



# School Plan for Student Achievement

For the School Year

July 1, 2020 – June 30, 2021

Version 1

Fremont Lopez Elementary School

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School Year: 2020-2021

# 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	ELAC Recommendation to SSC Date	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Fremont Lopez Elementary	39686760111351	Ver 1 – 05/15/2020	Ver 1 – 05/15/2020	Ver 1 – 07/28/2020

## Purpose and Description

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

Fremont Lopez Elementary is implementing a School-wide Program. The school has been identified as a Comprehensive Support and Improvement (CSI) school for the 2020-2021 school year.

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 school plan aligns with the district's Local Control Accountability Plan (LCAP) as each goal and its associated strategies/activities 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 one-year (2020-2021) 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 May 4, 2020. Throughout the 2019-2020 school year, the School Site Council reviewed the activities relating to budget adjustments and modifications to the strategies originally identified. Fremont Elementary and its School Site Council reviewed the progress of the 2018-2019 and 2019-2020.

PBIS meetings in December 2019, January and February of 2020 we (leadership team/ consisting of Admin, Counselors, ISS teacher, Parent, student) discussed the importance of providing students with attendance and social emotional learning. Feedback given was that clear directions and consistency are key in implementation. Signage and a cohesive roll out of the program to officially launch in March of 2020 would be helpful, Assemblies, posters, and creating a school wide effort to build a robust program would be necessary to ensure PBIS was an initiative that everyone on campus would know about.

ELAC/SSC meetings- discussed the importance of student engagement and the committee agreed that the PBIS group had good feedback and how we can allocate funding to support the school climate.

Coffee Chats- gave parents the opportunity to discuss school climate, school concerns, academic support, community support available, etc. Recommendations were made such as what to do with students who "bully." Discussions were of how the school is working to improve positive climate through PBIS and other initiatives.

DATES	MEETING	# OF ATTENDEES
9/10/2019	INTRO PRESENTATION	22
10/18/2019	BULLYING PRESENTATION	27
11/12/2019	MIGRANT ED RESOURCE	12
12/10/2019	WINTER PRESENTATION	20
1/14/2020	LCAP SURVEY	19
1/28/2020	DIABETES WORKSHOP	15
1/31/2020	GRAD WORKSHOP	29
2/4/2020	DIABETES WORKSHOP	15
2/18/2020	DIABETES WORKSHOP	9
2/25/2020	DIABETES WORKSHOP	18
3/3/2020	DIABETES WORKSHOP	15

Due to COVID, we were never able to fully implement PBIS to fidelity in the 2019-2020 school year.

# Resource Inequities

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

- 5-New Teachers and 2-Long term substitutes in classrooms – 2018-19 a long term sub in 3rd, 4th, 6th, and 7th; 1 non-reelect; 2017-18 long term sub in 1st, 3rd needed additional teacher in classroom to support, mid-year hire 6th, two 6th grade teachers left beginning of year; 3 non-reelect
- Curriculum
- Lack of planning time due to sub positions not filling
- Coaches are pulled out for trainings
- Instruction
- New teachers
- Over the past years, there has been a new administrative team, new counselor, several newly hired teachers and other teachers who have transferred to other sites
- Since fall of 2019, there is new adoption for ELA and math
- Teachers need ongoing professional development and this is the first year of implementation
- Lack of professional development in writing across the grade levels and in alignment with SBAC in grades K-8
- Lack of professional development of effective strategies to develop listening skills and Tier 2 and Tier 3 vocabulary in grades K-8 during designated and integrated ELD
- Need for continual conversations between grade levels
- Lack of vertical articulation on priority ELA standards and the Ins and Outs for grade levels K-8

Students are sick often · Families leave on prolonged trips

Many of our students that are homeless or SWD are bussed in and not as connected with the school because of distance and lack of transportation to the school. ·

Families that are experiencing trauma and poverty may not feel comfortable at the school because of shortage of support. · Families leaving for extended periods of time during/ overlapping breaks · Minimal opportunities for students to engage in structured activities during recess and lunch, this may include the following: lunch time activities, social groups, structured activities (Sports for Learning)

# Goals, Strategies, Expenditures, & Annual Review

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

## LCAP/SPSA Goal 1 – Student Achievement

School Goal for ELA/ELD: (Must be a SMART Goal)

The percentage of all students scoring at grade level or higher in ELA will increase by 3% by the end of the 2020-2021 school year as measured by Benchmark Advance and I-Ready.

In June 2021, the percentage of all students meeting ELA standards will increase by 3% as measured by SBAC.

By June 2021 Fremont will reclassify from the student's base level score (L1, L2 or L3) to the next level by 10% of the ELD population of approximately 350 students. So upon completion of the 2020-2021 school year, 35 students will have moved from one level to the next.

School Goal for Math: (Must be a SMART Goal)

The percentage of all students scoring at grade level or higher in Math, will increase by 3% by the end of 2021 school year as measured by Benchmark and I-Ready.

The percentage of all students meeting achievement standards in math will increase by 3% by the end of year as measured by SBAC.

## Identified Need

- Be sure English Learner data is reviewed and included.

ELA/ELD data:

Fremont students are not meeting ELA/ELD standards according to the California Dashboard.

SBAC:

- Decrease the distance from L3 and minimum of 3 points to 47.8
- Each of subgroups decreasing by a minimum of 3% points from L3
- Minimize ELA Distance from standard or L3 Goal:

Students overall:

- 5.2 All Students
- 39.8 AA (African Americans)
- 23.1 ELs (English Learners)
- 36.9 SWD (Students with Disabilities)

ELA I-Ready:

61% have not met grade level standards

EL'S: 48.5% **not** making progress towards English language proficiency.

SBAC:

Percentage of students that met or exceeded grade level standards:

- 16-17' at 11.07%
- 17-18' at 15.36%
- 18-19' at 18.23%

EL Reclassification Rates

Percentage of students reclassified from English Learner to English Proficient

- 16-17' at 22.4%
- 17-18' at 29.2%
- 18-19' at 43.5%

ELA I-Ready (Winter):

Percentage of students that met or exceeded grade level standards:

19-20' at 39% (Green)

ELPAC:

Percentage of students at all ELD levels that are making progress towards English:

2019 at 49.6%

2018 at 51%

35 ELD students will improve at least one Level by June 2021

Math:

SBAC:

Percentage of students that met or exceeded grade level standards:

16-17' at 7.97%

17-18' at 8.02%

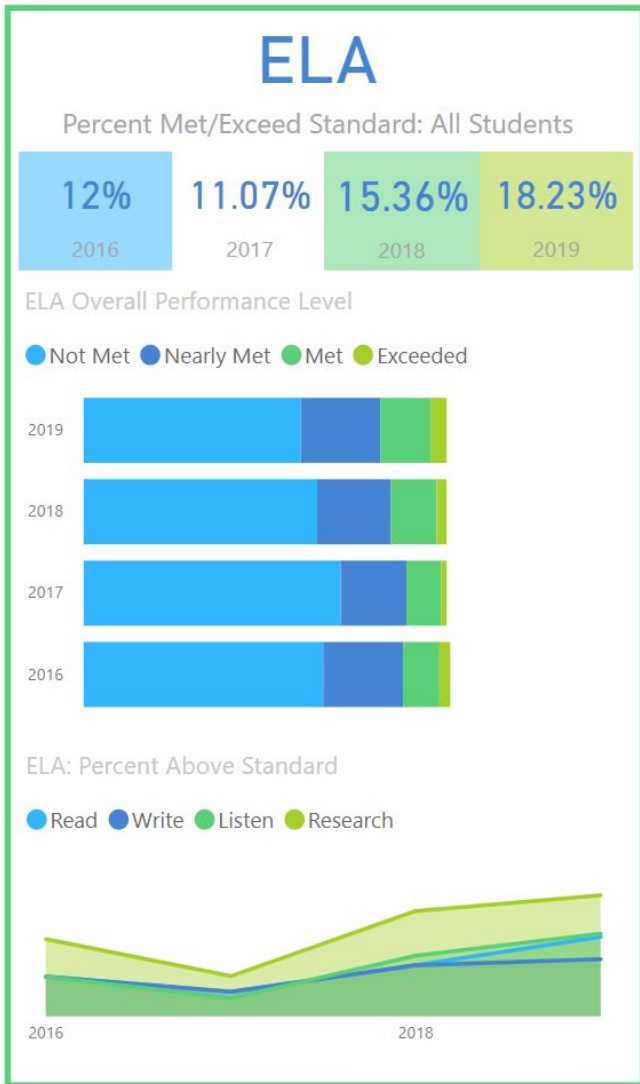
18-19 at 12.04%

Math I-Ready (Winter):

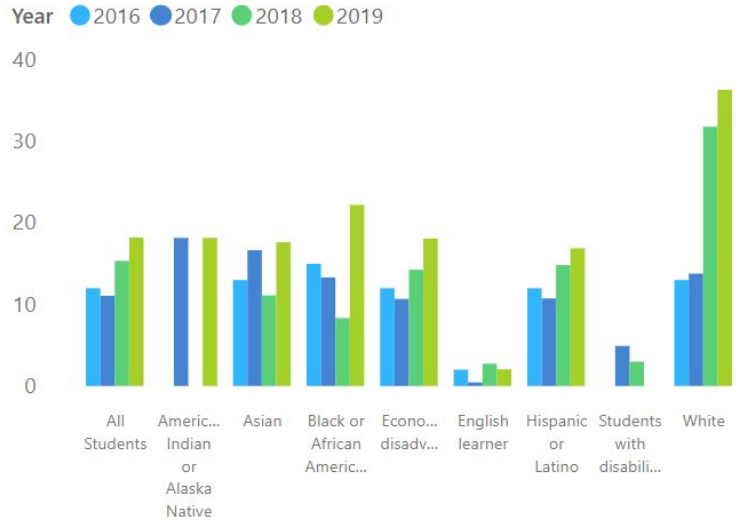
Percentage of students that met or exceeded grade level standards:

19-20' at 34% (Green)

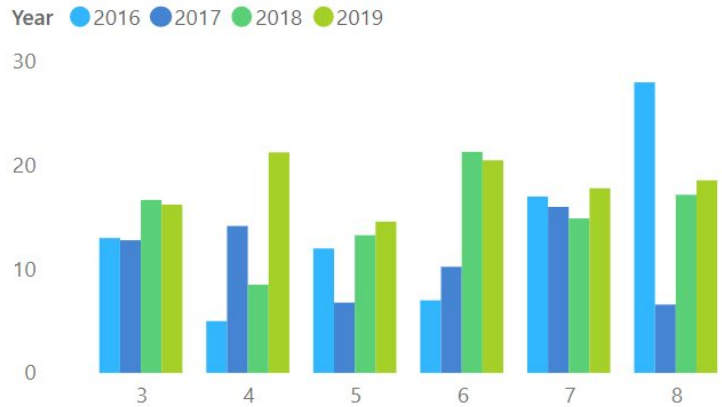




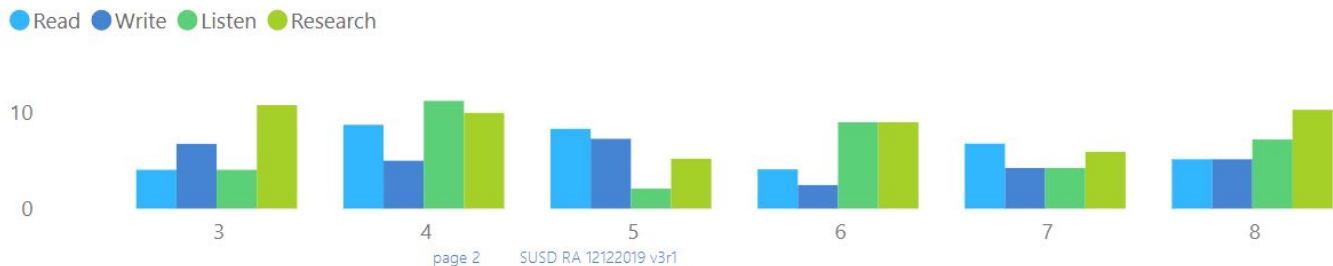
ELA CAASPP: Percent Met/Exceed Standard

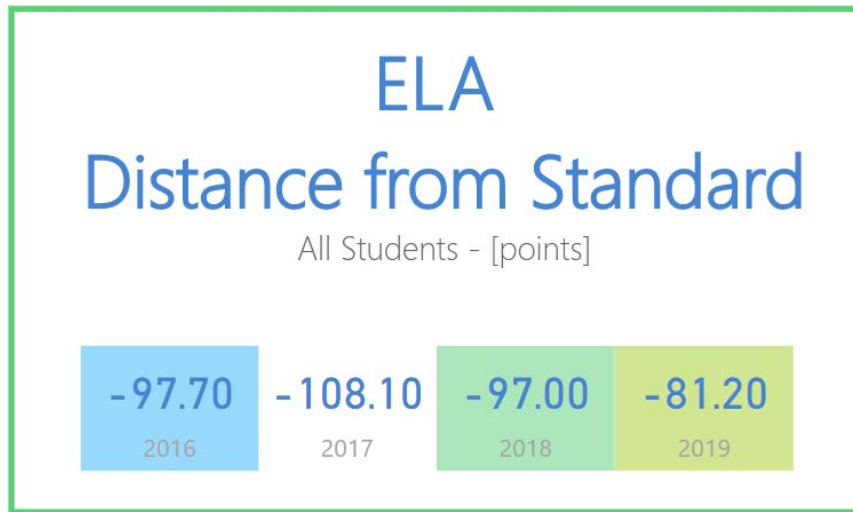


ELA CAASPP: Percent Met/Exceed Standard by Grade Level



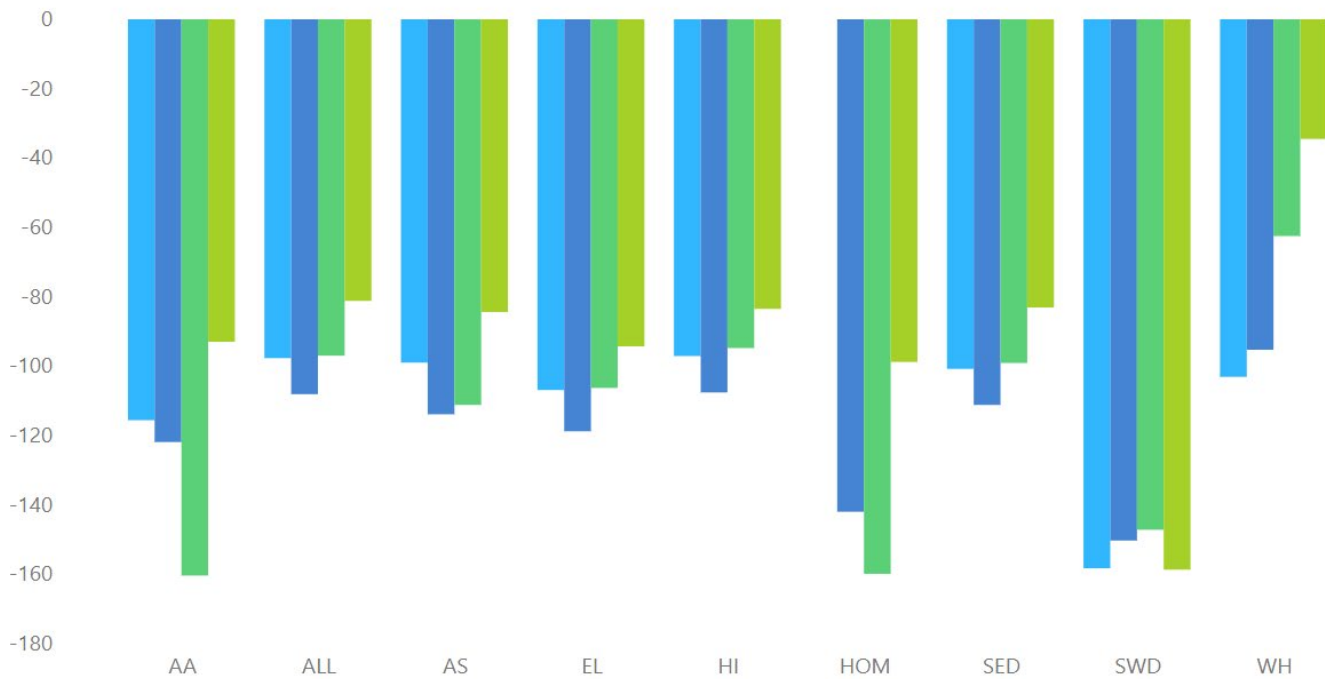
2019 Prelim ELA CAASPP: Area - Percent Above Standard





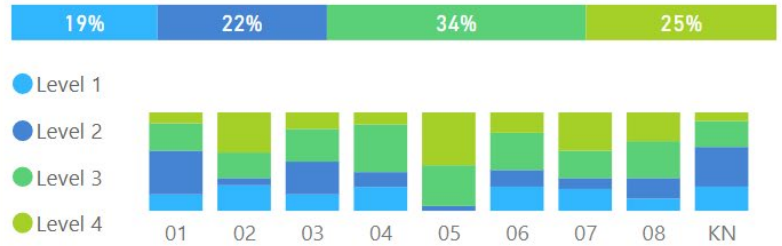
ELA Distance from Standard [points]

Year ● 2016 ● 2017 ● 2018 ● 2019

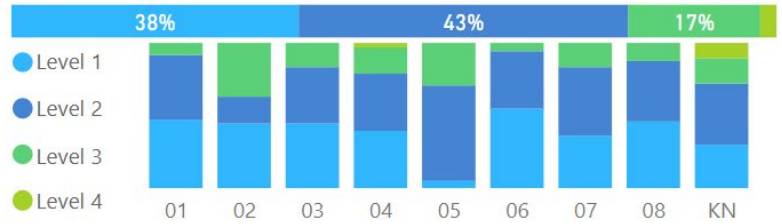




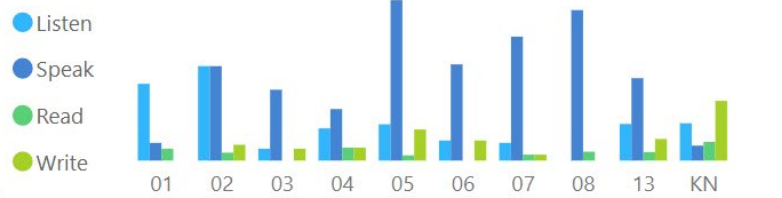
### Oral Language Overall Performance Level



### Written Language Overall Performance Level



### Performance Area: Percent Well Developed



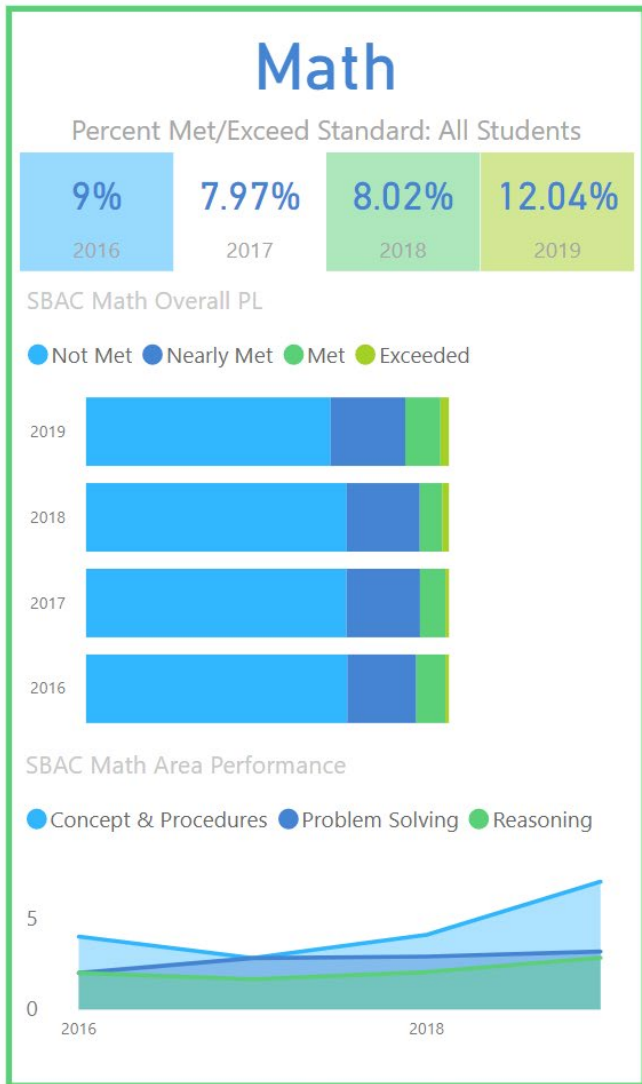
### English Learner Progress Reclassification Rates



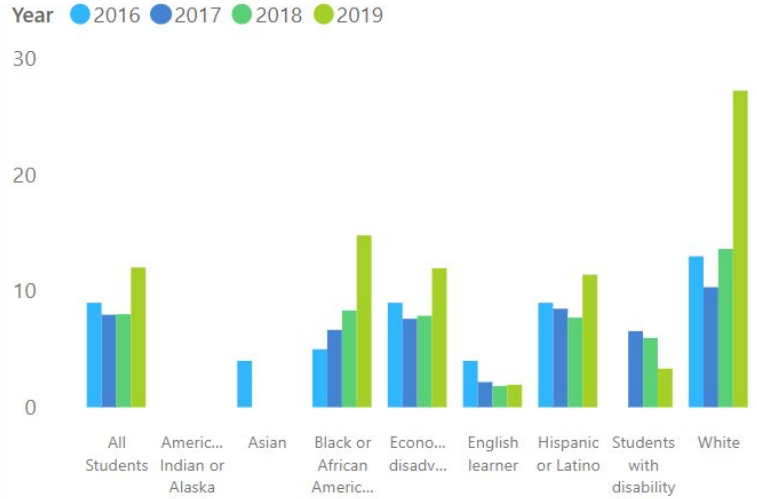
### English Learner Progress Indicator (ELPI)

49.6%

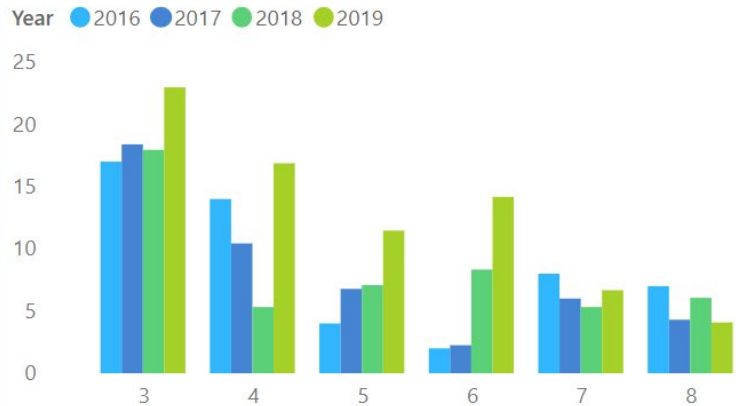
ELPI 2019



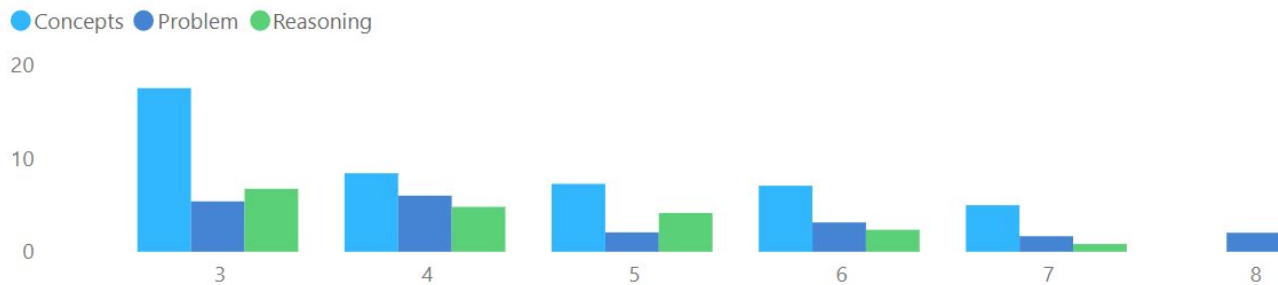
Math CAASPP: Percent Met/Exceed Standard



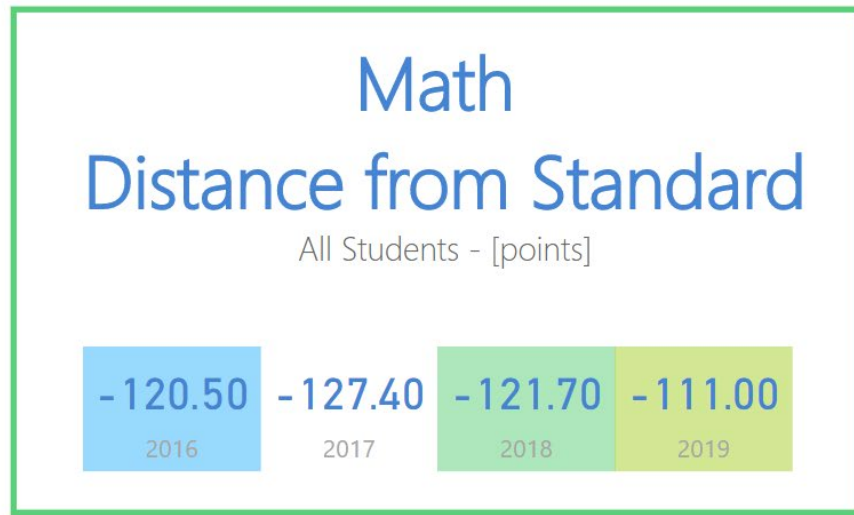
Math CAASPP: Percent Met/Exceed Standard by Grade Level



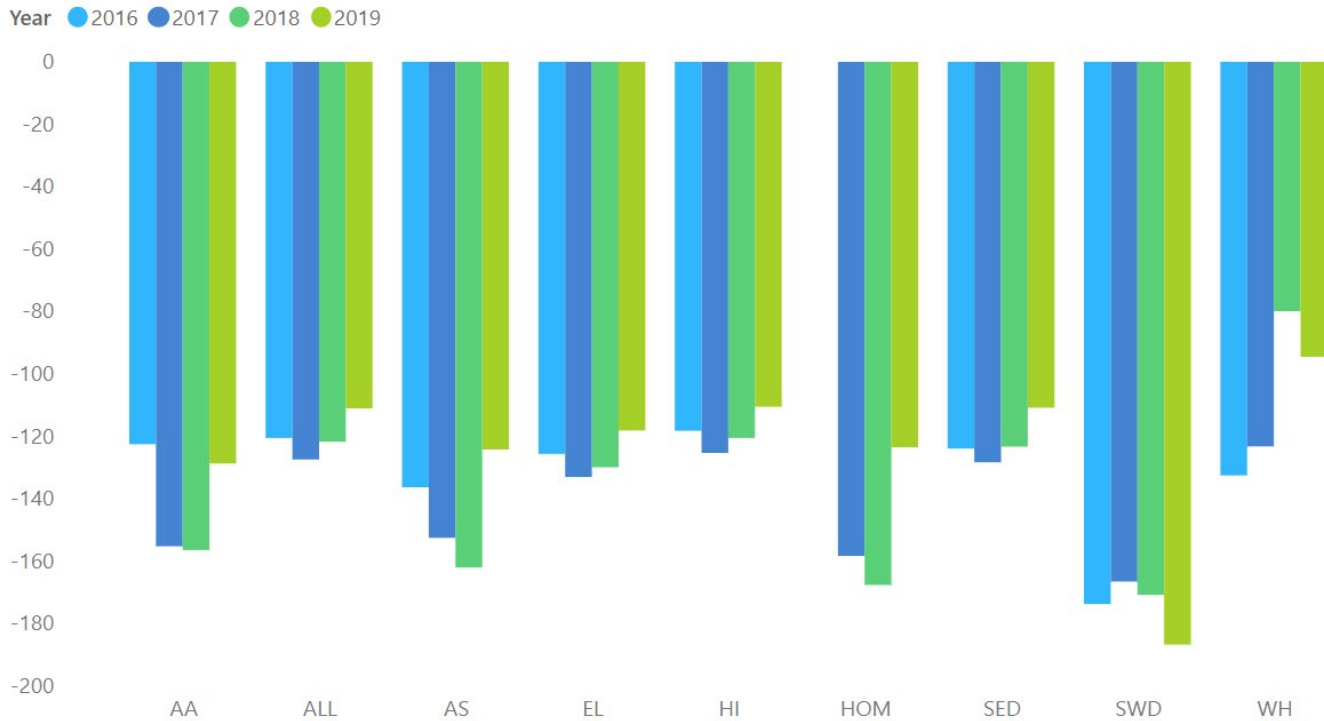
2019 Math CAASPP: Percent Above Standard



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Math Distance from Standard [points]



# PSAT NMSQT Grade 10

Percent Met Evidence-Based  
Reading & Writing  
Benchmark

Percent Met Mathematics  
Benchmark

Percent Met ERW &  
Math Benchmark

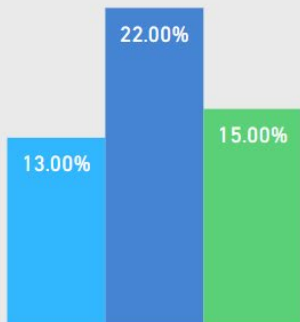
## PSAT 8/9 Grade 8

Percent Met Evidence-Based  
Reading & Writing  
Benchmark

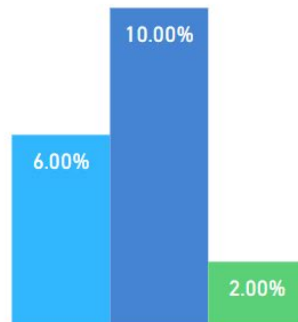
Percent Met Mathematics  
Benchmark

Percent Met ERW &  
Math Benchmark

Year ● 2016 ● 2017 ● 2018



Year ● 2016 ● 2017 ● 2018



2.00%

2016

7.00%

2017

2.00%

2018

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**Annual Measurable Outcomes**

ELA/ELD - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - ELA (All Students)	-63.2 points below	-60.2 points below

Math - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - Math (All Students)	-111 points below	-101 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 - \$3,000: 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/math rubrics, and prompts that align grade level and vertically.

Additional Hourly Pay Calculation

45 teachers X 7.5 hours X \$60 = \$20,250 (Allocating \$20,979)

Provide students with materials, resources, and supports to increase Math proficiency through AVID and supplemental core instructional strategies to meet grade level expectations in all Math domains, including Concepts and Procedures.

Instructional Material/Supplies - \$21,477: 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 - \$26,722: document cameras, projectors, classroom printers, chromebooks and Chromebook charging carts

Maintenance Agreements - \$6,000: 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 - \$10,000: 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 1

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.

#### Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$21,477	43110	Instructional materials
\$26,722	44000	Equipment
\$20,979	11500	Teachers Add Comp
\$6,000	56590	Maintenance agreement
\$3,000	58450	License agreement

#### Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
\$79,924	13101	.5 FTE Assistant Principal (salary & benefits)

## 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 assist (.75)

Bilingual assist (.4375)

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

Both bilingual assists work in order to meet the needs of our TK – 2<sup>nd</sup> grade students who are English Learners and adapting to a classroom with a diverse group of students who need additional support. Data shows students are improving with the help of support in the classroom, in a small group setting specifically for reading instruction, Benchmark Advance.

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

5 teachers X 3 hours X 26 weeks X \$60 rate of pay = \$23,400 (Allocating \$25,440)

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

Library/Media Clerk (.4375) assists with meeting students by helping them to select leveled reading texts to further reading skills. Media clerk will also facilitate read-aloud in classrooms as well as catalog all materials in the library so that every student can access books. Media clerk will work with staff to determine appropriate texts to pair with units of study.

### Proposed Expenditures for this Strategy/Activity 2

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
\$63,615	21101	.75 FTE Bilingual Assistant (salary & benefits)
\$23,919	21101	.4375 FTE Bilingual Assistant (salary & benefits)
\$16,401	24101	.4375 FTE Library Media Assistant (salary & benefits)
\$25,440	11500	Teacher Additional Comp

### 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.

Instructional Materials/Supplies - \$2,740: 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,

Equipment - \$2,000: Equipment for lab experiments in 7th and 8th grades and several in the 1st-6th grade to support all life levels of science with STEM projects. Specific materials TBD based on the return to school.

Field Trips – District Transportation - \$1,000: Students will also be able to attend museums (art, history, science, and sports) in addition to field trips to support outdoor education, STEM related activities and awards ceremonies as well as college tours.

#### Proposed Expenditures for this Strategy/Activity 3

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$1,000	57250	Field trips District Transportation

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
\$2,740	43110	Instructional Materials
\$2,000	44000	Equipment

## 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

Because of the instructional gaps that exist according to our data, as well as the achievement gaps, Fremont SSC and ELAC have determined that the school will provide opportunities for professional development for curriculum:

- Equity
- Arts integration (VTS)
- Benchmark Advance
- I-Ready
- My Perspectives
- AVID

● Attend, monitor, and support collaboration meetings to maintain focus on student learning and improve instructional strategies for every student.

● Professional development for staff by the administration and/or outside agencies, instructional coach.

Instructional Coach additional hourly comp to provide support to new teachers with strategic professional development that includes supplemental evidence-based instructional strategies such as AVID to assist with vocabulary development, writing across content areas and rigor.

2 Instructional Coaches X 1 hour per month X 9 months X \$60 = \$1,080

10 teachers X .5 hour per month X 9 months X \$60 = \$2,700 (Allocating \$2,620)

Subs for release time for teachers to collaborate within their grade level and vertically, plan together and engage in peer coaching.

Substitute Pay Calculation (Object Code 11700):

73 days X \$200 rate of pay = \$14,600 (Allocating \$14,785) – Title I

29 days X \$200 rate of pay = \$5,800 (Allocating \$5,984) - LCFF

Academic conferences for teachers that includes data analysis of subgroups with the instructional coaches. Instructional and curriculum support for teachers, especially new teachers

Conferences - \$25,000 – Title I, \$27,977 - LCFF (may include virtual professional learning alternative opportunities):

- \* 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)

#### Proposed Expenditures for this Strategy/Activity 4

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$25,000	52150	Conference
\$14,785	11700	Teacher Substitutes
\$1,080	19500	Instructional Coach Additional Comp
\$2,620	11500	Teacher Additional Comp
		2 @ .5 FTE Instructional Coach – Centralized Service

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
\$5,984	11700	Teacher Substitutes
\$27,977	52150	Conferences

**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 5**

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
		Centralized Service

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description



# Annual Review – Goal 1

## SPSA Year Reviewed: 2018-2019 (Year 2)

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

Master scheduling and professional development supported the development of team collaboration and professional learning community work (PLC). Grade level PLCs collaborate to analyze students' formative and summative assessments as well as discuss effective instructional strategies for all students. Additionally, PLCs worked together to determine intervention/extension needs of students and implement strategies /curriculum to serve them in differentiated targeted areas

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

Because of increase in licensing, maintenance agreements and equipment cost, we increased our total budget significantly to meet those needs. Potential software and conference or professional development cost, we also increase significantly. We decrease teacher substitute by over \$3000 because of little impact and allowances of other parts of the budget.

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.

Our next step is continue to work as professional learning communities to examine our tier 1 core instruction more deeply, including differentiating and scaffolding within core instruction to support the success of all students.

**SPSA Year Reviewed: 2019-2020 (Year 3)**

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.

**2019-2020 (Year 3):**

Implementation/Effectiveness

AVID supplemental strategies were implemented in the classroom and determined effective based on iReady and Benchmark Advanced and MyPerspectives scores.

13 English Learner students have been reclassified as a result of the supplemental supports with small group and one-on-one instruction.

Tutoring supports were provided; however, the overall effectiveness has not been determined due to COVID-19 restrictions and disruptions in the daily instruction and tutoring programs.

STEM related activities were implemented with students improving through student engagement or and interest in academic instructional that supported student learning.

Teacher professional learning was negatively impacted due to COVID-19 restrictions as cancelation trainings and travel occurred.

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

**2019-2020 (Year 3):**

Material Changes

COVID-19 disruptions did not allow for complete expenditures.

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.

**2019-2020 (Year 3):**

Future Changes

Due to COVID-19 restrictions virtual opportunities are being sought out for training.

Student software for supplemental teaching supports and/or intervention is being investigated to provide students with additional opportunities to increase academic success.

## Goal 2 – School Climate

School Goal for Suspension: (Must be a SMART Goal)

By June 2021, decrease the suspension percentage for all students who are suspended by 3%.

School Goal for Attendance/Chronic Truancy: (Must be a SMART Goal)

By June 2021, decrease the percentage for all students who are chronically absent by 2%.

## Identified Need

### Suspension –

According to CA Dashboard data, 2018 suspension rate was 9.9% of unduplicated data. Preliminary 2019 data displays 13.84 of all students

### Suspension for all students

2016 21.9%

2017 13.7%

2018 9.9%

2019 12.9%

### Attendance/Chronic Truancy –

CA Dashboard result for Chronic Absenteeism for 2018 was 22.2%;

For the 2019-2020 (ending in mid-March) year it was 21.9%

### Chronic Absenteeism

2018- 22.2%

2019- 21.91%

2020- % (mid Feb.)

### 2018 – Percentage of Students that are Chronically Absent

African American 55.6%

SWD 25.8%

Two or More Races 22.2%

Socio Economically Disadvantaged 22.9%

### 2019-Percentage of students that are chronically absent

African American 57.14%

SWD %

Two or More Races 8.5%

Socio Economically Disadvantaged 6.9 %

2020 Mid Feb.

African American 11.54%

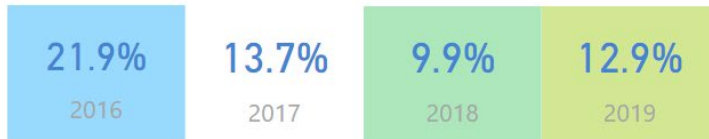
SWD 21.057%

Two or More Races 21.91%

Socio Economically Disadvantaged Unknown

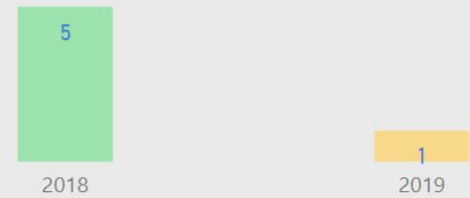
## Suspension Rate

All Students  
percent of unduplicated suspension



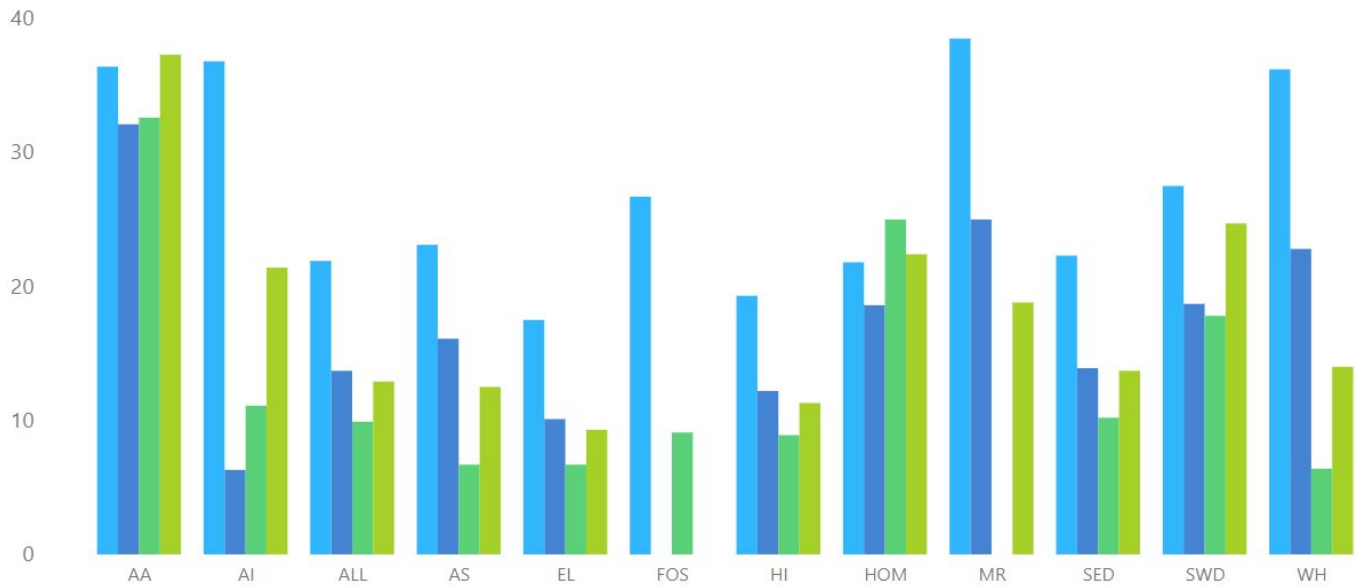
## Expulsion

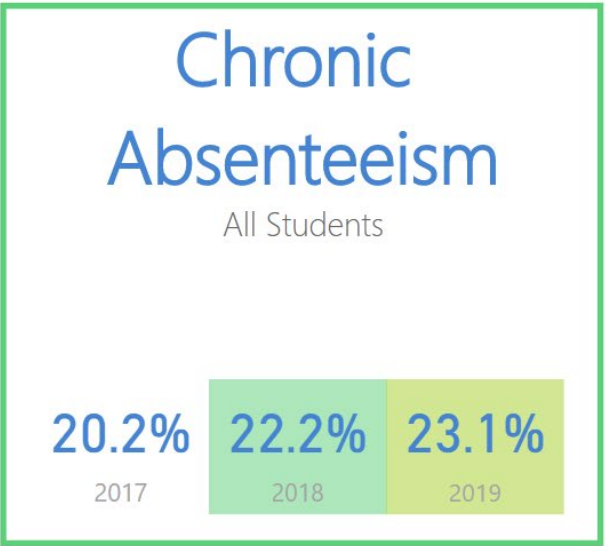
All Students - Count \*2019 Preliminary count  
Expulsion Count by Year - if available



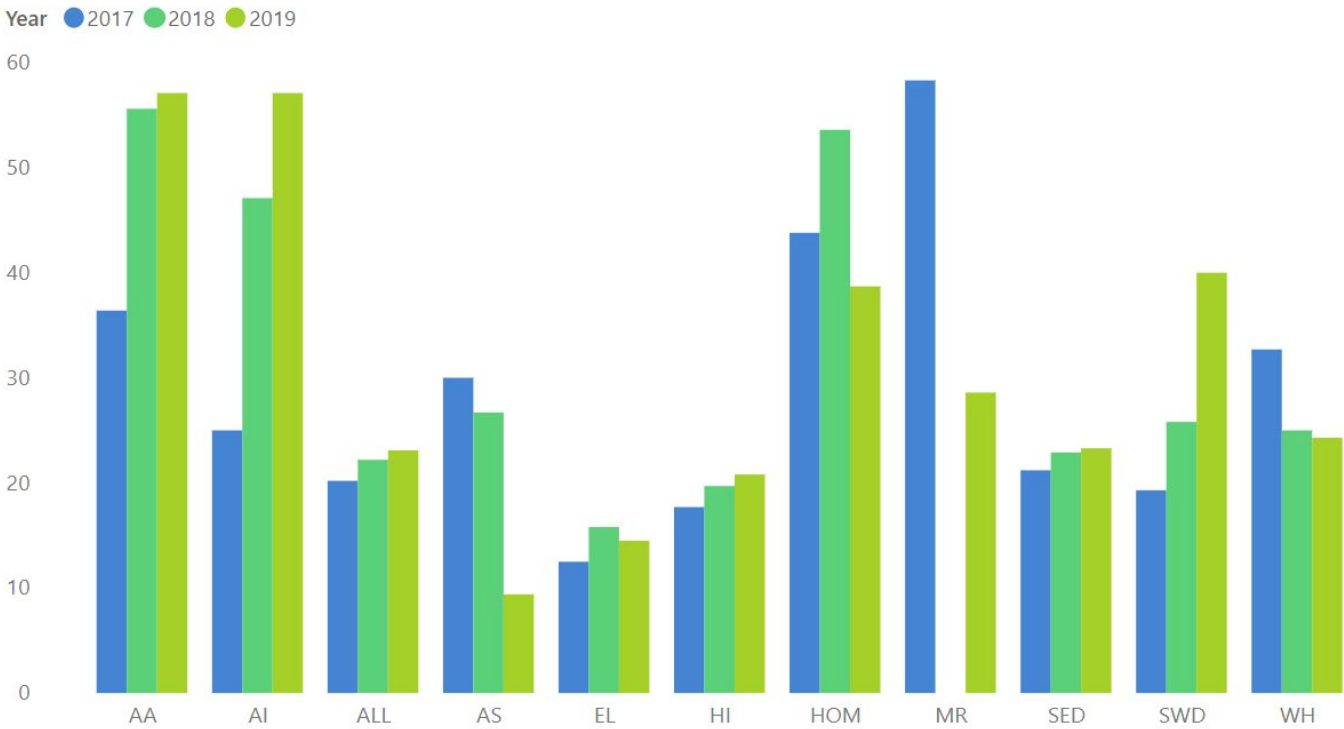
Suspension Rate: Student Group

Year ● 2016 ● 2017 ● 2018 ● 2019





Chronic Absenteeism Rate by Student Group and Year





## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspensions (All Students)	12.9%	7.9%
Chronic Absenteeism (All Students)	23.1%	18.1%

## Strategy/Activity 1

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

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

All students, all grades

### Strategy/Activity

Implement PBIS and MTS programs for structured student engagement to reduce suspension rate by implementing a safe, equitable and conducive learning environment. Outside agencies i.e. Sports for Learning or ASSIST will provide structured activities during recess and lunch time. This will keep students safe and active so that students can engage in fun activities.

Boys to Gents program – mentor-led by counselor and administration to provide positive interaction and allow for conversations among students and adults regarding social-emotional challenges students may be facing

Incentives\* will be provided to students such as assemblies, PLUS forums, anti-bullying programs, guest speakers and prizes, such as certificates, pencils, or other items to be distributed when students have good attendance.

Conflict Management program and Restorative Circles led by counselors to frame conversations so that students benefit from learning to express themselves while listening to resolve a conflict.

- Implementation and make adjustments to support student learning based on student data

- RTI

- PBIS

- Assistant Principals and Principal to attend IEP's, SSTs and CARE meetings for students who are struggling

Parent Liaison: Clearing absences, calling 10-20 parents a day, helping parents navigate school resources, and communicating with teachers regarding student progress, increasing parent engagement, make calls to parents regarding behavior issues to improve communication between home/school, recruit parents to volunteer for school-related activities, explain how to use the internet and hosted several virtual coffee hours with teachers and students to engage them in online learning.

\*Incentives, entertainment, prizes, etc. are not allowable using Title I or site LCFF funds.

### Proposed Expenditures for this Strategy/Activity 1

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
		Funds not allocated.

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
		Funds not allocated.

## Annual Review – Goal 2

### SPSA Year Reviewed: 2018-2019 – Year 2

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/Effectiveness

Not available due to administrative changes.

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

Not available due to administrative changes.

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

Not available due to administrative changes.

**SPSA Year Reviewed: 2019-2020 (Year 3)**

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.

**2019-2020 (Year 3):**

Implementation

Parent Liaison was hired mid-year and began providing outreach, communication, and regular parent meetings focusing on strategies and support to parent to reduce suspension and increase regular and consistent attendance.

Students and families benefited from the position of Parent Liaison. Attendance increased albeit slightly, parent engagement improved and volunteers began to help out in common areas like the cafeteria for supervision. Parents and families began to have a better understanding of how to help their child from home with online learning.

- \* Cleared absences, calling 10-20 parents a day
- \* Helped parents navigate school resources, and communicating with teachers regarding student progress
- \* Increased parent engagement - held 22 workshops and meetings with a total of 279 parents/family members
- \* Made calls to parents regarding behavior issues to improve communication between home/school
- \* Recruited 5 -10 parents to volunteer for school-related activities
- \* During the COVID months (March through May), Parent Liaison helped over 50 families get Chromebooks, explain how to use the internet and hosted several virtual coffee hours with teachers and students to engage them in online learning.

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

**2019-2020 (Year 3):**

Material Changes

None.

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.

**2019-2020 (Year 3):**

Future Changes

None.

## Goal 3 – Meaningful Partnerships

School Goal for Meaningful Partnerships: (Must be a SMART Goal)

By June 2021, Fremont will improve family and community engagement through various activities such as: surveys (LCAP), AVID Nights, Book Faire by 10% as measured by sign in sheets or online survey results.

## Identified Need

### Meaningful Partnerships:

Based on attendance data, parent participation and overall student achievement, the school would benefit from continued partnerships with:

Kaiser Permanente, for health and wellness workshops to improve health education and we will look into mental health workshops for families as well with other local agencies.

Local museums such as the Haggin to encourage our families to see art displayed created by our students in the community (because we are a Turnaround Arts School). This in turn creates a stronger home/school connection to showcase student artwork.

Continue holding Book Faires with Scholastic and earn books to give to parents in order for them to practice reading with their children at home.

Solicit bike donations from community donors like Horace Mann so that students who may need transportation to attend school can get a bike and a helmet.

Pair with colleges and universities (i.e. Delta, UOP, CSUS, UC Davis) to create more field trips so that the college and career ready culture is an experience our students are exposed to

- \* Cleared absences, calling 10-20 parents a day
- \* Held 22 workshops and meetings with a total of 279 parents/family members
- \* Made calls to parents regarding behavior issues to improve communication between home/school
- \* Recruited 5 -10 parents to volunteer for school-related activities
- \* During the COVID months (March through May), Parent Liaison helped over 50 families get Chromebooks, explain how to use the internet and hosted several virtual coffee hours with teachers and students to engage them in online learning.



**Annual Measurable Outcomes**

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance for parent workshops and training (Total including duplication of attendees)	279	280

## 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

Parent Liaison will continue to reach out to parents and families to communicate the importance of attending school while hosting monthly coffee hour meetings, parent workshops, attending SSC and ELAC meetings.

Parent workshops: how to help your child at home and help with software that students use

School staff will host Movie Nights, Parent-Teacher conferences, Multicultural Night, reaching out via BlackBoard and other media to strengthen the home-school communication gap with families.

Parent Meeting - \$2,750: Light snacks and refreshments, parent training materials, such as chart paper, markers, white board, toner, paper, etc. to support parent engagement activities while using various strategies such as gallery walks. These materials will be used during Coffee hour and training sessions to provide visuals and hands-on activities for our parents. We want them to learn in a similar fashion that our students do.

Non-Instructional Materials - \$1,466 – Title I (50647), \$4,000 – Title I (50672): Materials for parent and student involvement activities, such as literacy night, science night, STEM, multicultural night. These materials are essential to provide hands-on activities for our families to learn together and build a community of learning.

### Proposed Expenditures for this Strategy/Activity 1

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$1,466	43200	Non-instructional materials (50647)
\$2,750	43400	Parent Meeting
\$4,000	43200	Non-Instructional Materials

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
\$74,842		Parent Liaison (.75)

## Annual Review – Goal 3

### SPSA Year Reviewed: 2018-2019 – Year 2

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/Effectiveness

Change in site administrator occurred.

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

Change in site administrator occurred.

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

Change in site administrator occurred.

**SPSA Year Reviewed: 2019-2020 (Year 3)**

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.

**2019-2020 (Year 3):**

Implementation

Parent Liaison was hired mid-year and began providing outreach, communication, and regular parent meetings focusing on strategies and support to parent to reduce suspension and increase regular and consistent attendance.

Students and families benefited from the position of Parent Liaison. Attendance increased albeit slightly, parent engagement improved and volunteers began to help out in common areas like the cafeteria for supervision. Parents and families began to have a better understanding of how to help their child from home with online learning.

- \* Cleared absences, calling 10-20 parents a day
- \* Helped parents navigate school resources, and communicating with teachers regarding student progress
- \* Increased parent engagement - held 22 workshops and meetings with a total of 279 parents/family members
- \* Made calls to parents regarding behavior issues to improve communication between home/school
- \* Recruited 5 -10 parents to volunteer for school-related activities
- \* During the COVID months (March through May), Parent Liaison helped over 50 families get Chromebooks, explain how to use the internet and hosted several virtual coffee hours with teachers and students to engage them in online learning.

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

**2019-2020 (Year 3):**

Material Changes

None.

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.

**2019-2020 (Year 3):**

Future Changes

None.

# 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	\$215,721
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	\$463,721

## 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	\$215,721

Subtotal of additional federal funds included for this school: \$215,721

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	\$248,000

Subtotal of state or local funds included for this school: \$248,000

Total of federal, state, and/or local funds for this school: \$463,721

## Budget Spreadsheet Overview – Title I

**FREMONT****Preliminary Budget Allocation - TITLE I****FISCAL YEAR 2020-21**

TOTAL ALLOCATION	\$ 211,505
TOTAL BUDGET DISTRIBUTED BELOW	\$ 211,505
TO BE BUDGETED (Should be \$0.)	0

50647 TOTAL ALLOCATION	\$ 4,216
TOTAL BUDGET DISTRIBUTED BELOW	\$ 4,216
TO BE BUDGETED (Should be \$0.)	0

Object	Description	FTE	TITLE I					TOTAL BUDGET
			50643 GOAL #1 STUDENT ACHIEVEMENT  LOW INCOME	50650 GOAL #1 STUDENT ACHIEVEMENT  ENGLISH LEARNERS	50671 GOAL #2 LEARNING ENVIRONMENT  NEW COST CENTER	50672 GOAL #3 MEANINGFUL PARTNERSHIPS  NEW COST CENTER	50647 GOAL #3 MEANINGFUL PARTNERSHIPS - PARENTS	
Personnel Cost-Including Benefits								
11500	Teacher - Add Comp		\$ 23,599					\$ 23,599
11700	Teacher Substitute		\$ 14,785					\$ 14,785
12151	Counselor							\$ -
13201	Assistant Principal							\$ -
19101	Program Specialist							\$ -
19101	Instructional Coach							\$ -
19500	Instr. Coach-Add Comp		\$ 1,080					\$ 1,080
	OTHER Certificated							\$ -
21101	Instructional Assistant							\$ -
21101	CAI Assistant							\$ -
21101	Bilingual Assistant							\$ -
24101	Library Media Clerk							\$ -
29101	Community Assistant					\$ 74,842		\$ 74,842
	OTHER Classified							\$ -
30000	Statutory Benefits							\$ -
Sub Total - Personnel/Benefits			\$ 39,464	\$ -	\$ -	\$ 74,842	\$ -	\$ 114,306
Books & Supplies								
42000	Books							\$ -
43110	Instructional Materials		\$ 21,477					\$ 21,477
43200	Non-Instructional Materials					\$ 4,000	\$ 1,466	\$ 5,466
43400	Parent Meeting						\$ 2,750	\$ 2,750
44000	Equipment		\$ 26,722					\$ 26,722
43150	Software							\$ -
	OTHER							\$ -
	OTHER							\$ -
Sub Total-Supplies			\$ 48,199	\$ -	\$ -	\$ 4,000	\$ 4,216	\$ 56,415
Services								
57150	Duplicating		\$ 10,000					\$ 10,000
57250	Field Trip-District Trans		\$ 1,000					\$ 1,000
57160	Nurses							\$ -
56590	Maintenance Agreement		\$ 6,000					\$ 6,000
56530	Equipment Repair							\$ -
52150	Conference		\$ 25,000					\$ 25,000
58450	License Agreement		\$ 3,000					\$ 3,000
58720	Field Trip-Non-District Trans							\$ -
58920	Pupil Fees							\$ -
58100	Consultants-instructional							\$ -
58320	Consultants-Noninstructional							\$ -
	OTHER							\$ -
	OTHER							\$ -
Sub Total-Services			\$ 45,000	\$ -	\$ -	\$ -	\$ -	\$ 45,000
GRAND TOTAL			\$ 132,663	\$ -	\$ -	\$ 78,842	\$ 4,216	



## Budget Spreadsheet Overview – LCFF

## FREMONT

## Preliminary Budget Allocation - LCFF

## FISCAL YEAR 2020-21

TOTAL ALLOCATION	\$ 248,000
TOTAL BUDGET DISTRIBUTED BELOW	\$ 248,000
TO BE BUDGETED (Should be \$0.)	0

Object	Description	FTE	LCFF				TOTAL BUDGET
			23030 GOAL #1	23020 GOAL #1	23034 GOAL #2	23035 GOAL #3	
			STUDENT ACHIEVEMENT LOW INCOME	STUDENT ACHIEVEMENT ENGLISH LEARNERS	LEARNING ENVIRONMENT NEW COST CENTER	MEANINGFUL PARTNERSHIPS NEW COST CENTER	
Personnel Cost-Including Benefits							
11500	Teacher - Add Comp		\$ 25,440				\$ 25,440
11700	Teacher Substitute		\$ 5,984				\$ 5,984
12151	Counselor						\$ -
13201	Assistant Principal	0.5000		\$ 79,924			\$ 79,924
19101	Program Specialist						\$ -
19101	Instructional Coach						\$ -
19500	Instr. Coach-Add Comp						\$ -
	OTHER Certificated						\$ -
21101	Instructional Assistant						\$ -
21101	CAI Assistant						\$ -
21101	Bilingual Assistant	1.1875		\$ 87,534			\$ 87,534
24101	Library Media Clerk	0.4375	\$ 16,401				\$ 16,401
29101	Community Assistant						\$ -
	OTHER Classified						\$ -
30000	Statutory Benefits						\$ -
Sub Total - Personnel/Benefits			\$ 47,825	\$ 167,458	\$ -	\$ -	\$ 215,283
Books & Supplies							
42000	Books						\$ -
43110	Instructional Materials		\$ 2,740				\$ 2,740
43200	Non-Instructional Materials						\$ -
43400	Parent Meeting						\$ -
44000	Equipment		\$ 2,000				\$ 2,000
43150	Software						\$ -
	OTHER						\$ -
	OTHER						\$ -
Sub Total-Supplies			\$ 4,740	\$ -	\$ -	\$ -	\$ 4,740
Services							
57150	Duplicating						\$ -
57250	Field Trip-District Trans						\$ -
57160	Nurses						\$ -
56590	Maintenance Agreement						\$ -
56530	Equipment Repair						\$ -
52150	Conference		\$ 27,977				\$ 27,977
58450	License Agreement						\$ -
58720	Field Trip-Non-District Trans						\$ -
58920	Pupil Fees						\$ -
58100	Consultants-instructional						\$ -
58320	Consultants-Noninstructional						\$ -
	OTHER						\$ -
	OTHER						\$ -
Sub Total-Services			\$ 27,977	\$ -	\$ -	\$ -	\$ 27,977
GRAND TOTAL			\$ 80,542	\$ 167,458	\$ -	\$ -	\$ 248,000