

School Year: **2022-23**



THE FREEDOM ACADEMY OF IMPERIAL VALLEY

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Freedom Academy of Imperial Valley	13-631490125922		10/17/2022

Purpose and Description

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

Schoolwide Program

Each School Plan for Student Achievement describes a schoolwide program that includes strategies, actions, and services that address all students' needs. Our school community, which includes administration, teachers, and parents, work together to provide our students a high-quality education based on California State Content Standards. There are 1514 students currently enrolled at HUSD, 78% of which are socio-economically disadvantaged (SED), 47% are English Learners, and 0.2% are Foster Youth.

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

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

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

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

Classroom Observations

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

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

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

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

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

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

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

There are three teachers at Freedom Academy; one teacher for students in grades K-8 and one teacher for students in grades 9-12 the third teacher takes responsibility to help balance out the numbers and assure quality of learning. In addition he works closely with both teachers and provides labs for many of the classes. All three teachers are fully credentialed and meet the requirements for being highly qualified.

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

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

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

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

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

Funding is budgeted each year for instructional training for teachers as well as leadership training for administrative staff members.

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

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

Teaching and Learning

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

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

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

Students are required to log-in on a daily basis and teachers are able to monitor the number of minutes per day in all subject areas by the amount of assigned work that is completed. Students in grades 9-12 are also required to attend on site classes to meet the required number of minutes and the teacher can determine the time commitment by the amount of assignments that are turned in.

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

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

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

At the beginning of each year the Freedom Academy Principal takes inventory of all standard-based instructional materials and provides administering approved standard-base instruction to all students in grades kinder through 12th and makes a presentation to the School Board on the ability to provide every student with all their approved core materials for that year.

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

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

Opportunity and Equal Educational Access

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

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

Evidence-based educational practices to raise student achievement

Professional development in teaching strategies has been offered to all staff members. Teachers have been trained in RTI, EDI, differentiated instruction, and EL strategies. Freedom Academy teachers have also received professional development from Florida Virtual and Edgenuity, online standard base instruction programs.

Parental Engagement

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

Teachers provide tutoring on an individual basis for all students requesting help and especially for under-achieving students. An additional teacher is available to provide one-on-one or small group assistance in the area of mathematics and Spanish. Special Education services are available if needed, and there is a list of Imperial Valley Community Resources that are made available to parents. Parents are given user names and passwords so they can check their students grades and performances on-line at their convenience.

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

Effort is made by Freedom Academy's planning process to get input from all stakeholders in the development of the SPSA at the school level and the ConApp and ELCAP at the District level for all grades from Kinder to 12th grade.

Funding

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

Funding is provided from various categorical funding sources such as EIA LCFF 0132, LEP LCFF 0133, other funds may include Lottery and a number of Grants such as Educator Effectiveness, EPA, Title 1, Title II, Title IV, and grants such as the A-G grant.

Fiscal support (EPC)

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Stakeholders including teachers, counselor, support staff, students, principal, parents, School Site Council, and English Learner Advisory Committee members have been asked to review, update and monitor the School Plan for Student Achievement. In November of 2022 parents completed surveys that included questions concerning the progress of increasing student achievement in both English Language Arts and Math, a sense of safety and school connectedness, a broad course of study for all students including English Learners, low-income, foster youth and students with exceptional needs. School Site Council and English Language Advisory Committee members, along with Freedom Academy School staff will continue to monitor the action plan and provide feedback throughout the school year.

WASC Action Plan

Freedom Academy of Imperial Valley
Chapter V. Schoolwide Action Plan Refinements
Revised Action Plan

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

Throughout the Self-Study process, stakeholders have thoughtfully and thoroughly examined the overall academic success of FAIV students, as well as the quality and effectiveness of the teaching/learning environment at FAIV. Our small school community, with a shared vision for excellence and accountability, collaborated in the ongoing review and discussion of our Self-Study findings. Stakeholder input from student surveys, parent surveys, and staff work groups, combined with in-depth analysis of student performance data, culminated in identifying goals for our SPSA and our Action Plan. The structure of the Single Plan for Student Achievement has been modified. During the Initial WASC visit, the SPSA was organized according to the four LEA goals. With the inception of the Local Control Accountability plan (LCAP), the amount has been changed from four to three. Furthermore, more student testing data can be found within the current version of the School Site Plan than was found during the Initial WASC visit. The data that is currently found on the School Site Plan is that related to the CELDT testing as well as CAASPP testing in ELA and Math. The three new LCAP goals are as follows: LCAP Goal 1: Annual increase in student achievement for all students in all academic areas, including English language arts and math with focus on

accelerating student learning outcomes for target subgroups including English Learners, low income pupils and pupils identified as special education by providing students with instruction aligned to the state academic content and performance standards by highly qualified teachers. LCAP Goal 2: HUSD will continue to provide a broad course of study to TK to 12 students, including English Learners, Low-Income, Foster Youth, and students with exceptional needs that will prepare them for college and career upon graduation. LCAP Goal 3: HUSD will provide an educational experience which promotes "school connectedness" and "sense of safety" of pupils, staff, and parents. With a major shift toward implementation of the Common Core State Standards, and the CAASPP testing, our curriculum pathways are developed in collaboration with parents and students addressing individual needs.

Areas of Growth from WASC visiting Committee

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

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

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

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

Grade level K-5

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

Grade level 6-8

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

Grade Level 9-12

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

The current school site plan paints a very truthful picture of Freedom Academy of Imperial Valley. The FAIV staff and stakeholders are committed to following through on the goals we have

collectively identified in our Schoolwide Action Plan, (SPSA). Weekly staff and monthly School Site Council meetings, and effective home-school communications will be used to review goals, assess progress, and identify next steps. Staff development to support our Action Plan goals will have budget priority, to the extent that our funding and staffing allocations will allow. Through ongoing data analysis and communications between all stakeholders, our Action Plan (SPSA) goals will be reviewed and amended annually to align with our LCAP and to continually improve student achievement.

ually to align with our LCAP and continually improve student achievement.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0%	%	%	0		
African American	0%	%	%	0		
Asian	0%	%	%	0		
Filipino	0%	%	%	0		
Hispanic/Latino	76.47%	59.1%	73.08%	13	26	38
Pacific Islander	0%	%	%	0		
White	23.53%	38.6%	26.92%	4	17	14
Multiple/No Response	0%	2.3%	%	0	1	
Total Enrollment				17	44	52

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten		4	3
Grade 1	1	2	6
Grade 2		3	2
Grade 3	1	1	2
Grade 4		1	5
Grade 5	1	1	5
Grade 6		2	3
Grade 7	1	5	1
Grade 8	3	3	4
Grade 9	4	7	5
Grade 10	1	9	3
Grade 11	4	3	10
Grade 12	1	3	3
Total Enrollment	17	44	52

Conclusions based on this data:

1. Student populations with Freedom Academy are very fluid, students come and go and each year the grades, numbers and percentages vary accordingly.

2. With the exception of 21-22 student populations are larger at the high school level.
3. In the last three years our English learners have outnumbered our other populations. Not shown here, the English learners are a mix of middle to high performing students and Re-classified students.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	0	2	13	0.0%	4.50%	25.0%
Fluent English Proficient (FEP)	1	3	9	5.9%	6.80%	17.3%
Reclassified Fluent English Proficient (RFEP)	0	0		0.0%	0.00%	

Conclusions based on this data:

1. In the last few years our English Learners have become the larger group of students.
2. Not shown in this data most of our English learners are middle to high performing students, and in the 22-23 school year we have a larger number of RFEP students.
3. As said before, a lot about Freedom Academy is fluent when it comes to students. It seems the only thing that is stable are the teachers, the growing number of ELL's, and higher female counts than male, another piece of data not shown in this graph.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3		*	*		0	*		0	*			
Grade 4	*	*	*	*	0	*	*	0	*			
Grade 5		*	*		0	*		0	*			
Grade 6	*	*	*	*	0	*	*	0	*			
Grade 7	5	6	*	5	0	*	5	0	*	100	0.0	
Grade 8	*	*	5	*	0	5	*	0	5			100.0
Grade 11	*	*	9	*	*	7	*	*	7			77.8
All Grades	12	18	26	11	*	23	11	*	23	91.7		88.5

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

2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3			*			*			*			*			*
Grade 4	*		*	*		*	*		*	*		*	*		*
Grade 5			*			*			*			*			*
Grade 6	*		*	*		*	*		*	*		*	*		*
Grade 7	*		*	*		*	*		*	*		*	*		*
Grade 8	*		*	*		*	*		*	*		*	*		*
Grade 11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	18.18	*	8.70	45.45	*	47.83	36.36	*	30.43	0.00	*	13.04

2019-20 Data:

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

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3			*			*			*
Grade 4	*		*	*		*	*		*
Grade 5			*			*			*
Grade 6	*		*	*		*	*		*
Grade 7	*		*	*		*	*		*
Grade 8	*		*	*		*	*		*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	27.27	*	*	54.55	*	*	18.18	*	*

2019-20 Data:

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

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3			*			*			*
Grade 4	*		*	*		*	*		*
Grade 5			*			*			*
Grade 6	*		*	*		*	*		*
Grade 7	*		*	*		*	*		*
Grade 8	*		*	*		*	*		*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	54.55	*	*	45.45	*	*	0.00	*	*

2019-20 Data:

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

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3			*			*			*
Grade 4	*		*	*		*	*		*
Grade 5			*			*			*
Grade 6	*		*	*		*	*		*
Grade 7	*		*	*		*	*		*
Grade 8	*		*	*		*	*		*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	27.27	*	*	72.73	*	*	0.00	*	*

2019-20 Data:

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

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3			*			*			*
Grade 4	*		*	*		*	*		*
Grade 5			*			*			*
Grade 6	*		*	*		*	*		*
Grade 7	*		*	*		*	*		*
Grade 8	*		*	*		*	*		*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	18.18	*	*	54.55	*	*	27.27	*	*

2019-20 Data:

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

Conclusions based on this data:

1. Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year
2. On average our students perform near or above average in all areas on assessment testing.
3. This data has to be looked at carefully because Freedom Academy populations overall and by grade is such that scores are not published where it is possible to match a score with a students, this falls under student confidentiality laws.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3		*	*		0	*		0	*			
Grade 4	*	*	*	*	0	*	*	0	*			
Grade 5		*	*		0	*		0	*			
Grade 6	*	*	*	*	0	*	*	0	*			
Grade 7	5	6	*	5	0	*	5	0	*	100	0.0	
Grade 8	*	*	5	*	0	5	*	0	5			100.0
Grade 11	*	*	9	*	*	7	*	*	7			77.8
All Grades	12	18	26	11	*	24	11	*	24	91.7		92.3

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

2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3			*			*			*			*			*
Grade 4	*		*	*		*	*		*	*		*	*		*
Grade 5			*			*			*			*			*
Grade 6	*		*	*		*	*		*	*		*	*		*
Grade 7	*		*	*		*	*		*	*		*	*		*
Grade 8	*		*	*		*	*		*	*		*	*		*
Grade 11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	27.27	*	0.00	18.18	*	8.33	27.27	*	41.67	27.27	*	50.00

2019-20 Data:

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

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3			*			*			*
Grade 4	*		*	*		*	*		*
Grade 5			*			*			*
Grade 6	*		*	*		*	*		*
Grade 7	*		*	*		*	*		*
Grade 8	*		*	*		*	*		*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	36.36	*	*	27.27	*	*	36.36	*	*

2019-20 Data:

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

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3			*			*			*
Grade 4	*		*	*		*	*		*
Grade 5			*			*			*
Grade 6	*		*	*		*	*		*
Grade 7	*		*	*		*	*		*
Grade 8	*		*	*		*	*		*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	18.18	*	*	72.73	*	*	9.09	*	*

2019-20 Data:

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

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3			*			*			*
Grade 4	*		*	*		*	*		*
Grade 5			*			*			*
Grade 6	*		*	*		*	*		*
Grade 7	*		*	*		*	*		*
Grade 8	*		*	*		*	*		*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	36.36	*	*	36.36	*	*	27.27	*	*

2019-20 Data:

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

Conclusions based on this data:

1. Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year
2. In the fields were an (*) is provided the reason for this is the school is small and if there is a possibility to tie a student to a test score then that information is not provided for the protection of the student.
3. In Language Art most of our students perform at or above, in math our students perform at a lower level and Freedom Academy is addressing this with an added teacher who will be providing math support.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
All Grades											*	8

2019-20 Data:

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

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
All Grades		*	*		*	*		*	*		*	*		*	*

2019-20 Data:

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

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
All Grades		*	*		*	*		*	*		*	*		*	*

2019-20 Data:

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
All Grades		*	*		*	*		*	*		*	*		*	*

2019-20 Data:

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
All Grades		*	*		*	*		*	*		*	*

2019-20 Data:

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
All Grades		*	*		*	*		*	*		*	*

2019-20 Data:

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
All Grades		*	*		*	*		*	*		*	*

2019-20 Data:

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
All Grades		*	*		*	*		*	*		*	*

2019-20 Data:

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

Conclusions based on this data:

- Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year
- First thing you notice, there is no data. The reason for this is if data was made available, the score could easily be assigned to a student and that student's score would have been publicly known a violation of a student's privacy law.

School and Student Performance Data

Student Population

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

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

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
44	43.2	4.5	0
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	2	4.5
Foster Youth		0
Homeless		
Socioeconomically Disadvantaged	19	43.2
Students with Disabilities		

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

Conclusions based on this data:

1. Students enrolled at Freedom Academy usually are not your Foster Youth or Homeless because the program requires parent participation and these populations are usually lacking parents at home to provide the necessary support.

2. Not surprising to see a large number of social Economically disadvantaged because our area represents some of the poorest populations in California.
3. Holtville is less than fifteen minutes from the Mexicali boarder so we get a larger number of English learners than some other schools in other communities. In the last few years our English Learner population has been growing, not shown in this data.

School and Student Performance Data

Overall Performance

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

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

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  No Performance Color	Graduation Rate  No Performance Color	Suspension Rate  Blue
Mathematics  No Performance Color	Chronic Absenteeism  No Performance Color	
College/Career  No Performance Color		

Conclusions based on this data:

1. Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.
2. Enrollment at Freedom Academy for the year represented here was very low. Data would not be made available because the data could be attached to a student or a small number of students and made public, this is in violation of student confidentiality rules.
3. As our numbers grow we hope to be able to have this tool available to us for 100 percent of the students for 100 percent of the time.

School and Student Performance Data

Academic Performance English Language Arts

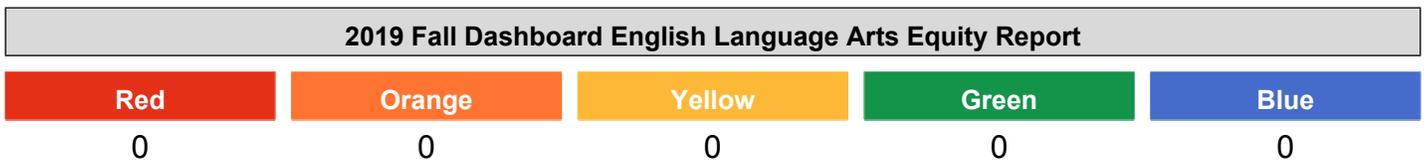
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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

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



This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6</p>	<p>English Learners</p> <p>No Performance Color 0 Students</p>	<p>Foster Youth</p> <p>No Performance Color 0 Students</p>
<p>Homeless</p> <p>No Performance Color 0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2</p>	<p>Students with Disabilities</p> <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

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

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

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

Conclusions based on this data:

1. The Freedom Academy of Imperial Valley has only a very small number of English Learners in the program but at this time they are performing well. At face value, this data on this page does not accurately inform people or our students performance.
2. In addition to number 1 above results may be missing because Freedom is small and if these results were to be made public people could connect a score to a student and this violates students rights.

School and Student Performance Data

Academic Performance Mathematics

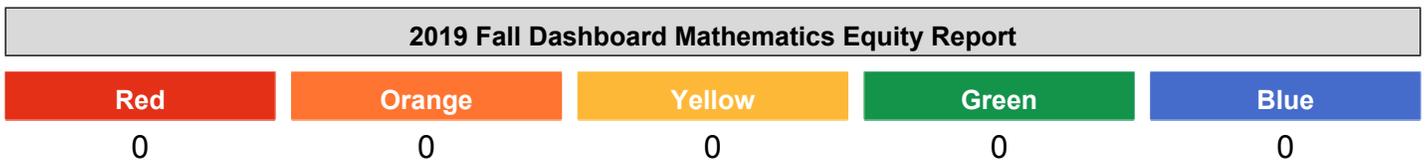
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is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

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



This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Students with Disabilities No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

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

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

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

Conclusions based on this data:

1. To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.
2. The information or lack of information is once again not 100% available because our student population was so low that test scores or level of performance could easily be associated to one or more students in violation of student confidentiality laws.

School and Student Performance Data

Academic Performance English Learner Progress

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

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

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

2019 Fall Dashboard English Learner Progress Indicator

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

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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
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Conclusions based on this data:

1. To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.
2. As before, student population is so small that information is not made available because of student confidentiality laws. This data fails to provide 100 percent of the information for a 100 percent of our population.

School and Student Performance Data

Academic Performance College/Career Measures Only Report

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

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

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

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

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

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

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

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

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

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

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

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

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

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

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

**Completed College Credit Courses – Number and Percentage of All Student
Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses**

Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

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

Earned the State Seal of Biliteracy – Number and Percentage of All Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

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

Conclusions based on this data:

1. To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.
2. This page shows that 100% percent of our graduating class graduated, other than that any other information is considered confidential and is not able to be posted.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

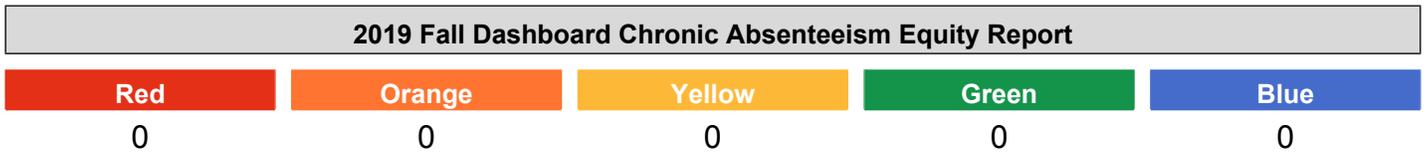
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is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

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



This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 No Performance Color 0 Declined -9.1 13	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

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

Conclusions based on this data:

1. The Freedom Academy of Imperial Valley is much too small to trigger results in all areas of this page.
2. The information that is provided tells us that we had 13 students 7 of whom are socially disadvantaged, and 9 are Hispanic, 3 white and one mixed, that had chronic absences.

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

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

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

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

Conclusions based on this data:

1. Prior data told us that 100% of our students graduated, this data tells us that 2 students were socioeconomically disadvantaged, one was Hispanic and three were white.

School and Student Performance Data

Conditions & Climate Suspension Rate

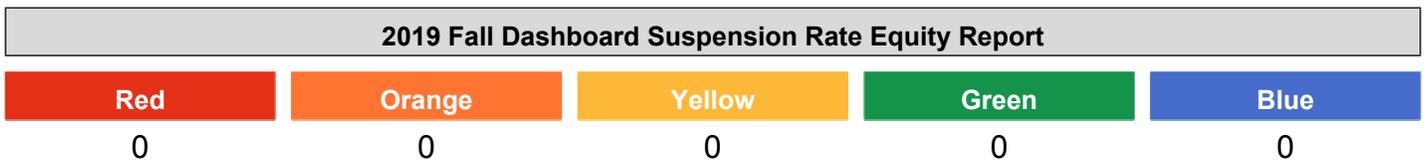
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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

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



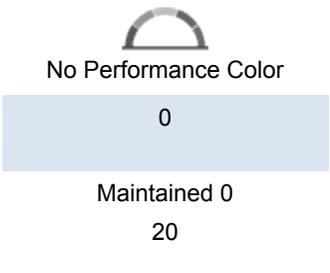
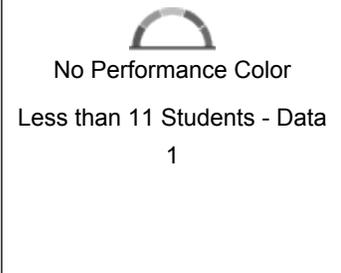
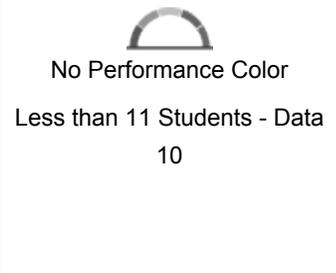
This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Blue</p> <p>0</p> <p>Maintained 0</p> <p>31</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>1</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>1</p>
<p>Homeless</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>0</p> <p>Maintained 0</p> <p>12</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>1</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White
			

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0	0

Conclusions based on this data:

- This data shows us that in the years from 2017 through 2019 we had no suspensions.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Achievement

LEA/LCAP Goal

Annual increase in student achievement for all students in all academic areas, including English Language Arts, and Math with a focus on accelerating student learning outcomes for target subgroups including English Learners, low-income pupils, and pupils identified as special education by providing students with instruction aligned to the state academic content and performance standards by highly qualified teachers.

Goal 1

Annual increase in student achievement for all students in all academic areas, including English Language Arts and Math, a with focus on accelerating students learning outcomes for target subgroups including English Learners, low income pupils and pupils identified as specials education by providing students with Instruction aligned to State academic content and performance standards by highly qualified teachers.

Identified Need

All students need to progress and improve over time.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase or maintain the percentage of highly qualified teachers by 0.5%.	Based on the 2021-2022 school year, 100% of teachers have a full credential.	Based on the 2022-23 school year, Freedom Academy will maintain a 100% of teachers having a full credential.
Increase or maintain the percentage of students at or above grade level on the Star Math Assessment by 2%.	<p>The percent of students in 2021-2022 performing at or above grade level as demonstrated by the Star Math Scores are unable to be shown by grade because some the of the classes have less than two students. We will show the data as a school wide score.</p> <p>Grades 1-8 - 58% of students are performing at or above grade level Grades 9-12 No Data</p> <p>According to the above numbers, the percentage of FAIV students in grades 1-8 at</p>	<p>The percentage of students 2022-23 performing proficient as demonstrated by the STAR Math assessment (Consolidated State Performance Report):</p> <p>Grades 1 - 5: 00%</p> <p>Grades 6 - 8: 00%</p> <p>Grades 9 - 12: No data</p> <p>According to the above numbers, the percentage of HUSD students in grades 1-8 proficient on STAR Math is 00%.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	or above grade level for Math is 58% for the 2020-2021 school year.	
Increase or maintain the percentage of students reading at or above grade level on the Star Reading Assessment by 2%.	<p>The percent of students in 2021-2022 performing at or above grade level as demonstrated by the Star Reading Scores are unable to be shown by grade because some the of the classes have less than two students. We will show the data as a school wide score.</p> <p>Grades 1-8 - 60% of students are performing at or above grade level. Grades 9-12 No Data</p> <p>According to the above numbers, the number of HUSD's students in grades 1-8 reading at or above grade level is 60% for the 2020-2021 school year.</p>	<p>The percentage of students 2022-23 performing proficient as demonstrated by the STAR Reading assessment (Consolidated State Performance Report):</p> <p>Grades 1 - 5: 00%</p> <p>Grades 6 - 8: 00%</p> <p>Grades 9 - 12: No data</p> <p>According to the above numbers, the percentage of HUSD students in grades 1-8 proficient on STAR Reading is 35%.</p>
Increase or maintain the percentage of English Learners scoring "Well Developed" on the ELPAC by 0.5%.	00% of English Learners scored Well Developed on the 2021 ELPAC exam.	00% of English Learners scored Well Developed on the 2023 ELPAC exam.
Increase or maintain the percentage of English Learners being reclassified by 0.5%.	Based on the 2020-2021 school year, 0% of English Learners were reclassified..	Based on the 2021-22 school year, 0% (23/704) of English Learners were reclassified.
All students in the school district will have sufficient access to standards-aligned instructional materials.	100% students had sufficient access to standards-aligned instructional materials in the 2021-22 school year.	100% of students have sufficient access to standards-aligned instructional materials in the 2022-23 school year.
All students will receive instruction aligned to state standards.	Based on the 2020-2021 school year, all core classes have implemented state standard-aligned curriculum.	100% of students received instruction aligned to state standards in the 2022-23 school year.
The overall number of students meeting or exceeding standards will improve by 3%	Based on the 2018-19 school year, 64% of students met or	Based on the 2020-21 school year, 0% of students met or exceeded standard for ELA on

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
in ELA as measured by CAASPP summative assessments for all students.	exceeded standard for ELA on the CAASPP.	the CAASPP. *This data reflects the most recent data. It only reflects 11th grade students as all grades 3-8 took STAR testing for their substitute summative assessment.
The overall number of students meeting or exceeding standards will improve by 3% in Math as measured by CAASPP summative assessments for all students.	Based on the 2018-2019 school year, 55% of students met or exceeded standard for Math on the CAASPP.	Based on the 2020-21 school year, 0% of students met or exceeded standard for Math on the CAASPP. *This data reflects the most recent data. It only reflects 11th grade students as all grades 3-8 took STAR testing for their substitute summative assessment.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students--Curriculum and Instruction

Strategy/Activity

1. Purchase online standards-based curriculum for all Kindergarten through 12th grade.
 - a. Grades K-5 will use Flex Point Education.
 - b. Grades 6-12 will use Edgenuity, Flex Point Education, and eDynamic Learning.
2. Utilize instructional strategies and supplemental materials for all grades.
 - a. Continue using Renaissance Learning for Star Assessments and Accelerated Reader.
 - b. Enhance classroom libraries by purchasing additional books and/or virtual library programs.
 - c. Purchase supplemental goods, services, materials and supplies to support classroom instruction (ie: science lab materials and enrichment workshops).
3. Review, evaluate, and customize online curriculum.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1000	Title I Part A: Basic Grants Low-Income and Neglected 4000-4999: Books And Supplies Supplemental materials
500	LCFF - Supplemental 4000-4999: Books And Supplies Supplies and resources to support instruction

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students--Data and Assessments

Strategy/Activity

1. Assess all K-12 students using STAR Reading and STAR Math at the beginning and end of the school year.
2. Utilize Ellevation to track and manage data for all students, especially ELs and other special populations.
3. Develop a consistent process by which formative/summative data is collected, disaggregated, analyzed, and communicated to all stakeholders on an ongoing basis.
 - a. Staff will produce formative data for review quarterly.
 - b. Data will be collected from Edgenuity and Flex Point Education and analyzed to determine if mastery has been achieved or if interventions are needed.
 - c. PSAT and CAASPP data will be reviewed on a yearly basis.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1500	Title I Part A: Basic Grants Low-Income and Neglected 5000-5999: Services And Other Operating Expenditures Support Ellevation in tracking student success and other programs.
400	LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Provide training to teachers and staff on how to read data and other assessment tools.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students--Academic Support and Intervention

Strategy/Activity

1. Intervention strategies
 - a. Develop tiered re-engagement strategies and criteria that would prompt a formal SST process.
 - b. Provide training for the Beyond SST program.
 - c. Provide office hours for virtual or in-person tutoring on a daily basis.
2. Academic support
 - a. Provide daily live instruction for grades K-3.
 - b. Provide live instruction at least once per week for grades 4-12.
 - c. Provide incentives and rewards for students making progress toward proficiency.
 - d. Provide opportunities for project-based learning and hands-on activities.
3. Provide professional development and training opportunities in intervention for teachers, support staff, and administration.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

200

Title I Part A: Basic Grants Low-Income and Neglected
4000-4999: Books And Supplies
Provide incentives to students for progress in academics

1000

Title I Part A: Basic Grants Low-Income and Neglected
4000-4999: Books And Supplies
Supplies to provide hands-on activities

1000

Title III
5800: Professional/Consulting Services And Operating Expenditures
Professional Development

500

LCFF - Supplemental
4000-4999: Books And Supplies
Purchase supplies and resources to support student and teacher activities.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students--Technology

Strategy/Activity

1. Increase usage and availability of technology for all students.
 - a. Purchase new desktop computers for the classroom, and laptops, Chromebooks for all students and provide WIFI hotspots for those who need it.
 - b. Purchase Zoom, Remind, and Calendly to increase student/teacher/parent communication.
 - c. Purchase Classwize and Google Education Suite to monitor academic integrity.
 - d. Purchase School Pathways PLS Express to create and manage independent study agreements and track attendance for daily live/synchronous instruction.
 - e. Provide explicit instruction on online tools available to access core curriculum. For example, translation tools, text to speech tool, lesson transcripts, glossary, picture dictionary.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
4264	Title I Part A: Basic Grants Low-Income and Neglected 4000-4999: Books And Supplies Purchase of Chrome books to address need of student use, standardization.
2568	Title IV Part A: Student Support and Academic Enrichment 4000-4999: Books And Supplies Purchase of Chrome books to address need of student use, standardization.
3457	Title I Part A: Basic Grants Low-Income and Neglected 4000-4999: Books And Supplies Supportive Software, such as Classwize, ZOOM, Remind, Calendly and more.
2000	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Technology use, new Chrome book purchase

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Staff--Professional Development

Strategy/Activity

1. Participate in District training days.
2. Provide teacher release time, as requested.

3. Utilize Wednesday staff meetings to review various trainings and implement new strategies.
4. Provide professional development in independent studies and content areas.
5. Provide opportunities for networking with other independent study schools, via conferences and/or school visits.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1685.82	Title II Part A: Improving Teacher Quality 5800: Professional/Consulting Services And Operating Expenditures Teacher and Principal Profession Development,
1000	LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Staff Development

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students--English Learners

Strategy/Activity

1. Acquire a supplemental online ELD curriculum to provide EL students with additional language support.
2. Deliver explicit instruction on online tools available to access core curriculum. For example, translation tools, text to speech tool, lesson transcripts, glossary, picture dictionary.
3. Provide direct instruction in phonemic awareness and phonics.
4. Utilize ELPAC to track growth of ELs.
5. Provide professional development and training opportunities in EL strategies for teachers, support staff, and administration.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000	Title III 5000-5999: Services And Other Operating Expenditures Provide Profession Development

500

LCFF - Supplemental
4000-4999: Books And Supplies
Provide Supplemental materials to be used in
the classroom.

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students--Student Health

Strategy/Activity

1. Social-Emotional Learning

a. Implementation of a Social-Emotional Learning support program.

2. Provide professional development and training opportunities in intervention and SEL for teachers, support staff and administration

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

925.51

Title III
5000-5999: Services And Other Operating
Expenditures
Provide instructional learning for teachers, staff
and administrators.

650

LCFF - Supplemental
5800: Professional/Consulting Services And
Operating Expenditures
Tools for Social and emotional support.

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All students--Extended Learning

Strategy/Activity

1. Provide opportunities for hands-on activities, project-based learning, field trips, workshops, and guest speakers.

2. Explore offering after-school hours tutoring and/or summer school.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
500	Title III 4000-4999: Books And Supplies Provide Hands-on activities, field trips, project-based learning.
650	LCFF - Supplemental 4000-4999: Books And Supplies Provide transportation, workshops, field trips and more.

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Our K through 5th grade population were not using an online program, they were using packets. We purchased, tested and finally implemented a program called Flex Point education and that has been a tremendous improvement in student engagement and the ability to track "live" student performance. It also exposed another problem which is that using actual laptops with students need two passwords to log on was a barrier to maximizing the students engagement. Because of this we have been replacing those units with Chromebook that require only one password and this has been very successful in improving student engagement and success.

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

Flex Point was initially intended for grades K-5th but the program has been used in all grades at times and shows success. We are exploring the possibility of changing what online programs we use at what grades for the future.

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

Freedom academy will be standardizing technology, simplifying it for all students especially for the younger population. We have added a counselor part time, instead of full time, Teachers and staff will be undergoing training. Measurements will be made using State, Federal and Local measurements, as well as school site tools that are in place for evaluations and measurements.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

College and Career Awareness

LEA/LCAP Goal

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

Goal 2

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

Sub Goal (9-12) :

By June 5, 2023, the percentage of students who are on track to meet their A-G requirements will exceed 70%.

By June 5, 2023, the percentage of students taking the Advanced Placement exams will increase by 5%.

Identified Need

All students need to have a broad course of study that prepares them for college, and career upon graduation.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
A-G on track	0%	100%
College and Career Readiness Completion Rate	0%	5%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students--School Counselor

Strategy/Activity

1. FAIV will hire a half-time counselor.
2. Develop relationships between counselor and students by:
 - a. Creating 4 year plans for high school students.
 - b. Organizing College Awareness workshops and Career Days.
 - c. Attending College and Career fairs and Higher Ed Weeks and for all students.
 - d. Aiding students in college planning and applications, FAFSA, SAT and ACT test prep and registration.
 - e. Tracking and communicating progress toward high school graduation, A-G requirements.
 - f. Establishing a direct line of communication by way of Remind, Calendly scheduling, and Zoom meetings.
 - g. Establishing a virtual library on Google Classroom, which provides helpful resources for college and career planning and posts scholarship opportunities to Google Classroom.
 - h. Providing a college awareness workshop for K-8 students to participate in.
3. Provide counselor with professional development and training opportunities.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

500

Source(s)

LCFF - Supplemental
4000-4999: Books And Supplies
Supplies to support counselor activities

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Students in grades 7-12 --Additional Pathways

Strategy/Activity

1. Continue to partner with HHS to offer CTE pathways to prepare students for college and career readiness.
2. Provide workshops to parents and students to inform them of CTE pathways that are available through a partnership with HHS.
3. Provide students with post-secondary resources such as community colleges, trade schools, and internship programs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
500	LCFF - Supplemental 4000-4999: Books And Supplies Resources to support Strategy/Activity 2
1000	Title I Part A: Basic Grants Low-Income and Neglected 4000-4999: Books And Supplies Provide resources to promote Colleges, Trade Schools, Internships, and more.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Students in grades 9-12-- College and Career Readiness

Strategy/Activity

1. Offer a variety of AP courses to FAIV students.
2. Offer career electives through edynamic learning.
3. Ensure the students and parents are aware of dual enrollment opportunities with Imperial Valley Community College.
4. Brainstorm ideas with students about community service opportunities that relate to careers they are interested in.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
400	Title I Part A: Basic Grants Low-Income and Neglected 5000-5999: Services And Other Operating Expenditures Create advertisement, information, and other documents to inform students.
500	LCFF - Supplemental 4000-4999: Books And Supplies Provide resources to support Strategy/Activity 3

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Students will be exposed to a broad course of study to include, CTE, Colleges, Trade Schools, with help from others including the new Freedom Counselor. College Preparation such a grant request, application completeness and more will be done.

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

The major difference is we are exploring or including this year trade schools. Counselor will be working closely with students in the application, grant writing, and FASFA process so that students have a supportive approach to a college and career plan and goals.

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

The major change in this goal is the new counselor and her ability to assist the students in the process of not only preparing for college like their A-G's but also applying for college and fund applications.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

School Connectedness, Culture, Student Health, and Safety

LEA/LCAP Goal

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

Goal 3

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

Identified Need

After the COVID experience all students need to be provided an educational experience that promotes a culture of school connectedness and involvement, student health and well-being , and the safety and security of pupils, staff, and parents.

Annual Measurable Outcomes

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

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students--School Site Council

Strategy/Activity

1. Increase parent participation and develop a more active School Site Council with regular, established meeting days and times.
 - a. Include in the registration packet information on School Site Council and ELAC and ask parents to indicate whether they are interested in more information.
 - b. At the Welcome Back event, collect interested parents' names for School Site Council and ELAC, as well as other school involvement activities.

c. Develop a schedule for the year at the first meeting, with at least one meeting a month.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

500

Source(s)

LCFF - Supplemental
4000-4999: Books And Supplies
Promote Stakeholder involvement

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students--Health, Safety, and Security

Strategy/Activity

1. Develop an anti-bullying policy.
 - a. Collaborate with all schools within HUSD.
 - b. Get Board approval.
 - c. Share with students and parents.
2. Assist and update the District Wide Safe School Plan.
3. Provide teachers with an emergency binder that contains the School Safety Plan, along with student rosters and parent/guardian contact information.
4. Provide staff with additional safety training opportunities (CPR, AED, active shooter, etc.).
5. Equip each classroom with emergency kits and water bottles.
6. Provide students with emergency drill information while at school and while at home. Provide staff and students with the location of the nearest AED.
7. Conduct emergency/safety drills (earthquake, lockdown, and fire) throughout the school year.
8. Provide each classroom with a fire extinguisher.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

500

Source(s)

LCFF - Supplemental
4000-4999: Books And Supplies
Provide resources to support Strategy/Activities
2

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students--Communication

Strategy/Activity

1. Update and maintain school website.
2. Post announcements and resources for parents and students on website, Google Classroom, and Remind.
3. Conduct parent trainings on topics such as How to Monitor Student Progress.
4. Hold regular meetings with students and parents to discuss achievement and engagement, completion of assignments, learning of required concepts; and progress toward successful completion of courses.
5. Encourage student and parent participation on LCAP, school site, and Healthy Kids surveys.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

500

LCFF - Supplemental
5800: Professional/Consulting Services And
Operating Expenditures
Improve School Web site that it provides
maximum information for all stakeholders.

500

LCFF - Supplemental
4000-4999: Books And Supplies
Provide resources to support
Strategies/Activities for 3.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students-- Cohesive School and Community Environment

Strategy/Activity

1. Promote parent, family, and community involvement with the school through Welcome Back event, field trips, potlucks, classroom social activities, and graduation ceremony.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

350

Title I Part A: Basic Grants Low-Income and
Neglected
5000-5999: Services And Other Operating
Expenditures
Provide field trips, graduation events,
transportation and more.

300

LCFF - Supplemental
4000-4999: Books And Supplies
Use to promote Strategies/Activities for 4,
Promoting a Cohesive school and community
environment

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students--Social Emotional Learning

Strategy/Activity

1. Support the implementation of Social-Emotional Learning Curriculum and programs.
2. Provide professional development and training opportunities.
3. Provide supplies, materials, and services for meeting the social-emotional needs of all stakeholders.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

843.59

Title II Part A: Improving Teacher Quality
5000-5999: Services And Other Operating
Expenditures
Provide trainings for staff as needed.

1000

LCFF - Supplemental
4000-4999: Books And Supplies
Resources to support Social Emotional
Activates for all stakeholders.

500

LCFF - Supplemental
5000-5999: Services And Other Operating
Expenditures
Trainings for staff to include but not limited to
teachers, administrators and other staff
members.

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Strategy/Activity

1. Increase enrollment at Freedom Academy.
 - a. Develop a virtual advertising campaign through social media.
 - b. Develop print ads for high traffic locations and billboards.
 - c. Create and distribute mailers, fliers, brochures, banners, and promotional materials.
 - d. Create newspaper and radio advertisements.
 - e. Focus on Search Engine Optimization (SEO).
 - f. Create a listing on Google My Business (GMB), and then make sure that we can be found on Google Maps.
 - g. Work with Holtville Tribune to promote Freedom Academy.
 - h. Update the FAIV website.
 - i. Update FAIV CDE website information.
 - j. Collect and provide testimonials from former and current students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
200	Title I Part A: Basic Grants Low-Income and Neglected 5000-5999: Services And Other Operating Expenditures Identify organizations that can help promote Freedom Academy
1000	LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Promote FAIV and its services as well safe and clean environment to help students feel safe. This supports Activity

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All--Transportation

Strategy/Activity

1. Provide transportation to supplementary school activities to promote school connectedness, promote health and well-being, and minimize chronic absenteeism.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
500	LCFF - Supplemental

5800: Professional/Consulting Services And Operating Expenditures
Provide transportation in support of student activities for a more broad course of study..

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students--Attendance and Student Engagement Intervention Strategies

Strategy/Activity

1. Hold regular meetings with students and parents to discuss achievement and engagement, completion of assignments, learning of required concepts; and progress toward successful completion of courses.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

500

Source(s)

LCFF - Supplemental
4000-4999: Books And Supplies
To support Strategies/Activities for number 8

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Students-- School Environment

Strategy/Activity

1. Improve the outside aesthetics in front of the school to create a more welcoming environment.
2. Improve classroom arrangement and décor to create a safe, welcoming, calming, collaborative environment.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

500.00

Source(s)

LCFF - Supplemental
4000-4999: Books And Supplies
Provide resources for Strategy/Activity 9

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

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

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

This area has not changed for the most part, except for the need to provide Social Emotional supports and resources to students, because there seems to be a larger population of our students with these needs.

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

We continue to meet all changes with one goal in mind which is to continue to serve all stakeholders.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$35,893.92

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I Part A: Basic Grants Low-Income and Neglected	\$13,371.00
Title II Part A: Improving Teacher Quality	\$2,529.41
Title III	\$3,425.51
Title IV Part A: Student Support and Academic Enrichment	\$2,568.00

Subtotal of additional federal funds included for this school: \$21,893.92

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

State or Local Programs	Allocation (\$)
LCFF - Supplemental	\$14,000.00

Subtotal of state or local funds included for this school: \$14,000.00

Total of federal, state, and/or local funds for this school: \$35,893.92

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	14,000.00
Title I Part A: Basic Grants Low-Income and Neglected	13,371.00
Title II Part A: Improving Teacher Quality	2,529.41
Title III	3,425.51
Title IV Part A: Student Support and Academic Enrichment	2,568.00

Expenditures by Budget Reference

Budget Reference	Amount
4000-4999: Books And Supplies	21,439.00
5000-5999: Services And Other Operating Expenditures	7,719.10
5800: Professional/Consulting Services And Operating Expenditures	6,735.82

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	LCFF - Supplemental	7,450.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	2,500.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	4,050.00
4000-4999: Books And Supplies	Title I Part A: Basic Grants Low-Income and Neglected	10,921.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Basic Grants Low-Income and Neglected	2,450.00

5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	843.59
5800: Professional/Consulting Services And Operating Expenditures	Title II Part A: Improving Teacher Quality	1,685.82
4000-4999: Books And Supplies	Title III	500.00
5000-5999: Services And Other Operating Expenditures	Title III	1,925.51
5800: Professional/Consulting Services And Operating Expenditures	Title III	1,000.00
4000-4999: Books And Supplies	Title IV Part A: Student Support and Academic Enrichment	2,568.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	25,300.33
Goal 2	2,900.00
Goal 3	7,693.59

School Site Council Membership

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

- 1 School Principal
- 2 Classroom Teachers
- 2 Parent or Community Members
- 1 Secondary Students

Name of Members	Role
Mitchell W. Drye	Principal
Marci Mange	Classroom Teacher
Anthony Patrick De Lira	Classroom Teacher
Kenneth J. Wycuff	Parent or Community Member
Juan Bautista	Parent or Community Member
	Parent or Community Member
	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

Special Education Advisory Committee

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

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

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

Attested:



Principal, Mitchell Drye on 02/10/2021

SSC Chairperson, Dayna Riley on 02/10/2021

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

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