboration. Teachers will develop and analyze student assessment data in order to determine student areas of need and collaboratively plan for instruction.*

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Prof&Curriclm Dev Vist Tchr		\$2,100.28	30100-1192	subs for PLC		Due to sub shortage visiting teachers	Continue

Freese Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

						were not utilized to support PLC	
Interprogram Svcs/VAPA	--	--	30106-5738	provides classroom coverage for PLC		Due to sub shortage AEP was not utilized to support PLC	Discontinue and utilize counselor and PE teacher to support PLC

Instructional Materials

***Strategy/Activity - Description**

Instructional materials are purchased to supplement the Math program.

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.

Freese Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Supplies	--	--	30100-4301	Materials to supplement math instruction	Instructional materials and resources were purchased to support instruction		continue
Supplies	--	--	30106-4301	Materials to supplement math instruction	Instructional materials and resources were purchased to support instruction		continue

Instructional Leadership Team

*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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments,	Modifications based on qualitative and quantitative data.

Freese Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					monitoring results, etc.).	pre/post test, progress monitoring results, etc.).	
Non Clsrn Tchr Hrly	--	--	30106-1957	Hourly compensation for ILT collaboration	Teachers were compensated hourly for ILT collaboration	Teachers had limited time to meet in ILT	Continue to provide some hourly compensation for ILT collaboration

Goal 4- Supporting English Learners

Professional Learning Communities

***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**

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Interprogram Svcs/VAPA	--	--	30106-5738	Teacher release for PLC		Due to sub shortage AEP was not utilized to support PLC	Discontinue and utilize counselor

Freese Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

							and PE teacher to support PLC
Non Clsrm Tch Hrly	--	--	30106-1957	Teacher release for PLC	Teachers were compensated hourly for PLC after school hours	Teachers had limited time to meet in PLC	Continue to provide some hourly compensation for collaboration.
Prof&Curriclm Dev Vist Tch	--	--	30100-1192	Teacher release for PLC		Due to sub shortage visiting teachers were not utilized to support PLC	Continue

Professional Development

*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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments,	Modifications based on qualitative and quantitative data.

Freese Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					monitoring results, etc.).	pre/post test, progress monitoring results, etc.).	
Prof&Curriclm Dev Vist Tchr	--	--	30106-1192	Substitutes for teachers to attend professional learning.		Teachers participated in district PD on Zoom that did not require funding	Continue to fund
Instructional Leadership Team							
*Strategy/Activity - Description							
<i>ILT will meet to collaborate around school wide goals, data review and plan professional development to support effective instruction.</i>							
*Proposed Expenditures for this Strategy/Activity							
<p><u>Directions:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.</p> <p><u>Guiding Questions:</u> Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.</p>							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.

Freese Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Non Clsrn Tchr Hrly	--	--	30106-1957	ILT hourly pay	Teachers were compensated hourly for ILT collaboration	Teachers had limited time to meet in ILT	Continue to provide some hourly compensation for ILT collaboration

Goal 5 - Supporting Students with Disabilities

Professional Learning Communities

***Strategy/Activity - Description**

Professional Learning Communities-

Teachers in grades TK-5 will meet 1x per month for PLC. There may be additional opportunities for PLC and collaboration.

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 .

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Interprogram Svcs/VAPA	--	--	30106-5738	Teachers including Ed. Specialist to		Due to sub shortage AEP was not utilized to support PLC	Discontinue and utilize counselor and PE teacher to support PLC

Freese Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				collaborate in PLC.			
Non Clsrn Tchr Hrly	--	--	30106-1957	Teachers including Ed. Specialist to collaborate in PLC.	Teachers were compensated hourly for PLC after school hours	Teachers had limited time to meet in PLC	Continue to provide some hourly compensation for collaboration.
Prof&Curriclm Dev Vist Tchr	--	--	30100-1192	Teachers including Ed. Specialist to collaborate in PLC.		Due to sub shortage visiting teachers were not utilized to support PLC	Continue
Prof&Curriclm Dev Vist Tchr	--	--	30106-1192	Teachers including Ed. Specialist to collaborate in PLC.		Due to sub shortage visiting teachers were not utilized to support PLC	Continue

Strategy/Activity 1

***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**

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations,	Modifications based on qualitative and quantitative data.
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Freese Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Non Clsrn Tchr Hrly	--	--	30106-1957	Hourly pay for ILT	Teachers were compensated hourly for ILT collaboration	Teachers had limited time to meet in ILT	Continue to provide some hourly compensation for ILT collaboration

Goal 7 - Family Engagement

Build Capacity Through Parent Workshops

***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 1 Presentation
 - Attendance
 - Schoolwide Academic Performance
 - Health and Wellness
 - Internet Safety
 - Academic Support at home
 - Online learning

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test,	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum	Modifications based on qualitative and quantitative data.

Freese Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					progress monitoring results, etc.).	assessments, pre/post test, progress monitoring results, etc.).	
Tech Professional OTBS Hrly		\$99.82	30103-2455	supplies for parent engagement		No in person workshops	Discontinue
Supplies		\$553.00	30103-4301	supplies for parent engagement		No in person workshops	continue
Inservice supplies		\$250.00	30103-4304	supplies for parent engagement		No in person workshops	continue
Parent/School Communication							
*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							
<p><u>Directions:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.</p> <p><u>Guiding Questions:</u> Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.</p>							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test,	Modifications based on qualitative and quantitative data.

Freese Elementary

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					monitoring results, etc.).	progress monitoring results, etc.).	
Interprogram Svcs/Duplicating		\$400.00	30103-5721	materials for parent communication	Family handbook was printed and sent to families		continue
Interprogram Svcs/Postage		\$150.00	30103-5726	materials for parent communication	U.S postage was purchased to send parent communication through the mail		continue
Interprogram Svcs/Paper		\$200.00	30103-5733	materials for parent communication	Paper was utilized for flyer communication		continue

Goal 8- Graduation/Promotion Rate

Professional Learning Communities

***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 .

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Classroom Teacher Hrly	--	--	30100-1157	Teacher Hourly Intervention	3 teachers offered to provide after school intervention	Low participation by teachers	Discontinue due to lack of teacher interest to provide extended day

Freese Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Non Clsrm Tchr Hrly	--	--	30106-1957	Teacher Collaboration	Teachers were compensated hourly for ILT collaboration	Teachers had limited time to meet in ILT	Continue to provide some hourly compensation for ILT collaboration
Prof&Curriclm Dev Vist Tchr	--	--	30100-1192	Teacher Collaboration		Due to sub shortage visiting teachers were not utilized to support PLC	Continue

Instructional Materials

***Strategy/Activity - Description**

Instructional supplies and software licenses purchased to supplement ELA instruction

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.

Freese Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Software License	--	--	30106-5841	Instructional Materials to support learning.			
Supplies	--	--	30100-4301	Instructional Materials to support learning.	Instructional materials and resources were purchased to support instruction		continue
Supplies	--	--	30106-4301	Instructional Materials to support learning.	Instructional materials and resources were purchased to support instruction		continue

Goal 6 - Supporting Black Youth

Professional Learning Communities

***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. 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**

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Interprogram Svcs/VAPA	--	--	30106-5738	Teacher collaboration through PLC		Due to sub shortage AEP was not utilized to support PLC	Discontinue and utilize counselor

Freese Elementary

 SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

							and PE teacher to support PLC
Non Clsrm Tchr Hrly	--	--	30106-1957	Teacher collaboration through PLC	Teachers were compensated hourly for PLC collaboration	Teachers had limited time to meet in PLC	Continue to provide some hourly compensation for PLC collaboration
Prof&Curriclm Dev Vist Tchr	--	--	30100-1192	Teacher collaboration through PLC		Due to sub shortage visiting teachers were not utilized to support PLC	Continue

Instructional Leadership Team

*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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments,	Modifications based on qualitative and quantitative data.

Freese Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					monitoring results, etc.).	pre/post test, progress monitoring results, etc.).	
Non Clsrn Tchr Hrly	--	--	30106-1957	ILT hourly compensation	Teachers were compensated hourly for ILT collaboration	Teachers had limited time to meet in ILT	Continue to provide some hourly compensation for ILT collaboration
Prof&Curriclm Dev Vist Tchr	--	--	30100-1192	ILT visiting teachers		Due to sub shortage visiting teachers were not utilized	Continue

What are my leadership strategies in service of the goals?

- Prioritizes and conducts daily classroom observations with feedback in order to monitor the implementation of the curriculum, school-wide strategies and the quality of student learning.
- Ensures that a guaranteed and viable curriculum is in place for every class/course.
- Ensures that all teachers are implementing a set of school-wide agreed upon instructional expectations and strategies focused on Quality Teaching Practices (QTPs) and Quality Learning Interactions (QLIs)
- Creates a school culture in which teachers feel safe in making their practice public and are accustomed to visitors and receiving feedback to strengthen their practice.
- Knows students' learning needs and can recognize if instruction is impacting learning.
- Uses common formative and summative assessment data to lead teacher teams (PLCs) in designing effective lessons and targeted interventions based on student needs.
- Creates a learning culture by knowing their teachers' practice well and developing differentiated professional learning opportunities.
- Uses data from classroom observations and common assessments to inform professional learning grounded in current research and based on students' needs.
- Has a positive relationship with parents and the community as partners.
- Designs systems with a range of strategies to engage, teach, support and communicate with parents.
- Supports parents in understanding their child as a learner connected to the classroom learning experiences and provides resources to support their growth.
- Partners with parents as active members in SSC, ELAC and SGT.

SCHOOL NAME: FREESE ELEMENTARY

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800

SCHOOL YEAR: 2021-22

Goal 1 - Safe, Collaborative and Inclusive Culture

Art Integration

***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**

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress	Modifications based on qualitative and quantitative data.

Freese Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

		\$21,000.00	09800-5853	Support Art Integration through contracting an art teacher	Students received 16 weeks of art lessons integrating SEL and ELA. Students exhibited their art at Open House.	monitoring results, etc.).	Continue to fund. Reduce to 12 weeks due to funds.
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Supplemental Instructional Materials

***Strategy/Activity - Description**

Instructional material and supplies will be purchased to support SEL and school culture and climate.

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.

Freese Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Supplies		\$4,602.00	09800-4301	Instructional materials to support attendance, school climate and SEL	SEL read aloud books, counseling materials were purchased.		continue
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Goal 2 - English Language Arts							
Supplemental Instructional Materials							
*Strategy/Activity - Description							
Instructional materials (leveled books, magazine subscriptions and other materials) and software licenses are purchased to supplement the English Language Arts program.							
*Proposed Expenditures for this Strategy/Activity							
<u>Directions:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.							
<u>Guiding Questions:</u> 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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Software License		\$1,999.00	09800-5841	Purchasing of software licenses to support ELA	Online resources, Brain Pop, Vocabulary City, Raz Kids were purchased to support student instruction		continue

Freese Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Art Integration							
*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							
<u>Directions:</u>							
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.							
<u>Guiding Questions:</u>							
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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Contracted Svcs Less Than \$25K	--	--	09800-5853	Art and ELA integration	Students received 16 weeks of art lessons integrating SEL and ELA. Students exhibited their art at Open House.		Continue to fund. Reduce to 12 weeks due to funds.
Afterschool Intervention Support							

Freese Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

***Strategy/Activity - Description**

Interested teachers will provide intervention support to identified students afterschool, based on assessment data.

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Classroom Teacher Hrly		\$7,720.55	09800-1157	hourly time to pay teachers to provide intervention	3 teachers offered to provide after school intervention	Low participation by teachers	Discontinue due to lack of teacher interest to provide extended day
Supplies	--	--	09800-4301	supplemental instructional materials for intervention supports.	Instructional materials and resources were purchased to support instruction		continue

Goal 3 - Mathematics							
Instructional Materials							
*Strategy/Activity - Description							
Instructional materials are purchased to supplement the Math program.							
*Proposed Expenditures for this Strategy/Activity							
<p><u>Directions:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.</p> <p><u>Guiding Questions:</u> Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.</p>							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Supplies	--	--	09800-4301	Materials to supplement math instruction	Instructional materials and resources were purchased to support instruction		continue

Goal 4- Supporting English Learners

ELPAC Testing Support

***Strategy/Activity - Description**

A retired teacher or substitute will be hired to administer the Initial and Summative ELPAC.

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Prof&Curriclm Dev Vist Tchr		\$10,498.95	09800-1192	funding for ELPAC support	ELPAC was completed		Reduce due to RVT ability to also support ELPAC

Goal 8- Graduation/Promotion Rate

Professional Learning Communities

***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 .

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Classroom Teacher Hrly	--	--	09800-1157	Teacher Hourly Collaboration	Teachers were compensated hourly for PLC after school hours	Teachers had limited time to meet in PLC	Continue to provide some hourly compensation for collaboration.

Freese Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Instructional Materials							
*Strategy/Activity - Description							
Instructional supplies and software licenses purchased to supplement ELA instruction							
*Proposed Expenditures for this Strategy/Activity							
<p><u>Directions:</u></p> <p>Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.</p> <p><u>Guiding Questions:</u></p> <p>Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.</p>							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Software License	--	--	09800-5841	Instructional Materials to support learning.	Online resources, Brain Pop, Vocabulary City, Raz Kids were purchased to support student instruction		Continue

Goal 6 - Supporting Black Youth

Professional Development

***Strategy/Activity - Description**

Teachers and staff will participate in professional development to support quality teaching and learning. ILT will collaborate to ensure that equity is at the forefront of instructional decisions. 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**

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Supplies	--	--	09800-4301	Books and supplies to support professional learning	Some professional learning materials were purchased		Continue to offer professional learning supplies when needed to

Freese Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

							teachers based on professional learning goals.
<p>What are my leadership strategies in service of the goals?</p> <ul style="list-style-type: none"> • Prioritizes and conducts daily classroom observations with feedback in order to monitor the implementation of the curriculum, school-wide strategies and the quality of student learning. • Ensures that a guaranteed and viable curriculum is in place for every class/course. • Ensures that all teachers are implementing a set of school-wide agreed upon instructional expectations and strategies focused on Quality Teaching Practices (QTPs) and Quality Learning Interactions (QLIs) • Creates a school culture in which teachers feel safe in making their practice public and are accustomed to visitors and receiving feedback to strengthen their practice. • Knows students' learning needs and can recognize if instruction is impacting learning. • Uses common formative and summative assessment data to lead teacher teams (PLCs) in designing effective lessons and targeted interventions based on student needs. • Creates a learning culture by knowing their teachers' practice well and developing differentiated professional learning opportunities. • Uses data from classroom observations and common assessments to inform professional learning grounded in current research and based on students' needs. 							