School Year: **2024-25**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Fremont Academy of Environmental Science and Innovative Design	56725386055313	May 28,2024	August 21, 2024

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Fremont Academy of Environmental Science and Innovative Design for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program
Comprehensive Support and Improvement

Fremont has been identified as CSI (Comprehensive Support and Improvement), due to low Language Arts and Math

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

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

This plan is being used by Fremont Academy of Environmental Science and Innovative Design for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

  Schoolwide Program
> Comprehensive Support and Improvement
  Fremont has been identified as CSI (Comprehensive Support and Improvement), due to low Language Arts and Math

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

This 2024-2025 school year, the Oxnard SD Student Profile will be a driving force and core focus of our work with students, staff, parents, and the community. Each area - Focused on the Future, Digital Learner, Collaborator, Innovator, Problem Solver, Achiever, and Global Thinker will be embedded in all programs and key areas of instruction. As we mold our 21st Century scholars, the Student Profile will be the pathway to preparing our students for their future.

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

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

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

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

As a collective group, the Fremont staff reflects on increasing student performance and striving to be among high achieving schools. Therefore, through our data analysis process, any low test scores have been the trigger and baseline for teachers and staff to rethink how we have been doing things and analyze best strategies and how we have been using data. The staff at Fremont Academy are working to build strong professional learning communities and collaborating with grade level and department teams to improve student learning. We have developed and have begun to implement our Fremont Collective Commitments that include moving students towards demonstrating proficiency, working collaboratively in teams to build shared knowledge, use of common formative assessments, providing increased opportunities for students to show mastery of of grade level standards, teachers working collaboratively to build commonalities in pacing and grading, providing opportunities to celebrate student success, and adults will participate and engage in professional development opportunities.

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

In addition to strong first instruction and ELD instruction, an effective multi-tiered system of support provides students with targeted interventions. Teachers are also committed to providing structured extended learning opportunities for students based on analysis of data. Our plan is to provide instruction to help close the gaps that students may have without losing time for instruction of new skills/standards. We want to commit to providing enrichment opportunities for students during the instructional day and after school as well. Analysis of formative data and continued progress monitoring will provide key information for teachers to place students in correct interventions. Student monitoring meetings with grade level teams and administration will provide an additional structure for data analysis.

We have collaborated this year with the educational consultant firm Orenda. Site adminsitration met with Orenda leadership to undergo "coaching" as we planned to implement the work that would be done with teachers. We prepared for the creation of an ELA and Math matrix that would align each classroom with a "floor" of expectations for grade level standards and committing to a pacing guide to drive a unit matrix. Teachers created five units and mapped out the timeline for the instruction of the agreed upon unit standards. Teachers and admin worked to review the blueprints and SBAC item specs to create unit assessments in Illuminate with question stems that match the state testing that students will be held accountable for. Dates have been calendared for the reviewing of the assessment data and time set aside for collaborative lesson planning for grade level teams.

Students are engaged in electives connected to our strand focus of Environmental Science and Innovative Design. Robotics is offered as an elective to students, as are the electives of Careers and Environmental Science. Students also have the opportunity to take an Art elective with a focus on graphic design

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

Educational Partner Involvement

How, when, and with whom did Fremont Academy of Environmental Science and Innovative Design consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The 2024-2025 Fremont SPSA was developed with the input of the Fremont Leadership Team and with school staff during staff meetings, department meetings and PLC/Collaboration Days. Teachers discussed in departments and in grade level teams the areas of need and concern and made suggestions for strategies based on their team discussions. Parents had the opportunity to discuss and provide input for the development of the SPSA during School Site Council and English Learner Advisory Committee meetings. ELAC and parent groups submitted their recommendations to the School Site Council for actions to be included in the SPSA. The SPSA was presented to the School Site Council and reviewed during the May 2024 and June 2024 meetings. All parent committees (PTA, ELAC, SSC and PAC) participated in the development of the SPSA. School Site Council then reviewed and approved the SPSA.

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

There has been a lack of meaningful access to homework help particularly for identified at promise students after school. This lack of access has been a result of not having designated teacher office hours and no designated teacher sponsored homework/tutoring help. We also lacked access to an intervention program to support identified students that were below level grade level as measured by Star and CAASPP assessments. The certificated substitute shortage continues to be a barrier to conducting lesson studies, providing collaboration days for departments and grade levels, and effective student monitoring meetings. By not having adequate teacher subs to cover classroom teachers during their absences, certificated staff have to cover classes, which includes administration and sometimes counselors. This impacts instruction when there is a rotation of teachers throughout the day for coverage and creates an inconsistency in instruction. Lack of substitutes also created challenges for other positions as well, where the principal, assistant principals, and counselors have to be taken out of their roles in order to ensure student's learning and safety. Some planned Professional Development and Collaboration Days had to be rescheduled or adjusted due to the lack of substitutes. Moving forward, every effort will be made to stay on track with our regularly scheduled PLC and Collaboration times.

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

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

We had 5 performance areas of concern this past year that led to a CSI program standing. We need to address our ELA and Math scores. We remained in the "Red" for ELA, declining 11.7 points and although we increased our Math performance by 7.3 points we still remained in the "Orange". We were in the "Orange" for our EL progress declining by 7.9%. Our chronic absenteeism rate and suspension rate were in the "Red". As part of the plan to address these concerns Advisory teachers will meet with CSI identified subgroups of students and other students in need of extra support to discuss grades, Star scores, ST Math progress, behavior, attendance, etc. Teachers will discuss and support students in the creation of goals in these areas of concern that will be monitored during advisory data chats throughout the year. The creating of the "floor" when it comes to grade level standards expectations that all students should have access to in every ELA/Math class along with commonly paced out assessments that closely match state assessments will help our students better prepare for the summative testing by the state. In order to better support the growth and progress of our English learners we will support English Learner parent nights to provide families access to school and classroom expectations in the form of family nights so that parents are also aware of the goals our EL students need to meet. We will increase our recognition opportunities for class and school awards for our EL students. The rewriting of an an EL handbook and the time that will be spent collaboratively with teachers to discuss the Fremont Promise based on the expectations in the handbook will better support our EL learners.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

Chronic absenteeism was a concern for all of our student groups. We had a increase in absenteeism in our EL's, students with disabilities, homeless, Hispanic, and socioeconomically disadvantaged students. Our ELA scores did not meet the level of improvement we had planned for and our suspension rate increased from the year prior. Admin will meet weekly with the ORC and attendance clerk to review attendance data and develop a list of students to determine attendance incentives to encourage daily and timely attendance for students that have been identified as students struggling with consistent attendance.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

We will need to address the social emotional concerns of students based on Panorama data and counselor collected data on the reasons for student visits to the counseling office. Through the use of Advisory class check-ins we intend to increase the number of students that feel a connection to the campus and adults on campus.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Fremont Academy of Environmental Science and Innovative Design. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	**Percent of Enrollment**			**Number of Students**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
American Indian	0.26%	0%	0.14%	2	0	1
African American	1.05%	1.09%	1.57%	8	8	11
Asian	0.53%	0.95%	1.00%	4	7	7
Filipino	1.58%	1.77%	1.71%	12	13	12
Hispanic/Latino	90.14%	90.19%	90.00%	686	662	630
Pacific Islander	0.26%	0.27%	%	2	2	
White	5.26%	4.77%	4.86%	40	35	34
Multiple/No Response	0.92%	0.95%	0.71%	7	7	5
			Total Enrollment	761	734	700

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	21-22	**22-23**	**23-24**
Kindergarten	Innovative Design	Innovative Design	
Grade 6		223	224
Grade 7	249	254	251
Grade 8	252	232	225
Total Enrollment			700

Conclusions based on this data:

At the end of the 2023-2024 school year, our grade six class had 217 students. 8th grade had 242 and Grade 7 has 231 students. Fremont will continue to hold Academy Tours in January for elementary schools in order to promote the academy focus and highlight the positive activities going on year-round. This will include AVID recruitment by the AVID Coordinator and school counselor. Fremont will continue to host the 5th Grade Nights which will expose elementary students early to the middle school experience which can decrease anxiety and aide families in determining which academy focus they are interested in. Through Fremont tours, incoming 6th graders and their families have the opportunity to see Fremont's outstanding garden which ties into the Environmental Science focus. The sports and club opportunities provided by staff will also continue to be a draw for families to want to send their children to Fremont.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
English Learners	197	180	175	21.80%	#DIV/0!	25.0%
Fluent English Proficient (FEP)	239	248	219	33.30%	#DIV/0!	31.3%
Reclassified Fluent English Proficient (RFEP)				6.0%		

Conclusions based on this data:

In 2022-2023 we had 180 English Learners with 34 students who scored a 4 on the ELPAC to be ready to reclassify this year. At present during the 2023-2024, we have 146 English Learners with 45 students that reclassified. The focus will continue to build those foundational reading and writing skills, especially with L-TELs, to reclassify them while continuing to monitor them after reclassification. The ELD team will be provided collaboration time to use assessments to help determine target areas of need and will have time to work with the EL TOSA to offer instruction that will be rigorous and meet the needs of our students. A bilingual paraeducator will be assigned to the ELD classes to provide daily needed support for students. We plan to create a ELPAC Boot Camp with the intention of getting kids prepared academically and motivationally to tackle the ELPAC successfully.

School and Student Performance Data

Star Early Literacy

		Less than Proficient				Proficient				Star Early Literacy Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score

Fremont Academy of Environmental Science and Innovative Design

Conclusions based on this data:

N/A

School and Student Performance Data

Star Reading

		Less than Proficient				Proficient				Star Reading Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade 6	209	85	41%	59	28%	52	25%	13	6%	Level 2	1017
Grade 7	141	93	66%	34	24%	14	10%	0	0%	Level 1	991
Grade 8	175	89	51%	45	26%	36	21%	5	3%	Level 1	1025

Fremont Academy of Environmental Science and Innovative Design

Conclusions based on this data:

According to our 2024 End Of Year Star Reading assessment 32% of 6th graders performed at or above benchmark and 83% were below benchmark. in 7th grade, we had 10% perform at benchmark and 90% perform below. 24% of our 8th graders were at benchmark while 76% were below benchmark. In looking at specific skill areas, most students are low in decoding and reading comprehension. We have put in place structures to increase the Star participation and monitoring of completion so that the number of students tested is increased. ELA teachers will target the areas of need and develop interventions in collaboration with PLC teams. When we get this information into the hands of Social Studies and Science teachers, we will be able to find supports for students in all of their classes, not just ELA. Through collaboration, the other content teachers will be able to build lesson delivery with these student needs in mind. Although we have increased Star participation throughout the year we still need more focus in this area on how we monitor the administration of the tests within the assessment window.

School and Student Performance Data

Star Math

		Less than Proficient				Proficient				Star Math Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade 6	204	111	54%	58	28%	25	12%	10	5%	Level 1	1028
Grade 7	194	143	74%	34	18%	8	4%	9	5%	Level 1	989
Grade 8	170	122	72%	19	11%	13	8%	16	9%	Level 1	1026

Fremont Academy of Environmental Science and Innovative Design

Conclusions based on this data:

On Star Math, 17% of 6th grade students tested were at or above benchmark and 83% were below benchmark. In 7th grade, 9% of students were at or above benchmark and 91% were below. In 8th grade, we had 17% of students at or above benchmark and 83% below benchmark. Students needing intervention will be supported during teacher afterschool office hours, homework club and after school intervention. Skills to be addressed will include factorization, multiplication concepts, long division, and other skill sets in math to strengthen the performance of students for the next math assessments. Math teachers have committed to our Fremont Collective Commitments that include common formative assessment, common pacing guides, more common grading practices, and sharing of data to help make common instructional decisions during PLC planning. Wednesday collaboration will be supported by our partnering with Orenda. We will utilize the Math TOSAs to help teachers build rigorous lessons at the students' levels. Teachers will be expected to create more common lessons through the sharing of best practices during PLC and Collaboration time.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		240	252		235	241		235	241		97.9	95.6
Grade 7		243	229		239	225		239	225		98.4	98.3
Grade 8		255	249		243	239		243	238		95.3	96.0
All Grades		738	730		717	705		717	704		97.2	96.6

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

Overall Achievement for All Students												
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		2455.	2461.		3.40	2.90		14.47	19.50		32.34	26.56		49.79	51.04
Grade 7		2487.	2457.		4.18	3.11		23.43	12.89		24.69	24.44		47.70	59.56
Grade 8		2491.	2471.		2.47	2.10		18.93	16.39		30.04	23.95		48.56	57.56
All Grades	N/A	N/A	N/A		3.35	2.70		18.97	16.34		29.01	25.00		48.68	55.97

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Demonstrating understanding of literary and non-fictional texts								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 6		5.11	8.30		49.36	43.15		45.53	48.55
Grade 7		9.62	4.44		58.16	57.33		32.22	38.22
Grade 8		5.79	4.20		52.48	47.90		41.74	47.90
All Grades		6.84	5.68		53.35	49.29		39.80	45.03

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Producing clear and purposeful writing								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 6		3.83	4.15		39.15	47.72		57.02	48.13
Grade 7		5.88	4.46		49.58	38.39		44.54	57.14
Grade 8		3.31	4.20		48.35	36.13		48.35	59.66
All Grades		4.34	4.27		45.73	40.83		49.93	54.91

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 6		4.68	4.56		71.06	76.35		24.26	19.09
Grade 7		6.69	4.89		73.22	70.67		20.08	24.44
Grade 8		8.26	8.82		66.53	61.76		25.21	29.41
All Grades		6.56	6.11		70.25	69.60		23.18	24.29

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 6		8.51	7.47		62.98	65.15		28.51	27.39
Grade 7		7.53	6.22		64.85	55.11		27.62	38.67
Grade 8		6.61	7.98		71.49	56.72		21.90	35.29
All Grades		7.54	7.24		66.48	59.09		25.98	33.66

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

Overall, we did not meet our expected goals and even fell in 8th grade ELA. We did not have upward movement in 7th grade ELA scores but we did see some positive movement in 6th grade ELA. We looked at areas to focus on to improve instruction and motivation. We have developed and will recommit to our Fremont Collective Commitments and the use of agreed upon Highly Effective Teaching Practices. This will include the use of a structured Advisory for check-ins and progress monitoring. We will commit to writing across the content areas to support reading comprehension and writing with evidence. We have developed site goals to improve student achievement and growth in all areas (consistent, standards-based teaching with high rigor and progress monitoring with common formative assessments). Lesson studies, collaboration between departments and grade levels, progress monitoring through IABs and Star assessments will continue to be the focus for increased reading comprehension and writing across the content areas. Our work with our educational consultant Orenda has supported our goal of creating a "floor" of expectations for our students based on grade level standards in every classroom and assessment windows for ELA.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Grade Level	Overall Participation for All Students											
	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		240	252		234	241		234	241		97.5	95.6
Grade 7		243	229		239	223		239	223		98.4	97.4
Grade 8		255	249		240	238		239	238		94.1	95.6
All Grades		738	730		713	702		712	702		96.6	96.2

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

Grade Level	Overall Achievement for All Students											
	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		2423.	2431.		2.14	3.32		4.27	6.64		23.08	25.31		70.51	64.73
Grade 7		2433.	2441.		2.51	3.59		8.37	7.62		22.18	21.52		66.95	67.26
Grade 8		2439.	2434.		4.18	4.20		3.35	6.72		16.32	15.55		76.15	73.53
All Grades	N/A	N/A	N/A		2.95	3.70		5.34	6.98		20.51	20.80		71.21	68.52

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Concepts & Procedures Applying mathematical concepts and procedures								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		1.28	1.24		27.35	28.63		71.37	70.12
Grade 7		2.10	3.59		34.03	30.94		63.87	65.47
Grade 8		3.35	4.20		30.13	31.51		66.53	64.29
All Grades		2.25	2.99		30.52	30.34		67.23	66.67

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Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		1.28	2.07		37.18	41.08		61.54	56.85
Grade 7		4.18	2.69		42.26	44.84		53.56	52.47
Grade 8		2.93	4.20		39.75	36.55		57.32	59.24
All Grades		2.81	2.99		39.75	40.74		57.44	56.27

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Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		2.99	3.32		53.42	53.53		43.59	43.15
Grade 7		3.35	3.14		56.49	56.05		40.17	40.81
Grade 8		2.51	3.36		53.56	43.70		43.93	52.94
All Grades		2.95	3.28		54.49	51.00		42.56	45.73

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Conclusions based on this data:

The data showed that we did not meet our expected goals across all grade levels; We remained stagnant in each of our grade levels. All grades demonstrate a need to focus on concepts and procedures with the most number of students in the Not Met standard for this claim. This claim will be targeted through lesson studies with the assistance of the district instructional Math strategist to build strong, rigorous lessons designed to target the initial lesson delivery. We will utilize District Math TOSAs to support good first instruction and intervention and support needs of students. We are partnering with educational consultants Orenda to create the "floor" of expectations for our students on grade level standards in all of our classrooms. Through the increased use of unit assessments and Star Math, teachers will be able to closely monitor student progress and determine next steps to build on strengthening skills targeting the SBAC-based content. Our goal is to increase the number of students in the met or exceeded category by 6%.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	1507.9	1517.0	1523.3	1495.8	1511.5	1514.1	1519.6	1522.1	1532.1	74	67	59
7	1507.4	1544.8	1536.8	1504.2	1541.4	1528.4	1510.2	1547.7	1544.9	59	53	50
8	1540.0	1544.0	1542.9	1535.1	1540.9	1530.5	1544.4	1546.6	1554.9	35	51	37
All Grades										168	171	146

ELPAC Summative Assessment Data — Number of Students and Mean Scale Scores for All Students

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	5.41	7.58	11.86	31.08	42.42	44.07	47.30	34.85	32.20	16.22	15.15	11.86	74	66	59
7	1.69	26.42	18.00	32.20	33.96	46.00	49.15	35.85	28.00	16.95	3.77	8.00	59	53	50
8	11.43	11.76	16.22	42.86	45.10	48.65	40.00	39.22	24.32	5.71	3.92	10.81	35	51	37
All Grades	5.36	14.71	15.07	33.93	40.59	45.89	46.43	36.47	28.77	14.29	8.24	10.27	168	170	146

Overall Language — Percentage of Students at Each Performance Level for All Students

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Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	12.16	24.24	25.42	45.95	48.48	55.93	24.32	13.64	11.86	17.57	13.64	6.78	74	66	59
7	13.56	39.62	26.00	45.76	35.85	46.00	25.42	22.64	20.00	15.25	1.89	8.00	59	53	50
8	14.29	21.57	24.32	65.71	58.82	45.95	14.29	17.65	18.92	5.71	1.96	10.81	35	51	37
All Grades	13.10	28.24	25.34	50.00	47.65	50.00	22.62	17.65	16.44	14.29	6.47	8.22	168	170	146

Oral Language — Percentage of Students at Each Performance Level for All Students

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Written Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	4.05	0.00	10.17	10.81	18.18	25.42	58.11	57.58	42.37	27.03	24.24	22.03	74	66	59
7	1.69	13.21	8.00	8.47	24.53	30.00	55.93	47.17	48.00	33.90	15.09	14.00	59	53	50
8	0.00	5.88	10.81	31.43	23.53	40.54	45.71	60.78	35.14	22.86	9.80	13.51	35	51	37
All Grades	2.38	5.88	9.59	14.29	21.76	30.82	54.76	55.29	42.47	28.57	17.06	17.12	168	170	146

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Listening Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	8.11	13.64	18.64	63.51	72.73	71.19	28.38	13.64	10.17	74	66	59
7	6.78	11.32	10.00	64.41	81.13	82.00	28.81	7.55	8.00	59	53	50
8	8.57	7.84	16.22	77.14	76.47	75.68	14.29	15.69	8.11	35	51	37
All Grades	7.74	11.18	15.07	66.67	76.47	76.03	25.60	12.35	8.90	168	170	146

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Speaking Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	30.77	46.15	47.46	64.62	38.46	44.07	4.62	15.38	8.47	65	65	59
7	51.72	52.94	61.22	37.93	41.18	30.61	10.34	5.88	8.16	58	51	49
8	61.76	56.00	35.14	32.35	40.00	51.35	5.88	4.00	13.51	34	50	37
All Grades	45.22	51.20	48.97	47.77	39.76	41.38	7.01	9.04	9.66	157	166	145

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Reading Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	4.11	3.03	15.25	27.40	43.94	35.59	68.49	53.03	49.15	73	66	59
7	1.69	20.75	16.00	28.81	50.94	40.00	69.49	28.30	44.00	59	53	50
8	17.14	13.73	21.62	34.29	27.45	35.14	48.57	58.82	43.24	35	51	37
All Grades	5.99	11.76	17.12	29.34	41.18	36.99	64.67	47.06	45.89	167	170	146

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	8.11	7.69	28.81	89.19	84.62	61.02	2.70	7.69	10.17	74	65	59
7	6.78	7.55	20.00	84.75	90.57	80.00	8.47	1.89	0.00	59	53	50
8	0.00	3.92	13.51	100.00	94.12	78.38	0.00	1.96	8.11	35	51	37
All Grades	5.95	6.51	21.92	89.88	89.35	71.92	4.17	4.14	6.16	168	169	146

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

According to the 2023-2024 ELPAC data, the largest percentage of EL's performed in Level 2 for Overall at 40% followed by 36% at Level 3. 14% were at Level 4 and 9 % at Level 1. Scores showed that most EL students have strong oral language skills. For Written Language, most EL students were at Level 2 The next highest percentage was level 1 at 9.9% followed by Level 3 at 4.8 %. This shows that this is the area to develop and improve on with targeted strategies in writing. The current ELPAC test scores show that our EL students need further development in their reading skills. This will be an area of focus in all of our content areas.

School and Student Performance Data

California School Dashboard
Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
734	**88.6**	**24.5**	**0.3**
Total Number of Students enrolled in Fremont Academy of Environmental Science and Innovative Design.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	180	24.5
Foster Youth	2	0.3
Homeless	57	7.8
Socioeconomically Disadvantaged	650	88.6
Students with Disabilities	197	26.8

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	8	1.1
Asian	7	1
Filipino	13	1.8
Hispanic	662	90.2
Two or More Races	7	1
Pacific Islander	2	0.3
White	35	4.8

Conclusions based on this data:

In 2023-2024 year the largest subgroups in Fremont's student demographics are Socioeconomically Disadvantaged, English Learners, and Students with Disabilities. Additionally, the largest subgroup based on ethnicity was the Hispanic

subgroup with 86% of the total population. For the 2024-2025 school year, Fremont will focus on both designated and integrated ELD for English Learners throughout the school day and provide collaboration time for the ELD team to analyze EL data and progress monitor throughout the school year using Star and IAB data. Progress monitoring will occur during collaboration days and PLCs to focus on the progress of our SED, SWD, African American and Hispanic subgroups in order to identify underperforming students and develop targeted, intensive intervention for students not meeting grade level standards.

School and Student Performance Data

Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Red	**Chronic Absenteeism** Red	**Suspension Rate** Red
Mathematics Orange		
English Learner Progress Orange		

Conclusions based on this data:

1. Our 2022-2023 Dashboard data shows all students performing in the Very Low area in ELA. Our 2023-2024 data shows that we did not have the significant growth needed in ELA to pull us out of the Very Low. All students are performing in the Low area in Math. We had growth for our 8th graders but did not see growth for 6th and 7th grades. Reading comprehension and writing across content areas will continue to be the focus to increase student performance in ELA. Math teachers will continue to work with the District TOSA and admin in order to progress monitor student performance and to build strong math lessons to and improve on rigor and strong first instruction

lessons. The math department will continue their focus around the mathematical mindset concept and using collaboration days and PLCs to analyze data for Star and building common formative assessments with the guidance and support of our educational consultants Orenda. Chronic absenteeism in the 2023 data shows a performance in the Very Low and will continue to be a focus in the 2023-2024 school year. We made some gains in the area of increasing attendance through home visits, attendance incentives, as well as attendance monitoring through the attendance process will be strategies to decrease the chronic absenteeism rate. The suspension rate did decrease in 2023-2024. This will be a continued goal in 2024-2025 to decrease the suspension rate through using analysis of our Panorama data to build stronger student/staff relationships and provide counselors with the necessary tools to provide more SEL support through the classroom. PBIS will be a continued collective agreement with more staff training as well as using other means of correction when applicable.

School and Student Performance Data

Academic Performance
English Language Arts

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
5	1	0	0	0

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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Red	Red	Less than 11 Students
82.1 points below standard	102.6 points below standard	
Decreased -11.7 points	Decreased -13.1 points	4 Students
681 Students	300 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Red	Red	Red
143.3 points below standard	89.5 points below standard	148.9 points below standard
Decreased Significantly -21.1 points	Decreased -12.8 points	Decreased -5.9 points
57 Students	607 Students	189 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students	No Performance Color	Less than 11 Students	22.8 points below standard
7 Students	0 Students	7 Students	Decreased -13.8 points
			13 Students

Hispanic	Two or More Races	Pacific Islander	White
Red	Less than 11 Students	Less than 11 Students	Orange
88.6 points below standard	7 Students	2 Students	32.8 points below standard
Decreased -12.4 points			Maintained +0.4 points
614 Students			33 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
133 points below standard	79.1 points below standard	71.7 points below standard
Decreased Significantly -24.5 points	Decreased -6.7 points	Decreased -6.8 points
131 Students	169 Students	283 Students

Conclusions based on this data:

According to the 2023 dashboard data All our students are currently in the Very Low category. Our SED, Students with Disabilities, English Learners Hispanic, Homeless subgroups are in the Very Low area for English Language Arts. Current EL students are significantly below English Only as are RFEP students in ELA. These underperforming subgroups will be closely monitored through data analysis in PLCs by reviewing Star reading reports and targeting specific students for intervention. In the 2024-2025 school year, our MTSS monitoring will be utilized to target the lowest performing students in reading to provide direct and intensive intervention.

School and Student Performance Data
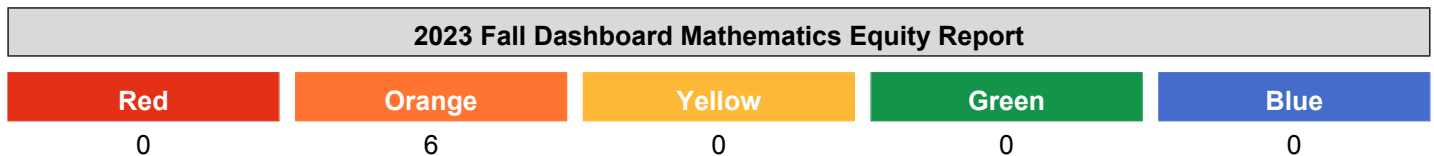
Academic Performance
Mathematics

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	6	0	0	0

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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	Less than 11 Students
127.3 points below standard	145.1 points below standard	
Increased +7.3 points	Increased +12.7 points	4 Students
679 Students	299 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Orange	Orange	Orange
179.7 points below standard	136.5 points below standard	189.5 points below standard
Increased +3.2 points	Increased +6.6 points	Increased +14.5 points
56 Students	605 Students	188 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students	No Performance Color	Less than 11 Students	24.1 points below standard
7 Students	0 Students	7 Students	Increased Significantly +48.5 points
			13 Students

Hispanic	Two or More Races	Pacific Islander	White
Orange	Less than 11 Students	Less than 11 Students	Orange
136.5 points below standard	7 Students	2 Students	61.3 points below standard
Increased +7.1 points			Decreased -6 points
612 Students			33 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
165.6 points below standard	129.2 points below standard	116.5 points below standard
Increased +8.8 points	Increased +13.6 points	Increased +4.3 points
130 Students	169 Students	283 Students

Conclusions based on this data:

The 2023 dashboard data shows all students performing in the Low category in Mathematics. Mathematics will continue to be a schoolwide focus for 2024-2025. All major subgroups: SED, Hispanic, and SWD are in the Low category. These subgroups, along with our ELs, continue to be the target groups. The African American subgroup, although a small number, will continue to be monitored closely in 2024-2025 through 1:1 student conferences and communication with parents. Interventions are provided for all subgroups as target students are identified for additional support through tutoring or intervention with the ISP and intersessions The work with educational consulting partner Orenda will help us create a standards "floor" of expectations and build assessments for each unit.
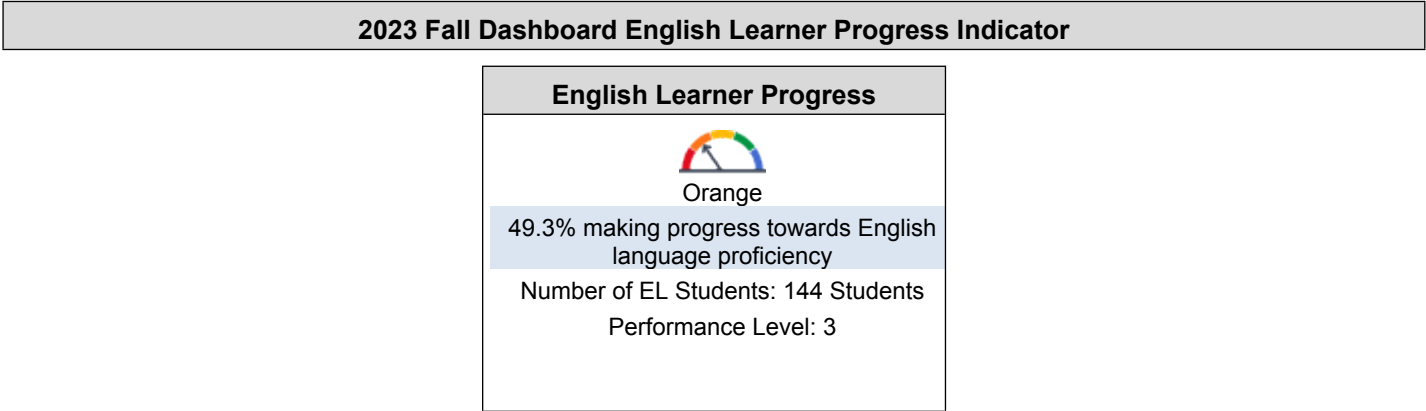
School and Student Performance Data

Academic Performance
English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Orange
49.3% making progress towards English language proficiency
Number of EL Students: 144 Students
Performance Level: 3

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

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
26	47	1	70

Conclusions based on this data:

Based on 2023 Dashboard English Language Proficiency Assessments for California (ELPAC) data, Fremont teachers will continue to strengthen both Integrated and Designated English Language Development (ELD) in order to increase English Learners' language proficiency skills throughout the instructional day. English Learners will be clustered at each grade level to enable ELD teachers to provide targeted, standards-based language proficiency instruction using the district-adopted curriculum materials English 3-D. Oral and written language supports and scaffolds will also be integrated throughout all core subject areas by classroom teachers in order to enable English Learners to access grade level subject matter. According to the 2023 dashboard data, English Learners continue to be mostly at the Level 3 development level. AVID Excel were classes are offered at each grade level in the 2023-2024 school year. Students were hand selected and interviewed for the AVID Excel classes to provide necessary skills for Level 3 L-TELs to increase and move into Level 4.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue

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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Red	Red	Less than 11 Students
27.6% Chronically Absent	27.5% Chronically Absent	
Increased 1.6	Increased 2.5	6 Students
775 Students	204 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Red	Red	Red
44.9% Chronically Absent	28.8% Chronically Absent	40% Chronically Absent
Increased 1.8	Increased 0.5	Increased Significantly 5.6
69 Students	690 Students	215 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students	No Performance Color	Less than 11 Students	15.4% Chronically Absent
10 Students	0 Students	6 Students	Declined -17.9
			13 Students

Hispanic	Two or More Races	Pacific Islander	White
Red	Less than 11 Students	Less than 11 Students	Yellow
28.7% Chronically Absent	8 Students	2 Students	19% Chronically Absent
Increased 2.2			Declined -0.5
694 Students			42 Students

Conclusions based on this data:

According to the 2022-2023 dashboard data all students showed an increase in chronic absenteeism. ELs and Hispanic subgroups have the lowest rate of chronic absenteeism. The goal is to move them into the medium category through home visits and the attendance process and SARB, when necessary. All subgroups are in the high or very high range and will continue to be closely monitored in 2024-2025 through attendance reports and home visits by the ORC and administration. The daily attendance rate increased to 90%. This did not meet our school expectation and this will continue to be a metric of focus schoolwide, The goal is a 95% positive attendance rate. Through attendance incentives, SSTs, SARB, and phone calls, the goal will be move all subgroups and schoolwide performance to the medium range.

School and Student Performance Data

Conditions & Climate
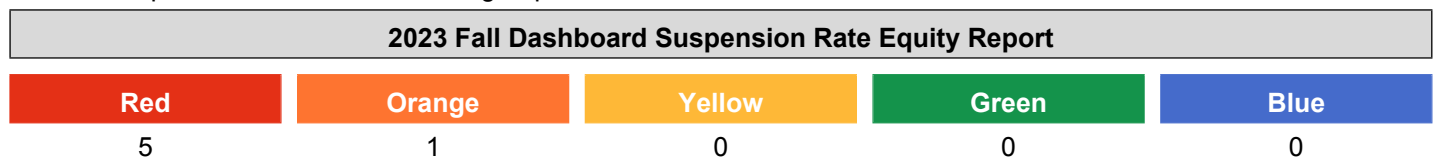### Suspension Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
5	1	0	0	0

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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Red	Red	Less than 11 Students
19.1% suspended at least one day	24.8% suspended at least one day	6 Students
Increased Significantly 5.5	Increased Significantly 7	
787 Students	210 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Red	Red	Orange
28.6% suspended at least one day	20.6% suspended at least one day	19.2% suspended at least one day
Increased 7.1	Increased Significantly 6.2	Declined -1.1
70 Students	698 Students	219 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 10 Students	No Performance Color 0 Students	Less than 11 Students 7 Students	7.7% suspended at least one day Declined -0.6 13 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red 19.7% suspended at least one day Increased Significantly 5.8 704 Students	Less than 11 Students 8 Students	Less than 11 Students 2 Students	Red 16.3% suspended at least one day Increased 9.3 43 Students

Conclusions based on this data:

As a schoolwide focus, the PBIS team will facilitate activities and work with students who frequently have behavior concerns. The PBIS team will also provide strategies and recommendations for staff to decrease the suspension rate and to focus on stronger staff-student relationships. We will focus on the Falcons Guidelines for Success to represent a behavior model for students to follow. Structures have been put in place to deal with physical areas which contributed to some of the behavior issues this year. Campus assistants supervision areas have been adjusted and morning and lunch protocols changed to lessen the opportunity for inappropriate behaviors. Office detentions and other means of corrections will also be used, when applicable, to decrease the overall suspension rate. Positive incentives such as Praise Notes and Fun Fridays will be utilized to model expectations and increase positivity schoolwide. We will also offer Student of the Month awards, as well as Perfect Attendance and No Tardy awards for deserving students. We have added supervised lunch activities to give kids more positive opportunities to keep them engaged and participating. We have lowered our total suspension numbers and unique suspension numbers in the 2023-2024 school year.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Reading, Writing, and Math
All Students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

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

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Assessment	Baseline data is Preliminary from June 2024 Percentage of students who scored at Met or Exceeded: All Students: 17% 6th Grade: 24% 7th Grade: 16 % 8th Grade: 12 %	Increase Met/Exceeded percentage by 10% for All Students. Decrease the percentage of Nearly Met by 8% Decrease the percentage of Not Met by 10%
CAASPP Math Assessment	Baseline data is Preliminary from June 2024 Percentage of students who scored at Met or Exceeded: All Students: 12.5 % 6th Grade: 9 % 7th Grade: 11%% 8th Grade: 11%	Increase Met/Exceeded percentage by 10% for All Students. Decrease the percentage of Nearly Met by 8% Decrease the percentage of Not Met by 10%
Star Reading - End of Year Data	Percentage of students who scored At or Above the benchmark: 6th grade: 26%	Decrease percentage of students below 40.0% by 10%. Increase the SGP(Student Growth Percentile) by 12% points.

	7th grade: 14% 8th grade: 15% 40 % or 109 out of 656 students scored at or above the minimum benchmark	
Star Math - End of Year Data	Percentage of students who scored At or Above the benchmark: 6th grade: 26% 7th grade: 14% 8th grade: 15%	Decrease percentage of student below 50% by 10%. Increase the SGP (Student Growth Percentile) by 12% points.
Reclassification data	In the 2023-2024 school year, 25% EL students were reclassified.	Increase Reclassification percentage by 10%.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Provide subbed out collaboration time for ELA ,Math, Social Studies, and Science teachers (supported by Administration and/or District Math Manager, TOSA or District Science Specialist) to develop common pacing guides, common grading policies, assessments, analyze assessment data and develop data-driven plans to support student learning. Academic conferences will be held to review data and instructional plans to better support students during classroom common formative and summative assessments and District and State assessments.	All Students	4900 Title I 1000-1999: Certificated Personnel Salaries Sub Costs
1.2	Hold grade level/department collaboration meetings to review data, including grade level standards assessments, Star, CAASPP, IAB data, and ELPAC data; at the school level, grade level, classroom level and individual student level and utilize this data to inform instruction. Teachers will plan instruction, analyze data, monitor student progress and develop interventions as needed. Department chairs and grade level team leaders will facilitate PLC meetings and instructional planning on Banking Wednesdays. All classroom teachers will commit to posting grade level standards as well as "Learning Targets/I Can Statements" for students and classroom visitors to view.	All Students	See Goal 1.1
1.3	Provide professional development and support for teachers so that ELA, Math Science and Social Studies teachers will support reading and writing in	All Students	1000 Title I

	class everyday. Science and Social Studies teachers will commit to a Claim, Evidence, and Reasoning writing focus in class. Site and District Administration will provide on-site curriculum support. Department chairs and grade level team leads will also provide training on Best Practices through Department/PLC meetings and Collaboration Days. Lesson Studies will be utilized to design strong lesson designs targeting first instructional lesson delivery. The Para-educators will also be trained on providing support in the classroom.			5800: Professional/Consulting Services And Operating Expenditures Travel and conference costs District Funded 1000-1999: Certificated Personnel Salaries Staff meeting professional development
1.4	Create a Site Sip Day and or after school opportunities to offer mini workshops focusing on Special Education accommodations and supports, EL supports, SEL strategies, and PBIS/STOIC professional development presented by teachers and supported by district TOSAs.	Students with Disabilities English Learners Foster Youth		900 Title I 1000-1999: Certificated Personnel Salaries Teacher extra hours
1.5	Administration and ELA Department chairs and leads will train all teachers to monitor students' reading progress through the Accelerated Reader program in both Advisory and ELA classes. The Library Tech will assist and encourage students with reading during nutrition and lunches. Incentives will be offered for completion of AR goals.	All Students		District Funded 5000-5999: Services And Other Operating Expenditures AR Program District Funded 2000-2999: Classified Personnel Salaries Library Tech salary 1000 LCFF 4000-4999: Books And Supplies AR Incentives
1.6	Utilize Advisory time for academic check-in time in order to support students with schoolwide academic, behavior, and SEL goals.	All Students		District Funded 1000-1999: Certificated Personnel Salaries Certificated salaries - Advisory teachers
1.7	A bilingual para-educator will be assigned to all ELD classes to provide additional academic support in the classroom to English Learners in levels 1-3 for 50 minutes daily. The para-educator will also assist in the AVID Excel classes.	English Learners		31,000 Title I 2000-2999: Classified Personnel Salaries Classified salaries - Instructional Assistant
1.8	Utilize EL TOSA to provide professional development for teachers during PLCs and subbed out collaboration days to support ELD through content-specific trainings in science, social studies and math including AVID excel. ELD teachers and ELAC parents will have the opportunity to attend the CABE conference.	English Learners		3000 Title III 1000-1999: Certificated Personnel Salaries Professional development/extra hours 4550 Title III 5800: Professional/Consulting Services And Operating Expenditures Conference Costs

1.9	Administer formative district assessments, including Star and IABs to collect data for analysis during department collaboration meetings. District funded supplemental programs such as Myon, ST Math, and Lexia will also be used to build fundamental skills for mastery. This data will be collected to progress monitor essential skills needed to scaffold for claim targets such as reading comprehension, writing fluency, and conceptual math skills.	All Students	District Funded 5800: Professional/Consulting Services And Operating Expenditures Assessments & Programs
1.10	Implement a schoolwide focus on AVID strategies, including focused note-taking, graphic organizers, Socratic Seminars, interactive notebooks, and provide materials to support these activities across all core subjects on campus. This implementation will be supported by staff PD.	All Students	1500 LCFF 4000-4999: Books And Supplies AVID materials and supplies 1500 LCFF 2000-2999: Classified Personnel Salaries AVID Tutor salaries
1.11	Support English Learner parent nights to provide access to school and classroom expectations and recognition evenings for class and school awards.	English Learners	1300 Title III 2000-2999: Classified Personnel Salaries Teacher extra hours
1.12	Administration, assigned District Tech and TOSAs will assist and support teachers with the implementation of the Canvas Learning Management System, technology based programs (i.e., Nearpod, coding, etc.) and various learning applications to facilitate technology-based classroom environments and the Illuminate data system to facilitate data-driven planning.	All Students	District Funded 2000-2999: Classified Personnel Salaries Classified Site Tech salary District Funded 1000-1999: Certificated Personnel Salaries TOSA Salaries District Funded 5800: Professional/Consulting Services And Operating Expenditures Software contracts
1.13	Instructional materials, technology and software/apps/subscriptions will support the implementation of core curriculum and state standards, intervention programs, enrichment activities and the site academy focus.	All Students	51,000 LCFF 4000-4999: Books And Supplies Instructional Supplies/Materials
1.14	Provide additional academic support through teacher office hours/tutoring, an after-school Homework Club, a targeted math intervention with progress monitoring data, After School Program, and intervention and enrichment opportunities. targeting English Learners, at-promise students, and Homeless/Foster youth and students receiving special education services. This will be combined with our "Advisory Check-in" to progress monitor targeted groups for increased academic success.	English Learners Foster Youth Homeless Students with Disabilities	ELOP 1000-1999: Certificated Personnel Salaries Progress monitoring and after school office hours
1.15	Implement incentive programs for students to be recognized for academic achievement such as Renaissance t-shirts, Praise Notes, Fun Fridays,	All Students	9000 LCFF

	AR incentives, Student of the Month, and Awards Assemblies.		4000-4999: Books And Supplies Academic Incentives 500 LCFF 2000-2999: Classified Personnel Salaries Classified Salaries - Outreach Specialist - extra hours 1000 LCFF 1000-1999: Certificated Personnel Salaries Teacher extra hours
1.16	Monitor student progress toward meeting promotion criteria and conference with targeted students to assist in the development of goal-setting and identifying opportunities for academic support.	All Students	District Funded 1000-1999: Certificated Personnel Salaries Certificated Salaries - Counselors
1.17	Maintain maintenance agreement for Duplo machines and Xerox machines for reproduction of instructional materials and printer repairs.	All Students	3000 LCFF 5000-5999: Services And Other Operating Expenditures Duplo Maintenance Agreeements & Xerox Maintenance Agreements
1.18	Maintain the SST process to identify student needs and develop strategies to support students in the areas of academics, behavior, social/emotional, and attendance. This will include providing subs to assist with SST and IEP meetings.	All Students	3500 LCFF 1000-1999: Certificated Personnel Salaries Sub Costs
1.19	Provide students with field trip opportunities to support the college and career ready focus of AVID.	All Students	5529 Title I 5000-5999: Services And Other Operating Expenditures Transportation cost for field trips
1.20	Support our arts program by hiring a graphic arts teacher utilizing Prop 28 funding.	All Students	112,962 Prop 28 1000-1999: Certificated Personnel Salaries Teacher salary 17,113 Prop 28 4000-4999: Books And Supplies Class materials and supplies
1.22	Fremont ELD Team will be provided collaboration time for data analysis of English Learners and to identify students for additional intervention during before and after school tutoring as well as intersession. Star data will be used to monitor growth. The ELD Team will be provided the opportunity for lesson studies with District EL TOSA to build rigorous lessons targeting key areas to build language acquisition and development, as well as reading comprehension and writing in the content areas.	English Learners	4000 Title III 1000-1999: Certificated Personnel Salaries Teacher extra hours - training

1.23	Support our academy focus of Innovative Design by purchasing new robotics equipment for our science elective and the purchase of 3D printers and other design equipment/materials.	All Students	16,000 LCFF 4000-4999: Books And Supplies Purchase of robotics materials and design equipment
1.24	Provide field trip opportunities for students that will enrich the educational experience at school.	All Students	700 Title I 5000-5999: Services And Other Operating Expenditures Field trip entrance fees 4000 Title I 5000-5999: Services And Other Operating Expenditures Transportation costs
1.29	Fremont will utilize the services of the educational consulting group, Orenda Education, to focus on building highly effective teaching strategies and collective commitments to accelerate learning through effective first instruction. Much of this work will revolve around the commitment to creating "the floor" of expectations when it comes to grade level standards and assessing these standards after each unit during the year.	All Students	160,254 CSI Funding 5800: Professional/Consulting Services And Operating Expenditures Educational consulting firm to help support our instructional focus District Funded 1000-1999: Certificated Personnel Salaries Teacher extra hours and subs District Funded 2000-2999: Classified Personnel Salaries Extra hours
1.30			
1.31	Advisory teachers will meet with CSI identified subgroups of students and other students in need of extra support to discuss grades, Star scores, ST Math progress, behavior, attendance etc.	English Learners Foster Youth Socioeconomically Disadvantaged Homeless Students with Disabilities	District Funded 1000-1999: Certificated Personnel Salaries Salaries

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The strategies created were implemented and showed some positive results in 8th grade Math and 8th grade Science but we did not see the academic impact in all areas and grade levels. We still have significant work to be done through our Leadership team, teacher committees, and entire staff to meet our expected goals in raising ELA and Math scores.

We intend to be more targeted in our collaboration time and better monitor the work done during that time. This collaboration time will be more focused on our grade level standards, learning targets, and common formative assessments. These efforts will be greatly supported by our educational consulting group/partner Orenda.

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

There were no major concerns with the way the expenditures were tied to our implementation.

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

Although our academic expectations were not met as we had planned we are still holding to the goal that academic achievement will be met. The strategy that should most impact this expectation is the assessment work that ELA and Math teachers have completed with Orenda and the commitments to follow common pacing when administering these assessments. This can be found in our proposed strategy for our Orenda work. 8th grade Science teachers have committed to the use of Newsela to increase reading comprehension, vocabulary building surrounding the CAST, and implementation of assessments to mirror the CAST to better prepare students for the 8th grade Science test. Science and Social Studies teachers will recommit to providing reading and writing expectations everyday and focus on a claim, evidence, reasoning writing focus to better support our ELA goals.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

> **Social Emotional Support and School Climate**
> The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

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

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Data (23-24)	100 suspensions	Decrease the suspension rate by 10%.
Panorama Survey Data (Spring 2024)	37% of students feel that they are valued members of the school community.	Increase positive repsonses on key areas on the survey, such as Teacher-Student Relationships and Sense of Belonging by 15%.
Attendance Data (23-24)	The Average Daily Attendance Rate was 92%.	Increase the Average Daily Attendance Rate to above 96%.

Strategies/Activities
Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Continue work with Safe and Civil Schools for a School-wide implementation of CHAMPS/STOIC/PBIS model in both the classroom and throughout the campus. Survey students and staff regarding school climate and utilize feedback to guide the PBIS Committee	All Students	1000 LCFF 4000-4999: Books And Supplies CHAMPS Posters 4000

	(Foundations Team) in developing plans for ensuring an environment conducive to teaching and learning. Guide actions relating to the improvement of school climate and provide targeted support for teachers in implementing positive behavior strategies to improve student behavior. Staff will be provided PD on how to best implement strategies like voice levels and routines referred to on posters. Students will also be presented the basics of CHAMPS in grade level assemblies.		Title I 1000-1999: Certificated Personnel Salaries Extra Hours - Certificated Staff
2.2	Implementation of 8th grade promotion eligible student incentives (8th grade dance, field day, movie night, 8th grade breakfast, etc).	All Students	4000 LCFF 4000-4999: Books And Supplies Student incentives
2.4	Safety Committee will review and update the Comprehensive School Safety Plan and will conduct drills as recommended to ensure emergency preparedness for staff and students.	All Students	1500 LCFF 1000-1999: Certificated Personnel Salaries Extra Hours - Safety Committee/Certificated staff
2.5	Admin will meet weekly with the ORC and attendance clerk to review attendance data and develop a list of students to determine attendance incentives to encourage daily and timely attendance for students to attend all classes on a regular basis.	All Students	1500 LCFF - Intervention 4000-4999: Books And Supplies Attendance Incentives
2.6	Utilize multiple campus supervisors to monitor school grounds, supervise common areas to ensure a safe school campus, and to minimize student tardies. Increased training, targeted scheduling and placement of campus supervisors on campus will take place as needed as determined by collected data. Bi-weekly meetings with admin and campus assistants will take place to better support campus needs.	All Students	2500 LCFF 2000-2999: Classified Personnel Salaries Extra hours - Campus supervisors
2.7	Maintain the SST process to identify student needs and develop strategies to support students in the areas of academics, behavior, social/emotional, and attendance during progress monitoring time as well as attend SST and IEP meetings.	All Students	LCFF 1000-1999: Certificated Personnel Salaries No additional cost ORC extra hours (see Goal 1.15)
2.9	Provide on-site counseling and support services for students through school counselors and outside agencies working with the school site. Counselors will provide counseling support both individually and in groups.	All Students	District Funded 1000-1999: Certificated Personnel Salaries Counselor check ins and groups
2.10	In collaboration with the PBIS team, Administration will monitor site discipline data, including referrals and suspensions, to make data-driven decisions regarding school climate to improve on the suspension rate.	All Students	No additional cost

2.11	Ensure a successful transition from middle school to high school by coordinating with local high schools for on-site registration events, participation in high school orientation events, and continued pathways in programs such as AVID.	All Students	1000 LCFF 1000-1999: Certificated Personnel Salaries Extra Hours - Certificated Staff
2.12	Ensure a successful transition from elementary school to middle school by coordinating with district elementary sites to conduct elementary schools visits to promote Fremont academic focus and encourage student interest in site programs, hosting WEB orientation and monthly WEB events for incoming 6th grade students and provide support to keep the program a positive influence on campus.	All Students	1000 Title I 1000-1999: Certificated Personnel Salaries Extra hours - Certificated staff 2500 Title I 5800: Professional/Consulting Services And Operating Expenditures Conference attendance
2.13	Recognize students meeting school behavior expectations through student of the month awards, monthly reward day activities, Renaissance rewards, an end of the year incentive, "WINGS" guidelines for success drawings and teacher specific monthly awards.	All Students	6000 LCFF 4000-4999: Books And Supplies Character Incentives
2.14	Provide a variety of extracurricular options to increase student connectedness, including WEB, ASB, lunchtime activities coordinated by teachers and a variety of clubs which are offered after school and or during lunches.	All Students	3000 LCFF 1000-1999: Certificated Personnel Salaries Extra hours - Certificated staff 1113 LCFF 4000-4999: Books And Supplies Supplemental materials
2.15	Office and custodial staff will effectively maintain daily school operations to respond to student safety needs, monitor student attendance, and assist in documenting and filing incident reports.	All Students	5000 LCFF 2000-2999: Classified Personnel Salaries Clerical substitutes, extra hours, overtime 1000 LCFF 2000-2999: Classified Personnel Salaries Extra hours - Custodial
2.16	School safety operational supplies will be maintained (purchase of cameras).	All Students	5000 LCFF 5000-5999: Services And Other Operating Expenditures Supplies
2.17	Implementation of mentoring groups, (for boys and girls separately) to build relationships and positivity among students that may be but not limited to at-promise students and implementing a Principal's Think Tank will be created to include students representing various groups on campus. Students will meet to discuss their thoughts for improvement of specific needs of Fremont. This would include Principal's Fellows.	All Students	2000 LCFF 5800: Professional/Consulting Services And Operating Expenditures Assembly - mentoring time - workshops

2.18	After school and lunch time detention groups will be utilized to discuss behavior choices with students in need of mentoring and help support the reteaching of appropriate behaviors to promote a positive school climate.	All Students	5500 LCFF 1000-1999: Certificated Personnel Salaries Extra Hours Certificated staff 3500 LCFF - Intervention 1000-1999: Certificated Personnel Salaries Extra hours - certificated staff
2.19	Implementation of an African American student focus group to discuss a variety of school topics directly related to our African American students.	African American	1000 LCFF 1000-1999: Certificated Personnel Salaries Teacher extra hours
2.20	Plan schoolwide assemblies to include motivational speakers, guest speakers, and groups to increase empathy, motivation, and a growth mindset for our students.	All Students	6000 LCFF 5800: Professional/Consulting Services And Operating Expenditures Outside services for assemblies
2.21	Actively recruit students students receiving special education services, English learners, McKinney Vento, and Foster students to be a part of student committees and clubs representing the campus.	Students with Disabilities English Learners Foster Youth Homeless	No additional cost
2.22	Implementation of viable alternatives to suspension to increase education and mentorship in changing of unacceptable behaviors on campus. When suspensions do take place, a reintegration process will be implemented to ensure that suspended students come back to campus with the opportunity to make contact with a "safe adult" on campus and are provided a check-in with the counseling team.	All Students	No additional cost 1000 LCFF 1000-1999: Certificated Personnel Salaries Teacher extra hours - training
2.23	The Falcon Landing (Wellness Center) will be open to provide students with activities during lunchtime. Students that need a "safe" place during lunch or just want to participate in adult supervised activities will be able to utilize the center for what it has to offer. This will include the use of Counselor Dollars to incentivize positive behavior on campus to focus on our Guidelines For Success.	All Students	1500 LCFF 4000-4999: Books And Supplies Incentives based on Guidelines for Success

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

We were able to see a decline in office discipline and student out of school suspensions. The efforts made to build relationships with students paid off as did implementation of increased active supervision by campus assistants. The

efforts to build relationships via our SEL work, work through our Falcon's Landing, as well as student mentoring opportunities led to an increase in students feeling they are valued members of the school community.

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

We did not continue with plans to fund an extra campus supervisor and instead focused funds on student achievement incentives.

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

There will be increased opportunities for student mentorship and for students to offer their voice on campus issues through mentoring groups and focus committees. These opportunities include the Principal's Fellows and an African American student committee.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

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

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

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

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance at parent meetings/workshops through sign-in sheets.	Attendance rates were at or above 5% for most parent engagement activities	For grade level family activities, parent attendance will be at least 7% of grade level enrollment. For school wide activities, parent attendance will be at least 7% of total school enrollment.
Panorama Survey-communication	Only 50% of parents responded that communication from school to home was helpful in 23-24.	75% of parents will respond that communcaition between home and school is strong.
Parent Square communication	Only 54% of our parents are registered with Parent Square.	90% of parents will be registered with Parent Square.

Strategies/Activities
Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Continue providing essential programs and support services by hosting parent nights (e.g. parent	All Students	2600 Title I

	training and education, promotion guidelines, school guidelines) for identified students and families through in-person sessions or virtual formats as necessary.			1000-1999: Certificated Personnel Salaries Extra hours - Counselor 1000 LCFF 4000-4999: Books And Supplies Parent/student incentives
3.2	Update the Student-Parent Compact and Parent Involvement Policy with feedback from necessary team members and distribute to parents to strengthen home-school partnerships.	All Students		No additional cost
3.3	Invite parents to attend student-led parent/teacher conferences in October and February to discuss student progress and review promotion criteria. We want to hold parent conferences before trimester grades are final so that students and parents have time to review and complete needed work before end of trimester grades are due. A site variance is necessary to change the fall confernce dates. There are transportation costs due to the site variance.	All Students		3500 LCFF 5000-5999: Services And Other Operating Expenditures Transportation 1200 LCFF 2000-2999: Classified Personnel Salaries Extra Hours - Classified Staff
3.4	Schedule "Chat with the Principal" meetings with parents to improve home-school partnerships. Webinars will held be held virtually on various topics to assist and encourage parents to remain engaged and involved in their child's educational career. These events will be used to reinforce the schoolwide expectations in regards to electronic, behavior, academic, and dress code rules.	All Students		No additional cost
3.5	Prepare events to highlight site programs and accomplishments (Open House, Academy Tours, academic nights, AVID Night, Family Nights) and share student learning opportunities with parents and community members virtually when necessary. The OSD Student Profile will be communicated to parents during these events.	All Students		5000 LCFF 1000-1999: Certificated Personnel Salaries Extra Hours - Certificated Staff
3.6	Administrators will support teachers in documenting instructional rewards, incentives, and social events for publication online or through social media to highlight learning opportunities taking place at Fremont, in order to inform families. A monthly newsletter will be drafted and communicated via Parent Square to highlight school activities and information to increase contact with families. Family surveys will be used to gather necessary information from home to implement necessary programs and activities to better serve our students.	All Students		1000 LCFF 1000-1999: Certificated Personnel Salaries Extra Hours - Certificated Staff
3.7	Host student and parent orientation day that will include the passing out of student textbooks, schedules, and student expectation material. This will include the training of new WEB leaders and their presence at the orientation day to promote Fremont Academy and introduce parents to educational programs and encourage parent involvement for elementary to middle school transition.	All Students		2000 Title I 2000-2999: Classified Personnel Salaries Extra Hours - Classified Staff 1000 Title I 1000-1999: Certificated Personnel Salaries Extra hours - Certificated staff

3.8	Seek English Learner's parent feedback about EL academic programs, EL needs and school climate through surveys including EL Needs Assessment survey. Continue to meet monthly as an ELAC team with relevant agendas driven by need. Provide opportunities English Learner family nights.	English Learners	1500 Title III 1000-1999: Certificated Personnel Salaries No additional cost
3.9	Encourage parent participation in meetings to discuss student performance, including IEPs, SSTs and promotion meetings through the use of Save the Date announcements via Parent Square, social media, and the school website.	All Students	No additional cost
3.10	Support PTA in providing parents meaningful and productive opportunities to participate in their children's academic and social-emotional growth.	All Students	No additional cost
3.11	Counselors host high school transition information meetings for parents to meet high school counselors to learn about registration and orientation dates and opportunities for parent involvement in high school.	All Students	1000 Title I 1000-1999: Certificated Personnel Salaries Extra hours - Counselor
3.12	Encourage parent participation in parent workshops and trainings such as Latino Literacy Project workshops, Project 2 Inspire, Parent Project, and African American Parent Advisory Committee, through in-person or a virtual platform.	All Students	1000 Title I 4000-4999: Books And Supplies Supplies for Parent Involvement 2000 Title I 2000-2999: Classified Personnel Salaries Extra Hours - ORC 287 LCFF 4000-4999: Books And Supplies Supplies for Parent Involvement
3.13	Coffee with the Counselors Chats to discuss school offerings and important events dates. These chats will include opportunities to review school expectations and policies.	All Students	300 LCFF 4000-4999: Books And Supplies Parent incentives
3.14	Our ORC will call parents of chronically absent students to remind them of attendance procedures and the importance of good attendance and create individual attendance contracts to encourage students to attend school daily.	All Students	No additional cost
3.15	Support and increase participation in the current parent volunteer program by communicating need with families and teachers.	All Students	No additional cost
3.16	Implement Family And Community Engagement (FACE) Committee at the school site to include members from SSC, PTA, ELAC, Outreach Specialist, Counselor, Principal/Assistant Principal, etc.	All Students	No additional cost
3.31			

3.32			
3.34			

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

We were able to effectively reach parents by providing parent evenings that generated the interests of our families. We hosted a family movie night where students and their families brought blankets, chairs, food and drink to enjoy a holiday movie night. We provided a snack bar with snacks and drinks for those that wanted to purchase instead of bring their own food. The evening was an opportubity to connect with families and bring them to campus. We also hosted a family Loteria night where families played bingo and won prizes. We had Fremont students and teachers read the Loteria cards. We reached families through Parent Square to garner the attendance we had.

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

We spent funds in the areas that we had planned on and there were no major variations from what was planned.

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

We are implementing more opportunities to engage parent voice through increased family surveys, committee opportunities, and parent volunteer opportunities.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$79,479.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$523,208.00
Total Federal Funds Provided to the School from the LEA for CSI	$160,254.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
CSI Funding	$160,254.00
Title I	$65,129.00
Title III	$14,350.00

Subtotal of additional federal funds included for this school: $239,733.00

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

State or Local Programs	Allocation ($)
LCFF	$148,400.00
LCFF - Intervention	$5,000.00
Prop 28	$130,075.00

Subtotal of state or local funds included for this school: $283,475.00

Total of federal, state, and/or local funds for this school: $523,208.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	65,129.00	0.00
Title III	14,350.00	0.00
LCFF	148,400.00	0.00
LCFF - Intervention	5,000.00	0.00
CSI Funding	160,254.00	0.00
Prop 28	130,075.00	0.00

Expenditures by Funding Source

Funding Source	Amount
CSI Funding	160,254.00
LCFF	148,400.00
LCFF - Intervention	5,000.00
Prop 28	130,075.00
Title I	65,129.00
Title III	14,350.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	163,862.00
2000-2999: Classified Personnel Salaries	48,000.00
4000-4999: Books And Supplies	113,313.00
5000-5999: Services And Other Operating Expenditures	21,729.00
5800: Professional/Consulting Services And Operating Expenditures	176,304.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
5800: Professional/Consulting Services And Operating Expenditures	CSI Funding	160,254.00
1000-1999: Certificated Personnel Salaries	LCFF	23,500.00
2000-2999: Classified Personnel Salaries	LCFF	11,700.00
4000-4999: Books And Supplies	LCFF	93,700.00
5000-5999: Services And Other Operating Expenditures	LCFF	11,500.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	8,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Intervention	3,500.00
4000-4999: Books And Supplies	LCFF - Intervention	1,500.00
1000-1999: Certificated Personnel Salaries	Prop 28	112,962.00
4000-4999: Books And Supplies	Prop 28	17,113.00
1000-1999: Certificated Personnel Salaries	Title I	15,400.00
2000-2999: Classified Personnel Salaries	Title I	35,000.00
4000-4999: Books And Supplies	Title I	1,000.00
5000-5999: Services And Other Operating Expenditures	Title I	10,229.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	3,500.00
1000-1999: Certificated Personnel Salaries	Title III	8,500.00
2000-2999: Classified Personnel Salaries	Title III	1,300.00
5800: Professional/Consulting Services And Operating Expenditures	Title III	4,550.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	439,208.00
Goal 2	60,613.00

Goal 3		23,387.00

School Site Council Membership

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

1 School Principal

4 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

3 Secondary Students

Name of Members	Role
Dave De Los Santos	Principal
Michelle Anderson	Classroom Teacher
Samuel Reveles -	Classroom Teacher
Jennifer Estes - secretary	Classroom Teacher
Joy Fedele	Classroom Teacher
Emmanuel Mejia	Other School Staff
Jasmine Duron - Chairperson	Parent or Community Member
Victor Sepulveda	Parent or Community Member
Ashley Gonzalez	Parent or Community Member
Maria Corpus	Secondary Student
Karina Camacho	Secondary Student
Lily Marroquin	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 28, 2024.

Attested:

	Principal, Dave De Los Santos on May 28, 2024
	SSC Chairperson, Jasmine Duron on May 28, 2024

Instructions

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description
Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

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

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

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

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

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

Comprehensive Needs Assessment
Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

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

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

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

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table
Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

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

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

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

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

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Additional CSI Planning Requirements:
- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: CSI funds may not be expended at or on behalf of schools not eligible for CSI.

Additional ATSI Planning Requirements:
Note: Federal funds for CSI shall not be used in schools eligible for ATSI.

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:
- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:
- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:
   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
      1. The comprehensive needs assessment of the entire school shall:
         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
            i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:
   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
   B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
    a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    b. Use methods and instructional strategies that:
        i. Strengthen the academic program in the school,
        ii. Increase the amount and quality of learning time, and
        iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
        i. Strategies to improve students' skills outside the academic subject areas;
        ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
    1. Ensure that those students' difficulties are identified on a timely basis; and
    2. Provide sufficient information on which to base effective assistance to those students.
G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp

- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp

- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp

- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf

- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: https://www.cde.ca.gov/fg/aa/co/
- ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
- Available Funding: https://www.cde.ca.gov/fg/fo/af/

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