

Fremont Elementary

10621666006258

Principal's Name: Mark Mather

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 1, 2022

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District Goals	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the District Goals supporting the expectations that all goals shall have objectives that are measurable, actionable and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.</p>	
Student Goal	Improve academic performance at challenging levels
Student Goal	Expand student-centered and real-world learning experiences
Student Goal	Increase student engagement in their school and community
Staff Goal	Increase recruitment and retention of staff reflecting the diversity of our community
Family Goal	Increase inclusive opportunities for families to engage in their students’ education

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

Consolidated Program Assurances



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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Mark Mather	X				
2. Chairperson – Mari Cruz Olvera				X	
3. Dac Representative - Irma Gomez - Parent				X	
4. Vice Chairperson - Antonio Aguilar – Parent				X	
5. Jennifer Graveline		X			
6. Andriette Smith		X			
7. Virginia Colvin		X			
8. Classified - Melissa Razo			X		
9. Tessa Pearson				X	
10. Jessica Rodriguez				X	
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
<input checked="" type="checkbox"/> ELAC reviewed the SPSA as a school advisory committee.
ELAC voted to consolidate with the SSC. Date _____.

Required Signatures

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Mark Mather		3/2/22
SSC Chairperson	Mari Cruz Olvera		3-2/22

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

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

FY 2022/23

Fremont - 0175

ON-SITE ALLOCATION

3010	Title I	\$47,034 *
7090	LCFF Supplemental & Concentration	\$159,418
7091	LCFF for English Learners	\$47,200
7099	ESSER III (learning loss/COVID impact, one-time funds)	<u>\$87,143</u>
TOTAL 2022/23 ON-SITE ALLOCATION		\$340,795

* These are the total funds provided through the Consolidated Application		
* Title I requires a specific investment for Parent Involvement		
	Title I Parent Involvement - Minimum Required	\$1,608
	Remaining Title I funds are at the discretion of the School Site Council	<u>\$45,426</u>
	Total Title I Allocation	\$47,034

Fremont Elementary 2022-2023 - SPSA

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
i-Ready ELA D2 proficiency - percentage of students on/above	✓		19.9 %	2021-2022	25 %
i-Ready Math D2 proficiency - percentage of students on/above	✓		11.89 %	2021-2022	16.99 %

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

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

Fremont Elementary implemented a rigorous, balanced literacy program and intervention program to promote mastery of literacy skills for grades K-6. The actions taken to support implementation include:

iReady ELA D2 On Level

- Daily Tier 1 ELA grade-level instruction
- Consistent reteaching in small groups when needed
- Teachers incorporate technology in their daily instruction
- Teachers incorporate technology in their daily instruction
- Teachers differentiate instruction in order to meet the needs of all students
- Planning with iReady diagnostic data for student need and growth
- Teachers using IABs and FIABs from CAASPP website, grades 3-6
- Incorporating digital adoption of both *Wonders* and *Go Math*
- Professional Learning and training of CIPL Buyback Training
- Certificated Tutors reading interventions for K-1

iReady ELA D2 On Grade Level (Socioeconomically Disadvantaged)

- Daily Tier 1 ELA grade-level instruction
- Consistent reteaching in small groups when needed

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

i-Ready ELA D2 On Grade Level

Fremont Elementary reached their ELA D2 On Grade Level percentage by focusing on grade-level planning, use of CFA and iReady data to inform instruction, and daily use of Tier 1 grade-level instruction for all students.

iReady ELA D2 On Grade Level (Socioeconomically Disadvantaged)

Fremont Elementary will continue to make gradual progress in closing the achievement gap and focus on increasing our target. Fremont Elementary will continue to do the following:

- Increase the use of data from IPG and Classroom walks, including Fresno Region Mini-pacs, there is a need for an increase in complex talk and rigor, IPG 2B and 3
- Increase the use of Error Analysis instructional strategy on Common Formative Assessments
- Increase the focus on Severely Chronic Absenteeism rates
- PLCs will increase the use of CCSS aligned CFAs at the higher rigor level
- PLCs will increase the use of planning with the CCSS companion
- PLCs will increase the use of utilizing FIABs and IABs from the CAASPP website
- Grade level teams will increase consistency in the use of disaggregating data by students, by Content Standards

iReady ELA D2 One Grade Level (Students with Disabilities)

- Teachers incorporate technology in their daily instruction
- Teachers differentiate instruction in order to meet the needs of all students
- Planning with iReady diagnostic data for student need and growth
- Teachers using IABs and FIABs from CAASPP website, grades 3-6
- Fremont Elementary implemented a rigorous, balanced literacy program and intervention program to promote mastery of literacy skills for grades K-6 . The actions taken to support implementation include:

iReady ELA D2 One Grade Level (Students with Disabilities)

Fremont Elementary implemented a rigorous, balanced literacy program and intervention program to promote mastery of literacy skills for grades K-6 .The actions taken to support implementation include:

- Students with Disabilities have access to both core curricula on grade-level along with supplemental materials to address IEP goals and objectives.
- Continued use of PLC planning and data analysis of CFAs to inform instructional next steps.
- Continued focus on ULD with planning Instructional materials.

SSC/ELAC Staff Information

- Continue to fund Certificated Tutors for Reading Interventions
- iReady Diagnostic 2 from the Fall to Winter 2021 shows **10% growth in Reading** schoolwide
- Continue to fund technology in the classroom so each student has working technology to take iReady assessments
- Teachers designing lessons with EL students in mind and Universal Designed Learning to meet the needs of every student

iReady Math D2 On Grade Level

Fremont Elementary implemented comprehensive professional learning from The New Teacher Project (TNTP Math Lesson Design/Math Tasks) to increase knowledge and use of mathematical shifts and consistent planning using the 8 mathematical practices.

- Daily Tier 1 Math grade-level instruction Teachers differentiating instruction in order to meet the needs of all learners
- Teachers incorporating technology in daily planning and learning
- Teachers incorporating digital adoption of GVC Wonders and Go Math
- Whole school RTI block focused on gaps in literacy and math in grade level standards
- iReady Diagnostic 2 shows **10% Growth in Math** schoolwide from Fall to Winter 2021
- TSA pull out RTI for Math in 4th grade
- Purchase the ESGI Data Collection Tool for Kindergarten teachers in order to progress monitor students between each FSA Assessment.
- Teachers participated in professional learning with TNTP Math and ELA training, specifically for grades 3-6 as they will test SBAC again
- **iReady Math D2 On Grade Level (Students with Disabilities)**

Fremont Elementary implemented comprehensive professional learning from The New Teacher Project (TNTP Math Lesson Design/Math Tasks) to increase knowledge and use of mathematical shifts and consistent planning using the 8 mathematical practices.

- Daily Tier 1 Math grade-level instruction
- Consistent reteaching in small groups when needed
- All reach in grades 1-6, including Special Education Teachers participated in strategic, grade-level

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- Increase the use of Error Analysis instructional strategy on Common Formative Assessments
- Increase the focus on Severely Chronic Absenteeism rates
- PLCs will increase the use of CCSS aligned CFAs at the higher rigor level
- PLCs will increase the use of planning with the CCSS companion
- PLCs will increase the use of utilizing FIABs and IABs from the CAASPP website
- Grade level teams will increase consistency in the use of disaggregating data by students, by Content Standards

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- specific professional learning to enhance instruction in Math to benefit all students including; students with disabilities, and other student subgroups.
- Continued focus on ULD with planning Instructional materials.

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

According to our 2020-2021 implementation plan teachers would be consistent with reteaching in a small group as a Tier 2 academic Intervention when needed. However, due to the COVID pandemic and shortage of available substitutes, grade level planning days and professional learning hours were unavailable. Professional learning hours are a key driver for the use of specific planning resources such as Common Core Companion, use of IABs and FIABs to promote error analysis, as well as inconsistent use of CCSS aligned grade-level CFAs to monitor student progress. Therefore, Fremont will continue to maintain the following shifts in our plan:

- Continue to purchase technology for digital GVC resources, iReady Lessons and assessments, and IABs/FIABs grade-level content.
- Utilize our TSA to Differentiate Instruction and create RTI groups for students in Math and ELA
- Continue with All 4 Youth counseling services for the many students needing SEL supports after such a draining 3 years of Covid-Related school issues.
- Continue PL centered around Culturally Proficient Teaching Practices
- Continue PL around Planning with ELs and Sped students in mind to focus on inclusivity and reclassification.
- Continue to budget and offer PL with TNTP Math and ELA training, specifically for grades 3-6 as they will test SBAC again
- Major shifts in our plan for last year will be to remove the hiring of a math-focused TSA and open a split funded Clinical School Social Worker position that will be jointly funded between Fremont and Holland Elementary Schools. This year, FUSD will provide each school site with an Academic Instructional Coach that will support the continued professional development of teachers. FUSD will also be providing a Home School Liason (HSL) for each school. The addition of the Clinical School Social Work, Academic Coach, and HSL will support various action items within our SPSA goal. These changes can be found in G1 A1 & 2, G2 A1, G3 A1, G3 A1 & 2.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2022-23 SPSA.

These changes can be found in G1 A1 & 2, G2 A1, G3 A1, G3 A1 & 2.

- Continue utilizing designated school TSA for RTI to help bridge the gap for EL and low performing students, focusing on SPED, English Learners, Foster and Homeless Youth, and African American students.
- Continue funding 2 certificated Tutors for Reading Intervention for EL and low performing students
- Continue to administer PL on Culturally Proficient Teaching practices
- Utilize our CWAS Tier II Intervention Specialist to target Tier II and III students for supports
- Continue to budget and offer PL with TNTP Math and ELA training, specifically for grades 3-6 as they will test SBAC again
- Continue to hire and train more NTAs to create and maintain a positive and safe culture and climate.
- Funding for a Clinical School Social Worker.

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

1 SSC:

Feedback stated to continue with the current services as SSC

2 ELAC:

Feedback stated to continue with the current services as ELAC

3 Staff:

Feedback stated from staff to continue with the current Instructional

educational partners are happy with current programs to support the needs of students.

1. Technology
2. Certificated Tutors (2)
3. ELPAC Assessors
4. Additional Noon Time Assistants
5. Roving Substitute
6. Follett Library Materials
7. SEL resources
8. Clinical School Social Worker
9. Home School Liason
10. Academic Instructional Coach
11. Cultural Proficiency learning.

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plan and services and include the new distracted funded personnel resources.

1. Technology
2. Certificated Tutors (2)
3. ELPAC Assessors
4. Additional Noon Time Assistants
5. Roving Substitute
6. Follett Library Materials
7. SEL resources
8. Clinical School Social Worker
9. Home School Liason
10. Academic Instructional Coach
11. Cultural Proficiency learning.
12. iReady Tool Kit

Action 1

Title: Improve Academic ELA and Reading Intervention/ELD

Action Details:

Fremont will continue to implement a schoolwide reading intervention program for Tier 2 Strategic and Tier 3 Intensive students who have decreased and are now scoring below grade level in grades 2-6. This also applies for students whose iReady Diagnostic 1 and 2 scores fall into the standard Nearly Met or Not Met performance bands in ELA. Identification of students will be based on the iReady Diagnostics, with consideration for SBAC data that will be released for use in August 2021. Professional learning will emphasize the following strategies as part of what should be provided for students who are struggling with foundational skills and being able to read on grade level by 3rd grade. Close reading strategies, text-dependent questions, foundational reading skills will be embedded in daily instruction for grades PreK-3. Use of small group differentiated instruction will be utilized during integrated and designated ELD times as part of classroom-based Tier 1 RTI. Additionally, the iReady data diagnostics will be utilized during RTI to appropriately group students for tiered intervention and support in gaining the foundational skills necessary to move towards and meet grade-level standards. Continued use of 2 Certificated Tutors for Reading Intervention grades K-1. Students will be identified for interventions through iReady assessments and Teacher-created CFAs, with focus on our EL, SPED, and African American population. Staff will continue to learn using the Cultural Proficiency training to have all students in mind when planning instruction and assessments.

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

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

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

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

- Staff will use i-Ready diagnostic and SBAC/CAASPP data alongside CFAs and other assessments (formative and summative) toward enhancing and utilizing intervention and differentiation strategies, including but not limited to deployment, etc.
- Staff will use the following, but not limited to, i-Ready Teacher Toolkit, Brain Pop, SORA, Wonders etc continue supporting ELA/Literacy through a variety of means
- Staff will utilize instructional strategies toward enhancing literacy and increasing writing.
- Staff will continue a school-wide integrated literacy plan. Instruction will continue to focus on daily close reading and collaboration strategies with complex text using the district-adopted curriculum.
- Ongoing professional learning focused on writing and close reading strategies will be provided throughout the year.
- ILT will develop and implement a school-wide writing plan as writing is critical to literacy.
- All staff will make writing instruction and support a priority across the curriculum.
- Staff will utilize focused note-taking training and strategies toward enhancing literacy and increasing writing.
- Teachers will continue to participate in professional learning with TNTP Math and ELA training, specifically for grades 3-6 as they will test SBAC again
- Administrative team continues a cycle of review around Problem of Practice (Professional Learning Communities-4 Grounding Questions)
- Administrative team calibration around instructional practice guide (IPG) walks.
- Online iReady differentiated instruction support.
- Teachers will engage in professional learning on research-based instructional strategies specific to successfully teaching English Language Learners. Teachers will engage in professional learning on research-based strategies to support students identified as Tier III (academically).
- All staff will engage in professional learning on Cultural Proficiency to promote and sustain best practices for cultivating a learning organization that supports diversity, equity, and inclusion.
- Professional Learning Communities (PLC) will plan Common Formative Assessments (CFA) for review and establishment of essential skills/standards
- Staff will participate in quarterly data chats toward specific goals for the year (professional learning (PL) opportunities, focus on student groups, etc.)
- The administrative team will continue a continuous cycle of review and improvement around a problem of practice.
- Implement EL Data chats to communicate expectations and commitments of teachers and students to increase linguistic and academic achievement and support continued growth for English Language Learners.
- Continue professional learning on researched-based instructional strategies that support linguistic Proficiency for English Language Learners.

Foci on specific student groups includes:

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

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- Analysis of data after iReady administration 3 times per year for monitoring and identification for tiered level of supports
- Analysis of Grade Level Common Formative Assessments
- Grade Level/Teacher/SPED Team goal setting (SMART GOAL)
- Quarterly Progress Reports.
- FSA/ESGI data
- SBAC Data from Spring 2022
- CFA/IABs/FIABs data
- Ongoing formative assessments
- Quarterly EL Progress Monitoring and Re-designation rates
- Providing students additional designated EL instruction who are identified as long-term or meeting borderline criteria for EL Re-designation.
- Progress monitoring based on SEL data
- Walkthroughs, feedback, and reflective conversations.
- Alignment of District and site Professional Learning Calendars.
- Goal Setting and Data Chats.
- Professional learning aligned to PLC work and Learning by Doing.
- Student Success Team Meetings.
- Funding for ELPAC Assessors
- Follett Library Materials for EL students
- CFAs, IAB's and grade-level data analysis to be monitored by Admin and teachers

Owner(s):

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

Timeline:

- August 10, 2022 – June 9, 2023: monthly, quarterly, and on-going

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

- Teachers will continue to utilize *Wonders* resources including text, workbooks, and on-line resources with 100% fidelity across all grade levels.
- Teachers will continue to utilize *Wonders* resources to develop IABs and FIABs
- Teachers will continue to utilize Second Step curriculum for daily SEL instruction
- Provide two Certificated Tutors to provide kindergarten and first grade students with reading intervention to insure they are reading on grade level by grade 3.
- Additional designated EL instruction for those students who are identified as long term for meeting borderline criteria for EL Reclassification.
- ELPAC goal setting and boot camps will be provided to EL students and New Comers in support of reaching R-FEP Reclassification
- ELD intervention to support students in maintaining Reclassification criteria.
- Economically disadvantaged and foster students whose CFAs, IABs, FIABs, iReady diagnostics, and SBAC scores have decreased (specifically African American and SPED) and are now scoring significantly below grade level in grades 1-5. Students will participate in reading support and intervention programs 3 times weekly for a minimum of 45 minutes of direct instruction.
- Utilize approved categorical budgets: 3010, 7090, and 7091, and 7099
- Provide substitutes to allow teachers to observe colleagues and attend Student Success Team Meetings and Professional Development Opportunities
- Purchase Orders: California Business Machines, Inc., FUSD warehouse, FUSD maintenance, FUSD Graphics, EKC, CWD, Anywhere Carts, Office Depot, Western Blue, Save Mart, Vallarata, as well as any other approved vendor to support student achievement.
- Professional development will be available to certificated staff through distance learning and extended learning opportunities.
- Materials/Supplies/Technology: Technology and classroom materials and supplies to include the purchase of additional tablets/computers, software, printer ink, notebooks, paper, pencils, pens, markers, poster maker paper, poster paper, and other related instructional materials for teachers and students.
- Provide materials and supplies for parents to participate in meetings and learning opportunities provided by site administrators, Parent University, and outside resources. Also provide baby-sitting and refreshments for Title 1 Meeting, SSC and ELAC meetings utilizing approved categorical funds 7090 and 7091.
- Utilize approved categorical budgets: 7090, 7091, 3010, and 0181 for extra pay certificated contracts for after school tutoring.
- Leadership Planning.
- PLC Teams will continue to improve instructional support and provide intervention through the RTI process specifically with African American, English Language Learners, and SPED students.

Specify enhanced services for EL students:

Specify enhanced services for low-performing student groups:

- Additional designated EL instruction for those students who are identified as long term or meeting borderline criteria for EL Reclassification
 - iReady and ELPAC goal setting will be provided to EL students who are approaching R-FEP Reclassification criteria by 2 Certificated Tutors.
 - Economically disadvantaged and foster students whose IABs, FIABs, iReady, CFAs, and SBAC scores have decreased (specifically African American and SPED) and are now scoring significantly below grade level in grades 1-6.
 - Fund ELPAC assessors in order to administer spring ELPAC assessment
 - TSA for RTI utilizing supports for ELD instruction
 - Monitor ELD instructional fidelity during classroom walks based on instructional block schedules
 - California ELD Standards in combination with CCSS
- Designated ELD training for teachers utilizing the Wonders ELD curriculum. As a staff, teachers will select an all-school Designated ELD time for effective ELD instruction with students.
 - EL coaching support around Designated instruction to help deepen the planning during Tier I instruction
 - Utilization of the ELD standards embedded within ELA standards
 - Training for new teachers around tabbing and explaining how to read the ELD standards
 - RTI for our underrepresented groups: EL Learners, Foster Youth, SPED, and African American students
 - Provide pull out and push in ELD support utilizing Wonders Approaching and ELD resources with certificated tutors (K-1)
 - Engaging our African American, EL, and SPED population with purposeful planning.
 - Continued Whole Staff Book Study on Culturally Proficient Instruction throughout the year
 - Partnering with the African American Academic Acceleration program to bring motivational and tutoring services on campus for AA students struggling in ELA and Math which will use technology to connect to Kahn Academy and access research sources to improve math skills.
 - Partnering with the FUSD EL Services department to bring specific professional learning opportunities focused on strategies for English Language Learners to improve literacy and math skills.
 - Partnering with FUSD Equity and Access department for ongoing assessment and Cultural Proficiency learning.

Action 2

Title: Improve Academic Math Instruction/Extended Math Intervention

Action Details:

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

Fremont will continue to implement a schoolwide reading intervention program for Tier 2 Strategic and Tier 3 Intensive students who have decreased and are now scoring below grade level in grades 2-6. This also applies for students whose iReady Diagnostic 1 and 2 scores fall into the standard Nearly Met or Not Met performance bands in ELA. Identification of students will be based on the iReady Diagnostics, with consideration for SBAC data that will be released for use in August 2021. Professional learning will emphasize the following strategies as part of what should be provided for students who are struggling with foundational skills and being able to read on grade level by 3rd grade. Close reading strategies, text-dependent questions, foundational reading skills will be embedded in daily instruction for grades PreK-3. Use of small group differentiated instruction will be utilized during integrated and designated ELD times as part of classroom-based Tier 1 RTI. Additionally, the iReady data diagnostics will be utilized during RTI to appropriately group students for tiered intervention and support in gaining the foundational skills necessary to move towards and meet grade-level standards. Continued use of 2 Certificated Tutors for Reading Intervention grades K-1. Students will be identified for interventions through iReady assessments and Teacher-created CFAs, with focus on our EL, SPED, and African American population. Staff will continue to learn using the Cultural Proficiency training to have all students in mind when planning instruction and assessments.

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

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

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

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

- Staff will use i-Readydiagnostic and SBAC/CAASPP data alongside CFAs and other assessments (formative and summative) toward enhancing and utilizing intervention and differentiation strategies, including but not limited to deployment, etc.
- Continue school-wide use of the Mathematical Practices and focused reteaching.
- Staff will use the following, but not limited to, i-Ready Teacher Toolkit, Brain Pop, SORA, Wonders etc continue supporting ELA/Literacy through a variety of means
- Administrative team continues cycle of review around Problem of Practice (Professional Learning Communities-4 Grounding Questions)
- Administrative team calibration around instructional practice guide (IPG) walks.
- Teachers will continue to participate in professional learning with TNTP Math and ELA training, specifically for grades 3-6 as they will test SBAC again
- Online iReady differentiated instruction support.
- Ongoing professional learning focused on high-leverage instructional strategies will be provided throughout the year.
- Teachers will engage in professional learning on research-based instructional strategies specific to successfully teaching English Language Learners. Teachers will engage in professional learning on research-based strategies to support students identified as Tier III (academically).
- All staff will engage in professional learning on Cultural Proficiency to promote and sustain best practices for cultivating a learning organization that supports diversity, equity, and inclusion.
- Professional Learning Communities (PLC) will plan Common Formative Assessments (CFA) for review and establishment of essential skills/standards
- Staff will participate in quarterly data chats toward specific goals for the year (professional learning (PL) opportunities, focus on student groups, etc.)
- The administrative team will continue a continuous cycle of review and improvement around a problem of practice.
- Implement EL Data chats to communicate expectations and commitments of teachers and students to increase linguistic and academic achievement and support continued growth for English Language Learners.
- Continue professional learning on researched-based Instructional strategies that support linguistics Proficiency for English Language Learners.

Foci on specific student groups include:

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

Reasoning for using this action: <input checked="" type="checkbox"/> Strong Evidence <input type="checkbox"/> Moderate Evidence <input type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

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

- Analysis of data after iReady administration 3 times per year for monitoring and identification for tiered level of supports
- Analysis of Grade Level Common Formative Assessments
- Grade Level/Teacher/SPED Team goal setting (SMART GOAL)
- Quarterly Progress Reports.
- FSA/ESGI data
- SBAC Data from Spring 2022
- CFA/IABs/FIABs data
- Ongoing formative assessments
- Quarterly EL Progress Monitoring and Re-designation rates
- Providing students additional designated EL instruction who are identified as long-term or meeting borderline criteria for EL Re-designation.
- Progress monitoring based on SEL data
- Walkthroughs, feedback, and reflective conversations.
- Alignment of District and site Professional Learning Calendars.
- Goal Setting and Data Chats.
- Professional learning aligned to PLC work and Learning by Doing.
- Student Success Team Meetings.
- Funding for ELPAC Assessors
- Follett Library Materials for EL students
- CFAs, IAB's and grade level data analysis to be monitored by Admin and teachers

Owner(s):

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

Timeline:

- August 10, 2022 – June 9, 2023
- Monthly, quarterly, and on-going

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

- Teachers will continue to utilize all *GOMath* resources including on-line resources with 100% fidelity across all grade levels.
- Professional development will be available to certificated staff through conferences and extended learning opportunities.
- Provide substitutes to allow teachers to observe colleagues and attend Student Success Team Meetings.
- Utilize approved categorical budgets: 3010, 7090, and 7091, and 7099
- Purchase Orders: California Business Machines, Inc., FUSD warehouse, FUSD maintenance, FUSD Graphics, EKC, CWD, Anywhere Carts, Office Depot, Western Blue, SaveMart, Vallarta, i-Ready Math Intervention, Inc. as well as any other approved vendor to support student achievement.
- Materials/Supplies/Technology: Technology and classroom materials and supplies to include the purchase of additional tablets/computers, tablet carts, software, printer ink, notebooks, paper, pencils, pens, markers, poster maker paper, poster paper, and other related instructional materials for teachers and students.
- Provide materials and supplies for parents to participate in meetings and learning opportunities provided by site administrators, Parent University, and outside resources, as well as babysitting and refreshments for parent informational meetings, SSC, and ELAC, utilizing approved categorical funds 7090 and 7091, and 3010 for parent training and interpreters.

Specify enhanced services for EL students:

- TSA will provide differentiated instruction during small group and individualized lessons grades 2-6.
- Extended Library Learning Opportunities for English Language Learners in order to close the achievement gap in mathematics.
- iReady and SBAC goal setting will be provided to EL students in order to close the achievement gap in mathematics
- Monitor ELD instructional fidelity during classroom walks based on instructional block schedules
- California ELD Standards and CCSS

Specify enhanced services for low-performing student groups:

- EL students will receive after school tutoring in mathematics with a certificated teacher.
- Students will receive Designated ELD instruction to help support grade level mathematics instruction.
- Students will utilize district funded Tutor.com for support in ELA and Math
- Teacher and student data chats around assessments results and next steps.
- Designated TSA EL support around Designated Instruction around mathematics
- Designated TSA coaching EL standards to help in Designated Instruction planning
- Economically disadvantaged and foster students whose iReady, IABs, FIABs, and SBAC scores have decreased (specifically EL, African American, and SPED) and are now scoring significantly below grade level in grades K-6.
- Designated ELD training for teachers utilizing the Wonders ELD curriculum. As a staff, teachers will select

- an all-school Designated ELD time for effective ELD instruction with students.
- EL coaching support around Designated instruction to help deepen the planning during Tier I instruction
- Utilization of the ELD standards embedded within ELA standards
- Training for new teachers around tabbing and explaining how to read the ELD standards
- RTI for our underrepresented groups: EL Learners, Foster Youth, SPED, and African American students
- Provide pull out and push in ELD support utilizing Wonders Approaching and ELD resources with certificated tutors (K-1)
- Engaging our African American, EL, and SPED population with purposeful planning.
- Continued Whole Staff Book Study on Culturally Proficient Instruction throughout the year
- Partnering with the African American Academic Acceleration program to bring motivational and tutoring services on campus for AA students struggling in ELA and Math which will use technology to connect to Kahn Academy and access research sources to improve literacy and math skills.
- Partnering with the FUSD EL Services department to bring specific professional learning opportunities focused on strategies for English Language Learners to improve literacy.
- Partnering with FUSD Equity and Access department for ongoing assessment and Cultural Proficiency learning.
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2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0175 Fremont Elementary (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Regu	Tutor	0.4375		45,067.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.1575		16,390.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Teacher Substitute Contracts	4,534.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Repairs	2,000.00
G1A1	Sup & Conc	Parent Participation	Cls Sup-Sup			Classified Supplemental Contracts - ELA	3,925.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.2800		29,140.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors/Supplemental Contracts	4,704.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Instructional materials and supplies to support EL achievement	9,853.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			Technology to support EL achievement	1,000.00
G1A1	One-time School	Instruction	Teacher-Supp			Teacher Supplemental Contracts	4,704.00
G1A1	One-time School	Instruction	Bks & Ref			References, Resources, Licenses	23,387.00
G1A1	One-time School	Instruction	Nc-Equipment			: Technology to support instruction and improve student achievement. **No Food, No Incentives**	35,000.00
G1A2	Sup & Conc	Instruction	Mat & Supp			: Materials & Supplies for Student Achievement	40,948.00
G1A2	Sup & Conc	Instruction	Mat & Supp			: Instructional Materials for ELA and Math	4,330.00
G1A2	One-time School	Instruction	Mat & Supp			: Materials & Supplies for Student Achievement **No food or incentives**	4,052.00
G1A2	One-time School	Instruction	Cons Svc/Oth			TNTP : Professional learning services	10,000.00

\$239,034.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain	✓		86.34 %	2021-2022	92.44 %

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

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

Student-centered real world learning experience - Site Defined

Exposure to Careers - 3rd Grade

- Exposing students to STEM activities and opportunities both on and off school site
- Communication to parents and community members about the importance of allowing student to participate in real-world learning experiences and activities
- Offer Opportunities for inclusive, cultural proficient teaching and learning models for students
- Targeted supports to students with disabilities, focusing on inclusivity

Exposure to Careers - 4th Grade

- Exposing students to out of town career and cultural experiences they otherwise would not have a chance to attend
- Offering students hands-on opportunities to learning STEM and multi-cultural learning on and off the school site
- Offer Opportunities for inclusive, cultural proficient teaching and learning models for students
- Targeted supports to students with disabilities, focusing on inclusivity

Exposure to Careers - 6th Grade

- Exposing students to multi secondary schools (6-8) and (7-8) grade campuses
- Exposing students to college campus
- Exposing students to 6th grade camp to build relational skills and participate in positive activity based learning
- Offer Opportunities for inclusive, cultural proficient teaching and learning models for students
- Targeted supports to students with disabilities, focusing on inclusivity

SSC/ELAC/Staff Information

- Ongoing communication with parents and community

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

Student-centered real world learning experience - Site Defined

Exposure to Careers - 3rd Grade

- Student absenteeism
- Limitations due to Covid protocols

Exposure to Careers - 4th Grade

- Student absenteeism
- Parent reluctance to allow students to participate in out-of-town study trips
- Limitations due to Covid protocols

Exposure to Careers - 6th Grade

- Student absenteeism
- Parents not allowing their students to attend out-of-town, multi-night 6th grade camp
- Limitations due to Covid protocols

- College and Career Ready study trips and learning opportunities
- Implement adult mentoring programs with students outside of classroom instruction
- Continue to share Kids Invent STEM6-6 grade

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

- Circulating more flyers and parent-directed information about activities and opportunities has allowed more students to be aware and participate.
- Speaking with SSC and Parent University about the importance of these opportunities for their children has helped activate knowledge and understanding of more programs.
- Delivering the message to parents and guardians about the importance of exposure to trips for 3rd-6th grade students and how it helps develop character competencies that promote workplace and college success first hand has been successful.
- Discussing the importance of trips and Goal 3 opportunities through our ELAC Team
- We have had a combination of virtual and physical trips this year, including 6th Grade camp and the Zoo for students TK-6.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2022-23 SPSA.

- Continued communication to parents about the importance of these opportunities to increase participation, whether physical or virtual.
- Provide parents an opportunity to chaperone when they arise to engage parents in their students' learning as well as understand the importance of the trips.
- Messaging about the real-world experiences and getting 100% attendance echoed with SSC, ELAC, and Parent U
- Funding for supplementary training, curriculum, and guest presenter opportunities in the areas of real-world learning
- Work with Tier II CWAS and CCT to produce and measure student participation and engagement

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

1 SSC:

- Feedback stated to continue with the current services as SSC educational partners are happy with current programs to support the needs of students.
 1. Technology
 2. Certificated Tutors (2)
 3. ELPAC Assessors
 4. Additional Noon Time Assistants

2 ELAC:

- Feedback stated to continue with the current services as ELAC educational partners are happy with current programs to support the needs of students.
 1. Technology
 2. Certificated Tutors (2)
 3. ELPAC Assessors
 4. Additional Noon Time Assistants

3 Staff:

- Feedback stated to continue with the current services as Staff educational partners are happy with current programs to support the needs of students.
 1. Technology
 2. Certificated Tutors (2)
 3. ELPAC Assessors
 4. Additional Noon Time Assistants

5. Roving Substitute
 6. Follett Library Materials
 7. SEL resources
 8. Clinical School Social Worker
 9. Home School Liason
 10. Academic Instructional Coach
 11. Cultural Proficiency learning.
 12. Share data regarding students participation in exposure to careers for grades 3, 4, and 6

5. Roving Substitute
 6. Follett Library Materials
 7. SEL resources
 8. Clinical School Social Worker
 9. Home School Liason
 10. Academic Instructional Coach
 11. Cultural Proficiency learning.
 12. Share data regarding students participation in exposure to careers for grades 3, 4, and 6

5. Roving Substitute
 6. Follett Library Materials
 7. SEL resources
 8. Clinical School Social Worker
 9. Home School Liason
 10. Academic Instructional Coach
 11. Cultural Proficiency learning.
 12. Share data regarding students participation in exposure to careers for grades 3, 4, and 6

Action 1

Title: Expand Student Engagement Opportunities

Action Details:

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

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

Explain the Progress Monitoring and data used for this Action

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

- Training to support teachers in building relational capacity to support students in developing positive self-image.
- Students responses from the spring 2022 Social-Emotional Learning and School Climate/Culture Student Survey Grades 3-6.
- Progress monitoring for SEL fidelity,
- Walkthroughs, feedback, and reflective conversations.
- Funding for transportation for educational trips to promote expanded learning opportunities.
- Inputting engagement data from study trips in ATLAS.
- Alignment of District and site Professional Learning Calendars.
- Parent Satisfaction Survey results from Spring, 2022
- Morning and Closing meetings and Weekly Class Meeting verification forms.
- Atlas daily attendance reports

Owner(s):

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

Timeline:

- August 10, 2022 – June 9, 2023
- Monthly, quarterly, and on-going

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

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

Specify enhanced services for EL students:

- Additional designated EL instruction for those students who are identified as long term or meeting borderline criteria for EL Reclassification.
- Students will engage in ELPAC type tasks during small group instruction guided by ELD and content standards. CCSS and ELD standards
- Economically disadvantaged and foster students whose iReady, IABs, FIABs, and SBAC scores have decreased (specifically African American, EL, and SPED) and are now scoring significantly below grade level in grades K-6.

Specify enhanced services for low-performing student groups:

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

Action 2

Title: Improve School Climate and Culture

Action Details:

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

Reasoning for using this action: <input checked="" type="checkbox"/> Strong Evidence <input type="checkbox"/> Moderate Evidence <input type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

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

- All 4 Youth Counseling referrals and monthly Client Caseload documentation.
- Behavior referrals to the office.
- Professional learning and focus on social-emotional learning to increase positive healthy student relationships.
- Monitor Chronic absenteeism rate through Atlas
- Fremont Office Assistant will work collaboratively with the principal in preparing A1 Attendance meeting documentation and sign-in sheets in order for A1 bi-weekly meetings to occur.
- Certificated staff will be provided monthly updates on school wide attendance percentage, especially on students who fall within the chronic and manageable absenteeism categories.
- Tier II CWAS will conduct home visits when students have fallen into the chronic and severely chronic attendance categories.
- Teachers will submit Weekly Class Meeting Agendas on a quarterly basis outlining topics, meeting dates, and resources utilized during meeting time.
- Support from our regional TSA from the Culture and Climate Office
- Administrative Leadership Team will review quarterly suspension/expulsion data as available.
- Progress monitoring for SEL fidelity
- Walkthroughs, feedback, and reflective conversations
- Student Success Team Meeting Referrals
- Interagency Child Empowerment Team Referrals
- Tier II CWAS

Owner(s):

- Principal
- Vice Principal
- Teacher on Special Assignment
- RSP teacher
- Certificated staff
- Paraprofessional
- Tier II CWAS
- CCT
- TST Team
- SST Team
- School Psychologist

Timeline:

- August 10, 2022 – June 9, 2023
- Monthly, quarterly, and on-going

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

- Hiring and training more Noon Time Assistants
- Utilize approved categorical budgets: 7090, 3010, 7091, for materials and supplies: technology, tablets/computers, paper, pencils, journals, as well as any other materials to support all students and families.
- Purchase Orders: FUSD warehouse, FUSD maintenance, FUSD Graphics, EKC, CWD, Anywhere Carts, Office Depot, Western Blue, Save Mart, Vallarta, iReady Supplemental Reading Intervention, as well as any other approved vendor to support student achievement.
- Professional development will be available to certificated staff through conferences and extended learning opportunities.
- Materials/Supplies/Technology: Technology and classroom materials and supplies to include the purchase of additional tablets/computers, tablet carts, software, printer ink, notebooks, paper, pencils, pens, markers, poster maker paper, poster paper, and other related instructional materials for teachers and students.
- Purchase materials and supplies to support students excelling in reading writing and math - journals, paper, pencils, from budgets 7090, 7091, 7099, and 3010.
- Provide babysitting for SSC, ELAC, Title I, and Parent University Module meetings.
- Saturday Academy: dates TBD

Specify enhanced services for EL students:

- Monitor EL student population for chronic and severe chronic absenteeism rate.
- Participation and attendance rate in study trip activities.
- Monitor Extended Library Learning Opportunities for English Language Learners to keep on track to meet anticipated Reclassification date.
- K-1 utilization of Certificated Tutors for extra weekly pullout instruction around Designated ELD.
- 2nd- 5th TSA for extra weekly pullout instruction around Designated ELD

Specify enhanced services for low-performing student groups:

- Utilize Tier II CWAS to help communicate importance of daily attendance
- Utilize Parent University
- ELAC
- SSC
- Tier 2 room for social skills to help students understand their role and the importance of school
- TSA monitoring Reclassification of students and helping teachers with learning opportunities

2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0175 Fremont Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Direct Trans			: Trips and Transitions	1,393.00
G2A2	Sup & Conc	Instruction	Mat & Supp			: Materials and Resources needed to promote positive culture and branding for Fremont	12,642.00

\$14,035.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism - Semester 1	✓		56.8 %	2021-2022	45.2 %
Suspension Rate - Semester 1	✓		0 %	2021-2022	0 %

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

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

Chronic Absenteeism

- Principal's bi-weekly attendance meeting with parents.
- Communication to SSC, Parent University, and ELAC the importance of attendance and clearing absences
- Offering Saturday Academy to all students who qualify, dates TBD as per Covid-19 protocols
- SSC/ELAC/Staff Information: Continue to use School Messenger, Monthly Newsletter, and flyers to invite parents to participate in school activities and functions in order to build rapport and strong community relationships
- Counsel students about the importance of attending school every day and clearing absences
- Continue to offer incentives and class, grade-level rewards for 100% attendance
- Continue to contact parents regarding student absences

Suspensions students with 1 or more

- Tier 2 specialist working with students and parents concerning absences
- All 4 Youth counseling 2 days a week
- Part time school psychologist
- Ongoing communication with parents and community
- Targeted supports to students with disabilities, focusing on inclusivity for all students
- Promote student study trips, VAPA, and sports opportunities to get students involved

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

Chronic Absenteeism

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

SPED

- Parents not showing up to IEPs regularly
- Parents are not communicating regularly or returning teacher phone calls
- Parents are not verifying student absences
- Students are not showing up to school regularly
- Limitations due to Covid protocols

Africa American

- Lack of parent involvement in student daily learning and activities
- Students are not attending school regularly
- Lack of parent participation in school activities and functions
- Absences due to Covid-illnesses and quarantine protocols
- Limitations due to Covid protocols

SSC/ELAC/Staff Information

- Continue to contact parents regarding student absences
- Continue to contact parents regarding student misbehaviors

- Counsel students on the importance of being on time and present daily
- Continue to utilize School Messenger, Monthly Newsletter, and flyers to invite parents to participate in school activities and functions
- Limitations due to Covid protocols

Suspensions students with 1 or more

- Reduce the suspension rate to 1%
- Students not following the school and district rules of behavior in and outside of the classroom
- Parents not showing up to SSTs and Behavior Support Plan meetings regularly
- Students struggling to get back to in-person, all day learning around others
- Limitations due to Covid protocols

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

- Annual Title I, SSC, ELAC and Parent University Meetings and presentations
- Technology to help engage and support students in their learning by assigning online extra practice to our low performing groups
- Resource counseling sessions to help communicate social emotional support for parents with their students
- Students missing opportunities and class due to technology and internet complications, due to Covid-19 quarantine protocols and technology issues

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2022-23 SPSA.

Summarily, we have a Tier 2 Intervention Specialist helping monitor MTSS data which has helped develop SSTs and BSPs for students. Additionally, the Tier 2 CWAS has students learn coping mechanisms and strategies for their misbehaviors. This helps students have better relationships with teachers and students in the classroom. Next year, we plan on adding a full time Psychologist and utilize our Tier II CWAS to promote and engage in an alternative to recess for our students needing extra supports. We plan to continue to have an All 4 Youth Counselor for the 2022-2023 school year that will work to counsel students 2 days a week. We will work with the CCT to create incentives and opportunities for students to earn items for attendance, positive behaviors, and positive engagement in the classroom and playground. The CCT will work to showcase the inclusivity of our classrooms and Second Step SEL learning to highlight what students should be modeling on campus. We will continue to train and hire qualified NTAs to keep the campus safe and secure.

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

1 SSC:

Feedback stated to continue with the current services as SSC educational partners are happy with current programs to support the needs of students.

1. Technology

2 ELAC:

Feedback stated to continue with the current services as ELAC educational partners are happy with current programs to support the needs of students.

1. Technology

3 Staff:

Feedback stated to continue with the current services as Staff educational partners are happy with current programs to support the needs of students.

1. Technology

- 2. Certificated Tutors (2)
- 3. ELPAC Assessors
- 4. Additional Noon Time Assistants
- 5. Roving Substitute
- 6. Follett Library Materials
- 7. SEL resources
- 8. Clinical School Social Worker
- 9. Home School Liason
- 10. Academic Instructional Coach
- 11. Cultural Proficiency learning.

- 2. Certificated Tutors (2)
- 3. ELPAC Assessors
- 4. Additional Noon Time Assistants
- 5. Roving Substitute
- 6. Follett Library Materials
- 7. SEL resources
- 8. Clinical School Social Worker
- 9. Home School Liason
- 10. Academic Instructional Coach
- 11. Cultural Proficiency learning.

- 2. Certificated Tutors (2)
- 3. ELPAC Assessors
- 4. Additional Noon Time Assistants
- 5. Roving Substitute
- 6. Follett Library Materials
- 7. SEL resources
- 8. Clinical School Social Worker
- 9. Home School Liason
- 10. Academic Instructional Coach
- 11. Cultural Proficiency learning.

Action 1

Title: Improve Absenteeism Rate

[Action Details:](#)

Fremont's Principal will conduct A1 Parent Attendance meetings bi-weekly to discuss the FUSD's attendance, reporting, and tracking systems. Fremont will offer Saturday Academy permission slips to all students that meet the criteria; Dates TBD as per current Covid-19 protocols.

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

Explain the Progress Monitoring and data used for this Action

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

[Owner\(s\):](#)

[Timeline:](#)

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

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

- August 10, 2022– June 9, 2023
- Monthly, quarterly, and on-going

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

- Weekly, monthly attendance activities for classes that meet or exceed the attendance rate of 95%.
- Utilize appropriate categorical budgets for materials and supplies to support weekly/monthly activities - 7090.

Specify enhanced services for EL students:

- Monitor EL student population that fall into the chronic and severe chronic absenteeism categories
- Utilize RFEP monitoring tool for attendance as well as EL designed lessons using ELD and CCSS frameworks
- Saturday Academy: dates TBD
- LTEL After School Learning for EL students

Specify enhanced services for low-performing student groups:

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

Action 2

Title: Improve Character Competencies

Action Details:

Fremont will continue the implementation of its schoolwide behavior program that focuses on behavior that impedes learning within the classroom and supports students in developing positive behaviors, as well as relational capacities with adults and peers. Fremont will promote and support a Storey Culture of Kindness through the ongoing development of ideals of understanding and responsible citizenship and positive character.

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

Explain the Progress Monitoring and data used for this Action

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

- Contract All 4 Youth Counselor for information and caseloads
- Office Referrals, suspensions, and/or expulsions.
- Participation in Study Trip activities (athletics, clubs, student leadership, VAPA).
- Study Trip Exposure Trips for 3rd, 4th, 6th, virtual and physical
- Student Success Team Data
- TST Team Data
- Funding for Clinical School Social Worker
- Focus on positive messaging for students to increase positive self-image.
- Focus on the Character Counts Pillars (**trustworthiness, respect, responsibility, fairness, caring, and citizenship**)

Owner(s):

- Principal
- Vice Principal
- Teacher on Special Assignment
- RSP teacher
- Certificated staff
- Paraprofessional
- Tier II CWAS
- School Climate and Culture Team
- All 4 Youth Counselor
- School Psychologist
- Clinical School Social Worker

Timeline:

- August 10, 2022 – June 9, 2023
- Monthly, quarterly, and on-going

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

- Fremont will expose students to a variety of career opportunities through College and Career Readiness studytrips for grades 3,4,and 6, career speakers, and research presentations. These exposure trips help students gain insight in what it takes to maintain a healthy diet, cooking tips, insight in how to run a business, and team bonding experiences.
- Fremont will promote competencies for workplace success by implementing a targeted system that supports CTE enrollment.
- Fremont will develop students' career awareness and experiences that promote character and workplace competencies through targeted implementation of linked learning opportunities.
- Utilize approved categorical budgets: 7090, 3010, and 0172
- Purchase materials and supplies to support students: technology, classroom materials such as paper, pencils, journals, and/or any other materials that will support student success in demonstrating character competencies.

- Fremont will utilize our Tier II CWAS during recess to utilize technology and social emotional supports to help students learn social emotional skills and strategies needed for the workplace.

Specify enhanced services for EL students:

- Extended Library Learning Opportunities for English Language Learners to keep on track to meet anticipated Reclassification date.
- Additional designated EL instruction for those students who are identified as long term or meeting borderline criteria for EL Reclassification.
- iReady, IABs, FIABs, and ELPAC goal setting and boot camps will be provided to EL students who are approaching R-FEP Reclassification criteria by 2 Certificated Tutors.
- K-1 utilization of Certificated Tutors for extra weekly pullout instruction around Designated ELD to help develop English competencies.
- 2nd- 5th utilization of our part time Designated TSA for extra weekly pullout instruction around Designated ELD to help deepen English competencies to help promote workplace success.
- Economically disadvantaged and foster students whose iReady, IABs, FIABs, and SBAC scores have decreased (specifically African American and SPED) and are now scoring significantly below grade level in grades K-6.
- R-FEP Monitoring Tool turned in quarterly to TSA

Specify enhanced services for low-performing student groups:

- Utilization of Room 2 for Tier II CWAS to help support social skills group during morning and lunch recess. This will help the students learn how to work in a groups through socialization lessons with our Tier 2 and Tier 3 students.
- Utilization of Clinical School Social Workers to support identified Tier 2 and Tier 3 (SEL) students.
- Student Success Team Meetings to provide supports for at-risk students
- TST Team Meetings to recognize at-risk students
- K-1 utilization of Certificated Tutors for extra weekly pullout instruction around Designated ELD to help develop English competencies.
- Utilize UDL with focus on inclusivity for SPED community.
- After School EL intervention through LTEL Program

2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0175 Fremont Elementary (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Attendance & Social Work Service	Crt Pupl-Reg	Clinical School Social Worker	0.5000	Fremont - 0.50 FTE G2A3, G3A2, G3A3 Holland - 0.50 FTE G3A1, G3A2, G5A1	73,256.00
G3A2	One-time School	Instruction	Mat & Supp			: Materials and Resources to promote social-emotional competencies. **No food or incentives**	5,000.00

\$78,256.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture staff survey - percent favorable in organizational culture domain	✓		74.6 %	2021-2022	80.7 %

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

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

Staff Goal - Site Defined

- Offer and encourage diverse Professional Development
- Offer culturally proficient learning to staff throughout the year with continued modules
- The New Teacher Project Professional Learning: Math and ELA lesson design
- iReady Trainings and updates on utilizing the software for lessons and assessments
- TSA for EL and Reading pull out and tutoring to support English Learners and students performing below grade level in reading and ELA. TSA will also administer and plan ELPAC testing
- Offer support in the form of Roving Subs so teachers can observe classrooms and other sites for PLC and planning
- Offer continued training on UDL with focus on SPED and students with disabilities and a lens of inclusivity
- Work with the TST and CCT to become aware of the opportunities for positive student engagements
- PL designed to improve basic EL information (including EL data resources, ELPAC information, and reclassification criteria using the RFEP monitoring tool)
- Continued staff training using Culturally Proficient Teaching
- Continued Staff training in SEL competencies, Second Step, Restorative Practices, etc.
- Continued training with UDL lesson planning

Staff Survey--Overall Positive in the Belonging Domain

- Continued PL on inclusivity and equity
- TNTP training to support teachers with Math and ELA instruction
- Entire staff continued module training on Cultural Proficiency

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

Staff Goal - Site Defined

- Difficulty in completing tests for data and fidelity due to absences, illness, and quarantine protocol.
- Inconsistent attendance due to illness, quarantine protocol
- Lack of subs and department level resources and trainings due to lack of subs
- Lack of time and PL due to cut to PLC hours and time both semesters, as per FTA and FUSD

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

- Classroom and student technology, including extra time for student ill or on quarantine
- Less time and funding for PL as there are fewer to no subs and department level aid. Too many staff out sick and too little subs to cover those positions
- Less opportunity for staff to work together, given Covid protocols
- Cancellation of SBAC past 2 years gives us little data on how we can expect our students to perform on the Spring 2022 SBAC.
- Cancellation of extra TNTP and Department level trainings due to lack of time and lack of subs and resources

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2022-23 SPSA.

- Identify professional trainings, free and paid, to allow staff more chances to learn and grow (virtually or physically)
- Additional cultural Proficiency Training for all staff throughout 2022-2023, including texts
- Open more grade levels to TNTP Math lesson design
- Provide follow-up on UDL lesson design to focus on SPED and Autism Inclusion students
- Provide continued training on ELPAC data and Reclassification criteria, including RFEP monitoring, with focus on 100% reclassification for our EL students.
- Provide continued SEL and Morning Meeting learning from DPI and CCT, including updated Second Step Curriculum.

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

1 SSC:

Staff Needs Assessment was reviewed and discussed at the SSC meeting. SSC agreed to all identified items

1. Technology
2. Roving Substitutes for teachers and staff to attend observations, IEPs, SSTs, and Professional Learning
3. Certificated Tutors for support with ELPAC and Reading Interventions
4. TSA in supporting reading and math
5. Additional Noon Time Assistants for added support during recess breaks, lunch and breakfast
6. Follet Library Materials

2 ELAC:

Staff Needs Assessment was reviewed and discussed at the ELAC meeting. ELAC agreed to all identified items

1. Technology
2. Roving Substitutes for teachers and staff to attend observations, IEPs, SSTs, and Professional Learning
3. Certificated Tutors for support with ELPAC and Reading Interventions
4. TSA in supporting reading and math
5. Additional Noon Time Assistants for added support during recess breaks, lunch and breakfast
6. Follet Library Materials

3 Staff:

Staff Needs Assessment was reviewed and discussed at the Buyback Staff meeting. Staff agreed to all identified items

1. Technology
2. Roving Substitutes for teachers and staff to attend observations, IEPs, SSTs, and Professional Learning
3. Certificated Tutors for support with ELPAC and Reading Interventions
4. TSA in supporting reading and math
5. Additional Noon Time Assistants for added support during recess breaks, lunch and breakfast
6. Follet Library Materials

Action 1

Title: Recruitment and Retention of Staff

Action Details:

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

Reasoning for using this action:	<input checked="" type="checkbox"/> Strong Evidence	<input checked="" type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

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

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

Owner(s):

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

Timeline:

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

Describe Direct Services and/or Professional Development to staff, including materials and supplies required (curriculum and instruction) in support of hiring and retention:

- Increase Recruitment of newly hired and retain staff to reflect the diversity of our community.
- Provide Professional Learning on Cultural Proficiency, Growth Mindset, Keystone Pedagogies, Social-Emotional Learning and Technology
- Provide Professional Development to newly hired staff in order to build teacher capacity
- Provide Professional Development to newly hired staff and current staff with instructional strategies, utilizing data to drive instruction and depth of knowledge with Common Core Standards
- Provide opportunities for team building with new and entire staff to create a strong sense of connection between staff and community
- Teachers will continue to participate in professional learning with TNTP Math and ELA training, specifically for grades 3-6 as they will test SBAC again
- Schedule quarterly meetings with newly hired teachers for needs assessments to provide individualized support and address teacher needs
- On-going communication with HR for placement of new hires, lateral/overage transfers to help match the qualifications and diversity of potential candidates to the site
- On-going communication with Teacher Residency Program (TRP) to ensure recruitment of qualified BCLAD candidates and diversity that represents our community when possible
- On-going partnership with Teacher Development for New Teacher Support
- On-going Collaboration with induction coaches
- Utilizing site Academic Coach for professional development
- Increase Recruitment/Retention of BCLAD Certificated Teachers:
- On-going collaboration with Manager(s) in Teacher Residency Program (TRP) to recruit candidates who are perusing BCLAD certification
- On-going collaborations with HR and FUSD Administrators to recruit candidates of diversity that reflect our Storey community
- Offer supplemental contracts for BCLAD certificated teachers to attend additional PL District meetings and/or trainings pertaining to instruction and Cultural Proficiency
- Provide opportunities to network with teachers other teachers within the region with best practices, common formative assessments and lesson development
- Assign a mentor to newly hired BCLAD teachers for support with curriculum, planning, district assessments, common formative assessment and lesson delivery beyond the assigned TRTP Coach

Specify Professional Development or Staff Services to support EL students:

- Provide Professional Development to newly hired staff in order to build on teacher capacity on Technology, knowledge and understanding of Disciplinary Literacy, Social Emotional Learning, support with GVC,

Specify Professional Development or Staff Services to support low-performing student groups:

- Teachers can provide interest in learning about strategies for low-performing student groups through the staff opening of school survey.

utilization of IPG for instructional planning and FUSD math/ELA resources

- Provide on-going Professional Learning on Cultural Proficiency, Growth Mindset, Social Emotional Learning and technology for newly hired and veteran staff members
- Provide opportunities for Supplemental contracts for additional Professional Learning opportunities for all staff members around Curriculum, Cultural Proficiency, SEL, Growth mindset and Professional Reading book studies for newly hired and veteran staff members
- Provide opportunities to network with other FUSD schools and Regional team for development and alignment of best practices, common formative assessments and lesson instruction

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

2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0175 Fremont Elementary (Locked)

G4 - Increase recruitment and retention of staff reflecting the diversity of our community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	One-time School	Instruction	Mat & Supp			: Materials and Supplies for professional learning sessions **No food or incentives**	5,000.00

\$5,000.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 5 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture family survey - percent favorable in family engagement domain	✓		81.75 %	2021-2022	86.85 %

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

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

Family Goal - Site Defined

- Principal's bi-weekly attendance meeting with parents
- Communication with SSC, ELAC, and Parent University
- Open House for Parents and students
- Back to School for parents, community, and students
- Saturday Academy, dates TBD as per Covid-19
- Baby-sitting, translating services, and refreshments for parents and community
- Student Performances
- Student Awards Ceremony
- Parent-Teacher Conferences
- Communication through Parent Portal, Spanish and Hmong
- Communication through website and Peach Jar
- Communication and information about ASES to all parents
- Information about Saturday Academy and Extended School year to all parents
- Targeted supports to students with disabilities and EL
- Follet Library Materials

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

Family Goal - Site Defined

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

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

Due to COVID restrictions, minimal actions were taken this year in adherence to CDC and District Health and Safety guidelines. A majority of the actions listed in the 2021-2022 SPSA will be addressed in the coming year.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2022-23 SPSA.

- Using attendance data and community opportunities, we will identify areas for parent participation, both on campus and virtually
- Tier II Specialist helping monitor MTSS data which helps develop SSTs, and BSPs, for students and parent information
- All 4 Youth Counselor case-loads and opportunities for parents to all access to their students for counseling and Social Emotional opportunities
- Using Student and Parent Survey from Spring 2022 to identify engagement needs
- Use of Parent Portal and feedback from parents as to what form of site communication works best for them
- Using parent survey feedback to create a communication system that services all our families' needs

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

1 SSC:

Feedback stated to continue with the current services as SSC educational partners are happy with current programs to support the needs of students.

1. Technology
2. Certificated Tutors (2)
3. ELPAC Assessors
4. Additional Noon Time Assistants
5. Roving Substitute
6. Follett Library Materials
7. SEL resources
8. Clinical School Social Worker
9. Home School Liason
10. Academic Instructional Coach
11. Cultural Proficiency learning.

2 ELAC:

Feedback stated to continue with the current services as ELAC educational partners are happy with current programs to support the needs of students.

1. Technology
2. Certificated Tutors (2)
3. ELPAC Assessors
4. Additional Noon Time Assistants
5. Roving Substitute
6. Follett Library Materials
7. SEL resources
8. Clinical School Social Worker
9. Home School Liason
10. Academic Instructional Coach
11. Cultural Proficiency learning.

3 Staff:

Feedback stated to continue with the current services as Staff educational partners are happy with current programs to support the needs of students.

1. Technology
2. Certificated Tutors (2)
3. ELPAC Assessors
4. Additional Noon Time Assistants
5. Roving Substitute
6. Follett Library Materials
7. SEL resources
8. Clinical School Social Worker
9. Home School Liason
10. Academic Instructional Coach
11. Cultural Proficiency learning.

Action 1

Title: Inclusive Opportunities for Family Engagement

[Action Details:](#)

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

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

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

Owner(s):

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

Timeline:

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

Describe Direct Services and Opportunities for parents and families, including materials and supplies required (curriculum and instruction) in support of Student Academics, Student Centered/Real World Learning, and Student Engagement:

Critical partners for student achievement will include:

- Title 1 Meetings will provide all stakeholders the opportunity to understand the goals, allocation of funding resources, parent involvement, parent rights under Title 1. Title 1 information will be provided through PowerPoint at beginning of the year meeting. Translators will be provided for parents in need of translation. Resources will be available on Fremont website as well.
- Parent emails, EduText, School Messenger, Phone Calls, Social Media District/Site Platforms, School Marquee, Weekly Smores Newsletter, Peach Jar, Parent University English Classes, WAG, Parent Communications to be provided in English and Spanish as needed.
- ELAC Meetings will provide stakeholders the opportunity to understand the process of initial/summative ELPAC scores, understand how to interpret the ELPAC Summative scores and how to prepare students of of ELLs to become proficient in reading, writing, listening and speaking.
- Students' academic performance, social-emotional needs and overall site program improvement plans will be evaluated with educational partners. SSC meeting will be scheduled during the most convenient time of day for the majority of families.

Specify Direct Service and Opportunities for parents and families to support EL students:

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

Specify Direct Service and Opportunities for parents and families to support low-performing student groups:

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

2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0175 Fremont Elementary (Locked)

G5 - Increase inclusive opportunities for families to engage in their students' education

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials & Supplies for Parent Involvement **No food or incentives**	1,967.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp			Materials and supplies for family engagement opportunities	2,000.00
G5A1	LCFF: EL	Parent Participation	Direct-Graph			Graphic for EL informational communication	503.00

\$4,470.00

2022-2023 Budget for SPSA/School Site Council

State/Federal Dept 0175 Fremont Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Regu	Tutor	0.4375		45,067.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.1575		16,390.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Teacher Substitute Contracts	4,534.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Repairs	2,000.00
G1A1	Sup & Conc	Parent Participation	Cls Sup-Sup			Classified Supplemental Contracts - ELA	3,925.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.2800		29,140.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors/Supplemental Contracts	4,704.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Instructional materials and supplies to support EL achievement	9,853.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			Technology to support EL achievement	1,000.00
G1A1	One-time School	Instruction	Teacher-Supp			Teacher Supplemental Contracts	4,704.00
G1A1	One-time School	Instruction	Bks & Ref			References, Resources, Licenses	23,387.00
G1A1	One-time School	Instruction	Nc-Equipment			: Technology to support instruction and improve student achievement. **No Food, No Incentives**	35,000.00
G1A2	Sup & Conc	Instruction	Mat & Supp			: Materials & Supplies for Student Achievement	40,948.00
G1A2	Sup & Conc	Instruction	Mat & Supp			: Instructional Materials for ELA and Math	4,330.00
G1A2	One-time School	Instruction	Mat & Supp			: Materials & Supplies for Student Achievement **No food or incentives**	4,052.00
G1A2	One-time School	Instruction	Cons Svc/Oth			TNTP : Professional learning services	10,000.00
G2A1	Sup & Conc	Instruction	Direct Trans			: Trips and Transitions	1,393.00
G2A2	Sup & Conc	Instruction	Mat & Supp			: Materials and Resources needed to promote positive culture and branding for Fremont	12,642.00
G3A1	Sup & Conc	Attendance & Social Work Service	Crt Pupil-Reg	Clinical School Social Worker	0.5000	Fremont - 0.50 FTE G2A3, G3A2, G3A3 Holland - 0.50 FTE G3A1, G3A2, G5A1	73,256.00
G3A2	One-time School	Instruction	Mat & Supp			: Materials and Resources to promote social-emotional competencies. **No food or incentives**	5,000.00
G4A1	One-time School	Instruction	Mat & Supp			: Materials and Supplies for professional learning sessions **No food or incentives**	5,000.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials & Supplies for Parent Involvement **No food or incentives**	1,967.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp			Materials and supplies for family engagement opportunities	2,000.00
G5A1	LCFF: EL	Parent Participation	Direct-Graph			Graphic for EL informational communication	503.00

\$340,795.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$47,034.00
Sup & Conc	7090	\$159,418.00
LCFF: EL	7091	\$47,200.00
One-time School	7099	\$87,143.00
Grand Total		\$340,795.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$239,034.00
G2 - Expand student-centered and real-world learning experiences	\$14,035.00
G3 - Increase student engagement in their school and community	\$78,256.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$5,000.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$4,470.00
Grand Total	\$340,795.00