School Year: **2023-24**

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	June 5, 2023	August 23, 2023

Purpose and Description

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

Comprehensive Support and Improvement

Fremont has been identified as CSI (Comprehensive Support and Improvement), due to low Language Arts and Math scores, low attendance, and a high suspension rate. The CDE makes this determination based on previous student performance from state mandated assessments and data collection. We have identified strategies/activities to address this, such as working with an educational partner, Orenda Education, to help drive our school focus of moving studfents towards proficiency in Language Arts and Math.

This plan will detail specific actions we will take to address the needs identified by our ATSI status. Some of those actions include:

- providing extra collaboration time for Language Arts and Math teachers to meet and share data and use the data to drive lesson design
- having teachers collaborate with District TOSAs and site adminsitration during during collaboration time

- increasing our school to home contact with additional parent informational meetings to discuss academics, school expectations, and parent trainings
- Counselors and administrators will add a schedule of Coffee Chats for parents to become better acquainted with school leadership to feel more comfortable with school expectations
- opportunities for motivational assemblies will be added to help our kids develop empathy and growth mindset
- our Outreach Consultant (ORC) will collaborate with the attendance clerk and administrators to develop incentives to increase the attendance rate of our student groups with low attendance
- perfect attendance and no tardy awards will be presented monthly.

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 education partners.. Our PBIS team has 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.

This 2023-2024 school year, the Oxnard SD Student Profile will be a driving force and core focus of our work with students, staff, parents, and the community. Each area - Focused on the Future, Digital Learner, Collaborator, Innovator, Problem Solver, Achiever, and Global Thinker will be embedded in all programs and key areas of instruction. As we mold our 21st Century scholars, the Student Profile will be the pathway to preparing our students for their future.

Oxnard School District has created a strategic plan in order to ensure that we fully develop our student profile and work toward fulfilling our Mission and Vision. Mission: In Oxnard School District, we nurture self-confident and empowered multilingual global citizens, strong in their multiple identities and potential, who achieve inspired levels of individual, community, and social accomplishment in school and beyond in their endeavors. Our Vision is Ignite, Transform, Nurture, Embrace.

Our strategies/activities support our values and principles: Equity and Excellence; Safe and Affirming Environments; Achievement/Performance, Multilingualism, Global and Socio-Cultural Competence; Relationships built on Integrity, Mutual Trust, Respect and Caring; and Professional Accountability and Service. Our goals can be realized by following a Theory of Action, which constitutes committing to a vision of success; to be relentless in clarifying and supporting classroom leadership; to build school leadership; to benefit from organized district leadership; and to engage our families and community, which will lead us to become a highly effective and equitable school.

A guiding focus for the district is on five strategic goals which form the framework for powerful and sustainable school and district transformation: Student Academic Engagement and Achievement; a Positive and Safe Learning Environment and School Climate; Guidance and Support to Sites; Family/Community Alliances for Student Success and Transformational Leadership and Infrastructure. All of our strategies/activities are designed to further these pedagogical principals:

1. Identify, activate, and build on student strengths.
2. Affirm student identities by challenging the devaluation of minoritized students' identities.
3. Establish powerful relationships that nurture equity and success.
4. Engage students actively in the learning process., by amplifying student voice.
5. Create environments of enrichment, rather than remediation, that engage students' multilingual repertoires.
6. Situate learning in the lives of students by connecting to their lives.
7. Elicit high intellectual performances that help connect students' identities to academic engagement.
8. Address the prerequisites for learning, including incorporating pedagogical practices that challenge coercive relations of power

As a collective group, the Fremont staff reflects on increasing student performance and striving to be among high achieving schools. Therefore, through our data analysis process, any low test scores have been the trigger and baseline 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 District Math Manager to gather research on effective instructional practices for teachers and supported grade levels with data analysis of benchmark assessments. This year, we will work closely with the District Math Manager to plan staff development that targets effective and engaging initial first instruction lessons, as well as creating ways to properly monitor student growth.

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 and Environmental Science. Students also have the opportunity to take a Creative Writing with Arts elective in which they can enjoy art tied with writing.

All education partners must work together to support student needs. We are committed to working with parents and families to improve student learning through ELAC, SSC, parenting classes, and Chats with the Principal.

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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.

Classroom visits by Fremont administration showed that the agreed upon instructional focus areas were not always present during informal observations. Learning goals were not always listed for students to see. Praise was provided to students during classroom visits but not at the 3:1 expected ratio. When checking for understanding or providing opportunities to respond, more think time needs to be provided. It is clear that a recommitting to our instructional focus goals needs to occur. Additional PD will need to take place along with the implementation of an observation cycle. The goal of Administration is to get into classrooms on a daily basis, but no less than a weekly basis. Through classroom visits, areas of schoolwide focus will continue to be identified which have included structured advisory periods, student engagement, and writing across the content areas. This also includes collaborative structures and academic language. In order to address these areas, the leadership team will focus on instruction and will facilitate PLCs and collaboration meetings through departments and/or grade levels. Leadership will continue to focus on developing protocols to analyze data, planning for writing across the curriculum, and improving student engagement through strong initial delivery of instruction. Administration will set an appointment schedule to visit classes each week during the Monday Cabinet meetings. Admin will document the number of classroom visitations with each teacher and provide feedback to each teacher based on instructional "Look Fors" discussed in Leadership and PD during teacher staff meetings two to three times a month. A continued commitment to the "Look Fors" through follow up professional development is needed to insure the use of the focus areas throughout all of our classrooms.

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, IAB data, as well as STAR data will be 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 will 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 will continue to use IAB data to change instruction and create CFAs based on the student performance on the IABs. The IAB's will be 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 will determine which IABs to use to focus on key focus 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 will continue to be the process for this year. In order to more accurately monitor student progress, the Star assessments will be administered in ELA and Math 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 are determined through the analysis of the student data. ELA and Math departments are working on common planning and lesson studies to build strong initial delivery of instruction to increase student achievement. Science and Social Studies teachers will get access to Star data to better understand the reading levels of their students to offer real supports at their level.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The district ensures 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 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. New teachers to Fremont are set up with veteran mentor teachers to help them with any instructional or classroom management needs they have and meet with AP to address any site expectations that they need to be aware of.

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. Teachers have PLC Tuesdays to collaborate and also have instructional planning time weekly on Wednesdays.

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

The Educational Services Department includes Directors, Managers and TOSAs (Teachers on Special Assignment) who provide support for Curriculum, Instruction, Assessment, Accountability, Biliteracy Programs, Special Education, Special Programs, Pupil Services, Educational Technology and Equity and Family and Community Engagement. Site administration also functions as instructional leaders. Our regular school year calendar was revised to include three additional professional development days for all teachers (2 in the summer before school starts and 1 in the fall). Professional development was provided in the following areas: instructional content, planning for DLI instruction, culturally responsive grading and equity, special education assessment and TK instruction.

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 weekly as well as being provided half day or full 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. Grade levels across the content areas will be provided collaboration time for articulation in order to further increase student achievement. They will work in alignment with the schoolwide goals of increased student achievement through writing across the content areas and during structured advisory to increase reading comprehension. Teachers also collaborate in departments on Site Professional Development Days, as well as working as a whole staff for common goals. Academic Vocabulary lists were created by each department for consistency and to target writing across the content areas. Collective Commitments were agreed upon by staff and this, as well as the use of agreed upon highly effective teaching practices, will lead the lesson planning during all collaboration. Teachers now have Wednesday Collaboration time each week to use for instructional planning. The OSD Student Profile will serve as the focus for all of our commitments for instruction.

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 and grade level MTSS progress monitoring, 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 who continue to underperform are also taken through the SST process to discuss and develop a plan for student success. Additional psychoeducational testing to determine if students have unidentified needs may be administered. Struggling readers will be given small group instruction to target areas of need.

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, we are focusing on depth of knowledge questioning and the ability to move students on the continuum from one level to the next. Writing across the content areas, including evidence writing, is one practice that will be a continued area of focus. Focused note taking and writing in the margins are strategies that will be utilized across all content areas. Collaborative structures and the use of academic language will also be consistently used in all content areas. Progress monitoring as well as small group instruction and 1:1 student conferences during advisory will also be utilized to raise student achievement. Teachers will collaborate to collectively commit to utilizing highly effective teaching practices.

Parental Engagement

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

Fremont parent involvement includes parent representatives on School Site Council (SSC), English Learner Advisory Committee (ELAC), District Parent Advisory Committee (PAC), as well as DELAC. Fremont looks forward to the encouragement and recruitment of parent volunteers to lend the opportunity for more parents on campus. 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.

Parent trainings and workshops will be offered throughout the year. They include Parent Project, The Latino Literacy Project, An Evening With the Principal, as well as 8th grade parent/student workshops to assist the students in developing goals and an action plan to ensure that students can particiapte in promotion activities 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, Academy Tours, sporting events, as well as Family Nights provided by the Fremont PTA. Career Day will be held to recruit parents to present and volunteer to discuss and present their career to Fremont students. An Open House date has been added to the disitrct calendar in the spring to provide families another opportunity to interact on the school campus.

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, report card grades, suspension rates, attendance rates and reclassification rates. During those meetings we look at cohort data and grade specific longitudinal data. 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 webcasts, ASB presentations 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 student progress. Lastly, our leadership team evaluates our programs by looking at 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 during the year.

Funding

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

Categorical funds are used according to state and federal guidelines to ensure success for all underperforming students. Funds are allocated 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. Funds are also allocated for an instructional assistant to assist in the ELD and AVID Excel classrooms. Additionally categorical funds are allocated to fund 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 and who therefore have not met the reclassification criteria. By funding the tutors we ensure that students are accessing their core subjects with success. We have also budgeted funds to support the hiring of a Math ISP to serve underperforming students in math. Lastly we allocated funds for teachers to attend the CABE 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.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The 2023 - 2024 Fremont SPSA was developed with the input of the Fremont Leadership Team and with school staff during staff meetings, Department meetings and PLC/Collaboration Days. Teachers discussed in departments and in grade level teams the areas of need and concern and made suggestions for strategies based on their team discussions. Parents had the opportunity to discuss and provide input for the development of the SPSA during School Site Council and English Learner Advisory Committee 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 May 2023 and June 2023 meetings. All parent committees (PTA, ELAC, SSC and PAC) participated in the development of the SPSA. School Site Council then 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.

The certificated substitute shortage continues to be a barrier to conducting lesson studies, providing collaboration days for departments and grade levels, and effective student monitoring meetings. By

not having adequate teacher subs to cover classroom teachers during their absences, certificated staff have to cover which includes administration and sometimes counselors. 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. Some planned Professional Development and Collaboration Days had to be rescheduled or adjusted due to the lack of substitutes. Moving forward every effort will be made to stay on track with our regularly scheduled PLC and Collaboration times.

A commitment to progress monitoring will allow us to better determine or confirm our belief where targeting should take place. We will use our Panorama data as part of our progress monitoring to address the areas of attendance and behavior that many of our students need extra support in so that they can have the access they need to be successful. We also want to make sure that target groups of students have access to tutoring and intervention programs that we offer. When an incentive program was developed to help targeted groups like our Students With Disabilities and English Learners, we found that it did not have the impact we had planned. Students were not always provided the positive tickets that could be used in the student store. Our ORC in coordination with our AP's needs to be meet with our targeted students on a more regular basis to review attendance and to provide incentives for positive attendance.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.4%	0.26%	0%	3	2	0
African American	1.2%	1.05%	1.09%	10	8	8
Asian	1.1%	0.53%	0.95%	9	4	7
Filipino	2.1%	1.58%	1.77%	18	12	13
Hispanic/Latino	88.1%	90.14%	90.19%	741	686	662
Pacific Islander	0.4%	0.26%	0.27%	3	2	2
White	5.7%	5.26%	4.77%	48	40	35
Multiple/No Response	1.1%	0.92%	0.95%	9	7	7
			Total Enrollment	841	761	734

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten		Innovative Design	Innovative Design
Grade 6	292		
Grade 7	269	249	254
Grade 8	280	252	232
Total Enrollment	841		

Conclusions based on this data:

In 2023, our grade six class had 253 students. 8th grade had 256 and Grade 7 has 230 students. 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 families in 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. The sports and club opportunities provided by staff will also continue to be a draw for families to want to send their children to Fremont.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	183	197	180	21.80%	#DIV/0!	24.5%
Fluent English Proficient (FEP)	280	239	248	33.30%	#DIV/0!	33.8%
Reclassified Fluent English Proficient (RFEP)	11			6.0%		

Conclusions based on this data:

In the 2021-2022 school year, there were 197 English Learners mostly in Level 3. An AVID Excel class had been added to target High Level 2s and 3s and to provide the scaffolding and language development skills needed to reclassify. 21 students were reclassified last year. In 2022-2023 we had 180 English Learners with 34 students who scored a 4 on the ELPAC to be ready to reclassify this year. The focus will continue to build those foundational reading and writing skills especially with L-TELs to reclassify them while continuing to monitor them after reclassification. The ELD team will be provided collaboration time to use assessments to help determine target areas of need and will have time to work with the EL TOSA to offer instruction that will be rigorous and meet the needs of our students. A bilingual paraeducator will be assigned to the ELD classes to provide daily needed support for students. We plan to create a ELPAC Boot Camp with the intention of getting kids prepared academically and motivationally to tackle the ELPAC successfully.

School and Student Performance Data

Star Early Literacy

Fremont Academy of Environmental Science and Innovative Design											
		Less than Proficient				Proficient				Star Early Literacy Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score

Conclusions based on this data:

N/A

School and Student Performance Data

Star Reading

Fremont Academy of Environmental Science and Innovative Design											
		Less than Proficient				Proficient				Star Reading Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade 6	223	81	36%	75	34%	50	22%	17	8%	2	1033
Grade 7	176	111	63%	43	24%	20	11%	2	1%	1	1004
Grade 8	19	15	79%	3	16%	1	5%	0	0%	1	953

Conclusions based on this data:

On the STAR Reading test, most students performed in the Urgent Intervention level for all grades. There were also many who scored in the intervention level. In looking at specific skill areas, most students are low in decoding and reading comprehension. We have put in place structures to increase the STAR participation and monitoring of completion so that the number of students tested is increased. ELA teachers will target the areas of need and develop interventions in collaboration with PLC teams. When we get this information into the hands of Social studies teachers and Science teachers we will be able to find supports for students in all of their classes not just ELA. Through collaboration, the other content teachers will be able to build lesson delivery with these student needs in mind. Although we have increased STAR participation we still need more focus in this area on how we monitor the assessment window and giving of the assessment by teachers.

School and Student Performance Data

Star Math

Fremont Academy of Environmental Science and Innovative Design											
		Less than Proficient				Proficient				Star Math Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade 6	219	127	58%	58	26%	23	11%	11	5%	1	1031
Grade 7	212	134	63%	50	24%	18	8%	10	5%	1	1029
Grade 8	7	7	100%	0	0%	0	0%	0	0%	1	990

Conclusions based on this data:

On STAR Math, 31% of students tested were in the urgent intervention level, 21% are at Intervention, 16% are on-watch, and 31% performed at or above benchmark. Students performing in the urgent and intervention levels will be supported during math teacher prep periods during the day. Skills to be addressed will include factorization, multiplication concepts, long division, and other skill sets in math to strengthen the performance of students for the next math assessments. Math teachers have committed to Fremont Collective Commitments that include common formative assessment, common pacing guides, more common grading practices, and sharing of data to help make common instructional decisions during PLC planning and Wednesday collaboration. We can utilize the Math TOSAs to help teachers build rigorous lessons at the students' levels. Teachers will be expected to create more common lessons through the sharing of best practices during PLC and Collaboration time.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		240			235			235			97.9	
Grade 7		243			239			239			98.4	
Grade 8		255			243			243			95.3	
All Grades		738			717			717			97.2	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		2455.			3.40			14.47			32.34			49.79	
Grade 7		2487.			4.18			23.43			24.69			47.70	
Grade 8		2491.			2.47			18.93			30.04			48.56	
All Grades	N/A	N/A	N/A		3.35			18.97			29.01			48.68	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		5.11			49.36			45.53	
Grade 7		9.62			58.16			32.22	
Grade 8		5.79			52.48			41.74	
All Grades		6.84			53.35			39.80	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		3.83			39.15			57.02	
Grade 7		5.88			49.58			44.54	
Grade 8		3.31			48.35			48.35	
All Grades		4.34			45.73			49.93	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		4.68			71.06			24.26	
Grade 7		6.69			73.22			20.08	
Grade 8		8.26			66.53			25.21	
All Grades		6.56			70.25			23.18	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		8.51			62.98			28.51	
Grade 7		7.53			64.85			27.62	
Grade 8		6.61			71.49			21.90	
All Grades		7.54			66.48			25.98	

Conclusions based on this data:

Overall, we showed drops in each of the three grade levels with the largest drop being in grade eight. We looked at areas to focus on to improve instruction and motivation. We have developed and agreed to Fremont Collective Commitments and the use of agreed upon Highly Effective Teaching Practices. 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 assessments 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		240			234			234			97.5	
Grade 7		243			239			239			98.4	
Grade 8		255			240			239			94.1	
All Grades		738			713			712			96.6	

* 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		2423.			2.14			4.27			23.08			70.51	
Grade 7		2433.			2.51			8.37			22.18			66.95	
Grade 8		2439.			4.18			3.35			16.32			76.15	
All Grades	N/A	N/A	N/A		2.95			5.34			20.51			71.21	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		1.28			27.35			71.37	
Grade 7		2.10			34.03			63.87	
Grade 8		3.35			30.13			66.53	
All Grades		2.25			30.52			67.23	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		1.28			37.18			61.54	
Grade 7		4.18			42.26			53.56	
Grade 8		2.93			39.75			57.32	
All Grades		2.81			39.75			57.44	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		2.99			53.42			43.59	
Grade 7		3.35			56.49			40.17	
Grade 8		2.51			53.56			43.93	
All Grades		2.95			54.49			42.56	

Conclusions based on this data:

The data showed that we did not meet our expected goals across the grade levels; in fact, we lost ground. We dropped in each grade level. Grade 6 dropped 1% overall with grade 7 and 8 dropping 5% and 9% respectively. 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. We will utilize District Math TOSAs to support good first instruction and intervention and support needs of students. 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 Math, teachers will be able to closely monitor student progress and determine next steps to build on stre gthening skills targeting the SBAC-based content. Our goal is to increase the number of students in the met or exceeded category by 10%.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	1507.9	1517.0		1495.8	1511.5		1519.6	1522.1		74	67	
7	1507.4	1544.8		1504.2	1541.4		1510.2	1547.7		59	53	
8	1540.0	1544.0		1535.1	1540.9		1544.4	1546.6		35	51	
All Grades										168	171	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	5.41	7.58		31.08	42.42		47.30	34.85		16.22	15.15		74	66	
7	1.69	26.42		32.20	33.96		49.15	35.85		16.95	3.77		59	53	
8	11.43	11.76		42.86	45.10		40.00	39.22		5.71	3.92		35	51	
All Grades	5.36	14.71		33.93	40.59		46.43	36.47		14.29	8.24		168	170	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	12.16	24.24		45.95	48.48		24.32	13.64		17.57	13.64		74	66	
7	13.56	39.62		45.76	35.85		25.42	22.64		15.25	1.89		59	53	
8	14.29	21.57		65.71	58.82		14.29	17.65		5.71	1.96		35	51	
All Grades	13.10	28.24		50.00	47.65		22.62	17.65		14.29	6.47		168	170	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	4.05	0.00		10.81	18.18		58.11	57.58		27.03	24.24		74	66	
7	1.69	13.21		8.47	24.53		55.93	47.17		33.90	15.09		59	53	
8	0.00	5.88		31.43	23.53		45.71	60.78		22.86	9.80		35	51	
All Grades	2.38	5.88		14.29	21.76		54.76	55.29		28.57	17.06		168	170	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	8.11	13.64		63.51	72.73		28.38	13.64		74	66	
7	6.78	11.32		64.41	81.13		28.81	7.55		59	53	
8	8.57	7.84		77.14	76.47		14.29	15.69		35	51	
All Grades	7.74	11.18		66.67	76.47		25.60	12.35		168	170	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	30.77	46.15		64.62	38.46		4.62	15.38		65	65	
7	51.72	52.94		37.93	41.18		10.34	5.88		58	51	
8	61.76	56.00		32.35	40.00		5.88	4.00		34	50	
All Grades	45.22	51.20		47.77	39.76		7.01	9.04		157	166	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	4.11	3.03		27.40	43.94		68.49	53.03		73	66	
7	1.69	20.75		28.81	50.94		69.49	28.30		59	53	
8	17.14	13.73		34.29	27.45		48.57	58.82		35	51	
All Grades	5.99	11.76		29.34	41.18		64.67	47.06		167	170	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	8.11	7.69		89.19	84.62		2.70	7.69		74	65	
7	6.78	7.55		84.75	90.57		8.47	1.89		59	53	
8	0.00	3.92		100.00	94.12		0.00	1.96		35	51	
All Grades	5.95	6.51		89.88	89.35		4.17	4.14		168	169	

Conclusions based on this data:

According to the 2022-2023 ELPAC data, the largest percentage of EL's performed in Level 3 for Overall at 47.2.1% followed by 29% at Level 2. 13 % were at Level 4 and 10 % at Level 1. Scores showed that most EL students have strong oral language skills. For Written Language, most EL students were at Level 2 with 43.7%. The next highest percentage was level 3 at 30.3 % followed by Level 1 at 16.9 % and then Level 4 at 8.5 %. This shows that this is the area to develop and improve on with targeted strategies in writing. The current ELPAC test scores show that our EL students need further development in their reading skills. This will be an area of focus in all of our content areas.

School and Student Performance Data

Student Population

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

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
761	**84.8**	**25.9**	**0.4**
Total Number of Students enrolled in Fremont Academy of Environmental Science and Innovative Design.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	197	25.9
Foster Youth	3	0.4
Homeless	43	5.7
Socioeconomically Disadvantaged	645	84.8
Students with Disabilities	157	20.6

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	8	1.1
American Indian	2	0.3
Asian	4	0.5
Filipino	12	1.6
Hispanic	686	90.1
Two or More Races	7	0.9
Pacific Islander	2	0.3
White	40	5.3

Conclusions based on this data:

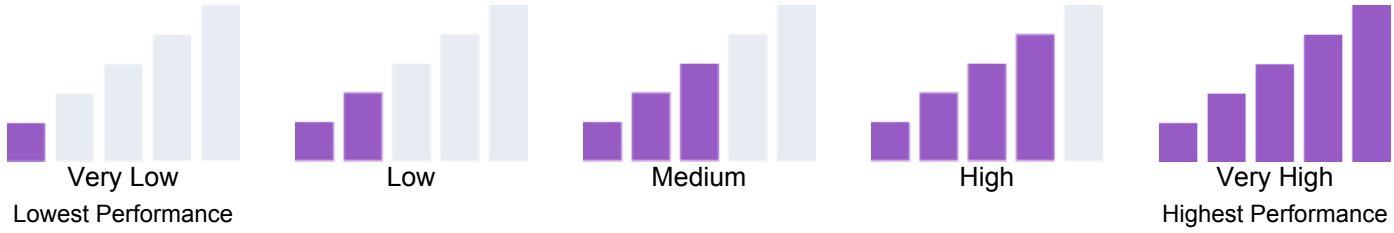
In 2021-2022 the largest subgroups in Fremont's student demographics are Socioeconomically Disadvantaged, English Learners, and Students with Disabilities. Additionally, the largest subgroup based on ethnicity was the Hispanic subgroup with 86.2% of the total population. For the 2022-2023 school year, 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 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

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

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



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts: Very Low	Chronic Absenteeism: Very High	Suspension Rate: Very High
Mathematics: Very Low		
English Learner Progress: High		

Conclusions based on this data:

Our 2021 -2022 Dashboard data shows all students performing in the Very Low area in ELA. All students are also performing in Very Low area in Math. Our 2023 data shows that although we had some growth in this area for 6th and 8th grade ELA , it was was not significant enough to pull us out of the Very Low. In Math we also had some growth but will remain in the Very Low area. Reading comprehension and writing across content areas will continue to be the focus to increase student performance in ELA. Math teachers will continue to work with the District TOSA and admin in

to progress monitor student performance and to build strong math lessons to and improve 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 for IABs and building common formative assessments. Chronic Absenteeism in the 2022 data shows a performance in the Very Low and continues to be a focus in the 2023 -2024 school year. Home visits, attendance incentives, as well as attendance monitoring through the attendance process will be strategies to decrease the chronic absenteeism rate. The Suspension Rate did not decrease in 2023. This will be a continued goal in 2023 -2024 to decrease the suspension rate through using our Panorama data to build stronger student/staff relationships and provide counselors with the necessary tools to provide more SEL support through the classroom. PBIS will be a continued collective agreement with more staff training as well as using other means of correction when applicable.

School and Student Performance Data

Academic Performance
English Language Arts

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

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

This section provides number of student groups in each level.

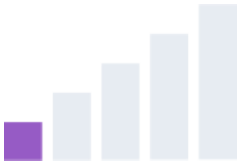
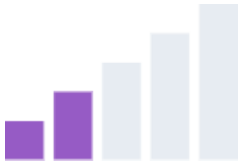
2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
5	1	0	0	0

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

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Very Low	Very Low	No Performance Level
70.5 points below standard	89.5 points below standard	3 Students
679 Students	318 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Very Low	Very Low	Very Low
118.9 points below standard	76.7 points below standard	143.1 points below standard
34 Students	595 Students	151 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 8 Students	No Performance Level 2 Students	No Performance Level 4 Students	No Performance Level 9.1 points below standard 12 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Very Low 76.2 points below standard 608 Students	No Performance Level 7 Students	No Performance Level 2 Students	 Low 33.2 points below standard 37 Students

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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
108.5 points below standard 151 Students	72.3 points below standard 167 Students	64.8 points below standard 290 Students

Conclusions based on this data:

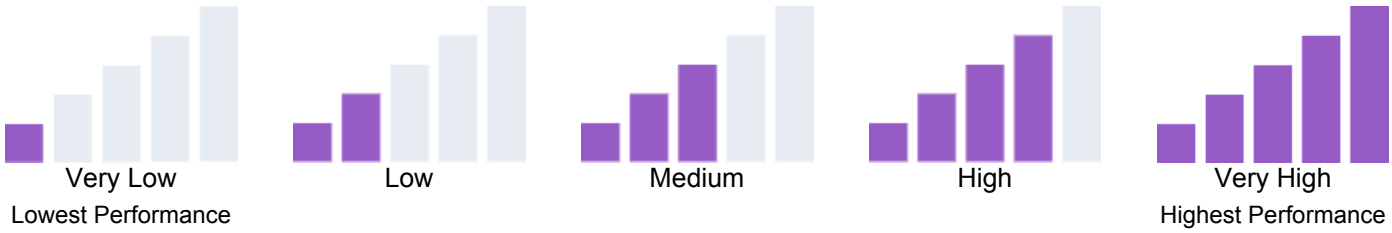
According to the 2022 dashboard data All our students are currently in the Very Low category. Our SED, Students with Disabilities, English Learners Hispanic, Homeless subgroups are in the Very Low area for English Language Arts. Current EL students are significantly below English Only and RFEP students in ELA. 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. In the 2023 - 2024 school year, our MTSS monitoring will be utilized to target the lowest performing students in reading to provide direct and intensive intervention.

School and Student Performance Data

Academic Performance
Mathematics

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

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

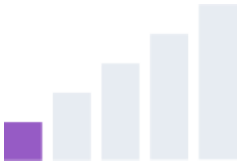
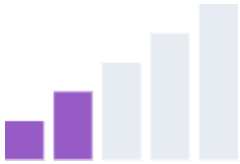


This section provides number of student groups in each level.

2022 Fall Dashboard Mathematics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
5	1	0	0	0

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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Very Low	Very Low	No Performance Level
134.6 points below standard	157.8 points below standard	2 Students
673 Students	315 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Very Low	Very Low	Very Low
176.9 points below standard	143.1 points below standard	204.0 points below standard
34 Students	588 Students	149 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 8 Students	No Performance Level 2 Students	No Performance Level 4 Students	No Performance Level 72.6 points below standard 12 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Very Low 143.6 points below standard 603 Students	No Performance Level 7 Students	No Performance Level 2 Students	 Low 55.3 points below standard 36 Students

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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
174.4 points below standard 149 Students	142.9 points below standard 166 Students	120.8 points below standard 287 Students

Conclusions based on this data:

The 2022 dashboard data shows all students performing in the Very Low category in mathematics. Mathematics will continue to be a schoolwide focus for 2023-2024. All major subgroups - SED, Hispanic, and SWD are in the Very Low category. These subgroups along with our ELs continue to be the target groups in data analysis. The African American subgroup, although a small number (11), will continue to be monitored closely in 2023-2024 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

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

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress

High

57.2 making progress towards English language proficiency

Number of EL Students: 166 Students

Performance Level: 4

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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
11.4%	31.3%	0.0%	57.2%

Conclusions based on this data:

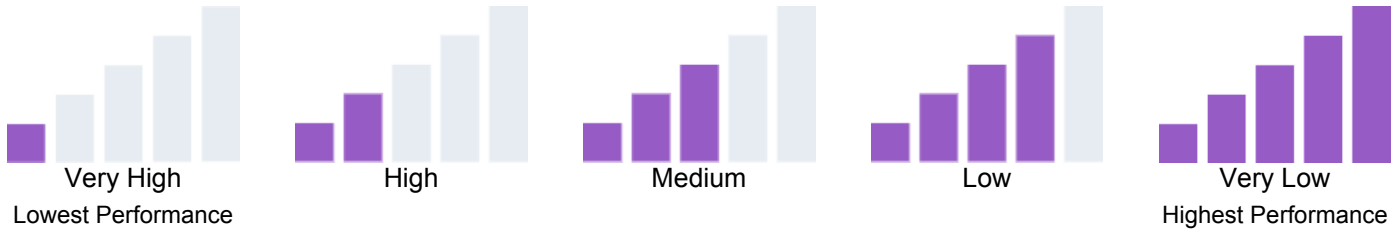
Based on 2022 Dashboard English Language Proficiency Assessments for California (ELPAC) data, Fremont teachers will continue to strengthen both Integrated and Designated English Language Development (ELD) in order to increase English Learners' language proficiency skills throughout the instructional 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 2022-2023 dashboard data English Learners continue to be mostly at the Level 3 development level. AVID Excel classes are offered at each grade level in the 2023-2024 school year. Students were hand selected and interviewed for the AVID Excel classes to provide necessary skills for Level 3 L-TELs to increase and move into Level 4.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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

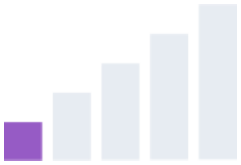
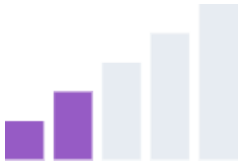


This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
5	1	0	0	0

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

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Very High	Very High	No Performance Level
26% Chronically Absent	25% Chronically Absent	Less than 11 Students
799 Students	212 Students	5 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Very High	Very High	Very High
43.1% Chronically Absent	28.4% Chronically Absent	34.4% Chronically Absent
51 Students	705 Students	180 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level	No Performance Level	No Performance Level	No Performance Level
Less than 11 Students	Less than 11 Students	Less than 11 Students	33.3% Chronically Absent
9 Students	2 Students	4 Students	12 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
			
Very High	No Performance Level	No Performance Level	High
26.5% Chronically Absent	Less than 11 Students	Less than 11 Students	19.5% Chronically Absent
721 Students	8 Students	2 Students	41 Students

Conclusions based on this data:

According to the 2022-2023 dashboard data all students showed an increase in chronic absenteeism. ELs and Hispanic subgroups have the lowest rate of chronic absenteeism. The goal is still to move them into the medium category through home visits and the attendance process and SARB when necessary. All subgroups are in the high or very high range and will continue to be closely monitored in 2023-2024 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 the medium range.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

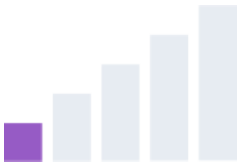
Very High	High	Medium	Low	Very Low
5	0	1	0	0

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

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Very High	Very High	No Performance Level
13.6% suspended at least one day	17.8% suspended at least one day	Less than 11 Students
845 Students	225 Students	6 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Very High	Very High	Very High
21.4% suspended at least one day	14.4% suspended at least one day	20.3% suspended at least one day
56 Students	744 Students	192 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level	No Performance Level	No Performance Level	No Performance Level
25% suspended at least one day	Less than 11 Students	Less than 11 Students	8.3% suspended at least one day
12 Students	2 Students	5 Students	12 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
			
Very High	No Performance Level	No Performance Level	Medium
13.9% suspended at least one day	Less than 11 Students	Less than 11 Students	7% suspended at least one day
760 Students	9 Students	2 Students	43 Students

Conclusions based on this data:

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. We will focus on the Falcons Guidelines for Success to represent a behavior model for students to follow. Structures have been put in place to deal with physical areas that which contributed to some of the behavior issues over the last year. Campus assistants supervision areas have been adjusted and morning and lunch protocols changed to lessen the opportunity for inappropriate behaviors. Office detentions 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. We will also offer student of the month awards as well as perfect attendance and no tardy awards for deserving students. We have added supervised lunch activities to give kids more positive opportunities to keep them engaged and participating.

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

Reading, Writing, and Math

LEA/LCAP Goal

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

Goal 1

All Students will reach high standards, at a minimum, attaining proficiency or better 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	Baseline data is Preliminary from June 2023 All Students: 20.% Met/Exceeded 6th Grade: 23% Met/Exceeded 7th Grade: 16 % Met/Exceeded 8th Grade: 22 % Met/Exceeded	Increase Met/Exceeded percentage by 10% for All Students. Decrease the percentage of Nearly Met by 8% Decrease the percentage of Not Met by 10%
CAASPP Math Assessment	Baseline data is Preliminary from June 2023 All Students: 10.5 % Met/Exceeded 6th Grade: 10 % Met/Exceeded 7th Grade: 11%% Met/Exceeded 8th Grade: 11% Met/Exceeded	Increase Met/Exceeded percentage by 10% for All Students. Decrease the percentage of Nearly Met by 8% Decrease the percentage of Not Met by 10%
STAR Reading End of Year Data	26% of 6th grade scored at or above the benchmark proficiency 14% of 7th grade scored at or above the benchmark proficiency	Decrease percentage of students below 40.0% by 10% Increase the SGP(Student Growth Percentile) by 12% points

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	15% of 8th grade scored at or above the benchmark proficiency 109 out of 656 scored at or above the minimum benchmark (40.0%)	
STAR Math End of Year Data	26.0% of 6th grade scored at or above the minimum benchmark proficiency (50%) 14.0% of 7th grade scored at or above the minimum benchmark proficiency (50%) 15.0% of 8th grade scored at or above the minimum benchmark proficiency (50%)	Decrease percentage of student below 50% by 10% Increase the SGP (Student Growth Percentile) by 12% points
Reclassification data	In the 2022-2023 school year, 20% of EL students were reclassified	Increase Reclassification percentage by 10%

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 subbed out collaboration time for ELA ,Math, Social Studies, and Science teachers (supported by Administration and/or District Math Manager and TOSA and the District Science Specialist) to develop common pacing guides, common grading policies, assessments, analyze assessment data and develop data-driven plans to support student learning. Academic conferences will be held to review data and instructional plans to better support students during classroom common formative and summative assessments and District and State assessments. 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)
5000	LCFF 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, 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 and instructional planning on Banking Wednesdays.

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)
	See Goal 1 activity 1

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. Provide professional development and support for teachers so that all teachers will support writing throughout the campus by creating Claim, Evidence, and Reasoning writing prompts in all content classes. Site and District Administration will provide on-site curriculum support. Department chairs and grade level team leads will also provide training on Best Practices through Department/PLC meetings and Collaboration Days. Lesson Studies will be utilized to design strong lesson designs

targeting first instructional lesson delivery. The Para-educators 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)	Source(s)
2000	Title I 5800: Professional/Consulting Services And Operating Expenditures Travel and conference costs
1000	Title I 2000-2999: Classified Personnel Salaries Extra Hours - 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.

English Learners, Special Education, Chronic Absentees, SED

Strategy/Activity

Site Sip Day would offer mini workshops focusing on Special Education accommodations and supports, EL supports, and PBIS/STOIC professional development presented by teachers and supported by district TOSAs.

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

Amount(s)	Source(s)
1000	Title I 1000-1999: Certificated Personnel Salaries Teacher extra hours

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 upon return to the campus. Incentives will be offered for completion of AR goals

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)
	District Funded 5000-5999: Services And Other Operating Expenditures AR Program
	District Funded 2000-2999: Classified Personnel Salaries Library Tech salary
1000	LCFF 4000-4999: Books And Supplies AR 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.

English Learners

Strategy/Activity

A bilingual para-educator will be assigned to all ELD classes to provide additional academic support in the classroom to English Learners levels 1-3 for 50 minutes daily. The assistant will also assist in the AVID Excel classes. Tutors will support the AVID Excel program for EL 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)
18,995	Title I 2000-2999: Classified Personnel Salaries Classified salaries - Instructional Assistant
5382	Title III 2000-2999: Classified Personnel Salaries Classified salaries i Instructional Assistant

4000	Title III 2000-2999: Classified Personnel Salaries AVID Excel tutors

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

Provide professional development for teachers to support ELD through content-specific trainings in science, social studies and math including AVID excel and CABE 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)
2000	Title I 1000-1999: Certificated Personnel Salaries Professional development
2000	Title III 5800: Professional/Consulting Services And Operating Expenditures Conference Costs

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

Administer formative district assessments, including Star and IABs to collect data for analysis during department collaboration meetings. District funded supplemental programs such as Myon, ST Math, and Lexia will also be used to build fundamental skills for mastery. This data will be collected to progress monitor essential skills needed to scaffold for claim targets such as reading comprehension, writing fluency, and conceptual math skills.

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)
	District Funded 5800: Professional/Consulting Services And Operating Expenditures Assessments & Programs

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

Use AVID strategies, including focused note-taking, graphic organizers, Socratic Seminars, 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)
2000	LCFF 4000-4999: Books And Supplies AVID materials and supplies
9834	Title I 2000-2999: Classified Personnel Salaries AVID Tutor salaries

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.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

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

Administration, assigned District Tech and TOSAs will assist and support teachers with the implementation of the Canvas Learning Management System, technology based programs (i.e., Nearpod, coding, etc.) and various learning applications to facilitate technology-based classroom environments and the Illuminate data 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)
	District Funded 2000-2999: Classified Personnel Salaries Classified Site Tech salary
	District Funded 1000-1999: Certificated Personnel Salaries TOSA Salaries

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

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.

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)
42,923	LCFF 4000-4999: Books And Supplies Instructional Supplies/Materials

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.

Targeted underperforming groups (Foster, Homeless, English Learners)

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 opportunities 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)
3000	ELOP 1000-1999: Certificated Personnel Salaries Extra Hours - HW Club - certificated staff
5000	ELOP 1000-1999: Certificated Personnel Salaries Extra Hours - Intervention/Certificated Staff
	ASES 2000-2999: Classified Personnel Salaries After School Progam - staff
5423	ELOP 2000-2999: Classified Personnel Salaries Extra hours - Instructional assistant

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

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)
7394	LCFF

	4000-4999: Books And Supplies Academic Incentives
	District Funded 2000-2999: Classified Personnel Salaries Classified Salaries - Outreach Specialist

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

Monitor student progress toward meeting promotion criteria and conference with targeted 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)
	District Funded 1000-1999: Certificated Personnel Salaries Certificated Salaries - Counselors
1500	LCFF - Intervention 1000-1999: Certificated Personnel Salaries Counselor- Extra help

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

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)
3000	LCFF

	5000-5999: Services And Other Operating Expenditures Duplo Maintenance Agreeements & Xerox Maintenance Agreements

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.

Special Education

Strategy/Activity

Maintain the SST process to identify student needs and develop strategies to support students in the areas of academics, behavior, social/emotional, and attendance. This will include providing subs to assist with SST 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)
2000	LCFF 1000-1999: Certificated Personnel Salaries Sub Costs

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 students with field trip opportunities to support the college and career ready focus of 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)	Source(s)
4000	Title I 5000-5999: Services And Other Operating Expenditures Transportation cost for field trips

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.

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 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)
2575	Title III 1000-1999: Certificated Personnel Salaries Extra hours- Certificated

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.

English Learners

Strategy/Activity

The ELD Team will be provided the opportunity for lesson studies with District EL TOSA 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 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

Provide field trip opportunities for students that will enrich the educational experience at school.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5000	Title I 5000-5999: Services And Other Operating Expenditures Transportation costs

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.

All students

Strategy/Activity

Fremont will utilize the services of the educational consulting group, Orenda Education, to focus on building highly effective teaching strategies and collective commitments to accelerate learning through effective first instruction.

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)
125,722	CSI Funding 5800: Professional/Consulting Services And Operating Expenditures Educational consulting firm to help support our instructional focus
26,436	CSI Funding 1000-1999: Certificated Personnel Salaries Teacher extra hours and subs
4059	CSI Funding 2000-2999: Classified Personnel Salaries Extra hours

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.

Strategy/Activity

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

Amount(s)	Source(s)

Strategy/Activity 24

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.

CSI Underperforming subgroups

Strategy/Activity

Advisory teachers will meet with CSI identified subgroups of students to discuss grades, STAR scores, ST Math progress, behavior, attendance etc.

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

Annual Review

SPSA Year Reviewed: 2022-23

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. Classroom observation and feedback cycle showed that teachers needed to emphasize CERs more often and effectively. PLC meetings spent too much time with managerial work and not on the intended collaboration of

sharing data and using it to create CERs and provide intervention when needed. The same conclusions can be drawn for the Math department when looking at data from the classroom observation and feedback cycle. Math teachers will continue to focus on implementing Mathematical Mindset strategies in all grade levels. With their PLCs, departments and grade levels will collaborate more frequently analyze data from Star and IABs. Our ELPAC data will be analyzed to identify key learning targets and provide intervention to targeted English Learners. We lost momentum this past year with our ELA and Math CAASPP scores. Ongoing monitoring will also enable departments and grade levels to to identify, through our progress monitoring and SST process, which students are in need of intensive, evidence-based small group intervention provided by the classroom teacher 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.

Continued 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. All teachers will be involved in providing the writing assessments so that everyone is aware of what our students are being asked to do. Content teachers will score and then use this date to determine where their students need writing support and then provide those supports within their lessons. The IAB's will be given in Social Studies and Science classes and used in the same way as the Writing Assessments.

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 our focus of increasing the percentage of students in the met/exceeded band of the CAASPP, we will add the student growth percentile from the Star assessments. The percentage of students in the Not Met band had been progressing slowly. Our goal of increasing the number of students scoring at Met and Exceed by 10%, did not occur, therefore a continued focus on data analysis and discussions in grade level PLC meetings will keep our attention on progressing students up throughout the levels. We will increase the student completion of the Star across all grade levels and provide support for all teachers to use this data to drive their instruction.

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	There were a total of 171 suspensions in the 2022-2023 year.	Decrease the suspension rate by 20%
Panorama Survey Data	Spring 2023 Panorama data shows that 37% of students feel that they are valued members of the school community.	Increase key areas on the survey like Teacher-Student Relationships and Sense of Belonging by 20%.
Attendance Data	Fremont Academy's 2022-2023 Average Daily Attendance Rate was 88% .	Increase Fremont Academy's Average Daily Attendance Rate to above 96% in 2023 - 2024.

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/STOIC/PBIS model will occur, both in the classroom and throughout the campus. 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. Staff will be provided PD on how to best implement strategies like voice levels and routines referred to on posters. Students will also be presented the basics of CHAMPS in grade level 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)
2000	LCFF 4000-4999: Books And Supplies CHAMPS Posters
1000	Title I 1000-1999: Certificated Personnel Salaries Extra Hours - Certificated Staff

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

Continue to further develop and strengthen the Fremont PBIS committee (Flight Team) to guide actions relating to the improvement of school climate and 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)
2000	LCFF 1000-1999: Certificated Personnel Salaries Extra Hours - PBIS Committee/Certificated staff

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

Safety Committee will review and update the Comprehensive School Safety Plan and will conduct drills as recommended 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)
500	LCFF 1000-1999: Certificated Personnel Salaries Extra Hours - Safety 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.

Chronic absentees

Strategy/Activity

Admin will meet weekly with the ORC and attendance clerk to review attendance data and develop a working list of students to determine attendance incentives to encourage daily and timely attendance for students to attend all classes on a regular basis.

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

Amount(s)	Source(s)
1500	LCFF 4000-4999: Books And Supplies Attendance Incentives

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

Utilize multiple campus supervisors to monitor school grounds, supervise common areas to ensure a safe school campus, and to minimize student tardies. This would include hiring an extra campus supervisor.

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)
25,000	LCFF 2000-2999: Classified Personnel Salaries Classified salary - campus supervisor
2500	LCFF 2000-2999: Classified Personnel Salaries Extra hours - Campus supervisors

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

Maintain the SST 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)
	Counselor (see goal 1, activity 16)
	ORC (see goal 1, activity 15)

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 campus safety by hiring an extra campus supervisor

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)

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

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)
	Counselor (see goal 1, activity 16)

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.

Students who have been suspended and or who have faced discipline consequences.

Strategy/Activity

In collaboration with the PBIS team, Administration will monitor site discipline data, including referrals and suspensions, to make data-driven decisions regarding school climate to improve on the suspension rate.

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

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)	Source(s)
1000	LCFF 1000-1999: Certificated Personnel Salaries Extra Hours - Certificated Staff
	Counselor (see goal 1, activity 16)

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 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)
4000	Title I 1000-1999: Certificated Personnel Salaries

	Extra hours - Certificated staff
3326	Title I 1000-1999: Certificated Personnel Salaries Extra Hours - WEB Coordinators

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

Recognize students meeting school behavior expectations through student of the month awards, monthly reward day activities, Renaissance rewards, an end of the year incentive, "WINGS" guidelines for success drawings and teacher specific monthly 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)
5019	LCFF 4000-4999: Books And Supplies Character Incentives

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

Provide a variety of extracurricular options to increase student connectedness, including WEB, ASB, lunchtime activities coordinated by teachers and a variety of clubs including the LOVE Club, and Kindness Club, which are offered both virtually and in-person after school and during 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)
4000	Title I 1000-1999: Certificated Personnel Salaries Extra hours - Certificated staff

4113	LCFF 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

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)
9528	LCFF 2000-2999: Classified Personnel Salaries Clerical substitutes, extra hours, overtime
1000	LCFF 2000-2999: Classified Personnel Salaries Extra hours - Custodial

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

School safety operational supplies will be maintained (purchase of: walkie talkies, cameras, training for campus assistants)

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)
10,091	LCFF 5000-5999: Services And Other Operating Expenditures

	Supplies

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.

African American, English Learners, SED, Students with disabilities, suspended students

Strategy/Activity

Implementation of mentoring groups (for boys and girls separately) to build relationships and positivity among students that have displayed risky behaviors.

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	LCFF - Intervention 5800: Professional/Consulting Services And Operating Expenditures Assembly - mentoring time - workshops

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

Lunch time detention groups will be utilized to discuss behavior choices with students in need of mentoring.

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)
2123	LCFF - Intervention 1000-1999: Certificated Personnel Salaries Extra Hours Certificated staff

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

After school detention room will be utilized to reteach appropriate behaviors and build 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)
7119	LCFF - Intervention 1000-1999: Certificated Personnel Salaries Extra hours - certificated staff

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

Plan schoolwide assemblies to include motivational speakers, guest speakers, and groups to increase empathy, motivation , and a growth mindset for our 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)
4000	LCFF 5800: Professional/Consulting Services And Operating Expenditures Outside services for assemblies

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

A principal's think tank will be created to include students representing various groups on campus. Students will meet to discuss their thoughts for improvement of specific needs of 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)
	No additional cost

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.

Suspended students

Strategy/Activity

A reintegration process will be implemented to ensure that suspended students come back to campus with the opportunity to make contact with a "safe adult" on campus and are provided a check in with the counseling team.

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 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.

All students

Strategy/Activity

The Falcon Landing (Wellness Center) will be open to provide students with activities during lunchtime. Students that need a "safe" place during lunch or just want to participate in adult supervised activities will be able to utilize the center for what it has to offer.

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

Annual Review

SPSA Year Reviewed: 2022-23

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. The focus will continue to be on supporting connectins with students and maintaining strong relationships with students. ORCs, counselors, and administrators will continue to conduct home visits to assure that students and their families have the necessary resources to access their education.

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. These Guidlines for Success are reviewd each morning during the announcement and presented on Canvas announcements to students and parents. This has been a major shift and part of our goals to establish a strong school culture. ORCs will be provided additional hours in order to maintain contact and strong relationships with those student groups who are at-risk and unable to directly access school resources.

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 2023-2024 there will be a continued focus to decrease the number of suspensions and/or behavior referrals. The focus will be to keep students engaged and motivated to connect to their teachers and peers. We plan to achieve this goal in part by adding more opportunities for students to be engaged in teacher sponsored activities during lunches. The PBIS system in place has been working effectively to decrease office referrals. We are continuing to improve 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. The current

focus will be for all staff members to remain connected and communicate with students and their families in order to ensure that our students have the necessary resources to meet academic, behavior, and social goals.

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.	Attendance sheets will be used for those events in person and Zoom attendance reports for those events on line. Attendance rates have not been collected and the 2023 - 2024 year will be a baseline	For grade level family activities, parent attendance will be at least 5% of grade level enrollment. For school wide activities, parent attendance will be at least 5% of total school enrollment.
Panorama Survey-communication	Only 50% of parents responded that communication from school to home was helpful in 22-23.	75% of parents will respond that communcaition between home and school is strong.

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 by hosting parent nights (e.g. parent training and education, promotion guidelines, school guidelines) for identified students and families through in person sessions or virtual formats as necessary.

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)
3000	Title I 1000-1999: Certificated Personnel Salaries Extra hours - Counselor

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 necessary team members 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 October and February to discuss student progress and review promotion criteria. We want to hold parent conferences before trimester grades are final so that students and parents have time to review needed work and complete before end of trimester grades are due. A site variance is necessary to change the fall confernce dates. There are transportation costs due to the site variance.

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)
3256	LCFF 5000-5999: Services And Other Operating Expenditures Transportation

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 "Chat with the Principal" meetings with parents to improve home-school partnerships. Webinars will held be held virtually on various topics to assist and encourage parents to remain engaged and involved in their child's educational career. These events will be used to reinforce the schoolwide expectations in regards to electronic, behavior, academic, and dress code rules.

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

Prepare events to highlight site programs and accomplishments (Academy Tours) and share student learning opportunities with parents and community members virtually when necessary. The OSD Student Profile will be communicated to parent 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)
7113	LCFF - Intervention 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 rewards, incentives, and social events for publication online or through social media to highlight learning opportunities taking place at Fremont, in order to inform 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)	Source(s)
1000	LCFF 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 student 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)
1689	LCFF 1000-1999: Certificated Personnel Salaries Extra Hours - Certificated Staff
2000	LCFF 2000-2999: Classified Personnel Salaries Extra Hours - Classified Staff
5250	Title I 1000-1999: Certificated Personnel Salaries Extra hours - Certificated 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.

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)	Source(s)

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

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 Committee, through a virtual platform.

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)
981	Title I 4000-4999: Books And Supplies Supplies for Parent Involvement
2000	Title I 2000-2999: Classified Personnel Salaries Extra Hours - ORC
2000	LCFF 4000-4999: Books And Supplies Supplies for Parent Involvement

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

Coffee with the counselors chats to discuss school offerings and important events dates. Opportunities to review school expectations and policies.

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)
300	LCFF 4000-4999: Books And Supplies Parent 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.

Chronic absentees

Strategy/Activity

Our ORC will call parents of chronically absent students to remind them of attendance procedures and the importance of good 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)
	No additional cost

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.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

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.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

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.

Strategy/Activity

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

Amount(s) Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

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. Active parents impact their child through their involvement and connection with the school. This, in turn, impacts student achievement. Parent participation will be in-person unless holding the event has a more positive response and attendance on the virtual platform. Parents continue to express the need to be involved and attendance at Back-to-School Night was successful and a good indicator for the need for parents to continue to be included as often as possible throughout the school year. Surveying parent needs to create informational presentations should boost attendance and participation.

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

The changes this year will include continuing to accommodate all activities virtually, unless in-person meetings and events capture more attendance by parents. This will be determined in order to successfully include our parents in school events. Administration will represent Fremont with "Meet the Admin" Zoom seesions that will act as informational presentations and or chat time to ask questions of the Administration on school site policy and implementation. Parent workshop topics will reflect the needs of the parents as indicated through surveys conducted to gather data.

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 are working to increase parent involvement and attendance at all parent engagement opportunities. PTA membership has already increased as well as attendance at parent workshops and Back-to-School Night. Most parent events will be in-person to welcome parents back on campus and provide the social interaction missing during the most restrictive time during the pandemic. To build Family Engagement, one strategy is to elevate families as true partners with our school by providing a positive home contact for student families as often as possible. In recognizing that parents are truly partners and including them in decisions and community engagement with surveys sent home for parents to give their feedback. This opportunity for parents will significantly support our students growth academically and social emotionally.

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	$84,343.00
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	$415,651.00

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 ($)
CSI Funding	$156,217.00
Title I	$68,386.00
Title III	$15,957.00

Subtotal of additional federal funds included for this school: $240,560.00

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 ($)
ELOP	$13,423.00
LCFF	$141,813.00
LCFF - Intervention	$19,855.00

Subtotal of state or local funds included for this school: $175,091.00

Total of federal, state, and/or local funds for this school: $415,651.00

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
Title I	68,386.00	0.00
Title III	15,957.00	0.00
LCFF	141,813.00	0.00
LCFF - Intervention	19,855.00	0.00
CSI Funding	156,217.00	0.00

Expenditures by Funding Source

Funding Source	Amount
CSI Funding	156,217.00
ELOP	13,423.00
LCFF	141,813.00
LCFF - Intervention	19,855.00
Title I	68,386.00
Title III	15,957.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	CSI Funding	26,436.00
2000-2999: Classified Personnel Salaries	CSI Funding	4,059.00
5800: Professional/Consulting Services And Operating Expenditures	CSI Funding	125,722.00
1000-1999: Certificated Personnel Salaries	ELOP	8,000.00
2000-2999: Classified Personnel Salaries	ELOP	5,423.00
1000-1999: Certificated Personnel Salaries	LCFF	13,189.00

2000-2999: Classified Personnel Salaries	LCFF	40,028.00
4000-4999: Books And Supplies	LCFF	68,249.00
5000-5999: Services And Other Operating Expenditures	LCFF	16,347.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	4,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Intervention	17,855.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Intervention	2,000.00
1000-1999: Certificated Personnel Salaries	Title I	24,576.00
2000-2999: Classified Personnel Salaries	Title I	31,829.00
4000-4999: Books And Supplies	Title I	981.00
5000-5999: Services And Other Operating Expenditures	Title I	9,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	2,000.00
1000-1999: Certificated Personnel Salaries	Title III	4,575.00
2000-2999: Classified Personnel Salaries	Title III	9,382.00
5800: Professional/Consulting Services And Operating Expenditures	Title III	2,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	294,243.00
Goal 2	91,819.00
Goal 3	29,589.00

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
Dave De Los Santos	Principal
Michelle Anderson	Classroom Teacher
Samuel Reveles - Secretary	Classroom Teacher
Jennifer Estes	Classroom Teacher
Joy Fedele	Classroom Teacher
Emmanuel Mejia	Other School Staff
Lisa Postas - Chairperson	Parent or Community Member
Gavin Flores	Parent or Community Member
Berta Martinez	Parent or Community Member
Maria Corpus	Secondary Student
Karina Camacho	Secondary Student
Aliyah Zuzumbo	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	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 June 5, 2023.

Attested:

Principal, Dave De Los Santos on
SSC Chairperson, Lisa Postas on

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
Please sign the document Clear	☑ School Site Council
Please sign the document Clear	☑ 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 June 5, 2023 .

Attested:

Clear	Principal, Dave De Los Santos on 6/2/23
Please sign the document Clear	SSC Chairperson, Lisa Postas on 6/14/2023

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

      1. The comprehensive needs assessment of the entire school shall:

         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

            i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

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