LONG BEACH
UNIFIED • SCHOOL • DISTRICT

Fremont Elementary

School Plan for Student Achievement

2024-2025

This School Plan for Student Achievement (SPSA) is a plan of actions to raise the performance of all students.
The SPSA contains the following:

Needs Assessment·

- School Demographics
- English Language Arts
- Mathematics
- English Learners
- Culture/Climate Domain
- SPSA Effectiveness

Accountability Measure I: Increase Achievement·

- Core Programs (ELA, Writing, Math)
- Interventions
- Transitions

Accountability Measure II: School Climate

Accountability Measure III: Professional Development

- Professional Development
- Teacher Involvement

Accountability Measure IV: Parents and Community Involvement Assurances

- School Budget for Categorical Programs
- SSC Membership
- ELAC Membership
- ELAC Recommendations
- Assurances, Approval and Signatures

The School Site Council (SSC) completed a comprehensive needs assessment, including analyses of student performance in relation to the state

academic content standards. In order to provide supplemental interventions, the SSC analyzed the academic performance of all students and subgroups, and it considered the instructional program's effectiveness for at-promise students.

The School Site Council aligns the Long Beach Unified School District's Strategic Plan and LCAP into the SPSA. The LCAP Goals are presented at: lbschools.net/lcap. The LCAP Federal Addendum is presented at: lbschools.net/departments/business-and-finance/fiscal-services/state-and-federal-programs/state-and-federal-required-plans

Education Code 52062 (4) requires that the superintendent of the school district review school plans for schools within the school district and ensure that the specific actions included in the local control and accountability plan or annual update to the local control and accountability plan are consistent with strategies included in the school plans submitted.

Progress and components of LBUSD's Strategic Plan, viewable at **lbschools.net/departments/strategic-planning**, are rooted in the following core values:

- Centering student needs and voice
- Authentic community engagement and collaboration
- Culture of innovation and creativity
- Diversity and inclusion
- Environment that fosters connection, respect and safety
- Equity and social justice
- Excellence and accountability through continuous improvement
- Fostering joy and commitment
- Integrity and responsible leadership

The Board of Education has set goals to help guide the district and schools:

Goal 1: Reading: Proficiency
The percentage of Grade 3 students who meet or exceed grade-level standards on the state English Language Arts SBAC assessment will grow from 48% in June 2023 to 70% by June 2028.

Goal 2: Reading: Acceleration
The percentage of students in Grades 4-8 scoring at the “Not Met” achievement level in the prior year who meet the scale score growth target on the state SBAC-English Language Arts assessment will increase from 28% in June 2023 to 60% in June 2028.

Goal 3: Algebra Proficiency
In pursuit of having more than 80% of Black/African American students meet the Algebra A-G requirement by the end of Grade 9, the proficiency gap between Black/African American students and all other students will decline from 5% in June 2023 to 0% by June 2028.

Goal 4: College & Career Readiness
In pursuit of having more than 66% of Black/African American graduating seniors A-G eligible, the proficiency gap between Black/African American students and all other students will decline from 15% in June 2023 to 0% by June 2028

In addition, the SSC recognizes following recommendations made by the District Community Advisory Committee (DCAC) and the District English Learner Advisory Committee (DELAC):

DCAC Recommendations:

Recommendation 1: Provide more parent involvement and parent education training at all schools, including sending parent participants to conferences in order to empower and train parent leaders.
Recommendation 2: Create and provide a more inviting, safe and welcoming climate/community atmosphere at all sites for all cultures, parents and students.
Recommendation 3: Re-establish district Parent Centers and encourage sites to establish a parent center/parent resource room to better engage and serve parents.

DELAC Recommendations:

1. Monitor the implementation of the district's comprehensive English Language Development (ELD) program in grades K-12th addressing language and academic needs of a diverse EL population from newcomers to Long Term English Learners.
2. Provide parent workshops to build capacity on specific topics such as LCFF, LCAP and SSC to better understand how each functions;
3. Continue to explore programs at sites that address the social/emotional development and well-being of all students, including English Learners
4. Expand tutoring and other intervention programs that are content-specific to meet the student's identified needs including special education students

The SSC recognizes the importance of **Parent and Family Engagement** and emphasizes LBUSD Board Policy 6020:

> The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that continued parent involvement in the education of children contributes greatly to student achievement and a positive school environment. For this reason, the Governing Board will have a written parent involvement policy developed jointly with and agreed upon by parents/guardians and applicable to non-Title I schools.
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> Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.
>
> The district's local control and accountability plan (LCAP) shall include goals and strategies for parent/guardian involvement and family engagement, including district efforts to seek parent/guardian input in district and school site decision making and to promote parent/guardian participation in programs for English learners, foster youth, students eligible for free and reduced-price meals, and students with disabilities. (Education Code 42238.02, 52060)
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> The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the district's parent/guardian and family engagement efforts, including, but not limited to, input from parents/guardians, family members, and school staff on the adequacy of involvement opportunities and on barriers that may inhibit participation.
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> **Title I Schools**
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> The Superintendent or designee shall involve parents/guardians and family members in establishing district expectations and objectives for

meaningful parent/guardian and family engagement in schools supported by Title I funding, developing strategies that describe how the district will carry out each activity listed in 20 USC 6318, as contained in the accompanying administrative regulation, and implementing and evaluating such programs, activities, and procedures. As appropriate, the Superintendent or designee shall conduct outreach to all parents/guardians and family members. (Education Code 11503; 20 USC 6318)

When the district's Title I, Part A allocation exceeds the amount specified in 20 USC 6318, the Board shall reserve at least one percent of the funding to implement parent/guardian and family engagement activities and shall distribute at least 90 percent of those reserved funds to eligible schools, with priority given to high-need schools as defined in 20 USC 6631. The Superintendent or designee shall involve parents/guardians and family members of participating students in decisions regarding how the district's Title I funds will be allotted for parent/guardian and family engagement activities. (20 USC 6318).

Conclusions from the needs assessment were used to prioritize supplemental programs, materials, professional development, targeted interventions, and other activities that will strengthen the school’s academic achievement, close the achievement gap, and provide a safe, civil and productive school.

Comprehensive Needs Assessment: English-Language Arts

ELA Findings

SBAC -ELA
1. On the SBAC assessment Fremont maintained over 80% proficiency for the 2nd straight year.
2.Grade 3 and Grade 5 had 7% and 10% increases in students that exceeded on the SBAC assessment.
3. The percentage of Hispanic students that Met/Exceeded increased 9%, outpacing the Increase of White students at 3%.

i-Ready -ELA
1. 76% of all students were at grade level by the end of the third quarter.
2. From September (26% at grade level) to October (65%at grade level), Grade 1 gained 39% more students at Grade Level.
3. The following sub-groups outpaced the increase of white students at Grade Level (21% increase).
    African American - 24% increase
    Asian - 37% increase
    Hispanic -28% increase

ELA Goals

1. All LBUSD students will achieve at least one year of academic growth in literacy and math by June 2025.
ELA _86_% of 3-5 students will score Met/Exceeded on SBAC, up from _80.6_%.
2._65% Grade 4-5 students who were Not Met or Nearly Met on the prior year's SBAC ELA and Math will meet their accelerated growth target in June 2025, up from _53.8_% in June 2024.
3. 85% of K-2nd grade students will be proficient on the Foundational Reading Skills Assessment by June 2025, up from _80.7_% in June 2024.

Action Plan: Implementation of a structured literacy program in all grades with an emphasis on grades K - 2 for foundational skills in DDR using UFLI.
Teachers K-5 will implement district Quality Core Instruction.
School will implement GATE strategies K-5.
Identified students will receive Sonday intervention.
Tier 1 coaching provided by Lit. Lead.
Goals will align with district assessment schedule.

Progress will be monitored through formative and summative assessments via district assessments (FRSA, fluency, Writing PT's, PSA, end of unit assessments) i-Ready and SBAC.

Comprehensive Needs Assessment: Mathematics

Math Findings

SBAC
1. Over 7% increase in SBAC Met/Exceeded from school year 22-23 to 23-24
   3% decrease in not met
   5% decrease in nearly met
2. A 20% increase in SBAC Met/Exceeded for Grade 5.
3. Fremont's three largest sub-groups in population saw the largest increases in SBAC Met/Exceeded
   Hispanic (170 students)- From 63% to 68%
   White (160 students)- From 67% to 81%
   Multiple (66 students) - From 72% to 78%

i-Ready
1. 66% (?) of students were at grade level achievement by the end of the third quarter.
2. Grade 3 saw the greatest increase in student achievement at grade level, 49%. from 24-73%
3. From the Sept. to March assessment, several sub-groups outpaced increases of white students in grade level achievement of 28%, from 41% to 69%.
   African-American 16% to 56% = 40% increase
   Asian 33%-84% = 51% increase
   Hispanic 20%-61% = 41% increase
   Multiple 37% - 78% = 41% increase

Math Goals

1. All LBUSD students will achieve at least one year of academic growth in literacy and math by June 2025.
Math: 82% of 3-5 students will score Met/Exceeded on SBAC, up from _74.3_%.
2. 45% of Grade 3-5 students will be Early On or Mid-Above on their i-Ready Math Diagnostic 3 assessment in March 2025, up from 28.1% in March 2024.
3. 70% of Grade 1-2 students will be Early On or Mid-Above on their i-Ready Math Diagnostic 3 assessment in March 2025, up from 52.9% in March 2024.

Action Plan: Continue best practices with focus on 5E lessons and QCI trainings for grades 3-5.
Tier 1 coaching provided by Math Lead.
District QCI math training for grades K-2
Goals will align with district assessment schedule.

Progress will be monitored through formative and summative assessments via district assessments (Math PT's, end of unit assessments) i-Ready and SBAC.

Comprehensive Needs Assessment: English Learners

English Learner Findings

ELA
1. On the Spring 2024 SBAC, English learners that met proficiency increased from 0% in 2023 to 38% in 2024.
2. On the March i-Ready assessment, 100% of Recently Proficient English Learners were at Grade Level by the end of the third quarter.

Math
1. On the 2023 Spring SBAC, there was a 20%increase in MET/Exceeded for the subgroup Recently Proficient English Learners (R-FEP)
2. On the March i-Ready assessment, 100% of Recently Proficient English Learners (RFEP) were at grade level.

English Learner Goals

60% percent or more English Learners will make progress toward English language proficiency, as determined by the English Learner Progress Index (ELPI) by June 2025, up from 46% as of June 2024.

Action Plan: Teachers will follow QCI approach via designated and integrated ELD.
Identified newcomers will receive language development and literacy intervention.
EL students will receive additional intervention to support with ELPAC skills.
Targeted resources will be available specific to newcomers and ELPAC readiness.

Progress will be monitored through formative assessments in Wonders ELD, ELA assessments, EL intervention resources, and ELPAC Summative Assessment.

Comprehensive Needs Assessment: Culture/Climate Domain

Culture/Climate Findings

Overall Attendance increased from 94.4 % in 2022 to 95% in 2025. While Chronic Absenteeism decreased from 21.3 % to 14.5%.
All three areas, Belonging 85%, Identity 81% and Agency 81% remained the same on the Spring Pulse Survey.
Chronic absent rate for students with 2 or more races (25.4%) and students with disabilities (29.5%) increased as well as suspension rate for students with disabilities (6.8%)

Culture/Climate Goals

By June 2025, an increase of 3% in Spring 2025 compared to Spring 2024 in the area of self-efficacy and self-management as measured by the CORE survey.
Black/African American students' sense of personal identity, belonging and agency will be equal to or greater than white students.

Culture Climate Action Plan:
Full time counselor available to support SEL and individual student needs. All teachers will receive GATE training and utilize Habits of Scholar to support self-monitoring and self-efficacy.
Progress Monitoring: Progress will be monitored by general observation of school climate, data collection regarding Habits of a Scholar implementation, and Core Survey.

Attendance Action Plan: 1.Identify the listed as Two or More Races (67 students) and Students with DIS (44 students) who are listed as chronic with regards to attendance.
2. Employ re-engagement attempts:
Chronic Absentee: (Absent 10% or more excused, unexcused or tardy) phone calls home, attendance letters home
Truant (3 unexcused absences) - phone calls home, attendance stat letters home, possible meeting/parent conference to create a contract
Chronically Truant - (Absent 10% or more unexcused)Truancy letters from site and district, home visits, All-In campaign- SART or SARB school/district/home devise a plan to improve attendance.
Progress Monitoring: LROIX attendance reports

Suspensions Action Plan: 1. Counselor conducts lessons with classes on behavioral topics to prevent infractions.
2. Counselor and staff monitor students and meets with those who have behavior concerns.
3. If/when students behavior requires suspension counselor/admin follows the following procedures: parent conference and a safely plan for reentry is created which includes daily check-in and follow up which may include small group or 1:1 counseling.
Progress Monitoring: Counselor will monitor office referrals and interventions.

Comprehensive Needs Assessment: SPSA Effectiveness

SPSA Effectiveness	

Area	Prior Year Goal	Status	Data Analysis of Goal Attainment and Selected programs and services that impacted goal attainment	For this school year, what modifications may be planned for programs and services to have more positive impact on current year goals
ELA	1) In order to meet LBUSD typical growth goal, Fremont Elementary will use student access, opportunity, and data to make culturally responsive instructional decisions. By utilizing QCI training and site planning to design differentiated learning opportunities. We will assess, analyze and adjust within a 6 week cycle of improvement in order to increase Annual Typical Growth as measured on i-Ready to 75% (8% increase) by the spring of 2024. In order to meet the LBUSD Goal for Stretch Growth, Fremont Elementary will utilize Literacy leads to monitor QCI strategies and assist in the planning, implementation and assessment of culturally responsive Tier I instruction. In addition, leads will ensure equitable processes and opportunities for tier 2 and 3 interventions. Implementation and monitoring will occur within the 6 week cycles. In doing so,	Goal Partially or Not Met	Typical growth 60% but was taken 2 months prior due to district assessment schedule.	We will adjust the goals to align to the district assessment schedule.

	Fremont will increase Stretch Growth of students below grade level to 60% (12% increase) by the spring of 2024. In order to reduce the gap between A.A. students and white students, Fremont Elementary will hold and communicate unwavering belief that all students, regardless of past or current performance, can meet rigorous college and career-ready academic standards. Through the monitoring and discussion of DOK questioning, talk moves, and call strategies we will ensure all students engage in learning. Using multiple indicators, we will assign interventions to all students that do not master concepts and provide additional learning opportunities within or after the school day. In doing so, Fremont will decrease a gap between white and A.A. students on i-Ready Typical Growth to less then 5% by the spring of 2024, while maintaining a gap of less then 3% between white and A.A. students that met proficiency on SBAC.			
Math	1) In order to meet LBUSD typical growth goal, Fremont	Goal Partially or Not Met	Typical growth 50%. Stretch growth ranged from 22%-28%.	We will adjust the goals to align to the district assessment schedule.

	Elementary will use student access, opportunity, and data to make culturally responsive instructional decisions. By utilizing QCI training and site planning to design differentiated learning opportunities. We will assess, analyze and adjust within a 6 week cycle of improvement in order to increase Annual Typical Growth as measured on i-Ready to 75% (9% increase) by the spring of 2024. In order to meet the LBUSD Goal for Stretch Growth, Fremont Elementary will utilize a Math lead to monitor QCI strategies and assist in the planning, implementation and assessment of culturally responsive Tier I instruction. In addition, leads will ensure equitable processes and opportunities for tier 2 and 3 interventions. Implementation and monitoring will occur within the 6 week cycles. In doing so, Fremont will increase Stretch Growth of students below grade level to 50% (12% increase) by the spring of 2024. In order to reduce the gap between A.A. students and white		Typical growth for A.A. students on iReady was 96% and 93% for white.		

	students, Fremont Elementary will hold and communicate unwavering belief that all students, regardless of past or current performance, can meet rigorous college and career-ready academic standards. Through the monitoring and discussion of DOK questioning, talk moves, and call strategies we will ensure all students engage in learning. Using multiple indicators, we will assign interventions to all students that do not master concepts and provide additional learning opportunities within or after the school day. In doing so, Fremont will decrease a gap between white and A.A. students on i-Ready Typical Growth to less then 5% by the spring of 2024, while maintaining a gap of less then 3% between white and A.A. students that met proficiency on SBAC.			

English Learner	1) Fremont Elementary will use student access, opportunity, and data to make culturally responsive instructional decisions. By utilizing QCI training and site planning to design differentiated inclusive and designated learning opportunities, we will assess, analyze and adjust within a 6 week cycle of improvement to qualify 30% (10) current EL students to meet the requirements to reclassify as RFEP Students by the Spring of 2024.	Goal Partially or Not Met	12 students progressed, 3 maintained and 4 decreased. Those that decreased maintained the same EL level but decreased in points. 3 student achieved RFEP redesignation.	EL students are receiving designated ELD and targeted instruction to help improve skills assessed on the ELPAC test. Identified newcomers are receiving language development and litearcy intervention.
Culture/Climate	1) Fremont will utilize a research-based foundation to support, plan, and guide staff in their culturally responsive practice by providing establishing and monitoring systems of support for staff to continuously improve in their own implementation and assessment of the culturally responsive practices of Meet up and Buddy up. In doing so, Fremont will increase the percentage of positive responses regarding identity and belonging on the pulse survey. In addition, will decrease absence and chronic absenteeism.	Goal Met	The Core Survey results for Belonging, Identity, Agency remained the same. Chronic attendance rates decreased.	Focus will be on self-management and self-efficacy in relation to GATE Habits of a Scholar.

Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
Roving substitute to assist classroom teacher with pull out for individuals that show need for accceleration of acquiring grade level Math Skills and concepts as deemed relevant from performance on common unit assessments and i-ready monitoring. Classroom Teachers will use i-ready groupings and next step strategies to formulate pull-out focus and work for individual students. A roving sub will work with all teachers grade 3-5 to execute pull -out lessons planned by the teacher. (IN 1)	Strong Positive Impact	Strong Positive Impact	Limited or no impact	Somewhat Impactful
Recreation Aides are utilized on the site to provide supervision during lunch, outdoor learning, afterschool play, and maintain safe ingress and egress during drop-off and pick-up activities. They work to implement school wide SEL initiatives and communicate daily with teachers related to problems that were dealt with during the supervised time. their will be one Recreation Aide Leader, Two Recreation Aides, and One Recreation Aide that will serve as support for the school attendance initiatives. (IN 2)	Limited or no impact	Limited or no impact	Somewhat Impactful	Strong Positive Impact
Grade Level Institute requires the use of three daily subs on the day of the institute. This will be on a designated day for each grade level. Teachers will use this time for data analysis, planning of flexible groupings, development of intervention resources, and unit planning. their will be four staggered cycles from late September to Spring Break. (PD 1)	Strong Positive Impact	Strong Positive Impact	Somewhat Impactful	Somewhat Impactful
Recreation Aide to assist in the office collecting incoming attendance data and assisting office manager during peak hours to ensure attendance expectations are communicated to school site families in a consistent manner. (PI 1)	Limited or no impact	Limited or no impact	Somewhat Impactful	Strong Positive Impact
Attendance incentive items to be distributed to those students with no unverified absences. (SM 1)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact
Opportunities for exposure to different cultures is a critical component to growing student sense of belonging, identity and agency within the learning community. Cultural assemblies and field trips allow for student engagement of diversity within our community as well learning opportunities throughout the community. (SM 2)	(Does not apply to this goal)	(Does not apply to this goal)	Somewhat Impactful	Strong Positive Impact

Accountability Measure 1: Increase Achievement

Core Program - English Language Arts		
Curriculum/Instruction	**Assessments**	**Resources/Materials**
All K-5 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in English Language Arts, including the California English Language Development Standards for English learner students, with an intense focus on: • Building disciplinary and conceptual knowledge through content rich nonfiction and informational text. • Reading and Writing grounded in evidence from text. • Regular practice with complex text and its academic vocabulary with intensity. Through an Integrated Model of Literacy, K-2 students will participate in daily activities to include (a) Foundational Reading Skills (b) Listening and Learning, (c) Reading and Writing, (d) Instructional Differentiation in Reading and Writing and (e) Accountable Independent Reading and Writing. • District generated, grade level Scope & Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes. • Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs. Through an Integrated Model of Literacy, 3-5 grade students will participate in daily activities to include (a)	Students will participate in frequent and multiple formative and interim assessments within the grade level Unit of Instruction in both Reading and Writing, including daily and unit performance tasks that require: Students to demonstrate their understanding of texts and the "essential questions" by meeting grade level CCSS expectations for reading, listening, and language. Students to demonstrate their ability to express their understanding by meeting grade level CCSS expectations for speaking, writing/drawing, and language. Students demonstrate their comprehension of text through a "cold read" assessment, that includes citation of evidence in a written response. K - 2: Foundational Reading Skills Assessment (FRSA) 3 – 5: Smarter Balanced Assessment Consortium summative Assessments	Wonders / Maravillas (Dual Immersion) and associated ancillary materials McGraw-Hill Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading. Content Area textbooks (e.g. Health, Science, Social Studies) Supplemental Reading materials matched to students' instructional Reading level (Newsela) GATE strategies Thinking Maps i-Ready Personalized Learning ELLevation iReady

Reading, (b) Writing, (c) Research, (d) Instructional Differentiation of Reading and Writing and (e) Accountable Independent Reading and Writing. • District generated, grade level Scope & Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes. • Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs.		

Core Program - Writing		
Curriculum/Instruction	**Assessments**	**Resources/Materials**
All K-5 classrooms will include Writing instruction designed to ensure that all students are prepared to write the following text types: • Arguments to support claims in an analysis of substantive topics/texts • Informative/explanatory texts to examine and convey complex ideas and information clearly and accurately • Narratives to develop real or imagined experiences or events All K-5 classrooms will engage in frequent/daily Writing activities embedded into the grade level Scope and Sequence and Units of Instruction to include any of the following: • Reading to build knowledge for written pieces • Working through the writing process for all 3 text types including planning, revising, editing and publishing • Orally rehearsing using linguistic patterns • Writing routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences • Conferring with the teacher and other students	Formative and Interim Writing assessments within the grade level Unit of Instruction, including: Daily Performance Activities such as: short constructed responses, analyses using evidence, multi-paragraph responses, essays "On Demand" Reading/Writing assessments Culminating Writing Task Research Task & Presentation SBAC Summative assessment (Grades 3-8)	Wonders / Maravillas (Dual Immersion) and associated ancillary materials Write from the Beginning supplemental Writing program materials Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading. Content Area textbooks (e.g. Health, Science, Social Studies) Newsela Thinking Maps

Core Program - Math		
Curriculum/Instruction	**Assessments**	**Resources/Materials**
All K-5 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in Mathematics with particular attention to: • Strategically focusing where the Standards focus • Coherence: think across grades and link to major topics within grades • Rigor: require conceptual understanding, procedural skill and fluency All K-5 students will receive CCSS aligned instruction based on district developed Scope and Sequence (by grade level) and Units of Instruction (by grade level) that include the CCSS Math Standards and the CCSS Standards for Mathematical Practice. As part of the K-5 Units of Instruction, all K-5 students will engage in: • Daily Math Routines • Math Tasks • Mathematical Discourse • ST Math Puzzle Talks	Formative Assessment Lessons embedded into the Unit of Instruction End-of-Unit Assessment embedded into the Unit of Instruction SBAC Summative assessment (Grades 3-8)	LBUSD Supplemental Instructional Resources: student centered math tasks, Puzzle Talks, daily math routines HMH - GoMath Textbook Series ST Math Individual Journey

Interventions						
Identify Data and Describe Student Needs	**ACTION Description of Scientifically-based Intervention**	**List the sub-groups served**	**Funding Source and Cost**	**Time Frame and Frequency of Program**	**Personnel Delivering the Intervention**	**Progress Monitoring**
Increase aspect of belonging, identity, and agency among all students Culture-Climate Survey (Student-Staff)|100	Opportunities for exposure to different cultures is a critical component to growing student sense of belonging, identity and agnecy within the learning community. Cultural assemblies and field trips allow for student engagement of diversity within our community as well learning opportunities throughout the community.	All Students	LCFF $2,000 Title 1 $2,000 Services - LCFF 50%; Title 1 50%	08/30/2024 - 06/20/2025 Monthly	Grade level leads SEL committee	Pulse survey Culture-Climate Survey (Student-Staff)|100

Planning time and targeted Small group intervention time. SBAC ELA|50, Elementary Reading - FRSA|50	Visual Arts teacher will provide quality art lessons that will enhance the learning experience for all students. It will provide targeted interventions for classroom teachers to plan for and work with students during small group instruction. This position will be split with 90% from VAPA funds and 10% LCFF.	All Students	LCFF $8,373 Teacher - Elementary .05 FTE - LCFF 100%	08/30/2024 - 06/15/2025 Daily	Visual Arts Teacher	Classroom TEachers will group students and plan for targetted interventions. SBAC ELA|50, Elementary Reading - FRSA|50

Classroom observation data reveals a need for targeted interventions that will be consistently implemented during SGI. Currently, the school utilizes interventions that pull out students during SGI. SBAC Math|30, Elementary Reading - FRSA|30, EL Reclassification|40	Fremont will utilize a roving sub for push in support during Small Group instruction, SGI. Utilizing data from progress monitoring and formal classroom assessments, teachers will utilize SGI to provide niversal supports during classtime. THe roving sub will support IIC and Lead teachers effort to assist teacher with differentiated practice during this time. The roving sub provides additional opportunities for sudents to engage in designated ELD, supplemental and intensified support.	All Students, English Learners	LCFF $2,435 Title 1 $21,919 Substitute teacher full day (1) for 90 days - LCFF 10%; Title 1 90%	08/26/2024 - 06/13/2025 Daily	IIC/Lead - Will assist teachers in grouping students and providing targeted interventions. They will establish SGi routines that the roving sub will implement.	Progress monitoring assessments FRSA/ i-Ready Summative assessments - Math Unit and SBAC SBAC Math|30, Elementary Reading - FRSA|30, EL Reclassification|40

Supervision and Tier one SEL intervention Culture-Climate Survey (Student-Staff)|50, Culture-Climate Survey (Parent)|50	Recreation Aides are utilized on the site to provide supervision during lunch, outdoor learning, afterschool play, and maintain safe ingress and egress during drop-off and pick-up activities. They work to implement school wide SEL intiatives and communicate daily with teachers related to problems that were dealt with during the supervised time. There will be one Recreation Aide Leader, Three Recreation Aides.	All Students	LCFF Rec $58,185 Recreation Aide .4 FTE - LCFF Rec 100% Recreation Aide .4 FTE - LCFF Rec 100% Recreation Aide .4 FTE - LCFF Rec 100% Recreation Aide .4 FTE - LCFF Rec 100% Recreation Leader .1 FTE - LCFF Rec 100%	08/23/2024 - 06/14/2025 Daily	Recreation Leader, Office Manager, and SEL Facilitator	SEL monitoring slips (Integrity Matters) and postive motivation slips (Brag Tags) Culture-Climate Survey (Student-Staff)|50, Culture-Climate Survey (Parent)|50

Students are not proficient in keyboarding as they transition from Fremont to Middle School. A consistent program is needed to allow ongoing opportunites in implementation of technology to the learning process. SBAC ELA|40, Culture-Climate Survey (Student-Staff)|40, Other|20	The college tech aide will serve to support the classroom teacher in maintaining functional technology so all students can access learning interventions, explore opportunities in coding, and increase keyboarding efficiencies during classroom instruction. The aide will push in to classrooms and support during small group activites and ensure and tech issues are resolved in a timely manner	All Students	Title 1 $15,109 Technology College Student Aide (1) for 630 hours annually - Title 1 100%	08/30/2024 - 06/15/2025 Daily	College Tech Aide Classroom Teacher	College Tech Aide will keep Qualitative and Quantitative measures related to student proficiency in keyboarding and digital coding. SBAC ELA|40, Culture-Climate Survey (Student-Staff)|40, Other|20

Program Description for Transitions

Preschool Transition	Gr. 5 to MS Transition	Gr. 8 to HS Transition
An optional meeting will be offered to TK parents.	Students in grade 5 will take a field trip to local middle school. Teachers/staff will provide 5th grade students with middle school information and a Q and A session. Teachers, counselor, and office staff will assist parents with Middle School application process.	

Accountability Measure 2: Organizational Climate

Organizational Climate					
Identified Need(s)	**Program & Materials**	**Funding Source & Cost**	**Time Frame**	**Personnel**	**Progress Monitoring for Assessing Effectiveness**

No supplemental budgeted items have been approved.

Accountability Measure 3: Professional Development

Professional Development

Identified Need(s)	Planned Staff Development	Funding Source & Cost	Dates/Hours of Training Session	Personnel	Tools Used for Monitoring Implementation & Effectiveness
Need to build cohesive teams that implement common assesssments, engage in data analysis, and discuss individual and small group interventions. SBAC ELA|40, SBAC Math|40, Elementary Reading - FRSA|20	Grade Level Institute requires the use of three daily subs on the day of the institute. This will be on a designated day for each grade level. Teachers will use this time for data analysis, planning of flexible groupings, development of intervention resources, and unit planning. There will be three staggered cycles from late September to Spring Break.	LCFF $10,553 Substitute teacher full day (13) for 3 days - LCFF 100%	08/30/2024 - 06/15/2025 Weekly	Teachers will participate in data analysis, assessment planning and instructional decison making Administration will provide relavant PD to the grade level needs, offer time for SST, and build gradel level cohesive practices.	Student Growth on i-Ready Participation in intervention programs Teacher satisfaction for Professional Development
Implementation of TPL and site strategies for QCI. SBAC ELA| 30, SBAC Math|30, Elementary Reading - FRSA|40	Teacher will engage in collective efficacy through PDSA cycles for student growth. Teachers will meet at designated times on hourly basis work on site goals, planning, and data analysis. This is the same work as is done during the release days described in Line Item 1. Teachers have elected to do the work after contractual time rather then sub relaes days.	LCFF $2,037 Teacher Hourly P Schedule (2) for 12 hours annually - LCFF 100%	08/30/2024 - 06/20/2025 Quarterly	Teacher	Administration will moitor classroom instruction and identify strategic changes based on TPL and site goals.

increased growth for EL students on summative assessments EL Reclassification|100	Professional Development require the purchase of supplies and resources to advance instructional practices. Fremont will focus this year on standards-based rigorous tasks.	Title 1 $1,905 Materials - Title 1 100%	08/30/2024 - 06/15/2025 Quarterly	Instructiona and Intervention Team	I-Ready, Unit Assessments

Describe Teacher Involvement

Accountability Measure 4: Parent & Community

Parent and Community Involvement

Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Method for Assessing Effectiveness
Serves to inform Spanish speaking parents during parent community meeting. EL Reclassification|100	Translation services related to parent-community meetings.	Par Inv $559 Hourly - Intermediate Office Assistant (1) for 15 hours annually - Par Inv 100%	08/30/2024 - 06/20/2025 Monthly	Karla Ortega -IOA Spanish	Attendance rates for Parent-community meetings
Parents will grow in their understanding of how learning happens in the clasroom and how best to support this learning at home. Culture-Climate Survey (Parent)|100	Teacher will provide informational workshops about current instructional practices during parent community meetings.	Par Inv $1,358 Teacher Hourly P Schedule (8) for 2 hours annually - Par Inv 100%	08/30/2024 - 06/20/2025 Monthly	Designated teachers	Participation in parent-community meetings

School Budget for Categorical Programs

The following site budget represents programs funded through the Consolidated Application. This Budget summary lists the funds that are to be consolidated as part of a schoolwide program. The SPSA's budgeted activities have been approved by the School Site Council and are in compliance with program regulations.

Federal Programs (to Consolidate)	Allocation
Title I (3010)	40950
Title I Parent and Family Involvement (3008)	1866

The following amounts are the school's share of Title I required and allowed reservations:

Share	Services	Amount
Administrative Share	Services provided to sites as part of Title I program leadership: EEP and Early Childhood Education; Additional reservation for Parent Involvement (over 1% requirement); Homeless Education; Reading Intervention/Private Schools; Research LROIX Development.	NA
Centralized Services Share	Counselors, Family Resource Centers, Facilitators, Travel/Conferences, APEX Online, Youth Orchestra Travel/Conferences, CORE	NA

State Programs *	Allocation
LCFF	27440

* It is understood that LCFF funding is district-directed; however, in the spirit of effective stakeholder engagement and transparency, LBUSD has included LCFF activities in the SPSA.

Midyear Adjustments:
The state projects amounts districts receive in Title I and other resources, sometimes making mid-year adjustments to the allotments as a result of the Consolidated Application. While there is often no difference in site allocations, LBUSD will notify affected principals who will announce any adjustment to the SSC.

Title I Reservations
Title I Reservations are used for required or Board-approved services. These reservations are made prior to allocations to sites and designed to provide central services to underserved, underperforming, and/or Title I schools. Listed programs and services are budgeted for the school year and may be slightly altered depending on need and budget adjustments.

Administrative Share & Reservations Title I Program Administration

Parent Involvement (additional funds beyond the required 1%)
Parent University Staff to help families understand & access information, as well as become a true partner in education. In addition to providing parent trainings, staff works with parent engagement events, such as Education Celebration. Multilingual staff helps support parent engagement activities as well as personalizes information for non-English speaking families.

Homeless Education
Provides homeless students and families with supplies (uniforms, basic needs), social service referrals, transportation, and counseling.

Research/TISB LROIX Development
LROIX is LBUSD's data hub to help schools access pertinent, focused, live data; formulate needs assessments; and create effective interventions. The reservation provides personnel to maintain and develop the complex system.

Program Administration and Personnel to provide leadership:
- Curriculum Instruction and Professional Development (OCIPD): DELAC and EL services
- Early Learning (CDC, Educare, Head Start) - early childhood education, personnel including pre-K teachers of subsidized programs, office assistants
- Equity Engagement and Partnerships (EEP) - parent workshops and community engagement
- State and Federal Programs (SFP): state and federal supplemental programs

Centralized Services

Family Resource Centers
Services to address students' social, emotional, and behavioral needs at 32 schools, including short-term counseling. The centers work with families to connect them to community resources, school-based services and parent education workshops.

Youth Orchestra
Students receive music opportunities with string instruments and instruction from professional music performers on weekends.

Assistance to Schools

Counselors
Addresses student well-being, provides and coordinates various mental health supports, and collaborates with the site team to promote academic, behavioral or social-emotional development.

Facilitators
Assists in site engagement and compliance tasks to improve communication, build and strengthen community partnerships, and address goals to improve student achievement.

Travel/Conferences
Enables staff to develop requisite knowledge about programs they lead.

CORE
The CA Office to Reform Education is a partnership of large CA urban school districts. Part of the CORE collaborative is data sharing and accountability, including the CORE surveys of parents, staff and students in grades 4-12 on a range of school climate indicators.

APEX Online
APEX Learning program is a computerized independent learning program, coupled with teacher-directed instruction designed to assist students to address gaps in knowledge.

Foster Youth Transportation
Transportation services for foster youth districtwide, contracted with Los Angeles County Department of Health

Technology
Supplemental technology support and devices to school sites

School Site Council Membership

Member Group	Representing	Name	Elected Term Ends
Staff	Principal	Chris Lounsbery	07-01-2025
Staff	Classroom Teacher	Maribel Villegas	07-01-2026
Staff	Classroom Teacher	Sara Cervantes	07-01-2025
Staff	Classroom Teacher	Michelle Fuentes	07-01-2025
Staff	Other School Personnel	Elizabeth Dilts	07-01-2025
Community	Parent/Community Member	[redacted] Tierney	07-01-2025
Community	Parent/Community Member	[redacted] Warntjes	07-01-2025
Community	Parent/Community Member	[redacted] Guayasamin	07-01-2026
Community	Parent/Community Member	[redacted] Lind	07-01-2026
Community	Parent/Community Member	[redacted] Neme	07-01-2025

English Learner Advisory Committee Membership

The following are members of the English Learner Advisory Committee, who duly advised and made recommendations to the School Site Council on the school's program, goals, and objectives for English learners.

Position	Representing	Name
Chair	Parent of EL Student (required)	[redacted]Galvan
DELAC Representative	Parent of EL Student (required)	[redacted] Lebed
Principal or Designee	Staff Member (required)	Chris Lounsbery
Secretary	Staff Member (required)	Tracy DeLucca

Name	Representing

ELAC Recommendations

Pursuant to Education Code, Section 52176, the school's English Learner Advisory Committee (ELAC) conducted a needs assessment as it pertains to English Learner (EL) students and presented the following recommendations about programs and services that will assist EL students to achieve standards.

Question	Answer
1. Does the school have more than 20 EL students enrolled?	Y
2. At which ELAC meeting did ELAC approve its Recommendations?	09/20/2024
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	ELAC suggested the purchase of Sets 1 and 2 of Frames for Fluency ($1921.61) to support newcomers and providing after school tutoring for EL students.
4. What types of data did ELAC use to determine the need for the listed recommendations (add any that apply):	CELDT/ELPAC Results Language Census Data
5. At which SSC meeting were the ELAC recommendations presented? Ensure the SSC Agenda and Minutes list the receipt of the ELAC Recommendations	09/24/2024

6. What was SSC's response to ELAC recommendations?	SSC received the recommendation from ELAC on 9/24/2024. SSC suggested checking the Wonders resources for newcomers and comparing them to Frames for Fluency. The item will move to an action item at the October meeting. EL students are currently receiving designated ELD during the school day. Progress will be monitored and data collected. The need for after school tutoring will be revisited later in the year. Funding can come from ELOP funds.

Assurances & Approval

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the Consolidated Application, pursuant to California Education Code, Section 64001 and the federal Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESSA). The SPSA's purpose is to increase the overall effectiveness of the school program by crafting a site strategic plan that maximizes the resources available to the school. The School Site Council (SSC) is required to analyze data as part of a needs assessment, develop the SPSA, which approves programs and services in support of an annual budget to promote student achievement, pursuant to California Education Code, Sections 52853 and 52855. SSC's approach to the utilization of federal resources to support underserved, underachieving students by providing interventions that are aligned with the school and district goals and promote continuous improvement.

Assurances:

1. School Site Council received recommendations from ELAC at the following SSC meeting(s): 09/24/2024
2. The SSC approved the **Home-School Compact** on 09/24/2024
3. The SSC approved the **Parent Involvement Guidelines** on 09/24/2024
4. Our School held **two Title I Annual Parent Meetings** (input dates if a Title I school): 09/04/2024, 09/04/2024
5. SSC Participated in the Annual Evaluation of SPSA:10/22/2024
6. The SPSA was approved at the following SSC Meeting: 11/19/2024

LBUSD Board of Education Approval Date:

Signatures:

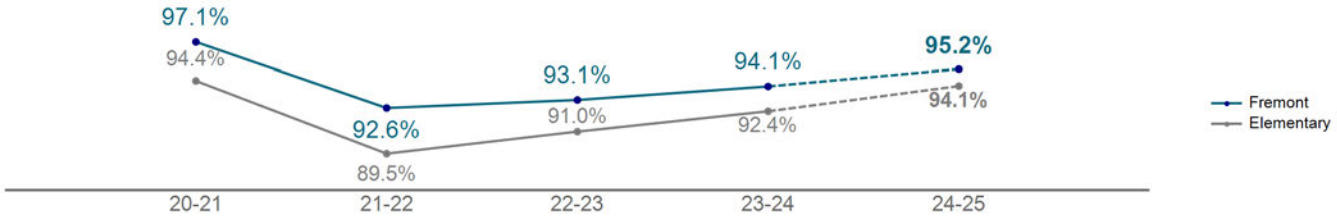
Principal: _____ Printed Name: _____ Date: _____

SSC Chair: _____ Printed Name: _____ Date: _____

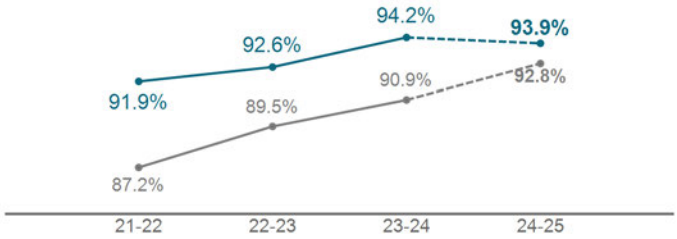
ELAC Chair: _____ Printed Name: _____ Date: _____

Attendance Rate

Fremont
All Students
N = 458



African American
N = 25



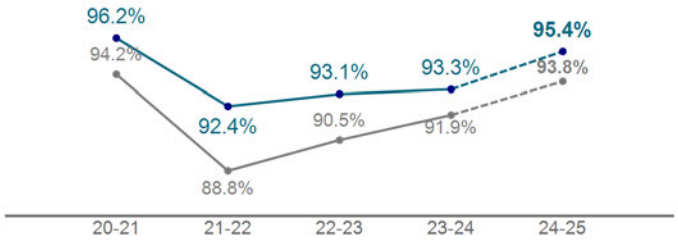
Asian

Subgroup with fewer than 20 students.

Filipino

Subgroup with fewer than 20 students.

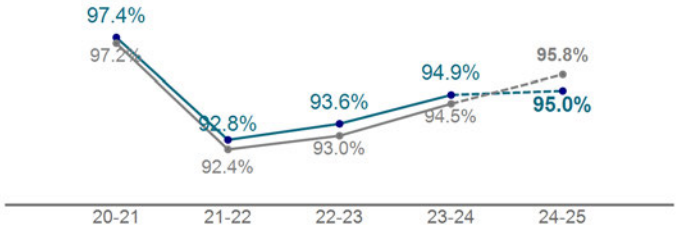
Hispanic
N = 181



Pacific Islander

Subgroup with fewer than 20 students.

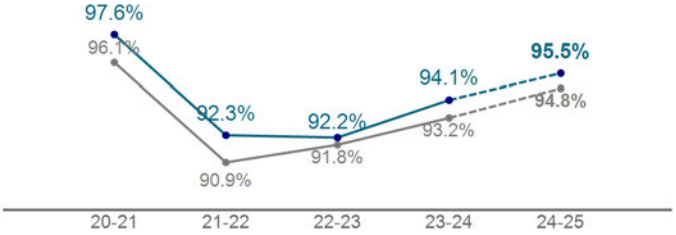
White
N = 158



Native American

Subgroup with fewer than 20 students.

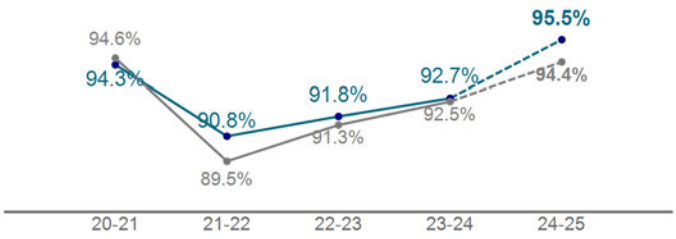
Other
N = 67



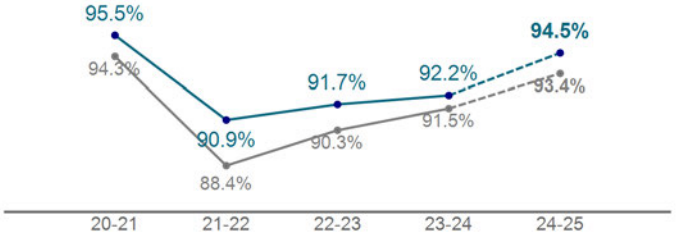
N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included

Attendance Rate

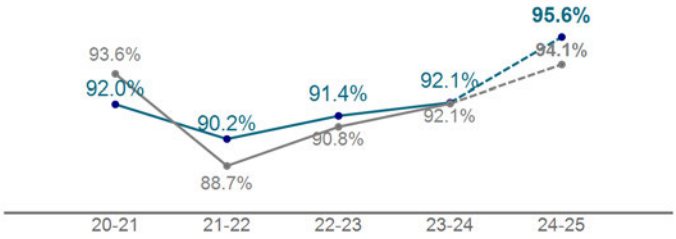
EL + RFEP
N = 51



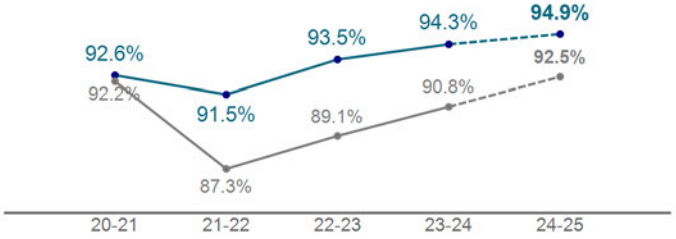
Low SES
N = 182



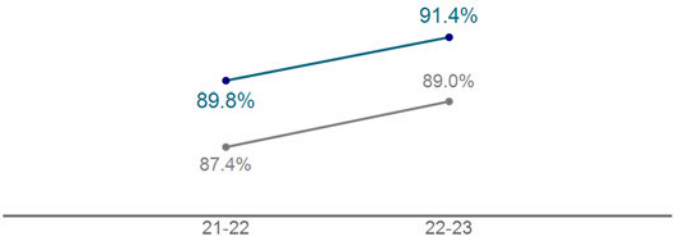
English Learner
N = 40



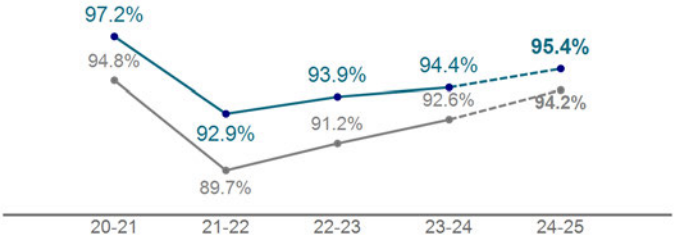
Special Education
N = 42



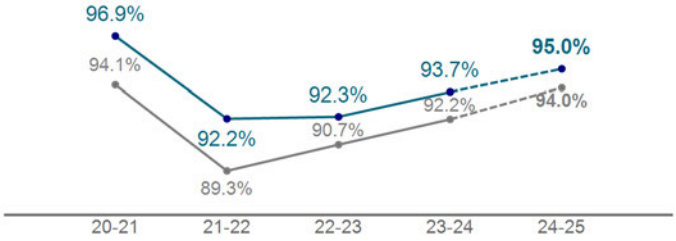
Homeless or Foster Youth



Female
N = 236



Male
N = 222



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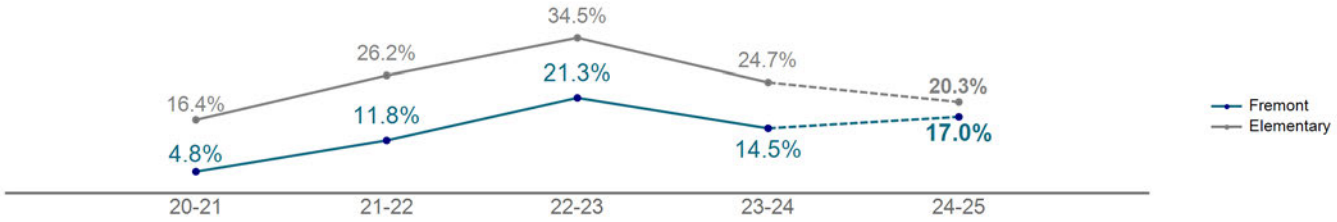
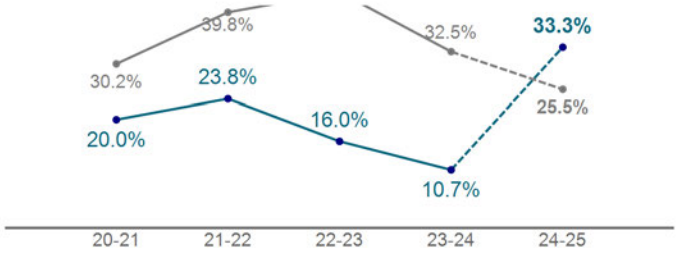
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included

Percent of Students in the Moderately or Severely Chronic Categories

Fremont
All Students
N = 452



African American
N = 24



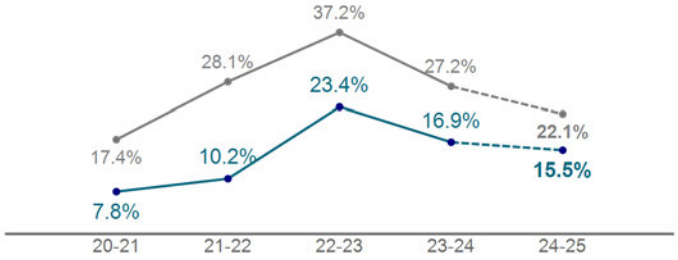
Asian

Subgroup with fewer than 20 students.

Filipino

Subgroup with fewer than 20 students.

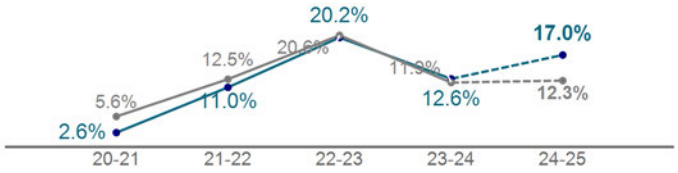
Hispanic
N = 181



Pacific Islander

Subgroup with fewer than 20 students.

White
N = 153



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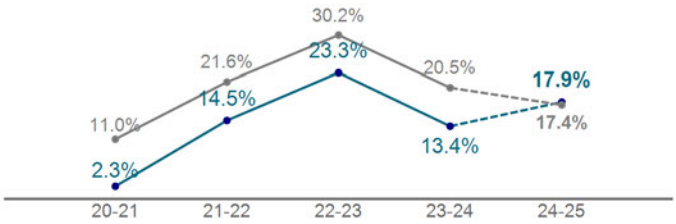
Subgroups under 20 students are not included

Percent of Students in the Moderately or Severely Chronic Categories

Native American

Subgroup with fewer than 20 students.

Other
N = 67



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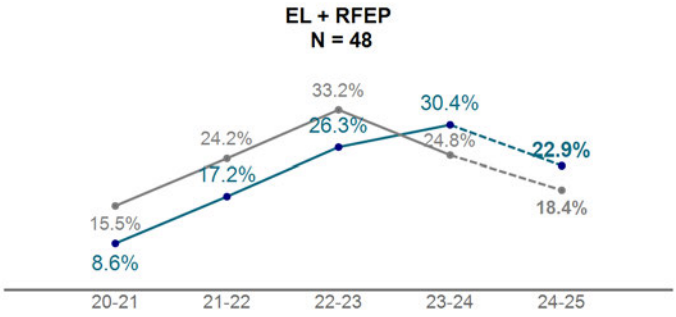
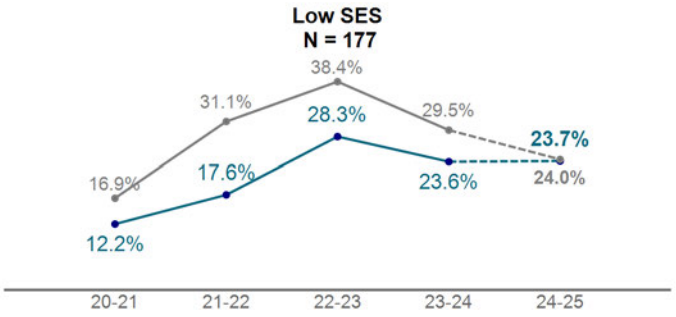
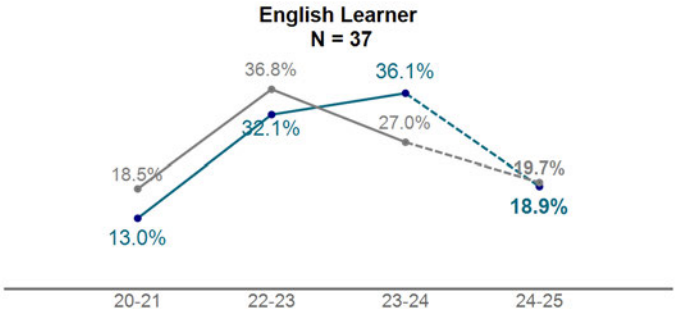
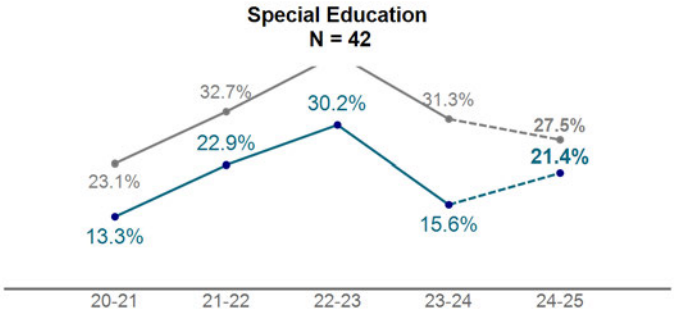
Percent of Students in the Moderately or Severely Chronic Categories







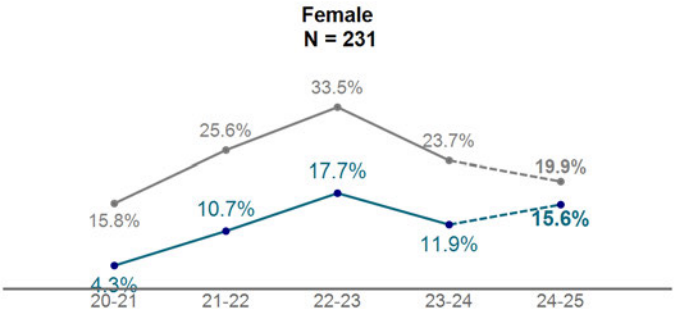


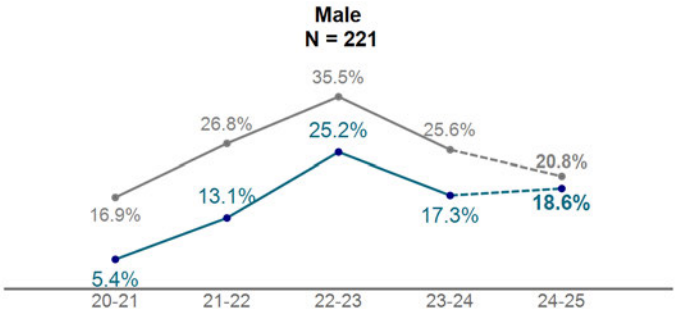
Homeless or Foster Youth

Subgroup with fewer than 20 students.

Homeless or Foster Youth

Subgroup with fewer than 20 students.





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Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included

SBAC ELA 2024 :: School Data by Subgroup

11/21/24

Fremont

Category		Tested	Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	2 yr Chg	3 yr Chg	% Cohort Chg
All Students	216	216	19%	8	11	28	53	81%	↑-		↑2
		All Elementary	51%	31	20	23	26	49%	↑1		↑4
		District	51%	29	22	27	23	49%	↑1		↑2
Grade	Gr. 03	81	22%	5	17	22	56	78%	↓2		-
		All Elementary	53%	30	23	20	27	47%	↑-		-
		District	52%	30	23	20	28	48%	↑-		-
	Gr. 04	84	19%	11	8	35	46	81%	↓3		↑4
		All Elementary	52%	33	19	21	27	48%	↑3		↑2
		District	52%	33	19	20	28	48%	↑2		↑1
	Gr. 05	51	16%	10	6	25	59	84%	↑6		-
		All Elementary	49%	30	20	27	24	51%	↓1		↑6
		District	49%	30	20	27	24	51%	↓1		↑5
Ethnicity	White	85	11%	4	7	32	58	89%	↑3		↑4
		All Elementary	24%	11	13	25	51	76%	↑1		↑2
		District	26%	12	14	30	44	74%	↑-		↓-
	Hispanic	78	24%	9	15	27	49	76%	↑8		↑7
		All Elementary	58%	36	23	23	19	42%	↑1		↑5
		District	57%	33	25	27	16	43%	↑1		↑2
	Other	34	18%	9	9	26	56	82%	↓4		-
		All Elementary	32%	18	13	22	46	68%	↓2		↑1
		District	32%	16	15	28	41	68%	↑1		↑-
	African American	12*	58%	33	25	17	25	42%	↓46		-
		All Elementary	67%	46	21	19	14	33%	↓-		↑3
		District	66%	42	24	22	12	34%	↑2		↑3

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.
*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

Report Name:SBAC - Achievement_Report - ARC Report #1006

SBAC ELA 2024 :: School Data by Subgroup

Fremont

Category		Tested	Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	2 yr Chg	3 yr Chg	% Cohort Chg
Ethnicity	Cambodian	8*	13%	13	25	63		88%	↓5		-
		All Elementary	39%	19	20	24	37	61%	↑1		↑5
		District	37%	18	20	30	33	63%	↑2		↑3
	Asian	4*	0%			25	75	100%	↑25		-
		All Elementary	35%	17	18	23	42	65%	↑3		↑6
		District	32%	15	18	29	38	68%	↑2		↑4
	Filipino	3*	33%	33		67		67%	↓33		-
		All Elementary	27%	16	12	25	48	73%	↓4		↑1
		District	27%	13	14	32	42	73%	↑1		↑4
Gender	Female	111	18%	8	10	26	56	82%	↓1		↑3
		All Elementary	48%	27	20	24	28	52%	↑1		↑4
		District	46%	24	22	29	25	54%	↑2		↑3
	Male	105	21%	9	12	30	50	79%	↑2		↑2
		All Elementary	55%	35	20	21	24	45%	↑-		↑4
		District	55%	33	22	25	20	45%	↑1		↑1
	Nonbinary	All Elementary*	100%	100				0%	↓50		-
		District	46%	24	22	34	20	54%	↓6		↑3
Special Populations	EL + RFEP	18*	33%	17	17	33	33	67%	↑29		-
		All Elementary	67%	44	23	20	13	33%	↑-		↑5
		District	63%	38	25	25	12	37%	↑1		↑3
	ELL	8*	63%	38	25	38		38%	↑25		-
		All Elementary	81%	56	24	15	5	19%	↓1		↑5
		District	86%	61	25	11	3	14%	↓1		↑3
	RFEP	10*	10%		10	30	60	90%	↑28		-

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Students without scores are not included in the graphical comparison of these results.
*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

SBAC ELA 2024 :: School Data by Subgroup

11/21/24

Fremont

Category		Tested	Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	2 yr Chg	3 yr Chg	% Cohort Chg
Special Populations	RFEP	All Elementary	24%	7	17	36	40	76%	↑6		↑6
		District	41%	16	25	38	21	59%	↑3		↑3
	Foster	2*	50%	50		50		50%	↑50		-
		All Elementary	80%	63	18	14	5	20%	↓5		-
		District	77%	55	22	17	6	23%	↓2		↓3
	GATE/Excel	67	1%	1		18	81	99%	↓1		↓2
		All Elementary	9%	2	7	22	69	91%	↑1		↓2
		District	12%	3	9	30	58	88%	↑2		↓1
	Homeless	2*	0%			50	50	100%	↑27		-
		All Elementary	69%	48	22	19	11	31%	↓6		↑5
		District	69%	45	24	22	9	31%	↓5		↑2
	Homeless/Foster	4*	25%	25		50	25	75%	↑8		-
		All Elementary	71%	50	21	19	11	29%	↓6		↑4
		District	70%	46	24	21	9	30%	↓5		↑1
	Low SES	88	35%	16	19	30	35	65%	↓5		-
		All Elementary	61%	38	23	22	18	39%	↓1		↑4
		District	60%	35	25	25	15	40%	↓1		↑2
	Special Ed.	27	52%	33	19	15	33	48%	↓2		-
		All Elementary	82%	64	17	11	8	18%	↓-		↑3
		District	83%	64	19	11	6	17%	↑-		↑2
	Spec Ed. Speech/RSP	27	52%	33	19	15	33	48%	↓2		-
		All Elementary	77%	58	20	13	10	23%	↓-		↑4
		District	79%	57	22	14	7	21%	↑-		↑2

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*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

Report Name:SBAC - Achievement_Report - ARC Report #1006

SBAC Math 2024 :: School Data by Subgroup

11/21/24

Fremont

Category		Tested	Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	2 yr Chg	3 yr Chg	% Cohort Chg
All Students	218	218	26%	8	17	35	39	74%	↑7		↓2
		All Elementary	56%	30	26	23	21	44%	↑4		↓1
		District	64%	38	25	19	17	36%	↑2		↓2
Grade	Gr. 03	82	24%	5	20	37	39	76%	↓2		-
		All Elementary	51%	28	24	27	22	49%	↑3		-
		District	51%	27	23	27	23	49%	↑2		-
	Gr. 04	84	26%	8	18	36	38	74%	↑1		↓2
		All Elementary	55%	26	29	25	20	45%	↑5		↓-
		District	54%	25	29	25	21	46%	↑5		↓1
	Gr. 05	52	27%	13	13	31	42	73%	↑20		-
		All Elementary	62%	37	26	18	20	38%	↑3		↓2
		District	62%	36	26	18	20	38%	↑3		↓3
Ethnicity	White	86	20%	6	14	34	47	80%	↑14		-
		All Elementary	27%	10	17	28	44	73%	↑4		↓3
		District	38%	17	21	25	37	62%	↓-		↓4
	Hispanic	79	32%	11	20	39	29	68%	↑6		↓7
		All Elementary	63%	34	29	22	14	37%	↑3		↓2
		District	71%	43	27	18	12	29%	↑2		↓2
	Other	34	21%	6	15	38	41	79%	↑4		-
		All Elementary	37%	18	19	25	38	63%	↑2		↓2
		District	43%	22	21	23	34	57%	↑2		↓2
	African American	12*	50%	8	42	25	25	50%	↓13		-
		All Elementary	73%	45	29	17	9	27%	↑3		↓1
		District	80%	55	25	13	7	20%	↑2		↓2

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Report Name:SBAC - Achievement_Report - ARC Report #1006

SBAC Math 2024 :: School Data by Subgroup

11/21/24

Fremont

Category		Tested	Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	2 yr Chg	3 yr Chg	% Cohort Chg
Ethnicity	Cambodian	8*	25%	25		50	25	75%	↓10		-
		All Elementary	43%	19	25	25	32	57%	↑7		↑4
		District	50%	26	24	23	28	50%	↑5		↓2
	Asian	4*	0%			100		100%	↑25		-
		All Elementary	38%	16	22	24	38	62%	↑7		↑4
		District	45%	24	22	21	33	55%	↑3		↓2
	Filipino	3*	33%	33		67		67%	↓33		-
		All Elementary	30%	12	18	33	37	70%	↑4		↑4
		District	38%	18	20	27	35	62%	↑6		↑4
Gender	Female	111	26%	9	17	35	39	74%	↑7		↓3
		All Elementary	59%	31	28	23	18	41%	↑3		↓2
		District	66%	39	27	19	16	34%	↑1		↓3
	Male	107	25%	7	18	35	40	75%	↑7		-
		All Elementary	54%	29	25	23	23	46%	↑4		↓1
		District	62%	38	24	19	19	38%	↑2		↓2
	Nonbinary	All Elementary*	100%	100				0%	↓25		-
		District	76%	40	36	14	10	24%	↓14		↑3
Special Populations	EL + RFEP	20	45%	15	30	35	20	55%	↑5		-
		All Elementary	70%	41	28	19	12	30%	↑3		↑1
		District	76%	50	26	15	9	24%	↑1		↓2
	ELL	10*	80%	30	50	20		20%	↓18		-
		All Elementary	81%	52	30	14	5	19%	↑2		↑2
		District	89%	65	23	9	3	11%	↑1		↑1
	RFEP	10*	10%	10		50	40	90%	↑28		-

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Report Name:SBAC - Achievement_Report - ARC Report #1006

SBAC Math 2024 :: School Data by Subgroup

11/21/24

Fremont

Category		Tested	Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	2 yr Chg	3 yr Chg	% Cohort Chg
Special Populations	RFEP	All Elementary	32%	8	24	35	33	68%	↑11		↓-
		District	64%	35	29	21	15	36%	↑2		↓4
	Foster	2*	100%	100				0%	-		-
		All Elementary	77%	51	27	17	5	23%	↑2		↓2
		District	84%	62	23	12	4	16%	↑-		↓3
	GATE/Excel	67	0%			15	85	100%	-		↑2
		All Elementary	10%	1	9	29	61	90%	↑6		↓4
		District	21%	6	16	28	51	79%	↑5		↓4
	Homeless	3*	67%	67		33		33%	↓48		-
		All Elementary	76%	46	30	15	9	24%	↓4		↑3
		District	82%	56	25	11	7	18%	↓4		↓1
	Homeless/Foster	5*	80%	80		20		20%	↓55		-
		All Elementary	76%	47	30	15	9	24%	↓4		↑3
		District	82%	57	25	11	7	18%	↓4		↓2
	Low SES	88	41%	14	27	38	22	59%	↑4		↓4
		All Elementary	65%	36	29	21	13	35%	↑2		↓1
		District	72%	45	27	17	11	28%	↑-		↓2
	Special Ed.	27	59%	33	26	11	30	41%	↑4		-
		All Elementary	80%	58	22	12	9	20%	↑2		↑-
		District	86%	70	17	8	6	14%	↑1		↓-
	Spec Ed. Speech/RSP	27	59%	33	26	11	30	41%	↑4		-
		All Elementary	76%	51	25	13	11	24%	↑2		↓-
		District	83%	63	20	10	7	17%	↑1		↓-

The percentages in each Claim may not equal 100% due to rounding.
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Report Name:SBAC - Achievement_Report - ARC Report #1006

SBAC Science 2024 :: School Data by Subgroup

Fremont

Category		Tested	Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	2 yr Chg	3 yr Chg	% Cohort Chg
All Students	52	52	33%	4	29	29	38	67%	↑10		-
		All Elementary	70%	17	53	20	10	30%	↓-		-
		District	73%	17	57	19	7	27%	↑1		-
Grade	Gr. 05	52	33%	4	29	29	38	67%	↑10		-
		All Elementary	70%	17	53	20	10	30%	↓-		-
		District	69%	17	52	21	10	31%	↑1		-
Ethnicity	White	22	27%	9	18	36	36	73%	↑8		-
		All Elementary	41%	5	36	32	26	59%	↑-		-
		District	50%	6	44	30	19	50%	↑1		-
	Hispanic	19*	26%	26		26	47	74%	↑40		-
		All Elementary	77%	19	58	17	6	23%	↓1		-
		District	80%	20	60	16	4	20%	↑1		-
	Other	8*	63%		63	38		38%	↓36		-
		All Elementary	50%	10	41	30	20	50%	↑1		-
		District	56%	10	46	28	16	44%	↑1		-
	African American	3*	33%		33	67		67%	↓33		-
		All Elementary	81%	26	55	16	3	19%	↓-		-
		District	86%	24	62	12	2	14%	↑1		-
	Cambodian	1*	100%	100				0%	↓80		-
		All Elementary	60%	5	55	27	13	40%	↑1		-
		District	63%	8	55	26	11	37%	↑3		-
Gender	Female	28	36%	4	32	25	39	64%	↑8		-
		All Elementary	70%	16	55	20	10	30%	↑1		-
		District	73%	15	58	20	7	27%	↑1		-

The percentages in each Claim may not equal 100% due to rounding.
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Report Name:SBAC - Achievement_Report - ARC Report #1006

SBAC Science 2024 :: School Data by Subgroup

11/21/24

Fremont

Category		Tested	Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	2 yr Chg	3 yr Chg	% Cohort Chg
Gender	Male	24	29%	4	25	33	38	71%	↑11		-
		All Elementary	70%	18	52	20	11	30%	↓1		-
		District	73%	18	55	19	8	27%	↑-		-
	Nonbinary	District	61%	9	52	26	13	39%	↑7		-
Special Populations	EL + RFEP	4*	75%	25	50	25		25%	-		-
		All Elementary	84%	25	58	12	4	16%	↓2		-
		District	84%	22	62	13	3	16%	↓-		-
	ELL	2*	100%	50	50			0%	-		-
		All Elementary	97%	35	62	3		3%	↑-		-
		District	98%	40	58	2		2%	↑-		-
	RFEP	2*	50%		50	50		50%	↑17		-
		All Elementary	55%	3	51	32	13	45%	↑7		-
		District	76%	12	64	20	5	24%	↓-		-
	Foster	1*	100%	100				0%	-		-
		All Elementary	84%	39	45	13	3	16%	↓3		-
		District	89%	32	57	8	2	11%	↓1		-
	GATE/Excel	23	4%		4	30	65	96%	↑2		-
		All Elementary	21%		20	40	39	79%	↑11		-
		District	35%	3	33	39	25	65%	↑8		-
	Homeless	1*	0%			100	100	100%	↑67		-
		All Elementary	85%	30	56	13	2	15%	↓2		-
		District	86%	28	59	12	1	14%	↑-		-
	Homeless/Foster	2*	50%		50	50		50%	↑17		-
		All Elementary	85%	30	54	13	2	15%	↓2		-

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Report Name:SBAC - Achievement_Report - ARC Report #1006

SBAC Science 2024 :: School Data by Subgroup

Fremont

Category		Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
			Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
Special Populations	Homeless/Foster	District	87%	28	59	12	1	13%	↓-		-
	Low SES	19*	58%	5	53	26	16	42%	↑2		-
		All Elementary	79%	20	58	16	6	21%	↓2		-
		District	82%	20	61	15	4	18%	↓1		-
	Special Ed.	8*	38%	38		13	50	63%	↑43		-
		All Elementary	89%	44	45	8	3	11%	↓-		-
		District	92%	41	51	6	2	8%	↑1		-
	Spec Ed. Speech/RSP	8*	38%	38		13	50	63%	↑43		-
		All Elementary	86%	35	51	10	4	14%	↓-		-
		District	89%	34	55	8	3	11%	↑1		-

The percentages in each Claim may not equal 100% due to rounding.
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*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

Report Name:SBAC - Achievement_Report - ARC Report #1006

SBAC ELA GROWTH REPORT 2024 School Growth Data by Subgroup
Fremont

11/21/24

	Category			N	Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year) Growth Target: Declined / Below Target / Above Target / Accelerated*
ELA	All Students	132		132	51	19 / 22 / 27 / 33
			All ES	44	25	25 / 22 / 25 / 29
			District	30	33	33 / 15 / 16 / 36
	Grade	Gr. 04 (Minimum Growth Target: 44)		82	49	21 / 24 / 27 / 28
			All ES	43	25	25 / 24 / 27 / 24
			District	42	26	26 / 24 / 27 / 24
		Gr. 05 (Minimum Growth Target: 35)		50	53	16 / 18 / 26 / 40
			All ES	44	24	24 / 19 / 23 / 34
			District	42	25	25 / 20 / 22 / 33
	Ethnicity	White		54	47	22 / 22 / 22 / 33
			All ES	41	26	26 / 22 / 26 / 27
			District	28	33	33 / 15 / 18 / 34
		Hispanic		44	54	16 / 25 / 27 / 32
			All ES	44	25	25 / 22 / 24 / 29
			District	29	34	34 / 15 / 16 / 36
		Other		23	48	17 / 17 / 26 / 39
			All ES	45	22	22 / 21 / 29 / 28
			District	32	30	30 / 16 / 19 / 35
		African American		7^	-	29 / 29 / 43 / 0
			All ES	42	25	25 / 21 / 23 / 31
			District	28	34	34 / 15 / 15 / 37

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.
^Not currently a significant subgroup.
*Accelerated Growth = At least double the minimum growth target for the grade level.

Report Name:SBAC - Growth Report - ARC Report #1109

SBAC ELA GROWTH REPORT 2024 School Growth Data by Subgroup
Fremont

11/21/24

	Category		N	Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year) Growth Target: Declined / Below Target / Above Target / Accelerated*
ELA	Ethnicity	Cambodian	7^	-	29 / 14 / 43 / 14
			All ES	53	20 / 22 / 25 / 34
			District	34	30 / 16 / 16 / 38
		Asian	3^	-	67 / 33
			All ES	52	23 / 20 / 23 / 34
			District	35	31 / 14 / 15 / 40
		Filipino	1^	-	100
			All ES	40	24 / 24 / 25 / 27
			District	35	29 / 16 / 17 / 38
	Gender	Female	70	58	14 / 21 / 29 / 36
			All ES	45	24 / 22 / 25 / 29
			District	32	31 / 15 / 17 / 36
		Male	62	42	24 / 23 / 24 / 29
			All ES	43	25 / 21 / 24 / 29
			District	27	35 / 15 / 15 / 35
		Nonbinary	All ES^	-23	100 / 0
			District	5	53 / 6 / 12 / 29
	Special Populations	EL + RFEP	13^	-	8 / 23 / 23 / 46
			All ES	43	25 / 22 / 23 / 30
			District	29	34 / 14 / 14 / 38
		ELL	5^	-	20 / 40 / 40

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.
^Not currently a significant subgroup.
*Accelerated Growth = At least double the minimum growth target for the grade level.

Report Name:SBAC - Growth Report - ARC Report #1109

SBAC ELA GROWTH REPORT 2024 School Growth Data by Subgroup
Fremont

11/21/24

Category			N	Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year) Growth Target: Declined / Below Target / Above Target / Accelerated*
ELA	Special Populations	ELL	All ES	43	25 / 22 / 23 / 30
			District	33	32 / 17 / 16 / 35
		RFEP	8^	-	13 / 25 / 13 / 50
			All ES	44	25 / 24 / 22 / 29
			District	26	35 / 12 / 13 / 40
		Foster	2^	-	50 / 50
			All ES	32	32 / 31 / 15 / 22
			District	9	40 / 19 / 13 / 28
		GATE/Excel	54	55	15 / 24 / 28 / 33
			All ES	41	26 / 21 / 28 / 25
			District	31	31 / 16 / 18 / 35
		Homeless	1^	-	100
			All ES	47	25 / 20 / 21 / 33
			District	27	35 / 14 / 14 / 37
		Homeless/Foster	3^	-	33 / 67
			All ES	45	26 / 22 / 20 / 32
			District	25	35 / 15 / 14 / 36
		Low SES	53	53	19 / 21 / 30 / 30
			All ES	44	25 / 22 / 24 / 30
			District	29	33 / 15 / 16 / 35
		Special Ed.	18^	-	28 / 17 / 11 / 44

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.
^Not currently a significant subgroup.
*Accelerated Growth = At least double the minimum growth target for the grade level.

Report Name:SBAC - Growth Report - ARC Report #1109

SBAC ELA GROWTH REPORT 2024 School Growth Data by Subgroup
Fremont

11/21/24

Category			N	Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year) Growth Target: Declined / Below Target / Above Target / Accelerated*
ELA	Special Populations	Special Ed.	All ES	38	30 / 18 / 21 / 30
			District	28	35 / 15 / 15 / 35
		Spec Ed. Speech/RSP	18^	-	28 / 17 / 11 / 44
			All ES	43	28 / 19 / 20 / 32
			District	31	34 / 15 / 15 / 36

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.
^Not currently a significant subgroup.
*Accelerated Growth = At least double the minimum growth target for the grade level.

Report Name:SBAC - Growth Report - ARC Report #1109

SBAC Math GROWTH REPORT 2024 School Growth Data by Subgroup
Fremont

11/21/24

	Category			N	Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year) Growth Target: Declined / Below Target / Above Target / Accelerated*
Math	All Students	132		132	43	19 / 27 / 35 / 20
			All ES	39		22 / 28 / 29 / 21
			District	22		35 / 19 / 19 / 27
	Grade	Gr. 04 (Minimum Growth Target: 42)		82	45	21 / 24 / 35 / 20
			All ES	48		17 / 28 / 32 / 23
			District	47		17 / 29 / 32 / 23
		Gr. 05 (Minimum Growth Target: 39)		50	38	16 / 30 / 34 / 20
			All ES	31		28 / 28 / 25 / 19
			District	30		29 / 28 / 25 / 18
	Ethnicity	White		54	46	20 / 20 / 35 / 24
			All ES	43		20 / 28 / 33 / 20
			District	27		31 / 20 / 21 / 28
		Hispanic		44	34	16 / 41 / 32 / 11
			All ES	38		23 / 28 / 28 / 20
			District	20		36 / 20 / 18 / 26
		Other		23	43	26 / 22 / 26 / 26
			All ES	40		22 / 27 / 29 / 22
			District	27		32 / 18 / 20 / 30
		Cambodian		7^	-	43 / 14 / 43 / 0
			All ES	42		20 / 27 / 30 / 24
			District	24		33 / 19 / 21 / 27

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.
^Not currently a significant subgroup.
*Accelerated Growth = At least double the minimum growth target for the grade level.

Report Name:SBAC - Growth Report - ARC Report #1109

SBAC Math GROWTH REPORT 2024 School Growth Data by Subgroup
Fremont

11/21/24

	Category		N	Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year) Growth Target: Declined / Below Target / Above Target / Accelerated*
Math	Ethnicity	African American	7^	-	14 / 71 / 14
			All ES	38	25 / 26 / 26 / 23
			District	18	38 / 18 / 17 / 26
		Asian	3^	-	67 / 33
			All ES	46	18 / 25 / 31 / 25
			District	25	32 / 18 / 21 / 28
		Filipino	1^	-	100 / 0
			All ES	45	14 / 32 / 32 / 21
			District	37	25 / 19 / 22 / 35
	Gender	Female	70	37	19 / 26 / 43 / 13
			All ES	38	23 / 28 / 29 / 20
			District	21	35 / 19 / 19 / 26
		Male	62	48	19 / 27 / 26 / 27
			All ES	40	22 / 28 / 28 / 22
			District	23	34 / 19 / 19 / 28
		Nonbinary	All ES^	30	100 / 0
			District	11	45 / 15 / 6 / 33
	Special Populations	EL + RFEP	13^	-	8 / 23 / 38 / 31
			All ES	40	21 / 29 / 27 / 22
			District	20	37 / 19 / 16 / 27
		ELL	5^	-	80 / 20

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.
^Not currently a significant subgroup.
*Accelerated Growth = At least double the minimum growth target for the grade level.

Report Name:SBAC - Growth Report - ARC Report #1109

SBAC Math GROWTH REPORT 2024 School Growth Data by Subgroup
Fremont

11/21/24

Category			N	Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year) Growth Target: Declined / Below Target / Above Target / Accelerated*
Math	Special Populations	ELL	All ES	40	23 / 27 / 26 / 23
			District	24	34 / 20 / 18 / 27
		RFEP	8^	-	13 / 38 / 13 / 38
			All ES	40	18 / 33 / 30 / 20
			District	15	40 / 18 / 15 / 28
		Foster	2^	-	50 / 50 / 0
			All ES	32	31 / 21 / 21 / 28
			District	11	39 / 20 / 14 / 27
		GATE/Excel	54	58	15 / 19 / 37 / 30
			All ES	41	19 / 30 / 32 / 19
			District	28	29 / 21 / 22 / 29
		Homeless	1^	-	100
			All ES	42	22 / 30 / 26 / 23
			District	20	37 / 19 / 17 / 27
		Homeless/Foster	3^	-	33 / 33 / 33
			All ES	41	23 / 29 / 25 / 23
			District	19	37 / 19 / 16 / 27
		Low SES	53	37	21 / 26 / 38 / 15
			All ES	39	23 / 28 / 28 / 21
			District	21	36 / 19 / 18 / 27
		Special Ed.	18^	-	17 / 33 / 22 / 28

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.
^Not currently a significant subgroup.
*Accelerated Growth = At least double the minimum growth target for the grade level.

Report Name:SBAC - Growth Report - ARC Report #1109

SBAC Math GROWTH REPORT 2024 School Growth Data by Subgroup
Fremont

11/21/24

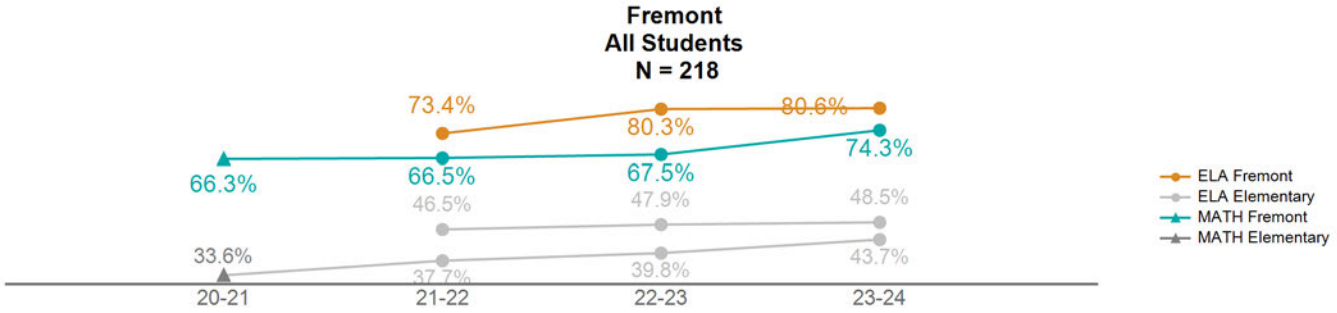
Category			N	Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year) Growth Target: Declined / Below Target / Above Target / Accelerated*
Math	Special Populations	Special Ed.	All ES	39	26 / 25 / 23 / 27
			District	20	38 / 18 / 17 / 28
		Spec Ed. Speech/RSP	18^	-	17 / 33 / 22 / 28
			All ES	40	25 / 26 / 24 / 26
			District	20	37 / 18 / 17 / 28

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.
^Not currently a significant subgroup.
*Accelerated Growth = At least double the minimum growth target for the grade level.

Report Name:SBAC - Growth Report - ARC Report #1109

Submit Feedback

Percent of Students with Achievement Level of Met or Exceeded in SBAC



African American

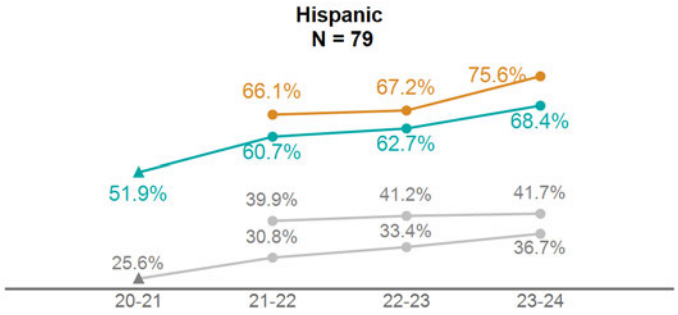
Subgroup with fewer than 20 students.

Asian

Subgroup with fewer than 20 students.

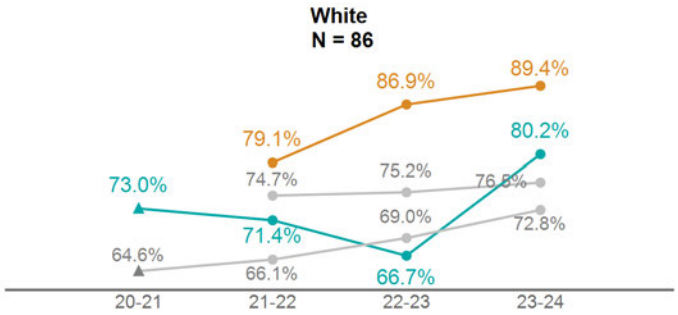
Filipino

Subgroup with fewer than 20 students.



Pacific Islander

Subgroup with fewer than 20 students.



N's are from the current year. SBAC was not administered durring the 19-20 school year, due to the COVID-19 emergency closure.
Subgroups under 20 students are not included.

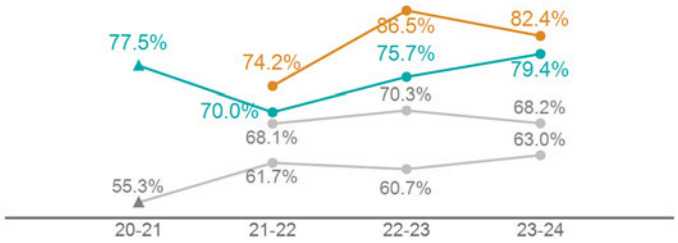
Submit Feedback

Percent of Students with Achievement Level of Met or Exceeded in SBAC

Native American

Subgroup with fewer than 20 students.

Other
N = 34

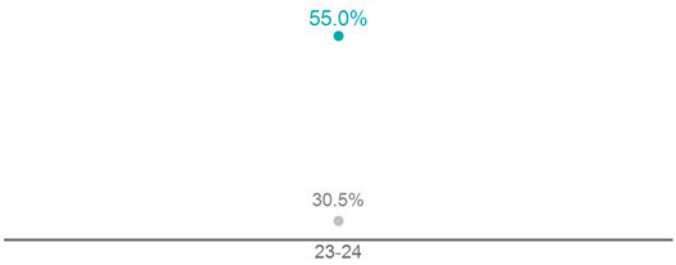


N's are from the current year. SBAC was not administered durring the 19-20 school year, due to the COVID-19 emergency closure.
Subgroups under 20 students are not included.

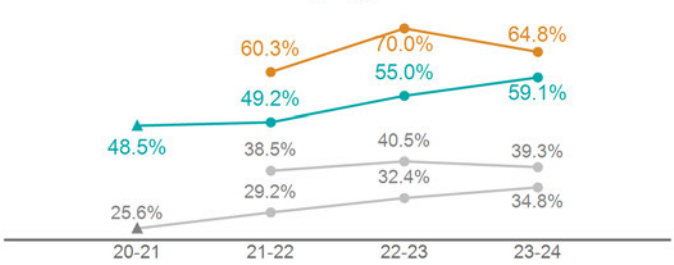
Submit Feedback

Percent of Students with Achievement Level of Met or Exceeded in SBAC

EL + RFEP
N = 20

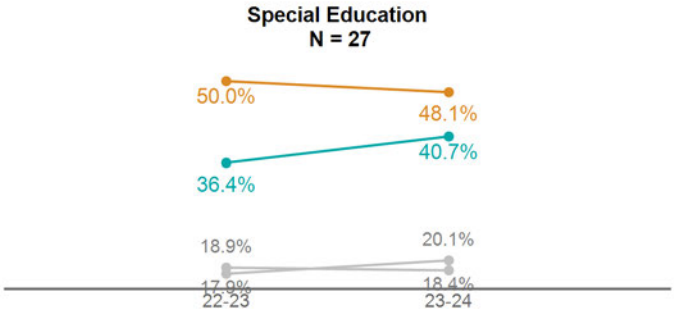


Low SES
N = 88



English Learner
Subgroup with fewer than 20 students.

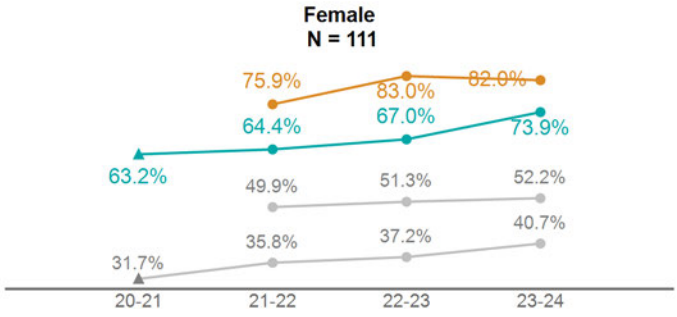
Special Education
N = 27



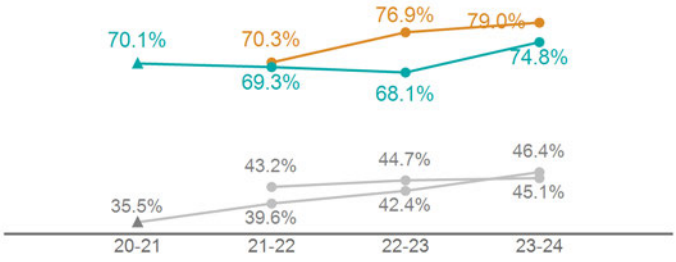
Homeless
Subgroup with fewer than 20 students.

Foster Youth
Subgroup with fewer than 20 students.

Female
N = 111



Male
N = 107



N's are from the current year. SBAC was not administered durring the 19-20 school year, due to the COVID-19 emergency closure.
Subgroups under 20 students are not included.

SBAC ELA 2023-2024 :: School Comparison by Subgroup

11/21/24

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
All Elementary	11,840	51%	31	20	23	26	49%	↑1		↑4
Addams	377	69%	46	23	18	13	31%	↓5		↑8
Alvarado	161	36%	14	22	29	35	64%	↑7		↑17
Barton	201	72%	47	25	16	11	28%	↑5		↑3
Birney	250	59%	39	20	20	22	41%	↓7		↓1
Bixby	253	36%	15	20	22	42	64%	↓1		↑10
Bryant	154	53%	34	19	29	19	47%	↑4		↑9
Burbank	269	52%	30	22	29	18	48%	↑10		↑11
Burcham	165	39%	19	19	21	40	61%	↓11		↓3
Carver	239	32%	13	19	25	43	68%	↓3		↑2
Chavez	141	67%	46	21	20	13	33%	↑1		↑5
Cleveland	202	19%	6	12	32	49	81%	↑4		↓4
Dooley	366	57%	35	22	27	15	43%	↑1		↑2
Edison	210	76%	56	20	18	6	24%	↓11		↑4
Emerson	160	26%	12	14	23	52	74%	↑3		↑5
Fremont	216	19%	8	11	28	53	81%	↑-		↑2
Gant	294	19%	3	16	26	55	81%	↑2		↑5
Garfield	269	62%	39	23	17	21	38%	↓6		↓2
Gompers	179	51%	33	18	24	25	49%	↓11		-
Grant	432	68%	42	26	21	12	32%	↓5		↓1
Harte	351	60%	37	23	23	17	40%	↑4		↑6
Henry	379	31%	14	17	30	39	69%	↑3		↑8
Herrera	335	67%	39	27	21	13	33%	↓7		↑7
Holmes	172	36%	21	15	23	41	64%	↑6		↑4

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC ELA 2023-2024 :: School Comparison by Subgroup

11/21/24

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
Hudson	167	71%	53	18	12	17	29%	↓8		↓3
Kettering	136	30%	13	18	26	43	70%	↓-		↓1
King	276	70%	50	20	17	13	30%	↓3		↑4
Lafayette	411	62%	38	24	22	16	38%	↑3		↑4
Lincoln	406	58%	36	22	23	19	42%	↑2		↑6
Longfellow	450	37%	19	19	22	41	63%	↑2		↑6
Los Cerritos	226	37%	20	17	24	39	63%	↓9		↓4
Lowell	257	19%	12	6	27	54	81%	↑6		↑7
Macarthur	144	40%	19	21	26	34	60%	↓-		↓5
Madison	174	44%	21	24	26	30	56%	↓1		↓4
Mann	147	61%	44	17	21	18	39%	↑3		↑6
McKinley	238	61%	34	27	24	16	39%	↑2		↑9
Naples	138	16%	7	9	25	59	84%	↓2		↑3
Oropeza	250	58%	42	16	18	23	42%	↑9		↑6
Prisk	239	23%	8	14	22	56	77%	↓1		↑2
Riley	159	39%	20	19	28	33	61%	↑16		↑11
Roosevelt	434	68%	42	26	21	11	32%	↑2		↑7
Signal Hill	319	47%	28	19	25	29	53%	↑1		↑8
Smith	328	69%	47	22	20	11	31%	↓4		↑2
Stevenson	243	62%	38	24	21	17	38%	↑6		↑4
Twain	192	48%	25	23	26	27	52%	↓4		↓2
Webster	197	69%	46	23	17	14	31%	↑2		↑1
Whittier	281	75%	57	18	17	8	25%	↑2		↑6
Willard	253	66%	39	27	19	14	34%	↑1		↓2

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Math 2023-2024 :: School Comparison by Subgroup

11/21/24

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
All Elementary	11,940	56%	30	26	23	21	44%	↑4		↓1
Addams	377	71%	42	29	18	11	29%	↓1		↓4
Alvarado	161	48%	18	30	25	26	52%	↑8		↑11
Barton	204	76%	50	26	13	10	24%	↑7		↑1
Birney	254	60%	35	26	23	17	40%	↓1		↓5
Bixby	253	45%	20	25	25	30	55%	↑3		↓3
Bryant	156	65%	35	30	19	17	35%	↓3		↓6
Burbank	275	68%	42	26	22	10	32%	↑2		↑4
Burcham	165	39%	13	27	28	32	61%	↓2		↓6
Carver	241	30%	15	15	30	39	70%	↑2		↓5
Chavez	142	79%	48	31	15	6	21%	↑6		↓1
Cleveland	202	19%	5	14	33	48	81%	↑13		↑4
Dooley	371	67%	39	28	21	12	33%	↑2		↓5
Edison	212	78%	54	24	17	5	22%	↓2		↓6
Emerson	160	33%	13	20	33	35	68%	↑4		↓14
Fremont	218	26%	8	17	35	39	74%	↑7		↓2
Gant	294	19%	5	14	31	51	81%	↑5		↑1
Garfield	266	61%	31	30	25	14	39%	↑8		↑6
Gompers	179	63%	32	31	25	12	37%	↓11		↓8
Grant	436	72%	37	35	18	10	28%	↑1		↓3
Harte	357	66%	38	27	24	10	34%	↑9		↑-
Henry	379	38%	12	26	32	30	62%	↑5		↓7
Herrera	339	72%	39	33	20	8	28%	↑-		↑8
Holmes	172	47%	21	26	26	28	53%	↑8		↑1

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Math 2023-2024 :: School Comparison by Subgroup

11/21/24

All

School	Tested	Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	2 yr Chg	3 yr Chg	% Cohort Chg
Hudson	167	69%	49	20	22	9	31%	↑3		↓5
Kettering	135	29%	6	23	34	37	71%	↑8		↑2
King	279	74%	46	28	18	9	26%	↓1		↓3
Lafayette	421	64%	37	27	22	14	36%	↑1		↓5
Lincoln	410	59%	26	32	27	15	41%	↑8		↑6
Longfellow	450	45%	19	26	22	33	55%	↑5		↑4
Los Cerritos	226	38%	17	21	24	38	62%	↑3		↓2
Lowell	257	28%	12	16	22	50	72%	↑5		↓1
Macarthur	143	43%	16	27	30	27	57%	↑7		↓3
Madison	174	53%	24	29	26	21	47%	↓6		↓12
Mann	148	61%	34	27	26	12	39%	↑-		↑2
McKinley	241	66%	42	23	24	10	34%	↑7		↑6
Naples	138	20%	9	11	28	53	80%	↓1		↓2
Oropeza	254	69%	41	28	18	13	31%	↑8		-
Prisk	239	26%	8	18	24	50	74%	↑2		-
Riley	159	50%	19	31	33	18	50%	↑16		↓5
Roosevelt	451	69%	41	28	22	9	31%	↑2		↓3
Signal Hill	324	53%	24	29	24	22	47%	↑5		↑8
Smith	330	71%	41	30	17	12	29%	↑4		↑2
Stevenson	250	69%	38	31	20	11	31%	↑4		↓5
Twain	192	58%	29	29	22	20	42%	↓4		↓10
Webster	198	72%	41	31	12	16	28%	↑2		↓4
Whittier	287	79%	57	22	13	8	21%	↑1		↓2
Willard	254	65%	29	36	19	16	35%	↑8		↓1

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Science 2023-2024 :: School Comparison by Subgroup

11/21/24

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
All Elementary	4,137	70%	17	53	20	10	30%	↓-		-
Addams	127	81%	19	62	15	4	19%	↓5		-
Alvarado	56	61%	5	55	30	9	39%	↑5		-
Barton	75	92%	36	56	5	3	8%	↓5		-
Birney	104	77%	22	55	15	8	23%	↓7		-
Bixby	77	57%	6	51	30	13	43%	↑4		-
Bryant	55	76%	22	55	18	5	24%	↓11		-
Burbank	102	70%	15	55	24	7	30%	↑5		-
Burcham	52	65%	6	60	21	13	35%	↓10		-
Carver	80	29%	3	26	39	33	71%	↑18		-
Chavez	47	94%	34	60	6		6%	↓9		-
Cleveland	82	32%	1	30	44	24	68%	↑20		-
Dooley	129	78%	26	51	18	5	22%	↑8		-
Edison	74	89%	27	62	8	3	11%	↓7		-
Emerson	48	44%	4	40	33	23	56%	↑1		-
Fremont	52	33%	4	29	29	38	67%	↑10		-
Gant	80	41%	4	38	31	28	59%	↓3		-
Garfield	101	81%	21	60	16	3	19%	↓3		-
Gompers	58	62%	12	50	34	3	38%	↓8		-
Grant	145	89%	34	55	10	1	11%	↓4		-
Harte	121	80%	17	64	18	2	20%	↑2		-
Henry	128	58%	4	54	28	14	42%	↑1		-
Herrera	130	75%	14	61	20	5	25%	↓7		-
Holmes	66	70%	12	58	20	11	30%	↑16		-

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Science 2023-2024 :: School Comparison by Subgroup

11/21/24

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
Hudson	63	87%	32	56	10	3	13%	↓1		-
Kettering	42	48%	48		40	12	52%	↓7		-
King	96	85%	18	68	10	4	15%	↓9		-
Lafayette	130	85%	26	59	12	2	15%	↑4		-
Lincoln	141	79%	17	62	18	3	21%	↑-		-
Longfellow	165	50%	6	44	25	25	50%	↑7		-
Los Cerritos	88	56%	6	50	32	13	44%	↓11		-
Lowell	85	39%	12	27	38	24	61%	↑12		-
Macarthur	44	64%	9	55	30	7	36%	↓2		-
Madison	61	61%	8	52	23	16	39%	↓5		-
Mann	49	78%	39	39	22		22%	↑2		-
McKinley	85	78%	13	65	18	5	22%	↓2		-
Naples	42	36%	2	33	26	38	64%	↓1		-
Oropeza	95	74%	16	58	22	4	26%	↑15		-
Prisk	89	30%	2	28	25	45	70%	↓2		-
Riley	48	65%	8	56	23	13	35%	↑7		-
Roosevelt	170	89%	28	61	7	4	11%	↓6		-
Signal Hill	104	62%	14	47	23	15	38%	↑10		-
Smith	125	82%	25	57	16	2	18%	↓8		-
Stevenson	94	84%	24	60	12	4	16%	↓6		-
Twain	75	77%	25	52	15	8	23%	↓17		-
Webster	61	84%	20	64	13	3	16%	↓7		-
Whittier	107	88%	31	57	7	6	12%	↓4		-
Willard	89	80%	15	65	16	4	20%	↑7		-

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC ELA 2023-2024 :: School Comparison by Subgroup

11/21/24

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
All Middle	11,803	52%	27	24	31	17	48%	↑3		↑1
Bancroft	801	47%	19	28	35	18	53%	↓2		↓2
Franklin	959	65%	37	28	27	8	35%	↓1		↑1
Hamilton	745	63%	35	29	29	8	37%	↑7		↑3
Hoover	491	55%	26	29	31	14	45%	↑11		↑6
Hughes	1,200	50%	27	23	31	19	50%	↑1		↓1
IVA	1	100%	100				0%	↓100		-
Jefferson	981	49%	25	24	32	19	51%	↑-		↑3
Keller	468	35%	12	23	37	28	65%	↑2		↑-
Lindbergh	388	65%	35	30	26	9	35%	↑4		↑6
Lindsey	688	65%	37	28	27	8	35%	↑3		↓1
Marshall	939	38%	17	21	37	25	62%	↑5		↑2
Nelson	775	67%	41	26	22	10	33%	↓4		↓9
Rogers	763	35%	17	18	31	34	65%	↓6		↓7
Stanford	1,111	32%	14	18	37	31	68%	↑1		↓2
Stephens	653	46%	22	24	39	15	54%	↑17		↑16
Washington	841	71%	44	26	23	6	29%	↑3		↑2

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Math 2023-2024 :: School Comparison by Subgroup

11/21/24

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
All Middle	11,853	68%	42	26	17	15	32%	↑2		↓-
Bancroft	797	64%	36	28	19	17	36%	↓2		↓3
Franklin	980	81%	58	23	12	7	19%	↓1		↓2
Hamilton	761	87%	60	27	9	4	13%	↓3		↓7
Hoover	491	76%	51	26	13	10	24%	↑9		↑1
Hughes	1,197	57%	33	24	22	21	43%	↑6		↑4
IVA	1	100%	100				0%	↓100		-
Jefferson	979	71%	45	26	15	14	29%	↑2		↑1
Keller	468	47%	20	27	25	28	53%	↑6		↑7
Lindbergh	388	81%	50	30	15	5	19%	↑3		↑6
Lindsey	691	85%	57	28	9	6	15%	↑1		↓5
Marshall	939	54%	29	25	23	23	46%	↑2		↑2
Nelson	780	81%	55	26	12	8	19%	↓-		↓7
Rogers	765	50%	24	26	22	27	50%	↓4		↓3
Stanford	1,103	47%	22	25	23	30	53%	↑1		↓1
Stephens	661	68%	39	29	19	13	32%	↑9		↑6
Washington	853	84%	59	25	11	5	16%	↑2		↑1

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Science 2023-2024 :: School Comparison by Subgroup

11/21/24

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
All Middle	4,011	75%	18	57	19	6	25%	↑3		-
Bancroft	269	73%	13	59	21	6	27%	↑2		-
Franklin	338	85%	29	56	14	1	15%	↑-		-
Hamilton	280	84%	26	58	14	2	16%	↑4		-
Hoover	177	86%	17	69	11	3	14%	↑5		-
Hughes	418	65%	11	54	25	11	35%	↑4		-
Jefferson	324	77%	16	60	17	6	23%	↑5		-
Keller	146	62%	3	58	29	10	38%	↑4		-
Lindbergh	121	87%	23	64	11	2	13%	↑1		-
Lindsey	221	92%	23	69	8		8%	↓3		-
Marshall	305	69%	8	61	26	6	31%	↑6		-
Nelson	257	82%	21	61	14	4	18%	↑11		-
Rogers	269	43%	8	35	38	19	57%	↑3		-
Stanford	350	65%	17	47	23	13	35%	↓3		-
Stephens	237	86%	30	56	11	3	14%	↑-		-
Washington	299	90%	32	59	9		10%	↑1		-

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC ELA 2023-2024 :: School Comparison by Subgroup

11/21/24

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
All K-8	3,682	48%	27	21	25	27	52%	↑-		↓-
Avalon	224	76%	50	27	18	5	24%	↓2		↓8
Cubberley	646	31%	16	15	29	40	69%	↑1		↑2
Muir	654	59%	34	26	24	17	41%	↓1		↓1
Newcomb	548	21%	8	13	29	51	79%	↓2		↑1
Powell	549	68%	39	29	19	14	32%	↓4		↓4
Robinson	528	71%	47	25	20	9	29%	↓3		-
Tincher	530	28%	13	15	32	40	72%	↑3		↑5

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Math 2023-2024 :: School Comparison by Subgroup

11/21/24

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
All K-8	3,691	58%	33	25	20	22	42%	↑-		↓3
Avalon	227	87%	57	30	10	3	13%	↓7		↓12
Cubberley	647	45%	24	21	22	33	55%	↑-		↓4
Muir	654	66%	36	30	20	14	34%	↑-		↓1
Newcomb	549	30%	10	20	27	43	70%	↓4		↓5
Powell	549	74%	49	26	16	10	26%	↑4		↑-
Robinson	532	81%	52	29	14	5	19%	↓2		↓2
Tincher	530	39%	15	24	25	36	61%	↓-		↓3

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Science 2023-2024 :: School Comparison by Subgroup

11/21/24

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
All K-8	1,285	68%	17	51	22	10	32%	↑2		-
Avalon	114	89%	27	62	10		11%	↓4		-
Cubberley	218	52%	10	43	28	20	48%	↑3		-
Muir	238	78%	17	61	17	5	22%	↑3		-
Newcomb	177	34%	2	32	40	26	66%	↓5		-
Powell	183	84%	33	51	14	2	16%	↑5		-
Robinson	182	87%	24	64	10	2	13%	↓1		-
Tincher	173	56%	10	46	32	12	44%	↑8		-

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC ELA 2023-2024 :: School Comparison by Subgroup

11/21/24

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
All High	4,652	47%	27	21	28	24	53%	↑1		↑3
Browning	49	80%	51	29	10	10	20%	↓2		↓5
Cabrillo	363	61%	34	27	30	9	39%	↑-		↑12
CAMS	170	2%		2	15	82	98%	↓2		↑5
EPHS	112	79%	57	22	17	4	21%	↓8		↑6
Jordan	494	66%	44	22	26	9	34%	↑5		↑4
Lakewood	580	50%	23	27	36	14	50%	↑6		↑5
McBride	176	22%	7	14	35	43	78%	↑9		↑4
Millikan	783	38%	23	16	29	33	62%	↓4		↑2
Polytechnic	941	48%	27	21	28	24	52%	↑1		↑4
Reid	37	92%	65	27	8		8%	↑6		↑10
Renaissance	83	28%	8	19	35	37	72%	↑20		↑8
Sato	123	6%		6	28	66	94%	↓2		↑5
Wilson	741	52%	28	25	27	21	48%	↓8		↓3

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Math 2023-2024 :: School Comparison by Subgroup

11/21/24

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
All High	4,629	76%	55	22	14	10	24%	↓2		↓11
Browning	46	87%	76	11	13		13%	↑11		↓10
Cabrillo	334	91%	76	15	8		9%	↑1		↓5
CAMS	170	6%		15	18	76	94%	↓1		↓7
EPHS	106	94%	82	12	5		6%	↑3		↑2
Jordan	495	92%	75	17	6	2	8%	↑1		↓10
Lakewood	576	89%	61	27	9	2	11%	↓3		↓12
McBride	178	55%	26	29	26	19	45%	↑10		↓8
Millikan	788	68%	41	27	21	11	32%	↓3		↓13
Polytechnic	940	74%	55	20	14	11	26%	↓5		↓10
Reid	37	100%	92	8			0%	-		↓5
Renaissance	83	88%	51	37	10	2	12%	↓2		↓20
Sato	123	29%	9	20	33	38	71%	↓6		↓8
Wilson	753	84%	61	23	12	4	16%	↓9		↓15

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Science 2023-2024 :: School Comparison by Subgroup

11/21/24

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
All High	4,561	76%	15	61	19	5	24%	↓1		-
Browning	64	94%	27	67	6		6%	↓2		-
Cabrillo	383	92%	24	69	8		8%	↓5		-
CAMS	162	16%		15	53	31	84%	↑5		-
EPHS	144	92%	24	68	8		8%	↑4		-
Jordan	413	93%	22	72	6		7%	↓3		-
Lakewood	596	85%	17	68	14	1	15%	↓-		-
McBride	155	72%	13	59	24	4	28%	↓3		-
Millikan	755	67%	9	58	27	6	33%	↑5		-
Polytechnic	873	73%	14	59	19	7	27%	↓3		-
Reid	90	97%	42	54	3		3%	↑2		-
Renaissance	73	88%	12	75	11	1	12%	↓2		-
Sato	96	55%	4	51	32	13	45%	↓35		-
Wilson	757	75%	13	62	21	5	25%	↑2		-

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC ELA 2023-2024 :: School Comparison by Subgroup

11/21/24

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
District (998)	3	33%	33		33	33	67%	↑33		-

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Math 2023-2024 :: School Comparison by Subgroup

11/21/24

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
District (998)	3	67%	33	33	33		33%	-		-

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC ELA 2023-2024 :: School Comparison by Subgroup

11/21/24

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
District	31,977	51%	29	22	27	23	49%	↑1		↑2

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Math 2023-2024 :: School Comparison by Subgroup

11/21/24

All

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
District	32,113	64%	38	25	19	17	36%	↑2		↓2

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Science 2023-2024 :: School Comparison by Subgroup

11/21/24

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
District	13,994	73%	17	57	19	7	27%	↑1		-

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

Submit Feedback

Fremont

2023-2024

Count of Unique Student-Incidents by Action Type (disposition type).
Each student is counted once per incident; each incident is categorized based on the most severe outcome f

School year	timeframe value	subcategory	subgroup	restorative_justice	exclusionary	other_action	no_action_taken
2023-2024	YR	All	All	3	1	6	
		Grade	Gr. 01	1			
			Gr. 02	1		2	
			Gr. 03	1		3	
			Gr. 04		1	1	
		Ethnicity	African American	1			
			Hispanic			3	
			Other		1		
			White	2		3	
		Gender	Female			2	
			Male	3	1	4	
		Fluency	EL + RFEP	1			
			ELL	1			
		LowSES	Low SES	2		3	
		SPED	Special Ed.	1		1	
		SPED-Speech/RSP	Spec Ed. Speech/RSP			1	

Submit Feedback

Fremont

2022-2023

Count of Unique Student-Incidents by Action Type (disposition type).
Each student is counted once per incident; each incident is categorized based on the most severe outcome f

School year	timeframe value	subcategory	subgroup	restorative_justice	exclusionary	other_action	no_action_taken
2022-2023	YR	All	All	3	3	5	
		Grade	Gr. 02		1	2	
			Gr. 04	2	2	3	
			Gr. 05	1			
		Ethnicity	African American		1	1	
			Hispanic		1	3	
			Other		1		
			White	3		1	
		Gender	Female		1	2	
			Male	3	2	3	
		Fluency	EL + RFEP			1	
			ELL			1	
		Foster	Foster		1		
		GATE/Excel	GATE/Excel	1		1	
		Homeless	Homeless		1	3	
		LowSES	Low SES	1	3	4	
		SPED	Special Ed.		2	1	
		SPED-Speech/RSP	Spec Ed. Speech/RSP		1		

Submit Feedback

Fremont

2021-2022

Count of Unique Student-Incidents by Action Type (disposition type).
Each student is counted once per incident; each incident is categorized based on the most severe outcome f

School year	timeframe value	subcategory	subgroup	restorative_justice	exclusionary	other_action	no_action_taken
2021-2022	YR	All	All	1	2	8	2
		Grade	Gr. 03		1	1	1
			Gr. 04		1	1	
			Gr. 05	1		6	1
		Ethnicity	African American			2	
			Filipino		1		
			Hispanic			4	1
			Other		1		1
			White	1		2	
		Gender	Female		1	4	1
			Male	1	1	4	1
		Fluency	EL + RFEP		1		
			RFEP		1		
		Foster	Foster		1	1	1
		GATE/Excel	GATE/Excel			1	
		Homeless	Homeless			1	
		LowSES	Low SES		1	2	1
		SPED	Special Ed.		1		1
		SPED-Speech/RSP	Spec Ed. Speech/RSP		1		1

Submit Feedback

Fremont

2019-2020

Count of Unique Student-Incidents by Action Type (disposition type).
Each student is counted once per incident; each incident is categorized based on the most severe outcome f

School year	timeframe value	subcategory	subgroup	restorative_justice	exclusionary	other_action	no_action_taken
2019-2020	YR	All	All		16		
		Grade	Gr. 01		8		
			Gr. 02		1		
			Gr. 04		2		
			Gr. 05		5		
		Ethnicity	Hispanic		13		
			White		3		
		Gender	Female		2		
			Male		14		
		Fluency	EL + RFEP		1		
			ELL		1		
		Homeless	Homeless		8		
		LowSES	Low SES		3		
		SPED	Special Ed.		8		
		SPED-Speech/RSP	Spec Ed. Speech/RSP		8		

Submit Feedback

Fremont

2018-2019

Count of Unique Student-Incidents by Action Type (disposition type).
Each student is counted once per incident; each incident is categorized based on the most severe outcome f

School year	timeframe value	subcategory	subgroup	restorative_justice	exclusionary	other_action	no_action_taken
2018-2019	YR	All	All		7		
		Grade	Gr. 01		1		
			Gr. 03		1		
			Gr. 04		2		
			Gr. K		3		
		Ethnicity	Hispanic		4		
			Other		3		
		Gender	Female		1		
			Male		6		
		Fluency	EL + RFEP		1		
			RFEP		1		
		Homeless	Homeless		3		
		LowSES	Low SES		2		
		SPED	Special Ed.		1		
		SPED-Speech/RSP	Spec Ed. Speech/RSP		1		

Submit Feedback

Fremont

23-24

Students by Subgroup Categorizied by 1 or more than 1 incident

		YR	
Category	subgroup	# Students	Percent by Category
All Students	All	10	100
Grade	Gr. 01	1	100
	Gr. 02	3	100
	Gr. 03	4	100
	Gr. 04	2	100
Ethnicity	African American	1	100
	Hispanic	3	100
	Other	1	100
	White	5	100
Gender	Female	2	100
	Male	8	100
Special Populations	EL + RFEP	1	100
	ELL	1	100
	Low SES	5	100
	Spec Ed. Speech/RSP	1	100
	Special Ed.	2	100

i-Ready Math Overall Relative Placement
School Data by Subgroup
Fremont 2023-2024 Grade 1

Legend: 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
1	All Students	All	1	56	20 / 64 / 7 / 9
			2	58	5 / 59 / 17 / 19
			3	56	2 / 41 / 14 / 43
	Teacher	Guy, A	1	30	17 / 60 / 10 / 13
			2	30	7 / 60 / 17 / 17
			3	30	47 / 17 / 37
		Scott, S	1	26	23 / 69 / 4 / 4
			2	26	4 / 58 / 15 / 23
			3	27	4 / 37 / 11 / 48
	Ethnicity	African American	1	1	100
			2	3	100
			3	3	67 / 33
		Asian	1	2	50 / 50
			3	2	50 / 50
		Hispanic	1	21	33 / 67
			2	23	4 / 70 / 17 / 9
			3	21	57 / 19 / 24
		White	1	24	8 / 67 / 13 / 13
			2	24	4 / 50 / 17 / 29
			3	22	32 / 18 / 50
		Other	1	8	13 / 50 / 13 / 25
			2	8	13 / 38 / 25 / 25
			3	8	13 / 13 / 75
	Gender	Female	1	28	25 / 64 / 7 / 4
			2	29	7 / 55 / 17 / 21
			3	26	4 / 46 / 12 / 38
		Male	1	28	14 / 64 / 7 / 14
			2	29	3 / 62 / 17 / 17
			3	30	37 / 17 / 47
	Special Populations	Low SES	1	26	35 / 65
			2	28	11 / 75 / 7 / 7
			3	27	4 / 59 / 15 / 22

i-Ready Math Overall Relative Placement
School Data by Subgroup
Fremont 2023-2024 Grade 1

Legend

3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
1	Special Populations	ELL	1	3	100
			2	3	100
			3	3	100
		EL + RFEP	1	3	100
			2	3	100
			3	3	100
		Special Ed.	1	5	40, 40, 20
			2	5	20, 40, 20, 20
			3	5	40, 60
		Spec Ed. Speech/RSP	1	2	100
			2	2	50, 50
			3	2	100
		Homeless	1	2	50, 50
			2	2	100
			3	2	50, 50

i-Ready Math Overall Relative Placement
School Data by Subgroup
Fremont 2023-2024 Grade 2

Legend: 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
2	All Students	All	1	78	27 / 51 / 14 / 8
			2	80	10 / 55 / 15 / 20
			3	79	8 / 42 / 23 / 28
	Teacher	Dameshek, J	1	29	3 / 59 / 24 / 14
			2	29	34 / 28 / 38
			3	29	17 / 28 / 55
		Jochum, L	1	23	48 / 30 / 13 / 9
			2	25	28 / 48 / 12 / 12
			3	25	20 / 48 / 20 / 12
		Moon, S	1	23	35 / 61 / 4
			2	23	4 / 83 / 4 / 9
			3	25	4 / 64 / 20 / 12
	Ethnicity	African American	1	7	57 / 29 / 14
			2	7	14 / 57 / 14 / 14
			3	6	17 / 33 / 33 / 17
		Filipino	1	1	100
			2	1	100
			3	1	100
		Hispanic	1	38	34 / 47 / 16 / 3
			2	39	15 / 54 / 13 / 18
			3	40	10 / 40 / 23 / 28
		White	1	20	10 / 70 / 5 / 15
			2	21	5 / 57 / 14 / 24
			3	20	5 / 55 / 15 / 25
		Other	1	12	17 / 50 / 25 / 8
			2	12	58 / 25 / 17
			3	12	33 / 33 / 33
	Gender	Female	1	43	23 / 58 / 14 / 5
			2	44	7 / 59 / 18 / 16
			3	41	10 / 46 / 17 / 27
		Male	1	35	31 / 43 / 14 / 11
			2	36	14 / 50 / 11 / 25
			3	38	5 / 37 / 29 / 29

i-Ready Math Overall Relative Placement
School Data by Subgroup
Fremont 2023-2024 Grade 2

Legend: 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
2	Special Populations	Low SES	1	35	31 / 54 / 11 / 3
			2	37	16 / 62 / 8 / 14
			3	36	14 / 44 / 22 / 19
		ELL	1	6	33 / 67
			2	8	38 / 50 / 13
			3	8	25 / 63 / 13
		EL + RFEP	1	6	33 / 67
			2	8	38 / 50 / 13
			3	8	25 / 63 / 13
		Special Ed.	1	6	17 / 67 / 17
			2	7	14 / 71 / 14
			3	8	25 / 25 / 38 / 13
		Spec Ed. Speech/RSP	1	3	33 / 67
			2	4	25 / 75
			3	4	25 / 50 / 25
		Homeless	1	1	100
			2	1	100
			3	1	100
		GATE/Excel	1	20	5 / 40 / 30 / 25
			2	20	25 / 20 / 55
			3	20	10 / 20 / 70

i-Ready Math Overall Relative Placement
School Data by Subgroup
Fremont 2023-2024 Grade 3

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
3	All Students	All	1	81	2 17 57 16 7
			2	83	2 2 41 39 16
			3	82	1 26 23 50
	Teacher	Ferrario, S	1	28	4 7 61 14 14
			2	28	36 39 25
			3	27	22 26 52
		Fuentes, M	1	27	59 33 7
			2	28	29 50 21
			3	28	4 11 86
		Pravednikov, V	1	25	8 48 44
			2	25	4 8 64 24
			3	26	4 54 31 12
	Ethnicity	African American	1	4	50 50
			2	5	60 40
			3	5	80 20
		Asian	1	1	100
			2	1	100
			3	1	100
		Filipino	1	2	50 50
			2	2	50 50
			3	2	50 50
		Hispanic	1	32	3 28 50 6 13
			2	34	6 6 44 29 15
			3	34	3 35 26 35
		White	1	31	3 3 65 26 3
			2	30	37 43 20
			3	30	13 20 67
		Other	1	11	9 64 27
			2	11	36 55 9
			3	10	40 60

i-Ready Math Overall Relative Placement
School Data by Subgroup
Fremont 2023-2024 Grade 3

Legend: 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
3	Gender	Female	1	40	3 18 58 18 5
			2	41	5 2 37 46 10
			3	39	3 23 31 44
		Male	1	41	2 17 56 15 10
			2	42	2 45 31 21
			3	43	28 16 56
	Special Populations	Low SES	1	34	6 29 53 9 3
			2	34	33 62 26 6
			3	34	3 35 32 29
		ELL	1	3	33 67
			2	3	33 33 33
			3	4	25 50 25
		RFEP	1	2	100
			2	2	100
			3	2	100
		EL + RFEP	1	5	20 80
			2	5	20 20 60
			3	6	17 33 17 33
		Special Ed.	1	8	25 25 25 13 13
			2	8	13 13 38 38
			3	8	13 50 38
		Spec Ed. Speech/RSP	1	6	33 33 33
			2	6	17 17 50 17
			3	6	17 67 17
		GATE/Excel	1	13	46 38 15
			2	13	8 31 62
			3	12	100
		Homeless	3	1	100

i-Ready Math Overall Relative Placement
School Data by Subgroup
Fremont 2023-2024 Grade 4

Legend: 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
4	All Students	All	1	84	6 8 44 23 19
			2	85	1 6 34 33 26
			3	84	1 5 17 24 54
	Teacher	Knapp, D	1	35	20 40 40
			2	35	11 37 51
			3	35	3 9 89
		Ramirez, J	1	15	13 60 20 7
			2	15	53 27 20
			3	15	40 27 33
		Relador, R	1	33	12 15 64 6 3
			2	35	3 14 49 31 3
			3	35	3 11 23 37 26
	Ethnicity	African American	1	4	25 25 50
			2	4	25 25 50
			3	4	25 25 25 25
		Asian	1	3	67 33
			2	3	67 33
			3	3	33 67
		Filipino	1	1	100
			2	1	100
			3	1	100
		Hispanic	1	25	8 16 56 8 12
			2	26	4 8 42 27 19
			3	26	4 8 12 46 31
		White	1	35	33 37 37 20
			2	35	3 34 34 29
			3	34	21 15 65
		Other	1	16	6 6 38 25 25
			2	16	6 31 31 31
			3	16	6 19 6 69

i-Ready Math Overall Relative Placement
School Data by Subgroup
Fremont 2023-2024 Grade 4

Legend: 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
4	Gender	Female	1	44	7 11 50 20 11
			2	44	2 9 34 41 14
			3	43	2 9 14 30 44
		Male	1	40	5 5 38 25 28
			2	41	2 34 24 39
			3	41	20 17 63
	Special Populations	Low SES	1	35	11 9 54 11 14
			2	36	3 8 47 19 22
			3	36	33 22 42 31
		ELL	1	5	20 20 60
			2	4	25 50 25
			3	4	50 50
		RFEP	1	5	80 20
			2	6	67 17 17
			3	6	50 50
		EL + RFEP	1	10	10 10 70 10
			2	10	10 60 20 10
			3	10	20 50 30
		Special Ed.	1	12	33 25 17 8 17
			2	12	8 25 33 8 25
			3	12	8 25 33 33
		Spec Ed. Speech/RSP	1	9	44 33 22
			2	9	11 33 44 11
			3	9	11 33 44 11
		Foster	1	1	100
			2	1	100
			3	1	100
		Homeless	1	1	100
			2	1	100
			3	1	100
		GATE/Excel	1	30	13 37 50
			2	31	6 26 68
			3	31	100

i-Ready Math Overall Relative Placement
School Data by Subgroup
Fremont 2023-2024 Grade 5

Legend: 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
5	All Students	All	1	51	2 10 37 22 29
			2	51	2 6 25 24 43
			3	51	2 25 22 51
	Teacher	Cervantes, S	1	35	31 29 40
			2	35	3 17 17 63
			3	35	14 17 69
		Ramirez, J	1	15	7 27 53 7 7
			2	15	7 7 47 40
			3	16	6 50 31 13
	Ethnicity	African American	1	3	67 33
			2	3	67 33
			3	3	33 33 33
		Hispanic	1	19	5 5 37 26 26
			2	19	5 21 26 47
			3	19	21 26 53
		White	1	21	14 29 24 33
			2	21	10 19 19 52
			3	21	5 29 5 62
		Other	1	8	13 50 38
			2	8	13 38 25 25
			3	8	25 50 25
	Gender	Female	1	28	14 29 32 25
			2	28	4 32 14 50
			3	28	21 21 57
		Male	1	23	4 4 48 9 35
			2	23	4 9 17 35 35
			3	23	4 30 22 43
	Special Populations	Low SES	1	20	5 25 40 25 5
			2	20	5 15 35 25 20
			3	19	42 26 32
		ELL	1	1	100
			2	1	100
			3	2	50 50

i-Ready Math Overall Relative Placement
School Data by Subgroup
Fremont 2023-2024 Grade 5

Legend: 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
5	Special Populations	RFEP	1	2	50 | 50
			2	2	50 | 50
			3	2	50 | 50
		EL + RFEP	1	3	33 | 33 | 33
			2	3	33 | 33 | 33
			3	4	25 | 25 | 25 | 25
		Special Ed.	1	7	14 | 29 | 29 | 14 | 14
			2	7	14 | 57 | 29
			3	7	57 | 14 | 29
		Spec Ed. Speech/RSP	1	6	17 | 33 | 33 | 17
			2	6	17 | 67 | 17
			3	6	67 | 17 | 17
		Foster	1	1	100
			2	1	100
			3	1	100
		GATE/Excel	1	23	13 | 26 | 61
			2	23	4 | 13 | 83
			3	23	4 | 13 | 83

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Fremont 2023-2024 Grade 1

Legend: 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
1	All Students	All	1	58	9 / 67 / 12 / 12
			2	59	3 / 49 / 15 / 32
			3	57	35 / 14 / 51
	Teacher	Guy, A	1	30	10 / 63 / 10 / 17
			2	30	60 / 7 / 33
			3	30	40 / 13 / 47
		Scott, S	1	28	7 / 68 / 14 / 11
			2	28	4 / 36 / 25 / 36
			3	27	30 / 15 / 56
	Ethnicity	African American	1	3	100
			2	3	67 / 33
			3	3	33 / 67
		Asian	1	1	100
			2	2	50 / 50
			3	2	50 / 50
		Hispanic	1	22	9 / 73 / 14 / 5
			2	23	4 / 57 / 17 / 22
			3	21	48 / 14 / 38
		White	1	24	8 / 58 / 17 / 17
			2	23	43 / 13 / 43
			3	23	22 / 22 / 57
		Other	1	8	13 / 63 / 25
			2	8	13 / 38 / 13 / 38
			3	8	38 / 63
	Gender	Female	1	29	7 / 72 / 14 / 7
			2	29	7 / 48 / 14 / 31
			3	27	33 / 22 / 44
		Male	1	29	10 / 62 / 10 / 17
			2	30	50 / 17 / 33
			3	30	37 / 7 / 57
	Special Populations	Low SES	1	28	14 / 75 / 7 / 4
			2	28	4 / 64 / 18 / 14
			3	27	44 / 22 / 33

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Fremont 2023-2024 Grade 1

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
1	Special Populations	ELL	1	3	100
			2	4	25, 75
			3	3	67, 33
		EL + RFEP	1	3	100
			2	4	25, 75
			3	3	67, 33
		Special Ed.	1	5	20, 60, 20
			2	5	40, 40, 20
			3	5	40, 20, 40
		Spec Ed. Speech/RSP	1	2	50, 50
			2	2	100
			3	2	100
		Homeless	1	2	100
			2	2	100
			3	2	100

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Fremont 2023-2024 Grade 2

Legend: 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
2	All Students	All	1	75	20 / 39 / 20 / 21
			2	77	16 / 25 / 16 / 44
			3	76	11 / 17 / 18 / 54
	Teacher	Dameshek, J	1	29	3 / 17 / 34 / 45
			2	29	3 / 14 / 83
			3	29	3 / 7 / 90
		Jochum, L	1	23	35 / 39 / 17 / 9
			2	25	36 / 20 / 16 / 28
			3	25	28 / 24 / 16 / 32
		Moon, S	1	23	26 / 65 / 4 / 4
			2	23	13 / 48 / 22 / 17
			3	25	4 / 36 / 32 / 28
	Ethnicity	African American	1	7	71 / 29
			2	7	29 / 43 / 29
			3	6	17 / 50 / 33
		Filipino	1	1	100
			2	1	100
			3	1	100
		Hispanic	1	34	24 / 38 / 21 / 18
			2	37	22 / 22 / 22 / 35
			3	39	15 / 15 / 21 / 49
		White	1	21	10 / 52 / 19 / 19
			2	20	10 / 30 / 15 / 45
			3	18	6 / 11 / 28 / 56
		Other	1	12	42 / 33 / 25
			2	12	17 / 8 / 75
			3	12	17 / 8 / 75
	Gender	Female	1	41	17 / 49 / 15 / 20
			2	42	12 / 26 / 24 / 38
			3	41	10 / 17 / 22 / 51
		Male	1	34	24 / 26 / 26 / 24
			2	35	20 / 23 / 6 / 51
			3	35	11 / 17 / 14 / 57

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Fremont 2023-2024 Grade 2

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
2	Special Populations	Low SES	1	36	31 / 39 / 17 / 14
			2	35	29 / 26 / 11 / 34
			3	34	21 / 18 / 21 / 41
		ELL	1	6	33 / 67
			2	6	33 / 50 / 17
			3	6	33 / 33 / 17 / 17
		EL + RFEP	1	6	33 / 67
			2	6	33 / 50 / 17
			3	6	33 / 33 / 17 / 17
		Special Ed.	1	7	57 / 14 / 14 / 14
			2	7	43 / 14 / 14 / 29
			3	7	29 / 14 / 14 / 43
		Spec Ed. Speech/RSP	1	4	100
			2	4	75 / 25
			3	4	50 / 25 / 25
		Homeless	1	1	100
			2	1	100
			3	1	100
		GATE/Excel	1	20	5 / 5 / 30 / 60
			2	20	5 / 5 / 90
			3	19	5 / 95

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Fremont 2023-2024 Grade 3

Legend: 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
3	All Students	All	1	80	5 9 13 39 35
			2	82	2 7 7 29 54
			3	83	1 4 10 23 63
	Teacher	Ferrario, S	1	28	7 46 46
			2	28	4 4 4 25 64
			3	28	4 25 71
		Fuentes, M	1	27	7 37 56
			2	28	4 14 82
			3	28	4 11 86
		Pravednikov, V	1	25	16 28 28 28
			2	25	20 16 48 16
			3	26	4 12 23 35 27
	Ethnicity	African American	1	5	20 20 40 20
			2	5	20 20 20 20 20
			3	5	20 60 20
		Asian	1	1	100
			2	1	100
			3	1	100
		Filipino	1	2	50 50
			2	2	50 50
			3	2	50 50
		Hispanic	1	31	6 19 16 32 26
			2	34	3 9 12 47 29
			3	34	3 9 18 24 47
		White	1	30	3 10 43 43
			2	29	7 3 14 76
			3	30	3 17 80
		Other	1	11	18 45 36
			2	11	18 82
			3	11	18 82

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Fremont 2023-2024 Grade 3

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
3	Gender	Female	1	40	3 8 13 38 40
			2	41	2 5 5 32 56
			3	40	5 5 20 70
		Male	1	40	8 10 13 40 30
			2	41	2 10 10 27 51
			3	43	2 2 14 26 56
	Special Populations	Low SES	1	34	12 15 18 32 24
			2	34	3 18 6 44 29
			3	34	9 15 32 44
		ELL	1	3	67 33
			2	3	67 33
			3	4	25 50 25
		RFEP	1	2	50 50
			2	2	50 50
			3	2	100
		EL + RFEP	1	5	40 20 20 20
			2	5	40 40 20
			3	6	17 33 17 33
		Special Ed.	1	7	57 14 29
			2	8	50 13 38
			3	8	25 13 25 38
		Spec Ed. Speech/RSP	1	5	80 20
			2	6	67 17 17
			3	6	33 17 33 17
		GATE/Excel	1	13	38 62
			2	13	15 85
			3	13	15 85
		Homeless	3	1	100

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Fremont 2023-2024 Grade 4

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
4	All Students	All	1	80	4 6 33 29 29
			2	83	15 33 19 42
			3	84	24 17 23 55
	Teacher	Knapp, D	1	35	20 26 54
			2	35	11 11 77
			3	35	3 9 89
		Ramirez, J	1	15	7 60 27 7
			2	15	7 53 33 7
			3	15	7 40 33 20
		Relador, R	1	34	6 12 38 32 12
			2	35	3 9 49 20 20
			3	35	6 6 23 31 34
	Ethnicity	African American	1	3	33 33 33
			2	4	100
			3	4	25 25 50
		Asian	1	3	67 33
			2	3	33 67
			3	3	33 67
		Filipino	1	1	100
			2	1	100
			3	1	100
		Hispanic	1	26	12 31 35 23
			2	26	4 4 38 27 27
			3	25	4 4 8 28 56
		White	1	33	6 33 24 36
			2	33	6 18 18 58
			3	35	23 20 57
		Other	1	14	7 7 29 36 21
			2	16	6 38 19 38
			3	16	6 6 19 13 56

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Fremont 2023-2024 Grade 4

Gr.	Category	Subgroup	Diagnostic Window	# Students	3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
4	Gender	Female	1	41	2	10	27	32	29
			2	43	2	5	37	12	44
			3	43	5	5	14	21	56
		Male	1	39	5	3	38	26	28
			2	40	5		28	28	40
			3	41		2	20	24	54
	Special Populations	Low SES	1	35	6	11	31	34	17
			2	36	3	6	44	25	22
			3	35		3	33	26	29	40
		ELL	1	5	40		40	20	
			2	4	100				
			3	3		67		33	
		RFEP	1	6		50		33	17
			2	6		33		33	33
			3	6				17	83
		EL + RFEP	1	11		18	45	27	9
			2	10		60		20	20
			3	9			22	22	56
		Special Ed.	1	12		17	25	33	8	17
			2	12		8	25	42	25
			3	12		17	25	33	25
		Spec Ed. Speech/RSP	1	9	22		33	44	
			2	9	11		33	56	
			3	9	22		33	44	
		Foster	1	1		100			
			2	1		100			
			3	1		100			
		GATE/Excel	1	27			15	22	63
			2	30			7	17	77
			3	31				10	90
		Homeless	2	1		100			
			3	1					100

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Fremont 2023-2024 Grade 5

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
5	All Students	All	1	51	2 8 25 24 41
			2	51	2 6 12 35 45
			3	51	4 2 14 35 45
	Teacher	Cervantes, S	1	35	6 14 20 60
			2	35	9 31 60
			3	35	9 29 63
		Ramirez, J	1	15	7 7 53 33
			2	15	7 13 20 47 13
			3	16	13 6 25 50 6
	Ethnicity	African American	1	3	33 33 33
			2	3	33 67
			3	3	67 33
		Hispanic	1	19	5 11 26 21 37
			2	19	5 5 5 47 37
			3	19	5 5 5 32 53
		White	1	21	5 24 19 52
			2	21	10 5 33 52
			3	21	5 19 33 43
		Other	1	8	13 25 38 25
			2	8	38 25 38
			3	8	25 38 38
	Gender	Female	1	28	7 25 18 50
			2	28	4 11 36 50
			3	28	4 11 43 43
		Male	1	23	4 9 26 30 30
			2	23	4 9 13 35 39
			3	23	9 17 26 48
	Special Populations	Low SES	1	20	5 20 20 35 20
			2	20	5 10 25 25 35
			3	19	5 5 21 37 32
		ELL	1	1	100
			2	1	100
			3	2	100

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Fremont 2023-2024 Grade 5

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
5	Special Populations	RFEP	1	2	100
			2	2	100
			3	2	100
		EL + RFEP	1	3	33 67
			2	3	33 67
			3	4	50 50
		Special Ed.	1	7	14 14 43 14 14
			2	7	14 14 14 43 14
			3	7	14 14 43 29
		Spec Ed. Speech/RSP	1	6	17 17 50 17
			2	6	17 17 17 50
			3	6	17 17 50 17
		Foster	1	1	100
			2	1	100
			3	1	100
		GATE/Excel	1	23	9 13 78
			2	23	30 70
			3	23	4 22 74

Nov 21, 2024

ELPAC Summative Assessment Grade Level Summary 2023-2024

Site :: Fremont

Site Level Overall Performance Level Summary

17% Beginning Stage	38% Somewhat Developed	33% Moderately Developed	13% Well Developed

Site Level Domain Performance Level Summary

Listening			Speaking			Reading			Writing		
17% Beg.	65% Some/Mod.	17% Well Dev.	22% Beg.	43% Some/Mod.	35% Well Dev.	30% Beg.	57% Some/Mod.	13% Well Dev.	30% Beg.	52% Some/Mod.	17% Well Dev.

Grade Level Performance Summary (Overall and by Domain)

	Overall Development				Listening			Speaking			Reading			Writing		
Grade	Beg.	Some.	Mod.	Well	Beg.	Some/ Mod.	Well	Beg.	Some/ Mod.	Well	Beg.	Some/ Mod.	Well	Beg.	Some/ Mod.	Well
00	0%	100%	0%	0%	0%	100%	0%	50%	50%	0%	0%	100%	0%	50%	0%	50%
01	33%	67%	0%	0%	33%	67%	0%	0%	67%	33%	33%	67%	0%	33%	67%	0%
02	43%	29%	29%	0%	43%	29%	29%	57%	43%	0%	43%	43%	14%	57%	43%	0%
03	0%	25%	50%	25%	0%	50%	25%	0%	25%	50%	25%	25%	25%	0%	50%	25%
04	0%	14%	57%	29%	0%	86%	14%	0%	43%	57%	14%	71%	14%	0%	71%	29%
05	0%	100%	0%	0%	0%	100%	0%	0%	0%	100%	100%	0%	0%	100%	0%	0%

Reclassifcation Criteria

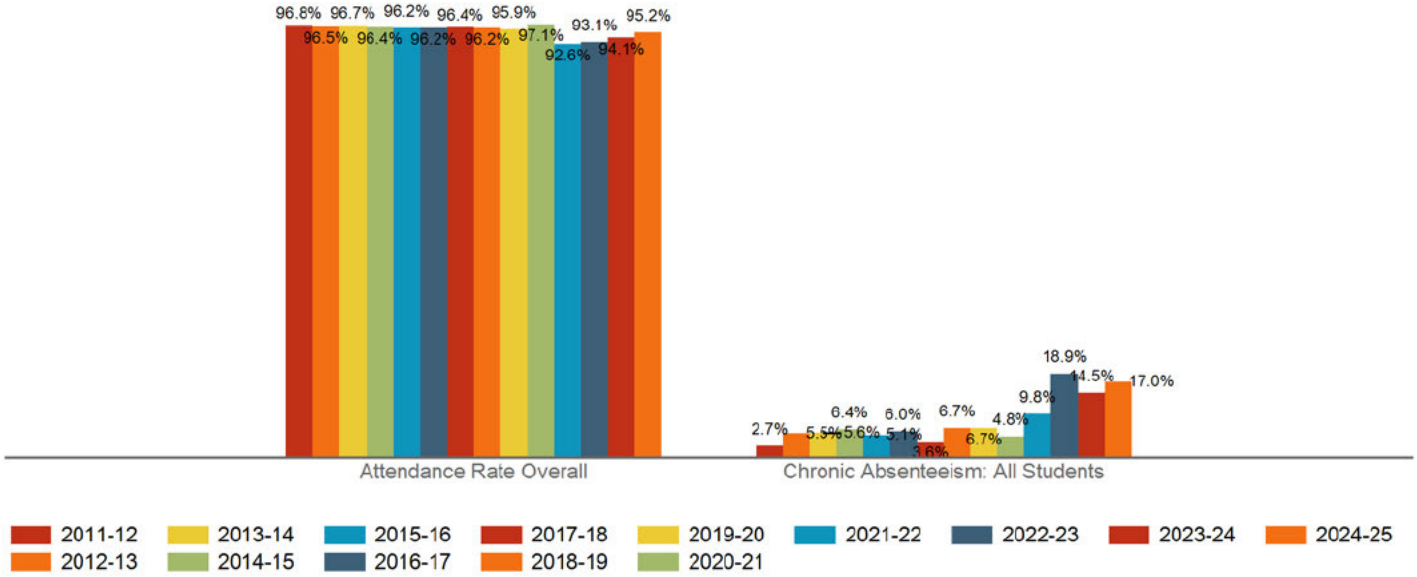
ELPAC Results (CDE Site)

Attendance/Chronic Absenteeism Rate

School Year: 23-24

Goals

Area	Description
Culture/Climate Goals	Fremont will utilize a research-based foundation to support, plan, and guide staff in their culturally responsive practice by providing establishing and monitoring systems of support for staff to continuously improve in their own implementation and assessment of the culturally responsive practices of Meet up and Buddy up. In doing so, Fremont will increase the percentage of positive responses regarding identity and belonging on the pulse survey. In addition, will decrease absence and chronic absenteeism.



Budgeted Items

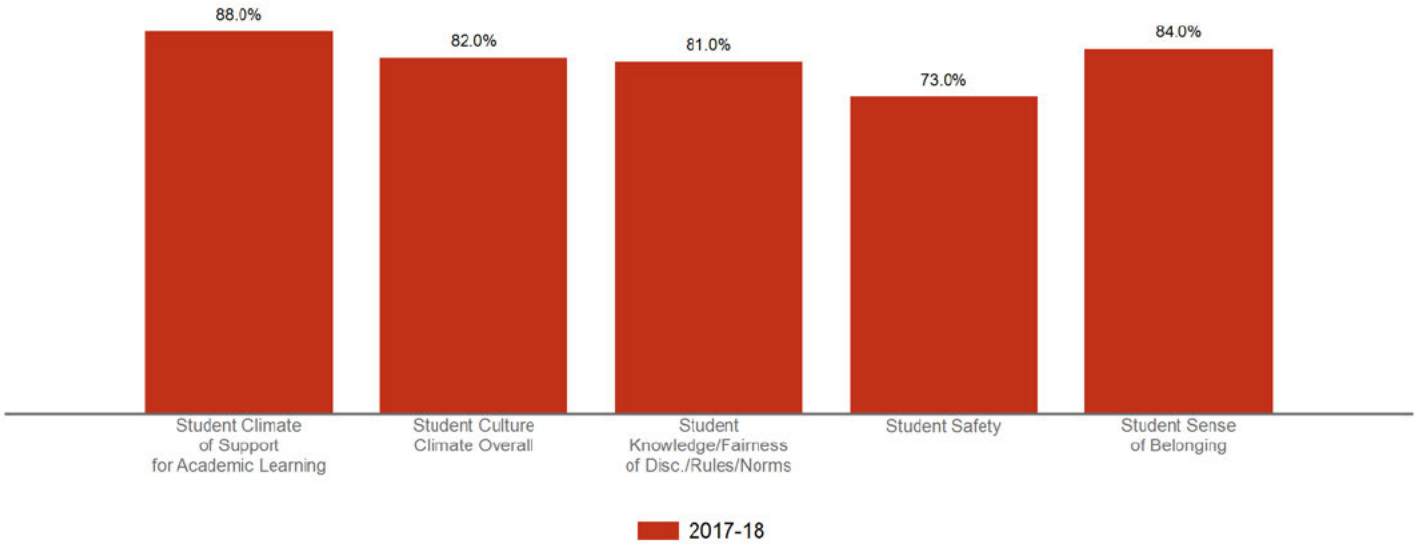
Line Number	Description	Cost	Personnel Summary
1	Attendance incentive items to be distributed to those students with no unverified absences.		Materials
	Recreation Aide to assist in the office collecting incoming attendence data and assisting office manager during peak hours to ensure attendance expectations are communicated to school site families in a consistent manner.		Hourly - Recreation Aide
Total			

Culture-Climate Survey (Student-Staff)

School Year: 23-24

Goals

Area	Description
Culture/Climate Goals	Fremont will utilize a research-based foundation to support, plan, and guide staff in their culturally responsive practice by providing establishing and monitoring systems of support for staff to continuously improve in their own implementation and assessment of the culturally responsive practices of Meet up and Buddy up. In doing so, Fremont will increase the percentage of positive responses regarding identity and belonging on the pulse survey. In addition, will decrease absence and chronic absenteeism.

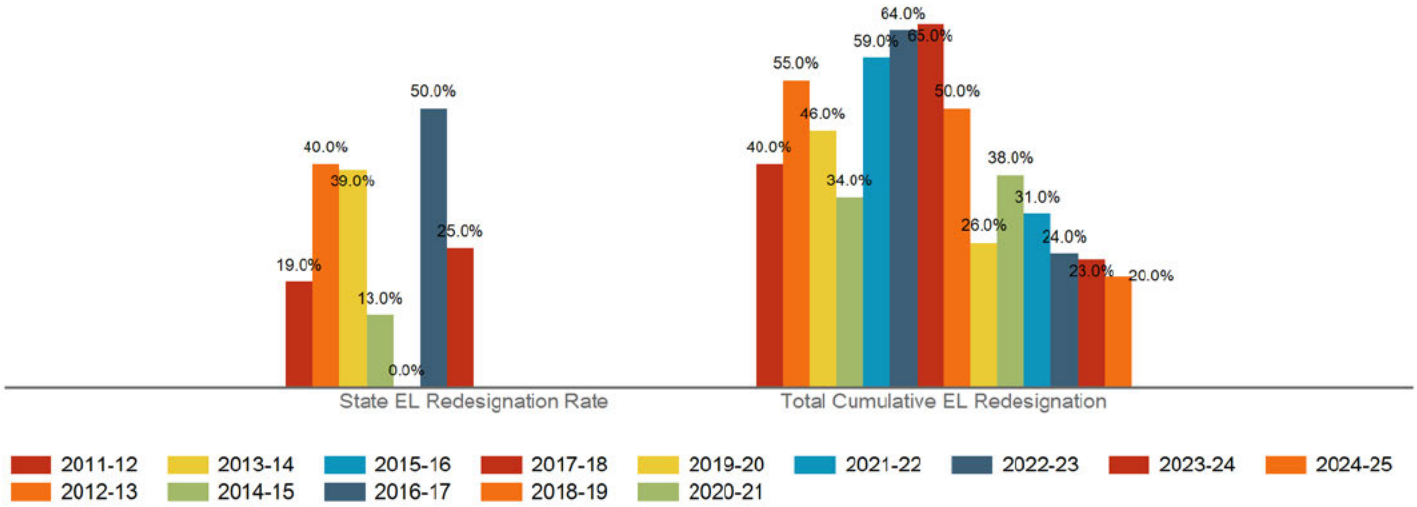


Budgeted Items

Line Number	Description	Cost	Personnel Summary
2	Opportunities for exposure to different cultures is a critical component to growing student sense of belonging, identity and agnecy within the learning community. Cultural assemblies and field trips allow for student engagement of diversity within our community as well learning opportunities throughout the community.		Services
	Recreation Aides are utilized on the site to provide supervision during lunch, outdoor learning, afterschool play, and maintain safe ingress and egress during drop-off and pick-up activities. They work to implement school wide SEL intiatives and communicate daily with teachers related to problems that were dealt with during the supervised time. There will be one Recreation Aide Leader, Two Recreation Aides, and One Recreation Aide that will serve as support for the school attendance initiatives.		Hourly - Recreation Aide, Hourly - Recreation Leader
Total			

EL Reclassification

School Year: 23-24



Budgeted Items

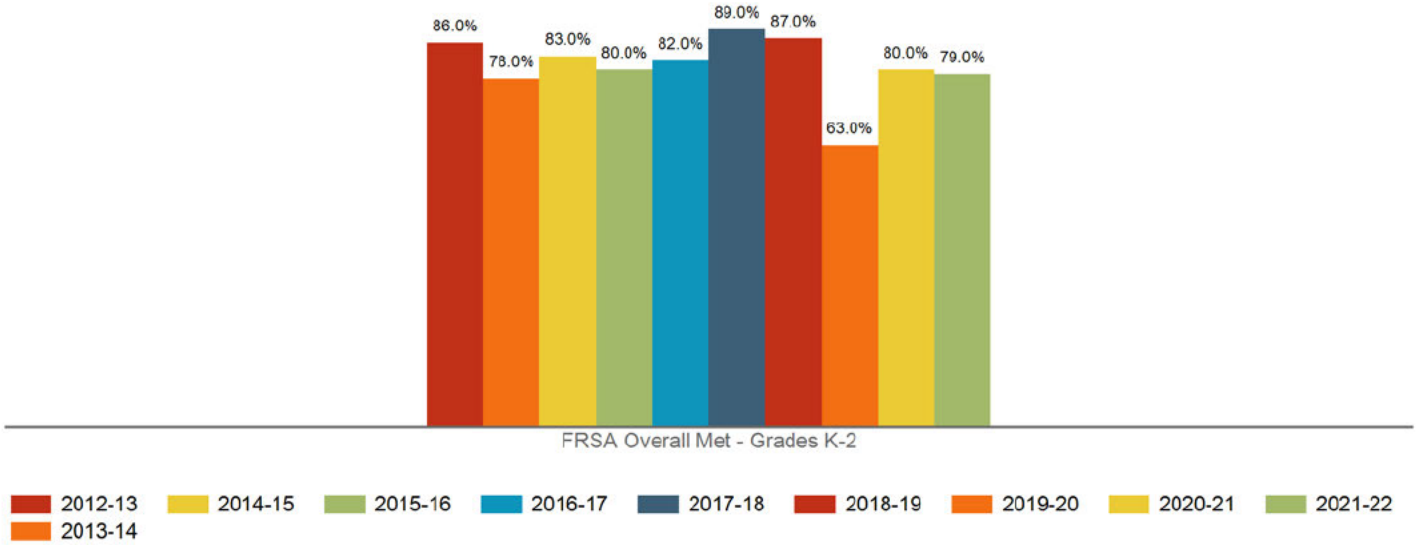
Line Number	Description	Cost	Personnel Summary
1	Roving substitue to assist classroom teacher with pull out for individuals that show need for accceleration of acquiring grade level Math Skills and concepts as deemed relevant from performance on common unit assessments and i-ready monitoring. Classroom Teachers will use i-ready groupings and next step strategies to formulate pull-out focus and work for individual students. A roving sub will work with all teachers grade 3-5 to execute pull -out lessons planned by the teacher.		Substitute teacher full day
Total			

Elementary Reading - FRSA

School Year: 23-24

Goals

Area	Description
ELA Goals	In order to meet LBUSD typical growth goal, Fremont Elementary will use student access, opportunity, and data to make culturally responsive instructional decisions. By utilizing QCI training and site planning to design differentiated learning opportunities. We will assess, analyze and adjust within a 6 week cycle of improvement in order to increase Annual Typical Growth as measured on i-Ready to 75% (8% increase) by the spring of 2024. In order to meet the LBUSD Goal for Stretch Growth, Fremont Elementary will utilize Literacy leads to monitor QCI strategies and assist in the planning, implementation and assessment of culturally responsive Tier I instruction. In addition, leads will ensure equitable processes and opportunities for tier 2 and 3 interventions. Implementation and monitoring will occur within the 6 week cycles. In doing so, Fremont will increase Stretch Growth of students below grade level to 60% (12% increase) by the spring of 2024. In order to reduce the gap between A.A. students and white students, Fremont Elementary will hold and communicate unwavering belief that all students, regardless of past or current performance, can meet rigorous college and career-ready academic standards. Through the monitoring and discussion of DOK questioning, talk moves, and call strategies we will ensure all students engage in learning. Using multiple indicators, we will assign interventions to all students that do not master concepts and provide additional learning opportunities within or after the school day. In doing so, Fremont will decrease a gap between white and A.A. students on i-Ready Typical Growth to less then 5% by the spring of 2024, while maintaining a gap of less then 3% between white and A.A. students that met proficiency on SBAC.



Budgeted Items

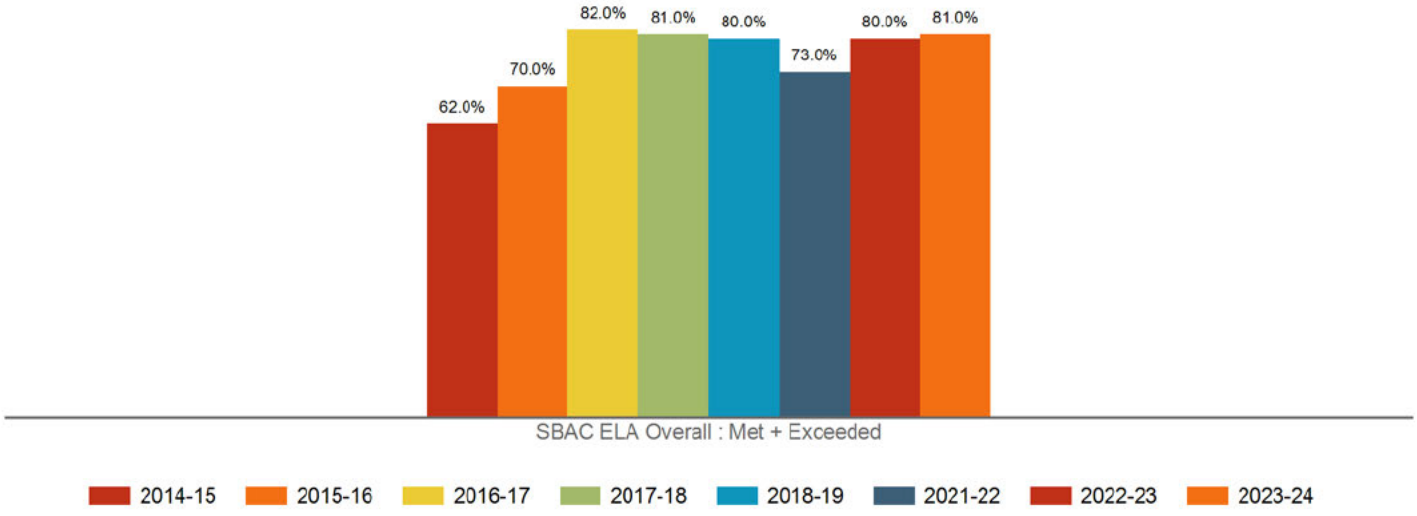
Line Number	Description	Cost	Personnel Summary
1	Grade Level Institute requires the use of three daily subs on the day of the institute. This will be on a designated day for each grade level. Teachers will use this time for data analysis, planning of flexible groupings, development of intervention resources, and unit planning. There will be four staggered cycles from late September to Spring Break.		Substitute teacher full day
Total			

SBAC ELA

School Year: 23-24

Goals

Area	Description
ELA Goals	In order to meet LBUSD typical growth goal, Fremont Elementary will use student access, opportunity, and data to make culturally responsive instructional decisions. By utilizing QCI training and site planning to design differentiated learning opportunities. We will assess, analyze and adjust within a 6 week cycle of improvement in order to increase Annual Typical Growth as measured on i-Ready to 75% (8% increase) by the spring of 2024. In order to meet the LBUSD Goal for Stretch Growth, Fremont Elementary will utilize Literacy leads to monitor QCI strategies and assist in the planning, implementation and assessment of culturally responsive Tier I instruction. In addition, leads will ensure equitable processes and opportunities for tier 2 and 3 interventions. Implementation and monitoring will occur within the 6 week cycles. In doing so, Fremont will increase Stretch Growth of students below grade level to 60% (12% increase) by the spring of 2024. In order to reduce the gap between A.A. students and white students, Fremont Elementary will hold and communicate unwavering belief that all students, regardless of past or current performance, can meet rigorous college and career-ready academic standards. Through the monitoring and discussion of DOK questioning, talk moves, and call strategies we will ensure all students engage in learning. Using multiple indicators, we will assign interventions to all students that do not master concepts and provide additional learning opportunities within or after the school day. In doing so, Fremont will decrease a gap between white and A.A. students on i-Ready Typical Growth to less then 5% by the spring of 2024, while maintaining a gap of less then 3% between white and A.A. students that met proficiency on SBAC.



Budgeted Items

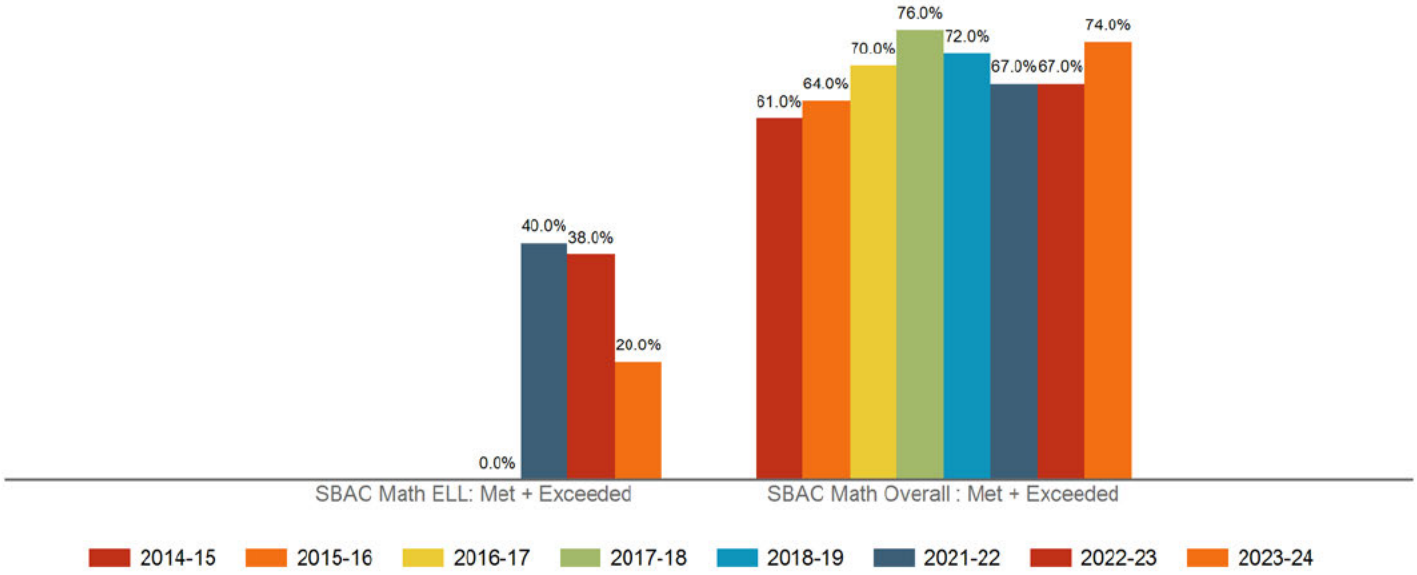
Line Number	Description	Cost	Personnel Summary
1	Grade Level Institute requires the use of three daily subs on the day of the institute. This will be on a designated day for each grade level. Teachers will use this time for data analysis, planning of flexible groupings, development of intervention resources, and unit planning. There will be four staggered cycles from late September to Spring Break.		Substitute teacher full day
Total			

SBAC Math

School Year: 23-24

Goals

Area	Description
Math Goals	In order to meet LBUSD typical growth goal, Fremont Elementary will use student access, opportunity, and data to make culturally responsive instructional decisions. By utilizing QCI training and site planning to design differentiated learning opportunities. We will assess, analyze and adjust within a 6 week cycle of improvement in order to increase Annual Typical Growth as measured on i-Ready to 75% (9% increase) by the spring of 2024. In order to meet the LBUSD Goal for Stretch Growth, Fremont Elementary will utilize a Math lead to monitor QCI strategies and assist in the planning, implementation and assessment of culturally responsive Tier I instruction. In addition, leads will ensure equitable processes and opportunities for tier 2 and 3 interventions. Implementation and monitoring will occur within the 6 week cycles. In doing so, Fremont will increase Stretch Growth of students below grade level to 50% (12% increase) by the spring of 2024. In order to reduce the gap between A.A. students and white students, Fremont Elementary will hold and communicate unwavering belief that all students, regardless of past or current performance, can meet rigorous college and career-ready academic standards. Through the monitoring and discussion of DOK questioning, talk moves, and call strategies we will ensure all students engage in learning. Using multiple indicators, we will assign interventions to all students that do not master concepts and provide additional learning opportunities within or after the school day. In doing so, Fremont will decrease a gap between white and A.A. students on i-Ready Typical Growth to less then 5% by the spring of 2024, while maintaining a gap of less then 3% between white and A.A. students that met proficiency on SBAC.



Budgeted Items

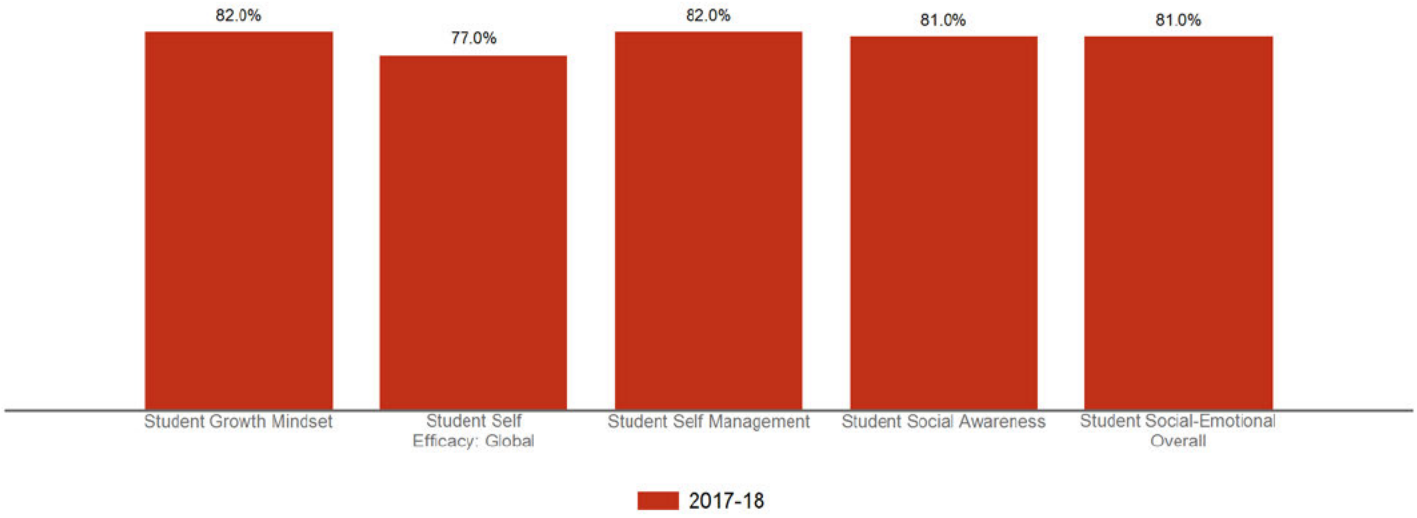
Line Number	Description	Cost	Personnel Summary
1	Grade Level Institute requires the use of three daily subs on the day of the institute. This will be on a designated day for each grade level. Teachers will use this time for data analysis, planning of flexible groupings, development of intervention resources, and unit planning. There will be four staggered cycles from late September to Spring Break.		Substitute teacher full day
	Roving substitue to assist classroom teacher with pull out for individuals that show need for accceleration of acquiring grade level Math Skills and concepts as deemed relevant from performance on common unit assessments and i-ready monitoring. Classroom Teachers will use i-ready groupings and next step strategies to formulate pull-out focus and work for individual students. A roving sub will work with all teachers grade 3-5 to execute pull -out lessons planned by the teacher.		Substitute teacher full day
Total			

SEL Survey

School Year: 23-24

Goals

Area	Description
Culture/Climate Goals	Fremont will utilize a research-based foundation to support, plan, and guide staff in their culturally responsive practice by providing establishing and monitoring systems of support for staff to continuously improve in their own implementation and assessment of the culturally responsive practices of Meet up and Buddy up. In doing so, Fremont will increase the percentage of positive responses regarding identity and belonging on the pulse survey. In addition, will decrease absence and chronic absenteeism.



Budgeted Items

Line Number	Description	Cost	Personnel Summary
2	Recreation Aides are utilized on the site to provide supervision during lunch, outdoor learning, afterschool play, and maintain safe ingress and egress during drop-off and pick-up activities. They work to implement school wide SEL intiatives and communicate daily with teachers related to problems that were dealt with during the supervised time. There will be one Recreation Aide Leader, Two Recreation Aides, and One Recreation Aide that will serve as support for the school attendance initiatives.		Hourly - Recreation Aide, Hourly - Recreation Leader
Total			

All Students

School Year: 23-24

Budgeted Items			
Line Number	**Description**	**Cost**	**Personnel Summary**
1	Attendance incentive items to be distributed to those students with no unverified absences.	$810	
	Grade Level Institute requires the use of three daily subs on the day of the institute. This will be on a designated day for each grade level. Teachers will use this time for data analysis, planning of flexible groupings, development of intervention resources, and unit planning. There will be four staggered cycles from late September to Spring Break.	$15,203	Substitute teacher full day
	Recreation Aide to assist in the office collecting incoming attendence data and assisting office manager during peak hours to ensure attendance expectations are communicated to school site families in a consistent manner.	$4,886	
	Roving substitue to assist classroom teacher with pull out for individuals that show need for accceleration of acquiring grade level Math Skills and concepts as deemed relevant from performance on common unit assessments and i-ready monitoring. Classroom Teachers will use i-ready groupings and next step strategies to formulate pull-out focus and work for individual students. A roving sub will work with all teachers grade 3-5 to execute pull -out lessons planned by the teacher.	$3,041	
2	Opportunities for exposure to different cultures is a critical component to growing student sense of belonging, identity and agnecy within the learning community. Cultural assemblies and field trips allow for student engagement of diversity within our community as well learning opportunities throughout the community.	$4,400	
	Recreation Aides are utilized on the site to provide supervision during lunch, outdoor learning, afterschool play, and maintain safe ingress and egress during drop-off and pick-up activities. They work to implement school wide SEL intiatives and communicate daily with teachers related to problems that were dealt with during the supervised time. There will be one Recreation Aide Leader, Two Recreation Aides, and One Recreation Aide that will serve as support for the school attendance initiatives.	$55,844	
Total		**$84,184**	

English Learners

School Year: 23-24

Budgeted Items			
Line Number	**Description**	**Cost**	**Personnel Summary**
1	Attendance incentive items to be distributed to those students with no unverified absences.	$810	
	Grade Level Institute requires the use of three daily subs on the day of the institute. This will be on a designated day for each grade level. Teachers will use this time for data analysis, planning of flexible groupings, development of intervention resources, and unit planning. There will be four staggered cycles from late September to Spring Break.	$15,203	Substitute teacher full day
	Recreation Aide to assist in the office collecting incoming attendence data and assisting office manager during peak hours to ensure attendance expectations are communicated to school site families in a consistent manner.	$4,886	
	Roving substitue to assist classroom teacher with pull out for individuals that show need for accceleration of acquiring grade level Math Skills and concepts as deemed relevant from performance on common unit assessments and i-ready monitoring. Classroom Teachers will use i-ready groupings and next step strategies to formulate pull-out focus and work for individual students. A roving sub will work with all teachers grade 3-5 to execute pull -out lessons planned by the teacher.	$3,041	
2	Opportunities for exposure to different cultures is a critical component to growing student sense of belonging, identity and agnecy within the learning community. Cultural assemblies and field trips allow for student engagement of diversity within our community as well learning opportunities throughout the community.	$4,400	
	Recreation Aides are utilized on the site to provide supervision during lunch, outdoor learning, afterschool play, and maintain safe ingress and egress during drop-off and pick-up activities. They work to implement school wide SEL intiatives and communicate daily with teachers related to problems that were dealt with during the supervised time. There will be one Recreation Aide Leader, Two Recreation Aides, and One Recreation Aide that will serve as support for the school attendance initiatives.	$55,844	
Total		**$84,184**	

LONG BEACH
UNIFIED • SCHOOL • DISTRICT

School Plan for Student Achievement Addendum 2024-2025

Additional Targeted Support and Improvement (ATSI)

Fremont Elementary School

If ATSI, identify subgroups:

- ☐ African-American
- ☐ American Indian
- ☐ Asian-American
- ☐ English Learner
- ☐ Filipino
- ☐ Foster Youth
- ☐ Hispanic
- ☐ Homeless
- ☐ Pacific Islander
- ☐ Socioeconomically Disadvantaged
- ☑ Students with Disabilities
- ☑ Two or More Races
- ☐ White

Attestation:

The School Site Council (SSC), during the process of developing a compliant School Plan for Student Achievement (SPSA), ensured that quality interventions and services for underachieving students are included in the SPSA, with particular focus on student groups who led to the CSI/ATSI identification.

SSC engaged in a thorough needs assessment, based on data, in order to prioritize student needs and analyze interventions/services.

In addition, the SSC engaged in discussions about resource inequalities and was informed about the supports listed in the District's LCAP regarding our identification as a CSI/ATSI school. Resource Inequities and LBUSD's CSI section are included in this Addendum.

In approving the SPSA for the school, the SSC specifically adds this Addendum to the SPSA as part of its CSI/ATSI responsibilities.

Date Approved by SSC	10/22/24
Signature of Principal	[redacted]
Signature of SSC Chair	[redacted]

Resource Inequities

Schools eligible for CSI or ATSI must identify and describe any resource inequities identified as a result of the required needs assessment. Consideration of resource inequities can inform the assessment of the effectiveness of actions in the SPSA and provide a basis for the establishment of goals and/or expected outcomes for CSI/ATSI Targeted student groups.

In our analysis of our SPSA services, our SSC found the following about resource inequalities for the targeted CSI/ATSI student groups:

☐ **There are no resource inequalities present in our SPSA.** Our CSI/ATSI targeted students are a priority and are receiving appropriate services/interventions through our Schoolwide Program.

☐ **There was evidence of resource inequalities prior to the SPSA being approved.** Our SSC made adjustments to the SPSA in order to correct the issue, and the SPSA is now providing appropriate services/interventions through our Schoolwide Program.

☑ **There is some evidence of resource inequalities in the current SPSA.** However, our SSC continued to make adjustments to the SPSA in order to ensure that the CSI/ATSI targeted students are being given appropriate services/interventions through our Schoolwide Program.

Comments about Resource Inequities *(optional)*

Attendance -
1.Identify the students listed as Two or More Races (67 students increase of 3.3 to 25.4%) and Students with DIS (44 students increase of 3.2 to 29.5%) who are listed as chronic with regards to attendance.
2. Employ re-engagement attempts:
Chronic Absentee: (Absent 10% or more excused, unexcused or tardy) phone calls home, attendance letters home
Truant (3 unexcused absences) - phone calls home, attendance stat letters home, possible meeting/parent conference to create a contract
Chronically Truant - (Absent 10% or more unexcused)Truancy letters from site and district, home visits, All-In campaign- SART or SARB school/district/home devise a plan to improve attendance.

Suspensions - ~~Two or More Races~~ Students with Disabilities (new) (increased from .4% to .6% or total student population)

1. Counselor conducts lessons with classes on behavioral topics to prevent infractions.
2. Counselor and staff monitor students and meets with those who have behavior concerns.
3. If/when students behavior requires suspension counselor/admin follows the following procedures: parent conference and a safely plan for reentry is created which includes daily check-in and follow up which may include small group or 1:1 counseling.

Support for Schools as identified in LBUSD's LCAP

Support for Identified Schools

Support for schools is grounded in coaching and professional learning communities. LBUSD has shifted from compliance and at-a-distance supervision practices to a deeply rooted coaching orientation, partnership in addressing student achievement issues, and a strong emphasis on quality instruction in every classroom, as defined by the district's Understandings and Expectations framework. Since 2014, LBUSD District staff in an effort to better support sites has sought to enhance time spent on campuses, with leaders dedicating an average of three to five hours per month on every campus – visits that include classroom observations alongside the principal, data collection related to instructional implementation, and pedagogical guidance for teachers. Comprehensive Support and Improvement (CSI) schools receive even more intense support, particularly in areas like English Language Arts, Mathematics, and graduation rates.

One crucial area of support centers on school-level needs assessments. LBUSD's Research Office provides in-depth data tailored to each site, which are then used to develop interventions in consultation with educational partners. Academic measures include ELA and Math benchmarks, real-time grades (especially Ds and Fs), and whether students are on track to complete graduation requirements, while non-academic measures cover chronic absenteeism, suspensions, and disciplinary incidents. With assistance from district leaders, curriculum coaches, and other experts, CSI schools drill down by academic skill, by student group, and by logistical factors (e.g., the time of day and location of suspensions). Site staff receive tools and training to create "watch lists" – i.e., lists of classrooms to monitor closely and lists of students requiring further interventions. The latter is connected to phone, email, and text communication systems that can help engage families in the process.

Here are specific supports that LBUSD delivered (and will continue to provide moving forward) to help CSI schools develop their plans:

- Level office staff spent additional hours at CSI schools to help principals conduct deeper analyses on chronic absenteeism, suspensions, disciplinary incidents, and survey data related school culture and climate and social-emotional learning. Such analyses were on top of those conducted for academic measures like English Language Arts, Mathematics, and graduation rates.

- Level office staff, curriculum leaders, and other district support departments provided CSI schools with research on successful evidence-based interventions in comparable schools, both at LBUSD and other districts in California. Depending on the programs, the research included either academic studies or best practices. This information was paired with budget information, so that programs can be sustainably developed.

- Level office staff, curriculum leaders, and other district support departments assisted CSI schools with identifying resource inequities by providing reports on current staff levels, budget figures, and logistical data. Through various one-on-one meetings, sites were then guided by content experts in identifying significant resource gaps. For example, a review of a site's English Learner supports would incorporate additional teachers that might be needed, along with the instructional materials, technological software, intervention scheduling design, and other details that would help build out the program.

- Based on the research and "gap" analyses described in the two previous bullet points, level office staff, curriculum leaders, and other district support departments helped CSI schools select evidence-based

interventions. Among the guiding principles that LBUSD promoted in this decision-making process is sustainability – the importance of developing high-impact programs that can be implemented in multi-year timeframes. Given the depth of student needs, it was essential to have a long-term perspective and make adjustments along the way. LBUSD then ensured that CSI schools had training for program implementation.

- Lastly, level office staff, curriculum leaders, and other district support departments helped CSI schools establish monitoring and evaluation systems. Supports included training on how to identify appropriate data to collect (for example, student participation in interventions, related test scores, etc.), how to use LBUSD's "intervention tracker" or similar system, how to schedule data analyses alongside the site visits described above, and how to use feedback for program improvement. In some cases, LBUSD provided CSI schools with sample survey questions for gathering student, parent, and staff perspectives. LBUSD also paired CSI schools with similar partner sites so that data can be compared and promising practices can be shared.

Monitoring and Evaluating Effectiveness

To monitor and evaluate the effectiveness of the CSI plans, quarterly visits will be conducted. These formal visitations allow site teams to reflect upon their collective efforts and engage colleagues from other schools and district departments for objective feedback. Quarterly visits will be customized by schools but follow a common structure:

- **Whole Group Briefing**: The school team (principal, teachers, and support staff) will provide background for the visit by sharing their CSI plans. They will highlight their site data, professional development activities, and key interventions. They will help visitors (Level office staff, curriculum leaders, and other district support departments) develop an understanding of their priorities.

- **Classroom Visits**: School team members and visitors (Level office staff, curriculum leaders, and other district support departments) will observe classrooms, collecting data and examples that reinforce the school's CSI plans. They will take notes, collect images, and talk to students in order to summarize their observations.

- **Whole Group Debriefing**: School team members will facilitate a debriefing that allows them to understand and affirm the site's continuous improvement efforts. They will focus not only on content delivery, teaching practices, and student actions, but also the various interventions that are being implemented to support struggling learners.

- **Principal Debriefing**: Principals and/or principal supervisors will engage in further discussion regarding next steps. This dialogue will be folded into the regular coaching work described in the previous section.

More broadly, the LROIX platform developed by LBUSD's Research Office features tools that allow district and site leaders to monitor the progress of CSI schools and their students. LROIX functions enable district & site administrators and teachers to track students who are "at-promise" across a broad spectrum of measures, including chronic absenteeism, discipline, course grades, graduation requirements, iReady growth, and high school or college readiness (as applicable). Such real-time data will be used to adjust CSI plans and develop additional interventions for struggling learners.

JOHN C. FREMONT ELEMENTARY SCHOOL
4000 East Fourth Street, Long Beach, California 90814
Phone: (562) 439-6873 ¨ FAX (562) 433-1826

2024-25

School-Parent-Student Compact

All of the Fremont community (students, parents, and staff) will demonstrate the character traits of responsibility, justice and fairness, empathy, equity and inclusion, caring and respect.

As a faculty/staff member at Fremont school, I will:

- provide an academic program that is rigorous and challenging
- provide motivating and interesting learning experiences
- address the individual needs of all children, including special education, ELL, and GATE
- communicate with parents regarding children's academic, social, and emotional progress
- provide a safe, positive, and healthy learning environment for all children
- involve parents in governance of our school through the School Site Council and other school committees
- communicate with children using positive, respectful language
- make sure my homework assignments support, reinforce, and extend appropriate district grade level standards that I have taught my students.

As a student, I will:

- come to school on time daily prepared to work
- do my very best on my school work and homework
- make good choices in class and on the playground demonstrating the character traits as listed above, and taking responsibility for my actions
- wear uniforms
- show respect to myself, others, and my school
- communicate with others using positive, respectful language
- listen carefully when my teacher explains homework assignments and ask questions about the assignment if I don't understand
- learn and practice honesty and truth.

As a parent/guardian, I will:

- provide a regular time and place to study and see that he/she reads the required daily minutes
- make sure my child attends school on time daily, in uniform, rested, and ready to learn
- communicate using positive, respectful language with my child's teacher and staff in their efforts to provide children with a quality education
- teach my child to be responsible, respectful, and supportive of teachers, classmates, school staff, and Fremont School
- encourage my child to do homework assignments independently but will be available if needed to advise and help so he/she can continue working independently.

----------Tear-off----------

2024-25 School-Parent-Student Compact

Please sign to indicate you have received this and read it with your child. Return only the bottom portion to your child's teacher.

Parent's Signature _____ Child _____ Room _____ Date _____

Child's Signature _____ Date _____

Teacher's Signature _____ Date _____

JOHN C. FREMONT ELEMENTARY SCHOOL
4000 East Fourth Street, Long Beach, California 90814
Phone: (562) 439-6873 ¨ FAX (562) 433-1826

September 24, 2024

Parent Involvement Guidelines

Fremont Elementary School recognizes that parents/guardians are their children's first and most influential teachers and that continued parent partnership in the education of children contributes greatly to student achievement and a positive school environment. In order to engage parents/guardians positively in their children's education, Fremont School will:

1. Initiate consistent and effective two-way communication between the home and school so that parents/guardians may know when and how to help their children in support of classroom learning activities.

2. Encourage parents/guardians to serve as volunteers in the schools, attend student performances and school meetings, and participate in site councils, advisory councils and other activities in which they may undertake governance, advisory and advocacy roles. Promote a culture of respect, kindness, collaboration and engagement between staff, parents/guardians, students and the wider community.

3. Receive training for staff that fosters effective and culturally sensitive and sustaining communication with the home, including training on how to communicate with non-English speaking parents/guardians and how to give parents/guardians opportunities to assist in the instructional process both at school and at home.

4. Include parents and guardians of English Language Learners in the development, implementation, and evaluation of core and categorical programs for English learners, while honoring and supporting the assets of students' home languages. Engage with parents about how they can be involved in the education of their children and be active participants in assisting their children to achieve English proficiency, achieve at high levels in core academic subjects and meet challenging state academic standards expected of all students.

5. Support and learn from parents/guardians around developing parenting skills and providing home environments that support their children's academic efforts and their development as responsible members of society.

6. Support and learn from parents/guardians in how parents/guardians can directly affect the success of their children's learning and provide them with techniques and strategies that they may use to improve their children's academic success and help their children in learning at home.

School plans shall delineate specific measures that shall be taken to increase parental involvement with their children's education, including measures designed to involve parents/guardians, honoring and supporting cultural and home languages or other aspects of students home lives, ensuring they do not inhibit involvement and participation.

In Partnership,

Chris Lounsbery

Fremont Elementary Principal

LEGAL REFERENCES
EDUCATION CODE
11500-11506 Programs to encourage parental involvement
Adopted: January 28, 1991
Revised: March 1, 1994
February 6, 2001
March 7, 2007 LONG BEACH UNIFIED SCHOOL DISTRICT