

School Year: **2019-20**



# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Fremont Academy of Environmental Science and Innovative Design	56725386055313	October 2, 2019	November 13, 2019

## Purpose and Description

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

Schoolwide Program

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

Fremont Academy is a comprehensive 6-8 school middle school where we believe that every student can succeed. We also have a strong commitment to strengthening our community with all stakeholders. Our PBIS team has also been working with staff on building common expectations and forming strong relationships with students which has also contributed to creating a safe, positive environment for our students.

As a collective group, the Fremont staff reflects on increasing student performance and striving to be among the high achieving schools. Therefore through our data analysis process, any low test scores have been a driving force for teachers and staff to rethink how we have been doing things and analyze best strategies and how we have been using data. The staff at Fremont Academy are working to build strong professional learning communities and collaborating with grade level and department teams to improve student learning.

Strong first instruction with high rigor, standards based lessons with effective instructional strategies, and an emphasis on analysis of data to drive instruction and intervention are the focal points for our Instructional Leadership Team and PLC work. The leadership team will facilitate this work in their PLCs and during collaboration with grade level colleagues and department chairs. Dedicated time for PLCs with additional resources for ongoing collaboration throughout the year for teachers to plan strong, first instruction, develop common assessments, analyze data and respond to the data are significant actions in our plan. Grade level teams have also been collaborating and planning for both lessons and short-term interventions based on data. The math department has been working with the Math Instructional Strategist to gather research on effective instructional practices for teachers and supported grade levels with data analysis of benchmark assessments.

In addition to strong first instruction and ELD instruction, an effective multi-tiered system of support provides students with targeted interventions. Teachers are also committed to providing structured extended learning opportunities for students based on analysis of data. Our plan is to provide both remediation and enrichment opportunities for students. Analysis of formative data and continued progress monitoring will provide key information for teachers to place students in correct interventions. Student monitoring meetings with grade level teams and administration will provide an additional structure for data analysis.

Students are engaged in electives connected to our strand focus of Environmental Science and Innovative Design. Robotics is offered as an elective to students as are the electives of Careers, Health and Environmental Science. Students also have the opportunity to take a Creative Writing with Arts elective in which they can enjoy the art side tied with writing.

All stakeholders must work together to support students. We are committed to working with parents and families to improve student learning through ELAC, SSC, parenting classes and Coffee with the Principal.

T.E.A.M. (Together Everyone Achieves More) defines our school community (teachers, staff, parents, families and students) and how we are moving as one to team to improve student achievement.

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# Comprehensive Needs Assessment Components

## Data Analysis

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

## Classroom Observations

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

The goal of the administrators is to get into classrooms on a daily basis, but no less than weekly basis. Through our classroom visits we identified areas of focus schoolwide which included structured advisory periods, student engagement, and writing across the content areas. In order to address these areas, the leadership team will focus on instruction and will facilitate PLCs and collaboration meetings with their colleagues through departments and/or grade levels. Leadership will focus on developing protocols to analyze data, planning for writing across the curriculum, and improving student engagement through strong initial delivery of instruction.

## Analysis of Current Instructional Program

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

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

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

## Standards, Assessment, and Accountability

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

CAASPP data is shared and utilized with the Leadership Team at the start of the school year to initiate conversations around school target areas and student needs. With the Leadership Team, schoolwide goals are created and then shared with the staff to drive short and long term goals centered around student achievement. All content area departments create goals utilizing the CAASPP data to look at claims and targets. Teachers looked at grade level CAASPP data and cohort data.

During the course of the year, teachers used IAB data to change instruction and create CFAs based on the student performance on the IABs. The IABs are used to progress monitor student performance and to change instruction to the level of rigor for the CAASPP. Through the PLC process and collaboration days, grade levels and departments determined which IABs to use to further focus on standards, specifically the claims and targets. We are continuing to work on how to convert this data analysis into a change in instructional practices.

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

Data is used to progress monitor student performance. This continues to be a process for this year. In order to more accurately monitor student progress, the STAR 360 assessments will be administered in ELA and Math classrooms and also more frequently than the required three times per year. Department chairs and grade level team leadership representatives will facilitate data discussions through PLCs. Intervention and next steps is determined through the analysis of the student data. The English Language Arts and Math departments are working on common planning and lesson studies to build strong initial delivery of instruction to increase student achievement,

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The district ensures that that all site staff meets requirements to be considered “highly qualified.” This is monitored by the district’s Human Resources Department.

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

Incoming teachers are appropriately credentialed and provided with various forms of support. New Teacher Orientation is offered which includes District expectations and procedures, training on current curricular materials and programs and tips on classroom management. The district has a PAR (Peer Assistance and Review) program to offer support to any teacher who requests or requires it. The district works with the Ventura County Office of Education to provide Induction for new teachers. Professional development is always offered when new materials are adopted. Follow up training is available to continue to support the use of the materials.

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

Professional development is provided at the site and district level to ensure that instruction is aligned to current Common Core State Standards. There is a district assessment calendar to ensure that student progress is sufficiently monitored throughout the year. Professional development and support is provided on the assessment system and the specific types of assessments. Structures are in place at school sites to allow teachers to analyze data in collaborative groups in order to identify student needs and adjust instruction accordingly.

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

The Educational Services Department includes Directors who provide support for Curriculum, Instruction, Biliteracy Programs, English Learner Services, Special Education and Pupil Services. Instructional Specialists work directly with teachers to support instruction in Science and Math. A DLI (Dual Language Immersion) TOSA (Teacher on Special Assignment) works directly with teachers to support biliteracy instruction. Site Principals function as instructional leaders.

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

Teachers are provided the opportunity to collaborate using the PLC model on a monthly rotation as well as being provided all day collaboration opportunities with their departments throughout the year. All teams have created SMART goals in their PLCs and use these goals to drive their instruction and focus. This year grade levels across the content areas are provided collaboration time for articulation and to further increase student achievement. They work in alignment with the schoolwide goals of increased student achievement through writing across the content areas and structured advisory to increase reading comprehension.

## Teaching and Learning

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

Collaboration work, using the PLC (Professional Learning Communities) model, supports use of instructional strategies aligned to current CA Common Core State Standards. State adopted and approved curricular materials support instruction.

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

Instructional minutes are monitored by the Business Services office. All school schedules adhere to the guidelines governing recommended instructional minutes.

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

The district assessment calendar and adopted curricula provide guidance on lesson pacing. Student needs are determined by data analysis. Courses are scheduled based on these student needs.

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

Instructional materials provided for all students are managed by our district Textbook Coordinator. Participation in Williams Inspections confirms that all students have access to required materials.

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

Adopted and standards-aligned materials are provided for use in all classrooms. Intervention materials must be research-based. Funds are allocated to sites to purchase any additional materials they determine are necessary to meet student needs.

## Opportunity and Equal Educational Access

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

Through the process of progress monitoring in PLCs, underperforming students are identified for additional resources. Content area teachers support these students through small group instruction, 1:1 instruction, as well as tutoring before and after school. Students also receive support through the Math Intervention Support Provider (ISP). Students who continue to underperform are also taken through the Cost/SST process to further discuss and develop a plan for student success. They may possibly include additional psychoeducational testing to determine if students have additional unidentified needs.

## Evidence-based educational practices to raise student achievement

Researched based strategies include teachers integrating evidence-based educational practices to raise student achievement for all students. This year in particular we are focusing on depth of knowledge questioning and the ability to move student and teacher on the continuum from one level to the next. Writing across the content areas including evidence writing is one practice that will be focused on this year. Focused note taking and writing in the margins are strategies that will be utilized across all content areas. Progress monitoring as well as small group instructional and 1:1 student conferences during advisory will also be utilized to raise student achievement.

## Parental Engagement

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

Fremont parent involvement includes the encouragement of becoming a parent volunteer. The Fremont PTA provides parents an opportunity to participate in school programs such as Family Nights, PTA Reflections, Skate Nights, as well as participating in fundraising opportunities and deciding ways in which PTA can positively impact the school community for all students. Parents participating in ELAC provide feedback on concerns and ways to provide growth opportunities for English Learners.

Parent trainings and workshops are offered throughout the year. They include Parent Project, 2nd Cup of Coffee with the Principal workshops, as well as 8th grade parent/student workshops to assist the students in developing goals and an action plan to ensure the student promote at the end of the year.

Parents are also encouraged to attend school events such as Back to School Night, student-led parent/teacher conferences, Open House, sporting events, as well as Family Nights provided by the Fremont PTA. A Career Day is held annually and parents are recruited to present and volunteer to discuss and present their career to the Fremont students.



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

Our parents, community members, teachers, staff and students are involved in the planning, implementation and evaluation of our programs. During the planning phase our leadership team, ELAC committee and SSC committee meet to discuss school goals as they pertain to our data for CAASPP, Star 360, grades, suspension rate, attendance rate and reclassification rate. During those meetings we look at cohort data and grade specific data spanning five years. The three groups establish and evaluate goals using a SMART goal approach so that goals are specific, measurable, achievable, relevant and time-bound. Our leadership students also have input on our goals and we present our goals to the community and students through lobo news, open house and grade level assemblies. The implementation of these programs is closely monitored by our leadership team through our leadership professional learning community. During that time we continuously participate in progress monitoring and revisit action items to ensure follow through and collective responsibility. Our ELAC and SSC committees meet regularly to discuss the implementation of our programs and how progress is moving along. Lastly our leadership team does evaluate our programs by looking at our current reality end of the year summative data as well as our formative data. After this evaluation they bring that information back to their grade level PLC teams so that we can start the cycle of inquiry which would then lead us back to planning and goal setting once again. Our SSC and ELAC teams also work to evaluate the outcomes of our expenditures in order to form new goals and to adjust current goals and strategies along the way.

## Funding

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

We used categorical funds in a multitude of ways to ensure success for our underperforming students. We allocated funds to allow for extra hourly pay for teachers to collaborate within their professional learning communities. During this time the teachers identify struggling students and develop interventions for those students during the school day. We also allocated funds for an instructional assistants to assist in the ELD and AVID Excel classrooms. Additionally we utilized categorical funds to provide AVID tutors. We have AVID electives that serve students who are striving to be first generation college students. AVID Excel is for our Long Term English Learners who are struggling with reading, writing and the use of academic language therefore have not met the reclassification criteria.. By funding the tutors we therefore ensure that students are accessing core subject with success. Lastly we allocated funds for teachers to attend the CAFE and AVID conferences. This was done to build capacity and collective teacher self efficacy as it pertains to pedagogy and equity.

## Fiscal support (EPC)

The district receives Title I funding as we are considered a Title I district. All of our sites are considered "schoolwide." Title I funds are allocated to each school based on the number of qualifying students. Sites then determine how to use the funds based on specific student needs. The district also distributes Title III funding to sites in order for them to provide any necessary additional services or resources to support English Learners. The district receives Supplemental and Concentration LCFF funding. Sites are allocated a portion of these funds in order to provide additional resources toward student achievement.

# Stakeholder Involvement

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

## Involvement Process for the SPSA and Annual Review and Update

The Fremont SPSA was developed with the input of the School Leadership Team and reviewed with parents during our Title I, SSC, and ELAC meetings. ELAC and parent groups submitted their recommendations to the School Site Council for actions to be included in the SPSA. SPSA was presented to the School Site Council and reviewed during the October meeting. All parent committees (PTA, ELAC, SSC and Title I) participated in the development of the SPSA. School Site Council reviewed and approved the SPSA.

## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Regular teacher substitutes continued to be a challenge by not having adequate teacher subs to cover classroom teachers during their absence. This impacts instruction when there is a rotation of teachers throughout the day for coverage and creates an inconsistency in instruction. Lack of substitutes also created challenges for other positions as well, where the principal, assistant principals, and counselors have to be taken out of their roles in order to ensure student's learning and safety.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
American Indian	0.4%	0.35%	%	4	4	1
African American	4.4%	3.18%	%	49	36	20
Asian	1.7%	1.94%	%	19	22	19
Filipino	2.6%	2.47%	%	29	28	26
Hispanic/Latino	83.2%	85.88%	%	924	973	918
Pacific Islander	0.3%	0.35%	%	3	4	5
White	5.6%	4.15%	%	62	47	61
Multiple/No Response	%	%	%			15
<b>Total Enrollment</b>				1,110	1133	1065

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2016-17	2017-18	2018-19
Grade 6	363	391	300
Grade 7	374	349	390
Grade 8	373	393	375
<b>Total Enrollment</b>	1,110	1,133	1065

### Conclusions based on this data:

As student enrollment fluctuates, so does the percentage by ethnicity. The largest grade last year was 7th grade. This was also the last large group after losing 6th grade to a feeder school who became a K-6 school instead of K-5. Fremont will continue to hold Academy Tours in January for elementary schools in order to promote the academy focus and highlight the positive activities going on year round. This will include AVID recruitment by the AVID Coordinator and school counselor. Fremont will continue to host the 5th Grade Math Competition to invite 5th graders from feeder schools and provide medals and trophies to those elementary math team winners. Exposing elementary students early to the middle school decreases anxiety and aides in families determining which academy focus they are interested in. Through Fremont tours, incoming 6th graders and their families have the opportunity to see Fremont's outstanding garden which ties into the Environmental Science focus, as well as the large recycling program.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
English Learners	234		199	21.1%		18.7%
Fluent English Proficient (FEP)	343		16	30.9%		1.5%
Reclassified Fluent English Proficient (RFEP)	14		344	6.5%		32.3%

### Conclusions based on this data:

In the 2018-2019 school year, there were 199 English Learners mostly in Level 3. An AVID Excel class was added to target High Level 2s and 3s and to provide the scaffolding and language development skills needed to reclassify. There was a significant increase in the number of students reclassified from 2017 to 2019. The percentage of English Learners is also going down. Currently there are 160 total English Learners in the 2019-2020 school year. The focus will continue on building those foundational reading and writing skills especially with L-TELEs to reclassify them while continuing to monitor them after reclassification. The R-FEP group is at 30% Met/Exceeded in ELA for 2018-2019 while there was not much change in moving the R-FEP group out of the Not Met band. The largest movement was from Nearly Met into Met/Exceeded. Math continues to be the focus Claim for all groups of English Learners. Evidence writing is a key target area as well as problem solving and conceptual mathematical skills.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	352	390	296	351	387	293	351	387	293	99.7	99.2	99
Grade 7	379	362	391	379	361	387	379	361	387	100	99.7	99
Grade 8	378	385	370	374	384	370	374	384	370	98.9	99.7	100
All Grades	1109	1137	1057	1104	1132	1050	1104	1132	1050	99.5	99.6	99.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2456.	2460.	2466.	4.84	5.17	5.80	16.81	17.31	18.09	24.50	26.87	30.03	53.85	50.65	46.08
Grade 7	2474.	2480.	2488.	1.85	3.32	5.43	18.73	22.71	24.03	27.70	22.99	24.03	51.72	50.97	46.51
Grade 8	2513.	2502.	2512.	6.68	2.34	7.30	22.19	22.40	23.51	29.14	31.51	24.86	41.98	43.75	44.32
All Grades	N/A	N/A	N/A	4.44	3.62	6.19	19.29	20.76	22.19	27.17	27.21	26.00	49.09	48.41	45.62

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	6.27	6.98	7.17	37.32	37.47	40.61	56.41	55.56	52.22
Grade 7	7.65	9.14	9.30	41.95	36.29	37.98	50.40	54.57	52.71
Grade 8	14.44	7.55	14.86	37.70	39.58	40.00	47.86	52.86	45.14
All Grades	9.51	7.86	10.67	39.04	37.81	39.43	51.45	54.33	49.90

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	7.98	6.98	4.10	32.76	37.21	47.44	59.26	55.81	48.46
Grade 7	6.86	11.63	12.66	45.12	38.50	45.22	48.02	49.86	42.12
Grade 8	12.30	5.47	11.62	43.32	49.22	45.41	44.39	45.31	42.97
All Grades	9.06	7.95	9.90	40.58	41.70	45.90	50.36	50.35	44.19

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	4.84	5.68	8.19	59.26	57.62	59.04	35.90	36.69	32.76
Grade 7	4.22	3.60	7.75	54.09	55.68	58.14	41.69	40.72	34.11
Grade 8	8.29	4.95	8.65	60.70	59.64	60.00	31.02	35.42	31.35
All Grades	5.80	4.77	8.19	57.97	57.69	59.05	36.23	37.54	32.76

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	9.69	16.02	11.60	43.30	42.12	49.49	47.01	41.86	38.91
Grade 7	6.60	11.63	13.44	45.12	44.32	43.93	48.28	44.04	42.64
Grade 8	13.64	11.72	14.59	45.19	49.48	43.51	41.18	38.80	41.89
All Grades	9.96	13.16	13.33	44.57	45.32	45.33	45.47	41.52	41.33

**Conclusions based on this data:**

Although schoolwide data in ELA shows an increase from 2017-2018 from 24.38 percent to 28.38 percent Met/Exceeded in 2018-2019, the Fremont staff recognizes that there is significant work to be done. The percentage of students at the Not Met level has decreased since 2016-17 with an increase in the mean scale score in all but one grade. The percentage of students below standard in each of the claims has also decreased with one grade level continuing to fluctuate. Although we have made some growth, the increases have not been significant in most areas. Cohort data at some grade levels reveal larger increases in growth; particularly grades 7 and 8. Effective strategies in these grade levels will be identified and shared. In looking at the reading claim, the percentage of students above standard has increased mostly in Gr. 8 since 2016-17. The focus moving forward is to continue this growth and expand on this foundation. This will include the use of the structured advisory and writing across the content areas to support reading comprehension and writing with evidence. In all of the claims, there is a large percentage of students at the Near Standard level. We have developed site goals to improve student achievement and growth in all areas (Consistent, standards-based teaching with high rigor and progress monitoring with common formative assessments). Lesson studies, collaboration between departments and grade levels, progress monitoring through IABs and STAR 360 will continue to be the focus for increased reading comprehension and writing across the content areas.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	352	390	296	350	387	293	350	387	293	99.4	99.2	99
Grade 7	379	362	391	379	361	387	379	361	387	100	99.7	99
Grade 8	378	385	369	373	384	369	373	384	369	98.7	99.7	100
All Grades	1109	1137	1056	1102	1132	1049	1102	1132	1049	99.4	99.6	99.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2434.	2441.	2435.	2.86	3.10	3.07	9.14	10.08	4.44	23.43	25.84	29.35	64.57	60.98	63.14
Grade 7	2458.	2450.	2451.	3.17	2.22	5.17	8.18	8.59	10.34	28.23	26.32	21.71	60.42	62.88	62.79
Grade 8	2482.	2466.	2474.	10.46	5.47	6.78	10.19	6.51	10.84	16.09	22.66	20.60	63.27	65.36	61.79
All Grades	N/A	N/A	N/A	5.54	3.62	5.15	9.17	8.39	8.87	22.60	24.91	23.45	62.70	63.07	62.54

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 6	6.00	4.13	4.10	19.14	20.93	19.45	74.86	74.94	76.45	
Grade 7	5.80	5.54	6.72	24.80	23.82	20.93	69.39	70.64	72.35	
Grade 8	13.71	5.73	10.30	20.16	26.04	23.31	66.13	68.23	66.40	
All Grades	8.54	5.12	7.24	21.44	23.59	21.35	70.03	71.29	71.40	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	3.43	5.17	4.10	26.29	38.24	36.52	70.29	56.59	59.39
Grade 7	4.49	4.16	8.79	36.68	36.29	29.46	58.84	59.56	61.76
Grade 8	10.22	5.99	7.86	32.26	39.58	29.81	57.53	54.43	62.33
All Grades	6.09	5.12	7.15	31.88	38.07	31.55	62.03	56.80	61.30

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	4.86	5.94	4.10	32.57	35.92	34.81	62.57	58.14	61.09
Grade 7	4.22	4.16	5.17	47.49	47.92	48.06	48.28	47.92	46.77
Grade 8	10.22	5.73	8.67	36.29	39.58	43.09	53.49	54.69	48.24
All Grades	6.45	5.30	6.10	38.96	40.99	42.61	54.59	53.71	51.29

**Conclusions based on this data:**

Schoolwide data for 2018-2019 shows minimal growth in mathematics from 2017-2018. The percentage of Met/Exceeded went from 12.01 percent Met/Exceeded in 2017-2018 to 14.02 % in 2018-2019. This was a slight increase of 2 %. Grades 7 and 8 showed the most gains in Met/Exceeded. Gr. 7 went from 11% Met/Exceeded to 15% Met/Exceeded in 2018-2019. Grade 8 showed the most gains from 12% in 2017-2018 to 18% Met/Exceeded in 2018-2019, a 6 percent gain. Grade 6 showed a significant decline from 13% Met/Exceeded to 7% Met/Exceeded in 2018-2019, a loss of 6 percent overall in Grade 6. In 2019-2020 the goal will be to move 10% schoolwide from the Not Met. All grades demonstrate a need to focus on concepts and procedures with the most number of students in the Not Met standard for this claim. This claim will be targeted through lesson studies with the assistance of the district instructional strategist to build strong, rigorous lessons designed to target the initial lesson delivery. The ISP will also work with Grade 6 to target fundamental skills and to build on the communicating reasoning claim. 6th grade math teachers are also using the advisory time to team and focus on ability levels. Through the increased use of IABs and STAR 360 Math, teachers will be able to closely monitor student progress and determine next steps to build on those skills lacking targeting the SBAC.



# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

Reading Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

Writing Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

**Conclusions based on this data:**

No ELPAC data is available at this time.

# School and Student Performance Data

## Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>1,133</b>	<b>76.7%</b>	<b>20.3%</b>	<b>0.2%</b>

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	230	20.3%
Foster Youth	2	0.2%
Homeless	10	0.9%
Socioeconomically Disadvantaged	869	76.7%
Students with Disabilities	136	12.0%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	36	3.2%
American Indian	4	0.4%
Asian	22	1.9%
Filipino	28	2.5%
Hispanic	973	85.9%
Two or More Races	19	1.7%
Pacific Islander	4	0.4%
White	47	4.1%






### Conclusions based on this data:

In 2017-2018 the largest subgroups in Fremont's student demographics are Socioeconomically disadvantaged, English Learners, and Students with Disabilities. Additionally the largest subgroup based on ethnicity was the Hispanic subgroup with 85.9% total population in the 2017-2018 school year. For the 2019-2020 school year, Fremont will focus on both designated and integrated ELD for English Learners throughout the school day and provide collaboration time for the ELD team to analyze EL data and progress monitor throughout the school year using STAR 360 and IAB data. Progress monitoring will occur during collaboration days and PLCs to focus on the progress of our SED, SWD, African American and Hispanic subgroups in order to identify underperforming students and develop targeted, intensive intervention for students not meeting grade level standards.

# School and Student Performance Data

## Overall Performance

### 2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Orange	<b>Chronic Absenteeism</b>  Orange	<b>Suspension Rate</b>  Yellow
<b>Mathematics</b>  Red		
<b>English Learner Progress</b>  No Performance Color		

#### Conclusions based on this data:

2017-2018 Dashboard student data shows all students performing in Orange and all students performing in Red. Reading comprehension and writing across content areas will continue to be the focus claims to increase student performance in ELA. Math teachers will continue to work with the District Instructional Strategist in math to progress monitor student performance and to build strong math lessons to build on rigor and strong first instructional lessons. The math department will continue their focus around the mathematical mindset concept and using collaboration days and PLCs to analyze data on IABs and building common formative assessments. Chronic Absenteeism 2017 - 2018 data shows a performance indicator in orange and continues to be a focus in the 2019-2020 school year. Home visits, attendance incentives, as well as attendance monitoring through the attendance will be strategies to decrease the chronic absenteeism rate. The Suspension Rate continues to decrease with a performance indicator of Yellow. This will be a continued goal in 2019-2020 to decrease the suspension rate through Saturday School and other means of correction when applicable.

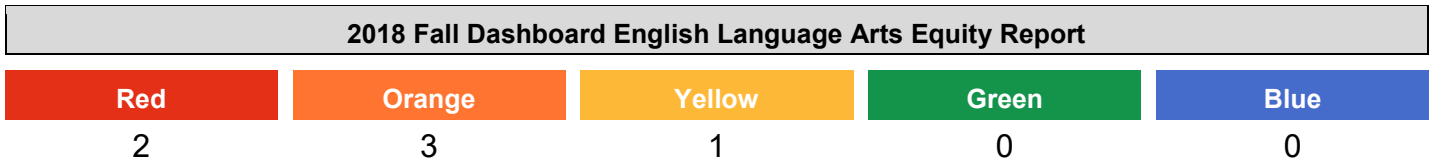
# School and Student Performance Data

## Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p>  Orange 68.5 points below standard Maintained -1.3 points 1095 students	<p><b>English Learners</b></p>  Orange 94.9 points below standard Increased 10.4 points 474 students	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
<p><b>Homeless</b></p>  No Performance Color 97.7 points below standard Declined -8.5 points 12 students	<p><b>Socioeconomically Disadvantaged</b></p>  Red 78.5 points below standard Maintained 2 points 842 students	<p><b>Students with Disabilities</b></p>  Orange 151.9 points below standard Increased 3 points 148 students

**2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Yellow 68.5 points below standard Increased 14.1 points 32 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color 5.2 points above standard Increased 9.9 points 22 students	 No Performance Color 18.6 points above standard Maintained -2.8 points 26 students
Hispanic	Two or More Races	Pacific Islander	White
 Red 76.2 points below standard Maintained -1 points 947 students	 No Performance Color 12.8 points above standard Declined -6.7 points 17 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 Orange 22.7 points below standard Maintained -2 points 43 students

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

**2018 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
141.7 points below standard Increased 7.8 points 165 students	69.9 points below standard Declined -7.2 points 309 students	52.3 points below standard Maintained -2.1 points 523 students

**Conclusions based on this data:**

According to the 2017-2018 dashboard data, English Learners, African Americans, Students with Disabilities, and Asian subgroups increased in English Language Arts. The Hispanic subgroup maintained as well as the SED subgroup. Although the Hispanic group (947 students) and SED (842) maintained it was in red. These underperforming subgroups will be closely monitored through data analysis in PLCs by reviewing STAR 360 reports and IABs and targeting specific students for intervention.

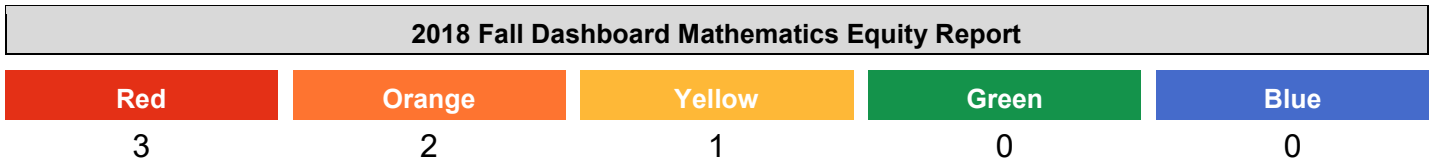
# School and Student Performance Data

## Academic Performance Mathematics







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p>  Red 114.6 points below standard Declined -5.8 points 1095 students	<p><b>English Learners</b></p>  Orange 145.1 points below standard Increased 3.1 points 474 students	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
<p><b>Homeless</b></p>  No Performance Color 158 points below standard Declined -8 points 12 students	<p><b>Socioeconomically Disadvantaged</b></p>  Red 127.3 points below standard Maintained -2.8 points 842 students	<p><b>Students with Disabilities</b></p>  Red 199.9 points below standard Maintained -1.9 points 148 students

### 2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 120.7 points below standard Increased 5.3 points 32 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color 25 points below standard Maintained -0.5 points 22 students	 No Performance Color 16.5 points below standard Maintained -1.7 points 26 students
Hispanic	Two or More Races	Pacific Islander	White
 Red 123.7 points below standard Declined -5.6 points 947 students	 No Performance Color 32.6 points below standard Declined -36.8 points 17 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 Yellow 56.3 points below standard Increased 3.8 points 43 students

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

### 2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
193.3 points below standard Maintained -1 points 165 students	119.3 points below standard Declined -13.8 points 309 students	95.4 points below standard Declined -4.8 points 523 students

#### Conclusions based on this data:

2017-2018 dashboard data showed all students performing in red in mathematics. Mathematics continues to be a schoolwide focus for 2019-2020. All major subgroups - SED, Hispanic, and SWD performed in red. These subgroups along with our ELs continue to be the target groups in data analysis. The African American subgroup although a small number (32) continue to be monitored closely in 2019-2020 through 1:1 student conferences and communication with parents. Interventions are provided for all subgroups as target students are identified for additional support through tutoring or intervention with the ISP and intersessions.



# School and Student Performance Data

## Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
168	14.3%	43.5%	32.7%	9.5%

### Conclusions based on this data:

Based on 2018 Dashboard English Language Proficiency Assessments for California (ELPAC) data, Fremont teachers will continue to strengthen both Integrated and Designated English Language Development (ELD) in order to increase English Learners' language proficiency skills throughout the instructional day. English Learners will be clustered at each grade level to enable ELD teachers to provide targeted, standards-based language proficiency instruction using the district-adopted curriculum materials English 3-D. Oral and written language supports and scaffolds will also be integrated throughout all core subject areas by classroom teachers in order to enable English Learners to access grade level subject matter. According to the 2017-2018 dashboard data English Learners continue to be mostly at the Level 3 development level. AVID Excel classes are now offered at each grade level in the 2019-2020 school year. Students were hand selected and interviewed for the AVID Excel classes to provide necessary skills for Level 3 L-TEs to increase and move into Level 4.

# School and Student Performance Data

## Academic Performance College/Career

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

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2018 Fall Dashboard College/Career 3-Year Performance		
<b>Class of 2016</b>	<b>Class of 2017</b>	<b>Class of 2018</b>
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

N/A

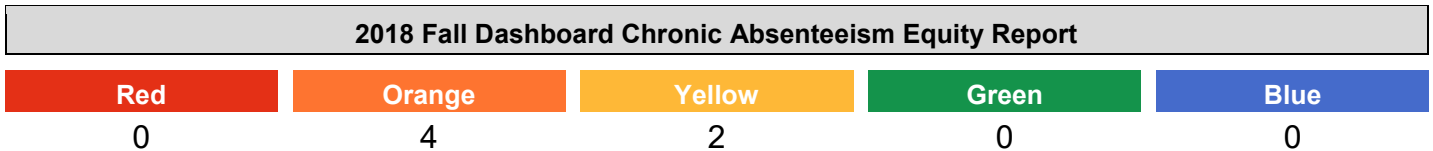
# School and Student Performance Data

## Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p>  Orange 9.5% chronically absent Increased 1.6% 1173 students	<p><b>English Learners</b></p>  Yellow 9.5% chronically absent Maintained 0.3% 242 students	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students
<p><b>Homeless</b></p>  No Performance Color 33.3% chronically absent Increased 9.8% 18 students	<p><b>Socioeconomically Disadvantaged</b></p>  Orange 10.9% chronically absent Increased 2.8% 924 students	<p><b>Students with Disabilities</b></p>  Orange 15.2% chronically absent Increased 2.7% 158 students

**2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Orange 11.1% chronically absent Increased 1.1% 36 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	 No Performance Color 4.5% chronically absent Declined 10.5% 22 students	 No Performance Color 0% chronically absent Declined 9.4% 29 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 9.8% chronically absent Increased 2.5% 1010 students	 No Performance Color 10.5% chronically absent Increased 5.5% 19 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 Yellow 10.4% chronically absent Declined 3.4% 48 students

**Conclusions based on this data:**

According to the 2017-2018 dashboard data all students showed an increase in chronic absenteeism. ELs and White students have the lowest rate of chronic absenteeism but are still in Yellow. The goal is still to move them into Green through home visits and the attendance process and SARB when necessary. SED, Students with Disabilities, Hispanic, and African American subgroups were in Orange and continue to be closely monitored in 2019-2020 through attendance reports and home visits by the ORC and administration. This continues to be a metric of focus schoolwide, The goal is a 96% positive attendance rate. Through attendance incentives, SSTs, SARB, and phone calls, the goal will be move all subgroups and schoolwide performance to Green.

# School and Student Performance Data

## Academic Engagement Graduation Rate

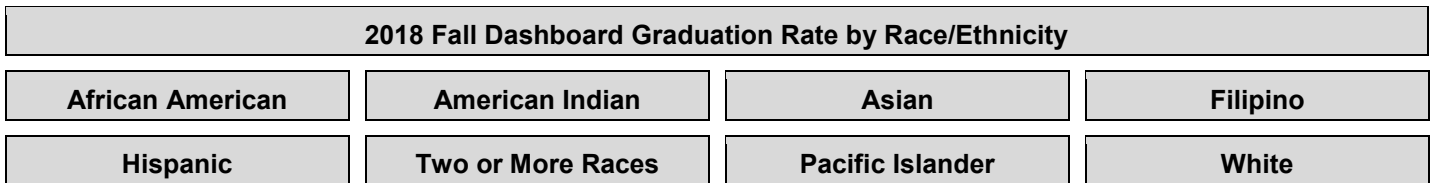
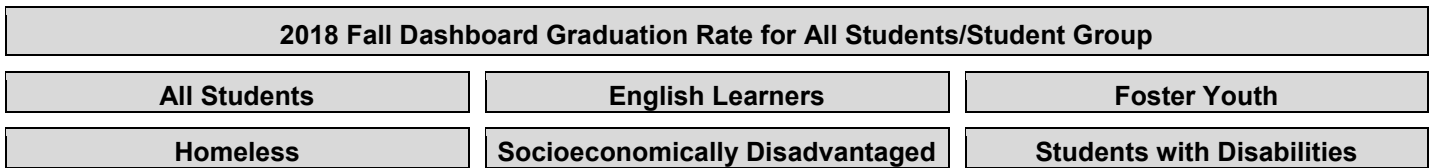
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

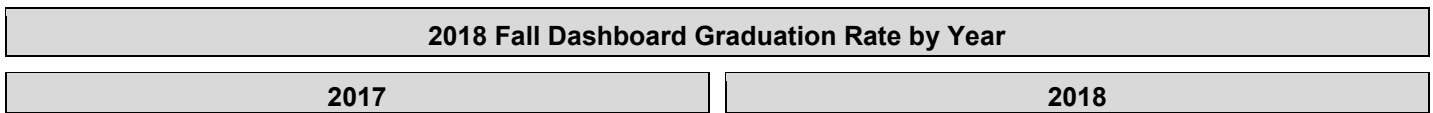
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

N/A

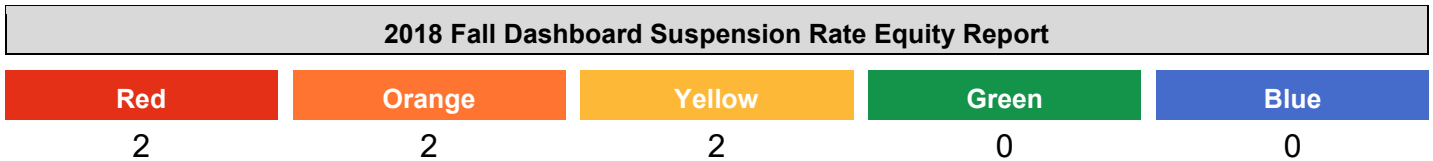
# School and Student Performance Data

## Conditions & Climate Suspension Rate







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p>  Yellow 10.1% suspended at least once Declined -0.3% 1184 students	<p><b>English Learners</b></p>  Yellow 9.4% suspended at least once Declined -3.4% 245 students	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not 7 students
<p><b>Homeless</b></p>  No Performance Color 22.2% suspended at least once Declined -5.6% 18 students	<p><b>Socioeconomically Disadvantaged</b></p>  Red 12.1% suspended at least once Maintained 0.1% 931 students	<p><b>Students with Disabilities</b></p>  Yellow 15.7% suspended at least once Declined -4.3% 159 students

**2018 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Red 25% suspended at least once Increased 1.9% 36 students	 No Performance Color Less than 11 Students - Data 5 students	 No Performance Color 0% suspended at least once Declined -10% 22 students	 No Performance Color 0% suspended at least once Maintained 0% 29 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 10.2% suspended at least once Maintained -0.2% 1019 students	 No Performance Color 15% suspended at least once Increased 5% 20 students	 No Performance Color Less than 11 Students - Data 4 students	 Orange 6.1% suspended at least once Increased 1.6% 49 students

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

**2018 Fall Dashboard Suspension Rate by Year**

2016	2017	2018
12.3% suspended at least once	10.4% suspended at least once	10.1% suspended at least once

**Conclusions based on this data:**

According to the 2017-2018 dashboard data, overall all students declined in the suspension rate from 2016-2017 except for an increase in African American suspensions. As a schoolwide focus, the PBIS team will facilitate activities and work with students who frequently have behavior concerns. The PBIS team will also provide strategies and recommendations for staff to decrease the suspension rate and to focus on stronger staff-student relationships. Saturday School and other means of corrections will also be used when applicable to decrease the overall suspension rate. Positive incentives such as Praise Notes and Fun Fridays will be utilized to model expectations and increase positivity schoolwide.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Language Arts and Math

## LEA/LCAP Goal

All students will reach high academic standards in reading and mathematics.

## Goal 1

All students will reach high academic standards in reading and mathematics.

## Identified Need

To increase the capacity of teachers to deliver effective data-driven instruction  
 To provide equipment, materials and technology resources that support high quality instruction  
 To provide opportunities for teachers to collaborate to improve teaching and learning

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Assessment	All Students: 28.38% Met/Exceeded 6th Grade: 23.89% Met/Exceeded 7th Grade: 29.46 % Met/Exceeded 8th Grade: 30.81 % Met/Exceeded	Increase Met/Exceeded percentage by 8% for All Students. Decrease the percentage of Nearly Met by 10% Decrease the percentage of Not Met by 10%
CAASPP Math Assessment	All Students: 14.02% Met/Exceeded 6th Grade: 7.51 % Met/Exceeded 7th Grade: 15.51%% Met/Exceeded 8th Grade: 17.62 % Met/Exceeded	Increase Met/Exceeded percentage by 8% for All Students. Decrease the percentage of Nearly Met by 10% Decrease the percentage of Not Met by 10%
STAR 360 Reading 2018-2019 Baseline Data	50.9% of all students in Grades 6-8 are below the 25th percentile	Decrease percentage of students below 25th percentile by 10%



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR 360 Math 2018-2019 Baseline Data	57.8% of all students in Grades 6-8 are below the 25th percentile	Decrease percentage of student below 25th percentile by 10%.
CELDT / ELPAC / Reclassification Due to a change in assessments from CELDT to ELPAC, this metric will be measured through Reclassification data.	In the 2018-2019 school year, 42 total EL students were reclassified (21%).	Increase Reclassification percentage by 5%.

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

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

#### Strategy/Activity

Provide PLC and collaboration time for ELA and Math teachers (supported by Administration and/or District Math TOSA) to develop common assessments, analyze assessment data and develop data-driven plans to support student learning. Academic conferences will be held to review data and instructional plans. IABs will be used to progress monitor the attainment of selected focus standards.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
10,000	LCFF - Targeted 1000-1999: Certificated Personnel Salaries Sub Costs
17,050	LCFF - Intervention 1000-1999: Certificated Personnel Salaries Sub costs

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

#### Strategy/Activity

Hold grade level/department collaboration meetings to review data- including STAR 360, CAASPP, IAB data, and ELPAC data- at the school level, grade level, classroom level and individual student level and utilize data to inform instruction. Teachers will plan instruction, analyze data, monitor student progress and develop interventions as needed. Department chairs and grade level team leaders will facilitate PLC meetings.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

9,000

Source(s)

LCFF - Targeted  
1000-1999: Certificated Personnel Salaries  
Extra Duty - Certificated

#### Strategy/Activity 3

##### Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

#### Strategy/Activity

Provide professional development opportunities for all ELA teachers to be trained to effectively utilize the curriculum and learn research based strategies to support reading and writing instruction. District coaches and Administration will provide on-site curriculum support. Department chairs and grade level team leads will also provide training on Best Practices through Curriculum Cafes and Collaboration Days. Lesson Studies will be utilized to design strong lesson designs targeting first instructional lesson delivery. The instructional assistant will also be trained on providing support in the classroom.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

618

Source(s)

Discretionary  
1000-1999: Certificated Personnel Salaries

	Sub costs
10,000	LCFF - Intervention 1000-1999: Certificated Personnel Salaries See Goal 1, Strategy 1
8834	Title I 2000-2999: Classified Personnel Salaries Instructional Assistants - Extra help

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Special Education

#### Strategy/Activity

Utilize a co-teaching instructional model to support students with IEP services in a general education setting in both ELA and Math. Special Education teachers will be given the opportunity for department collaboration throughout the year to analyze data, student performance, and to address student needs based on IEPs.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	LCFF - Targeted 1000-1999: Certificated Personnel Salaries See Goal 1, Strategy 1

### Strategy/Activity 5

#### Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

#### Strategy/Activity

Administration and ELA Department chairs and leads will train all teachers to monitor students' reading progress through the Accelerated Reader program in both Advisory and ELA classes. The Library Tech will assist and encourage students with reading during nutrition and lunches.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	District Funded 5000-5999: Services And Other Operating Expenditures AR Program
0	Centralized Services 2000-2999: Classified Personnel Salaries Library Tech salary

## Strategy/Activity 6

### Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

### Strategy/Activity

Implement district-adopted math curriculum and provide professional development opportunities for math teachers to support standards-based instruction. District Math Instructional Strategist, Department chairs, and Admin will provide on-site curriculum support and provide the opportunity for PLC and collaboration time to participate in Lesson Studies to develop strong initial first math lessons.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	LCFF - Targeted 1000-1999: Certificated Personnel Salaries See Goal 1, Strategy 1

## Strategy/Activity 7

### Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

### Strategy/Activity

An instructional assistant will be assigned to all ELD classes to provide additional academic support in classroom to English Learners levels 1-3 for 50 minutes daily. The assistant will also assist in the AVID Excel classes.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
24,377	Title I 2000-2999: Classified Personnel Salaries Classified salaries - Instructional Assistant

**Strategy/Activity 8**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

**Strategy/Activity**

Provide professional development for teachers to support ELD through content-specific trainings in science, social studies and math including AVID excel.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
4892	Title III 1000-1999: Certificated Personnel Salaries Professional development
1717	Discretionary 5800: Professional/Consulting Services And Operating Expenditures Conference Costs - Certificated

**Strategy/Activity 9**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

**Strategy/Activity**

Administer formative district assessments, including STAR 360 and IABs to collect data for analysis during department collaboration meetings.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

District Funded

Assessments

### Strategy/Activity 10

#### Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Use AVID strategies, including Focused note-taking, graphic organizers, Socratic Seminars, and interactive notebooks, and provide materials to support these activities.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

8000

LCFF - Targeted  
4000-4999: Books And Supplies  
AVID materials and supplies

8834

Title I  
2000-2999: Classified Personnel Salaries  
AVID Tutor salaries

### Strategy/Activity 11

#### Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide on-going professional development for teachers and staff through staff curriculum cafe, attendance at conferences, and collaboration days.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
95	Title I 5000-5999: Services And Other Operating Expenditures Travel and Conference costs
8000	LCFF - Targeted 5800: Professional/Consulting Services And Operating Expenditures Travel and Conference costs

### Strategy/Activity 12

#### Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

#### Strategy/Activity

Administration and Site Techs will support teachers with the implementation management systems and technology based programs (i.e., Google Classrooms coding, etc.) and various learning applications to facilitate technology-based classroom environments and the IO Education data management system to facilitate data-driven planning.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	Centralized Services 2000-2999: Classified Personnel Salaries Classified Site Tech salary

### Strategy/Activity 13

#### Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

### Strategy/Activity

Instructional materials, technology and software/apps/subscriptions will support the implementation of core curriculum and state standards, intervention programs, enrichment activities and the site academy focus. Agendas will be utilized to support organization as well as organized binders which are checked on a weekly basis.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
6320	LCFF - Intervention 4000-4999: Books And Supplies Instructional Supplies/Materials
5215	Title I 4000-4999: Books And Supplies Supplemental materials
4000	LCFF - Targeted 4000-4999: Books And Supplies Supplemental materials

### Strategy/Activity 14

#### Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

### Strategy/Activity

Provide additional academic support through teacher office hours/tutoring, an after-school Homework Club, a targeted math intervention with progress monitoring data, After School Program, and intervention and enrichment opportunity targeting English Learners, at-risk students, and Homeless/Foster youth.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5000	LCFF - Intervention 1000-1999: Certificated Personnel Salaries Extra Hours - HW Club - certificated staff
34,368	Title I



	1000-1999: Certificated Personnel Salaries Extra Hours - Intervention/Certificated Staff
0	District Funded 2000-2999: Classified Personnel Salaries After School Program - staff
1423	Discretionary 2000-2999: Classified Personnel Salaries Instructional assistant - extra help
1000	LCFF - Targeted 1000-1999: Certificated Personnel Salaries Intervention Support Provider
5000	LCFF - Intervention 1000-1999: Certificated Personnel Salaries Intervention Support Provider

## Strategy/Activity 15

### Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

### Strategy/Activity

Implement incentive programs for students to be recognized for academic achievement such as Renaissance t-shirts, Praise Notes, Fun Fridays, AR incentives, and Awards Assemblies.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5,000	LCFF - Targeted 4000-4999: Books And Supplies Academic Incentives
0	Centralized Services 2000-2999: Classified Personnel Salaries Classified Salaries - Outreach Specialist

## Strategy/Activity 16

### Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

### Strategy/Activity

Monitor student progress toward meeting promotion criteria and conference with at-risk students to assist in the development of goal-setting and identifying opportunities for academic support.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	Centralized Services 1000-1999: Certificated Personnel Salaries Certificated Salaries - Counselors
2500	LCFF - Targeted 2000-2999: Classified Personnel Salaries Counselor- Extra help
7	Discretionary 2000-2999: Classified Personnel Salaries Counselor - Extra help

### Strategy/Activity 17

#### Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

#### Strategy/Activity

Maintain maintenance agreement for Duplo machines and Xerox machines for reproduction of instructional materials and printer repairs.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	Centralized Services 5000-5999: Services And Other Operating Expenditures Duplo Maintenance Agreements & Xerox Maintenance Agreements

### Strategy/Activity 18

#### Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide subs to assist with testing, collaboration, IEPs, SSTs, and other essential functions.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

5000

LCFF - Targeted  
1000-1999: Certificated Personnel Salaries  
Sub Costs

**Strategy/Activity 19**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide field trips and enrichment opportunities to support and enhance the academy focus.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

12,000

LCFF - Targeted  
5000-5999: Services And Other Operating  
Expenditures  
Field Trips-Admission and Transportation

**Strategy/Activity 20**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide Intervention Academies including 6th Grade Math and Literacy Skills and Winter and Spring Intersession for all grades.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

0

Source(s)

Title I  
1000-1999: Certificated Personnel Salaries  
Extra Hours - Certificated

## Strategy/Activity 21

### Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

### Strategy/Activity

District Math and Science Instructional Strategists will support math and science instruction in grades 6-8. They will support implementation of instructional strategies, skills and content by attending professional development with teachers, modeling lessons, providing release time for teachers to observe other teachers and facilitating Professional Learning Communities (PLC) to improve teaching and learning, to increase student achievement based on the performance indicators on the Dashboard.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

Title I  
1000-1999: Certificated Personnel Salaries  
See Goal 1, Strategy 1

## Strategy/Activity 22

### Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

### Strategy/Activity

Fremont ELD Team will be provided collaboration time for data analysis of English Learners and to identify students for additional intervention in before and after school tutoring as well as intersession. STAR 360 data will be used to monitor growth.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2354	Title III 1000-1999: Certificated Personnel Salaries Extra duty- Certificated

### Strategy/Activity 23

#### Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

#### Strategy/Activity

The ELD Team will be provided the opportunity for lesson studies with District EL team members to build rigorous lessons targeting key areas to build language acquisition and development, as well as reading comprehension and writing in the content areas.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2000	Title III 2000-2999: Classified Personnel Salaries Classified extra duty

## Annual Review

### SPSA Year Reviewed: 2018-19

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

### ANALYSIS

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

Fremont Academy will continue to focus on reading comprehension and writing across content areas to strengthen reading comprehension and evidence writing. Teachers will concentrate on building student writing ability to promote critical thinking and to better equip students with the skills required to meet expectations of state-wide summative assessments. Math teachers will continue to focus on implementing Mathematical Mindset strategies across in all grade levels. With their PLCs, departments and grade levels will collaborate to frequently analyze data from STAR 360 and IABs. Once ELPAC data is available, it will be analyzed to identify key learning targets and provide

intervention to targeted English Learners. Minimal gains were made in the percentage of students who scored in the met/exceeded bands of the CAASPP for Math. This was below our 7 percent growth goal. We made gains in ELA but did not meet our 6 percent goal. The projected score was 30 and we made 28.38%. Ongoing monitoring will also enable departments and grade levels to identify through the CST and SST students in need of intensive, evidence-based small group intervention provided by the classroom teacher and ISP (Intervention Support Providers) within the day.

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

More funding has been allocated for teacher collaboration this year. Teachers met with their grade level colleagues before the school year to begin planning. Teachers will use dedicated PLC time to plan together, build assessments using IABs, and analyze data. The focus will be on writing across the curriculum in all grades. Our scores on the writing claim were low for all students and English Learners. Strong writing instruction incorporates strong reading strategies and critical thinking and supports all areas of instruction.

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

In addition to using the increase in percentage of students in the met/exceeded band of the CAASPP, we will add the student growth percentile from the STAR 360 assessments. The percentage of students in the not met band has been moving slowly. Focusing data analysis and discussions in grade level PLC meetings will keep our attention on moving students up throughout the levels.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Social Emotional Support and School Climate

## LEA/LCAP Goal

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

## Goal 2

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

## Identified Need

To decrease the suspension rate  
 To increase positive behavior  
 To provide wrap-around services to ensure students come to school ready to learn

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Data	A total of 86 students were suspended during the 2018-2019 school year (suspension rate = 8.18%)	Decrease the total number of students suspended during the 2019-2020 school year to 75 (suspension rate = 7 %)
California Healthy Kids Survey	Spring 2019 results from our Healthy Kids Survey taken by 7th grade students indicated that we had growth and were below the Oxnard School District average in the areas of School Connectedness, no growth and at or above OSD in high expectations, and had growth and were at or above OSD in meaningful participation.	Make growth and be at or above the OSD average in the areas of School Connectedness and High Expectations.
Attendance Data	Fremont Academy's 2018-2019 Average Daily Attendance Rate was 95.45%.	Increase Fremont Academy's Average Daily Attendance Rate to 96% in 2019-2020.

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

### Strategy/Activity

School-wide implementation of CHAMPS/PBIS model both in the classroom and throughout the campus.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

3000

Source(s)

LCFF - Targeted  
4000-4999: Books And Supplies  
CHAMPS Posters

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

### Strategy/Activity

Implement TUPE curriculum ((MSPP and Project Alert) through science classes to improve student knowledge of safe and healthy habits.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

TUPE  
MSPP and Project ALERT Curriculum

## Strategy/Activity 3

### Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students



Strategy/Activity

Continue to further develop and strengthen the Fremont PBIS committee (Flight Team) to guide actions relating to the improvement of school climate, provide targeted support for teachers in implementing positive behavior strategies to improve student behavior.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

0

District Funded  
1000-1999: Certificated Personnel Salaries  
Extra Hours - PBIS Committee/Certificated staff

**Strategy/Activity 4**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Safety Committee will review and update the Comprehensive School Safety Plan and will conduct monthly safety drills to ensure emergency preparedness for staff and students.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

No additional cost

**Strategy/Activity 5**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide attendance incentives to encourage daily and timely attendance by all students to all classes.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
1000	LCFF - Targeted 4000-4999: Books And Supplies Attendance Incentives

## Strategy/Activity 6

### Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

### Strategy/Activity

Utilize multiple campus supervisors to monitor school grounds, supervise common areas to ensure a safe school campus, and to minimize student tardies.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	Centralized Services
10,000	Discretionary 2000-2999: Classified Personnel Salaries Extra hours - Campus supervisors

## Strategy/Activity 7

### Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

### Strategy/Activity

Maintain the SST/Cost process to identify student needs and develop strategies to support students in the areas of academics, behavior, social/emotional, and attendance

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

LCFF - Targeted  
1000-1999: Certificated Personnel Salaries  
Counselor (see goal 1, action 16)

### Strategy/Activity 8

#### Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Survey students and staff regarding school climate and utilize feedback to guide the PBIS Committee in developing plans for ensuring an environment conducive to teaching and learning

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

District Funded  
1000-1999: Certificated Personnel Salaries  
Extra Hours - Certificated Staff

### Strategy/Activity 9

#### Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide on-site counseling and support services for students through school counselors and outside agencies working with the school site. Counselors will provide counseling support both individually and in groups.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

Centralized Services  
1000-1999: Certificated Personnel Salaries  
Counselor (see goal 1, action 16)

### Strategy/Activity 10

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

**Strategy/Activity**

Monitor site discipline data, including referrals and suspensions, to make data-driven decisions regarding school climate.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

No additional cost

**Strategy/Activity 11**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

**Strategy/Activity**

Ensure a successful transition from middle school to high school by coordinating with local high schools for on-site registration events, participation in high school orientation events, and continued pathways in programs such as AVID.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

0

Source(s)

LCFF - Targeted  
1000-1999: Certificated Personnel Salaries  
Extra Hours - Certificated Staff

Counselor (see goal 1, action 16)

**Strategy/Activity 12**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All 6th Grade Students

#### Strategy/Activity

Ensure a successful transition from elementary school to middle school by coordinating with district elementary sites to conduct elementary schools visits to promote Fremont and encourage student interest in site programs, hosting WEB orientation and monthly WEB events for incoming 6th grade students, and participation in special education transition meetings.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

LCFF - Targeted  
1000-1999: Certificated Personnel Salaries  
Extra hours - Certificated staff

1000

Title I  
1000-1999: Certificated Personnel Salaries  
Extra Hours - WEB Coordinators

#### Strategy/Activity 13

##### Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

#### Strategy/Activity

Recognize students meeting school expectations through monthly character trait awards.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

3488

LCFF - Targeted  
4000-4999: Books And Supplies  
Character Incentives

#### Strategy/Activity 14

##### Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

### Strategy/Activity

Provide a variety of extracurricular options to increase student connectedness, including sports, ASB, MESA club, and Art Club.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

8572.47

Title I  
1000-1999: Certificated Personnel Salaries  
Extra hours - Certificated staff

2000

LCFF - Targeted  
4000-4999: Books And Supplies  
Supplemental materials

### Strategy/Activity 15

#### Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

### Strategy/Activity

Office and custodial staff will effectively maintain daily school operations to respond to student safety needs, monitor student attendance, and assist in documenting and filing incident reports.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

16316

Discretionary  
2000-2999: Classified Personnel Salaries  
Clerical substitutes, Extra Help, and Overtime

528

Discretionary  
2000-2999: Classified Personnel Salaries  
Custodial Extra Help

8000

LCFF - Targeted  
2000-2999: Classified Personnel Salaries  
Clerical extra help and overtime

### Strategy/Activity 16

#### Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

### Strategy/Activity

School campus will be maintained in an orderly fashion and inspected for safety. School operational supplies will be maintained.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

30775

Source(s)

Discretionary  
5000-5999: Services And Other Operating  
Expenditures  
Supplies

## Annual Review

### SPSA Year Reviewed: 2018-19

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

## ANALYSIS

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

The administration, counselor and outreach coordinator along with the school PBIS team have done a lot of work and professional development on the importance of strong relationships with students. We have also done a lot of work on building common behavior expectations schoolwide with clear guidelines for success.

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

There are not any major differences between the intended implementation and expenditures. We have purchased materials such as Guidelines for Success posters for the PBIS team and campus assistants to develop our vision of a safer campus. We have also continued to develop guidelines for success and schoolwide behavior expectations so that students know what the expectations are regardless of grade or area within the school. This has been a major shift and part of our goal in establishing a strong school culture.

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

We were able to meet our goal of decreasing office referrals by 10%. We were also able to decrease the number of suspensions. The PBIS system in place has been working effectively to decrease office referrals. We are continuing to improve on our current practices to continue to support students and teachers; specifically, restructuring the common areas students congregate in, teacher training on behavior monitoring and responses, and schoolwide expectations for students.



# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Parent and Family Engagement

## LEA/LCAP Goal

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

## Goal 3

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

## Identified Need

To increase communication through websites and social media so parents and community are informed about district and school instructional programs and activities  
To facilitate parent involvement in the educational and social-emotional well-being of their children

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance at parent meetings/workshops	No data available	2019-2020 will be baseline data

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

### Strategy/Activity

Continue providing essential programs and support services (e.g. parent training and education) to identified students and families.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

LCFF - Targeted

Counselor - extra help

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Update the Student-Parent Compact and Parent Involvement Policy with feedback from stakeholders and distribute to parents to strengthen home-school partnerships.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

No additional cost

## Strategy/Activity 3

### Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Invite parents to attend student-led parent/teacher conferences in November and February to discuss student progress and review promotion criteria.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

## Strategy/Activity 4

### Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Schedule "Coffee with the Principal" meetings with parent to improve home-school partnerships.

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

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

Amount(s)

5,000

Source(s)

LCFF - Targeted  
4000-4999: Books And Supplies  
Supplies

### **Strategy/Activity 5**

#### **Students to be Served by this Strategy/Activity**

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Prepare events to highlight site programs and accomplishments (Academy Tours) and share student learning opportunities with parents and community members.

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

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

Amount(s)

3000

Source(s)

LCFF - Targeted  
1000-1999: Certificated Personnel Salaries  
Extra Hours - Certificated Staff

### **Strategy/Activity 6**

#### **Students to be Served by this Strategy/Activity**

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Administrators will support teachers in documenting instructional events for publication online or through social media to highlight learning opportunities taking place at Fremont.

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

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

Amount(s)

Source(s)

5125

Discretionary  
1000-1999: Certificated Personnel Salaries  
Extra Hours - Certificated Staff

### **Strategy/Activity 7**

#### **Students to be Served by this Strategy/Activity**

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Host campus tours and parent orientation events to promote Fremont Academy, introduce parents to educational programs and encourage parent involvement for elementary to middle school transition.

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

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

Amount(s)

Source(s)

5000

LCFF - Targeted  
1000-1999: Certificated Personnel Salaries  
Extra Hours - Certificated Staff

3000

LCFF - Targeted  
2000-2999: Classified Personnel Salaries  
Extra Hours - Classified Staff

### **Strategy/Activity 8**

#### **Students to be Served by this Strategy/Activity**

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Seek parent feedback about academic programs, EL needs and school climate through surveys including EL Needs Assessment survey, and CHKS parents survey.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

No additional cost

**Strategy/Activity 9**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Encourage parent participation in meetings to discuss student performance, including IEPs, SSTs and promotion meetings.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

No additional cost

**Strategy/Activity 10**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Support PTA in providing parents meaningful and productive opportunities to participate in their children's academic and social-emotional growth.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

No additional cost

### Strategy/Activity 11

#### Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All 8th grade students

#### Strategy/Activity

Counselors host high school transition information meetings for parents to meet high school counselors to learn about registration and orientation dates and opportunities for parent involvement in high school.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

7742

Source(s)

LCFF - Targeted  
2000-2999: Classified Personnel Salaries  
Counselor - extra hours

### Strategy/Activity 12

#### Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

#### Strategy/Activity

Encourage parent participation in parent workshops and trainings such as Latino Literacy Project workshops, Project 2 Inspire, Parent Project, and African American Parent Advisory

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

4878.53

Source(s)

Title I  
4000-4999: Books And Supplies  
Supplies for Parent Involvement

# Annual Review

## SPSA Year Reviewed: 2018-19

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

### ANALYSIS

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

Parent attendance at workshops has an impact on student achievement and student engagement by providing information that is pertinent and aligned with what students are learning. Also active parents impact their child through their involvement and connection with the school. This in turn impacts student achievement.

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

There are not major changes with the expenditures or overall implementation listed. We have changed Coffee with the Principal to be more inclusive and to be representative of the guest speakers in Parent Informational Nights. Plans to increase parent response to the CHKS include targeted times during ELAC, SSC, and Coffee with the Principal.

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

The changes are that the use of the CHKS survey for parents will be used as a metric for parents to give feedback. We are also working to increase parent involvement and attendance at all parent engagements. PTA membership has already increased as well as attendance at parent workshops and Back-to-School Night.

# Budget Summary

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$321029
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$321,029.00

## Other Federal, State, and Local Funds

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

Federal Programs	Amount (\$)
Title I	\$96,174.00
Title III	\$9,246.00

Subtotal of additional federal funds included for this school: \$105,420.00

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

State or Local Programs	Amount (\$)
	\$0.00
Centralized Services	\$0.00
Discretionary	\$66,509.00
District Funded	\$0.00
LCFF - Intervention	\$43,370.00
LCFF - Targeted	\$105,730.00
TUPE	\$0.00

Subtotal of state or local funds included for this school: \$215,609.00

Total of federal, state, and/or local funds for this school: \$321,029.00



# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Discretionary	66,509.00	0.00
Title I	96,174.00	0.00
Title III	9,246.00	0.00
LCFF - Targeted	105,730	0.00
LCFF - Intervention	43,370	0.00

## Expenditures by Funding Source

Funding Source	Amount
	0.00
Centralized Services	0.00
Discretionary	66,509.00
District Funded	0.00
LCFF - Intervention	43,370.00
LCFF - Targeted	105,730.00
Title I	96,174.00
Title III	9,246.00
TUPE	0.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
	Centralized Services	0.00
1000-1999: Certificated Personnel Salaries	Centralized Services	0.00
2000-2999: Classified Personnel Salaries	Centralized Services	0.00

5000-5999: Services And Other Operating Expenditures	Centralized Services	0.00
1000-1999: Certificated Personnel Salaries	Discretionary	5,743.00
2000-2999: Classified Personnel Salaries	Discretionary	28,274.00
5000-5999: Services And Other Operating Expenditures	Discretionary	30,775.00
5800: Professional/Consulting Services And Operating Expenditures	Discretionary	1,717.00
	District Funded	0.00
1000-1999: Certificated Personnel Salaries	District Funded	0.00
2000-2999: Classified Personnel Salaries	District Funded	0.00
5000-5999: Services And Other Operating Expenditures	District Funded	0.00
1000-1999: Certificated Personnel Salaries	LCFF - Intervention	37,050.00
4000-4999: Books And Supplies	LCFF - Intervention	6,320.00
	LCFF - Targeted	0.00
1000-1999: Certificated Personnel Salaries	LCFF - Targeted	33,000.00
2000-2999: Classified Personnel Salaries	LCFF - Targeted	21,242.00
4000-4999: Books And Supplies	LCFF - Targeted	31,488.00
5000-5999: Services And Other Operating Expenditures	LCFF - Targeted	12,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Targeted	8,000.00
1000-1999: Certificated Personnel Salaries	Title I	43,940.47
2000-2999: Classified Personnel Salaries	Title I	42,045.00
4000-4999: Books And Supplies	Title I	10,093.53
5000-5999: Services And Other Operating Expenditures	Title I	95.00
1000-1999: Certificated Personnel Salaries	Title III	7,246.00
2000-2999: Classified Personnel Salaries	Title III	2,000.00
	TUPE	0.00

# Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	202,604.00
Goal 2	84,679.47
Goal 3	33,745.53

# School Site Council Membership

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

- 1 School Principal
- 4 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Chantal Anderson Witherspoon	Principal
Wilburn Ray	Parent or Community Member
Sylvia Carrillo	Parent or Community Member
Javier Jimenez	Parent or Community Member
Arturo Burciaga	Other School Staff
Samuel Reveles	Classroom Teacher
Dennis Smathers	Classroom Teacher
Viriana Rodriguez	Classroom Teacher
Bill Milton	Classroom Teacher
Ana Ek	Secondary Student
Andrew Maria	Secondary Student
Jacob Ullrich	Secondary Student

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

# Recommendations and Assurances

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

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

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

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

*Signature*  
*Wilburn Ray*  
*Gema, Carabez*

Committee or Advisory Group Name
School Site Council
English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 10-2-19.

Attested:

*Chantal A Witherspoon*  
*Wilburn Ray*

Principal, Chantal Anderson Witherspoon on 10-24-19
SSC Chairperson, Wilburn Ray on 10-24-19