Fremont Elementary

10621666006068

Principal's Name: Julie Johnson

Principal's Signature:

The Fresno Unified School District Board of Education approved this plan on: June 12, 2024

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District Goals

The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District's Local Control and Accountability Plan and in alignment with the District Goals supporting the expectations that all goals shall have objectives that are measurable, actionable and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.

Student Goal	Improve academic performance at challenging levels
Student Goal	Expand student-centered and real-world learning experiences
Student Goal	Increase student engagement in their school and community
Staff Goal	Increase recruitment and retention of staff reflecting the diversity of our community
Family Goal	Increase inclusive opportunities for families to engage in their students' education

Centralized Services - No Centralized Services are utilized at this time.

Consolidated Program Assurances

The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.
The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.
The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.
The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.
The members of the SSC, the school's English Learners' Advisory Committee (ELAC) and members of other advisory school committees receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant student groups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.
School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (Parent Advisory Committee (PAC) and District English Learners' Advisory Committee (DELAC)) and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.
Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Fresno Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent and Family Engagement Policy and the Parent-School Compact.
Strategies to improve student achievement, meet measurable objectives, provide high quality professional development, and support struggling students through the use scientifically-based research are included in the SPSA. The SPSA reforms and supplemental funding provide opportunities for all students to meet state standards by extending learning time, supporting grade-level and school-level student transitions and providing social-emotional supports for students.
The School Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and re-written during the second semester of each school year for annual approval by the Board of Education.

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Julie Johnson	X				
2. Chairperson – Becky Garcia-Michel		X			
3. Jessica Cox		X			
4. Melissa Razo					
5. Roxanna Patino			X	X	
6. Mayra Campos				X	
7. Norma Orozco				X	
8. Anthony Barajas				X	
9. Sandy Cuamacateco				X	
10.					
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
☑ ELAC reviewed the SPSA as a school advisory committee.
☐ ELAC voted to consolidate with the SSC. Date_____.

Required Signatures

School Name: Fremont Elementary			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	**Print Name Below**	**Signature Below**	**Date**
Principal	Julie Johnson	*Julie Johnson*	4/3/24
SSC Chairperson	Becky Michel	*Becky Michel*	4/3/24

Additional Documents include the site Parent and Family Engagement Policy, Compact, and the SSC Bylaws

Assurances for Comprehensive Support and Improvement Schools (CSI)

❖ Supervisor and/or CSI Designee(s) provided to site leaders to support change management and inclusive processes in the development of the site SPSA.
- Utilization of evidence-based strategies aligned to state identification.
- Utilization of CSI Best Practices (Fundamentals).

❖ Principal/Site Leadership/Site Staff connect with Supervisor, CSI Designee(s), department representatives, and/or community partners in alignment with schools' area(s) of focus/need, work in tandem with the site team as a Professional Learning Community (PLC):
- School site/team works to complete a root cause analysis and determine areas of focus.
- School site/team works to identify actions and metrics as part of the site leaders 6-8-week plan.
- School site/team learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes and identify any additional needs to share with Supervisor for feedback and support to accelerate progress.
- CSI Designee(s) assigned to school site to support CCI data monitoring.
- Additional resources available in a "menu of options" to access as needed in collaboration with the school site team.

❖ School Supervisor conducts Level 3 Supports:
- Baseline Services as described in Level 1
  - Coaching and targeted progress monitoring
  - Learning Lab Support
  - CCI sessions (3)
- Additional Level 3 CSI Specific Supports
  - Targeted coaching and targeted progress monitoring
  - Sustained 6-week action guidance
  - CSI review/support team (Principal/Site Leadership/Site Staff)

❖ Resources and expertise provided to CSI site for deployment to best meet the needs of the individual school sites based upon CSI eligibility (dashboard indicators).
- Resources (Human Capital) are provided to elevate school performance through sustainable strategies that have lasting effects beyond the expiration of funding.

❖ Professional learning for site leaders and teachers focused on CSI eligibility (dashboard indicators).

❖ Resources and/or Professional Learning provided to school sites:
- Culturally Proficient Learning Communities, book(s)
- i-Ready Teacher Toolbox (supporting differentiate instruction)
- Restorative Practices New/Refresher Course(s)

Office of State and Federal Programs
Preliminary School Plan for Student Achievement Allocations

FY 2024/25

Fremont - 0175

ON-SITE ALLOCATION

3010	Title I	$55,215	*
7090	LCFF Supplemental & Concentration	$173,466	
7091	LCFF for English Learners	$60,912	
3182	Comprehensive Support and Improvement	$125,154	**

TOTAL 2024/25 ON-SITE ALLOCATION   **$414,747**

* These are the total funds provided through the Consolidated Application	
* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	$1,636
Remaining Title I funds are at the discretion of the School Site Council	$53,579
Total Title I Allocation	$55,215

Fremont Elementary 2024-2025 - SPSA

Goal 1 - STUDENTS: Improve academic performance at challenging levels.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
ELPI - percentage of students who improved at least one ELPI level (English Learner)	✔		41.8 %	2023-2024	45.9 %
SBAC ELA - Average distance from standard	✔	100 pts	-76.8 pts	2023-2024	-61 pts
SBAC ELA - Average distance from standard (English Learner)	✔		-80.5 pts	2023-2024	-65 pts
SBAC ELA - Average distance from standard (Hispanic)	✔		-80.5 pts	2023-2024	-65 pts
SBAC ELA - Average distance from standard (Socioeconomically Disadvantaged)	✔		-77.3 pts	2023-2024	-62 pts
SBAC ELA - percentage of students met/exceeded standard	✔	27.48 %	20.3 %	2023-2024	26.4 %
SBAC Math - Average distance from standard	✔	100 pts	-75.8 pts	2023-2024	-60 pts
SBAC Math - percentage of students met/exceeded standard	✔	26.27 %	17.3 %	2023-2024	22 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

SBAC ELA Meet/Exceed Site wide:

Fremont's percentage of students who met or exceeded standards was 20.3% in ELA. The average distance from standard is -76.8 in the 2022-2023 SBAC. We will continue to focus on Tier 1 instruction in ELA throughout the school year to support all students in the classroom through professional development, meeting regularly in PLCs, and receiving feedback from Admin.

iReady ELA D2 On-Level, Site wide:

Fremont Elementary implemented a rigorous, balanced literacy program and intervention program to

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Performance of Student Groups SBAC ELA 2023:

- English Learners Met or Exceeded: 12.1% with a DFS of -114
- Socioeconomically Disadvantaged Students: Met or Exceeded: 19.1% with a DFS of -83
- Hispanic Students: 18.7% Met or Exceeded with DFS of -87

Performance of Student Groups iReady Reading D2:

Sitewide, Fremont students increased the percentage of students On/Above Grade levels from D1 at 11.4% to 27.7%. This is an increase over last year's D2 by 4.3%.

promote mastery of literacy skills for grades K-6 .

- Daily Tier 1 ELA grade-level instruction Teachers will provide a minimum of 45 mins daily of Tier I RtI intervention in ELA
- Teachers incorporate technology in their daily instruction
- Teachers differentiate instruction in order to meet the needs of all students
- Teachers will plan utilizing the "Wonders" to iReady resources as part of their PLC work
- Teachers using IABs and FIABs from CAASPP website, grades 3-6
- Incorporating digital adoption within the Wonders curriculum
- Professional Learning and training of CIPL Buyback Training
- Certificated Tutors will provide reading/EL intervention for K-1students
- Teachers will use Goal Setting/Progress Monitoring protocols and goal setting documents to establish goals for all student

SBAC Math Meet/Exceed Site wide:

Fremont's percentage of students who Met or Exceeded Standards in Math was 17.5%, which was up .4% from 2022. The average distance from standard was -82.

iReady D2 Site Wide:

- Daily Tier 1 Math grade-level instruction
- Teachers differentiating instruction in order to meet the needs of all learners
- Teachers incorporating technology in daily planning and learning
- Teachers incorporating digital adoption of GVC Wonders and Go Math
- Whole school RTI block focused on gaps in literacy and math in grade level standards
- TSA and Academic Coach pull out RTI for Math for students in 2nd through 5th grade
- Purchase the ESGI Data Collection Tool for Kindergarten teachers in order to progress monitor students between each FSA Assessment.
- Teachers will use Goal Setting/Progress Monitoring protocols and goal setting documents to establish goals for all students

- English Learners: On/Above: D1 7.3%, D2 17.9% (+.5% from 2022-23)
- Socioeconomically Disadvantaged: On/Above: D1 11.2%, D2 27.4% (+4.4% from 2022-23)
- Hispanic: On/Above: D1 10%, D2 27.1% (+4.1% from 2022-23)

Performance of Student Groups on SBAC Math Met or Exceeded:

Sitewide, Fremont students who Met or Exceeded Standards on SBAC Math 2023 was 17.5%, with DFS of -82.

- English Learners: 17.2% Met or Exceeded with DFS of -87
- Socioeconomically Disadvantaged: 17.2% with DFFS of -84
- Hispanic: 15.4% Met or Exceeded with DFS of -89

Performance of Student Groups iReady Math D2:

Sitewide, Fremont students increased the percentage of students On/Above Grade levels from D1 at 2.8% to 16.3%. This is an increase over last year's D2 by 1.6%.

- English Learners: On/Above: D1 3.2%, D2 12.2% (-.2% from 2022-23)
- Socioeconomically Disadvantaged: On/Above: D1 3.1%, D2 16.4% (+2% from 2022-23)
- Hispanic: On/Above: D1 1.6%, D2 14.1% (+.4% from 2022-23)

Contributing Factors for Inequities:

- Severe Chronic Absenteeism impacted students' ability to make adequate progress in ELA and Math for these student groups.
- Whole school RTI block focused on math was not not done consistently
- Goal Setting/Progress Monitoring was not done consistently for both ELA and Math
- ELD was integrated and not done in dedicated blocks.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

Literacy TK-6 ELA:

- Tier 1 RTI was not done to fidelity sitewide
- IABs and FIABs were not utilized by all grade levels in Grades 3-6
- Goal Setting/Progress Monitoring protocols were not done to fidelity sitewide
- Dedicated ELD blocks were not done to fidelity

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

- Daily Tier 1 ELA grade-level instruction Teachers will provide a minimum of 30 mins daily of Tier I RTI in ELA and/or Math
- Teachers will implement the 25 minute dedicated ELD block to their daily schedule.
- Teachers incorporate technology in their daily instruction
- Teachers differentiate instruction in order to meet the needs of all students
- Teachers will plan utilizing the "Wonders" to iReady resources as part of their PLC work
- Teachers using IABs and FIABs from CAASPP website, grades 3-6
- Incorporating digital adoption within the Wonders curriculum
- Professional Learning and training by CIPL Buyback Training in ELA and Math
- The Fresno Region Literacy Plan will pay for Teaching Fellows to be in each K/1 Classroom 5 days a week/3.5 hours per day to support RTI and work with small groups
- Funds will be used from the Literacy Coach Grant to place a Teaching Fellow in each of the 2nd Grade classrooms 5 days a week/3/5 hours per day to support RTI and work with small groups
- Funds will be set aside from both 7090 and 7091 for supplemental contracts for certificated teachers to tutor students after school in ELA, Math, and ELD
- Teachers will use Goal Setting/Progress Monitoring protocols and goal setting documents to establish goals for all student

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

1 SSC - (Teacher/Staff, Parents, and Secondary Students).	**2** ELAC:	**3** Staff - (Credentialed Staff, Classified Staff, and Administrators):
- More support for students in Math and ELA - tutoring/weekend homework - Incentives	- SEL support for students so they can focus on academics - Math supports after school - SEL supports and recognition for adults.	- Incentives/rewards for academic growth in iReady (classroom and individual), IAB/FIAB competitions, celebration for growth - Substitutes for SST, IEP, PLC planning days - Classroom supports (ie: Reading Buddies)

Action 1

Title: Improve Academic ELA and Reading Intervention/ELD

Action Details:

Fremont will continue to implement a schoolwide reading intervention program for Tier 2 Strategic and Tier 3 Intensive students who have decreased and are now scoring below grade level in grades 2-6. This also applies for students whose iReady Diagnostic 1 and 2 scores fall into the standard Nearly Met or Not Met performance bands in ELA. Identification of students will be based on the iReady Diagnostics, with consideration for SBAC data that will be released for use in August 2024. Professional learning will emphasize the following strategies as part of what should be provided for students who are struggling with foundational skills and being able to read on grade level by 3rd grade. Close reading strategies, text-dependent questions, foundational reading skills will be embedded in daily instruction for grades PreK-3. Use of small group differentiated instruction will be utilized during integrated and designated ELD times as part of classroom-based Tier 1 RTI. Additionally, the iReady data diagnostics will be utilized during RTI to appropriately group students for tiered intervention and support in gaining the foundational skills necessary to move towards and meet grade-level standards. The Fresno Region Literacy Plan will place Teaching Fellows in each Kindergarten and First Grade classroom for 3.5 hours per day/5 days a week to support RTI and work with small groups. Students will be identified for interventions through iReady assessments and Teacher-created CFAs/CSAs, with focus on our EL, SED, and Hispanic population. Will utilize the TSA to support ELD targeted instruction and provide ELD Professional Learning for all staff.

ELA- Fremont will continue a tiered system of supports based on rigorous instruction and complex text aligned to CSS and IPG and responsive interventions through MTSS.

- Tier 1: Intervention tiers are embedded in the close reading strategies through implementation of the district adopted curriculum and PLC developed instructional materials which are used daily in classrooms. Enrichment in digital literacy will be extended to all students K-6, using complex text and research practices online.
- Tier 2: Levels of support for struggling learners (identified through iReady, CFA's, SBAC and teacher input) will be addressed through a combination of in-class targeted instructional support K-6, and targeted intervention with

certificated TSA in grades K-6. Identified students will have high priority for any after-school interventions offered.

- Tier 3: Students not demonstrating growth in targeted intervention sessions will be brought to the team through SST process to determine if non-identified RSP services are appropriate.

Professional Learning Communities- Fremont PLC teams will continue their work around clarifying the essential learning for every unit, gaining clarity regarding the depth of knowledge and skills students must acquire as a result of each unit of instruction, committing to providing students with the instruction and support to achieve the intended outcomes, giving every student access to essential learning. PLC teams will continue to develop and establish a criteria for success around the quality of student work. PLC teams will work to collaboratively create a series of common assignments and assessments that address specific standards students must achieve to be deemed proficient. Each team will use formative assessments to improve and provide vital information to guide their system of intervention through RTI and enrichment of instruction.

Fremont will implement the following actions toward achieving success with this goal:

- Staff will use i-Ready diagnostic and SBAC/CAASPP data alongside CFAs and other assessments (formative and summative) toward enhancing and utilizing intervention and differentiation strategies, including but not limited to deployment, etc.
- Staff will use the following, but not limited to, i-Ready Teacher Toolkit, SORA, Wonders etc continue supporting ELA/Literacy through a variety of means
- Staff will utilize instructional strategies toward enhancing literacy and increasing writing.
- Staff will continue a school-wide integrated literacy plan. Instruction will continue to focus on daily close reading and collaboration strategies with complex text using the district-adopted curriculum.
- Ongoing professional learning focused on writing and close reading strategies will be provided throughout the year.
- ILT will develop and implement a school-wide writing plan as writing is critical to literacy.
- All staff will make writing instruction a priority across the curriculum.
- Staff will utilize focused notetaking training and strategies toward enhancing literacy and increasing writing.
- Administrative team continues a cycle of review around Problem of Practice (Professional Learning Communities-4 Grounding Questions)
- Administrative team calibration around instructional practice guide (IPG) walks.
- Administrative team will collaborate with teachers through Data Chat cycles post iReady D2, D3 and SBAC with a focus on student groups and goal setting
- Online iReady- MyPath lessons (differentiated instruction support).
- Teachers will engage in professional learning on research-based instructional strategies specific to successfully teaching English Language Learners. Teachers will engage in professional learning on research-based strategies to support students identified as Tier III (academically).
- Professional Learning Communities (PLC) will Backwards Map and plan Common Formative and Summative Assessments (CFA/CSA) for data review and establishment of essential skills/standards
- The administrative team will continue a continuous cycle of review and improvement around a problem of practice.
- Implement EL Data Chats to communicate expectations and commitments of teachers and students to increase linguistic and academic achievement and support continued growth for English Language Learners.
- PLCs will participate in Quarterly Planning Days to develop Backwards Maps to include essential standards, common formative and summative assessments and tasks.
- Continue professional learning on researched-based Instructional strategies that support linguistics Proficiency for English Language Learners.
- The Fresno Region Literacy Plan will pay for teachers in Grades K and First to attend Orton Gillingham training to enhance foundational reading skills.

Focus on specific student groups includes:

- Socioeconomically Disadvantaged Students (SED) and Hispanic students have access to the content standards and grade-level curriculum.
- English Language Learners will receive instruction from a comprehensive program that will focus on all stages of language acquisition and academic development utilizing the ELD standards and the ELD Framework with an emphasis on re-designation and proficiency levels on ELPAC as well as regular CFAs

Reasoning for using this action:	☑ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- Analysis of data after iReady administration 3 times per year for monitoring and identification for tiered level of supports
- Analysis of Grade Level Common Formative Assessments
- Gen Ed/SPED Team goal setting (SMART GOAL)
- Quarterly Progress Reports
- FSA/ESGI data
- SBAC Data from Spring 2024
- CFA/IABs/FIABs data
- Ongoing formative assessments
- Quarterly EL Progress Monitoring and Re-designation rates
- Providing students additional designated EL instruction who are identified as long-term or meeting borderline criteria for EL Re-classification.
- Progress monitoring based on SEL data
- Walkthroughs, feedback, and reflective conversations.
- Alignment of District and site Professional Learning Calendars.
- Goal Setting and Data Chats.
- Professional learning aligned to PLC work and The Teacher Clarity Playbook.
- Student Success Team Meetings.
- CFA's, IAB's and grade-level data analysis to be monitored by Admin and teachers

Owner(s):

- Principal
- Vice Principal
- Teacher on Special Assignment
- RSP teacher
- Certificated staff
- Paraprofessionals
- Tier II IS
- SST Team
- Lead Teachers (ILT)
- Professional Learning Teams

Timeline:

- August 19, 2024 – June 12, 2025: monthly, quarterly, and on-going

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Teachers will continue to utilize *Wonders* resources including text, workbooks, and on-line resources with 100% fidelity across all grade levels.
- Teachers will continue to utilize *Wonders* resources to develop standards based IABs and FIABs
- Teachers will utilize The Positivity Project curriculum for daily SEL instruction
- Additional designated EL instruction for those students who are identified as long term for meeting borderline criteria for EL Reclassification.
- ELPAC goal setting and boot camps will be provided to EL students and New Comers in support of reaching R-FEP Reclassification
- Economically disadvantaged, English Learners, and Hispanic students whose CFAs, IABs, FIABs, iReady diagnostics, and SBAC scores have decreased and are now scoring significantly below grade level in grades 1-5. Students will participate in reading support and intervention programs 3 times weekly for a minimum of 45 minutes of direct instruction.
- Utilize approved categorical budgets: 3010, 7090, and 7091, as well as CSI funding: 3182.
- Provide substitutes to allow teachers to observe colleagues and attend Student Success Team Meetings and Professional Development Opportunities
- Professional development will be available to certificated staff through distance learning and extended learning opportunities.
- Materials/Supplies/Technology: Technology and classroom materials and supplies, as well as other related instructions materials for teachers and students.
- Provide materials and supplies for parents to participate in meetings and learning opportunities provided by site administrators, Parent University, and outside resources. Also provide baby-siting and refreshments for Title 1 Meeting, SSC and ELAC meetings utilizing approved categorical funds 7090 and 7091.
- Utilize approved categorical budgets: 7090, 7091, 3010, and 0171 for Supplemental contracts for after school tutoring and teacher planning days.
- Leadership Planning
- PLC Teams will continue to improve instructional support and provide intervention through the RTI process for all students, especially those who are Socioeconomically Disadvantaged, Hispanic, and English Learners.
- Graphics to support classroom instruction.
- General maintenance expenses
- Materials and Supplies for incentives and rewards with funds out of 7090/7091.
- Funding for ELPAC Assessors
- Follett Library Materials for EL students

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

English Learner student population is performing at the lowest level in areas of ELA and Reclassification.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English learner students by purchasing any materials and supplies needed to support their learning, including, but not limited to, supplemental materials and technology.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7091 funds we plan to support English learner students by funding supplemental contracts for teachers to support English Learners with tutoring after school. We will also use funds to purchase any supplemental materials to support learning. Funding from 7091 will allow us to hire outside ELPAC Assessors who are highly trained to help with the 1:1 testing and Speaking portion of the assessment.

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- Additional designated EL instruction for those students who are identified as long term or meeting borderline criteria for EL Reclassification
- iReady and ELPAC goal setting will be provided to EL students who are approaching R-FEP Reclassification criteria by 3 Certificated Tutors.
- Economically disadvantaged students whose IABs, FIABs, iReady, CFAs, and SBAC scores have decreased (specifically Hispanic and English Learners) and are now scoring significantly below grade level in grades 1-6.
- Fund ELPAC assessors in order to administer spring ELPAC assessment
- TSA for RTI utilizing supports for ELD instruction
- Monitor ELD instructional fidelity during classroom walks based on instructional block schedules
- California ELD Standards in combination with CCSS

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

The Socioeconomically Disadvantaged student population is performing at the lowest level in areas of ELA - SBAC and iReady.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support our Socioeconomically Disadvantaged and Hispanic students by purchasing any materials and supplies needed to support their learning, including, but not limited to, supplemental materials and technology.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 and 7091 funds we plan to support our Socioeconomically Disadvantaged and Hispanic students by:

- *Supplemental contracts for teachers to tutor after school and planning days*
- *Subs to support teachers' planning days.*
- *Funds will be used to purchase any supplemental materials to support learning.*
- *CA Teaching Fellows to support Tier 2 small group instruction/RTI*
- *Materials and supplies to support ELA & student incentives Technology to support learning*

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- Designated ELD training for teachers utilizing the Wonders ELD curriculum. As a staff, teachers will select an all-school Designated ELD time for effective ELD instruction with students.
- EL coaching support around Designated instruction to help deepen the planning during Tier I instruction
- Utilization of the ELD standards embedded within ELA standards
- Training for new teachers around tabbing and explaining how to read the ELD standards
- RTI for our underrepresented groups: EL Learners, Socioeconomically Disadvantaged and Hispanic students
- Engaging our Hispanic, English Learners and Hispanic population with purposeful planning.
- Partnering with the FUSD EL Services department to bring specific professional learning opportunities focused on strategies for English Language Learners to improve literacy and math skills.

Action 2

Title: Improve Academic Math Instruction/Extended Math Intervention

Action Details:

Fremont's focus will be on all students growing at least one grade level or beyond in mathematics by implementing the following strategies and professional learnings: Utilization of Mathematics Frame Works, HMH, mathematics coaching support, Common Core Companion, Weekly Unit Planner, Scope and Sequence, and calibration of Instructional Practice Guide in tenets 1-5. Teachers will continue to plan and design lessons using the four grounding questions for all students. We will ensure daily designated and integrated ELD at appropriate English Language Proficiency levels for all English Language Learners considering word problems and multi-step directions, including Diagnostics and Interims that require independent student work.

Knowing that the rigor of the math increases as student move up grades and are expected to be able to read and understand what the problems are asking, Fremont will continue to implement a schoolwide reading intervention program for Tier 2 Strategic and Tier 3 Intensive students who have decreased and are now scoring below grade level in grades 2-6. This also applies for students whose iReady Diagnostic 1 and 2 scores fall into the standard Nearly

Met or Not Met performance bands in ELA. Identification of students will be based on the iReady Diagnostics, with consideration for SBAC data that will be released for use in August 2024. Professional learning will emphasize the following strategies as part of what should be provided for students who are struggling with foundational skills and being able to read on grade level by 3rd grade. Close reading strategies, text-dependent questions, foundational reading skills will be embedded in daily instruction for grades PreK-3. Use of small group differentiated instruction will be utilized during integrated and designated ELD times as part of classroom-based Tier 1 RTI. Additionally, the iReady data diagnostics will be utilized during RTI to appropriately group students for tiered intervention and support in gaining the foundational skills necessary to move towards and meet grade-level standards. Continued use of 3 Certificated Tutors for Reading Intervention grades K-2. Students will be identified for interventions through iReady assessments and Teacher-created CFAs/CSAs, with focus on our EL, SWD, and African American populations.

Math- Fremont will continue a tiered system of supports based on rigorous instruction and complex text aligned to CSS and IPG and responsive interventions through MTSS.

- Tier 1: Intervention tiers are embedded in the close reading strategies through implementation of the district adopted curriculum and PLC developed instructional materials which are used daily in classrooms. Enrichment in digital literacy will be extended to all students K-6, using complex text and research practices online.
- Tier 2: Levels of support for struggling learners (identified through iReady, CFA's, SBAC and teacher input) will be addressed through a combination of in-class targeted instructional support K-6, and targeted intervention with certificated TSA in grades K-6. Identified students will have high priority for any after-school interventions offered.
- Tier 3: Students not demonstrating growth in targeted intervention sessions will be brought to the team through SST process to determine if non-identified RSP services are appropriate.

Professional Learning Communities- Fremont PLC teams will continue their work around clarifying the essential learning for every unit, gaining clarity regarding the depth of knowledge and skills students must acquire as a result of each unit of instruction, committing to providing students with the instruction and support to achieve the intended outcomes, giving every student access to essential learning. PLC teams will continue to develop and establish a criteria for success around the quality of student work. PLC teams will work to collaboratively create a series of common assignments and assessments that address specific standards students must achieve to be deemed proficient. Each team will use formative assessments to improve and provide vital information to guide their system of intervention through RTI and enrichment of instruction.

Fremont will implement the following actions toward achieving success with this goal:

- Staff will use i-Ready diagnostic and SBAC/CAASPP data alongside CFAs and other assessments (formative and summative) toward enhancing and utilizing intervention and differentiation strategies, including but not limited to deployment, etc.
- Continue school-wide use of the Mathematical Practices and focused reteaching.
- Staff will use the following, but not limited to, i-Ready Teacher Toolkit, Brain Pop, SORA, Wonders etc.
- Continue supporting ELA/Literacy through a variety of means
- Administrative team continues cycle of review around Problem of Practice (Professional Learning Communities-4 Grounding Questions)
- Administrative team calibration around instructional practice guide (IPG) walks.
- Online iReady differentiated instruction support.
- Ongoing professional learning focused on high-leverage instructional strategies will be provided throughout the year.
- Teachers will engage in professional learning on research-based instructional strategies specific to successfully teaching English Language Learners. Teachers will engage in professional learning on research-based strategies to support students identified as Tier III (academically).
- All staff will engage in professional learning on Cultural Proficiency to promote and sustain best practices for cultivating a learning organization that supports diversity, equity, and inclusion.
- Professional Learning Communities (PLC) will plan Common Formative and Sujmmative Assessments (CFA/CSA) for review and establishment of essential skills/standards
- Staff will participate in quarterly data chats toward specific goals for the year (professional learning (PL) opportunities, focus on student groups, etc.)
- The administrative team will continue a continuous cycle of review and improvement around a problem of practice.
- Implement EL Data chats to communicate expectations and commitments of teachers and students to increase linguistic and academic achievement and support continued growth for English Language Learners.
- Continue professional learning on researched-based Instructional strategies that support linguistics Proficiency for English Language Learners.

Foci on specific student groups include:

- Socioeconomically Disadvantaged and Hispanic students have access to the content standards and grade-level curriculum.
- English Language Learners will receive instruction from a comprehensive program that will focus on all stages of language acquisition and academic development utilizing the ELD standards and the ELD Framework with an emphasis on re-designation and proficiency levels on ELPAC as well as regular CFAs

Reasoning for using this action:	☑ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- Anaylsis of data after iReady administration 3 times per year for monitoring and identification for tiered level of supports
- Analysis of Grade Level Common Formative Assessments
- Grade Level/Teacher/SPED Team goal setting (SMART GOAL)
- Quarterly Progress Reports.
- FSA/ESGI data
- SBAC Data from Spring 2024
- CFA/IABs/FIABs data
- Ongoing formative assessments
- Quarterly EL Progress Monitoring and Re-designation rates
- Providing students additional designated EL instruction who are identified as long-term or meeting borderline criteria for EL Re-designation.
- Progress monitoring based on SEL data
- Walkthroughs, feedback, and reflective conversations.
- Alignment of District and site Professional Learning Calendars.
- Goal Setting and Data Chats.
- Professional learning aligned to PLC work and Learning by Doing.
- Student Success Team Meetings.
- Funding for ELPAC Assessors
- Follett Library Materials for EL students
- CFA's, IAB's and grade level data analysis to be monitored by Admin and teachers

Owner(s):

- Principal
- Vice Principal
- Teacher on Special Assignment
- RSP teacher
- Classroom Teacher
- Certificated staff
- Paraprofessionals
- Tier II IS
- ELPAC Coordinators and Assessors
- Professional Learning Teams
- Instructional coac
- SST

Timeline:

- August 19, 2024 – June 12, 2025
- Monthly, quarterly, and on-going

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Teachers will continue to utilize all *GOMath* resources including on-line resources with 100% fidelity across all grade levels.
- Professional development will be available to certificated staff through conferences and extended learning opportunities.
- Math PL with District Coach (currently April Tarango); continue with PL on how to incorporate Mathematical Practices for student ownership, as well as raising the rigor.
- Provide substitutes to allow teachers for planning and to attend Student Success Team Meetings and IEPs.
- Utilize approved categorical budgets: 3010, 7090, and 7091.
- Materials/Supplies/Technology: Technology and classroom materials and supplies to include the purchase of additional tablets/computers, tablet carts, software, printer ink, notebooks, paper, pencils, pens, markers, poster maker paper, poster paper, and other related instructions materials for teachers and students.
- Provide materials and supplies for parents to participate in meetings and learning opportunities provided by site administrators, Parent University, and outside resources, as well as babysitting and refreshments for parent informational meetings, SSC, and ELAC, utilizing approved categorical funds 7090 and 7091, and 3010 for parent training and interpreters.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

English Learner student population is performing at the lowest level in areas of ELA and Math in SBAC.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English learner students by purchasing any materials and supplies needed to support their learning, including, but not limited to, supplemental materials and technology.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

The Socioeconomically Disadvantaged and Hispanic student population is performing at the lowest level in areas of ELA and Math.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support Socioeconomically Disadvantaged and Hispanic students by purchasing materials and supplies that will support learning.

With 7090 or 7091 funds we plan to support English learner students by purchasing supplemental materials to support learning, which includes training for teachers. Funds will be available to fund Supplemental Contracts for teachers for after school tutoring.

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- TSA will provide differentiated instruction during small group and individualized lessons grades 2-5.
- iReady and SBAC goal setting will be provided to EL students in order to close the achievement gap in mathematics
- Monitor ELD instructional fidelity during classroom walks based on instructional block schedules
- California ELD Standards and CCSS

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support Socioeconomically Disadvantaged and Hispanic students by purchasing supplemental materials to support learning, which may include training for teachers. Funds will be available to fund Supplemental Contracts for teachers for after school tutoring.

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- EL students will receive after school tutoring in mathematics with a certificated teacher.
- Students will receive Designated ELD instruction to help support grade level mathematics instruction.
- Students will utilize district funded Tutor.com for support in ELA and Math
- Teacher and student data chats around assessments results and next steps.
- Designated TSA EL support around Designated Instruction around mathematics
- Designated TSA coaching EL standards to help in Designated Instruction planning
- Economically disadvantaged and Hispanic students whose iReady, IABs, FIABs, and SBAC scores have decreased and are now scoring significantly below grade level in grades K-6.
- Designated ELD training for teachers utilizing the GoMath ELD curriculum. As a staff, teachers will select an all-school Designated ELD time for effective ELD instruction with students.
- EL coaching support around Designated instruction to help deepen the planning during Tier I instruction
- Utilization of the ELD standards embedded within Math standards
- Training for new teachers around tabbing and explaining how to read the ELD standards
- RTI for English Learners, Socioeconomically Disadvantaged, and Hispanic students.
- Engaging our English Learners, Socioeconomically Disadvantaged, and Hispanic student populations with purposeful planning.
- Continued Whole Staff Book Study on Culturally Proficient Instruction throughout the year
- Partnering with the FUSD EL Services department to bring specific professional learning opportunities focused on strategies for English Language Learners to improve literacy.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0175 Fremont Elementary (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Subs for teacher planning days ELA & Math ** NO IEP's **	20,307.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Supplemental contracts for teachers to tutor for academics and lead activities. ** NO IEP's **	12,260.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			: Books & site license(s) like ESGI.	4,000.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			: Materials and Supplies for instruction; G1A1&2; warehouse, POs ** NO FOOD OR INCENTIVES **	5,002.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			: Additional Technology for student learning in class and library	11,290.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials and Supplies Parent Participation - ** NO FOOD OR INCENTIVES **	2,356.00
G1A1	ESSA-CSI	Instruction	Teacher-Subs			Subs for teacher planning ELA, Math, and ELD ** NO IEP's **	23,888.00
G1A1	ESSA-CSI	Instruction	Nc-Equipment			Additional technology for student learning in class and library; G1A1&2	10,426.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitutes for SSTs, IEPs, and teacher planning days; G3A2	38,222.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Teacher Supplemental contracts for academics and activities; G1A2, G3A1&2, G2A1	12,260.00
G1A1	Sup & Conc	Instruction	Ins Aide-Sup			G1A2, G3A1, G5A1 - Supplemental Contracts for extra classified support in academic, student and family engagement	5,908.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies: Instructional items, supplies (paper, pencils, etc), POs for supplies, warehouse orders, apparel, banners, student incentives for achievement, student awards, attendance incentives. G1A1&2, G2A1&2, G3A1&2, G4A1, G5A1	89,231.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Copier Lease split fund w/7091 (60/40); color copies for text and materials to support student learning. Parent engagement materials G5A1	13,888.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			: Office equipment lease	3,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			General Maintenance for equipment for student learning	3,000.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			Subs for teacher planning days, IEPs, SSTs	14,333.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			Teacher Supplemental Salaries for academics, activities and ELPAC Assessors	13,488.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies to support student learning ELA & Math	7,144.00
							8,900.00

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0175 Fremont Elementary (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	LCFF: EL	Instruction	Nc-Equipment			: Technology to support student learning in the classroom and library G1A2	8,000.00
G1A1	LCFF: EL	Instruction	Off Eq Lease			: Color copier Lease split fund w/7090; color copies of text and materials to support student learning; visual supports for EL students	8,880.00
G1A1	LCFF: EL	Parent Participation	Cls Sup-Sup			G1A2, G5A1 - Babysitting and Translating for SSC, ELAC, Parent University, conferences and other school activities	3,941.00
G1A1	LCFF: EL	Parent Participation	Cls Sup-Sup			G1A2, G3A2, G5A1: Classified Supplemental Contracts to support academics and activities	2,626.00
G1A1	LCFF: EL	Parent Participation	Direct-Graph			Graphics to support learning; G1A2	500.00

$313,950.00

Goal 2 - STUDENTS: Expand student centered and real-world learning experiences.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain	✔	92.66 %	80.3 %	2023-2024	90.4 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Student-Centered, real-world learning experiences - Site Defined

- Fremont currently provides all students weekly and monthly opportunities with clubs and activities.
- We have also provided in-person and virtual field trips to a variety of locations to demonstrate opportunities in the workforce and in culture

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Student-centered, real-world learning experience - Site Defined

- Limited staff to offer club experiences (lunch/after school)
- Student absenteeism
- Parent reluctance to allow students to participate in out-of-town study trips

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

One of the biggest challenges the school faced was the lack of participating staff members to lead clubs and tutorials after school. For 6th Grade, many parents were reluctant to send their students out of town for the overnight trip. Chronic severe absenteeism also impacted students' experiencing real world experiences.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

Changes to be made for the 2024-2025 school year:

- Students will continue to participate in CTE opportunities offered during school by various district departments (Bricks for Kids, College and Career)
- Provide all students weekly and monthly opportunities with clubs and activities.
- Provided in-person and virtual field trips to a variety of locations to demonstrate opportunities in the workforce and in culture
- Bring in motivational, real-world, guest speakers and assemblies, such as Heroes for Tomorrow, vocational speakers, and others who will enhance real world exposure.

- Continue with, and expand, Meaningful Work.
- Improve recruitment of students for involvement
- Increase professional development for teachers to incorporate real-world learning experiences in daily lessons
- Increasing recruitment and retention of our staff to reflect the diversity of our Fremont Community by creating a safe and inclusive climate that promotes relationships, collaboration, diversity and our values.
- Continued communication to parents about the importance of these opportunities to increase participation, whether physical or virtual via Home School Liaison.
- Provide parents an opportunity to chaperone when they arise to engage parents in their students' learning as well as understand the importance of the trips.
- Messaging about the real-world experiences and getting 100% attendance echoed with SSC, ELAC, and Parent U
- Funding for supplementary training, curriculum, and guest presenter opportunities in the areas of real-world learning
- Work with Tier II CWIS and CCT to produce and measure student participation and engagement

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

1 SSC - (Teacher/Staff, Parents, and Secondary Students).	**2** ELAC:	**3** Staff - (Credentialed Staff, Classified Staff, and Administrators):
- Suggested getting parents involved in teaching skills - More field trip options - Peer mentoring - Local athletes and Heroes	ELAC participants wrote needs on posters for each goal and this one was left blank.	- Curriculum inspired experiences/speakers - Science Fair - Literacy/Math Nights - Around the World Night

Action 1

Title: Expand Student Engagement Opportunities

Action Details:

Fremont students will be provided opportunities to interact with teachers and ancillary staff during school activities, Study Trips, VAPA opportunities, clubs, and athletics. Staff will communicate the importance of trips and real-world activities to parents and community to build confidence in allowing students to participate. PLCs will implement strategies to incorporate GVC and curriculum within the activities. We will utilize morning meetings and Second Step curriculum to engage students in SEL. We will ensure daily designated and integrated ELD instruction at appropriate English Language Proficiency levels for all ELLs. Students will engage in ELPAC type tasks during small group instruction guided by ELD and content standards CCSS.

Reasoning for using this action:	☑ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- Training to support teachers in building relational capacity to support students in developing positive self-image.
- Students responses from the spring 2023 Social-Emotional Learning and School Climate/Culture Student Survey Grades 3-6.
- Progress monitoring for SEL fidelity,
- Walkthroughs, feedback, and reflective conversations.
- Funding for transportation for educational trips to promote expanded learning opportunities.
- Alignment of District and site Professional Learning Calendars.
- Parent Satisfaction Survey results from Spring 2023
- Morning and Closing meetings and Weekly Class Meeting verification forms.
- Atlas daily attendance reports

Owner(s):

- Principal
- Vice Principal
- Teacher on Special Assignment
- RSP teacher
- Certificated staff
- Paraprofessionals
- Teachers
- Office Manager
- Office Assistant
- Tier II IS

Timeline:

- August 14, 2023 – June 6, 2024
- Monthly, quarterly, and on-going

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Utilize approved categorical budgets: 7090, 3010, 7091, and 7099 for materials and supplies: technology, tablets/computers, paper, pencils, journals, as well as any other materials to support all students and families.
- Provide substitutes to allow teachers to observe colleagues and attend Student Success Team Meetings.
- Professional development will be available to certificated staff through conferences and extended learning opportunities.
- Materials/Supplies/Technology: Technology, classroom materials and supplies to include the purchase of additional tablets/computers, tablet carts, software, printer ink, notebooks, paper, pencils, pens, markers, poster maker paper, poster paper, and other related instructional materials for teachers and students for all students to participate in real-world learning, virtual or physical
- Fremont will offer clubs to include Tutoring, Student Council, Yearbook and Saturday Academy.
- After school sports will include: Football, Girls Volleyball, Soccer, Basketball, Softball, Track and Cross Country

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

English Learner student population is performing at the lowest level in areas of (Insert all areas in Goal 2 that the student group is identified in red according to the CA Dashboard).

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support (Specific student group) by...

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support (Specific student group) by...

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- Additional designated EL instruction for those students who are identified as long term or meeting borderline criteria for EL Reclassification.
- Students will engage in ELPAC type tasks during small group instruction guided by ELD and content standards. CCSS and ELD standards
- Economically disadvantaged and foster students whose iReady, IABs, FIABs, and SBAC scores have decreased (specifically African American, EL, and SPED) and are now scoring significantly below grade

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics in the Needs Assessment and SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in red and all the areas they are identified in.

The (Insert Student Group) student population is performing at the lowest level in areas of (Insert all areas in Goal 2 that the student group is identified in red according to the CA Dashboard).

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support (Specific student group) by...

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support (Specific student group) by...

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- Encourage parents at ELAC and Parent University the importance of having their students attend ALL study trip and real-world activities.
- iReady and ELPAC goal setting and boot camps will be provided to EL students who are approaching R-FEP Reclassification.
- After school tutoring for EL students and economically disadvantaged students

level in grades K-6.

- Encouraging parents that study trips and real-world learning activities promote language skills and communication development

Action 2

Title: Improve School Climate and Culture

Action Details:

Fremont will continue the implementation of its schoolwide behavior program that focuses on students developing positive student behavior, as well as building relational capacities with adults and peers. Fremont will promote and support a Culture of Kindness and Responsibility through the ongoing development of ideals of understanding and responsible citizenship and positive character.

Reasoning for using this action:	☑ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- All 4 Youth Counseling referrals and monthly Client Caseload documentation.
- Behavior referrals to the office.
- Professional learning and focus on social-emotional learning to increase positive healthy student relationships.
- Monitor Chronic absenteeism rate through Atlas
- Fremont Office Assistant will work collaboratively with the principal in preparing A1 Attendance meeting documentation and sign-in sheets in order for A1 bi-weekly meetings to occur.
- Certificated staff will be provided weekly updates on school wide attendance percentage, especially on students who fall within the chronic and manageable absenteeism categories.
- HSL will conduct home visits when students have fallen into the chronic and severely chronic attendance categories.
- Teachers will teach lessons daily during morning meetings from the Positivity Project (funded with CSI funds)
- Administrative Leadership Team will review quarterly suspension/expulsion data as available.
- Progress monitoring for SEL fidelity
- Walkthroughs, feedback, and reflective conversations
- Student Success Team Meeting Referrals

Owner(s):

- Principal
- Vice Principal
- Teacher on Special Assignment
- RSP teacher
- Certificated staff
- Paraprofessional
- Tier II IS
- CCT
- TST
- SST
- Home School Liaison
- School Psychologist

Timeline:

- August 19, 2024– June 12, 2025
- Monthly, quarterly, and on-going

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Using CSI funds to purchase use of the Positivity Project in place of the character pillars. Students will engage in the 24 characteristics that teach how our actions affect others.
- Utilize approved categorical budgets: 7090, 3010, 7091, for materials and supplies: technology, tablets/computers, paper, pencils, journals, as well as any other materials to support all students and families.
- Purchase Orders with approved vendors to support student learning
- Professional development will be available to certificated staff through conferences and extended learning opportunities.
- Materials/Supplies/Technology
- Purchase materials and supplies to support students excelling in reading writing and math - journals, paper, pencils, from budgets 7090, 7091, and 3010.
- Funds will be used from 7090 and 3182 to fund guest speakers/assemblies to engage students in real world experiences

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

No one student group was in the red in this Goal.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support (Specific student group) by...

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support (Specific student group) by...

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics in the Needs Assessment and SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in red and all the areas they are identified in.

The (Insert Student Group) student population is performing at the lowest level in areas of (Insert all areas in Goal 2 that the student group is identified in red according to the CA Dashboard).

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support (Specific student group) by...

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support (Specific student group) by...

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0175 Fremont Elementary (Locked)

G2 - Expand student-centered and real-world learning experiences

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Direct Trans			Transportation costs	2,000.00
G2A2	ESSA-CSI	Instruction	Cons Svc/Oth			Positivity Project : Positivity Project to improve student behaviors and climate and culture of the school; G3A1&2	4,000.00

$6,000.00

05/02/2024

Goal 3 - STUDENTS: Increase student engagement in their school and community.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism - Semester 1	✔		38.6 %	2023-2024	22 %
Suspension Rate - Semester 1	✔	0.42 %	3.5 %	2023-2024	2 %
Suspension Rate - Semester 1 (African American)	✔		17.4 %	2023-2024	10 %
Suspension Rate - Semester 1 (Hispanic)	✔		3.1 %	2023-2024	2 %
Suspension Rate - Semester 1 (Socioeconomically Disadvantaged)	✔		3.7 %	2023-2024	2 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Chronic Absenteeism

- Communication to SSC, Parent University, and ELAC the importance of attendance and clearing absences
- Offering SaturdayAcademyto all students who qualify.
- SSC/ELAC/Staff Information: Continue to use School Messenger, Monthly Newsletter, and flyers to invite parents to participate in school activities and functions in order to build rapport and strong community relationships
- Counsel students about the importance of attending school everyday and clearing absences
- Continue to offer incentives and class, grade-level rewards for 100% attendance
- Continue to contact parents regarding student absences
- HSL working with students and families concerning absences
- All 4 Youth counseling once a week
- Full time school psychologist
- Targeted supports to students with disabilities, focusing on inclusivity for all students
- Promote student study trips, VAPA, and sports opportunities to get students involved

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Sitewide, we saw a positive decrease in the area of Chronic Absenteeism. No one student group stood out in this.

Factors that contributed to the positive decrease in the Chronic Absenteeism:

- More student engagement opportunities - clubs, activities, incentives
- Teachers focused on SEL with Morning Meetings daily

Factors that contributed to the ongoing Chronic Absenteeism

- Need to increase parent participation in school activities
- Need to increase parent involvement in daily education
- Parents not calling to verify absences
- Need to increase multi-pronged communication methods to reach ALL families
- Need to increase updated Emergency Cards and working phone numbers
- HSL to increase parent outreach for uncleared absences

Suspension Rate Increase:

- Accurate and consistent reporting of behaviors in ATLAS
- Students not feeling connected to school (the student groups affected include the Socioeconomically Disadvantaged, which makes up the majority of the school, and includes our African American Students and Hispanic Students)

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

Overall, chronic absenteeism had a positive decrease from the prior year. We are working on school climate and culture, and students and families feeling welcomed and part of the community. There was an increase in suspension in three student groups. This may be due to more accurate and aligned reporting of behaviors.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

- Create a plan that will include communication to SSC, Parent University, and ELAC the importance of attendance and clearing absences
- SSC/ELAC/Staff Information: Continue to use Parent Square, updated website, and flyers to invite parents to participate in school activities and functions in order to build rapport and strong community relationships
- School wide plan that will include reminding students about the importance of attending school everyday and clearing absences
- Continue to offer weekly competition with Attendance Trophy for the top two classes meeting the attendance goal for excellent attendance
- Continue to contact parents regarding student absences
- HSL working with students and families concerning absences
- All 4 Youth counseling once a week
- Full time school psychologist
- Targeted supports for our student groups with high suspension rates: Socioeconomically Disadvantaged, African American, and Hispanic students.
- Promote student study trips, VAPA, and sports opportunities to get students involved
- Using CSI funds, we will contract with an outside vendor to have two mentors on campus to support all students with SEL, behavior, and academics. They will be support all students but will specifically have caseloads that focus on our SED, AA, and Hispanic students.
- Prop 28 funds will pay for a .51 dance teacher on campus to engage students
- Continue with awards assemblies, honoring academic achievement, excellent attendance, and effort
- Implementing the Positivity Project to support student engagement, SEL and building community.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

1 SSC - (Teacher/Staff, Parents, and Secondary Students).	**2** ELAC:	**3** Staff - (Credentialed Staff, Classified Staff, and Administrators):
- Family themed events: carnivals, pastries with parents, Grandparents Day - Field Day - Talent Show	- Opportunities for parents and teachers to get more involved - More opportunities for parent volunteers - Folklorico dance for kids - Better recognition for teachers and students	- Clubs - Guest speakers/assemblies (ie-Crazy Karen) - Student Store (students earn Falcon bucks for attendance, grades, behavior, etc) - Opportunities for outdoor spaces

Action 1

Title: Improve Absenteeism Rate

Action Details:

Fremont's Principal and Office Assistant will conduct A1 Parent Attendance meetings bi-weekly to discuss the FUSD's attendance, reporting, and tracking systems. HSL, IS, and Office Assistant will support school wide attendance plan.

Reasoning for using this action:	☑ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- Holding A1 bi-monthly meetings.
- Fremont Office Assistant will work collaboratively with the principal in preparing A1 Attendance meeting documentation and sign-in sheets in order for A1 bi-weekly meetings to occur.
- Monitor Home Visit Logs completed by the Child Welfare Attendance Representative for students who have fallen into the chronic and severely chronic categories of attendance.
- HSL will work collaboratively with Office Assistance documentation
- Continued implementation of MTSS system (Tiered levels of support).
- District-funded HSL outreach to parents and students.

Owner(s):

- Principal
- Vice Principal
- Teacher on Special Assignment
- Certificated staff
- Child Welfare and Attendance Representative
- Tier II IS
- CCT
- TST Team
- SST Team
- Home School Liaison

Timeline:

- August 19, 2024– June 12, 2025
- Monthly, quarterly, and on-going

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Weekly, monthly and Quarterly attendance incentives for students that meet or exceed the attendance rate of 95%.
- Utilize appropriate categorical budgets for materials and supplies to support weekly/monthly activities - 7090.
- Utilize CSI funds to pay for two six hour mentors to support students
- Utilize CSI funds to pay for the implementation of the Positivity Project
- Utilize CSI funds to bring in motivational speakers

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

EL students were not specifically listed in red in this particular area. They will receive the same supports as all students.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support (Specific student group) by...

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support (Specific student group) by...

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the SPSA PowerBI for student group data.

1. Identify the student group (list only one at a time) in red and all the areas they are identified in.

The (Insert Student Group) student population is performing at the lowest level in areas of (Insert all areas in Goal 3 that the student group is identified in red according to the CA Dashboard).

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support (Specific student group) by...

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- Monitor EL student population that fall into the chronic and severe chronic absenteeism categories
- Utilize RFEP monitoring tool for attendance as well as EL designed lessons using ELD and CCSS frameworks
- Community Coffee Hour
- Parent University

With 7090 or 7091 funds we plan to support (Specific student group) by...

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- Utilize Parent University
- Utilize ELAC
- Utilize SSC
- Attendance Challenge with monthly classroom incentives
- Monthly Attendance bicycles one for primary and one for intermediate. Names for monthly perfect attendance are put into a hat and pulled as a positive incentive for being at school. This has motivated our EL families and low performing students.
- Utilizing UDL opportunities and strategies within direct instructional services for all students

Action 2

Title: Reduction of Suspensions

Action Details:

In order to reduce suspensions, Fremont staff will continue to build a positive climate and culture that is inclusive and safe for all students :

- TST will identify and provide needed interventions for students.
- Referrals for on-campus counseling and other supports as needed (All4Youth, etc)
- All students will practice SOAR guidelines for success, with reminders during daily announcements.
- Teachers will use the Positivity Project lessons to fidelity in their daily class meetings
- On task behaviors will increase with the addition of mentors.
- Students will be recognized for positive behaviors
- Teachers will utilize CHAMPS/MAC consistently during daily lessons
- All staff will model positive interactions with each other, students and families.
- Progress monitoring of suspension for our students groups (SED, African American, and Hispanic) using Power BI

Reasoning for using this action:	☑ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- Behavior data, which includes suspensions, will be pulled by Admin and shared with Climate and Culture Team on a monthly basis through Power BI
- TST will meet, monitor and track behaviors for TST students
- Behavior Support Plans will be developed for students in Tiers 2 and 3
- Classroom walk throughs and feedback
- Mentoring Caseload progress monitoring bi-monthly

Owner(s):

- Teachers
- Principal
- Vice-Principal
- School Psychologist
- CWAS
- Mentors
- TSA

Timeline:

As needed (monthly, daily, weekly) from August 19, 2024-June 12. 2025.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- CSI funds will be utilized to have two six hour mentors on campus five days a week to support our students
- Funds from 7090/7091/3010 will be utilized for materials and supplies as needed to support the work to reduce suspensions.
- Funds from 7090/7091/3010 will be utilized for materials and supplies as needed to support incentives for students practicing SOAR and good behavior.
- CSI funds will support the implementation of the Positivity Project
- Teachers will utilize the Positivity Project lessons in their daily class meetings
- Students will practice SOAR guidelines for success inside and outside of the classroom
- Teacher will utilize CHAMPS/MAC during daily lessons

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

English Learner student population was not flagged in red for this area. They will receive all supports that are being utilized for all students.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support (Specific student group) by...

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support (Specific student group) by...

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the SPSA PowerBI for student group data.

1. Identify the student group (list only one at a time) in red and all the areas they are identified in.

The SED, Hispanic, and African American student populations are performing at the lowest level in areas of high suspension rates.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support SED, Hispanic, and African American student groups by purchasing supplies for incentives and awards for positive behaviors and following classroom expectations and SOAR guidelines for success.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support SED, Hispanic, and African American by...

4. As a site: What are planned actions to support this student group?

- Students who need extra support with anger management, impulsivity, etc, will be referred to Tier 2 small groups and/or work with the mentors in small groups
- All staff will model positive interactions with each other, students, and families
- Teachers will foster positive relationship with students - may use the 10/2 model
- Staff will collaborate to support students
- Staff will have PL around cultural proficiency and trauma informed instruction to support their understanding of student behavior and alternatives to suspension.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0175 Fremont Elementary (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	ESSA-CSI	Instruction	Subagreements			Generation Changers : Generation Changers - two mentors at 6 hours per day, 5/days week student connection and supports	78,840.00
G3A1	ESSA-CSI	Instruction	Cons Svc/Oth			TBD : Funds for motivational speakers/assemblies; G3A2; Champions for Tomorrow and others TBD	8,000.00
G3A1	Sup & Conc	Instruction	Cons Svc/Oth			TBD : Motivational speakers & assemblies to improve student attendance and achievement; G2A2	3,000.00

$89,840.00

05/02/2024

Goal 4 - STAFF: Increase recruitment and retention of staff reflecting on the diversity of our community.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture staff survey - percent favorable in organizational culture domain	✔	80.77 %	93.1 %	2023-2024	97 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Staff Goal - Site Defined

- Offer and encourage diverse Professional Development
- The New Teacher Project Professional Learning: Math and ELA lesson design
- iReady Trainings and updates on utilizing the software for lessons and assessments
- TSA for EL and Reading pull out and tutoring to support English Learners and students performing below grade level in reading and ELA TSA will also administer and plan ELPAC testing
- Offer support in the form of Roving Subs so teachers can observe classrooms and other sites for PLC and planning
- Work with the TST and CCT to become aware of the opportunities for positive student engagements
- PL designed to improve basic EL information (including EL data resources, ELPAC information, and Reclassification criteria using the RFEP monitoring tool
- Continued Staff training in SEL competencies, Second Step, Restorative Practices, etc.
- Continued training with UDL lesson planning
- Survey--Overall Positive in the Belonging Domain
- Continued PL on inclusivity and equity
- TNTP training to support teachers with Math and ELA instruction
- Entire staff continued module training on Cultural Proficiency

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Last year's goals did not specifically call out the organizational culture domain from the Climate and Culture Survey

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

Last year's plan did not specifically call out the organizational culture domain. However, there was an increase in the favorable percentage from the Spring 2023 survey (79%) to the Fall 2023 Survey (93%). The focus of the new principal was on building rapport and equity in decision making with staff.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

Changes in 2024-2025:

- Staff will continue with PL on Cultural Proficiency
- PL training focused on diversity and inclusiveness
- PL focus on adult SEL
- Fostering positive relationships among staff through team building and opportunities for fellowship (staff potlucks, celebrations, etc)
- Equity in decision making to build community and belonging

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

1 SSC - (Teacher/Staff, Parents, and Secondary Students).	2 ELAC:	3 Staff - (Credentialed Staff, Classified Staff, and Administrators):
- More opportunities for staff bonding events (paint party, bowling, etc)	ELAC participants had opportunity to give feedback on each of the goals, but this one was left blank.	- Improve facilities (Staff Lounge, restrooms, workroom) - Improve library - Staff bonding events

Action 1

Title: Recruitment and Retention of Staff

Action Details:

As new team members are added to our Fremont Staff, we will hire through the lens of diversity. Diversity and inclusion have been a priority for our site in regards to students. Therefore it must apply to the adults' in our system as well we view diversity and inclusion as understanding, accepting, and valuing different races, ethnicities, genders, ages, religions, disabilities and sexual orientations, as well as differences in personalities, skill sets, experiences and knowledge bases.

Reasoning for using this action:	☑ Strong Evidence	☑ Moderate Evidence	☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- Ongoing professional learning opportunites to promote skills and growth of professional practice
- Staff Management Portal on iAchieve
- FUSD Recruitment Interview Form
- FUSD Exit Interview Form

Owner(s):

- Administration
- Site Hiring Panel (ILT/Admin)
- FUSD Human Resources Department
- Teacher Residency Program (TRP)
- Teacher Development

Timeline:

- On-going
- Quarterly
- Lateral Hires
- Overage Hires
- New Teacher Hires

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Increase Recruitment of newly hired and retain staff to reflect the diversity of our community.
- Provide Professional Learning on Cultural Proficiency, Growth Mindset, Keystone Pedagogies, Social-Emotional Learning and Technology
- Provide Professional Development to newly hired staff in order to build teacher capacity
- Provide Professional Development to newly hired staff and current staff with instructional strategies, utilizing data to drive instruction and depth of knowledge with Common Core Standards
- Provide opportunities for team building with new and entire staff to create a strong sense of connection between staff and community
- Schedule quarterly meetings with newly hired teachers for needs assessments to provide individualized support and address teacher needs
- On-going communication with HR for placement of new hires, lateral/overage transfers to help match the qualifications and diversity of potential candidates to the site
- On-going communication with Teacher Residency Program (TRP) to ensure recruitment of qualified BCLAD candidates and diversity that represents our community when possible
- On-going partnership with Teacher Development for New Teacher Support
- On-going Collaboration with induction coaches
- Utilizing site Academic Coach for professional development
- Increase Recruitment/Retention of BCLAD Certificated Teachers:
- On-going collaboration with Manager(s) in Teacher Residency Program (TRP) to recruit candidates who are perusing BCLAD certification
- Provide opportunities to network with teachers other teachers within the region with best practices, common formative assessments and lesson development
- Assign a mentor to newly hired BCLAD teachers for support with curriculum, planning, district assessments, common formative assessment and lesson delivery beyond the assigned TRTP Coach

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

- Provide Professional Development to newly hired staff in order to build on teacher capacity on Technology, knowledge and understanding of Disciplinary Literacy, Social Emotional Learning, support with GVC, utilization of IPG for instructional planning and FUSD math/ELA resources
- Provide on-going Professional Learning on Cultural Proficiency, Growth Mindset, Social Emotional Learning and technology for newly hired and veteran staff members
- Provide opportunities for Supplemental contracts for additional Professional Learning opportunities for all staff members around Curriculum, Cultural Proficiency, SEL, Growth mindset and Professional Reading book studies for newly hired and veteran staff members
- Provide opportunities to network with other FUSD schools and Regional team for development and alignment of best practices, common formative assessments and lesson instruction

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

- Teachers can provide interest in learning about strategies for low-performing student groups through the staff opening of school survey.
- Teachers will engage in Professional Learning that includes but is not limited to AVID, English Language Learning, Student-Centered Teaching, Real World Learning, Cultural Proficiency etc.
- Teachers will get practice using the IPG for all PL opportunities, thereby calling out opportunities to better support low-performing student groups through the IPG tool.
- Strategies towards supporting low-performing student groups will be used and called out during PL opportunities, and then called out on the PL Exit Survey towards understanding use in classrooms.
- Partnering with Teacher Development and other FUSD Departments for specified supports when needed.

Goal 5 - FAMILIES: Increase inclusive opportunities for families to engage in their students' education.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 5 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture family survey - percent favorable in family engagement domain	✔	87.75 %	93.9 %	2023-2024	97 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Family Goal - Site Defined

- Principal's bi-weekly attendance meeting with parents
- Parent engagement opportunities in the HSL Engagement Center (i.e. Parent University)
- Communication with SSC, ELAC, and Parent University
- Open House for Parents and students
- Back to School for parents, community, and students Saturday Academy
- Baby-sitting, translating services, and refreshments for parents and community
- Student Performances
- Student Awards Ceremony
- Parent-Teacher Conferences
- Communication through Parent Square, Spanish and Hmong Communication through website and Peach Jar
- Communication and information about ASES to all parents
- Information about Winter Session, Summer Academy, and Extended School year to all parents

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Family Goal - Site Defined

- Opportunity for communication, need for increase parent participation in school activities\
- Need to increase parent involvement in daily education
- Parents not calling to verify absences or clearing attendance
- Need to increase multi-pronged communication methods to reach ALL families
- Need to increase updated Emergency Cards and working phone numbers

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

There was a positive increase from the Spring 2023 survey (90%) to Fall 2023 (94%). We were able to offer more family engagement opportunities such as bringing back the Rally at the Courts, Fall Family Fling, Loteria, and a Color Fun Run, along with the traditional Back to School Night, Winter Concert, and Awards Assemblies.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

Changes for 2024-2025:

- Working with the Extended Learning Coordinator, we will strive to hold a family engagement activity each month
- Continue with traditional engagement activities: Back to School Night, Parent/Teacher Conferences, Winter and Spring Concerts, Rally at the Courts, Open House, Awards Assemblies
- Work with HSL to actively recruit more parents to participate in SSC and ELAC.
- Fund from 7090 and 7091 babysitters and translators, as well as materials and supplies for meetings
- Fund from 7090 and 7091 materials and supplies needed for engagement activities
- Continue to utilize Parent Square to communicate with parents about engagement opportunities
- Ensure we have updated contact information on Emergency Cards. We currently reach 95% of our families via Parent Square

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

1 SSC - (Teacher/Staff, Parents, and Secondary Students).	**2** ELAC:	**3** Staff - (Credentialed Staff, Classified Staff, and Administrators):
- Family Night - Paint Night - More Parent Volunteers	- Motivational courses for EL students	- Offer food at events - Family Movie Night - Loteria/Bingo Nights - School wide clean up

Action 1

Title: Inclusive Opportunities for Family Engagement

Action Details:

Fremont Elementary will provide and promote relationships with families, support overall family well-being and children's healthy development. As families are engaged and partnerships are created, the common focus becomes helping children grow and thrive.

Reasoning for using this action:	☐ Strong Evidence	☑ Moderate Evidence	☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- Parent Sign-In Logs
- Parent Input on Needs Assessment
- Site Developed Forms Surveys as needed
- Parent Questionnaires
- Parent Volunteers
- Count of Attendees with Events
- Parent Portal

Owner(s):

- Administration
- Certificated Staff
- Parent/Students
- Classified Staff
- HSL

Timeline:

- On-going
- Event-specific sign in
- Monthly monitoring
- Yearly monitor

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

Critical partners for student achievement will include:

- Title 1 Meetings will provide all stakeholders the opportunity to understand the goals, allocation of funding resources, parent involvement, parent rights under Title1. Title 1 information will be provided through PowerPoint at beginning of the year meeting. Translators will be provided for parents in need of translation. Babysitters. Resources will be available on Fremont website as well.
- Parent Square, Phone Calls, Social Media District/Site Platforms, School Marquee, Parent University English Classes, parent communications to be provided in English, Spanish and Hmong, as needed.
- ELAC Meetings will provide stakeholders the opportunity to understand the process of initial/summative ELPAC scores, understand how to interpret the ELPAC Summative scores and how to prepare students of of ELLs to become proficient in reading, writing, listening and speaking.
- Students' academic performance, social-emotional needs and overall site program improvement plans will be evaluated with educational partners. SSC meeting will be scheduled during the most convenient time of day for the majority of families.
- Funds from 7090 and 7091 will be utilized to support engagement opportunities with materials and supplies, babysitting, and translating services, as needed.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

- Increase parent involvement in SSC, ELAC, DLAC and DAC
- Host Parent University English classes for parents to support understanding and connectedness to site
- Provide Home School Liaison to support and increase parent understanding and connectedness
- Fund Certificated assessors for ELPAC assessment
- Materials and Supplies provided to support family participation

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

- Families can provide interest in learning about strategies through opportunities for two-way communication and feedback.
- Data collection will be disaggregated in order to strategically focus on underrepresented student groups and families of underrepresented student groups and their students.
- Strategies will be used and called out during engagement opportunities

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0175 Fremont Elementary (Locked)

G5 - Increase inclusive opportunities for families to engage in their students' education							
Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Sup & Conc	Ancillary Services	Cl&Tech-Sup			Supplemental Contract for OA to maintain school website	2,957.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp			Materials and Supplies for parent meetings: ELAC, Parent University, etc.	2,000.00

$4,957.00

2024-2025 Budget for SPSA/School Site Council

State/Federal Dept 0175 Fremont Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Subs for teacher planning days ELA & Math ** NO IEP's **	20,307.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Supplemental contracts for teachers to tutor for academics and lead activities. ** NO IEP's **	12,260.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			: Books & site license(s) like ESGI.	4,000.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			: Materials and Supplies for instruction; G1A1&2; warehouse, POs ** NO FOOD OR INCENTIVES **	5,002.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			: Additional Technology for student learning in class and library	11,290.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials and Supplies Parent Participation - ** NO FOOD OR INCENTIVES **	2,356.00
G1A1	ESSA-CSI	Instruction	Teacher-Subs			Subs for teacher planning ELA, Math, and ELD ** NO IEP's **	23,888.00
G1A1	ESSA-CSI	Instruction	Nc-Equipment			Additional technology for student learning in class and library; G1A1&2	10,426.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitutes for SSTs, IEPs, and teacher planning days; G3A2	38,222.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Teacher Supplemental contracts for academics and activities; G1A2, G3A1&2, G2A1	12,260.00
G1A1	Sup & Conc	Instruction	Ins Aide-Sup			G1A2, G3A1, G5A1 - Supplemental Contracts for extra classified support in academic, student and family engagement	5,908.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies: Instructional items, supplies (paper, pencils, etc), POs for supplies, warehouse orders, apparel, banners, student incentives for achievement, student awards, attendance incentives. G1A1&2, G2A1&2, G3A1&2, G4A1, G5A1	89,231.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Copier Lease split fund w/7091 (60/40); color copies for text and materials to support student learning. Parent engagement materials G5A1	13,888.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			: Office equipment lease	3,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			General Maintenance for equipment for student learning	3,000.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			Subs for teacher planning days, IEPs, SSTs	14,333.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			Teacher Supplemental Salaries for academics, activities and ELPAC Assessors	13,488.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies to support student learning ELA & Math	7,144.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			: Technology to support student learning in the classroom and library G1A2	8,000.00
G1A1	LCFF: EL	Instruction	Off Eq Lease			: Color copier Lease split fund w/7090; color copies of text and materials to support student learning; visual supports for EL students	8,880.00
G1A1	LCFF: EL	Parent Participation	Cls Sup-Sup			G1A2, G5A1 - Babysitting and Translating for SSC,	3,941.00

G1A1		Parent Participation	Cls Sup-Sup	ELAC, Parent University, conferences and other school activities	3,941.00
G1A1	LCFF: EL	Parent Participation	Cls Sup-Sup	G1A2, G3A2, G5A1: Classified Supplemental Contracts to support academics and activities	2,626.00
G1A1	LCFF: EL	Parent Participation	Direct-Graph	Graphics to support learning; G1A2	500.00
G2A1	Sup & Conc	Instruction	Direct Trans	Transportation costs	2,000.00
G2A2	ESSA-CSI	Instruction	Cons Svc/Oth	Positivity Project : Positivity Project to improve student behaviors and climate and culture of the school; G3A1&2	4,000.00
G3A1	ESSA-CSI	Instruction	Subagreements	Generation Changers : Generation Changers - two mentors at 6 hours per day, 5/days week student connection and supports	78,840.00
G3A1	ESSA-CSI	Instruction	Cons Svc/Oth	TBD : Funds for motivational speakers/assemblies; G3A2; Champions for Tomorrow and others TBD	8,000.00
G3A1	Sup & Conc	Instruction	Cons Svc/Oth	TBD : Motivational speakers & assemblies to improve student attendance and achievement; G2A2	3,000.00
G5A1	Sup & Conc	Ancillary Services	Cl&Tech-Sup	Supplemental Contract for OA to maintain school website	2,957.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp	Materials and Supplies for parent meetings: ELAC, Parent University, etc.	2,000.00
					$414,747.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	$55,215.00
ESSA-CSI	3182	$125,154.00
Sup & Conc	7090	$173,466.00
LCFF: EL	7091	$60,912.00
Grand Total		**$414,747.00**

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	$313,950.00
G2 - Expand student-centered and real-world learning experiences	$6,000.00
G3 - Increase student engagement in their school and community	$89,840.00
G5 - Increase inclusive opportunities for families to engage in their students' education	$4,957.00
Grand Total	**$414,747.00**

05/02/2024