



SCHOOL PLAN  
FOR  
STUDENT ACHIEVEMENT

YEAR 3 REVISION  
(SY 2019-2020)

FREMONT ELEMENTARY

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School Year: 2019-2020 - Revision

# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Fremont Lopez Elementary	39686760111351	Original – 03/05/2018 Revision – 05/29/2019	Original – 04/10/2018 Revision – 06/25/2019

## Purpose and Description

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

Fremont Lopez Elementary is implementing a Schoolwide Program.

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

Fremont Lopez Elementary’s school plan aligns with the district’s Local Control Accountability Plan (LCAP) as each goal (and its associated strategy(ies)/activit(ies)) can be referenced to the LCAP’s intent.

## Stakeholder Involvement

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

### Involvement Process for the SPSA and Annual Review and Update

Fremont Lopez Elementary developed a three-year (2017-2020) school plan which aligned to the district’s goals and incorporated strategies specific to its school. The original plan was reviewed by the school’s School Site Council on March 5, 2019 and obtained board approval on April 10, 2018.

Throughout the 2017-2018 school year, the School Site Council reviewed the activities relating to budget adjustments and modifications to the strategies originally identified.

Fremont Lopez Elementary and its School Site Council reviewed the progress of the 2017-2018 (Year 1) culminating the document 2017-2018 SPSA Evaluation. This evaluation included responses to four questions focusing on each goal within the SPSA. Question 1 inquired about the implementation of strategies within the plan. Question 2 inquired about the effectiveness of the strategies within plan. Question 3 inquired about material changes – fiscal or programmatic. Question 4 inquired about future changes based on the results of questions 1 and 2.

In school year 2018-2019, also Year 2, Fremont Elementary initiated a needs assessment process that included a review of the school's mission and educational expectation, data, assessments and gaps. These meetings with stakeholders included the School Site Council, parents, teachers, and the Tyler Skills Parent Teacher Organization. In summary, the needs assessment identified a gap in math with areas of focus such as foundational concepts.

## Resource Inequities

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

This section is not applicable for Fremont Lopez Elementary.

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal 1 – Student Achievement

ELA/ELD SMART Goal:

Target Goal: By June 30, 2020 Increase our ELA percentage of students meeting or exceeding the ELA standards.

- EL – from 1% to 10%
- Hispanic- from 15% to 20%
- Increase the number of class visit to the library
- Increase the number of school wide literacy events.
- Assist with the distribution of new curriculum

Math SMART Goal:

By June 30, 2020, decrease the distance from standard by 6 points in Math for All Students.

## Identified Need

### ELA/ELD:

Academic Performance, based on SBAC Dashboard Results

ELA increased 11 points. 6 points or more in ELA/Math equals significant increase.

### Math:

Academic Performance, based on SBAC Dashboard Results

Math increased 5.7 points

6 points or more in ELA/Math equals significant increase.

**Annual Measurable Outcomes**

ELA/ELD - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - ELA (All Students)	97 points below	90 points below

Math - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - Math (All Students)	121.7 points below	115.7 points below

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

To increase writing proficiency using AVID note taking strategies, visual thinking strategies, to meet grade level expectations (e.g., 2/3 column notes, Cornell Notes, accordion book development) that supports student collaboration (e.g., pair-share, philosophical chairs, carousel, etc.).

To provide students with resources and support to increase their level of academic questioning using AVID Inquiry strategies to increase rigor and meet grade level expectations (e.g., level 2 and 3 question development, close reading, visual thinking, arts integration, etc.) that supports student collaboration (e.g., pair-share, philosophical chairs, carousel, fish bowl, total physical response (Tableau), etc.).

To provide students with organizational tools that support AVID organizational strategies to meet grade level expectations (e.g. homework folders, agenda planners, desk checks, etc.) supporting student collaboration (e.g., binder checks, etc.).

License Agreement: Visual Thinking Strategies, and Various Integrated Arts Strategies supporting student writing. The integrated strategies will have a writing component to be measured.

AVID Strategies for Elementary and Secondary Specifically for tutorials, Cornell note taking.

Teacher extra Pay, will compensate teachers helping prepare writing rubrics, and prompts that align grade level and vertically.

#### Additional Hourly Pay Calculation

45 teachers X 6.5 hours X \$60 = \$17,550 (Allocating \$17,798)

Funding will support PLC teacher collaboration on increasing writing proficiency.

#### Additional Hourly Pay Calculation

45 teachers X 6.5 hours X \$60 = \$17,550 (Allocating \$17,798)

Instructional Material/Supplies: AVID specific supplies: planners (intermediate grades 4-8), binder, Cornell Notes templates/paper, whiteboards, chart paper, easels, whiteboard markers/erasers. Visual Thinking Strategies Pre and Post Test writing documents. Accordion book supplies: construction paper, color pencils/markers/crayons. Paper, Ink Cartridges. Headphones w/microphones. Projectors bulbs.



Equipment: document cameras, projectors, classroom printers, chromebooks and Chromebook charging carts

Teachers will use various equipment such as the laminator, copier/printer, Duplo, poster maker. Maintenance agreements ensure the equipment is available and usable to provide a print rich environment.

Duplicating expenses are for student materials in larger quantities such as planners (primary K-3), plays, short stories, to be used as additional resources/manipulatives for student learning.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
\$2,005 - 58450 (License Agreements)	Title I - 50643
\$4,888 - 56590 (Maintenance Agreements)	Title I - 50643
\$17,798 - 11500 (Teacher Additional Hours)	Title I - 50643
\$17,798 - 11500 (Teacher Additional Hours)	LCFF - 23030
\$28,477 - 43110 (Instructional Materials/Supplies)	Title I - 50643
\$26,722 - 43400 (Equipment)	Title I - 50643

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students, Subgroup: English Learners

### Strategy/Activity

Provide students with opportunities to increase reading proficiency through small group and individualized instruction including supporting practices that promote literacy skills and foundational mathematics skills and math fluency.

Bilingual Assistant will implement the push-in model - reinforcing daily classroom activities focusing on EL language support for ELA and math concepts taught.

Extended day tutoring focusing on math providing students support for at least 1 hour a day for 3 days a week. (1 teacher per grade level at minimum)

#### Teacher (Staff) Pay Calculation

8 teachers X 3 hours X 26 weeks X \$60 rate of pay = \$37,440

Assistant Principal will oversee the EL reclassification components supporting the EL program. Maintain the scheduling of Bilingual Assistant based on most need in classrooms.

Teachers will use various equipment such as the laminator, copier, Duplo, poster maker. Maintenance agreements ensure the equipment is available and usable to provide a print rich environment.

Duplicating expenses are for student materials in larger quantities such as plays, short stories, to be used as additional resources/manipulatives for student learning.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

\$42,141 - 21101 (Bilingual Assistant)

LCFF - 23020

\$38,104 - 30000 (Statutory Benefits)

LCFF - 23020

\$15,213 - 22601 (Library Media Clerk)

LCFF - 23030

\$4,845 - 30000 (Statutory Benefits)

LCFF - 23030

Amount(s)

Source(s)

\$70,000 - 13201 - (.5 FTE Assistant Principal)

LCFF - 23020

\$37,440 - 11500 (Teacher Additional Hourly)

LCFF - 23030

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

**Strategy/Activity**

Teachers will enhance NGSS (science) curriculum through hands-on science experiments integrating Science Technology Engineering Mathematics (STEM) projects to include STEM project materials.

Applicable supplemental instructional materials include math manipulatives, paper for graphic organizers, writing tools - whiteboards/chart paper, STEM specific materials including Little Bits project materials, science specific project materials, 3D printers.

Teachers will use various equipment such as the laminator, copier, Duplo, poster maker. Maintenance agreements ensure the equipment is available and usable to provide a print rich environment.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

\$2,977 - 43110 (Instructional Materials)

LCFF - 23030

\$5,000 - 43400 (Equipment)

LCFF - 23030

## Strategy/Activity 4

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Provide teachers with professional learning opportunities to supplement core instruction focusing on AVID and art integration, such as co-teach, demo lessons in the classroom, conferences/training, data analysis, coaching, extended collaboration, etc. focusing on evidenced based, instructional practices; writing, mathematics, integrated ELD strategies, and phonics.

The Program Specialist facilitates the teacher support activities including co-teaching, demonstration of lessons in the classroom and analysis of data.

#### Conferences:

- \* PLC Conference - June 2020 - grade level representation - 1 teacher from each life level
- \* AVID Conference - June 2020 - grade level representation (primarily new teachers)
- \* CABE Conference - March 2020 - administrator, program specialist, teachers
- \* County Math Workshops - throughout school year - All math teachers
- \* Arts Integration - throughout school year - grade level representation (primarily new teachers)

Provide release time for teachers to attend training.

#### Substitute Pay Calculation:

89 days X \$200 = \$17,800 (Allocating \$17,909)

54 days X \$200 = \$10,800 (Allocating \$10,984)

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

\$18,886 - 52150 (Conference)

Title I - 50643

\$49,977 - 52150 (Conference)

LCFF - 23030

\$17,909 - 11700 (Substitute)

Title I - 50643

\$10,984 - 11700 (Substitute)

LCFF - 23030

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Subgroup: Preschool, Transitional Kindergarten

**Strategy/Activity**

Provide students opportunities to:

- \*interact with their peers who will attend their kindergarten class promoting social skills,
- \*establish a connection between the kindergarten teacher and preschooler,
- \*practice kindergarten rituals such as eating in the cafeteria, attending assemblies and visiting the computer lab, and
- \*attend the district’s one-week Summer Bridge program.

Preschool parents will be provided the opportunity to participate in classroom and school events and to learn about school readiness and early literacy activities.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

Centralized Service.

Title I

# Annual Review – Goal 1

**SPSA Year Reviewed: 2017-2018**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## Analysis

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

### Implementation

- Staff Professional Development in AVID
- Grade Level Collaboration
- Attending AVID Summer Institute and other AVID trainings (district provided)
- Staff professional development is used to train teachers in the Arts.
- Teachers are trained through Alameda County Office of Education in the Integrated Learning Specialist Program (ILSP.)
- Members of the data team and art leadership team attended the Southwest Art Integration conference in Austin Texas.

### Effectiveness

Received AVID Certification (for the 2nd time) Elementary and secondary.  
Steady increase in MAP data (Math and Reading)  
Fremont Lopez Team was requested to present at Turnaround Arts National Leadership in Virginia.

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

### Material Changes

Personnel was reduced by District for 3/4 of the year.

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

### Future Changes

Only staff turnover may cause changes, but we will continue to provide training in Art & AVID strategies.

## Goal 2 – School Climate

Suspension –

By June 30, 2020, decrease suspension for All Student by .3% to 9.6% (Orange).

Attendance/Chronic Truancy –

By June 30, 2020, decrease chronic absenteeism for All Student by 3% to 19.2% (Yellow).

### Identified Need

Suspension –

2018: 9.9% with a change of -3.9% (Yellow)

Attendance/Chronic Truancy –

2018: 22.2% with a change of 2% (Red)

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspensions (All Students)	9.9%	9.6%
Chronic Absenteeism (All Students)	22.2%	19.2%



**Strategy/Activity 1**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students, Subgroup: Chronically Absent Students

**Strategy/Activity**

Parent Liaison will conduct outreach to students who have been identified as chronically absent and their parents. Parent Liaison will have initiated the contact with telephone calls up to conducting home visits. Will provide bi-monthly reports on the contacts and the results and how many students have been recovered back into school.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

\$87,000 - (.750 FTE Parent Liaison)

Title I - 50671

# Annual Review – Goal 2

## SPSA Year Reviewed: 2017-2018

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### Analysis

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

#### Implementation

CHAMPS noise level posters in every classroom and common area.

Student clubs included: Boys to Gents, Girl Power, PLUS etc.

Counselor organized inter/intra district teams in football, basketball, soccer and volleyball

Focus Five Acting Right (the Actor’s Toolbox) played every morning over announcements in order for students to “sign the daily contract”

Attendance incentives included classroom trophies and individuals with high attendance received taco truck party.

Students with no referrals received Super recess once a month.

#### Effectiveness

The implemented strategies lowered our discipline referrals and suspensions. It also increased attendance.

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

#### Material Changes

More positive incentives for students and greater frequency

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

#### Future Changes

We will continue to support our initiatives.

# Goal 3 – Meaningful Partnerships

By June 30, 2020, increase parent participation by 10%.

## Identified Need

Parent Meetings

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Participation - Sign-in Sheets	Establish Baseline	10%

**Strategy/Activity 1**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

**Strategy/Activity**

Provide parents with support and resources that empowers them be engaged in their student’s learning such as parent meetings (e.g., Parent Coffees, etc.), parent/teacher conferences (APTT), parent training (e.g., ESL classes, School Smarts, etc.), communication, after school academic focused activities (e.g. Family Art Nights, Musicals, Showcases, Multicultural Family and Community Fair, AVID College Night, AVID College Field Trips, etc.), etc.

Purchase materials to support topics that assist the parent in learning instructional strategies to use at home.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
\$3,723 - 43200 (Non-Instructional Materials)	Title I - 50643
\$3,106 - 43200 (Non-Instructional Materials)	Title I - 50647
\$1,000 - 43400 (Parent Meeting)	Title I - 50647

## Annual Review – Goal 3

### SPSA Year Reviewed: 2017-2018

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### Analysis

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

#### Implementation

Every Grade level held two Academic Parent Teacher Team conferences.  
AVID and ARTS Team hosted a parent night  
We hosted our 4th annual Multi-Cultural Fair

#### Effectiveness

Attendance at all events continue to be steady.

Multicultural Fair reached its highest attendance of the four years.

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

#### Material Changes

No significant material change was identified in this area.

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

#### Future Changes

We will continue to work on finding enhancements to increase parent/student school engagement.

# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$211,514
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$505,993

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$211,514

Subtotal of additional federal funds included for this school: \$211,514

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

State or Local Programs	Allocation (\$)
LCFF	\$294,479

Subtotal of state or local funds included for this school: \$294,479

Total of federal, state, and/or local funds for this school: \$505,993