



2023-2024

Fremont Elementary

School Plan for Student Achievement

This School Plan for Student Achievement (SPSA) is a plan of actions to raise the performance of all students. The SPSA contains the following:

Needs Assessment:

- School Demographics
- English Language Arts
- Mathematics
- English Learners
- Culture/Climate Domain
- SPSA Effectiveness

Accountability Measure I: Increase Achievement:

- Core Programs (ELA, Writing, Math)
- Interventions
- Transitions

Accountability Measure II: School Climate

Accountability Measure III: Professional Development

- Professional Development
- Teacher Involvement

Accountability Measure IV: Parents and Community Involvement Assurances

- School Budget for Categorical Programs
- SSC Membership
- ELAC Membership
- ELAC Recommendations
- Assurances, Approval and Signatures

The School Site Council (SSC) completed a comprehensive needs assessment, including analyses of student performance in relation to the state

academic content standards. In order to provide supplemental interventions, the SSC analyzed the academic performance of all students and subgroups, and it considered the instructional program's effectiveness for at-promise students.

The School Site Council aligns the Long Beach Unified School District's Strategic Plan and LCAP into the SPSA. The LCAP Goals are presented at: http://www.lbschools.net/Departments/Local_Control/. The LCAP Federal Addendum is presented at: http://www.lbschools.net/Departments/EACCR/lea_plan.cfm.

Education Code 52062 (4) requires that the superintendent of the school district review school plans for schools within the school district and ensure that the specific actions included in the local control and accountability plan or annual update to the local control and accountability plan are consistent with strategies included in the school plans submitted.

The LBUSD Strategic Plan (2017-2022), which can be viewed at http://www.lbschools.net/Departments/Strategic_Planning/, has the following goals:

- Ensure equitable opportunities for every student
- Provide a safe, welcoming, respectful and rigorous learning environment for every member of the school community.
- Promote academic growth for every student.
- Establish college and career readiness for every student.
- Support effective communication throughout the district.

In addition, the SSC recognizes following recommendations made by the District Community Advisory Committee (DCAC) and the District English Learner Advisory Committee (DELAC):

DCAC Recommendations:

Recommendation 1: Teachers/school staff train parents in English Language Arts, Math, and other critical topics (such as A-G, SAT, PSAT, Career Pathways, SBAC, etc.) in order for parents to assist students to succeed in school.

Recommendation 2: Execute technology purchases to bring computers up-to-date to meet students' needs. Also, provide parent training in the computer programs and applications that are used in school so parents can assist their children at home.

Recommendation 3: Create parent leadership programs for all parents, with an emphasis on assisting early childhood/preK parents to introduce the LBUSD system.

Recommendation 4: Create additional, continuous training for all teachers to better serve special education students, African American students,

Pacific Islander students, at-risk students, long-term English Learners, and English Learners (specifically emphasizing reclassification training).

Recommendation 5: Provide prevention and intervention support and services to continue to reduce the achievement gap for special education students, African American students, Pacific Islander students, long-term English Learners, English Learners, and other at-risk students.

Recommendation 6: Provide more parent involvement and parent education training at all schools, including sending parent participants to conferences in order to empower and train parent leaders.

Recommendation 7: Create and provide a more inviting, safe and welcoming climate/community atmosphere at all sites for all cultures, parents and students.

Recommendation 8: Re-establish district Parent Centers and encourage sites to establish a parent center/parent resource room to better engage and serve parents.

Recommendation 9: Expand Female and Male Leadership programs at schools to provide more opportunity for under-represented students.

Recommendation 10: Expand tutoring and other intervention programs that emphasize content-specific instruction to meet the individual needs of non-proficient students, including before/after school, Saturday school, “double dose” courses, and Summer school, also considering preK students.

Recommendation 11: Expand Summer School opportunities, especially for “transition” grade levels. Explore adding social-emotional and growth mindset instruction for summer programs.

Recommendation 12: Work with college partners to provide quality transitional counseling and mentoring services to students, including goal setting, course planning and guidance from current college students.

Recommendation 13: Expand programs of instruction to the educational system to new families, including civics education.

Recommendation 14: Ensure that school sites have resources that are necessary to implement recommended programs, especially programs designed to close the achievement gap.

Recommendation 15: Provide workshops on values and character building that contribute to a safe, civil and productive school.

DELAC Recommendations:

1. Monitor the implementation of the district’s comprehensive English Language Development (ELD) program in grades K-12th addressing language and academic needs of a diverse EL population from newcomers to Long Term English Learners.
2. Continue to identify students in need of interventions in English language arts focusing on reading comprehension and math in order to provide individualized services for these students;

3. Provide and implement research-based intervention programs either before, after school and/or during summer months to ensure that all EL students' academic needs are being targeted and met through supplementary instructional programs;
4. Support a welcoming environment which includes bilingual office staff who speak the language and understand the services and resources available for parents and ELs at sites with high EL population; and staff to focus on a more personal approach when working with parents;
5. School sites need to invest time in parents and need to do a better job in providing communication between school and parents;
6. Provide and implement and monitor/assess highly effective instructional intervention programs in developing oral language proficiency, reading and writing in English for all ELs, RFEPS and LTELs; to include an update to parents and other advisory committees on what programs and services are being provided at schools sites to address;
7. Provide parent workshops to build capacity on specific topics such as LCFF, LCAP and SSC to better understand how each functions;
8. Create additional continuous trainings for all teachers to better serve English Learners, Long Term English Learners and RFEPS in Math, English and English Language Development (ELD);
9. Continue to implement high quality teacher training for all adopted textbook series, with special emphasis on the new ELD curriculum adoption;
10. Continue to explore programs at sites that address the social/emotional development and well-being of all students, including English Learners
11. District to continue to promote parental engagement and to motivate parents to become more involved in their children's education and to increase opportunities for parents to attend parent workshops to ensure that they can support their children at home;
12. Provide more parent involvement and parent education training at all schools, including sending DELAC representatives to conferences in order to empower and train parent leaders;
13. Expand tutoring and other intervention programs that are content-specific to meet the student's identified needs including special education students;
14. Collaborate with our neighboring universities to coordinate mental health workshops for parents and students
15. Establish a structured program that is implemented districtwide for tutoring EL students (before, after-school) which ensures that teachers are delivering high-quality lessons addressing the needs of EL students. In addition, district to monitor these programs to ensure effective implementation as intended and are having a positive impact for EL students.
16. Continue to support the implementation and expansion of bilingual pathway programs with the passage of Proposition 58; not limited to only dual immersion programs but also to include developmental bilingual educational programs
17. To access the periodic review of the authorized and agreed upon DELAC recommendations in order to understand the effectiveness of programs and services for EL students

The SSC recognizes the importance of **Parent and Family Engagement** and emphasizes LBUSD Board Policy 6020.1, which contains the

following fifteen components:

1. Involving parents/guardians in the joint development of the district's planning efforts for providing programs that increase the academic quality of schools and including parents in the process of school review and improvement;
2. Consulting on an ongoing basis with parents/guardians concerning the manner in which the school and parents/guardians can work together to identify objectives, plan, design, implement, and evaluate school programs to ensure student academic achievement and school performance;
3. Providing the coordination, technical assistance, and other support necessary to assist schools in planning and implementing effective parent/family involvement activities to improve student academic achievement and school performance; at least 1 percent of the district's Title I, Part A funds will be reserved for parental involvement and 95% of those funds will be distributed to schools, where parents of Title I students shall be involved in the decisions to be used for parental involvement programs;
4. Supporting the efforts of parents/guardians in working with their children to understand/attain the State Academic Content and Performance Standards, assessments being used, the requirements of Title I, Part A, and the monitoring of their children's progress and work with teachers to improvement achievement and social development;
5. Building parent capacity for meaningful parental involvement and providing opportunities to help parents/guardians strengthen their parenting and literacy skills to improve their child's academic success and social development, including, but not limited to, such topics as ensuring appropriate learning conditions at home, helping their child at home with schoolwork, and fostering a growth mindset, self-efficacy and self-management skills.
6. Ensuring that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format, and to the extent practicable, in a language the parents can understand; when 15 percent or more of the student population at the district or school site speak a single primary language other than English, all notices, reports, statements, or records sent to a parent/guardian of any such student by the school or school district, are in addition to being written in English, written in the primary language(s);
7. Informing parents/guardians of participating children of the (a) reasons their children are participating in the program(s), (b) specific instructional objectives and methods of the program(s), and (c) the academic performance of their child's school and of the options they have to ensure appropriate educational placement of their student;
8. Training parents/guardians and teachers to build a partnership between home and school to increase student achievement and promote effective two-way communication in a language all parents can understand; providing School-Home Compacts that set out the respective responsibilities of the school staff, parents and students in striving to raise student achievement;
9. Encouraging parents/guardians to assume school and district leadership roles in governance, advisory, and advocacy decision-making processes; providing parents with an opportunity to submit dissenting views to the district if a school's parent involvement guideline s or Single Plan for Student Achievement are not acceptable to them;

10. Providing professional development for teachers, pupil services personnel, principals and other staff, with the assistance of parent input, on ways to reach out to, communicate with and implement parent programs that build partnerships between parents and the schools;
11. Involving parents/guardians in annual evaluations of the content, effectiveness, and relevance of the District's Parent Involvement Policy and Parent Involvement Guidelines at the school site level in improving the academic quality of the schools, including identifying barriers to greater student achievement and using the findings of such evaluations to design strategies for more effective involvement of parents and families and uses the findings of the evaluation to design more effective parental involvement and revise the policy, as necessary;
12. Coordinating and integrating Title I, Part A parental involvement programs and strategies with parent involvement strategies of other programs, including with the district's Child Development Centers (CDC), Head Start, and other preschool programs that encourage parent participation, seamless transitions and greater success of preschoolers;
13. Coordinating and maintaining Parent Resource Centers (as budget allows) that provide literacy training, home-learning activities, and the guidance parents need to support their child's academic success.
14. Helping parents/guardians acquire needed services through identified school district and community resources; providing other reasonable support for parent involvement activities as parents may request;
15. Establishing a district parent advisory council (DCAC) with representatives from each school, to provide advice or input on matters related to parent involvement, allotted Title I funds at the school site level and awareness of funded programs.

Conclusions from the needs assessment were used to prioritize supplemental programs, materials, professional development, targeted interventions, and other activities that will strengthen the school's academic achievement, close the achievement gap, and provide a safe, civil and productive school.

Comprehensive Needs Assessment

English-Language Arts

Written Analysis - ELA Findings

Written Analysis

The following data from the 22-23 school year serves as indicators of progress in meeting the individual needs of all students in ELA.

i-Ready Typical Growth increased 16% to 67% in ELA.

i-Ready at or above grade level was 81%

i-Ready achievement gap between A.A. and white is 31%

I-Ready achievement gap between LatinX and White is 12%

SBAC in ELA increased 7.9% to 80.3 %

SBAC ELA achievement gap between white and A.A. students decreased to 0.4%

SBAC ELA achievement gap between White and LatinX students is 13.1%

Comprehensive Needs Assessment

English-Language Arts

Written Analysis - ELA Goals

Written Analysis

In order to meet LBUSD typical growth goal, Fremont Elementary will use student access, opportunity, and data to make culturally responsive instructional decisions. By utilizing QCI training and site planning to design differentiated learning opportunities. We will assess, analyze and adjust within a 6 week cycle of improvement in order to increase Annual Typical Growth as measured on i-Ready to 75% (8% increase) by the spring of 2024.

In order to meet the LBUSD Goal for Stretch Growth, Fremont Elementary will utilize Literacy leads to monitor QCI strategies and assist in the planning, implementation and assessment of culturally responsive Tier I instruction. In addition, leads will ensure equitable processes and opportunities for tier 2 and 3 interventions. Implementation and monitoring will occur within the 6 week cycles. In doing so, Fremont will increase Stretch Growth of students below grade level to 60% (12% increase) by the spring of 2024.

In order to reduce the gap between A.A. students and white students, Fremont Elementary will hold and communicate unwavering belief that all students, regardless of past or current performance, can meet rigorous college and career-ready academic standards. Through the monitoring and discussion of DOK questioning, talk moves, and call strategies we will ensure all students engage in learning. Using multiple indicators, we will assign interventions to all students that do not master concepts and provide additional learning opportunities within or after the school day. In doing so, Fremont will decrease a gap between white and A.A. students on i-Ready Typical Growth to less than 5% by the spring of 2024, while maintaining a gap of less than 3% between white and A.A. students that met proficiency on SBAC.

Comprehensive Needs Assessment

Mathematics

Written Analysis - Math Findings

Written Analysis

The following data from the 22-23 school year serves as indicators of progress in meeting the individual needs of all students in Math.

- i-Ready Typical Growth increased 17 % to 66% in Math.
- i-Ready at or above grade level was 75% in Math.
- i-Ready achievement gap between A.A. and White is 11% in Math.
- I-Ready achievement gap between LatinX and White is 17% in Math.
- SBAC in Math increased 1.0 % to 67.5 % in Math.
- SBAC Math achievement gap between A.A. and White students decreased to a negative gap of 16%.
- SBAC Math achievement gap between LatinX and White students is 4%

Comprehensive Needs Assessment

Mathematics

Written Analysis - Math Goals

Written Analysis

In order to meet LBUSD typical growth goal, Fremont Elementary will use student access, opportunity, and data to make culturally responsive instructional decisions. By utilizing QCI training and site planning to design differentiated learning opportunities. We will assess, analyze and adjust within a 6 week cycle of improvement in order to increase Annual Typical Growth as measured on i-Ready to 75% (9% increase) by the spring of 2024.

In order to meet the LBUSD Goal for Stretch Growth, Fremont Elementary will utilize a Math lead to monitor QCI strategies and assist in the planning, implementation and assessment of culturally responsive Tier I instruction. In addition, leads will ensure equitable processes and opportunities for tier 2 and 3 interventions. Implementation and monitoring will occur within the 6 week cycles. In doing so, Fremont will increase Stretch Growth of students below grade level to 50% (12% increase) by the spring of 2024.

In order to reduce the gap between A.A. students and white students, Fremont Elementary will hold and communicate unwavering belief that all students, regardless of past or current performance, can meet rigorous college and career-ready academic standards. Through the monitoring and discussion of DOK questioning, talk moves, and call strategies we will ensure all students engage in learning. Using multiple indicators, we will assign interventions to all students that do not master concepts and provide additional learning opportunities within or after the school day. In doing so, Fremont will decrease a gap between white and A.A. students on i-Ready Typical Growth to less then 5% by the spring of 2024, while maintaining a gap of less then 3% between white and A.A. students that met proficiency on SBAC.

Comprehensive Needs Assessment

English Learners

Written Analysis - English Learner Findings

Written Analysis

The following data from the 22-23 school year serves as indicators of progress in meeting the individual needs of all EL students.

The total number of EL students increased from 26 to 34 students.
Eight of the EL students are newcomers, less then one year of English emersion.
Nine EL students scored overall well-developed and 3 EL students scored proficient on the previous ELPAC test.

Comprehensive Needs Assessment

English Learners

Written Analysis - English Learner Goals

Written Analysis

Fremont Elementary will use student access, opportunity, and data to make culturally responsive instructional decisions. By utilizing QCI training and site planning to design differentiated inclusive and designated learning opportunities, we will assess, analyze and adjust within a 6 week cycle of improvement to qualify 30% (10) current EL students to meet the requirements to reclassify as RFEP Students by the Spring of 2024.

Comprehensive Needs Assessment

Culture/Climate Domain

Written Analysis - Culture/Climate Findings

Written Analysis

The following data from the 22-23 school year serves as indicators of progress in establishing a positive learning climate for all students at Fremont Elementary.

Fremont had an overall attendance in 2022-23 of 93.1%. This represents a 0.5% increase from the previous year. There are no significant gaps in attendance. Chronic Absenteeism doubled from 9.8% in 21-22 to 18.9% in the 22-23 school year., with A.A. showing the only decrease to 16% chronic absenteeism. All other demographic groups increased in chronic absenteeism. Spring Pulse Survey results show 81% favorable answers in Belonging and 85% in Identity. The only significant gap in favorable responses was between students with a Disability and White students of 15%.

Comprehensive Needs Assessment

Culture/Climate Domain

Written Analysis - Culture/Climate Goals

Written Analysis

Fremont will utilize a research-based foundation to support, plan, and guide staff in their culturally responsive practice by providing establishing and monitoring systems of support for staff to continuously improve in their own implementation and assessment of the culturally responsive practices of Meet up and Buddy up. In doing so, Fremont will increase the percentage of positive responses regarding identity and belonging on the pulse survey. In addition, will decrease absence and chronic absenteeism.

Comprehensive Needs Assessment

SPSA Effectiveness

SPSA Effectiveness				
Area	Prior Year Goal	Status	Data Analysis of Goal Attainment and Selected programs and services that impacted goal attainment	For this school year, what modifications may be planned for programs and services to have more positive impact on current year goals
ELA	1) With teacher professional development around call strategies and talk moves that provide equitable opportunities for student response there will be a 10% increase in students reaching proficiency on the SBAC ELA assessment. Progress monitoring will be conducted regularly during teacher planning and collaboration sessions. Increase typical growth on i-Ready Reading from 53 % to 80 %.	Goal Partially or Not Met	Fremont increased achievement by 7.9% on the 2023 Spring SBAC assessment, and increased typical growth by 14% to 67% of the students meeting typical growth on i-Ready assessment.	In the year 2023-24 Fremont faculty and staff will work to implement QCI methodologies learned in district level trainings during daily routines and instructional practices. These methodologies will be planned for during site institute days, monitored by instruction leads and administration, and adjusted during bi-monthly grade level meetings.
Math	1) With teacher professional development around call strategies and talk moves that provide equitable opportunities for student response there will be a 10% increase in students reach proficiency on the SBAC ELA assessment. Progress monitoring will be conducted regularly during teacher planning and collaboration sessions. Increase typical growth on i-Ready from 51 % to 80 %.	Goal Partially or Not Met	Fremont achievement on SBAC Math assessment remained static with a 1% increase to 67.5% of students proficient on this assessment of all students in Grade 3-5. However, for all students Grade 1-5, the school saw a 17% increase in typical growth to 66% of all students reaching one years growth.	In the year 2023-24 Fremont faculty and staff will work to implement QCI methodologies learned in district level trainings during daily routines and instructional practices. These methodologies will be planned for during site institute days, monitored by instruction leads and administration, and adjusted during bi-monthly grade level meetings.

English Learner	1) With teacher professional development around call strategies and talk moves that provide equitable opportunities for student response there will be a 10% increase in students are reclassified to RFEP. Progress monitoring will be conducted regularly during teacher planning and collaboration sessions. Increase stretch growth on i-Ready Reading from 33 % to 80 %.	Goal Partially or Not Met	Fremont increased the number of students that met requirements of RFEP from zero to 3 students. While doubling the percent of EL students that met stretch growth to 38%.	Fremont will provide additional after school tutoring opportunities to increase learning opportunities and language development for EL students.
Culture/Climate	1) With teacher professional development around restorative practices that increase student self-advocacy in problem solving social issues with other students Positive response on the student Core Survey will increase 5 %. Progress monitoring will be conducted during teacher planning and collaboration sessions three times during the year with the Pulse Survey.	Goal Partially or Not Met	Fremont core survey results were static with some indicators increasing 1- 2 % points and some decreasing 2-4 % points. It is noted that the final Pulse Survey saw a 5% increase in student identity.	Fremont will be focus on SEL strategies within daily routines to increase student voice and provide opportunities for positive peer relationships. Along with a diverse offering of assemblies and field trip experiences. Students will expand their knowledge of the diversity that is the Fremont Learning Community.

Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
Roving substitute to assist classroom teacher with pull out for individuals that show need of remediation and acceleration of acquiring Mathematic skills and concepts as deemed need from performance on common unit assessments and i-ready monitoring. Classroom Teachers will use i-ready grouping and next step strategies to formulate pull-out focus and work. A roving sub will work with all teachers grade 3-5 to execute pull -out lessons planned by the teacher. (IN 1)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Limited or no impact
Supplies for classroom instruction. (SM 1)	Limited or no impact	Limited or no impact	Limited or no impact	Strong Positive Impact
Grade Level Institute requires the use of three daily subs on the day of the institute. This will be every Thursday as each grade will participate in a staggered cycle that will happen five times throughout the year. (PD 1)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact

Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

Core Program - English Language Arts		
Curriculum/Instruction	Assessments	Resources/Materials
<p>All K-5 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in English Language Arts, including the California English Language Development Standards for English learner students, with an intense focus on:</p> <ul style="list-style-type: none"> • Building disciplinary and conceptual knowledge through content rich nonfiction and informational text. 	<p>Students will participate in frequent and multiple formative and interim assessments within the grade level Unit of Instruction in both Reading and Writing, including daily and unit performance tasks that require:</p> <p>Students to demonstrate their understanding of texts and the “essential questions” by meeting</p>	<p>Wonders / Maravillas (Dual Immersion) and associated ancillary materials McGraw-Hill</p> <p>Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.</p>

<ul style="list-style-type: none"> • Reading and Writing grounded in evidence from text. • Regular practice with complex text and its academic vocabulary with intensity. <p>Through an Integrated Model of Literacy, K-2 students will participate in daily activities to include (a) Foundational Reading Skills (b) Listening and Learning, (c) Reading and Writing, (d) Instructional Differentiation in Reading and Writing and (e) Accountable Independent Reading and Writing.</p> <ul style="list-style-type: none"> • District generated, grade level Scope & Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes. • Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs. <p>Through an Integrated Model of Literacy, 3-5 grade students will participate in daily activities to include (a) Reading, (b) Writing, (c) Research, (d) Instructional Differentiation of Reading and Writing and (e) Accountable Independent Reading and Writing.</p> <ul style="list-style-type: none"> • District generated, grade level Scope & Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes. • Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs. 	<p>grade level CCSS expectations for reading, listening, and language.</p> <p>Students to demonstrate their ability to express their understanding by meeting grade level CCSS expectations for speaking, writing/drawing, and language.</p> <p>Students demonstrate their comprehension of text through a “cold read” assessment, that includes citation of evidence in a written response.</p> <p>K - 2: Foundational Reading Skills Assessment (FRSA) 3 – 5: Smarter Balanced Assessment Consortium summative Assessments</p>	<p>Content Area textbooks (e.g. Health, Science, Social Studies)</p> <p>Supplemental Reading materials matched to students' instructional Reading level (Newsela)</p> <p>Thinking Maps</p> <p>Core5</p> <p>ELLevation</p> <p>iReady</p>
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Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

Core Program - Writing		
Curriculum/Instruction	Assessments	Resources/Materials
<p>All K-5 classrooms will include Writing instruction designed to ensure that all students are prepared to write the following text types:</p> <ul style="list-style-type: none"> • Arguments to support claims in an analysis of substantive topics/texts • Informative/explanatory texts to examine and convey complex ideas and information clearly and accurately • Narratives to develop real or imagined experiences or events <p>All K-5 classrooms will engage in frequent/daily Writing activities embedded into the grade level Scope and Sequence and Units of Instruction to include any of the following:</p> <ul style="list-style-type: none"> • Reading to build knowledge for written pieces • Working through the writing process for all 3 text types including planning, revising, editing and publishing • Orally rehearsing using linguistic patterns • Writing routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences • Conferring with the teacher and other students 	<p>Formative and Interim Writing assessments within the grade level Unit of Instruction, including:</p> <p>Daily Performance Activities such as: short constructed responses, analyses using evidence, multi-paragraph responses, essays</p> <p>“On Demand” Reading/Writing assessments</p> <p>Culminating Writing Task</p> <p>Research Task & Presentation</p> <p>SBAC Summative assessment (Grades 3-8)</p>	<p>Write from the Beginning supplemental Writing program materials</p> <p>Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.</p> <p>Content Area textbooks (e.g. Health, Science, Social Studies)</p> <p>Newsela</p> <p>Thinking Maps</p>

Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

Core Program - Math		
Curriculum/Instruction	Assessments	Resources/Materials
<p>All K-5 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in Mathematics with particular attention to:</p> <ul style="list-style-type: none"> • Strategically focusing where the Standards focus • Coherence: think across grades and link to major topics within grades • Rigor: require conceptual understanding, procedural skill and fluency <p>All K-5 students will receive CCSS aligned instruction based on district developed Scope and Sequence (by grade level) and Units of Instruction (by grade level) that include the CCSS Math Standards and the CCSS Standards for Mathematical Practice.</p> <p>As part of the K-5 Units of Instruction, all K-5 students will engage in:</p> <ul style="list-style-type: none"> • Daily Math Routines • Math Tasks • Mathematical Discourse 	<p>Formative Assessment Lessons embedded into the Unit of Instruction</p> <p>End-of-Unit Assessment embedded into the Unit of Instruction</p> <p>SBAC Summative assessment (Grades 3-8)</p>	<p>HMH - GoMath Textbook Series</p> <p>Early Mathematics, A Resource for Teaching Young Children</p> <p>LBUSD Supplemental Instructional Resources</p> <p>ST Math</p>

Accountability Measure 1: Increase Achievement

Interventions

Interventions						
Identify Data and Describe Student Needs	ACTION Description of Scientifically-based Intervention	List the sub-groups served	Funding Source and Cost	Time Frame and Frequency of Program	Personnel Delivering the Intervention	Progress Monitoring
Supervision and Tier one SEL intervention Culture-Climate Survey (Student-Staff) 50, SEL Survey 50	Recreation Aides are utilized on the site to provide supervision during lunch, outdoor learning, afterschool play, and maintain safe ingress and egress during drop-off and pick-up activities. They work to implement school wide SEL initiatives and communicate daily with teachers related to problems that were dealt with during the supervised time. There will be one Recreation Aide Leader, Two Recreation Aides, and One Recreation Aide that will serve as support for the school attendance initiatives.	All Students	LCFF Rec \$55,844 Hourly - Recreation Aide (2) for 700 hours annually - LCFF Rec 100% Hourly - Recreation Leader (1) for 700 hours annually - LCFF Rec 100% Hourly - Recreation Aide (1) for 360 hours annually - LCFF Rec 100%	08/15/2023 - 06/20/2024 Daily	Recreation Leader, Office Manager, and SEL Facilitator	SEL monitoring slips (Integrity Matters) and positive motivation slips (Brag Tags) Culture-Climate Survey (Student-Staff) 50, SEL Survey 50

Increase grade level proficiency in Math SBAC Math 70, EL Reclassification 30	Roving substitute to assist classroom teacher with pull out for individuals that show need for accceleration of acquiring grade level Math Skills and concepts as deemed relevant from performance on common unit assessments and i-ready monitoring. Classroom Teachers will use i-ready groupings and next step strategies to formulate pull-out focus and work for individual students. A roving sub will work with all teachers grade 3-5 to execute pull -out lessons planned by the teacher.	Identified At-Risk Students, English Learners	LCFF \$3,041 Substitute teacher full day (1) for 12 days - LCFF 100%	08/30/2023 - 06/20/2024 Weekly	Classroom Teachers, roving sub	Classroom Teacher will provide formative assessments during whole class instruction to determine student growth in designated concepts. SBAC Math 70, EL Reclassification 30
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Accountability Measure 1: Increase Achievement

Program Description for Transitions

Accountability Measure 1: Increase Achievement

Program Description for Transitions

Program Description for Transitions		
Preschool Transition	Gr. 5 to MS Transition	Gr. 8 to HS Transition

Accountability Measure 2: Organizational Climate

Organizational Climate

Organizational Climate					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Progress Monitoring for Assessing Effectiveness

No supplemental budgeted items have been approved.

Accountability Measure 3: Professional Development

Professional Development

Professional Development					
Identified Need(s)	Planned Staff Development	Funding Source & Cost	Dates/Hours of Training Session	Personnel	Tools Used for Monitoring Implementation & Effectiveness
Need to build cohesive teams that implement common assessments, engage in data analysis, and discuss individual and small group interventions. SBAC ELA 30, SBAC Math 30, Elementary Reading - FRSA 40	Grade Level Institute requires the use of three daily subs on the day of the institute. This will be on a designated day for each grade level. Teachers will use this time for data analysis, planning of flexible groupings, development of intervention resources, and unit planning. There will be four staggered cycles from late September to Spring Break.	LCFF \$15,203 Substitute teacher full day (3) for 20 days - LCFF 100%	08/28/2023 - 06/20/2024 Weekly	Teachers will participate in data analysis, assessment planning and instructional decision making Administration will provide relevant PD to the grade level needs, offer time for SST, and build grade level cohesive practices.	Student Growth on i-Ready Participation in intervention programs Teacher satisfaction for Professional Development

Accountability Measure 3: Professional Development

Teacher Involvement

Describe Teacher Involvement
Written Analysis

Accountability Measure 4: Parent & Community

Parent and Community

Parent and Community Involvement					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Method for Assessing Effectiveness
High Chronic Absenteeism which led to ATSI status Attendance/Chronic Absenteeism Rate 100	Recreation Aide to assist in the office collecting incoming attendance data and assisting office manager during peak hours to ensure attendance expectations are communicated to school site families in a consistent manner.	LCFF \$4,886 Hourly - Recreation Aide (1) for 270 hours annually - LCFF 100%	08/28/2023 - 06/15/2024 Weekly	REcreation Aide - Additional Hours	Monthly attendance monitoring through incentive program

School Budget for Categorical Programs

The following site budget represents programs funded through the Consolidated Application. This Budget summary lists the funds that are to be consolidated as part of a schoolwide program. The SPSA's budgeted activities have been approved by the School Site Council and are in compliance with program regulations.

Federal Programs (to Consolidate)	Allocation
Title I (3010)	0
Title I Parent and Family Involvement (3008)	0

The following amounts are the school's share of Title I required and allowed reservations:

Share	Services	Amount
Administrative Share	Services provided to sites as part of Title I program leadership: EEP and Early Childhood Education; Additional reservation for Parent Involvement (over 1% requirement); Homeless Education; Reading Intervention/Private Schools; Foster Care Social Worker; TK Teachers; Behavioral Specialist; Male/Female Leadership Academy; Research LROIX Development.	NA
Centralized Services Share	Middle School Summer Bridge, Homework Helpline 562.437.2859, Travel/Conferences, Education Celebration, CORE, Data PD/ Summer Admin PD, Supplemental Examinations (GORT), Kinder Festival, Robotics, SEAL Summer Program, SSC Institute, APEX Online, Harmony Project.	NA

State Programs *	Allocation
LCFF	23940

* It is understood that LCFF funding are district-directed; however, in the spirit of effective stakeholder engagement and transparency, LBUSD has included LCFF activities in the SPSA.

Spring Adjustment:

During the beginning of the school year, the state projects the amount that the district receives in Title I and other resources and sometimes adjustments are made mid-year to the allotment, as a result of the Consolidated Application (completed annually in February). Although most years, there is no difference in the site allocations. In the event that there is an adjustment, LBUSD will notify all site principals, who will announce the adjustment to the SSC.

Title I Reservations

Title I Reservations are used for required or Board-approved services. These reservations are made prior to Title I allocations to school sites and are designed to provide central services to Title I and/or underserved, underperforming schools. Listed programs and services are budgeted for the school year and may be slightly altered depending on need changes and budget adjustments.

Administrative Share & Reservations Title I Program Administration

Equity, Engagement & Partnerships (EEP), State and Federal Programs (SFP): Personnel to provide leadership for state and federal supplemental programs, Parent University offering parent workshops and community engagement. Early Childhood Education (CDC, Educare, Head Start): Personnel (incl. pre-K teachers of subsidized program, office assistants)

Parent Involvement (additional funds beyond the required 1%)

Parent University Staff to help families understand & access information, as well as become a true partner in education. In addition to providing parent trainings, staff works with parent engagement events, such as Education Celebration. Multilingual staff helps support parent engagement activities as well as personalizes information for non-English speaking families.

Homeless Education

Providing homeless students and families with supplies (uniforms, basic needs), social service referrals, transportation, and counseling.

Social Worker: Foster Care

Provides ongoing intensive case management services for foster youth and families, maintaining compliance with AB216 and AB490 regarding foster rights. In addition, collaborates with community partners to address foster youth needs, including with DCFS for tracking and consultation. Provides trainings for site counselors and staff.

Behavior Specialist

Works with elementary schools to ensure that schools are using best practices when working with Tier 2 students not experiencing success with self-control.

Male and Female Leadership Academy

The leadership academies strive to improve the graduation rate of underrepresented promising students and develop successful leaders by addressing the multi-faceted issues facing young women and men. The reservation provides personnel at high needs schools to coordinate the

academies.

Research LROIX Development

LROIX is LBUSD's data hub to help schools access pertinent, focused, live data; formulate needs assessments; and create effective interventions. The reservation provides personnel to maintain and develop the complex system.

Centralized Services

Middle School Summer Bridge

Provides a summer math program focusing on students needing a "head start" prior to entering the next middle school grade level.

Homework Helpline 562.437.2859

Homework Helpline consists of teachers guiding students through homework assignments via the telephone. The service is free to LBUSD students.

Travel/Conferences

Enables staff to develop requisite knowledge about the program(s) they lead.

Education Celebration

The annual Education Celebration features K-8 schools in one location to engage parents about site programs and features. In addition to the schools, city representatives and district resources are also present to engage parents.

CORE

The CA Office to Reform Education is a partnership of large CA urban school districts. Part of the CORE collaborative is data sharing and accountability, including the CORE surveys of parents, staff and students in grades 4-12 on a range of school climate indicators.

Data PD / Summer Admin PD

This pre-service professional development is designed for site leaders to engage in analyzing new data and begin the planning process for student needs assessment, closing the achievement gap and addressing school goals.

Supplemental Examinations

These specialized exams are supplemental and are intended to augment district formative assessments to better understand student

achievement and skill acquisition.

Kinder Festivals

The K-Fests are a series of parent involvement activities designed to introduce entering Kinder families to the system, including live student groups with teachers, parent resources and training to understand the kinder curriculum and expectations.

Robotics

These supplemental materials are designed to assist in research and special programs related to STEM.

SEAL Summer Program

The Summer Enrichment and Learning (SEAL) program provides students instruction in a variety of coursework during the summer break. Students are provided learning opportunities to strengthen skills.

APEX Online

APEX Learning program is a computerized independent learning program, coupled with teacher-directed instruction designed to assist students to address gaps in knowledge.

Youth Orchestra

Music instruction and opportunities on weekends. Students receive instruction from professional music performers in string instruments.

School Site Council Membership

Member Group	Representing	Name	Elected Term Ends
Staff	Principal	Chris Lounsbery	07-01-2024
Staff	Classroom Teacher	Maribel Villegas	07-01-2024
Staff	Classroom Teacher	Sarah Cervantes	07-01-2025
Staff	Classroom Teacher	Michelle Fuentes	07-01-2025
Staff	Non Classroom Teacher	Elizabeth Dilts	07-01-2024
Community	Parent	Maria [REDACTED]	07-01-2024
Community	Parent	Emily [REDACTED]	07-01-2024
Community	Parent	Shyamala [REDACTED]	07-01-2024
Community	Parent	Gavin [REDACTED]	07-01-2025
Community	Parent	Dashelle [REDACTED]	07-01-2025

English Learner Advisory Committee Membership

The following are members of the English Learner Advisory Committee, who duly advised and made recommendations to the School Site Council on the school's program, goals, and objectives for English learners.

Position	Representing	Name
Chair	Parent of EL Student (required)	Oscar [REDACTED]
DELAC Representative	Parent of EL Student (required)	Nadezhda [REDACTED]
Principal or Designee	Staff Member (required)	Chris Lounsbery
Secretary	Staff Member (required)	Barbara Cool

Name	Representing
Mribel [REDACTED]	Community Member
Alejandra [REDACTED]	Parent of EL Student
Anton [REDACTED]	Parent of EL Student
Evenjii [REDACTED]	Parent of EL Student
Marina [REDACTED]	Parent of EL Student
Veronica [REDACTED]	Parent of EL Student
Yuliia [REDACTED]	Parent of EL Student
Richard [REDACTED]	Parent of Non-EL Student

ELAC Recommendations

Pursuant to Education Code, Section 52176, the school’s English Learner Advisory Committee (ELAC) conducted a needs assessment as it pertains to English Learner (EL) students and presented the following recommendations about programs and services that will assist EL students to achieve standards.

Question	Answer
1. Does the school have more than 20 EL students enrolled?	Y
2. At which ELAC meeting did ELAC approve its Recommendations?	10/24/2023
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	<p>ELAC Committee provided the following advisement as part of the Need assessment process:</p> <p>1. Provide after school tutoring program specific to Phonemic and Phonological awareness in English.</p>
4. What types of data did ELAC use to determine the need for the listed recommendations (add any that apply):	<p>SBAC Reading Results for EL students SBAC Math for EL students EL Student Grades RFEP Student Grades CELDT/ELPAC Results Reclassification Data Language Census Data</p>
5. At which SSC meeting were the ELAC recommendations presented? Ensure that the SSC Agenda and SSC Minutes list the receipt of the ELAC Recommendations	11/14/2023

6. What was SSC's response to ELAC recommendations?	This request is to be funded with a different source in 2023-24 and will need to be considered for the the Spring Advisement in 2024 for the 24-25 School Year.
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Assurances & Approval

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the Consolidated Application, pursuant to California Education Code, Section 64001 and the federal Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESSA). The SPSA's purpose is to increase the overall effectiveness of the school program by crafting a site strategic plan that maximizes the resources available to the school. The School Site Council (SSC) is required to analyze data as part of a needs assessment, develop the SPSA, which approves programs and services in support of an annual budget to promote student achievement, pursuant to California Education Code, Sections 52853 and 52855. SSC's approach to the utilization of federal resources to support underserved, underachieving students by providing interventions that are aligned with the school and district goals and promote continuous improvement.

Assurances:

1. School Site Council received recommendations from ELAC at the following SSC meeting(s): 11/14/2023
2. The SSC approved the **Home-School Compact** on 10/10/2023
3. The SSC approved the **Parent Involvement Guidelines** on 11/14/2023
4. Our School held **two Title I Annual Parent Meetings** (input dates if a Title I school): ,
5. SSC Participated in the Annual Evaluation of SPSA:11/14/2023
6. The SPSA was approved at the following SSC Meeting: 11/14/2023

LBUSD Board of Education Approval Date:

Signatures:

Principal: _____

Printed Name: _____ Date: _____

SSC Chair: _____

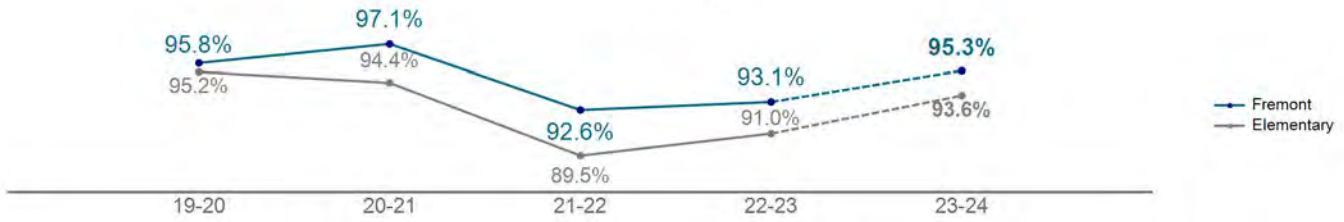
Printed Name: _____ Date: _____

ELAC Chair: _____

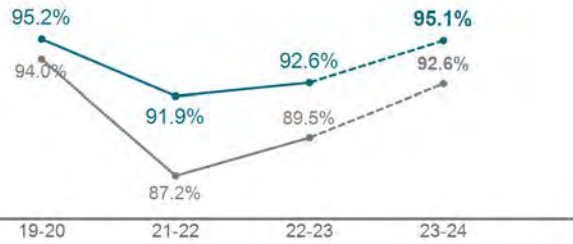
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Attendance Rate

**Fremont
All Students
N = 446**



**African American
N = 28**



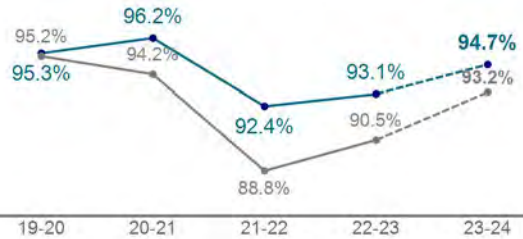
Asian



Filipino

Subgroup with fewer than 20 students.

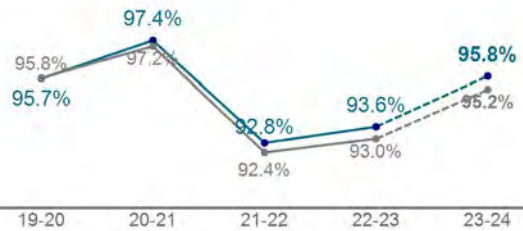
**Hispanic
N = 170**



Pacific Islander

Subgroup with fewer than 20 students.

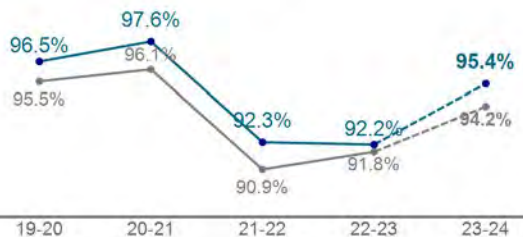
**White
N = 164**



Native American

Subgroup with fewer than 20 students.

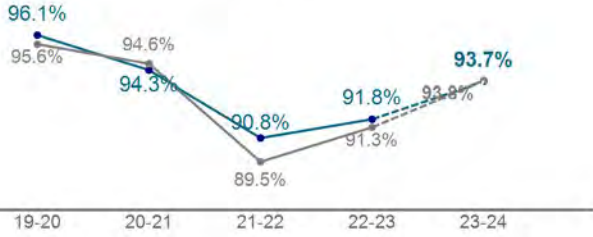
**Other
N = 67**



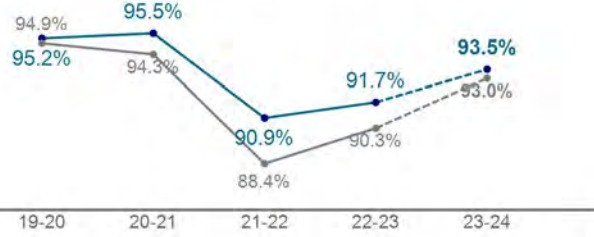
N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

Attendance Rate

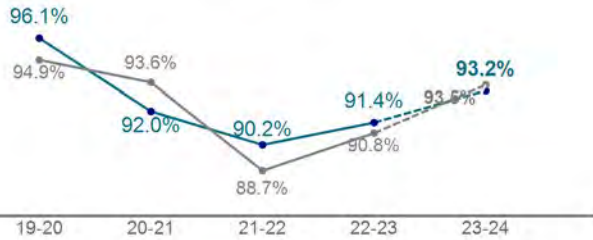
EL + RFEP
N = 43



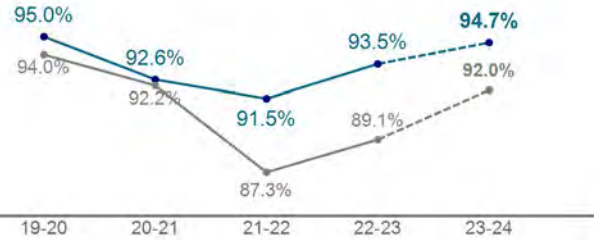
Low SES
N = 193



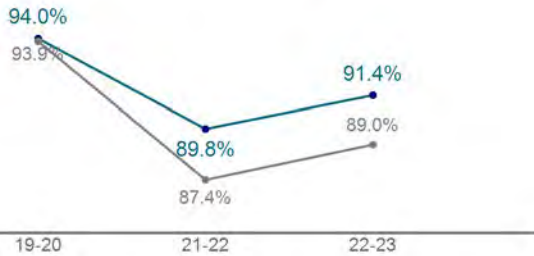
English Learner
N = 36



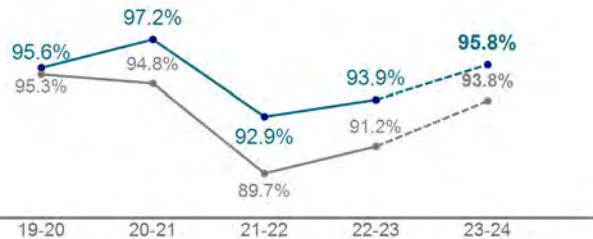
Special Education
N = 36



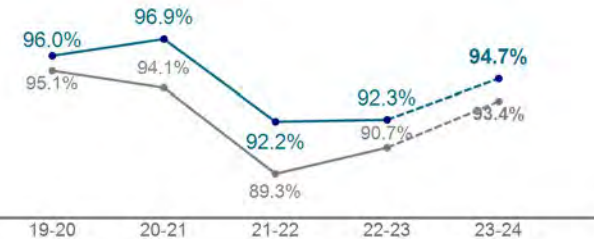
Homeless or Foster Youth



Female
N = 233



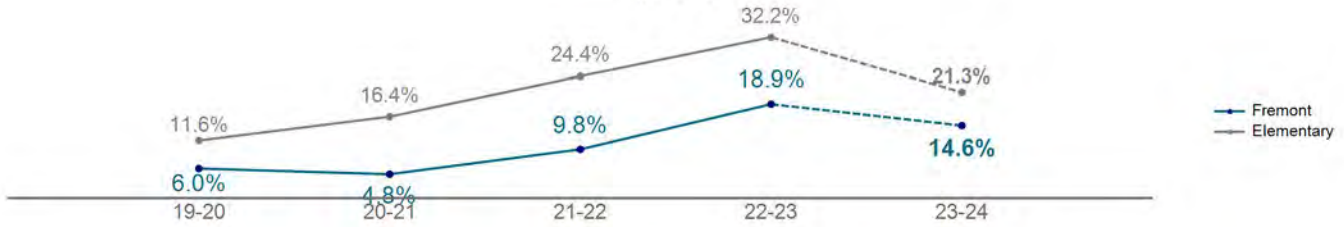
Male
N = 213



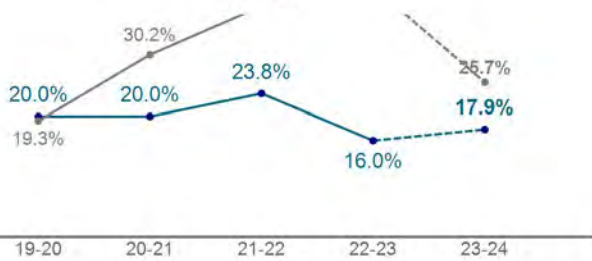
N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

Percent of Students in the Moderately or Severely Chronic Categories

**Fremont
All Students
N = 439**



**African American
N = 28**



Asian



Filipino

Subgroup with fewer than 20 students.

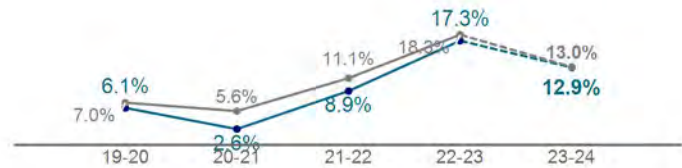
**Hispanic
N = 164**



Pacific Islander

Subgroup with fewer than 20 students.

**White
N = 163**

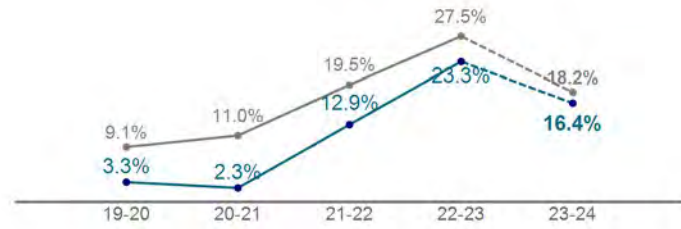


N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

Percent of Students in the Moderately or Severely Chronic Categories

Native American
Subgroup with fewer than 20 students.

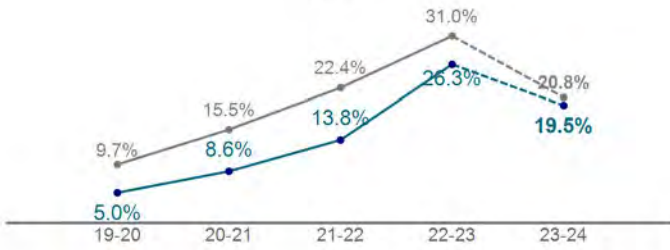
Other
N = 67



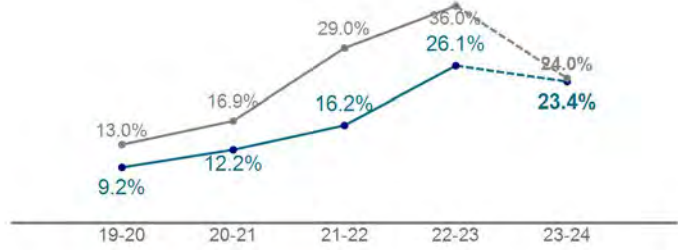
N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

Percent of Students in the Moderately or Severely Chronic Categories

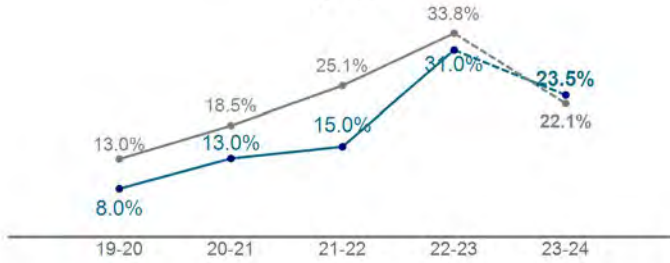
EL + RFEP
N = 41



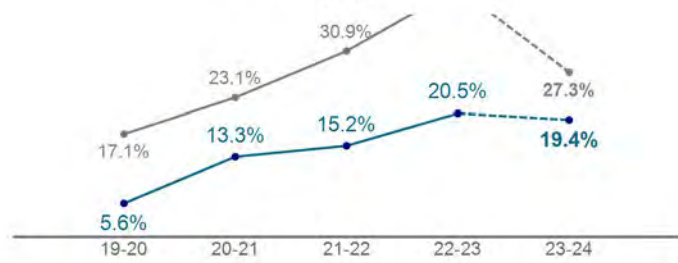
Low SES
N = 192



English Learner
N = 34



Special Education
N = 36



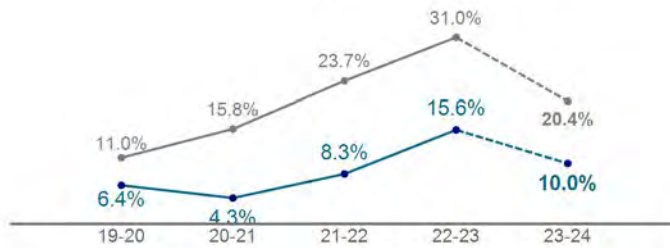
Homeless or Foster Youth

Subgroup with fewer than 20 students.

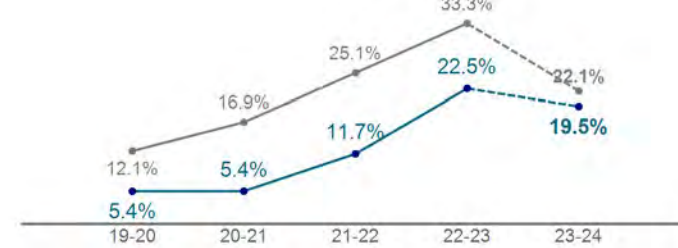
Homeless or Foster Youth

Subgroup with fewer than 20 students.

Female
N = 229



Male
N = 210



N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

SBAC ELA 2023 :: School Data by Subgroup

Fremont

Category	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	
All Students	203	20%	9	11	29	52	80%	↑7		↑12	
	All Elementary	52%	31	21	23	25	48%	↑1		↑6	
	District	52%	29	23	26	22	48%	↑-		↓1	
Grade	79	20%	9	11	30	49	80%	↓3		-	
	Gr. 03	All Elementary	53%	30	23	21	26	47%	↑4		-
	District	52%	30	22	21	27	48%	↑4		-	
	Gr. 04	51	16%	6	10	25	59	84%	↑23		-
	All Elementary	55%	35	20	19	26	45%	↑-		↑3	
	District	54%	35	19	19	27	46%	↑1		↑2	
Gr. 05	73	22%	11	11	29	49	78%	↓1		↑20	
	All Elementary	48%	27	21	28	24	52%	↓1		↑8	
	District	48%	27	21	28	24	52%	↓1		↑8	
Ethnicity	84	13%	4	10	29	58	87%	↑8		↑15	
	White	All Elementary	25%	9	15	24	51	75%	↑-		↑4
	District	26%	11	15	30	44	74%	↑1		↓1	
	67	33%	18	15	24	43	67%	↑1		↑11	
	Hispanic	All Elementary	59%	36	23	23	19	41%	↑1		↑6
	District	58%	33	25	26	16	42%	↓-		↓1	
	37	14%	5	8	32	54	86%	↑12		↑10	
	Other	All Elementary	30%	17	13	26	45	70%	↑2		↑5
	District	33%	16	17	29	38	67%	↑1		↓1	
13*	8%	8	8	31	62	92%	↑17		-		
Cambodian	All Elementary	40%	20	19	27	33	60%	↑1		↑7	
District	39%	19	20	32	29	61%	↑1		↑2		

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.
 *Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

SBAC ELA 2023 :: School Data by Subgroup

Fremont

Category	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
Ethnicity	African American	8*	13%	13	63	25	88%	↑21		-	
		All Elementary	67%	44	23	18	15	33%	↑2		↑6
		District	67%	42	25	21	12	33%	↓-		↓1
	Asian	4*	25%	25	25	50	75%	-		-	
		All Elementary	38%	19	19	23	39	62%	↑1		↑6
		District	34%	17	18	30	36	66%	↑-		↑1
	Filipino	3*	0%			100	100%	↑33		-	
		All Elementary	24%	12	11	27	49	76%	↑2		↑7
		District	28%	11	17	31	41	72%	↑2		↑2
Gender	Female	112	17%	8	9	26	57	83%	↑7		↑12
		All Elementary	49%	27	21	24	28	51%	↑1		↑5
		District	47%	25	22	28	24	53%	↓-		↓-
	Male	91	23%	10	13	32	45	77%	↑7		↑11
		All Elementary	55%	34	21	21	23	45%	↑1		↑6
		District	56%	33	23	25	19	44%	↑1		↓1
	Nonbinary	District	40%	13	27	38	22	60%	↑6		↓6
All Elementary*		50%	13	38	38	13	50%	↑25		-	
Special Populations	EL + RFEP	16*	63%	44	19	13	25	38%	↑4		-
		All Elementary	67%	43	24	20	14	33%	↓-		↑6
		District	64%	38	26	24	12	36%	↓1		↓1
	ELL	8*	88%	63	25	13		13%	↓8		-
		All Elementary	80%	54	26	15	5	20%	↑5		↑5
		District	86%	60	25	11	3	14%	↑4		↑3
	RFEP	8*	38%	25	13	13	50	63%	↑20		-

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.
 *Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

SBAC ELA 2023 :: School Data by Subgroup

Fremont

Category	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	Chg
Special Populations	RFEP	All Elementary	29%	11	18	33	38	71%	↑9		↑7
		District	44%	17	27	35	21	56%	↑-		↓4
	Foster	1*	100%	100				0%	-		-
		District	75%	50	25	16	9	25%	↓3		↓4
	All Elementary	75%	53	22	11	14	25%	↑-		↑7	
		54	0%			15	85	100%	-		-
	GATE/Excel	All Elementary	10%	2	8	23	67	90%	↑2		↓-
		District	14%	3	11	32	54	86%	↓-		↓3
	Homeless	11*	27%	18	9	18	55	73%	↑23		-
		All Elementary	63%	40	23	20	16	37%	↑2		↑6
	District	64%	40	24	24	12	36%	↓1		↓1	
		12*	33%	17	17	17	50	67%	↑21		-
	Homeless/Foster	All Elementary	64%	41	23	20	16	36%	↑2		↑6
		District	65%	41	24	23	12	35%	↓1		↓1
	Low SES	80	30%	16	14	36	34	70%	↑10		↑21
		All Elementary	59%	36	23	22	18	41%	↑2		↑6
District	59%	34	25	25	16	41%	↑1		↓1		
	22	50%	23	27	23	27	50%	↑18		-	
Special Ed.	All Elementary	81%	64	17	10	9	19%	↑2		↑4	
	District	84%	65	19	11	5	16%	↑1		↑1	
Spec Ed. Speech/RSP	22	50%	23	27	23	27	50%	↑17		-	
	All Elementary	77%	57	19	13	11	23%	↑2		↑5	
District	79%	56	23	14	7	21%	↑2		↑2		

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.
 *Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

SBAC Math 2023 :: School Data by Subgroup

Fremont

Category	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	Chg
All Students	203	33%	11	22	30	37	67%	↑1		↓5	
	All Elementary	60%	33	27	22	18	40%	↑2		↓2	
	District	66%	40	26	19	18	34%	↑1		↓5	
Grade	Gr. 03	79	23%	10	13	30	47	77%	↓5		-
		All Elementary	54%	31	23	26	20	46%	↑5		-
		District	53%	30	23	26	21	47%	↑4		-
	Gr. 04	51	27%	8	20	29	43	73%	↑13		↓8
		All Elementary	60%	30	30	22	18	40%	↑2		↓1
		District	59%	30	30	22	18	41%	↑3		↓2
	Gr. 05	73	47%	14	33	30	23	53%	↓9		↓3
		All Elementary	66%	37	29	18	16	34%	↓-		↓2
		District	65%	37	28	18	17	35%	↑-		↓3
Ethnicity	White	84	33%	10	24	24	43	67%	↓5		↓14
		All Elementary	31%	12	19	29	40	69%	↑3		↓3
		District	38%	17	21	27	35	62%	↑3		↓6
	Hispanic	67	37%	16	21	33	30	63%	↑2		-
		All Elementary	67%	37	29	21	12	33%	↑3		↓1
		District	72%	45	27	17	11	28%	↑2		↓5
	Other	37	24%	5	19	38	38	76%	↑6		-
		All Elementary	39%	18	22	26	35	61%	↓1		↓4
		District	45%	23	22	24	31	55%	↑-		↓5
Cambodian	13*	15%	8	8	23	62	85%	↑10		-	
	All Elementary	50%	21	29	24	26	50%	↓3		↓1	
	District	55%	28	27	23	23	45%	↓2		↓5	

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SBAC Math 2023 :: School Data by Subgroup

Fremont

Category	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg		
Ethnicity	African American	8*	38%	13	25	50	13	63%	↑9		-	
		All Elementary	77%	48	28	16	7	23%	↑3		↓1	
		District	82%	57	25	12	6	18%	↑1		↓4	
	Asian	4*	25%		25		75		75%	↑13		-
		All Elementary	45%	20	26	23	31	55%	↓1		↓2	
		District	49%	25	24	22	29	51%	↓1		↓6	
	Filipino	3*	0%			33		67	100%	↑33		-
		All Elementary	34%	11	23	31	35	66%	↓-		↓2	
		District	44%	19	25	24	33	56%	↓-		↓5	
Gender	Female	112	33%	11	22	27	40	67%	↑3		↓7	
		All Elementary	63%	34	28	21	16	37%	↑1		↓2	
		District	67%	41	26	18	14	33%	↑1		↓5	
	Male	91	32%	11	21	34	34	68%	↓1		↓2	
		All Elementary	58%	32	26	22	20	42%	↑3		↓2	
		District	64%	39	25	19	17	36%	↑2		↓5	
	Nonbinary	All Elementary*	75%	50	25	13	13	25%	↑13		-	
		District	62%	42	20	22	16	38%	↑4		↓3	
	Special Populations	EL + RFEP	16*	50%	19	31	38	13	50%	↑14		-
All Elementary			73%	44	29	17	10	27%	↑2		↑-	
District			77%	52	26	14	8	23%	↑1		↓5	
ELL		8*	63%	25	38	38		38%	↑13		-	
		All Elementary	83%	54	29	13	4	17%	↑6		↑1	
		District	90%	68	22	8	2	10%	↑3		↓-	
RFEP		8*	38%	13	25	38	25	63%	↑20		-	

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SBAC Math 2023 :: School Data by Subgroup

Fremont

Category	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort			
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	Chg	Chg
Special Populations	RFEP	All Elementary	43%	16	27	28	29	57%	↑10		↓2	
		District	66%	36	30	20	14	34%	↑1		↓9	
	Foster	1*	100%	100				0%	↓100		-	
		All Elementary	80%	53	26	19	2	20%	↑5		-	
		District	85%	62	23	13	2	15%	↑2		↓2	
	GATE/Excel	54	0%			22		78	100%	-		-
		All Elementary	16%	3	13	27		57	84%	↑2		↓8
		District	26%	8	18	28		47	74%	↑2		↓9
	Homeless	11*	18%	18		55		27	82%	↑40		-
		All Elementary	72%	44	27	18	11		28%	↑2		-
		District	78%	52	26	14	8		22%	↑-		↓5
	Homeless/Foster	12*	25%	25		50		25	75%	↑29		-
		All Elementary	72%	45	27	18	10		28%	↑2		-
		District	79%	53	25	14	7		21%	↑1		↓4
	Low SES	80	45%	20	25	29		26	55%	↑6		-
		All Elementary	68%	39	29	20	12		32%	↑3		↓1
	District	73%	46	27	17	11		27%	↑2		↓5	
Special Ed.	22	64%	32	32	18	18		36%	↑7		-	
	All Elementary	82%	63	20	10	8		18%	↑3		↓-	
	District	88%	72	16	8	5		12%	↑2		↓1	
Spec Ed. Speech/RSP	22	64%	32	32	18	18		36%	↑5		-	
	All Elementary	78%	55	23	12	10		22%	↑3		↓1	
	District	84%	64	20	10	6		16%	↑2		↓2	

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SBAC Science 2023 :: School Data by Subgroup

Fremont

Category	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
All Students	73	42%	3	40	34	23	58%	↓9		-	
	All Elementary	70%	16	54	20	10	30%	↑-		-	
	District	74%	17	57	18	8	26%	↑1		-	
Grade	Gr. 05	42%	3	40	34	23	58%	↓9		-	
	All Elementary	70%	16	54	20	10	30%	↑-		-	
	District	70%	16	54	20	10	30%	↑1		-	
Ethnicity	White	28	36%		36	43	21	64%	↓13		-
		All Elementary	42%	4	38	31	27	58%	↓2		-
		District	51%	6	45	29	20	49%	↑1		-
	Hispanic	24	67%	8	58	17	17	33%	↓25		-
		All Elementary	76%	18	59	17	6	24%	↑1		-
		District	81%	19	62	15	4	19%	↑1		-
	Other	15*	27%		27	47	27	73%	↑13		-
		All Elementary	51%	8	43	29	20	49%	↓2		-
		District	56%	11	46	25	18	44%	↓-		-
	Cambodian	5*	20%		20	60	20	80%	↑20		-
		All Elementary	61%	9	52	24	15	39%	↓4		-
		District	65%	9	56	25	10	35%	↑-		-
Filipino	2*	0%			50		50	100%	-		-
	All Elementary	49%	4	45	27	25	51%	↓1		-	
	District	54%	5	49	29	18	46%	↑2		-	
African American	2*	0%			50		50	100%	↑57		-
	All Elementary	81%	24	57	16	3	19%	↑4		-	
	District	86%	29	57	12	2	14%	↑1		-	

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 *Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

SBAC Science 2023 :: School Data by Subgroup

Fremont

Category	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg
Ethnicity	2*	50%	50	50	50	50%	↓10		-
	All Elementary	57%	9	48	24	19	43%	↑-	
	District	57%	6	50	28	15	43%	↑2	
Gender	43	44%	2	42	33	23	56%	↓12	
	All Elementary	71%	14	57	19	10	29%	↑-	
	District	75%	15	60	18	7	25%	↑1	
	30	40%	3	37	37	23	60%	↓5	
	All Elementary	69%	17	52	21	10	31%	↑-	
	District	74%	19	55	18	8	26%	↑1	
	Nonbinary	All Elementary*	57%	29	29	29	14	43%	↑43
District	68%	18	50	14	18	32%	↑11		
Special Populations	4*	75%	25	50	25	25%	↑25		
	All Elementary	82%	22	61	14	4	18%	↑-	
	District	84%	21	63	13	3	16%	↑1	
	1*	100%	100			0%	-		
	All Elementary	97%	32	65	3	3%	↑-		
	District	98%	40	58	2	2%	↑-		
	3*	67%	33	33	33	33%	↑33		
	All Elementary	61%	7	55	30	9	39%	↑9	
	District	75%	10	66	20	5	25%	↑3	
	15*	7%	7	20	73	93%	↓4		
All Elementary	32%	1	31	36	32	68%	↑-		
District	43%	3	41	34	23	57%	↓2		
Foster	All Elementary	81%	30	51	11	8	19%	↑1	

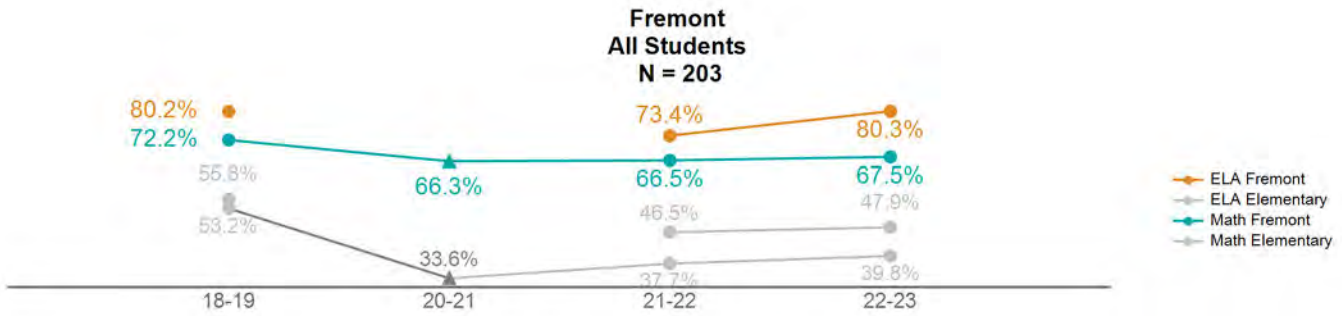
The percentages in each Claim may not equal 100% due to rounding.
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Fremont

Category	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
Special Populations	Foster	District	88%	31	58	8	4	12%	↓3		-
		3*	67%		67		33	33%	↑17		-
	Homeless	All Elementary	83%	20	63	13	4	17%	↑1		-
		District	86%	24	62	10	3	14%	↓1		-
		3*	67%		67		33	33%	↑17		-
	Homeless/Foster	All Elementary	83%	21	62	13	4	17%	↑1		-
		District	87%	25	62	10	3	13%	↓1		-
	Low SES	25	60%	8	52	24	16	40%	↓19		-
		All Elementary	77%	18	59	17	6	23%	↑2		-
		District	81%	20	61	15	4	19%	↑2		-
	Special Ed.	5*	80%	20	60	20		20%	↑20		-
		All Elementary	89%	44	46	7	4	11%	↑3		-
		District	93%	47	46	5	2	7%	↑1		-
Spec Ed. Speech/RSP	5*	80%	20	60	20		20%	↑20		-	
	All Elementary	86%	34	52	9	5	14%	↑4		-	
	District	90%	37	53	7	3	10%	↑1		-	

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.
 *Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

Percent of Students with Achievement Level of Met or Exceeded in SBAC



African American

Subgroup with fewer than 20 students.

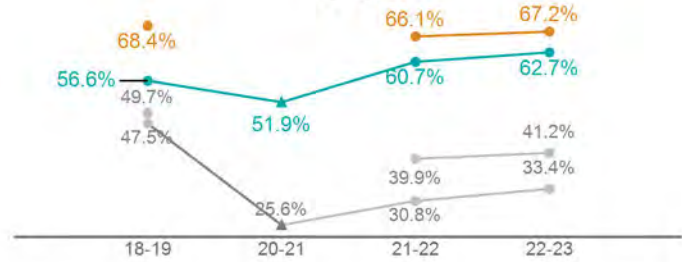
Asian

Subgroup with fewer than 20 students.

Filipino

Subgroup with fewer than 20 students.

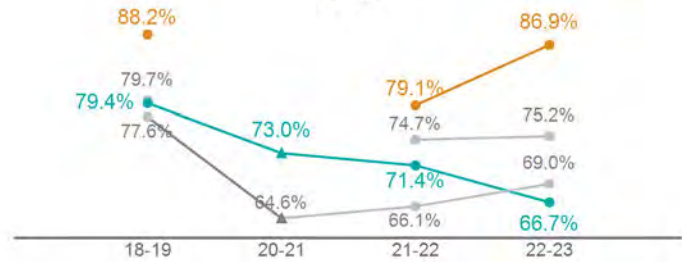
Hispanic N = 67



Pacific Islander

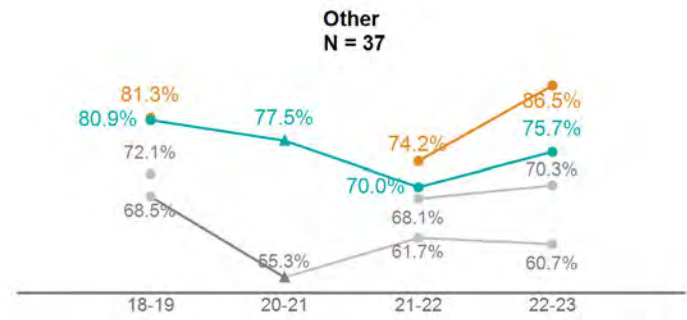
Subgroup with fewer than 20 students.

White N = 84



Percent of Students with Achievement Level of Met or Exceeded in SBAC

Native American
Subgroup with fewer than 20 students.

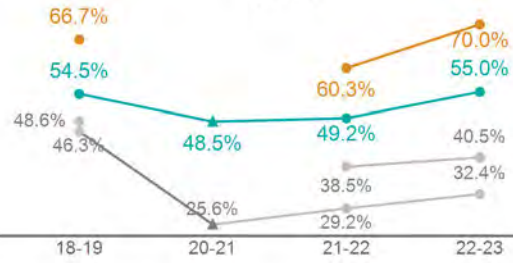


Percent of Students with Achievement Level of Met or Exceeded in SBAC

EL + RFEP



**Low SES
N = 80**



English Learner

Subgroup with fewer than 20 students.

**Special Education
N = 22**



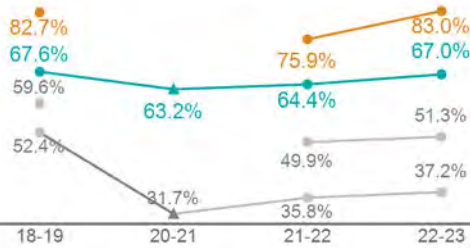
Homeless

Subgroup with fewer than 20 students.

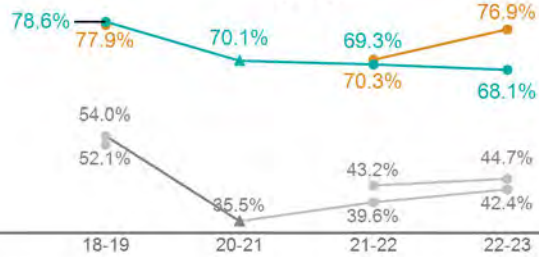
Foster Youth

Subgroup with fewer than 20 students.

**Female
N = 112**



**Male
N = 91**



N's are from the current year. SBAC was not administered during the 19-20 school year, due to the COVID-19 emergency closure. Subgroups under 20 students are not included.

Fremont

2022-2023

Count of Unique Student-Incidents by Action Type (disposition type).

Each student is counted once per incident; each incident is categorized based on the most severe outcome.

School year	timeframe value	subcategory	subgroup	restorative_justice	exclusionary	other_action	no_action_taken
2022-2023	YR	All	All	3	3	5	
		Grade	Gr. 02		1	2	
			Gr. 04	2	2	3	
			Gr. 05	1			
		Ethnicity	African American		1	1	
			Hispanic		1	3	
			Other		1		
			White	3		1	
		Gender	Female		1	2	
			Male	3	2	3	
		Fluency	EL + RFEP			1	
			ELL			1	
		Foster	Foster		1		
		GATE/Excel	GATE/Excel	1		1	
		Homeless	Homeless		1	3	
		LowSES	Low SES	1	3	4	
		SPED	Special Ed.		2	1	
		SPED-Speech/RSP	Spec Ed. Speech/RSP		1		

Fremont

2021-2022

Count of Unique Student-Incidents by Action Type (disposition type).

Each student is counted once per incident; each incident is categorized based on the most severe outcome.

School year	timeframe value	subcategory	subgroup	restorative_justice	exclusionary	other_action	no_action_taken
2021-2022	YR	All	All	1	2	8	2
		Grade	Gr. 03		1	1	1
			Gr. 04		1	1	
			Gr. 05	1		6	1
		Ethnicity	African American			2	
			Filipino		1		
			Hispanic			4	1
			Other		1		1
			White	1		2	
		Gender	Female		1	4	1
			Male	1	1	4	1
		Fluency	EL + RFEP		1		
			RFEP		1		
		Foster	Foster		1	1	1
		GATE/Excel	GATE/Excel			1	
		Homeless	Homeless			1	
		LowSES	Low SES		1	2	1
		SPED	Special Ed.		1		1
		SPED-Speech/RSP	Spec Ed. Speech/RSP		1		1

Fremont

2019-2020

Count of Unique Student-Incidents by Action Type (disposition type).

Each student is counted once per incident; each incident is categorized based on the most severe outcome.
















School year	timeframe value	subcategory	subgroup	restorative_justice	exclusionary	other_action	no_action_taken
2019-2020	YR	All	All		16		
		Grade	Gr. 01		8		
			Gr. 02		1		
			Gr. 04		2		
			Gr. 05		5		
		Ethnicity	Hispanic		13		
			White		3		
		Gender	Female		2		
			Male		14		
		Fluency	EL + RFEP		1		
			ELL		1		
		Homeless	Homeless		8		
		LowSES	Low SES		3		
		SPED	Special Ed.		8		
		SPED-Speech/RSP	Spec Ed. Speech/RSP		8		

Fremont

2018-2019

Count of Unique Student-Incidents by Action Type (disposition type).

Each student is counted once per incident; each incident is categorized based on the most severe outcome.

School year	timeframe value	subcategory	subgroup	restorative_justice	exclusionary	other_action	no_action_taken
2018-2019	YR	All	All		 7		
		Grade	Gr. 01		 1		
			Gr. 03		 1		
			Gr. 04		 2		
			Gr. K		 3		
		Ethnicity	Hispanic		 4		
			Other		 3		
		Gender	Female		 1		
			Male		 6		
		Fluency	EL + RFEP		 1		
			RFEP		 1		
		Homeless	Homeless		 3		
		LowSES	Low SES		 2		
		SPED	Special Ed.		 1		
		SPED-Speech/RSP	Spec Ed. Speech/RSP		 1		

Fremont

2017-2018

Count of Unique Student-Incidents by Action Type (disposition type).

Each student is counted once per incident; each incident is categorized based on the most severe outcome.

School year	timeframe value	subcategory	subgroup	restorative_justice	exclusionary	other_action	no_action_taken
2017-2018	YR	All	All		8	1	
		Grade	Gr. 03		7	1	
			Gr. 04		1		
		Ethnicity	Other		7	1	
			Pacific Islander		1		
		Gender	Male		8	1	
		Fluency	EL + RFEP		6		
			ELL		6		
		LowSES	Low SES		2	1	
		SPED	Special Ed.		6		
		SPED-Speech/RSP	Spec Ed. Speech/RSP		6		

Fremont

22-23

Legend
Exclusionary
Other Action
No Action Taken
Restorative Justice

Count of Unique Student-Incidents by Action Type (disposition type). Each student is counted once per incident; each incident is categorized based on the most severe outcome for the student. Incidents missing dispositions are counted under "No Action Taken" type.

subgroup		YR			
Category		# Records	Percent by Category		
All Students	All	11	27	45	27
Grade	Gr. 02	3	33	67	
	Gr. 04	7	29	43	29
	Gr. 05	1		100	
Ethnicity	African American	2	50	50	
	Hispanic	4	25	75	
	Other	1		100	
	White	4	25	75	
Gender	Female	3	33	67	
	Male	8	25	38	38
Special Populations	EL + RFEP	1		100	
	ELL	1		100	
	Foster	1		100	
	GATE/Excel	2	50	50	
	Homeless	4	25	75	
	Low SES	8	38	50	13
	Spec Ed. Speech/RSP	1		100	
	Special Ed.	3	67	33	

i-Ready Math Overall Relative Placement School Data by Subgroup Fremont 2022-2023



Legend



Category		Diagnostic Window	# Students	Percent by Category				
Grade	All Students	3	361	1	24	22	52	
	Gr. 01	3	79	1	35	15	48	
	Gr. 02	3	78	1	23	27	49	
	Gr. 03	3	81	2	17	15	65	
	Gr. 04	3	51	2	10	24	65	
	Gr. 05	3	72	1	29	31	38	
Ethnicity	African American	3	21	1	33	29	38	
	Hispanic	3	134	1	34	20	43	
	White	3	135	1	18	21	60	
	Other	3	61	2	15	25	59	
Gender	Female	3	197	1	25	24	49	
	Male	3	164	1	22	20	57	
Special Populations	Low SES	3	140	1	35	21	40	
	EL + RFEP	3	27	1	37	33	19	
	Special Ed.	3	32	9	6	34	22	28
	Spec Ed. Soeech/RSP	3	31	10	3	35	23	29
	GATE/Excel	3	67			10	90	

The percentages may not equal 100% due to rounding.

i-Ready Reading Overall Relative Placement School Data by Subgroup Fremont 2022-2023



Legend



Category		Diagnostic Window	# Students	Percent by Category					
All Students	366	3	366	5	14	17	63		
Grade	Gr. 01	3	79	1	27	16	56		
	Gr. 02	3	78	4	13	12	72		
	Gr. 03	3	81	1	7	5	11	75	
	Gr. 04	3	51	2	4	6	14	75	
	Gr. 05	3	73	11	19	32	38		
Ethnicity	African American	3	21	5	43	19	33		
	Hispanic	3	136	8	20	15	56		
	White	3	135	4	10	15	71		
	Other	3	62	2	35	24	66		
Gender	Female	3	199	5	13	18	64		
	Male	3	167	7	16	16	60		
Special Populations	Low SES	3	141	10	23	17	49		
	ELL	3	21	5	24	24	24	24	
	EL + RFEP	3	30	3	23	20	20	33	
	Special Ed.	3	32	6	22	22	16	34	
	Spec Ed. Soeoch/RSP	3	31	6	19	23	16	35	
	GATE/Excel	3	67				6	94	

The percentages may not equal 100% due to rounding.



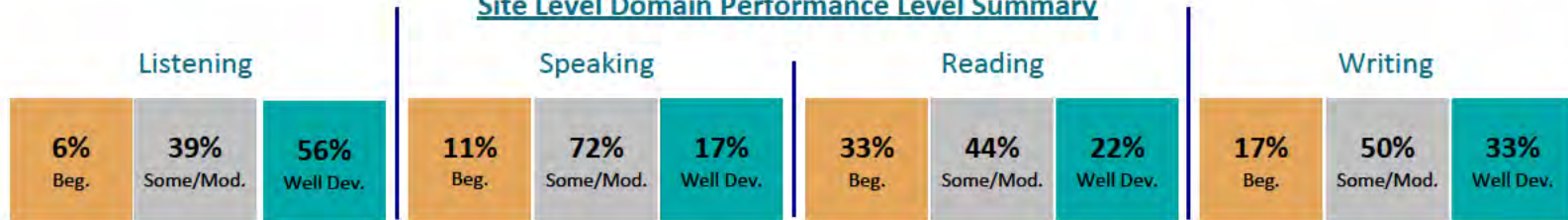
ELPAC Summative Assessment Grade Level Summary 2022-2023

Site :: Fremont

Site Level Overall Performance Level Summary



Site Level Domain Performance Level Summary



Grade Level Performance Summary (Overall and by Domain)

Grade	Overall Development				Listening			Speaking			Reading			Writing		
	Beg.	Some.	Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well
00	0%	0%	100%	0%	0%	0%	100%	0%	100%	0%	0%	100%	0%	100%	0%	0%
01	25%	0%	50%	25%	25%	0%	75%	25%	75%	0%	0%	50%	50%	0%	25%	75%
02	25%	25%	50%	0%	0%	50%	50%	0%	100%	0%	75%	25%	0%	25%	75%	0%
03	0%	0%	75%	25%	0%	75%	25%	0%	50%	50%	0%	50%	50%	0%	50%	50%
04	50%	50%	0%	0%	0%	100%	0%	50%	50%	0%	100%	0%	0%	50%	50%	0%
05	0%	33%	0%	67%	0%	0%	100%	0%	67%	33%	33%	67%	0%	0%	67%	33%

School Demographics			
	School	District	State
African American	6.3%	11.6%	
Am. Indian	0%	.1%	
Asian	2.5%	6.1%	
Filipino	1.4%	2%	
Hispanic/Latino	37.2%	60.9%	
Multiple	15.4%	7.1%	
Pacific Islander	0%	.7%	
White	37%	11.3%	
English Learner	7.7%	21.2%	
Reclassified Fluent English Proficient	1.6%	2.1%	
Students w/Disabilities	8.4%	13.2%	
Free/Reduced Lunch	#Error	#Error	



School Plan for Student Achievement Addendum 2023-2024

Additional Targeted Support and Improvement (ATSI) ▾

Fremont Elementary School ▾

If ATSI, identify subgroups:

- | | | |
|---|---|--|
| <input type="checkbox"/> African-American | <input type="checkbox"/> Foster Youth | <input type="checkbox"/> Socioeconomically Disadvantaged |
| <input type="checkbox"/> American Indian | <input type="checkbox"/> Hispanic | <input checked="" type="checkbox"/> Students with Disabilities |
| <input type="checkbox"/> Asian-American | <input type="checkbox"/> Homeless | <input checked="" type="checkbox"/> Two or More Races |
| <input type="checkbox"/> English Learner | <input type="checkbox"/> Pacific Islander | <input type="checkbox"/> White |
| <input type="checkbox"/> Filipino | | |

Attestation:

The School Site Council (SSC), during the process of developing a compliant School Plan for Student Achievement (SPSA), ensured that quality interventions and services for underachieving students are included in the SPSA, with particular focus on student groups who led to the CSI/ATSI identification.

SSC engaged in a thorough needs assessment, based on data, in order to prioritize student needs and analyze interventions/services.

In addition, the SSC engaged in discussions about resource inequalities and was informed about the supports listed in the District's LCAP regarding our identification as a CSI/ATSI school. Resource Inequities and LBUUSD's CSI section are included in this Addendum.

In approving the SPSA for the school, the SSC specifically adds this Addendum to the SPSA as part of its CSI/ATSI responsibilities.

Date Approved by SSC

11-14-23

Signature of Principal

[Redacted Signature]

Signature of SSC Chair

[Redacted Signature]

[Handwritten Signature]

Resource Inequities

Schools eligible for CSI or ATSI must identify and describe any resource inequities identified as a result of the required needs assessment. Consideration of resource inequities can inform the assessment of the effectiveness of actions in the SPSA and provide a basis for the establishment of goals and/or expected outcomes for CSI/ATSI Targeted student groups.

In our analysis of our SPSA services, our SSC found the following about resource inequalities for the targeted CSI/ATSI student groups:

- There are no resource inequalities present in our SPSA.** Our CSI/ATSI targeted students are a priority and are receiving appropriate services/interventions through our Schoolwide Program.
- There was evidence of resource inequalities prior to the SPSA being approved.** Our SSC made adjustments to the SPSA in order to correct the issue, and the SPSA is now providing appropriate services/interventions through our Schoolwide Program.
- There is some evidence of resource inequalities in the current SPSA.** However, our SSC continued to make adjustments to the SPSA in order to ensure that the CSI/ATSI targeted students are being given appropriate services/interventions through our Schoolwide Program.
- There is some evidence of resource inequalities in the current SPSA.** However, our SSC has determined that the CSI/ATSI targeted students are receiving appropriate services/interventions through our Schoolwide Program.

Comments about Resource Inequities *(optional)*

Support for Schools as identified in LBUSD's LCAP

Support for Identified Schools

Support for schools is grounded in coaching and professional learning communities. LBUSD has shifted from compliance and at-a-distance supervision practices to a deeply-rooted coaching orientation, partnership in addressing student achievement issues, and a strong emphasis on quality instruction in every classroom, as defined by the district's Understandings Continuum framework. Since 2014, LBUSD has sought to enhance time spent on campuses, with leaders dedicating an average of three to five hours per month on every campus – visits that include classroom observations alongside the principal, data collection related to instructional implementation, and pedagogical guidance for teachers. Comprehensive Support and Improvement (CSI) schools receive even more intense support, particularly in areas like English Language Arts, Mathematics, and graduation rates.

One crucial area of support centers on school-level needs assessments. LBUSD's Research Office provides in-depth data tailored to each site, which are then used to develop interventions in consultation with stakeholders. Academic measures include ELA and Math benchmarks, real-time grades (especially Ds and Fs), and whether students are on track to complete graduation requirements, while non-academic measures cover chronic absenteeism, suspensions, and disciplinary incidents. With assistance from district leaders, curriculum coaches, and other experts, CSI schools drill down by academic skill, by student group, and by logistical factors (e.g., the time of day and location of suspensions). Site staff receive tools and training to create "watch lists" – i.e., lists of classrooms to monitor closely and lists of students who require further interventions. The latter is connected to phone, email, and text communication systems that can help engage families in the process.

Here are specific supports that LBUSD delivered (and will continue to provide moving forward) to help CSI schools develop their plans:

- Level office staff spent additional hours at CSI schools to help principals conduct deeper analyses on chronic absenteeism, suspensions, disciplinary incidents, and survey data related school culture and climate and social-emotional learning. Such analyses were on top of those conducted for academic measures like English Language Arts, Mathematics, and graduation rates. In light of the COVID-19 pandemic, learning loss and other similar issues were also explored.
- Level office staff, curriculum leaders, and other district support departments provided CSI schools with research on successful evidence-based interventions in comparable schools, both at LBUSD and other districts in California. Depending on the programs, the research included either academic studies or best practices. This information was paired with budget information, so that programs can be sustainably developed.
- Level office staff, curriculum leaders, and other district support departments assisted CSI schools with identifying resource inequities by providing reports on current staff levels, budget figures, and logistical data. Through various one-on-one meetings, sites were then guided by content experts in identifying significant resource gaps. For example, a review of a site's English Learner supports would incorporate additional teachers that might be needed, along with the instructional materials, technological software, intervention scheduling design, and other details that would help build out the program, particularly in a distance-learning environment.
- Based on the research and "gap" analyses described in the two previous bullet points, level office staff, curriculum leaders, and other district support departments helped CSI schools select evidence-based interventions. Among the guiding principles that LBUSD promoted in this decision-making process is sustainability – the importance of developing high-impact programs that can be implemented in multi-year timeframes. Given the depth of student needs, it was essential to have a long-term perspective and make adjustments along the way. LBUSD then ensured that CSI schools had training for program implementation.
- Lastly, level office staff, curriculum leaders, and other district support departments helped CSI schools establish monitoring and evaluation systems. Supports included training on how to identify appropriate data to collect (for example, student participation in interventions, related test scores, etc.), how to use LBUSD's "intervention tracker" or similar system, how to schedule data analyses alongside the site visits described above, and how to use feedback for program improvement. In some cases, LBUSD provided CSI schools with sample survey questions for gathering student, parent, and staff perspectives. LBUSD also paired CSI schools with similar partner sites so that data can be compared and promising practices can be shared.

Monitoring and Evaluating Effectiveness

To monitor and evaluate the effectiveness of the CSI plans, quarterly visits will be conducted. These formal visitations will allow site teams to reflect upon their collective efforts and engage colleagues from other schools or district departments for objective feedback.

Quarterly visits will be customized by schools, but follow a common structure:

- **Whole Group Briefing:** The school team (principal, teachers, and support staff) will provide background for the visit by sharing their CSI plans. They will highlight their site data, professional development activities, and key interventions. They will help visitors develop an understanding of their priorities.
- **Classroom Visits:** School team members and visitors will observe classrooms, collecting data and examples that reinforce the school's CSI plans. They will take notes, collect images, and talk to students in order to summarize their observations.
- **Whole Group Debriefing:** School team members will facilitate a debriefing that allows them to understand and affirm the site's continuous improvement efforts. They will focus not only on content delivery, teaching practices, and student actions, but also the various interventions that are being implemented to support struggling learners.
- **Principal Debriefing:** Principals and/or principal supervisors will engage in further discussion regarding next steps. This dialogue will be folded into the regular coaching work described in the previous section.

More broadly, data dashboard tools developed by LBUSD's Research Office will feature "Watch Lists" that allow district and site leaders to monitor the progress of CSI schools, their teachers, and their students. The "Schools to Watch" function will enable appropriate stakeholders to track the percentage of students who are "at-risk," "severely at-risk," "high risk," and "cautiously at-risk" across a broad spectrum of measures, including chronic absenteeism, discipline, reading benchmarks, math facts, course grades, graduation requirements, and high school or college readiness (as applicable). Such real-time data will be used to adjust CSI plans and develop additional interventions for struggling learners.



JOHN C. FREMONT ELEMENTARY SCHOOL
4000 East Fourth Street, Long Beach, California 90814
Phone: (562) 439-6873 " FAX (562) 433-1826

2023-24

School-Parent-Student Compact

All of the Fremont community (students, parents, and staff) will demonstrate the character traits of responsibility, justice and fairness, empathy, equity and inclusion, caring and respect.

As a faculty/staff member at Fremont school, I will:

- provide an academic program that is rigorous and challenging
- provide motivating and interesting learning experiences
- address the individual needs of all children, including special education, ELL, and GATE
- communicate with parents regarding children’s academic, social, and emotional progress
- provide a safe, positive, and healthy learning environment for all children
- involve parents in governance of our school through the School Site Council and other school committees
- communicate with children using positive, respectful language
- make sure my homework assignments support, reinforce, and extend appropriate district grade level standards that I have taught my students.

As a student, I will:

- come to school on time daily prepared to work
- do my very best on my school work and homework
- make good choices in class and on the playground demonstrating the character traits as listed above, and taking responsibility for my actions
- wear uniforms
- show respect to myself, others, and my school
- communicate with others using positive, respectful language
- listen carefully when my teacher explains homework assignments and ask questions about the assignment if I don’t understand
- learn and practice honesty and truth.

As a parent/guardian, I will:

- provide a regular time and place to study and see that he/she reads the required daily minutes
- make sure my child attends school on time daily, in uniform, rested, and ready to learn
- communicate using positive, respectful language with my child’s teacher and staff in their efforts to provide children with a quality education
- teach my child to be responsible, respectful, and supportive of teachers, classmates, school staff, and Fremont School
- encourage my child to do homework assignments independently but will be available if needed to advise and help so he/she can continue working independently.

-----Tear-off-----

2023-24 School-Parent-Student Compact

Please sign to indicate you have received this and read it with your child. Return only the bottom portion to your child’s teacher.

Parent’s Signature _____ Child _____ Room ____ Date _____

Child’s Signature _____ Date _____

Teacher’s Signature _____ Date _____



JOHN C. FREMONT ELEMENTARY SCHOOL

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Parent Involvement Guidelines

Fremont Elementary School recognizes that parents/guardians are their children's first and most influential teachers and that continued parent partnership in the education of children contributes greatly to student achievement and a positive school environment. In order to engage parents/guardians positively in their children's education, Fremont School will:

1. Initiate consistent and effective two-way communication between the home and school so that parents/guardians may know when and how to help their children in support of classroom learning activities.
2. Encourage parents/guardians to serve as volunteers in the schools, attend student performances and school meetings, and participate in site councils, advisory councils and other activities in which they may undertake governance, advisory and advocacy roles. Promote a culture of respect, kindness, collaboration and engagement between staff, parents/guardians, students and the wider community.
3. Receive training for staff that fosters effective and culturally sensitive and sustaining communication with the home, including training on how to communicate with non-English speaking parents/guardians and how to give parents/guardians opportunities to assist in the instructional process both at school and at home.
4. Include parents and guardians of English Language Learners in the development, implementation, and evaluation of core and categorical programs for English learners, while honoring and supporting the assets of students' home languages. Engage with parents about how they can be involved in the education of their children and be active participants in assisting their children to achieve English proficiency, achieve at high levels in core academic subjects and meet challenging state academic standards expected of all students.
5. Support and learn from parents/guardians around developing parenting skills and providing home environments that support their children's academic efforts and their development as responsible members of society.
6. Support and learn from parents/guardians in how parents/guardians can directly affect the success of their children's learning and provide them with techniques and strategies that they may use to improve their children's academic success and help their children in learning at home.

School plans shall delineate specific measures that shall be taken to increase parental involvement with their children's education, including measures designed to involve parents/guardians, honoring and supporting cultural and home languages or other aspects of students home lives, ensuring they do not inhibit involvement and participation.

In Partnership,


Chris Lounsbery

Fremont Elementary Principal

LEGAL REFERENCES
EDUCATION CODE

11500-11506 Programs to encourage parental involvement

Adopted: January 28, 1991

Revised: March 1, 1994

February 6, 2001

March 7, 2007 LONG BEACH UNIFIED SCHOOL DISTRICT