



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	1/18/2023	

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. 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
Grade3	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 EL'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:

- 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
- On average our students perform near or above average in all areas on assessment testing.
- 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 where 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.
- (*) indicates that there are results but publicly showing it would violate student's rights to privacy.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
52	67.3	25.0	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Freedom Academy of Imperial Valley.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	13	25.0
Foster Youth		
Homeless		
Socioeconomically Disadvantaged	35	67.3
Students with Disabilities		

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American		
American Indian		
Asian		
Filipino		
Hispanic	38	73.1
Two or More Races		
Pacific Islander		
White	14	26.9

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

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts No Performance Level	Graduation Rate No Performance Level	Suspension Rate Very Low
Mathematics No Performance Level	Chronic Absenteeism High	
English Learner Progress No Performance Level		
College/Career Not Reported in 2022		

Conclusions based on this data:

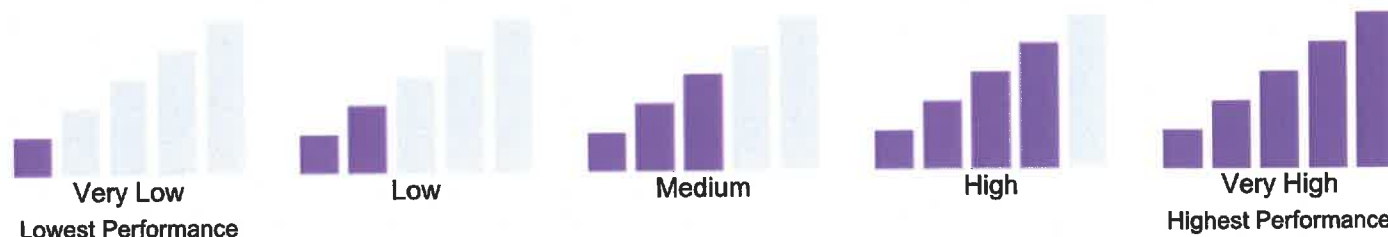
1. Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.
2. Enrollment at Freedom Academy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

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

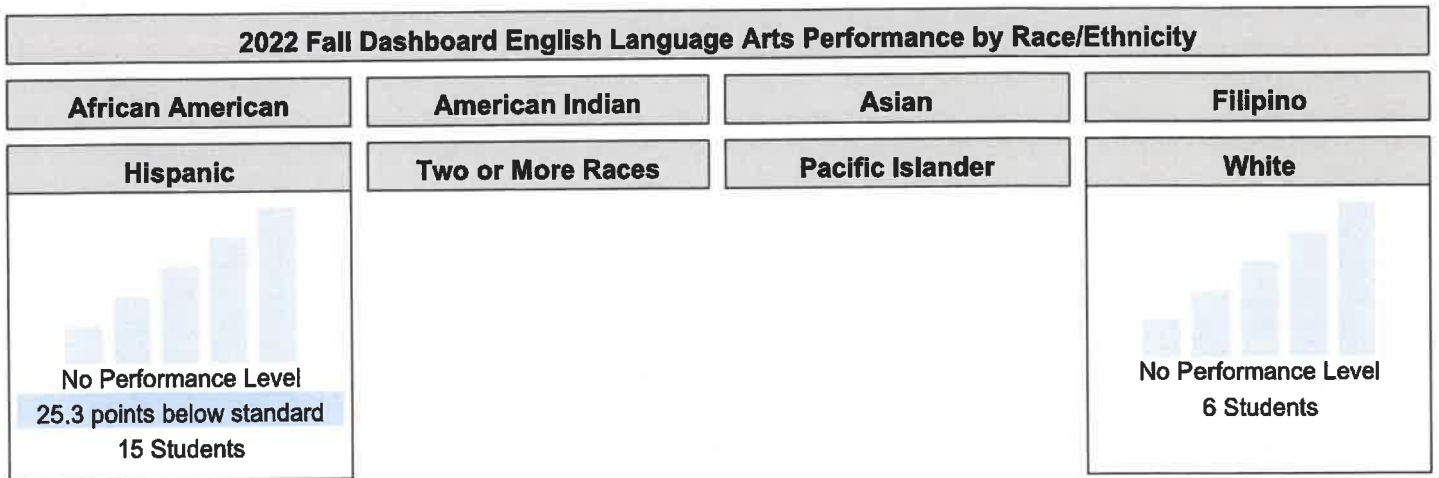


This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
0	0	0	0	0

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

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
<p>No Performance Level 11.4 points below standard 20 Students</p>	<p>No Performance Level 5 Students</p>	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	<p>No Performance Level 30.1 points below standard 13 Students</p>	



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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	Reclassified English Learners	English Only
4 Students	1 Student	27.0 points below standard 14 Students

Conclusions based on this data:

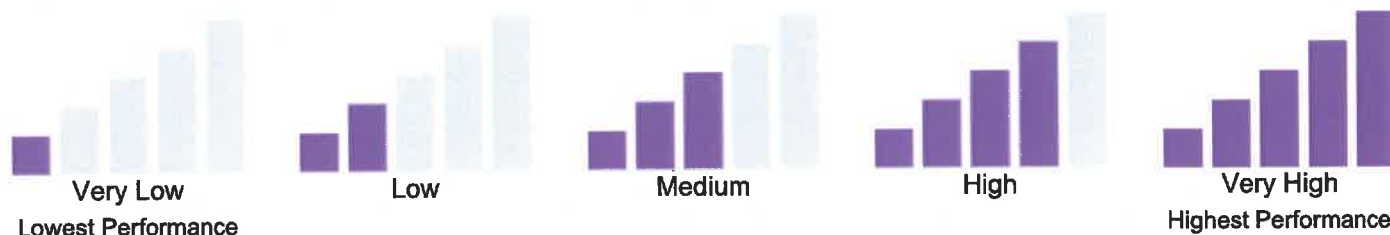
1. The Freedom Academy of Imperial Valley has only a very small number of English Learners in the program but at this time they are performing well. At face value, this data on this page does not accurately inform people or our students performance.
2. In addition to number 1 above results may be missing 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

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



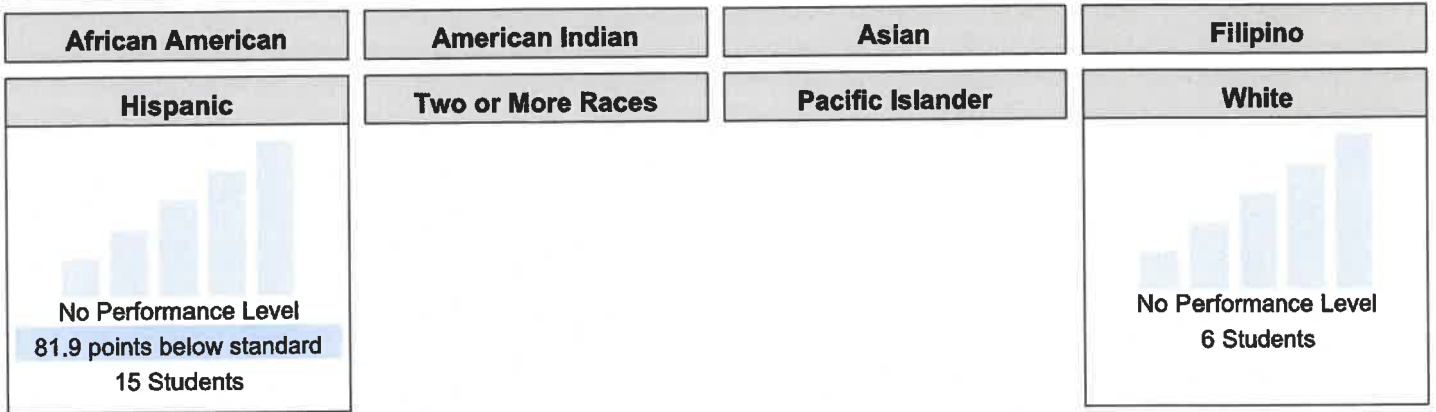
This section provides number of student groups in each level.

2022 Fall Dashboard Mathematics Equity Report				
Very Low	Low	Medium	High	Very High
0	0	0	0	0

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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
<p>No Performance Level 77.5 points below standard 20 Students</p>	<p>No Performance Level 5 Students</p>	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	<p>No Performance Level 83.3 points below standard 13 Students</p>	

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
4 Students	1 Student	100.4 points below standard 14 Students

Conclusions based on this data:

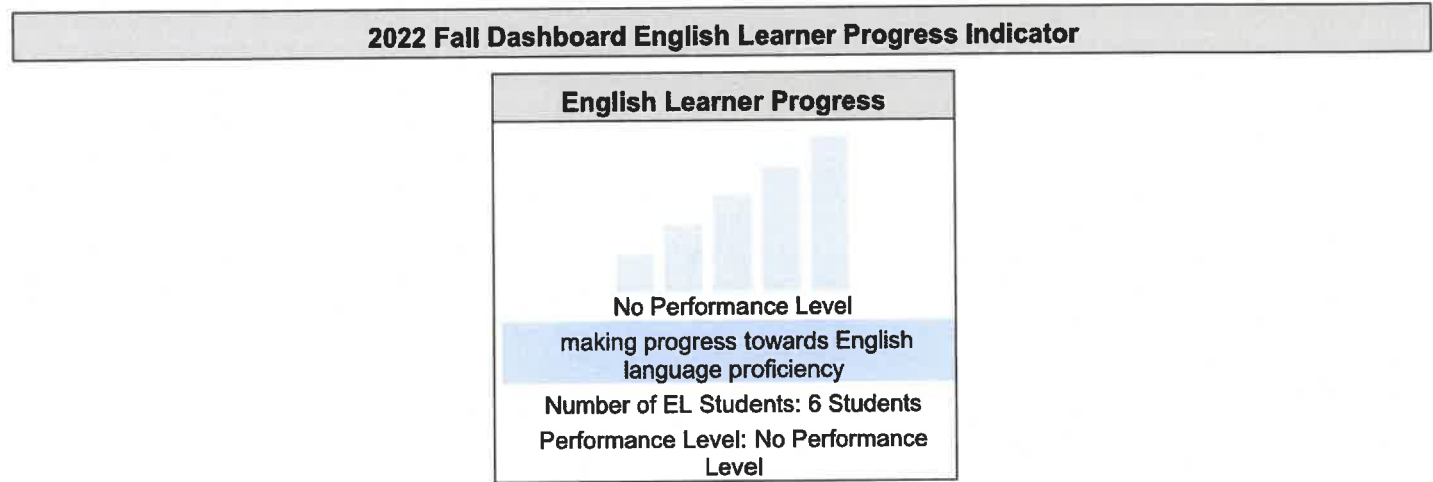
1. To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.
2. The information or lack of information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

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest 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.

2022 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level

Conclusions based on this data:

1. 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 Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

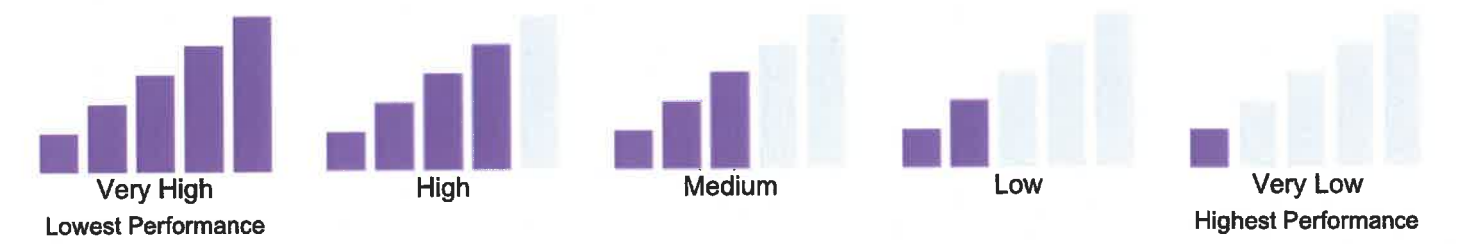
1. To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.
2. This page shows that 100% percent of our graduating class graduated, other than that any other information is not reported on because of the lack of data and the size of student population.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



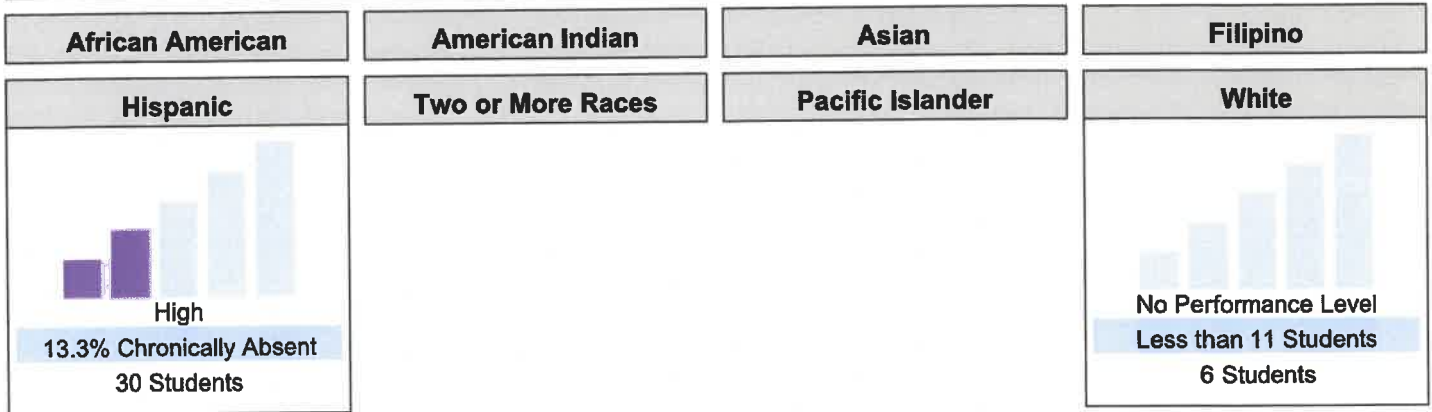
This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
0	1	0	0	0

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

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
<p>High</p> <p>13.9% Chronically Absent</p> <p>36 Students</p>	<p>No Performance Level</p> <p>18.2% Chronically Absent</p> <p>11 Students</p>	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	<p>No Performance Level</p> <p>18.5% Chronically Absent</p> <p>27 Students</p>	

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



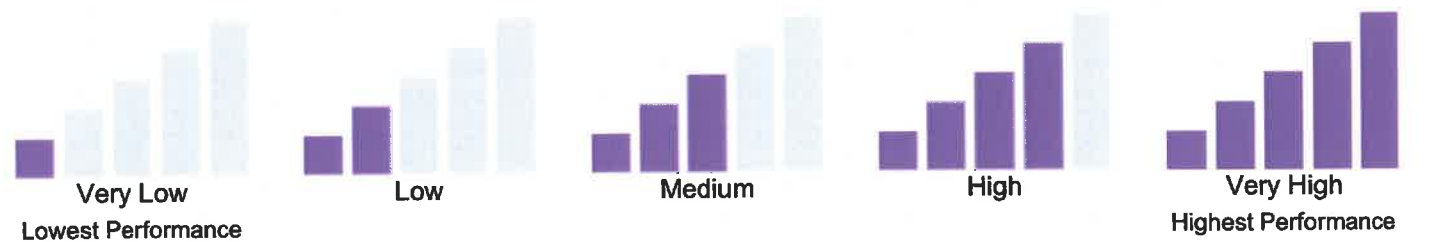
Conclusions based on this data:

1. The Freedom Academy of Imperial Valley is much too small to trigger results in all areas of this page.
2. The data shows us that our student numbers were too low to be able to accurately report.

School and Student Performance Data

Academic Engagement Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

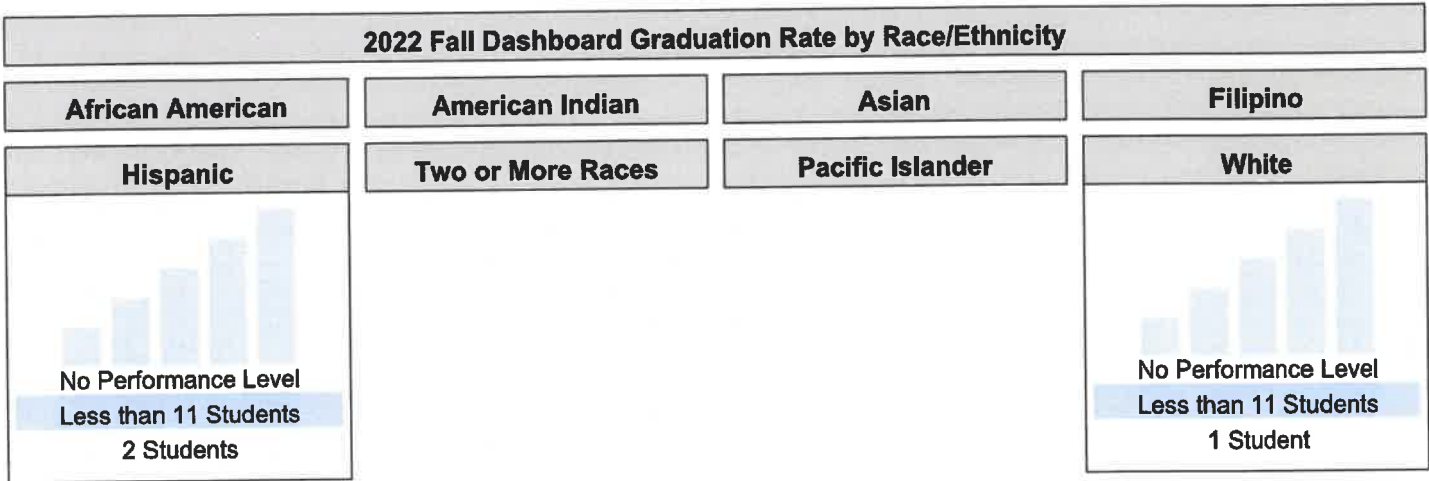


This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	Low	Medium	High	Very High
0	0	0	0	0

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
<p>No Performance Level Less than 11 Students 3 Students</p>	<p>No Performance Level Less than 11 Students 2 Students</p>	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	<p>No Performance Level Less than 11 Students 3 Students</p>	



Conclusions based on this data:

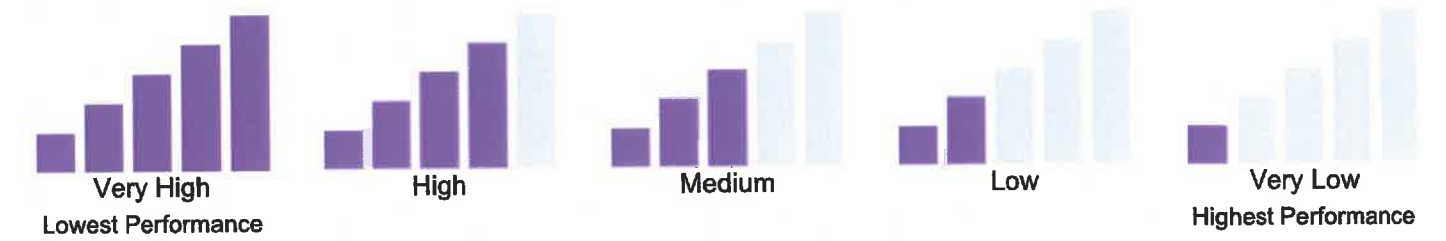
1. Prior data told us that 100% of our students graduated, this data tells us that 2 students were socioeconomically disadvantaged, one was Hispanic and three were white.
2. What this graph does not show you is that, for the most part Freedom Academy has had a 100% graduation rate for the last several years.

School and Student Performance Data

Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



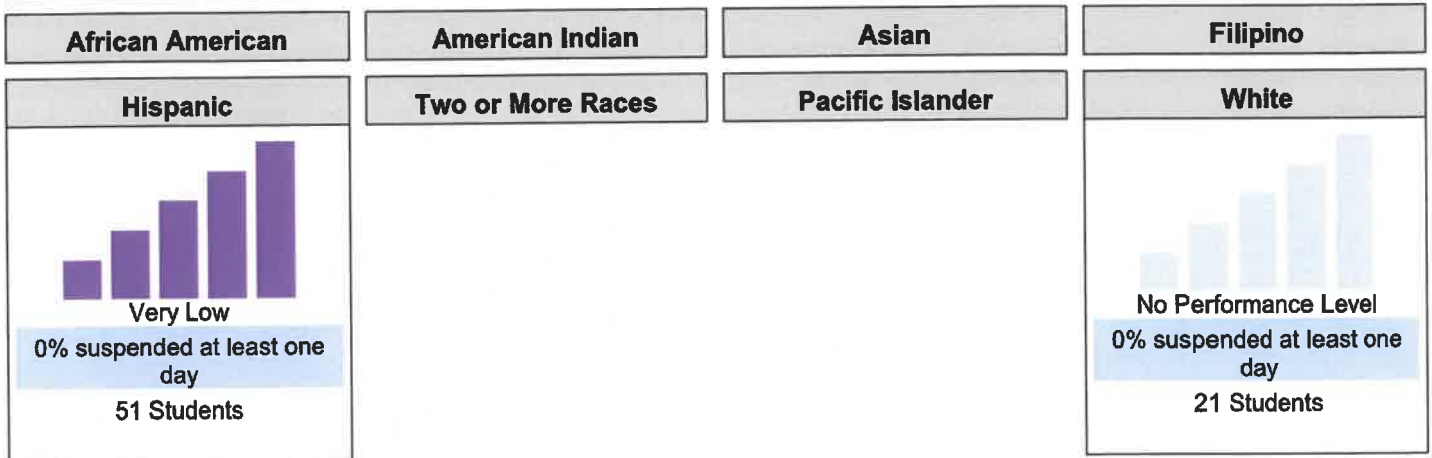
This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	High	Medium	Low	Very Low
0	0	0	0	2

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.

2022 Fall Dashboard Suspension Rate for All Students/Student Group		
<div>All Students <p>Very Low 0% suspended at least one day 72 Students</p></div>	<div>English Learners <p>No Performance Level 0% suspended at least one day 17 Students</p></div>	<div>Foster Youth</div>
<div>Homeless</div>	<div>Socioeconomically Disadvantaged <p>Very Low 0% suspended at least one day 43 Students</p></div>	<div>Students with Disabilities <p>No Performance Level Less than 11 Students 2 Students</p></div>

2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. This data shows us that in the years from 2017 through 2019 we had no suspensions.
2. Data is lacking because in some classrooms we had numbers of only 1 or 2 students and many we had less than ten.

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 HUDS 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)

1500

Source(s)

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.
2000	Title I Part A: Allocation 5800: Professional/Consulting Services And Operating Expenditures Teacher, Staff professional training

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.

1457

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: Allocation	\$2,000.00
Title I Part A: Basic Grants Low-Income and Neglected	\$11,371.00
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

Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	14,000.00
Title I Part A: Allocation	2,000.00
Title I Part A: Basic Grants Low-Income and Neglected	11,371.00
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	19,439.00
5000-5999: Services And Other Operating Expenditures	7,719.10
5800: Professional/Consulting Services And Operating Expenditures	8,735.82

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
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	2,000.00

4000-4999: Books And Supplies	Title I Part A: Basic Grants Low-Income and Neglected	8,921.00
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

1 Classroom Teachers

2 Other School Staff

3 Parent or Community Members

1 Secondary Students

Name of Members	Role
Mr. Mitchell W. Drye	Principal
Mr. Anthony Patrick De Lira	Classroom Teacher
Ms. Lilian Aguirre	Other School Staff
Mrs. Melissa Palacios	Other School Staff
Mr. Kenneth J. Wycuff	Parent or Community Member
Mr. Juan Bautista	Parent or Community Member
Mrs. Lisa Irungaray	Parent or Community Member
Miss. Makalah Hemphill	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:

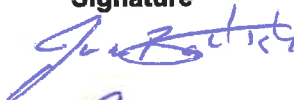
The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

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.

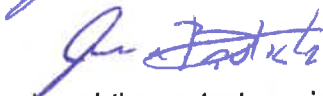
The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

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 1/18/2023.

Attested:



Principal, Mitchell Drye on 1/18/2023



SSC Chairperson, Juan Bautista on 1/18/2023

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.

