School Plan for Student Achievement

For the School Year

July 1, 2020 – June 30, 2021

Version 1 – 07/28/2020

Version 2 – 03/23/2021

Version 3 – 07/27/2021

Fremont Lopez Elementary School

Contents

School Plan for Student Achievement (SPSA) Template 3
Purpose and Description 3
Stakeholder Involvement 4
Resource Inequities 5
Goals, Strategies, Expenditures, & Annual Review 6
LCAP/SPSA Goal 1 – Student Achievement 6
Identified Need 7
Annual Measurable Outcomes 15
Strategy/Activity 1 16
Strategy/Activity 2 19
Strategy/Activity 3 21
Strategy/Activity 4 23
Strategy/Activity 5 25
Annual Review – Goal 1 26
Analysis 26
Goal 2 – School Climate 29
Identified Need 30
Strategy/Activity 1 35
Annual Review – Goal 2 37
Analysis 37
Goal 3 – Meaningful Partnerships 40
Identified Need 41
Annual Measurable Outcomes 42
Strategy/Activity 1 43
Annual Review – Goal 3 45
Analysis 45
Budget Summary 48
Budget Summary 48
Other Federal, State, and Local Funds 48
Budget Spreadsheet Overview – Title I 49
Budget Spreadsheet Overview – LCFF 50
Amendments 51
Version 2 51
Version 3 (Final 2020-2021 Version) 56

2020-2021 Title I Allocation Revision Statement 56
2021-2022 SPSA Continuation Statement 56
Goal 1: 57
Strategy/Activity 1 57
Strategy/Activity 2 61
Strategy/Activity 3 64
Strategy/Activity 4 68
Strategy/Activity 5 69
Goal 2: 72
Strategy/Activity 1 72
Goal 3: 76
Strategy/Activity 1 76
2020-2021 Budget Spreadsheet 79
2021-2022 Budget Spreadsheet 80
2021-2022 Staffing Overview 81
2020-2021 SPSA Evaluation 82
Comprehensive School Profile Data: 83
Recommendations and Assurances: 84

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 2 – Ver 3 – 07/14/2021	Ver 1 – 05/15/2020 Ver 2 – 03/10/2021 Ver 3 – 07/14/2021	Ver 1 – 07/28/2020 Ver 2 – 03/23/2021 Ver 3 – 07/27/2021

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 2019-2019 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):

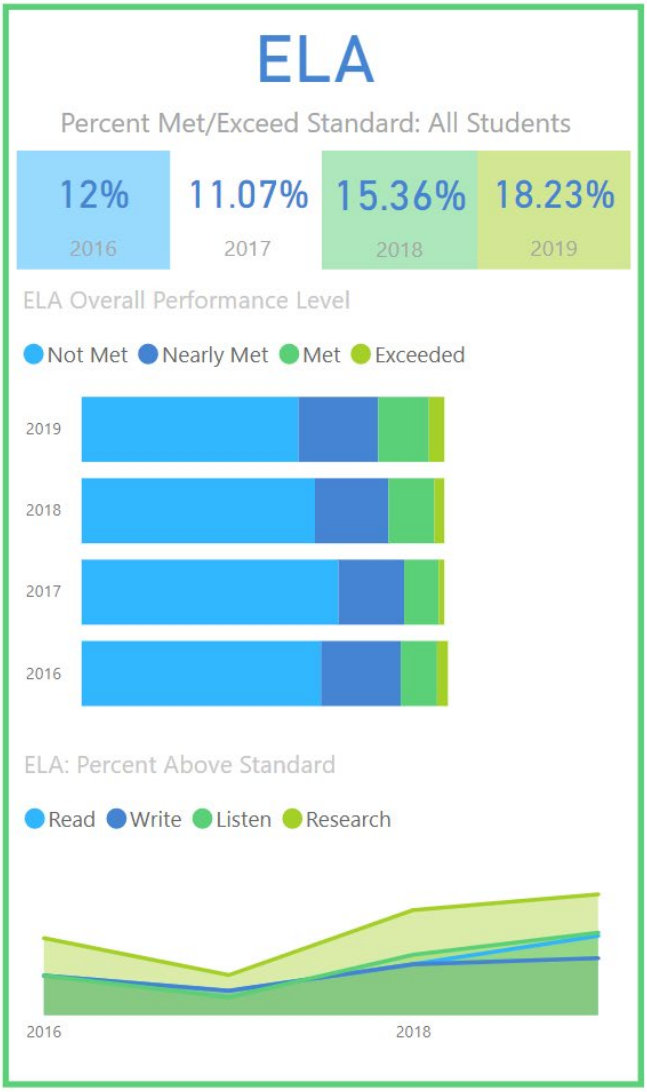
Percentage of students that met or exceeded grade level standards:
19-20' at 39% (Green)

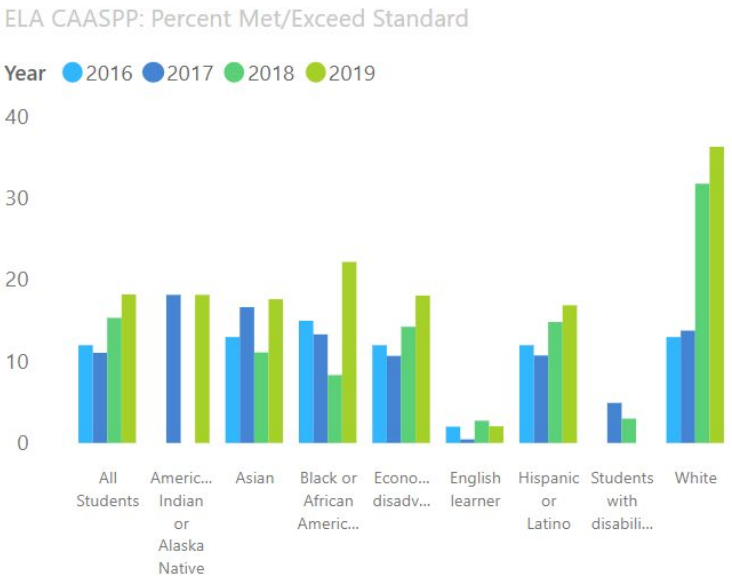
ELPAC:
Percentage of students at all ELD levels that are making progress towards English:
2019 at 49.6%
2018 at 51%

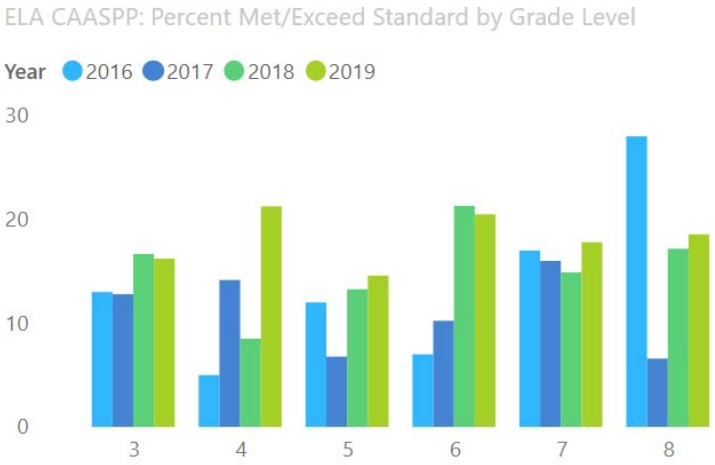
35 ELD students will improve at least one Level by June 2021

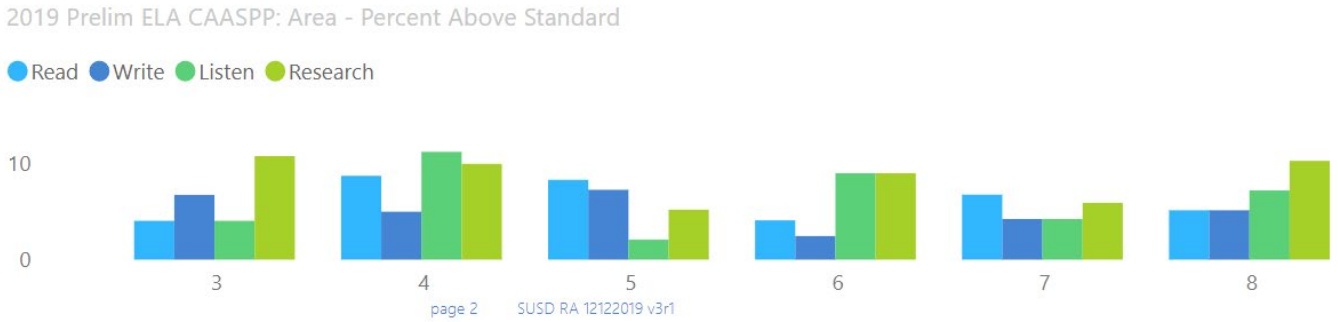
Math:
SBAC:
Percentage of students that met or exceeded grade level standards:
16-17' at 7.97%
17-18' at 8.02%
18-19 at 12.04%

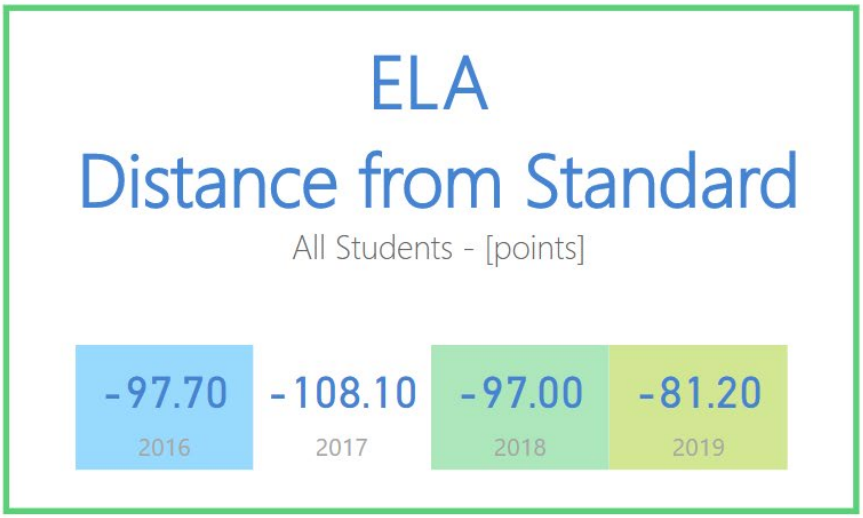
Math I-Ready (Winter):
Percentage of students that met or exceeded grade level standards:
19-20' at 34% (Green)

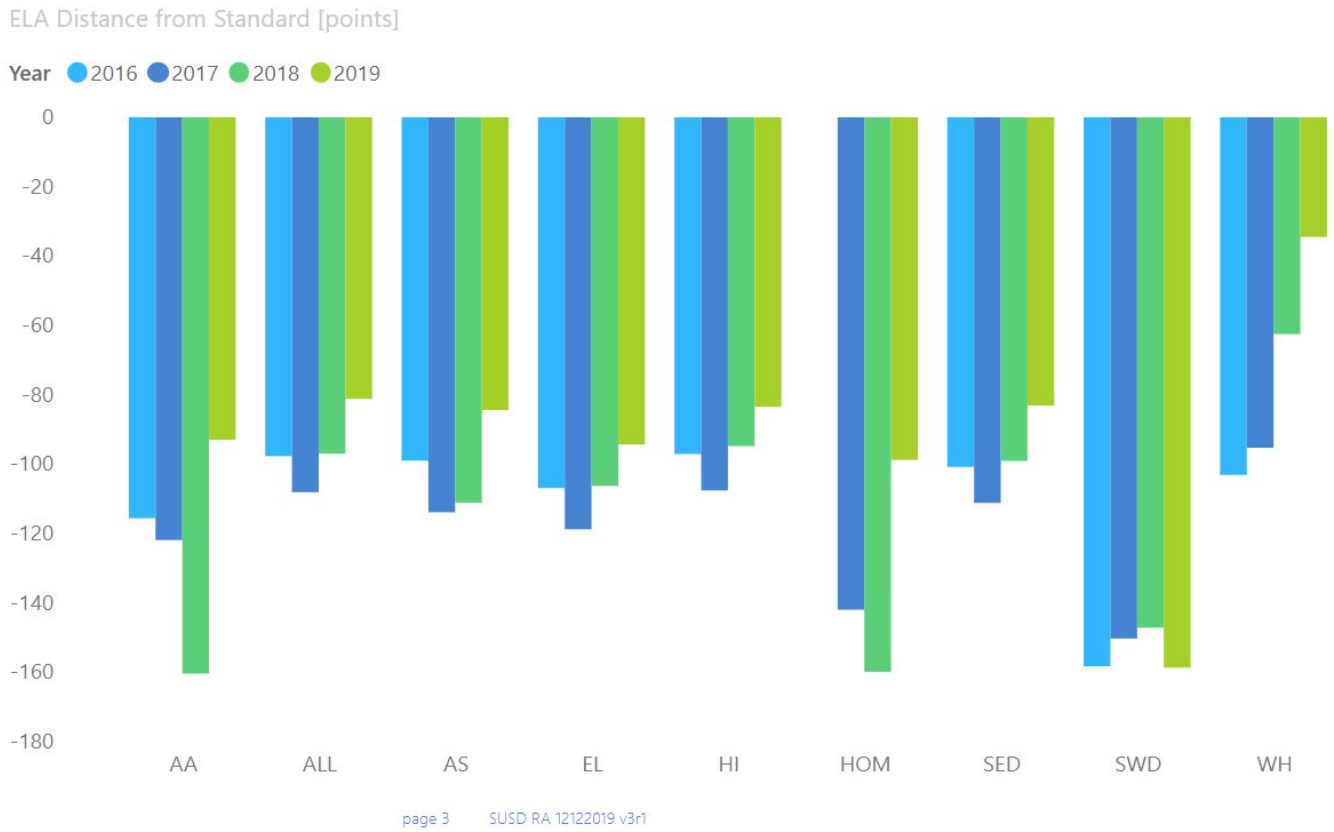

ELA
Percent Met/Exceed Standard: All Students
12%
2016
11.07%
2017
15.36%
2018
18.23%
2019
ELA Overall Performance Level
Not Met
Nearly Met
Met
Exceeded
2019
2018
2017
2016
ELA: Percent Above Standard
Read
Write
Listen
Research
2016
2018

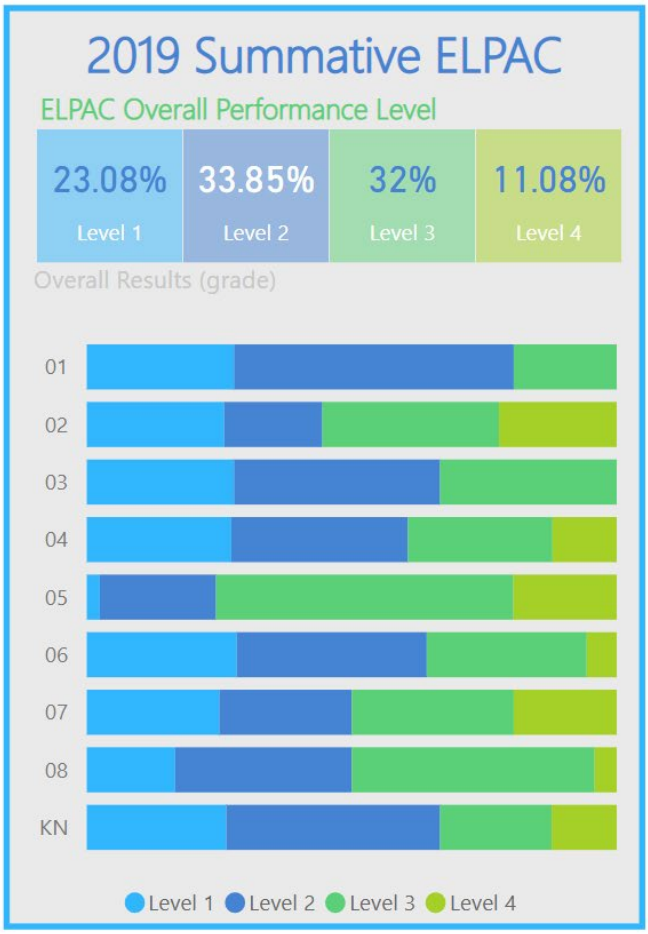

ELA CAASPP: Percent Met/Exceed Standard
Year
2016
2017
2018
2019
40
30
20
10
0
All Students
Americ... Indian or Alaska Native
Asian
Black or African Americ...
Econo... disadv...
English learner
Hispanic or Latino
Students with disabili...
White

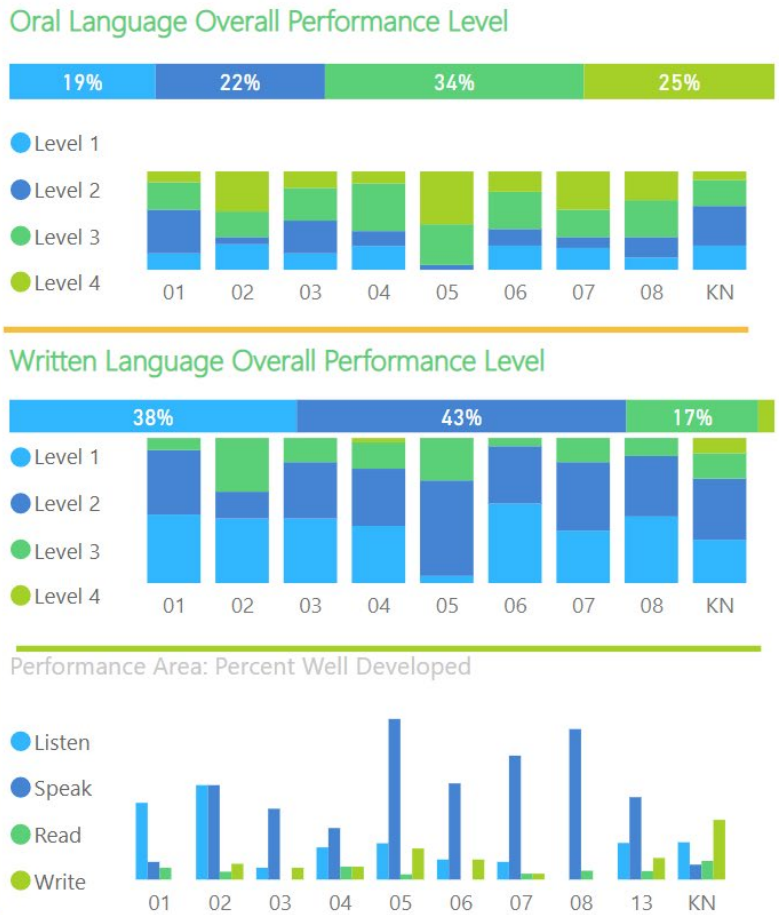

ELA CAASPP: Percent Met/Exceed Standard by Grade Level
Year
2016
2017
2018
2019
30
20
10
0
3
4
5
6
7
8

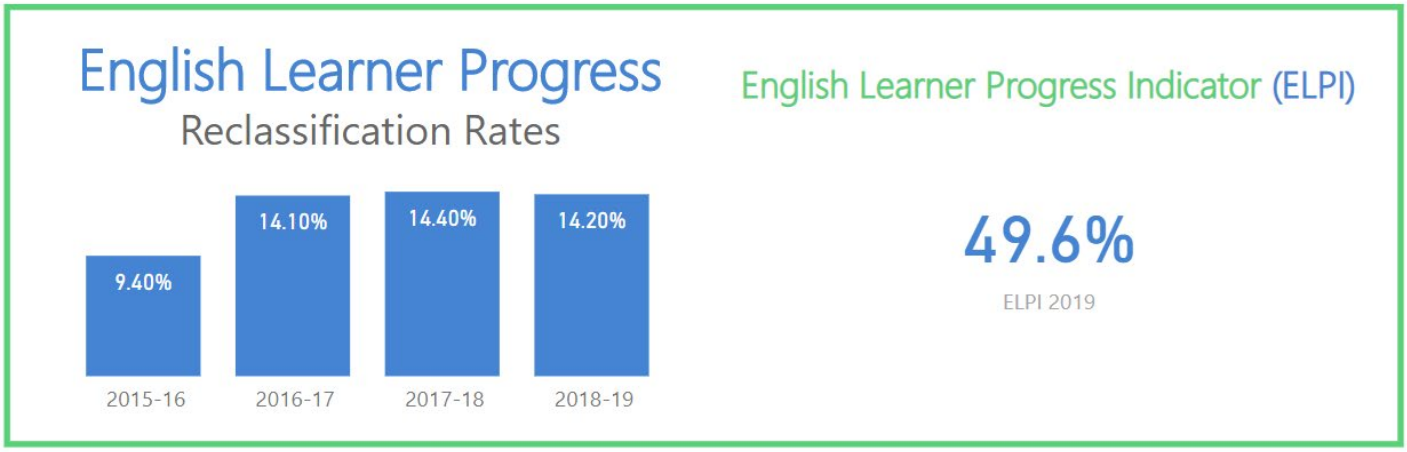

2019 Prelim ELA CAASPP: Area - Percent Above Standard
Read
Write
Listen
Research
10
0
3
4
5
6
7
8
page 2
SUSD RA 12122019 v3r1


ELA
Distance from Standard
All Students - [points]
-97.70
2016
-108.10
2017
-97.00
2018
-81.20
2019


ELA Distance from Standard [points]
Year 2016 2017 2018 2019
0
-20
-40
-60
-80
-100
-120
-140
-160
-180
AA
ALL
AS
EL
HI
HOM
SED
SWD
WH
page 3
SUSD RA 12122019 v3r1







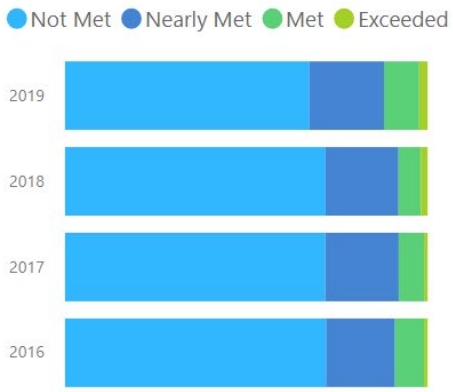
page 6 SUSD RA 12122019 v3r1

Math

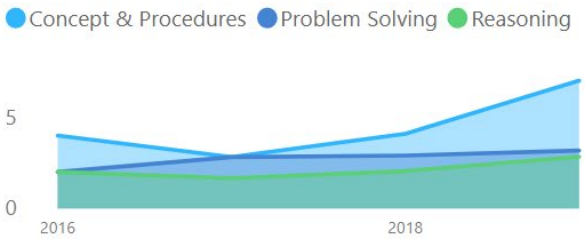
Percent Met/Exceed Standard: All Students

9%	7.97%	8.02%	12.04%
2016	2017	2018	2019

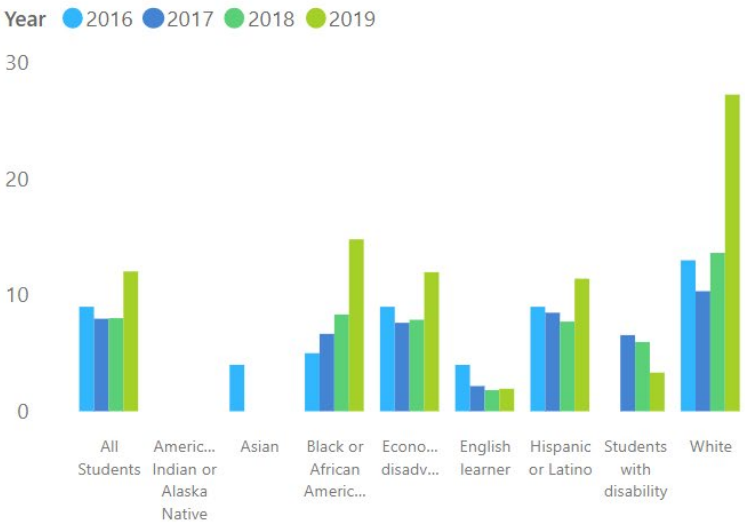
SBAC Math Overall PL



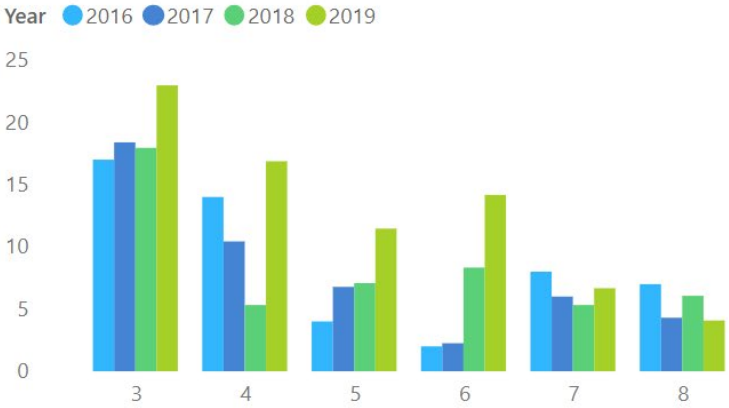
SBAC Math Area Performance



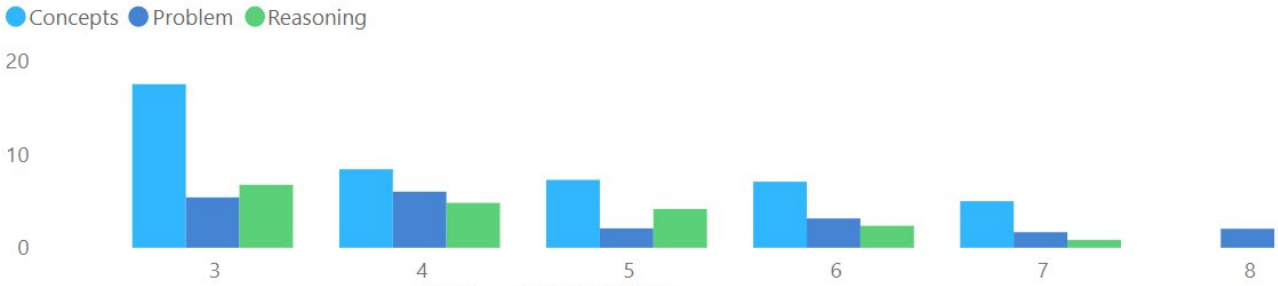
Math CAASPP: Percent Met/Exceed Standard

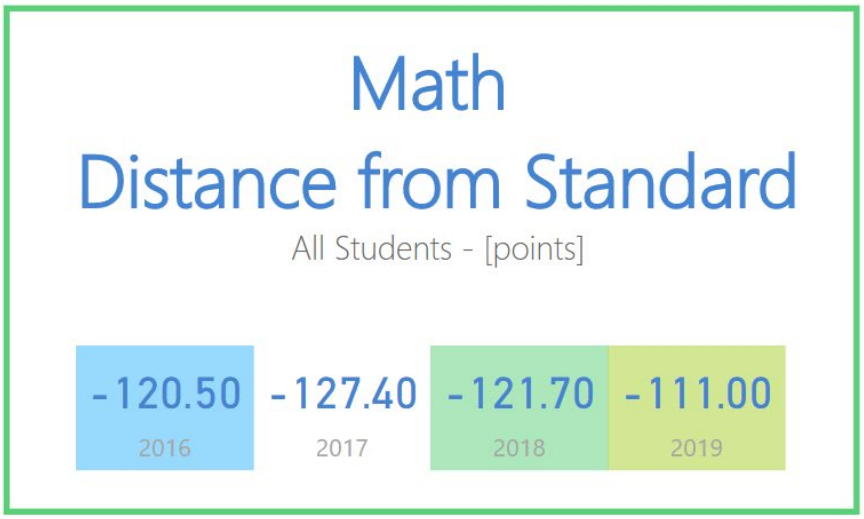


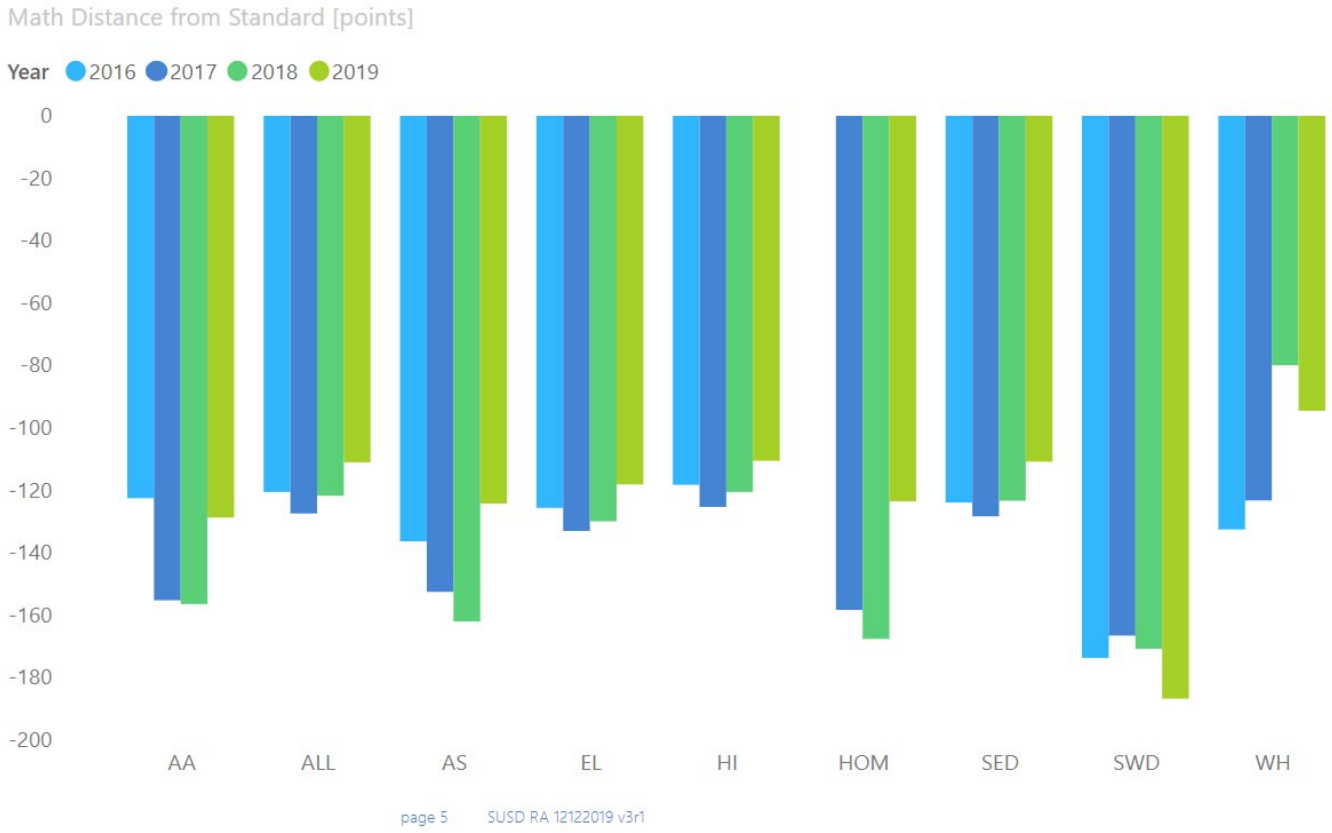
Math CAASPP: Percent Met/Exceed Standard by Grade Level



2019 Math CAASPP: Percent Above Standard




Math
Distance from Standard
All Students - [points]
-120.50
2016
-127.40
2017
-121.70
2018
-111.00
2019


Math Distance from Standard [points]
Year 2016 2017 2018 2019
0
-20
-40
-60
-80
-100
-120
-140
-160
-180
-200
AA
ALL
AS
EL
HI
HOM
SED
SWD
WH
page 5
SUSD RA 12122019 v3r1

PSAT NMSQT Grade 10

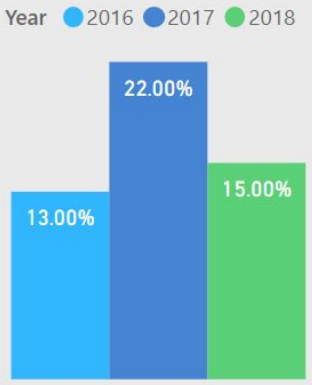
Percent Met Evidence-Based Reading & Writing Benchmark

Percent Met Mathematics Benchmark

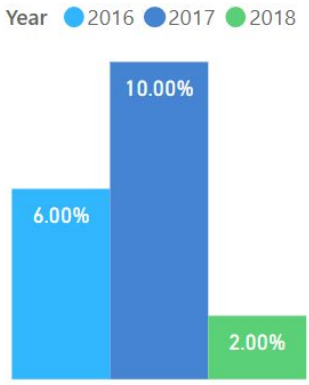
Percent Met ERW & Math Benchmark

PSAT 8/9 Grade 8

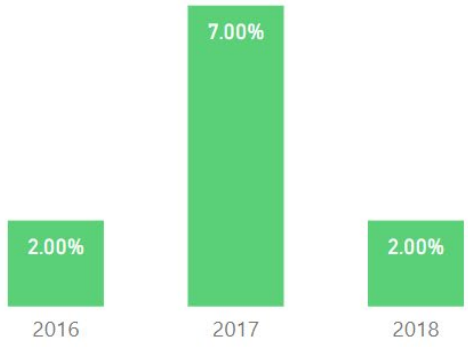
Percent Met Evidence-Based Reading & Writing Benchmark



Percent Met Mathematics Benchmark



Percent Met ERW & Math Benchmark



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 – 2nd 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 %

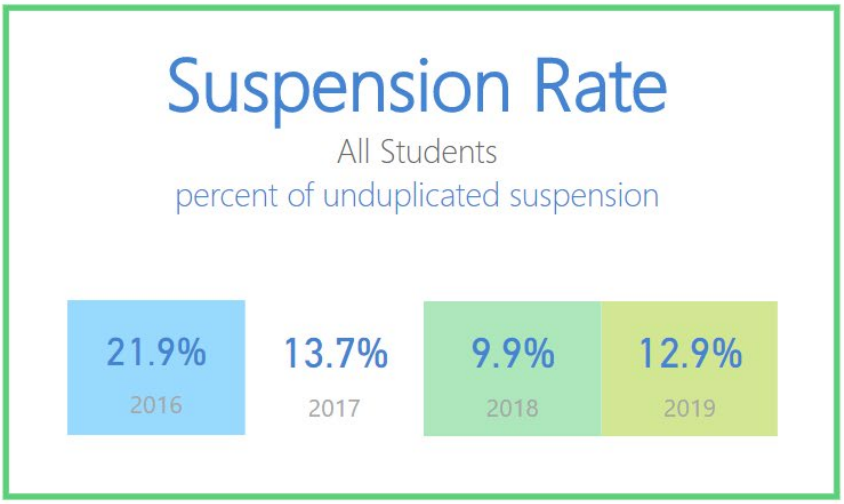
2020 Mid Feb.

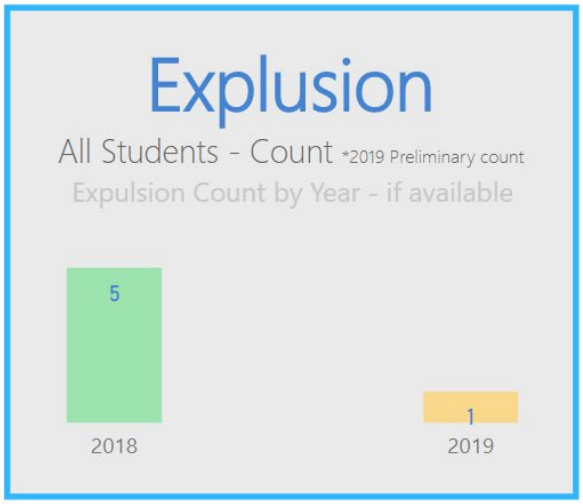
African American 11.54%

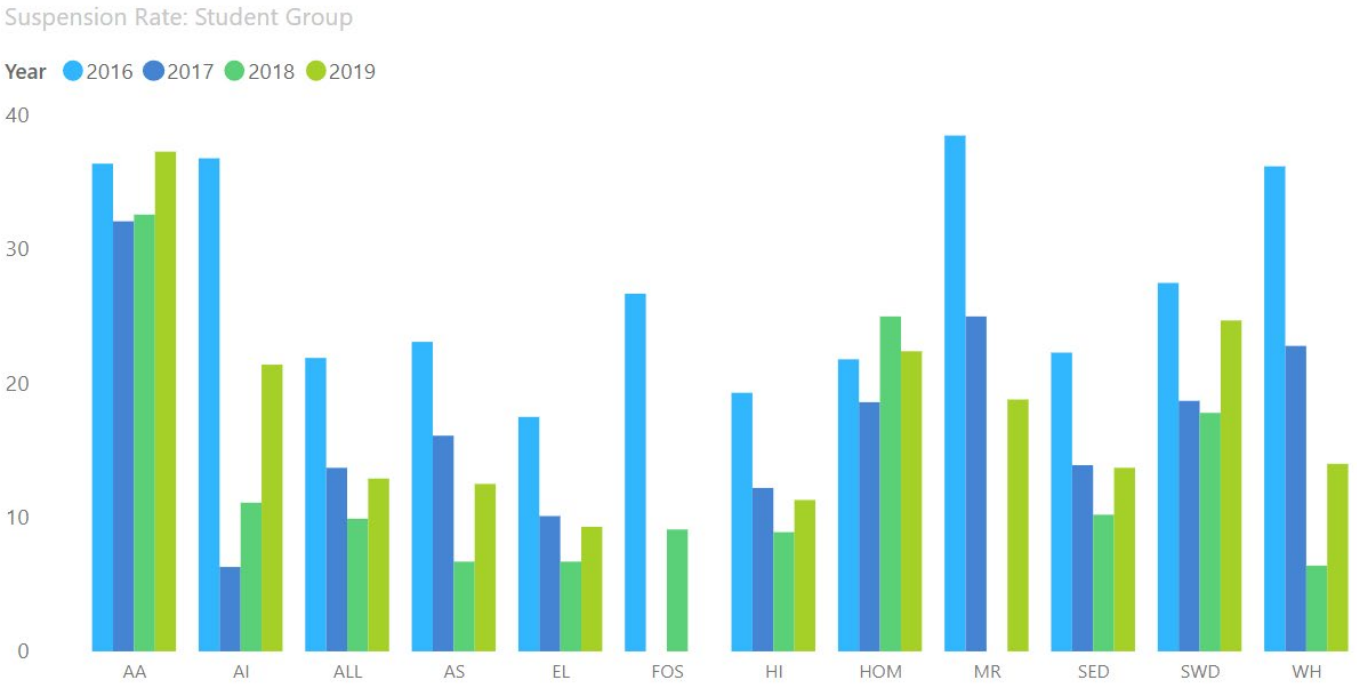
SWD 21.057%

Two or More Races 21.91%

Socio Economically Disadvantaged Unknown







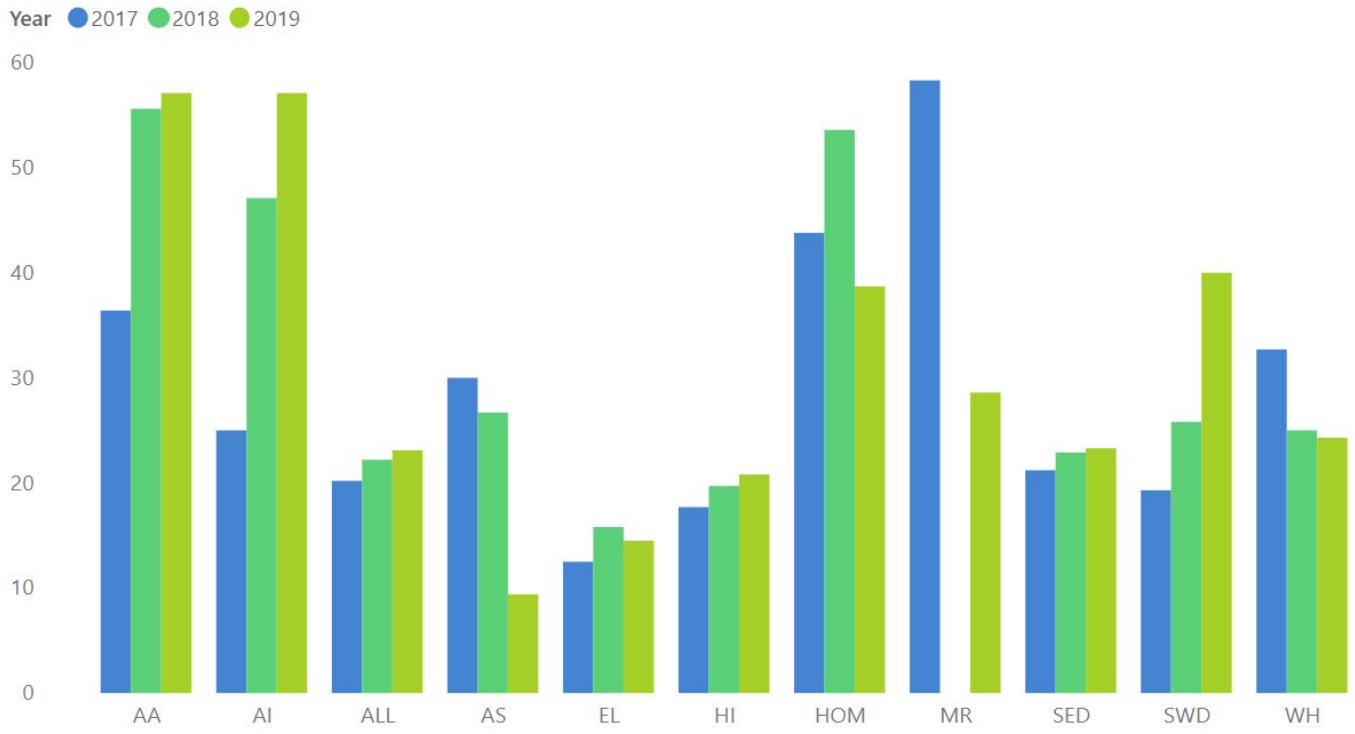
page 8 SUSD RA 12122019 v3r1

Chronic Absenteeism

All Students

2017	2018	2019
20.2%	22.2%	23.1%

Chronic Absenteeism Rate by Student Group and Year



page 7 SUSD RA 12122019 v3r1

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 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	TOTAL BUDGET
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 23030 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	LCFF 23020 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	LCFF 23034 GOAL #2 LEARNING ENVIRONMENT NEW COST CENTER	LCFF 23035 GOAL #3 MEANINGFUL PARTNERSHIPS NEW COST CENTER	TOTAL BUDGET
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**

Amendments

The purpose of this amendment will reflect programmatic and budgetary adjustments resulting from COVID-19 restrictions requiring distance learning and virtual interactive opportunities. Fremont's School Site Council (SSC) reviewed and approved the changes which have been detailed in their minutes.

Other adjustments reflected are business as usual modifications to cover the cost of minor transactions based on actual costs, such as maintenance agreements or salary adjustments, and/or correction to object code assignment.

Furthermore, Fremont's Parent Involvement 1% allocation has increased. The funds have been reviewed and approved by the School Site Council.

Version 2

SPSA: Goal 1, Strategy 1:

Title I –

$10,000 – 57150 – Duplicating: Reduced funds due to COVID-19 restrictions resulting in distance learning, duplicating needs were not as expected.

$2,204 – 58450 – License Agreements: Reduced funds as the final invoice came in under the estimate cost projection.

$3,750 – 43110 – Instructional Materials/Supplies: Reallocate funds to purchase additional instructional materials/supplies that supports AVID instruction, Math and science. Stakeholder surveys will be given at the end of the year to determine the effectiveness of the outlined purchases Observations/discussions/staff meeting feedback and other surveys with students and families Data will be reviewed at Leadership meetings and SSC/ELAC.

$45,000 – 44000 – Equipment: Reallocate funds to purchase technology equipment (i.e., approximately 18 smartboards) to enhance instruction through visual and blended learning. The need relates to the association between in-person learning versus online instruction – as online instruction has greatly increased for the need for technology to support online instruction and the possible hybrid model. Stakeholder surveys will be given at the end of the year to determine the effectiveness of the outlined purchases Observations/discussions/staff meeting feedback and other surveys with students and families Data will be reviewed at Leadership meetings and SSC/ELAC.

LCFF –

$2,449 – 13101 – .5 FTE Assistant Principal Salary/Benefits: Reduce funds due to overestimate of projected salary and benefits.

$10,000 – 58450 – License Agreements: Reallocate funds to purchase license agreements to support EL students' learning and those struggling who need intervention supports, for example SIPPS, Teachers Pay Teachers for supplemental lessons, other software to support core instruction) Pilot program for Spring through the end of the school year. This will be utilized to lessen the learning loss due to distance learning. The need relates to the association between in-person learning versus online instruction – as online instruction has greatly increased for the need for technology to support online instruction and the possible hybrid model. Stakeholder surveys will be given at the end of the year to determine the effectiveness of the outlined purchases Observations/discussions/staff meeting feedback and other surveys with students and families Data will be reviewed at Leadership meetings and SSC/ELAC.

$32,000 – 44000 – Equipment: Reallocate funds to purchase technology equipment (i.e., approximately 18 smartboards) to enhance instruction through visual and blended learning. The need relates to the association between in-person learning versus online instruction – as online instruction has greatly increased for the need for technology to support online instruction and the possible hybrid model. Stakeholder surveys will be given at the end of the year to determine the effectiveness of the outlined purchases Observations/discussions/staff meeting feedback and other surveys with students and families Data will be reviewed at Leadership meetings and SSC/ELAC.

$1,771 – 43110 – Instructional Materials/Supplies: Reallocate funds to purchase additional instructional materials/supplies that supports AVID instruction, Math and science. Stakeholder surveys will be given at the end of the year to determine the effectiveness of the outlined purchases Observations/discussions/staff meeting feedback and other surveys with students and families Data will be reviewed at Leadership meetings and SSC/ELAC.

SPSA: Goal 1, Strategy 2:

LCFF –

$43,433 – 21101 – Bilingual Assistant Salary/Benefits: Reduced funds resulting from a vacancy of the position. Recruitment efforts were made and unsuccessful. Since that process, the district implemented a hiring freeze; therefore, recruitment efforts have ceased for the remainder of the school year.

$338 – 22601 – Library Media Assistant Salary/Benefits: Reduce funds due to overestimate of projected salary and benefits.

SPSA: Goal 1, Strategy 3:

Title I –

$1,000 – 57250 – Field Trip District Transportation: Reduced funds due to COVID-19 restriction pertaining to social distancing and travel policies, in-person field trips could not be scheduled as planned.

SPSA: Goal 1, Strategy 4: Providing clarification for additional compensation already identified within the budget (LCFF - $3,424) for the Assistant Principals to participate in collaboration on any of four site/district initiatives to include: Arts integration, AVID, PBIS, Equity and/or student achievement. Post surveys/discussions/observations to occur. Verify that implementation is happening with agendas.

Title I –

$25,000 – 52150 – Conferences: Reduce funds due to COVID-19 restrictions pertaining to social distancing and travel policies in-person conferences.

$9,419 – 11700 – Teacher Substitutes: Reduce funds due to COVID-19 restrictions pertaining to social distancing and distancing learning as students are not physically on campus.

$1,080 – 19500 – Program Specialist Additional Comp: Reduce funds to correct and reallocate funds based on an error during budget set up.

LCFF –

$27,627 – 52150 – Conferences: Reduce funds due to COVID-19 restrictions pertaining to social distancing and travel policies in-person conferences.

$10,200 – 52170 – Webinar Training: Reallocating to webinar trainings, due to COVID-19 restrictions pertaining to social distancing and travel policies in-person conferences. Anticipating sending approximately 12 staff to attend virtual AVID conference.

$2,449 – 12500 – Counselor Additional Comp: Reallocate funds to provide additional compensation to the Counselors to participate in collaboration on any of four site/district initiatives to include: Arts integration, AVID, PBIS, Equity and/or student achievement. Post surveys/discussions/observations to occur. Verify that implementation is happening with agendas.

$17,427 – 11500 – Teacher Additional Comp: Reallocate funds to provide additional compensation to the Counselors to participate in collaboration on any of four site/district initiatives to include: Arts integration, AVID, PBIS, Equity and/or student achievement. Post surveys/discussions/observations to occur. Verify that implementation is happening with agendas.

SPSA: Goal 3, Strategy 1:

Due to a funding increase from the State in the District's 2020-2021 Title I allocation, Fremont is receiving additional monies in Parent Involvement (Cost Center: 50647). Fremont's revised Parent Involvement as of 12/2020 is shaded yellow. This increase will be distributed to object code 44000 –

Equipment for the purchase of a smartboard to support parents receiving training and presentations focusing on topics to help their student at home.

School	Enrollment (CalPADS 12/1619)	Eligible Students F/R Meals (CalPADS 12/16/19)	Poverty Rate (Oct 2019)	School Allocation	Revised Parent Involvement 12/2020	TOTAL SCHOOL PRELIMINARY ALLOCATION	Original Parent Involvement 07/2020	Increase of:
FREMONT	862	775	89.9%	$ 211,505	$ 4,708	$ 216,213	$ 4,216.00	$ 492.00

Title I –

$3,059 – 29101 – Parent Liaison Salary (50672): Reduce funds due to overestimate of projected salary and benefits.

$3,238 – 43110 – Instructional Materials/Supplies (50672): Reduced funds

$2,750 – 43400 – Parent Meeting (50647): Reduced funds

$5,000 – 29500 – Parent Liaison Additional Comp (50672): Reallocate funds to provide additional compensation to support parents during distance learning/after-hours workshops. Improve parent attendance in workshops and create post-implementation surveys.

$1,250 – 44000 – Equipment (50672): Reallocate funds for the purchase of a smartboard to support parents receiving training and presentations focusing on topics to help their student at home. Improve parent attendance in workshops and create post-implementation surveys.

$2,750 – 44000 – Equipment (50647): for the purchase of a smartboard to support parents receiving training and presentations focusing on topics to help their student at home. Improve parent attendance in workshops and create post-implementation surveys.

Version 3 (Final 2020-2021 Version)

The purpose of the Version and SPSA adjustment is to incorporate changes to the 2021-2021 Title I Allocation, additional/adjustment to 2020-2021 strategies/activities based on the changes of COVID-19 restrictions, and the continuation of the SPSA for the upcoming 2021-2022 school year.

2020-2021 Title I Allocation Revision Statement

There are two reasons for the adjustment.

Reason 1: The district's overall Title I allocation increased, which resulted in an increase of Parent Involvement (50643) funds. This increase was communicated and captured through the Mid-Year SPSA change process for most school sites. However, due to changes based on Reason 2, further adjusted allocations again. State & Federal Programs is implementing funding alternatives to ensure schools will not be negatively impacted.

Reason 2: The district's 2020-2021 Title I allocation was calculated using the most current 2019-2020 CALPADS data available at the time of the CONAPP application submission, prompting the release of the 2020-2021 preliminary allocations. Since that time, the district's closure of Tyler Elementary and the subsequent opening of Mata Elementary school resulted in a shift of students attending the new school. Because of the shift in students, the 2019-2020 (previous year's CALPADS data) cannot be used. The most current and available CALPADS data is 2020-2021, resulting in allocation adjustment to all school sites. Unfortunately, the initial calculation was not favorable to school sites, meaning the new allocations were less than the preliminary budget allocations. Realizing the hardships this would cause, State and Federal Programs modified the per pupil rate to ensure schools would not be negatively affected.

2021-2022 SPSA Continuation Statement

The 2021-2022 SPSA Update has been incorporated in this version as a continuation update. The "final" 2021-2022 SPSA will be completed as a stand-alone plan following a review of October 2021 student enrollment data. Furthermore, sites may experience the need for re-evaluation of proposed strategies/activities due to instructional transitioning from distance learning, hybrid, and in-person. This re-evaluation may adjust the strategies/activities and their subsequent proposed expenditure of funds.

2021-2022 School/SMART Goals

Goal 1:

Professional Development/Training:

A- By end of May of 2022, 100% of TK-8 Fremont teachers and other certificated staff (administrators, counselors, instructional coaches, RSP, PE and VAPA) both new and experienced, will complete the training necessary in AVID (including AVID conferences staff-driven professional development and collaboration meetings) measured by attendance and use of AVID instructional tools.

B- By end of May 2022, 100% of teachers will be consistent in practices with WICOR, classroom expectations and use of digital notebooks/portfolios (skills/strategies in both in-person and distance learning) measured through calibration of student work.

Student Goals:

C-ELA: By the end of May of 2022, per iReady Diagnostic 3 Growth Report, the total number of students performing shows growth of one grade level or more will increase by 30% of students per grade level.

EL: By the end of May 2022, per ELPAC, we will increase the number of students who reclassify by 10% of our EL student population.

Math: By the end of May 2022, per iReady Diagnostic 3 Growth Report, the total number of students performing shows growth of one grade level or more will increase by 25%.

Strategy/Activity 1

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

Allotting more funding to accommodate training for distance learning to hybrid. Allowable expenses include collaboration among staff for schoolwide initiatives (Equity, AVID, Turnaround Arts/follow-up Watershed training, and PBIS). Timesheets for teachers and other certificated and support staff for additional compensation:

Teacher Additional Comp Pay Calculation (Object Code 11500)

To be used to provide teachers with professional learning opportunities to support-core instruction, AVID, PBIS, MTSS, Illuminate, Arts (Arts integration/Watershed) etc. To be provided by coaching with instructional coach, program specialist, and administration, or with district-based professional development. (25 teachers x $60 X 16= 25,000)

Administration Additional Comp Pay Calculation (Object Code 11500)

To be used to provide administration with professional learning opportunities and to support-core instruction, AVID, Illuminate, Turnaround Arts program related training, PBIS. To be provided by coaching with instructional coach, program specialist, and administration, or with district-based professional development. –

3 administrator's X 48 hours X $80 rate of pay = $7,680 total

2021-2022 Strategy Update

Provide teachers with professional learning opportunities and support core instruction, such as site-based coaching (2 @ .5 FTE Instructional Coach – Centralized Service) (e.g., co-teach, demo lessons in the classroom, etc.) with instructional coach, program specialist, and administration, PLC (Professional Learning Communities) collaboration process, conferences/training (e.g., Advancement via Individual Determination (AVID), Multi-Tiered Systems of Support (MTSS), I-Ready assessments, Common Core, Adopted Curriculum, Instruction, Behaviors Systems, Illuminate, etc.), data analysis (including monitoring and fidelity), academic conferences based on current needs and data collection analysis, etc. focusing on evidenced based, instructional practices and implementation; writing, mathematics, integrated ELD strategies, conferences based on site needs, phonics, etc.

Substitute Pay Calculation (Object Code 11700)-

To be used to provide teachers with professional learning opportunities – to review student and school wide data, AVID, PLTW, MTSS, effective teaching strategies aligned with the district adopted curriculum and statewide assessments (SBAC/ELPAC), unpacking the district adopted curriculum and reviewing the key standards, to support core instruction, etc… such as site-based coaching (e.g., co-teach, demo lessons in the classroom, etc.) with instructional coach, program specialist, and administration

275 days X $200 = $55,000 Title I

Teacher Additional Comp Pay Calculation (Object Code 11500)

To be used to provide teachers with professional learning opportunities to support-core instruction, Arts, AVID, MTSS, Illuminate, etc. To be provided by coaching with instructional coach,

43 teachers x 9.7 hours X $60/hour Title 1 $25,000

Instructional Coach Additional Comp Pay Calculation (Object Code 19500)

To be used to provide teachers with professional learning opportunities to support-core instruction, Arts, AVID, MTSS, Illuminate, etc.

2 coaches x 17 hours X $60/hour Title 1 $2000

Counselors Additional Comp Pay Calculation (Object Code 12500) To be used to provide counselors with professional learning opportunities to support-core instruction, Arts, AVID, MTSS, PLUS, PBIS, etc. 2 counselors x 14 hours X $70/hour = $2000 LCFF

Administrator Additional Comp Pay Calculation (Object Code 13201)

To be used to provide teachers with professional learning opportunities to support-core instruction, Turnaround Arts, AVID, MTSS/PBIS, Illuminate, etc. To be provided by coaching with instructional coach, and administration, or with district-based professional development. –

3 administrator's X 42 hours X $80 rate of pay = $10,000 total cost - LCFF

Conferences - $10,000 – Title I (may include virtual professional learning alternative opportunities): PLC Conference

AVID Conferences

CABE Conference –

County Math Workshops - throughout school year - All math teachers

Arts Integration - throughout school year – grade level representation (primarily new teachers)

PBIS Conferences

2021-2022 Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
82,000	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
10,000	5000 Series	Services

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
12,000	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Allotting funding for staff members to be trained in evidence-based inquiries to promote equity and inclusion. Provide teachers and staff members with professional learning opportunities – to review student and school wide data, AVID, MTSS, effective teaching strategies aligned with the district adopted curriculum and statewide assessments (SBAC/ELPAC), unpacking the district adopted curriculum and reviewing the key standards, to support core instruction, etc.… such as site-based coaching (e.g., co-teach, demo lessons) To be used to provide teachers and staff members with professional learning opportunities to support-core instruction and social-emotional learning, Turnaround Arts, AVID, MTSS/PBIS, Illuminate, etc. To be provided by coaching with instructional coach and administration, or with district-based professional development. in the classroom, etc.) with instructional coach, and administration.

Teacher Additional Comp Pay Calculation (Object Code 11500)

43 teachers x 40 hours x $60/hour= $103,200

Counselors Additional Comp Pay Calculation (Object Code 12500)

2 counselors x 18 hours x $70/hour= $2,520

Instructional Coach Additional Comp Pay Calculation (Object Code 19500)

2 Instructional Coaches x 22 hours x $60/hour = $2,640

Conference/training/professional development/registration fees for ASCA, CASC, AVID, MTSS, PBIS, Turnaround Arts (VTS/Watershed/Art training), Equity, PLUS $25,118.

CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
108,360	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
25,118	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 2

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

.5 FTE Assistant Principal LCFF – $79,924

Identify students for reading and math intervention, assist with organization and scheduling of intervention.

iReady Diagnostic scheduling, provide training to teachers to administer iReady diagnostics, interpret and analyze data from diagnostic, assist test administration with make-ups, special education and make-ups.

Plan PSAT administration, including training, inventory, materials management, student preparation, test administration, collection and submission.

CAASPP/SBAC administration including scheduling, training of proctors and administrators, assisting in administration to small groups, make-ups, and special ed students.

AVID assists with site leadership meetings, collect AVID evidence, assist in certification documents, assist in AVID recruitment process, provide ongoing site-based training in AVID strategies.

English Learner Program tasks including, sorting, distributing and signing EL/RFEP monitoring forms, communicating monitoring forms to parents, attending ELAC meetings, planning, preparing and following up on ELAC meetings, updating EL cum folders with proper documents, coaching and supporting of instructional practices specific to EL learners, classroom instructional walks. ELPAC test organization, sorting, distributing, securing testing materials, parent notification of testing, identifying students to be tested, administering tests, grading initial tests, verifying scores of transfer students, training staff on ELPAC administration, proctoring and administering tests. Scheduling of ELD students, identifying and verifying ELPAC score data for each classroom, scheduling students into appropriate ELD courses, monitoring designated ELD classes, supporting ELD instruction, ELD classroom walks.

SBAC test organization, sorting, distributing, securing testing materials, parent notification of testing, identifying students to be tested, administering tests, training staff on SBAC administration, proctoring and administering tests.

CORE materials management, locate and distribute teacher materials and textbooks for Core academic subjects, inventory and manage core and supplemental materials, Destiny order student and teacher materials, math and science inventory and distribution of resources.

Participate in the CARE/SAP process, attend CARE/SAP/SST/IEP meetings as needed, present data at meetings, advocate for students.

Provide support to grade level teams through PLC meetings, academic conferences and ongoing site based professional development.

Serve on the operations team and leadership committee and oversee afterschool programs including Step-up, any learning enrichment activities and tutoring.

.4375 Library Media Assistant: $15,255 LCFF

Additional Comp Library Media Assistant: $1,000 LCFF

The Library Media Assistant will increase reading school wide, to provide students access to the library and books, assist students with appropriate book selection based on Lexile levels, and to select new books to purchase to offer students opportunities to read a wide variety of texts. Library Media Clerk will also support reading with students in grades TK-4th.

Bilingual Assistant: $87,534 (1.1875) LCFF

Additional Comp Bilingual Assist: $2,000 LCFF

Bilingual assist (.75) Bilingual assist (.4375) Implement the push-in model to reinforce daily classroom activities. Focus EL language support in Core ELA and math concepts taught. Support specific teacher needs that would help foster positive English conversations with students.

Designed to focus on supporting TK-2nd grade students Focusing on EL's that speak very little or limited English Support newcomers in adapting to a classroom with a diverse group of students who need additional support. Improved scores in a small group setting specifically for reading instruction, Benchmark Advance. Assist in translating, making phone calls home, Assist in testing both Initials and Summative ELPAC

2021-2022 Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
79,924	1000 Series	Certificated Personnel Costs (including benefits)
105,789	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Administration: Assistant Principal and Principal to collaborate additional hours using data to implement and monitor all programs (AVID, iReady, PBIS, Turnaround Arts and interventions) and assessments in the school.

Assistant Principal/Admin: Add comp. 3 (Admin) X 80 hours X $80= $19,200

CSI Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
19,200	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not Applicable.

Strategy/Activity 3

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

Throughout the 2021-2022 school year licenses, materials fees and software related to all school initiatives including AVID, Equity, Turnaround Arts, PBIS, NGSS, STEM, and any related programs to support the initiatives will be maintained.

AVID: Advancement Via Individual Determination (AVID) Fremont School will implement AVID school wide K-8 with an elective class for students who meet the AVID student profile in 7th – 8th grade and will implement AVID Elementary at grades TK-8. AVID Curriculum and Materials, AVID Tutors, AVID Conference, AVID Field Trip, etc.

Turnaround Arts program- Fremont will continue to be a TA school for the 2021-2022 school year implementing and maintaining instructional strategies to support students and ongoing professional development for staff.

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 & Non-Instructional Materials: Provide students with materials, resources, and support to increase ELA, EL, and Math proficiency through AVID, NGSS, STEM, and Arts instruction/integration, CORE instructional strategies to meet grade level expectations in all domains. Also to provide students with targeted re-teaching of high priority mathematics and language arts standards, to address skill/concept deficits as measured by teacher assessments

Instructional Materials/Supplies - $ 36,514 Title I, $15,000 LCFF

AVID: Fremont has a school wide AVID program TK-8th grade with a focus on student achievement, WICOR strategies, and College and Career ready. The instructional materials and supplies will address the key strategies in AVID and WICOR. They will provide students with targeted re-teaching of high priority mathematics and language arts standards, to address skill/concept deficits as measured by teacher assessments. Supplemental materials to support core instruction such as project material (e.g. chart paper, manipulatives, whiteboards, expo markers, paper, headphones, folders, post-its, 1”, 2”, and 3” binders, planners, poster boards, project boards, presentation materials, colored paper, construction paper, colored pencils, crayons, markers, pencils, etc.).

****General supplies are unallowable using State & Federal funds.****

Non-Instructional Materials - $ 8,000 Title I,

Non-instructional materials include paint, glue, folders, dividers, poster boards, display play boards, chart paper, to support AVID strategies, literacy night, AVID night, and other enrichment activities that provide students with key strategies to support the school's focus. Toner for printers, Duplo toner, copier toner, laminating film, master rolls for copy machines, other supplies for copy machines, headphones for students to use with Chromebook/laptops/tablets/etc., speakers for classrooms, projector light bulb replacement, Chromebook/laptop/etc. replacement screens or other replacement parts, computer/technology cables, etc.

****General supplies are unallowable using State & Federal funds.****

Equipment $27,287 LCFF

Technology/equipment (e.g. computers, tablets, and LCD projectors, iPads, poster maker, Chromebook, etc. District-adopted curriculum that uses equipment in student instruction, assessment, and planning.

Students and staff use computers, tablets, iPads, Chromebook and other forms of technology with the adopted curriculum and the curriculum with the use of projectors, doc cameras, poster makers, drones and a 3 D printer and additional supplies to support STEM and NGSS implementation, etc. The student's complete assessments for district and state using technology equipment.

Maintenance Agreement - $6,000 Title I,

Teachers will use various equipment such as the laminator, copier, Duplo, poster maker and access to virtual/ flipped classroom instruction. Maintenance agreements ensure the equipment (list the equipment) are available and usable to provide a print rich environment to support student learning and understanding of the curriculum.

Duplicating - $10,000 Title I:

Reprographics within the district to provide posters to align with student instruction and the adopted curriculum, packets for students that are aligned with the adopted curriculum and standards, planners for students to support AVID in organization, fliers to be sent home for families, promotion paperwork, etc. to support the adopted curriculum, instruction, school wide and district initiatives and student achievement.

2021-2022 Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
44,514	4000 Series	Books & Supplies
26,000	5000 Series	Services

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
42,287	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Equipment and supplies for the Afterschool Learning Academy for Enrichment, robotics equipment, for Project Lead the Way including science manipulatives to support engineering and math and outdoor gardening related to NGSS for outdoor learning labs. $54,694

PLTW (Project Lead the Way): specific project materials needed for the program. PLTW is a STEM based program in grades k-8. 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, drones, 3D printers and Project Lead the Way specific project material and for Science enrichment to provide students in grades K-8 with opportunities for problem solving, looking for patterns, collaboration, and engineering using technology, building materials, writing in their PLTW logs, and reading manuals/directions.

Field trips associated with STEM, AVID and Turnaround Arts $25,000.

CSI Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
54,692	4000 Series	Books & Supplies
25,000	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 4

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

Discontinue – merged with existing strategy/activity.

2021-2022 Proposed Expenditures for this Strategy/Activity 4

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 4

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 5

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

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.

2021-2022 Proposed Expenditures for this Strategy/Activity 5

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 5

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Goal 2:

Suspension:

By the end of May 2022, the suspension rate will decrease 10% from previous pre-Covid (2018-2019) year as measured be the site discipline reports.

The 2019-2020 and 2020-2021 school year data cannot be used due to unreliability and skewed data with students in distance and hybrid learning.

Attendance/Chronic Truancy: By the end of May 2022, the chronic absenteeism rate will decrease by 7% from previous year as measured by the site chronic absenteeism reports.

Strategy/Activity 1

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

Provide students with social and emotional supportive resources that positively impact student learning through programs such as PBIS, PLUS program, counseling, structured student engagement activities, etc. to improve student behavior and attendance. PBIS team to attend PBIS conference and training. The PBIS team will collaborate to improve school climate and participate in the CARE team.

Assistant Principals and Principal to attend IEP's, SSTs and CARE meetings for students. Implement PBIS and MTSS programs for structured student engagement to reduce suspension rate. In an effort to foster a positive school culture and climate, all stakeholders (school administrators, school counselors/mental health clinician, teachers/staff members, parents, community partners) will collaborate and come up with strategies to decrease chronic absenteeism and improve school attendance.

By providing students with resources and support through the implementation of the following programs/activities, chronic absenteeism will decrease and attendance will improve: PBIS/MTSS, PLUS, CARE/SST meetings, check-in/check-out, Restorative Practice, Actor's Toolbox, Smart Kids, Kelso's Choice, Why Try, Character of The Month, Small Groups and structured activities to maintain a safe, equitable and conducive learning environment. 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, and CARE team meetings. Incentives will be provided to students such as assemblies, PLUS forums, antibullying programs, guest speakers and prizes, such as certificates, pencils, or other items to be distributed when students have good attendance.

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

.75 Parent Liaison: $74,842 Title 1

Additional Comp Parent Liaison: $10,000 Title 1

Parent Liaison: Clearing absences, calling parents daily, assisting with parents in the front office, 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.

2021-2022 Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
84,842	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

After-school Learning Academy (ALA): The After-School Learning Academy will focus on academics with engaging activities. Science Technology Engineering Arts/Cultures & Mathematics (STEAM) and sports enrichment activities to promote student efficacy for a positive school culture.

The following programs will be added to ALA during the 2021-2022 school year: Chess, Robotics, MESA, No Borders Culinary Club, Latin Dance, Travel/Explorer Club, Martial Arts, and Archery. Certificated and classified staff will be teaching these activities to support academics and promote positive school climate and culture.

Teacher Additional Comp Pay Calculation (Object Code 11500)

To be used to provide teachers with professional learning opportunities to support-core instruction and provide support in the After-school Learning Academy (ALA): The After-School Learning Academy will focus on academics with engaging activities. Science Technology Engineering Arts/Cultures & Mathematics (STEAM) and sports enrichment activities to promote student efficacy for a positive school culture.

Teachers: 16 X $60 X 20 hours = $19,200

Classified Additional Comp

To provide support in the After-school Learning Academy (ALA): The After-School Learning Academy will focus on academics with engaging activities. Science Technology Engineering Arts/Cultures & Mathematics (STEAM) and sports enrichment activities to promote student efficacy for a positive school culture.

Classified: 5 employees X $25 X 20 hours = $2,500

Administrator Additional Comp Pay Calculation (Object Code 13201)

To be used to provide teachers with professional learning opportunities to support-core instruction, Turnaround Arts, AVID, MTSS/PBIS, Illuminate, etc. To also provide support in the After-school Learning Academy (ALA): The After-School Learning Academy will focus on academics with engaging activities. Science Technology Engineering Arts/Cultures & Mathematics (STEAM) and sports enrichment activities to promote student efficacy for a positive school culture.

To be provided by coaching with instructional coach, and administration, or with district-based professional development.

Administrators: 3 x $80 x 20 hours = $ 4,800

CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
26,500	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Goal 3:

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

By the end of 2021-2022 school year, parent and family engagement will increase by 10% as measured by attendance and participation in school events.

Strategy/Activity 1

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

Total Goal 3, Strategy 1 – Title I Parent Involvement allocation is $4,422.

2021-2022 Strategy Adjustment

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 offered were: How to help your child with distance learning, Diabetes workshops, Learn how to read your student I-Ready scores, Prepare your student(s) for Spring assessments such as ELPAC, and Social Emotional Learning during the pandemic.

Provide parents with support and resources that empowers them to be engaged in their student's learning such as parent conferences to increase student academic learning and performance by enhancing the quality and quantity of parent-teacher communication and interaction, communication, after school academic focused activities, etc. 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 - $800 – Title I - 50647: 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.

Materials/Books/ Non-Instructional Materials - $3,622 – Title I - 50647: Books will be utilized to provide parents with current strategies around positive parenting, ELA & math strategies to support their children at home. Parents will utilize the books to gain understanding and learn positive parenting skills. These skills will transfer to the parents' ability to help their children at home and provide a positive environment that is conducive to learning. 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.

2021-2022 Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
4,422	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)

$ Amount(s)	Object Code	Description
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

2020-2021 Budget Spreadsheet

FREMONT #229

		INITIAL BUDGET/DATE		REVISED BUDGET/DATE
TITLE I	TOTAL ALLOCATION	$ 237,356	LCFF — TOTAL ALLOCATION	$ 248,000
	TOTAL BUDGET DISTRIBUTED BELOW	$ 237,356	TOTAL BUDGET DISTRIBUTED BELOW	$ 248,000
	TO BE BUDGETED (Should be $0.)	0	TO BE BUDGETED (Should be $0.)	0
TITLE I - PARENT - 50647	TOTAL ALLOCATION	$ 4,422		
	TOTAL BUDGET DISTRIBUTED BELOW	$ 4,422		
	TO BE BUDGETED (Should be $0.)	0		

Object	Description	ACHIEVEMENT								LEARNING ENVIRONMENT				PARTNERSHIPS							
		FTE	50643 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	23030 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	50650 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	23020 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	50671 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	23034 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	50672 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS	FTE	23035 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS	FTE	50647 GOAL #3 MEANINGFUL PARTNERSHIPS PARENTS	TOTAL FTE	TOTAL BUDGET
Personnel Cost-Including Benefits																					
11500	Teacher - Add Comp (incl benefits)		$ 44,786		$ 25,440																$ 70,226
11700	Teacher Substitute (incl benefits)		$ 14,785		$ 5,984																$ 20,769
12151	Counselor																				$ -
30000	Statutory Benefits																				
12500	Counselor-add Comp (incl benefits)																				
13201	Assistant Principal		$ 7,680					0.500	$ 56,132											0.500	$ 63,813
30000	Statutory Benefits								$ 23,792												$ 23,792
19101	Program Specialist		$ -																		$ -
30000	Statutory Benefits																				
19500	Prog Spec-Add Comp (incl benefits)																				
19101	Instructional Coach																				$ -
30000	Statutory Benefits																				
19500	Instr Coach-Add Comp (incl benefits)		$ 1,080																		$ 1,080
21101	Instructional Asst/CAI																				$ -
30000	Statutory Benefits																				
21500	Inst Asst/CAI-Add Comp(incl benefits)																				
21101	Bilingual Assistant(.750/.4375)							1.188	$ 50,179											1.188	$ 50,180
30000	Statutory Benefits								$ 37,355												$ 37,355
21500	Bil Asst-Add Comp (incl benefits)																				
22601	Library Media Assistant			0.438	$ 15,071															0.438	$ 15,071
30000	Statutory Benefits				$ 1,330																$ 1,330
22500	Lib Med Asst-Addl Comp (incl benefits)																				
22901	Community Assistant																				$ -
30000	Statutory Benefits																				
22500	Comm Asst-Add Comp (incl benefits)																				
29101	Parent Liaison													0.750	$ 39,220					0.750	$ 39,221
30000	Statutory Benefits														$ 35,622						$ 35,622
29500	Par Lia-Add Comp (incl benefits)																				$ -
	Sub Total - Personnel/Benefits		$ 68,331		$ 47,825		$ -		$ 167,458		$ -		$ -		$ 74,842		$ -		$ -		$ 358,459
Books & Supplies																					
42000	Books																				$ -
43110	Instructional Materials		$ 21,477		$ 2,740																$ 24,217
43200	Non-Instructional Materials														$ 4,000				$ 1,672		$ 5,672
43400	Parent Meeting																		$ 2,750		$ 2,750
44000	Equipment		$ 26,722		$ 2,000																$ 28,722
	Sub Total - Books & Supplies		$ 48,199		$ 4,740		$ -		$ -		$ -		$ -		$ 4,000		$ -		$ 4,422		$ 61,361
Services																					
57150	Duplicating		$ 10,000																		$ 10,000
57250	Field Trip-District Trans		$ 1,000																		$ 1,000
56590	Maintenance Agreement		$ 2,984																		$ 2,984
52150	Conference		$ 25,000		$ 27,977																$ 52,977
58450	License Agreement		$ 3,000																		$ 3,000
58720	Field Trip-Non-District Trans																				$ -
58920	Pupil Fees																				$ -
58100	Consultants-Instructional																				$ -
58320	Consultants-Noninstructional																				$ -
	Sub Total - Services		$ 41,984		$ 27,977		$ -		$ -		$ -		$ -		$ -		$ -		$ -		$ 69,961
	GRAND TOTAL		$ 158,514		$ 80,542		$ -		$ 167,458		$ -		$ -		$ 78,842		$ -		$ 4,422		

2021-2022 Budget Spreadsheet

2021-2022 BUDGET
FREMONT - 229 - F3
PRELIMINARY - 04/16/2021

TITLE I	TOTAL ALLOCATION	$ 237,356	LCFF	TOTAL ALLOCATION	$ 240,000	TITLE I - PARENT - 50647	TOTAL ALLOCATION $ 4,422
	TOTAL BUDGET DISTRIBUTED BELOW	$ 237,356		TOTAL BUDGET DISTRIBUTED BELOW	$ 240,000		TOTAL BUDGET DISTRIBUTED BELOW $ 4,422
	TO BE BUDGETED (Should be $0.)	0		TO BE BUDGETED (Should be $0.)	0		TO BE BUDGETED (Should be $0.) 0

	Object	Description	ACHIEVEMENT								LEARNING ENVIRONMENT					PARTNERSHIPS						
			FTE	50643 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	23030 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	50650 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	23020 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	50671 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	23034 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	50672 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS	FTE	23035 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS	FTE	50647 GOAL #3 MEANINGFUL PARTNERSHIPS PARENTS	TOTAL FTE	TOTAL BUDGET
	Personnel Cost-Including Benefits																					
*	11500	Teacher - Add Comp (incl benefits)	0.000	$ 25,000	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ 25,000
	11700	Teacher Substitute (incl benefits)	0.000	$ 55,000	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ 55,000
	12151	Counselor (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
	12500	Counselor-add Comp (incl benefits)	0.000		0.000	$ 2,000	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ 2,000
	13201	Assistant Principal (incl benefits)			0.500	$ 79,924			0.000				0.000				0.000				0.500	$ 79,924
	13201	Assistant Principal-add Comp (incl benefits)			0.000	$ 10,000			0.000				0.000				0.000				0.000	$ 10,000
	19101	Program Specialist (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
	19500	Prog Spec-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
	19101	Instructional Coach (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
	19500	Instr Coach-Add Comp (incl benefits)	0.000	$ 2,000	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ 2,000
	21101	Instructional Asst/CAI (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
	21500	Inst Asst/CAI -Add Comp(incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
	21101	Bilingual Assistant (incl benefits)			1.188	$ 87,534			0.000				0.000				0.000				1.188	$ 87,534
	21500	Bil Asst-Add Comp (incl benefits)			0.000	$ 2,000			0.000				0.000				0.000				0.000	$ 2,000
	22601	Library Media Assistant (incl benefits)			0.438	$ 15,255			0.000				0.000				0.000				0.438	$ 15,255
	22500	Lib Med Asst-Addl Comp (incl benefits)			0.000	$ 1,000			0.000				0.000				0.000				0.000	$ 1,000
	22901	Community Assistant (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
	22500	Comm Asst-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
	29101	Parent Liaison (incl benefits)	0.000		0.500		0.000		0.000		0.000		0.000		0.750	$ 74,842	0.000		0.000		1.250	$ 74,842
	29500	Parent Liaison-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ 10,000	0.000		0.000		0.000	$ 10,000
		Sub Total - Personnel/Benefits		$ 82,000		$ 197,713		$ -		$ -		$ -		$ -		$ 84,842		$ -		$ -		$ 364,555
	Books & Supplies																					
**	*43110*	Books/Supplies/Materials (less than $500 per item)		$ 44,514		$ 15,000														$ 3,622		$ 25,000
	43400	Parent Meeting																		$ 800		$ 2,000
	44000	Equipment ($500 - $4999.99 per item)				$ 27,287																$ 10,000
		Sub Total - Books & Supplies		$ 44,514		$ 42,287		$ -		$ -		$ -		$ -		$ -		$ -		$ 4,422		$ 37,000
	Services																					
	57150	Duplicating		$ 10,000																		$ 25,000
***	*57250*	Field Trip-District/Non-District Trans																				$ 55,000
	56590	Maintenance Agreement		$ 6,000																		$ -
****	*52150*	Conference		$ 10,000																		$ 2,000
	58450	License Agreement																				$ 10,000
	58920	Pupil Fees																				$ -
*****	58100	Consultants-Instructional/Non-Instructional																				$ -
		Sub Total - Services		$ 26,000		$ -		$ -		$ -		$ -		$ -		$ -		$ -		$ -		$ -
		GRAND TOTAL		$ 152,514		$ 240,000		$ -		$ -		$ -		$ -		$ 84,842		$ -		$ 4,422		

Assumptions:
* State and Federal Programs will have final determination to cover additional compensation in the event the projection was underestimated and may require a budget adjustment from another object code. Staff must be identified in the SPSA.
** State and Federal Programs will have final determination of instructional, non-instructional, books categorization for the object code. For the purpose of the SPSA and budget, supplies/materials will be identified as 43110.
***State and Federal Programs will have final determination of District/Non-District categorization for the object code. For the purpose of the SPSA and budget, Field Trip-District/Non-District Trans will be identified as 57250.
****State and Federal Programs will have final determination of in-person or virtual categorization for the object code. For the purpose of the SPSA and budget, professional learning will be identified as 52150.
***** State and Federal Programs will have final determination of instructional or non-instructional categorization for the object code. For the purpose of the SPSA and budget consultants will be identified as 58100.

2021-2022 Staffing Overview

The following staffing projections were made during the Winter 2021 in preparation of the 2021-2022 school year.

Stockton Unified School District
State & Federal Strategic Preliminary Action List

LOCATION: F3 **FREMONT K-8**

RETAIN	ELIMINATE	FUND CHANGE	INCREASE FTE	DECREASE FTE	PCN	POSITION	RESC	ORG KEY	OBJ	FTE	PCT
✓					20319336	ASSISTANT PRINCIPAL II	0091	12302021F3	13201	0.5000	0.5000
✓					64169538	LIBRARY MEDIA ASSISTANT	0090	12303024F3	22601	0.4375	1.0000
✓					7018A338	PARENT LIAISON	3010	15067226F3	29101	0.7500	1.0000
✓					71253570	BILINGUAL ASST/SPANISH	0091	12302010F3	21101	0.4375	1.0000
✓					71253008	BILINGUAL ASST/SPANISH	0091	12302010F3	21101	0.7500	1.0000
									TOTALS, THIS LOCATION:	229	2.8750

RETAIN = No changes / Personnel Authorization not needed.
ELIMINATE = Route Personnel Authorization form to assigned State & Federal Program Technician, before January 22, 2021.
FUND CHANGE = Route Personnel Authorization form to assigned State and Federal Program Technician when SPSA is approved by SSC and uploaded to Title1Crate.

Fund Change for PCN _____ New Fund _____
Fund Change for PCN _____ New Fund _____
Fund Change for PCN _____ New Fund _____

INCREASE FTE, DECREASE FTE = Route Personnel Authorization form to asigned State and Federal Program Technician when SPSA is approved by SSC and uploaded to Title1Crate.

NEW POSITIONS:

	POSITION	FTE	ORG KEY & OBJECT
1.			
2.			
3.			
4.			

NEW POSITIONS = Route Personnel Authorization form to assigned State and Federal Program Technician when SPSA is approved by SSC and uploaded to Title1Crate.

On February 10, 2021 School Site Council reviewed and preapproved the staffing plan for LCFF & Title 1 funded positions for the 2021-22 school year.

Site Administrator's Approval: Amber Carter DATE: 2.10.21

Report ID: Staff_Position_Listing_NO_SALARY_STATE_FED_Landsca
Report Location: CDD \ Accounting\ State and Federal
User ID: TOWNLEY, KELLY LEIGH

Current Date: 12/14/2020
Current Time: 04:05:14
Page #: 10

2020-2021 SPSA Evaluation

Area of Focus	Year 2 2018-19-Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	A. Implementation Of the strategy identified, what was implemented and how was it implemented?	B. Effectiveness Of what was implemented, how effective was it?	C. Significant Material Difference Of the strategy identified, did something significant change?	D. Future Changes Of the strategy identified, what might change for the future? Of the strategy implemented are there changes for the future, enhancements, adjustments?
Goal 1, Strategy 1	Provide teachers with professional learning opportunities and support to supplement core instruction, such as site-based coaching (e.g., co-teach, demo lessons in the classroom, etc.), PLC collaboration process, conferences/training (e.g., Benchmark Advance AVID, MTSS, Common Core, Units of Study, Direct Instruction, Behaviors Systems, Illuminate, etc.), data analysis (including monitoring and fidelity), academic conferences based on current needs and data collection analysis, etc. focusing on evidenced based, instructional practices and implementation; writing, mathematics, integrated ELD			Describe implementation of each component and include applicable data a. coaching model b. PLC process c. training/professional learning d. etc. (where there other aspects of the strategy implemented but not specifically identified that roll into etc.?)	Describe effectiveness of each component and include applicable data a. coaching model b. PLC process c. training/professional learning d. etc. (where there other aspects of the strategy implemented but not specifically identified that roll into etc.?)	Describe the significant material difference a. coaching model b. PLC process c. training/professional learning d. etc. (where there other aspects of the strategy implemented but not specifically identified that roll into etc.?)	Describe the changes made or proposed for the future a. coaching model b. PLC process c. training/professional learning d. etc. (where there other aspects of the strategy implemented but not specifically identified that roll into etc.?)

Step 1:

Review the SPSA Year 2 (2018-19) Strategies and identify the components within the strategy. In the example, above the various components are highlighted in different colors.

Step 2: ***(optional)***

Label the different components using an alpha or numeric system and continue with color coding from step 1.

Step 3:

Begin answering each component starting with column A, next B, next C, and finally D. **Be sure to address all tasks/activities described in the strategies column.**

Step 4:

Review responses and obtain applicable clarification and feedback with the following groups:

- ☐School Leadership Team
- ☐Director
- ☐ELAC
- ☐School Site Council
- ☐Parent/Community groups
- ☐Student groups

	strategies, CAFE, phonics, etc.						

Goal 1 – Student Achievement

Area of Focus	2020-2021 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	A. Implementation Of the strategy identified, what was implemented and how was it implemented?	B. Effectiveness Of what was implemented, how effective was it?	C. Significant Material Difference Of the strategy identified, did something significant change?	D. Future Changes Of the strategy identified, what might change for the future? Of the strategy implemented are there changes for the future, enhancements, adjustments?
Goal 1, Strategy 1				Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future
G1, S1 – a	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.).	Teacher data/samples from students shows that students have somewhat improved but still need to work on their overall writing using the WICOR rubric. In addition to the rubric, their	Monthly AVID meetings with the team throughout the year. Bi-weekly meeting with PLCs for AVID strategies	Implementations beginning in August through May have improved communication and messaging to teachers. Monthly meetings determine how communication through grade levels is handled and where the gaps were. Gaps still exist but are fewer with grade levels and individual teachers. Team meetings and PLC and staff meetings so that implementation is consistent.	Meetings are effective because the messaging is consistent and it creates coherence and school wide expectations. Digital portfolios are limited in effectiveness because the younger students had a difficult time navigating. Online learning and hybridization have presented challenges to both students and teachers with lack of time on	The shift from in person to virtual to hybrid instruction over the past year has made it difficult to use only digital resources for those who are not tech savvy, including students. The level of support was high for both staff and students. Additional professional development was identified for those who had not attended AVID	Changes made: modified everything to meet the demands of online learning. WICOR strategies are working, but the mode of delivery needs to adapt to current situations Staff/teachers need more training to support virtual instruction in AVID and other areas.

	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.). AVID Strategies for Elementary and Secondary Specifically for tutorials, Cornell note taking. Provide students with materials, resources, and support to increase Math proficiency through AVID and supplemental core instructional strategies to meet grade level	digital portfolios and binders with evidence of student writing. Some are more proficient than others. Notes that students take from August to May reflect improvement but also show the need for continued support. AVID supports iReady Pathways - growth has been made at all grade levels.	Staff meeting sharing of strategies District meetings with district AVID coordinators Walkthrough for certification	Writing is addressed. Teaching strategies are shared at meetings to take back to PLCs to ensure consistent expectations. iReady data and BenchMark Advance and My Perspectives show limited growth.	task and difficulty to help individual students. Inconsistent strategies being used by teachers. Some teachers are using many AVID strategies, others very few. Graphic organizers seem to be effective. Levels of questioning are evident in some classes. Through walkthroughs, observations and student work,note-taking and marking the text is effective with most students.	conferences and ongoing support from district and site-level coordinators.	Other strategies support AVID such as VTS, close reading and arts integration.

	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.						
G1, S1 – b	Teacher extra Pay, will compensate teachers for 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)	Meetings did not occur	No frequency	Teachers did not prepare rubrics for writing/math with grade level alignment due to Covid.	Strategy could not be evaluated as it was not implemented	Not applicable	Shift into the four different component
G1, S1 – c	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.	40 staff members attended 10 hours of Watershed training modules. Additionally, each teacher attended one coaching workshop. The staff included: 1 district personnel	Monthly VTS lessons conducted in the classes.	VTS is a strategy that uses an image to articulate observation. It is a scripted program that uses three questions to elicit a group conversation: “What is going on in this image?” “What do you say that makes you say that?” “What more can we find?” Teachers use 2-3 images per lesson monthly. Each image is discussed for approximately 20 minutes. Students participate in the discussion explaining what they	VTS is a verbal strategy that can promote writing skills through the use of observation. Teachers using the strategy found improvement in students observation skills during verbal discussions. This was a training year with the training taking place mid year. Some teachers used quick writes as a check for understanding after the lessons took place.	It was observed that student verbal interactions increased during the few months that the lessons were able to be conducted. Students made observations while other students in the class were able to respond either in agreement or disagreement or provide their own observation. Students learn to be respectful to each other during open conversation.	Next school year a prewrite of an image will be conducted at the beginning of the year. Ten lessons will be conducted, once monthly A postwrite of the same image will take place at the end of the school year. .

		1 principal 2 assistant principals 2 Resource specialist teachers 2 Physical Education teachers 4 VAPA/Art specialist 26 classroom teachers (TK-8 was represented).		perceive is going on in the image. Teachers stay neutral while pointing to the image and paraphrasing the students' comment.			

Area of Focus	2020-2021 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	A. Implementation Of the strategy identified, what was implemented and how was it implemented?	B. Effectiveness Of what was implemented, how effective was it?	C. Significant Material Difference Of the strategy identified, did something significant change?	D. Future Changes Of the strategy identified, what might change for the future? Of the strategy implemented are there changes for the future, enhancements, adjustments?
Goal 1, Strategy 2				Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future

G1, S2 – a	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 to reinforce daily classroom activities . Focus EL language support in Core ELA and math concepts taught. Support specific teacher needs that would help foster positive English conversations with students. Designed to focus on supporting TK-2nd grade students Focusing on EL's that speak very little or limited English Support newcomers in adapting to a classroom with a diverse group of students who need additional support. Improved scores in a small group setting specifically for reading instruction, Benchmark Advance.	i-Ready data was used to measure the progress of the SIPPS Reading Intervention Program. All third grade teachers were trained in SIPPS (.4375) The 3.5hr position this year, was never fulfilled due to COVID Only one bilingual assist (.75) was in the position as a mid-year transfer The 3.5 hr position was never filled.	SIPPS will be monitored three times a year at the end of each trimester; i-Ready diagnostics Our ELD students are monitored every year until they have been redesignated or RFEP'D out of the ELD classes. Every Spring our EL students will then take the ELPAC Summative assessments in Reading, Writing, Speaking, and Listening domains. The newly hired bilingual assistant started with us in November of 2020. The Bilingual monitors students on a daily basis. AlsoMonitors the Initials and Spring ELPAC Monitors students' progression in	The SIPPS reading intervention program was piloted in the third grade to promote reading skills and increase students' phonological awareness from October 2020 to May 2021. SIPPS was implemented daily for 20 minutes by all four third grade teachers. The bilingual assistant was assigned several grade levels to work with every day that were new to the country or spoke very limited or very little English. My Perspectives in 7th and 8th grade were used by teachers and the assistants. The assistant worked primarily in the morning with students.	Early reading intervention and phonological awareness is critical for learning to read for primary age children. The SIPPS program helped students focus on word recognition strategies and skills necessary for developing comprehensive strategies. Based on the i-ready diagnostics from the beginning of the school year to the end of the year, more than 30% of third grade students improved reading by one proficiency level based on the i-Ready assessment. Describe effectiveness of each component and include applicable data Our Bilingual Assistant served as a liaison between home and ability to support the ELPAC coordinator with assessing the students for both initials and Summative ELPAC assessments. Data shows students are improving in domains with the help of support in the classroom,	The significant change from applying the SIPPS reading intervention program was that students with better phonological awareness progressed the most, in addition to developing a stronger word reading and decoding. Describe the significant material difference Having a bilingual assistant both full time and half time would support all grade levels. If we had the 3.5hr assistant she/he can support our upper grades and the 6 hr assistant can be utilized in the primary grades. We could increase	Although the SIPPS reading intervention program was successful in improving students' learning to read and decode. The program needs to be implemented early in the school year. Thus, teachers will need to be trained earlier and given more time to understand the program to fully implement with fidelity. Describe the changes made or proposed for the future Two bilingual assistants would be very beneficial in supporting our students from the beginning of the school year. The bilingual assistant would provide additional support to our EL students. The Bilingual Assistant was able to offer support as a translator, a liaison, and support the Assistant principal in order to provide ELD students with the necessary support that will help them with English acquisition.

	Assist in translating, making phone calls home Assist in testing both Initials and Summative ELPAC		speaking, reading, writing, and listening domains Monitors the students who limited English and or who scored a level 1 or 2 in their overall performance				

G1, S2 – b	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)	Cohort model (paid by the district) replaced the tutoring.	Due to COVID there was no extended day tutoring	Describe implementation of each component and include applicable data Due to COVID there was no extended day tutoring	Due to COVID there was no extended day tutoring	Due to COVID there was no extended day tutoring	Describe the changes made or proposed for the future During 2021-2022 school year we will offer extended day tutoring for students who are tier 3 or below grade level.
G1, S2 – c	Assistant Principal will oversee the EL reclassification components supporting the EL program. Maintain the scheduling of Bilingual Assistant based on most needs in classrooms.	30 days from the time they enrolled (8-1-20 to 1-1-21) in our district for ElPAC initials. Spring 2021, ELPAC (2-1-21 to 5-20-21) summative done for all English Learners.	We monitor the students using the EL monitoring forms and the RFEP monitoring forms 3x a year(Fall, Winter, and Spring) to be placed in students' cumulative records.	Fremont has 328 EL's in the 2020-2021 school year. 10% of students did not show up for testing or ELD support. We are still waiting to test students in the Summative test, who haven't shown up to class all year. COVID made it challenging to get students online and into their ELD classes and also the bilingual assistant came late in the year.	The ELD teachers provide support to the ELD students for 30 minutes a day in their prospective ELD classes. They teach the ELD curriculum(ELD Bridge/My Perspectives) and continue to implement a variety of strategies to help the ELD students learn English. This is effective in all grade levels teaching them to learn English in order to speak with their teachers and peers.	The part time bilingual assistant was not filled therefore, our 3rd-8th teachers were not provided the necessary support to meet the struggling ELD students learn English. Targeted support for students in TK-2nd grades utilizing the bilingual assist.	By August 2021 given 2 bilingual assistants we can support all 328 ELD students vs 300 students with the support to meet their English needs, resulting in 28 students being RFEP'ed by 2021. We fell short of our goal, which was 10% of the EL population. We will continue to offer push-ins, small groups, and effective ELD strategies to meet the needs of our EL population. We will support both parents and students with the resources and interventions that will help get the students reclassified and out of ELD classes..
G1, S2 – d	Library/Media Clerk (.4375) assists with meeting students by helping them to select leveled reading texts to	Media clerk vacated the position mid-year, in January.	During the time the Library/Media Clerk was on site, all library books,	Students had a mobile library during Covid and access to books and software which was very	The Library/Media Clerk position, when filled, was very effective for the following reasons: students and staff	When the position was vacated mid-year, the duties performed by the Library Media Clerk had to be	SSC voted to open the position again for the 2021-22 school year.

	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.	Position never filled	textbooks, Chromebooks/chargers and materials that needed to be dispersed were done. Sets of reading books for novel reading requested by the homeroom teachers to do book report/study would be checked out/in by Media Clerk.	successful. Teachers were able to get the specific curriculum within their grade level. Any missing materials and curriculum were then inventoried and submitted per the media clerk in order to get out to the teachers.	had a system and a person to go to, a drive-thru library was created and utilized by about 30 students every Wednesday. Updates to books, access to software and anything that students needed related to curriculum.	parsed out to other office staff. The money was reallocated mid-year because the position never filled. As of today, our front office staff and parent liaison will be collecting and taking inventory of materials to be returned or keep.	

Area of Focus	2020-2021 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	A. Implementation Of the strategy identified, what was implemented and how was it implemented?	B. Effectiveness Of what was implemented, how effective was it?	C. Significant Material Difference Of the strategy identified, did something significant change?	D. Future Changes Of the strategy identified, what might change for the future? Of the strategy implemented are there changes for the future, enhancements, adjustments?
Goal 1, Strategy 3				Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future

G1, S3 – a	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	The Robotics and MESA Clubs will use the school climate survey, and the i-Ready assessments to measure the program's success. Due COVID no field trips during the 2020-2021 school year	The Robotics and MESA Club will meet twice a week after school for an hour.	The Robotics and MESA Clubs did not happen this school year due to COVID restrictions. Describe implementation of each component and include applicable data	The Robotics and MESA Clubs will provide students with hands-on NGSS standards curriculum that focus on logical cognitive process and problem-solving to develop students critical thinking skills. Describe effectiveness of each component and include applicable data	Due to COVID restrictions, the school was not able to implement the extra-curricular STEM activities. Describe the significant material difference	The Robotics and MESA Clubs will be implemented next school year, 2021-2022, and all staff members involved in the clubs will be trained in PLTW Automation/Robotics and MESA curriculum. Describe the changes made or proposed for the future

	awards ceremonies as well as college tours.						

Area of Focus	2020-2021 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	A. Implementation Of the strategy identified, what was implemented and how was it implemented?	B. Effectiveness Of what was implemented, how effective was it?	C. Significant Material Difference Of the strategy identified, did something significant change?	D. Future Changes Of the strategy identified, what might change for the future? Of the strategy implemented are there changes for the future, enhancements, adjustments?
Goal 1, Strategy 4				Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future
G1, S4 – a	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	Turnarounds Arts offered art integration workshops/webinars throughout the year to all staff. Art leadership Team (ALT) has a representative from each grade for the purpose of sharing PD opportunities and strategy resources. Equity Leadership PD provided by Nicole Anderson and Associates Consulting.	Monthly Turnaround Arts newsletters showcase workshop/webinar opportunities. ALT monthly meetings with grade level representatives, art specialists and administration. Three 3 hour equity leadership training sessions took place. These trainings were open to all staff including instructional coaches, TK-8 classroom teachers, Resource specialist teachers, PE teachers, and admin.	Staff that attended Turnaround Arts workshops shared their experiences and the strategies they used. Grade level representatives then share with their grade level PLC. ALT monthly meetings allow grade level reps to share out an art integration strategy that they used in their class/across their grade level. “Culturally and Linguistically Responsive Teaching and Learning” by Sharroky Hollie was ordered for all staff.	Teachers that were able to attend workshops / webinars have been able to utilize the strategies with their students. Not all teachers are able to attend workshops/webinars or integrate strategies discussed by their grade level peers. The Equity Leadership training was not mandatory. Attendance was high for the first course but decreased for the second and third sessions.	Communication and site wide discussions took place. Originating from ALT meetings with grade level representatives and following with staff meetings discussing PD opportunities. An Equity Leadership team is in development for site. Teachers want to be involved in promoting equity.	PD opportunities are developing for the upcoming school year. Sign-ups are in progress for staff lead PD’s/ conference style training. Such PDs include: arts, PE, AVID, PBIS, book studies, in-depth root cause analysis and in-depth data analysis. . Book studies such as “Acting Right” by Sean Layne and “Culturally and Linguistically Responsive Teaching and Learning” are in the developing stages.

	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						

G1, S4 – b	Academic conferences for teachers that includes data analysis of subgroups with the instructional coaches. Instructional and curriculum support for teachers, especially new teachers						
G1, S4 – c	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) *PBIS Conference - June 2021 - administrator, counselor, teachers						

To add a row:

1) Highlight row, right click and select insert row

2) Insert cursor at the end of the last row and hit tab

Goal 2 – School Climate

Area of Focus	**2020-2021 Strategies** (Narrative/Action Plan)	**Metric(s)** (Measurement)	**Monitoring Timeline** (Frequency)	**A. Implementation** Of the strategy identified, what was implemented and how was it implemented?	**B. Effectiveness** Of what was implemented, how effective was it?	**C. Significant Material Difference** Of the strategy identified, did something significant change?	**D. Future Changes** Of the strategy identified, what might change for the future? Of the strategy implemented are there changes for the future, enhancements, adjustments?
Goal 2, Strategy 1				Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future
G2, S1 – a	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.	PBIS will use school climate data to measure students' connectedness and belonging. Sports or any activities requiring physical contacts or working in close proximity were not held during the 2020-2021 school year	The PBIS team met the 1st and 3rd Monday of each month for an hour.	The PBIS team is using the PBIS strategies to increase the sense of student connectedness. The PBIS has three tiers of interventions. The first tier focuses on school-wide and culturally responsive systems of support such as: expectations signage, school-wide recognition, social-emotional skills teaching (Second Steps). The second tier focuses on classroom and small group strategies such as: social-skills groups, daily check-in with adults, classroom behavior interventions. Lastly, the tier three concentrates on the 1%-5% of the school population that address individuals for high-risk behaviors by providing services such as: School	The importance of teacher's training on equity and cultural awareness helps to empower teachers to promote a school culture of appreciation for all cultures on campus. It was through training that Fremont fostered a school culture that created a strong relationship building and trust with all stakeholders.	Due to COVID restrictions and distance learning, the focus was adjusted to attendance and connectedness with less attention to behavior since students were not on campus.	The PBIS team will increase membership and promote more events that promote belonging and connectedness between students, parents, and staff members for the following 2021-2022 school year.

				Based Mental Health Services, and individual recognition in the classroom from classroom teachers. The PBIS team provided staff with professional development (Brain, school culture and climate, equity training). The team met bi-monthly to discuss and implement ideas that would help with promoting a positive change in student behavior. However, due to COVID restrictions, PBIS was partially implemented.			
G2, S1 – b	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	No meetings were held in the 2020-2021 school year.	None	Program could not be properly implemented due to Covid. No data to report	Program was not effective and not measurable due to lack of systems in place from transitioning to an online classroom to hybrid. Not enough interest in it to pursue creating a virtual platform for the 20-21 school year.	No significant material difference	Possible continuation of program once we return to an in-person model or hybrid.
G2, S1 – c	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.	*Student of Month for academic/behavior/attendance *Character Trait of the month *Bulldogs Attendance Competition	*Incentives were given out monthly *PLUS Forums was done once a semester *Bulldogs Attendance Competition was daily	-Incentive prizes for students meeting goals: attendance, academic, and behavior	The students' meeting the attendance, academic, and behavior goals were entered into a raffle for a chance to win prizes. However, the tangible items for students are not more important than meaningful time with their peers and staff members they trust. During the pandemic when many of the students are already checked out and having Zoom fatigues. The	A strong school and individual student interpersonal relationships helps to develop the whole student and enhance their academic outcome.	It would behoove the school to enlist the school counselor or mental health clinician to help with teaching teachers during a scheduled staff professional development to connect and understand the psychology of human connection.

	*Incentives, entertainment, prizes, etc. are not allowable using Title I or site LCFF funds.				tangible prizes would have been more effective when combined with existing interpersonal relationships with trusted adults.		
G2, S1 – d	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						
G2, S1 – e	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	Monthly agendas and participation sheets to go along with the topics.	Coffee hour was implemented every 3rd Thursday of the Month at 5:00 PM. Due to distance learning the coffee hour was done in the evening because the chromebooks were being utilized in the morning by their students.	Describe implementation of each component and include applicable data Each topic was run in conjunction with the school timelines. In August, the topic was: How important attendance is for academic success which was held by our school counselors. Each topic had a special guest speaker and/or staff that was willing to share important information	Describe effectiveness of each component and include applicable data Parent liaison builds relationships between parents and community members in order to support parents and to help thier students to be academically successful while providing the parents with information that is important between school and teachers. Liaison is to constantly support our Spanish speaking parents with opportunities to ask	No significant material difference The liaison will continue to utilize all aspects of communication such as: instagram, Facebook, Marquee, Blackboard, Google Classrooms,phone calls, and emails to foster positive outreach and relationships between parents and schools	Possible continuation of program once we return to an in-person model or hybrid. The parent liaison will continue to support parents virtually or in person the following school year. We will offer different resources such as the Consilio, Women's center, Health plan of San Joaquin, Police department, and other resources that parents are interested in learning about.

	several virtual coffee hours with teachers and students to engage them in online learning.			between the school and the students.	questions and provide them the necessary resources they are seeking.		

To add a row:

1) Highlight row, right click and select insert row
2) Insert cursor at the end of the last row and hit tab

Goal 3 – Meaningful Partnerships

Area of Focus	2020-2021 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	A. Implementation Of the strategy identified, what was implemented and how was it implemented?	B. Effectiveness Of what was implemented, how effective was it?	C. Significant Material Difference Of the strategy identified, did something significant change?	D. Future Changes Of the strategy identified, what might change for the future? Of the strategy implemented are there changes for the future, enhancements, adjustments?
Goal 3, Strategy 1				Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future
G3, S1 – a	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 offered were: How to help your child at home, Technology 101, How to detect lead poisoning, Learn how to read your student I-Ready scores, Prepare your student(s) for Spring assessments such as ELPAC, and Social Emotional Learning during the pandemic. School staff will host Movie Nights, Parent-Teacher conferences, Multicultural Night, reaching out via BlackBoard and other media	Parent and family attendance of virtual coffee hours and art siesta nights.	Monthly family movie nights monthly parent coffee hours on topics of interest based on the parent survey. Three family art siesta nights.	Due to CDC restrictions, movie nights were unable to take place this fiscal school year. Virtual parent coffee hours were presented by the site parent liaison monthly with the Assistant Principal during the evening hour at 5:00 PM. Virtual family art siesta nights showcased paper quilt making, drawing, yoga, computer software, art advocacy, and cooking. Due to CDC restrictions, the multicultural festival was unable to take place this fiscal school year.	Parent coffee hour was integrated into the monthly PTSA meeting in April in an attempt to get additional parent involvement on campus. Parent involvement in art siesta nights was low due to the coffee hour being offered at 5:00 PM, this limited the involvement as most parents had obligations to their families during the evening.	CDC guidelines affected the ability to reach families and the community due to the inability to host in-person events such as art nights, movie nights, and the multicultural festival that are normally widely attended.	Based on CDC guidelines in-person events will begin to take place again and coffee hour will resume in the fall during the morning at 9:00. We will have surveys out for parents to fill. The parents would provide us suggestions on important topics that would interest them.. Family nights on campus, including book fairs, art nights, movie nights, PTSA sponsored events, and the multicultural festival.

	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.						

To add a row:

1) Highlight row, right click and select insert row
2) Insert cursor at the end of the last row and hit tab

Comprehensive School Profile Data:

Improvement – Fremont Elementary School 2020-21

Decision Making Model-Essential Questions

Continuous Improvement: Decision Making Model -- Essential Questions

Fremont Continuous Improvement 2020-2021

Current Performance Level	Gap Analysis Results	Cause Analysis Results	Design & Improvement	Success Assurances	Implementation & Evaluation
Do I know where I am?	*Do I know the gap between where I am and where I want to be?*	*Do I know what's causing me to be where I am?*	*Do I know what I need to do to get where I want to be?*	*Do I know what I need to do to assure that what I do works?*	*Do I know what I need to do to confirm what I do works?*
ELA Dashboard: **2018-19** ELA: Orange indicator **2017-18** 97 points below the standard **2018-19** increased 16.1 points to 80/9 points below standard **2019-2020** No Data **i-Ready: 2020-2021** **Reading: Fall 2020** Tier 1 (At Grade Level): 13%	Decrease the distance from L3 a min of 3 points to -47.8 Each of our subgroups decreasing by a minimum of 3 points from L3	● Teachers had to adapt to the distance learning model. ● Teachers were not equipped with the necessary technology in order to be successful at their job. ● Technology difficulties. ● New Teacher who was a mid-year hire ● One new AP. ● Since fall of 2019, there is new adoption for ELA and Math and teachers are still learning the newly adopted curriculum. ● Teachers need ongoing professional development and this	● Provide opportunities for professional development for curriculum: ○ AVID ○ Effective instructional strategies ● Attend, monitor, and support collaboration meetings to maintain focus on student learning. ● Incorporate the PLC model. ● More team building activiites. ● Monitor MTSS: Implementation and make adjustments to support student learning based on student data PBIS ● Assistant Principal and Principal to attend IEP's SSTs	**Position:** ● 2-Assistant Principals ● Full-time Instructional Coach ● 2 Bilingual Aides **Additional needs:** More time for PD **Professional development** ● Teachers, administration, coaches, and program specialist ● high quality teaching strategies such as AVID ● curriculum ● Academic conferences ● Targeting instruction and support provided by the administration, coach, program specialist based on needs to deliver high-quality Tier I instruction and provide Tier 2 interventions and	○ Monitor student data and progress consistently and make adjustments based on results SBAC, ELPAC, I-ready, and other assessments. ○ Monitor systems to ensure all staff receive adequate PD in new ELA/MATH curriculum – surveys, google docs sign-in sheets, & monitoring/ support by Admin team/support staff. ○ Allocate adequate funding to support MTSS, RTI, PBIS implementation, Professional Learning, and additional staff needed. ○ Ensure master schedule supports MTSS,

Improvement – Fremont Elementary School 2020-21

Decision Making Model-Essential Questions

Continuous Improvement: Decision Making Model -- Essential Questions

Tier 2 (one grade level below): 28% Tier 3 (two or more grade levels below): 59% **Spring 2021** Tier 1 (At Grade Level): 23% Tier 2 (one grade level below): 29% Tier 3 (two or more grade levels below): 48%		is the first year of implementation additional teacher in classroom to support, ● New Curriculum ● Lack of classroom to PD, planning, ● Coaches are pulled out for training and distance learning starts. Our Math coach was out for a long period of time. Coaches were only given 2 days a week to support Fremont teachers. ● AB77 minutes were much shorter than the regular school		enrichment for those that "know it". **<u>Curriculum</u>** ● Implement effective researched-based curriculum ● Reading support for struggling primary readers (SIPPS) **<u>Support for teachers</u>** ● Full-time Coach-coaching and support for new and identified teachers ● Assistant principal to assist with IEP's for 4 SDC classrooms, 2 SLP's, and an RSP teacher.	extended learning, collaboration, and targeted coaching. ○ Monitor SPED reports for IEP compliance

Improvement – Fremont Elementary School 2020-21

Decision Making Model-Essential Questions

Continuous Improvement: Decision Making Model -- Essential Questions

MATH Dashboard: **2018-19** Math: orange indicator **2017-18** 121.7 points below standard; **2018-19** increased 10.7 points to 111 points below standard **2019-2020** No Data **i-Ready: 2020-2021** **Math:** **Fall 2020** Tier 1 (At Grade Level): 14% Tier 2 (one grade level below): 37% Tier 3 (two or more grade levels below): 49% **Spring 2021** Tier 1 (At Grade Level): 20% Tier 2 (one grade level below): 34%	Decrease the distance a min of 3 points to -70.3 Each of our subgroups decreasing by a minimum of 3 points from L3	• Instruction • 5-New Teachers • 1 non-reelect • Lack of subs to cover while teachers attend PD, planning, •	• Provide opportunities for professional development for curriculum: ○ AVID ○ PLTW, ○ effective instructional strategies • Attend, monitor, and support collaboration meetings to maintain focus on student learning. • Monitor MTSS: ○ implementation and make adjustments to support student learning based on student data ○ RTI ○ PBIS • Assistant Principal and Principal to attend IEP's SSTs	**Position:** • Assistant Principal • Full-time Instructional Coach **Additional needs:** More time for PD **Professional development** • Teachers, administration, coaches, and program specialist • high quality teaching strategies such as AVID • current curriculum • Academic conferences • Targeting instruction and support provided by administration, coach, program specialist based on needs to deliver high quality Tier I instruction and provide Tier 2 interventions and enrichment for those that "know it". **Curriculum** • After school and summer school curriculum purchased and utilized "i-ready" • Implement effective researched based curriculum • Reading support for struggling primary readers (SIPPS) **Support for teachers**	○ Monitor student data and progress consistently and make adjustments based on results SBAC, ELPAC, i-ready, and other assessments. ○ Monitor systems to ensure all staff receive adequate PD in the new ELA/MATH curriculum – surveys, google docs sign in sheets, & monitoring/support by Admin team/support staff. ○ Allocate adequate funding to support MTSS implementation, Professional Learning, and additional staff needed. ○ Ensure master schedule supports MTSS, extended learning, collaboration and targeted coaching. ○ Monitor SPED reports for IEP compliance

Improvement – Fremont Elementary School 2020-21

Decision Making Model-Essential Questions

Continuous Improvement: Decision Making Model -- Essential Questions

Tier 3 (two or more grade levels below): 46%				• Full time Coach-coaching and support for new and identified teachers • Assistant principal to assist with IEP's for SDC classrooms, 1 SLP's, and 2 RSP teachers.	

Improvement – Fremont Elementary School 2020-21

Decision Making Model-Essential Questions

Continuous Improvement: Decision Making Model -- Essential Questions

Chronic Absenteeism Dashboard **2017-2018** - 22% 53.6% homeless 25.8% of students with disabilities **2018-19** Red indicator 23.1% Increased .9% 38% homeless declined 15% 40% students with disabilities Increased by 14.2% **2019-20** No Data **SUSD District Data 2020-21** Indicator 25.22% Homeless: 50.98% Foster: 44.44% Special Ed: 28.40%	Decrease our chronic absenteeism rate by a minimum of 0.5, including each of our subgroups decreasing by a minimum of 0.5	○ Lack of parental support including home routines/ practices ○ Lack of a real consequence for parents of chronically absent students ○ Students are sick often ○ Families leave on long trips ○ Students may be staying home to care for siblings while parent works ○ Improper documentation by staff ○ Inconsistent consequences /documentation/ communication	**Design and Improvement Plan** ● Work with the site counselors and CWA to target chronically absent students, strategically for those at or near the 10% threshold, including all subgroups indicated on the CA Dashboard ● Communicate with all families on the importance of attendance, parent meetings ○ Provide incentives for good attendance for students: ○ PBIS attendance celebration ● Educated students on the role education plays in their success in life: ○ Counselor Presentations ● Counselors meet with small groups of chronically absent students and parents to support their needs: ○ Mentor Group meetings ○ ● PLUS students to support counselor's work with improving school attendance	**Position**: 2 Counselors 2 Assistant Principals Full time office assist **Additional needs:** ● More training and support for teachers, staff, and families ● CARE team meetings; Work with the site counselors, assistant principal, principal and CWA to monitor progress toward our goals -- make changes based on outcomes ● Office assistant to contact parents daily for attendance and report to counselor, and admin. ● Follow up with families on attendance and supports	○ Utilize reports sent every two weeks by the district to monitor progress - continue to target based on new reports ○ Number of referrals to CWA ○ Student grades and performance

Improvement – Fremont Elementary School 2020-21

Decision Making Model-Essential Questions

Continuous Improvement: Decision Making Model -- Essential Questions

			● SST's and home visits by counselors, assistant principal and CWA staff ● Office assist, Parent Liaison, attendance Clerk ● to call parents daily to check on student's attendance ● Counselor, admin, office assist to work with students in foster care and homeless		

Improvement – Fremont Elementary School 2020-21

Decision Making Model-Essential Questions

Continuous Improvement: Decision Making Model -- Essential Questions

Suspension Dashboard: **2017-2018** Yellow indicator -- 9.9% for Declined of 3.9% African American = 32.6% and increase of .4% SWD = 17.8% and Declined 9.5% **2018-19** Red indicator -- 12.9 % for Increase of 3.1% African American = 37.3% and increase of 4.7% SWD = 24.7% and increase of 6.9% Homeless 22.4% Declined 2.6% **Foster Youth Less than 11 students - data not displayed for privacy**	No suspension in the 2020-2021 school year, data is not accurate due to distance learning. We will use data from 2018-2019 to gain a clearer picture of potential concerns.	• Ongoing behavioral issues for a small percentage of students • Violations of Ed Code causing safety concerns • Inability to suspend K-3 students causing major disruptions in classrooms • Increase in incidents involving defiance and disruption • Location of the majority of behavioral incidents – playground or in classrooms • Limited support from families • A place to work with students on behaviors and interventions	• Work with the site counselors, mental health clinician, assistant principal, principal, and CWA to monitor progress toward our goals -- make changes based on outcomes • PBIS evidenced-based school-wide expectations defined and taught through PD and expectations are reinforced by all staff • Counselors and assistant principals to monitor progress toward our goals -- make changes based on outcomes - full-time AP needed • Utilize PLUS survey results to address needs • Counselors will provide classroom presentations for areas of need identified in the PLUS surveys • A place for Counselors, admin, or teachers to utilize Restorative Practices and Circles • A place for Counselors and PLUS Advisors to have PLUS forums • CSA to monitor behavior during all recess and passing periods, respond to teacher needs in classrooms for support with behavioral concerns	**Position:** Counselor Assistant Principal **Additional needs:** • More training for teachers, staff, and families. • Sports for Learning **Design and Improvement Plan** • Restorative Practices • Restorative Circles in classrooms with trained teachers • Use of weekly incentives to reward students observed with good behavior • Behavior management systems in place in every classroom • Consistent PBIS implementation for cafeteria and playground • Training and coaching on PBIS procedures • AP and counselors were able to implement PBIS and PLUS activities on campus to address student attendance, behavior, engagement, and social-emotional issues • Communicate and inform parents of students in targeted subgroups about	○ Utilize reports sent every two weeks by the district to monitor progress - continue to target based on new reports ○ Monitor PLUS survey results throughout the year for improvement

Improvement – Fremont Elementary School 2020-21

Decision Making Model-Essential Questions

Continuous Improvement: Decision Making Model -- Essential Questions

Ed Data **2019-20** Indicator: 13.4% Increase by 0.5% African American = 14.6% decrease of 22.7% SWD = 20.2% decrease of 4.5% Homeless 27.7% increase of 5.3% Foster Youth Less than 11 students - data not displayed for privacy **SUSD District Data** **2020-2021** 0%			• Increase parent awareness through meetings and training. • Additional yard supervisors to monitor during lunch periods • Sports for Learning Program to offer activities for students during lunch recess	behavioral expectations and consequences • Provide formal BIP's for those students in need • Psychologist and Mental Health Clinician to develop FBA for those students meeting the criteria • The counselor will implement the PLUS program for 6th-8th grade students and conducting PLUS forums within all grade levels • PLUS students to support counselor's work with improving school climate • Implement AVID to support college and career readiness	
Culture and Climate Monthly/Weekly Parent meetings Parent nights and involvement: • Virtual Back-to-School Night	○ Parent room has been added this year for monthly and weekly meetings ○ A meeting room has been	○ Multiple groups share the same space ○ Admin shares office with mental health, social workers, and other staff ○ The Instructional Coach's office is in the parent, training,	• Utilize PLUS survey results to address needs • Counselors will provide classroom presentations for areas of need identified in the PLUS surveys • Parent Liaison, Counselors, CWA to work with families on meetings and training	**Position:** Counselor Assistant Principal Full-time office assist **Additional needs:** More training and support **Design and Improvement Plan** • Restorative Practices • Restorative Circles	○ Monitor PLUS survey results throughout the year for improvement ○ Parent sign-in sheets from meetings ○ Parent sign-in sheets for parent nights and events ○ LCAP survey ○ Teacher survey

Improvement – Fremont Elementary School 2020-21

Decision Making Model-Essential Questions

Continuous Improvement: Decision Making Model -- Essential Questions

• Trunk or Treat Drive-Thru • Turkey Give-Aways • December Toy-Give-Aways • AVID/PLTW Open House • Virtual Club Rush for students interested in participating in extracurricular activities. • Adults Arts Siesta Nights	created for parents, CWA, students, planning, and other needs of a school	and other staff workrooms. ○ Parents want training and use the room that is also the coaches, and training room	• Office support to assist parents and student needs • A location to work with students and families • Utilize Restorative Practices and Circles • A place for Counselors and PLUS Advisors to have PLUS forums • Office Assistant to help with parent communication and to help with students	• Use of weekly incentives to reward students • Increase parent awareness through meetings and training • Increase parent involvement through meetings and training • The counselor will implement the PLUS program for 6th-8th grade students and conducting PLUS forums within all grade levels • PLUS students to support counselor's work with improving school climate • Implement AVID to support college and career readiness • Restorative Circles in classrooms with trained teachers – use the additional classrooms to address these needs • Use of weekly/monthly incentives to reward students observed with good behavior • Increase parent nights and involvement • Office Assistant to contact parents for events, activities, and other school needs	
--- CONFIRMS WHY --- • **<u>Full-time assistant principal</u>** – student interventions, MTSS, PBIS, Restorative Justice, schoolwide support in academics and instruction, IEP's for 4 Special Education classrooms, 1				--- CONFIRMS HOW and WHAT--- ○ 2- Full-Time Assistant Principal ○ 2- Full-Time Instructional Coach	

Improvement – Fremont Elementary School 2020-21

Decision Making Model-Essential Questions

Speech and Language Professionals, and RSP, communication with parents on attendance, new curriculums - 2018-19 Social Studies; 2019-20 ELA and Math, 2020-21 Science, PLTW, AVID, SBAC, CAASPP, MAP, other district assessments, Parent meetings, 11 new teachers ● **Full-time instructional coach** – 11 newer teachers, new curriculums - 2018-19 Social Studies; 2019-20 ELA and Math, PLTW, AVID, and 2020-21 Science Adoption ● **Full-time office assist** – parent contact for attendance, office support with students, parents, and teachers, lack of subs when SST ● **Maintain 2 counselors** – student interventions, Restorative Justice, PBIS, PLUS, MTSS, student surveys, classroom presentations, communication with parents on attendance ● **Maintain 4-noon duties** – student supervision, MTSS, PBIS, student interventions ● **2 Campus Securities**-Campus safety, supervision, truancy	○ 1 Office Assist ○ 2-Counselors

Progress

school search

Fremont Elementary

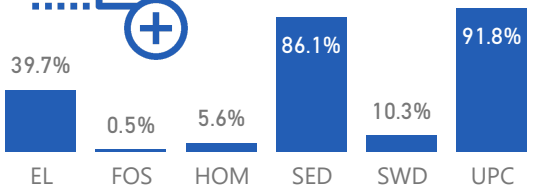
2020-2021

Overview: The 2021 progress report provides 2020-2021 data for Stockton Unified and all schools in the areas of academics, engagement, and school climate. Reports include: overall progress, enrollment, chronic absenteeism, iReady, curriculum assessments, ELPAC initial assessments, RFEPs, MDTP, HS report card, and PLUS survey. Measures are reported for all students and student groups. Summarized data is provided by CWA, PLUS, and Research. Reports are updated as information is available. SUSD RA v1.1

January

833

Enrollment



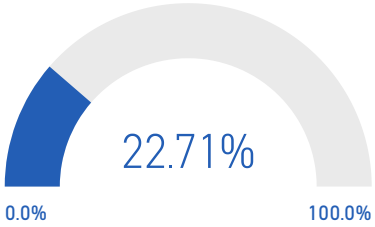
December

CWA

7

Parent Outreach

Engagement



Chronic Absenteeism

Winter

Academics

Participation	Participation	Participation
93%	95%	(Blank)
ELA: K-11	Math: K-8	MDTP-Fall
On-Track	On-Track	Nearly + Ready
23%	20%	(Blank)
Percent	Percent	Percent-Fall

High School: No Credits Earned

English Learners

ELPAC IA	ELPAC IA
91%	50
Percent GL Tested	Total Tested

Reclassification

RFEP Complete Eligible

Curriculum:

Tests Administered Through January

Benchmark	Ready Class
800	2037
Total Test Count	Total Test Count

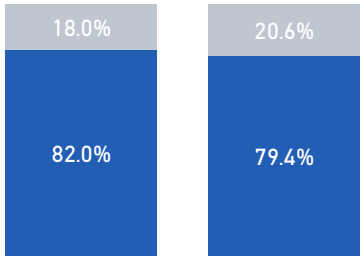
Saavas

(Blank)

Total Test Count

Plus Survey

School Climate



At my school, there is a teacher or other adult who really cares about me.

I feel like I am part of this school.

Enrollment

school search: Fremont Elementary

Month: All

Student G...: All

2020-2021

Change: All Enrollment
(current-previous month)

-1

Dec-Jan change

01-Aug	800 Enrollment
06-Jan	832 Enrollment
02-Sep	819 Enrollment
03-Oct	828 Enrollment
04-Nov	833 Enrollment
05-Dec	833 Enrollment

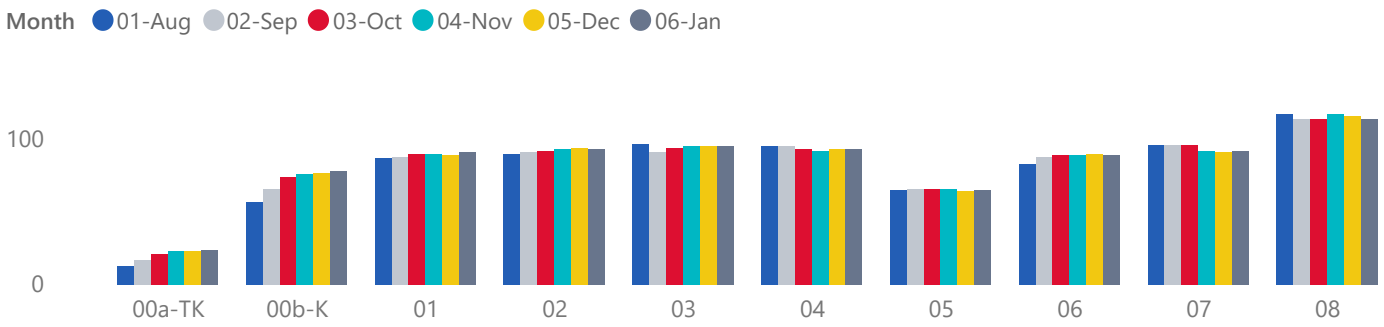
SUSD RA v1.1

Overview: Enrollment data includes the monthly TK-12 school enrollment count by student group, program participation/eligibility, and grade level. Reports includes all active students in Synergy on date reports were extracted.

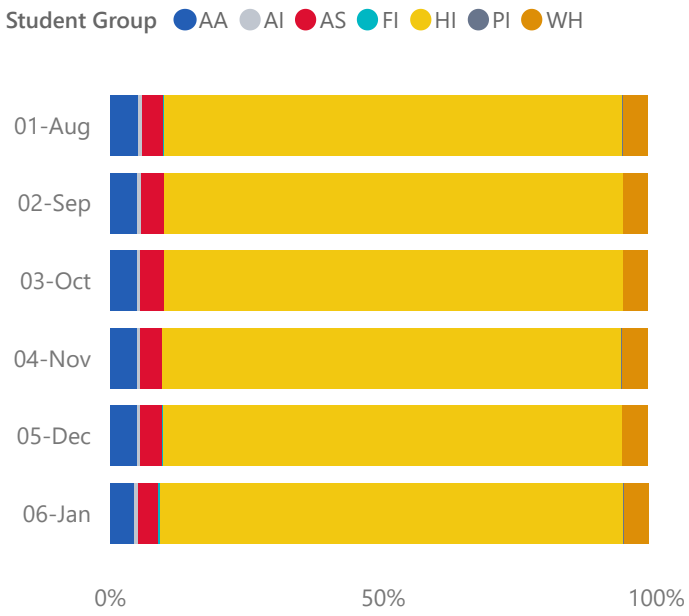
Navigation: All months and students groups are on displiay, use month and/or student group filters to change displays. Ctrl for multiple selections.

Source: Synergy, LCAP Monthly Reports; Frequency: Reports are updated monthly; Updated: 01-06-2021

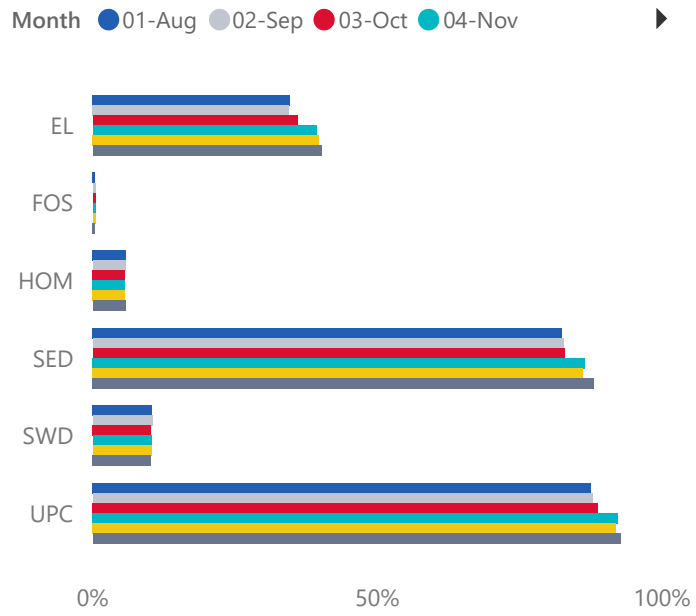
Grade Level: Student Count



Race/Ethnicity: Percent



Student Groups: Percent



Engagement

school search: Fremont Elementary

Month: All

2020-2021

Connections

Rate Change: Chronic Abs

0.01 ↑

Nov - Dec change

01-Aug	20.32% Rate	01-Aug	166 Count
02-Sep	18.44% Rate	02-Sep	154 Count
03-Oct	22.18% Rate	03-Oct	189 Count
04-Nov	22.21% Rate	04-Nov	191 Count
05-Dec	22.71% Rate	05-Dec	196 Count

SUSD RA v1.1

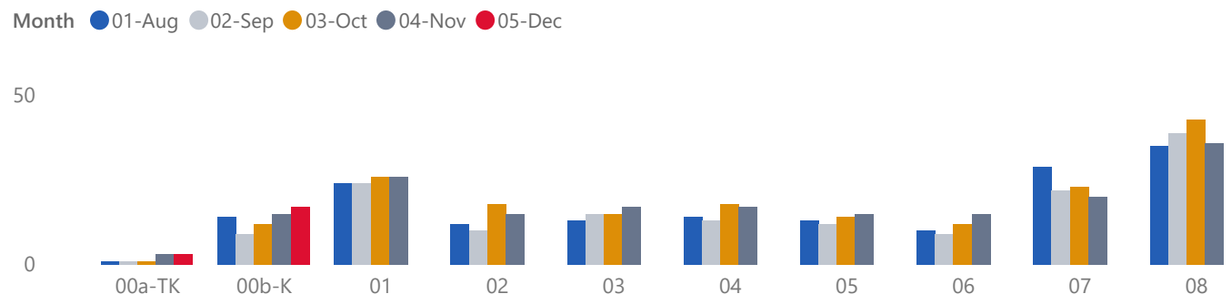
Overview: Student Engagement data includes the monthly Tk-12 chronic absenteeism rate, and is reported as the count of students considered chronically absent (absent for 10% or more of the days they were expected to attend).

CWA outreach includes: **CWA Parent Outreach** (parent calls, conference, home visits, presentation), and **Tier 2**: student check in, attendance contracts, referrals for services. .

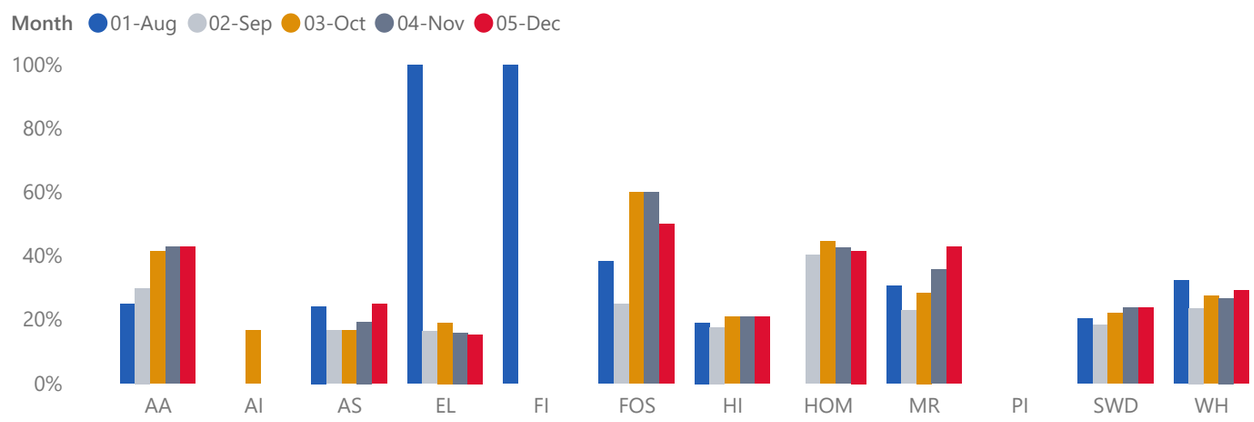
Navigation: All months and students groups are on displiay, use month filter to change displays. Ctrl for multiple selections.

Source: Student Support Services; Frequency: Reports are updated monthly; Updated: January 2021

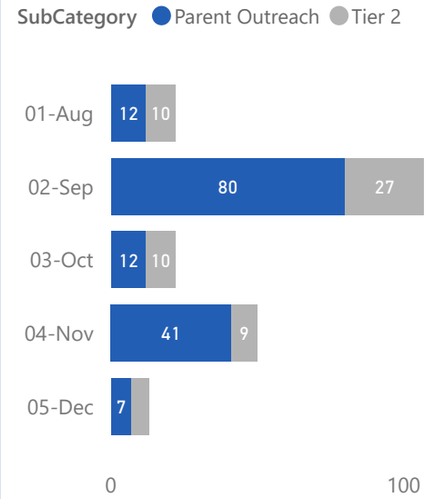
Chronic Absenteeism: Student Group



Chronic Absenteeism: Student Group



CWA Connections



counselors : coming soon!

iReady

school search: Fremont Elementary

Subject: ELA

2020-2021

Term: All

Student Group: All

Participation

86%	93%	
Fall	Winter	Spring

Overview: Interim Assessments reports include participation and academic progress results from SUSD's intterim/diagnostic assessments:
* iReady (ELA K-11, Math K-8): iReady is administered three (K-8) and two (9-12) times per year, and progress is reported as:
1. On-Track for Grade Level: percent of students on track to score grade level at the end of the year if they meet the typical growth target.
2. Two or More Years Below: (2 + Below) percent of students who are 2 or more years below grade level.
3. No Growth: (0 Growth) percent of students who showed no growth since the Winter 2019 diagnostic

Navigation: Use Filters to select ELA or Math; Term/Student Group; Focus: Right corner arrow
Source: Research; Program Exports
Frequency: Reports are updated after assessment administration; Updated: January 2021 - winter.
High School Data Currently Not Reported

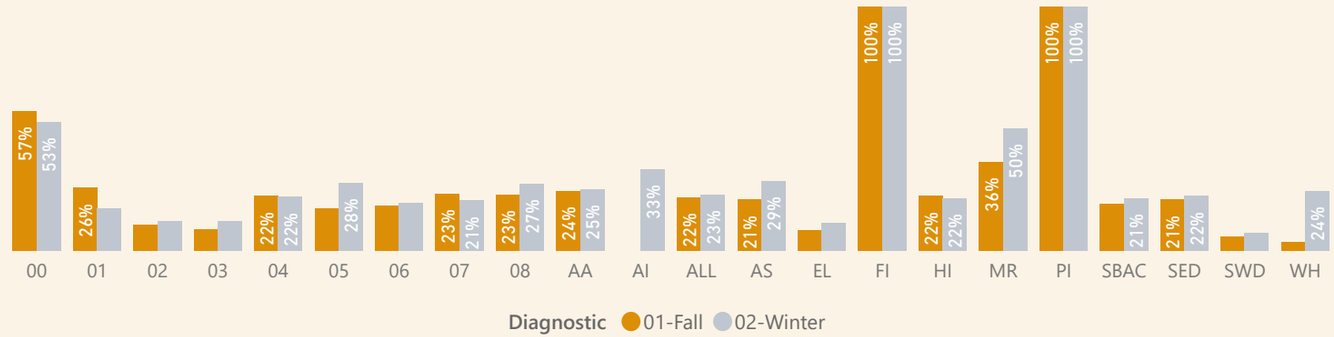
SUSD RA v1.1

On Track	
22%	Fall
23%	Winter
	Spring

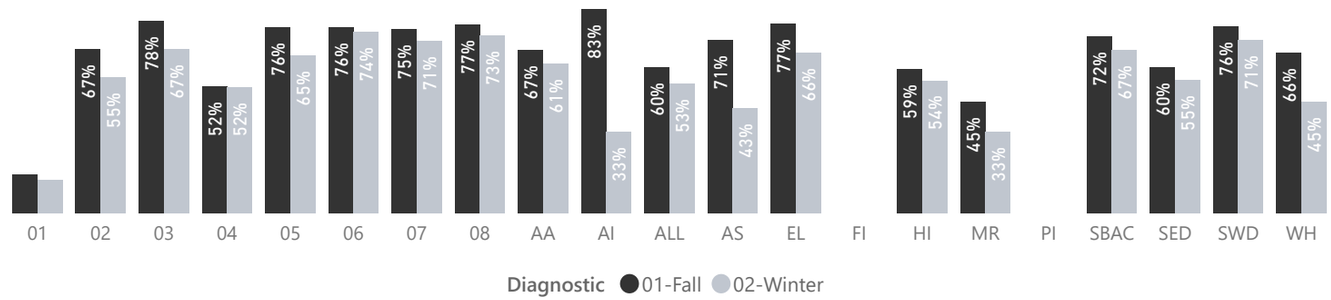
2+ Below	
60%	Fall
53%	Winter
	Spring

No Gro...	
32%	All
26%	Winter
	Spring

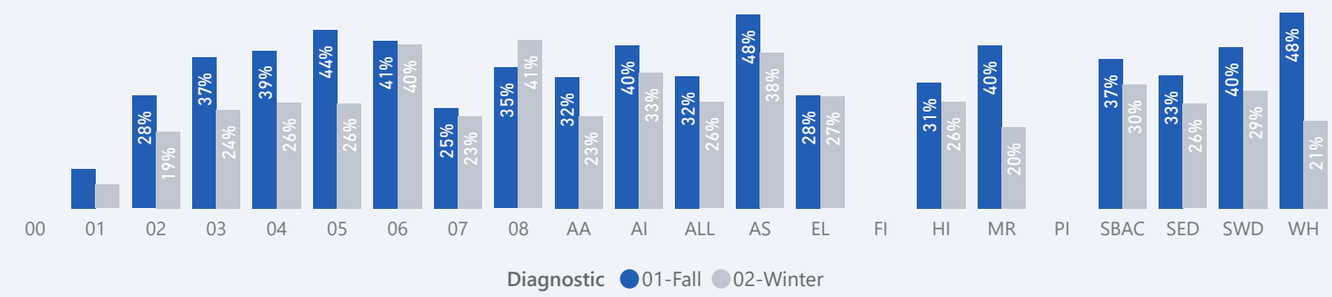
iReady Percent On-Track



iReady Percent Two or More Years Below Grade Level

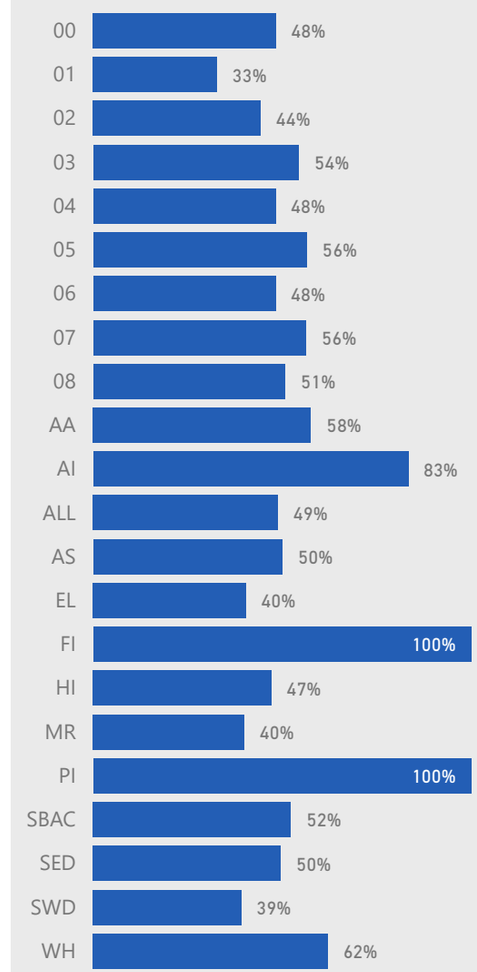


iReady Percent No Growth (since Winter 2019)



F-W Growth	F-S Growth
49%	
All	

iReady F-W Typical Growth



Curriculum

school search

Fremont Elementary

2020-2021

Overview: Curriculum Assessment data reporting metrics is dependent on the availability of data and/or curriculum, and include:

* Total Test Count: Cumulative count of test administered online in the curriculum portals (ReadyMath, Saavas, and Benchmark).

* Average Test Administered: Of students who have completed at least one test in the system, the average number of tests administered by grade level (ReadyMath, MyPerspectives, and Benchmark).

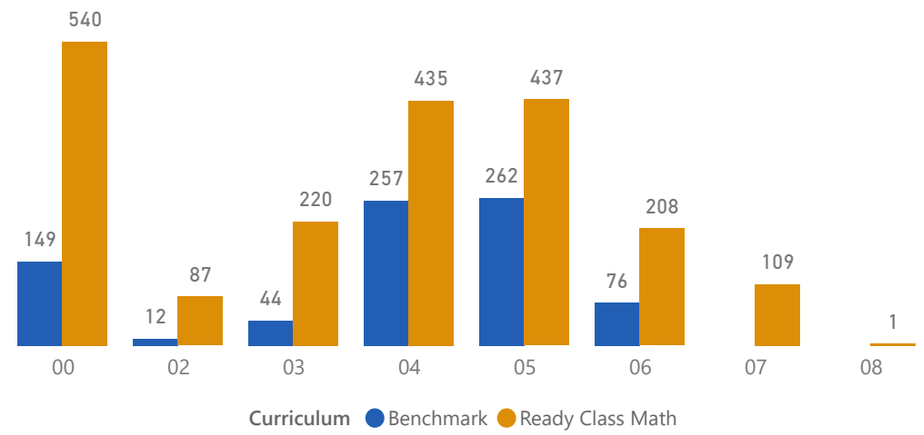
* Progress/Proficiency: achievement (HS Math - midterm/final; Primary - Fluency)

Online Instruction: completion and engagement in iReady Online Instructional learning pathways.
* 30 minutes: percent of students averaging 30 minutes per subject per week
* Passed Lesson: percent of students passing online instruction (<70%)

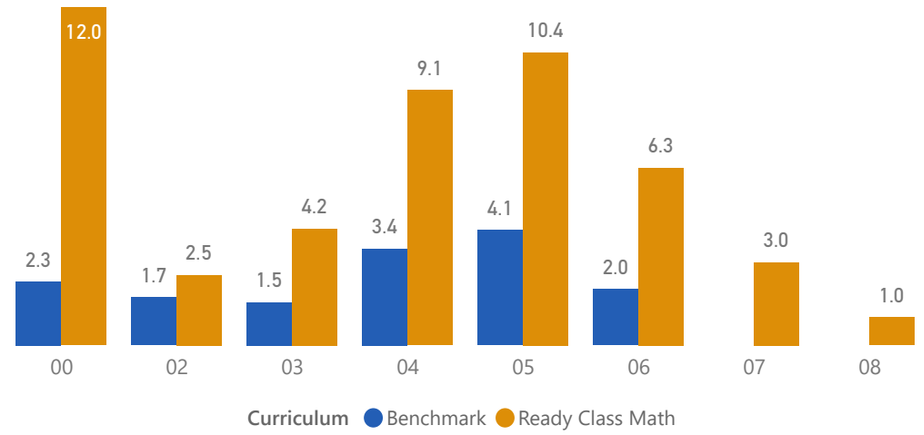
Navigation: N/A
Source: Research; Curriculum Exports, Illuminate
Frequency: Reports are updated periodically; Updated: November 2020

January 2021 Curriculum Assessments	Ready Class	Saavas	Benchmark
	2037	(Blank)	800
	Total Test Count	Total Test Count	Total Test Count

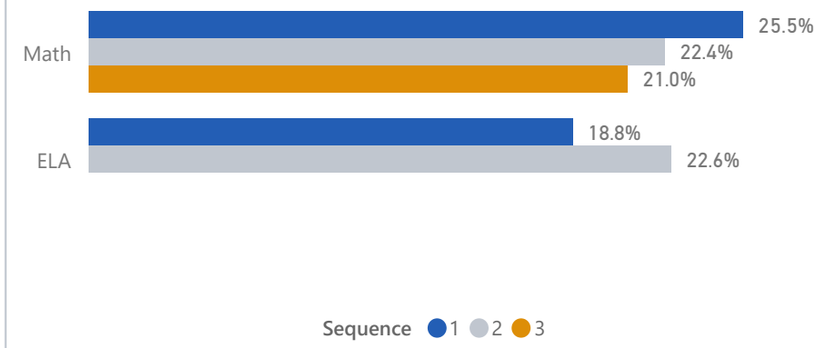
Curriculum: Test Count



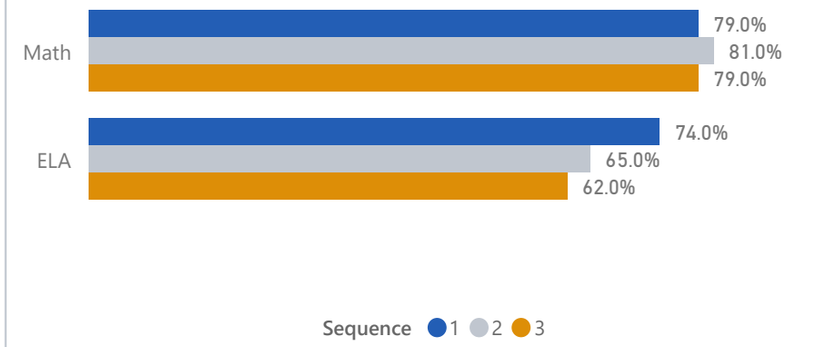
Curriculum: Average Test Count



Online Instruction: 30+ minutes



Online Instruction: Passed Lessons 70%+



Sequence: 1. Sep 28; 2. Nov 9; 3. Jan 11

ELs & RFEPs

school search

Fremont Elementary

2020-2021

Overview: English Learners' progress is reported through the Initial ELPAC (IA ELPAC) and RFEP eligibility.

* IA ELPAC: THe Initial ELPAC is administered once to students in grades K-12 whose primary language is not English to determine their English language proficiency. Overall Performance is reported as a scale score and categorized as:
IFEP: Initial Fluent English Proficient
Intermeidate English Learner, and Novice English Learner.
Overall Performance is comprised of, Oral Language and Written Language, each domain is categorized as: Well Developed, Moderately Developed, and Minimally Developed.

* RFEP Eligibile: Count of all English Learners eligble for reclassification: and have met the 4 criteria to be designated as Reclassified Fluent English Proficient (RFEP) are reported as:
1. Not Completed (met all criteria), documents not processed, designation is not complete
2. Completed: documentation has been processed and students are designated as RFEP.
Navigation: NA
Source: Research; ELPAC; Illuminate
Frequency: Reports are updated periodically;
Updated: January 2021

Percent Initial ELPAC Completed

ELPAC IA

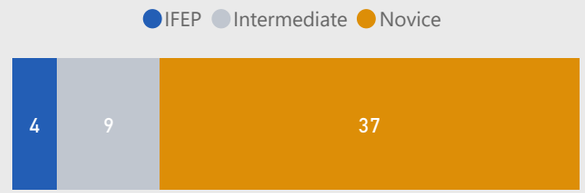
ELPAC IA

50

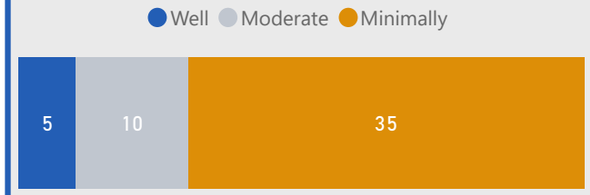
Total Tested

Grade Level	Tested	Enrolled	Percent Tested
00	41	44	93.18%
01	3	3	100.00%
02	2	3	66.67%
03	1	1	100.00%
04	1	1	100.00%
06		1	
07	1	1	100.00%
08	1	1	100.00%

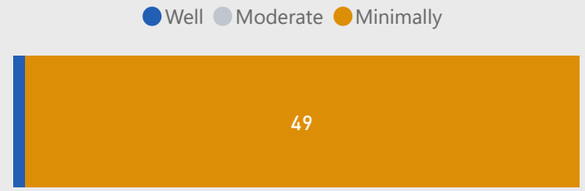
Overall Performance



Oral Language Performance

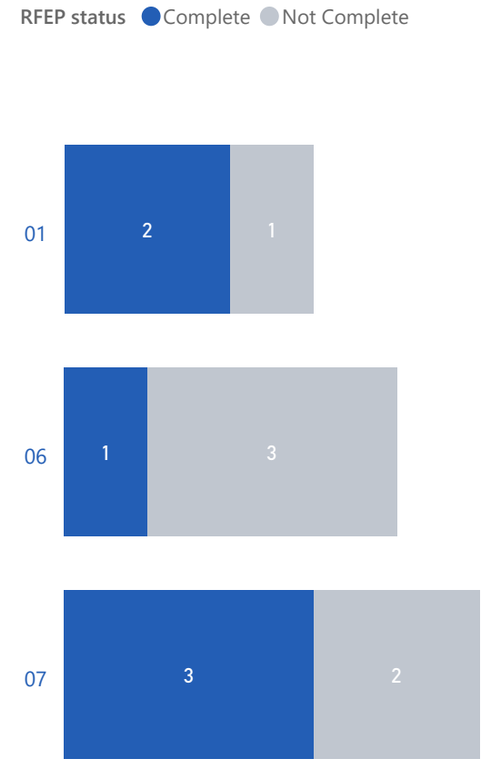


Written Language Performance

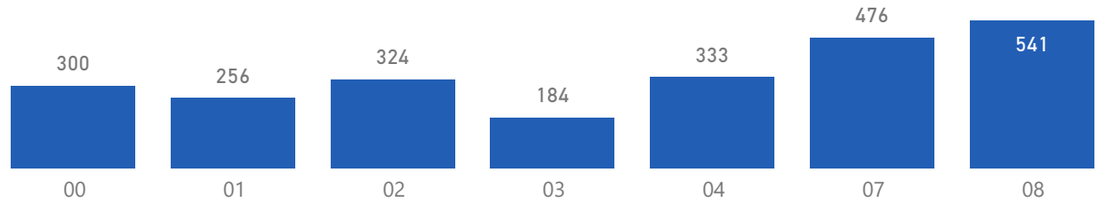


Reclassification

Reclassification by Grade Level



Overall Mean Scale Score by Grade Level



School Climate

school search: Fremont Elementary

Grade Span: All

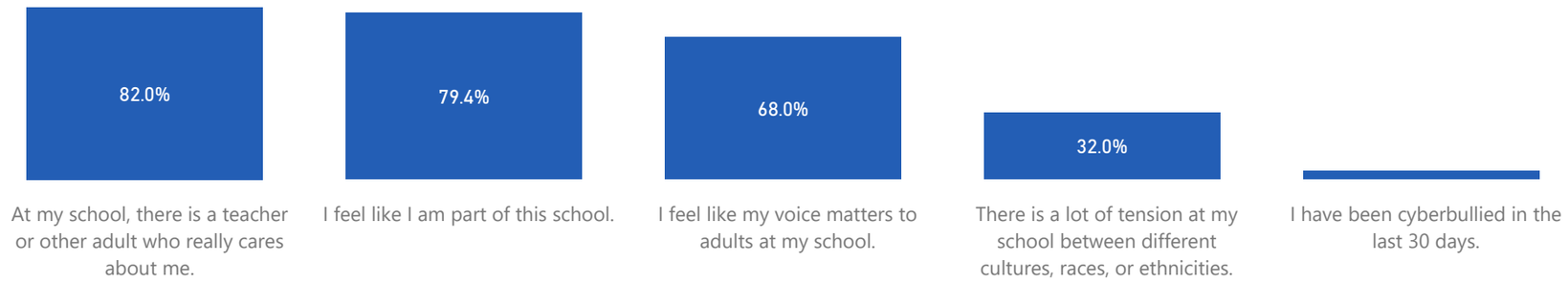
2020-2021

Question Priority: All

Term: 1-Fall

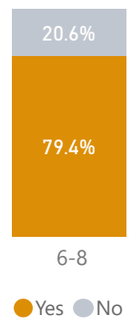
Overview: School climate data is reported from the School Climate Survey administered through the PLUS Program. The survey is conducted three times per year for students in grades 4-12. The school climate data collected is used for PLUS team actions, site/district program development and accountability, LCAP , CA Dashboard, PBIS teams, and program progress.
Navigation: NA
Source: Student Support Services - PLUS program
Frequency: Reportts are updated after survey administration (3x a year); Updated: Fall 2020

All Responses

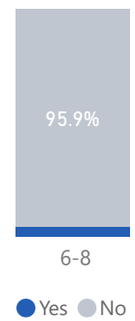


Count	Count	Count
(Bla...	194	(Bla...
Grade 4-5	Grades 6-8	Grades 9-12

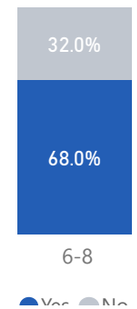
I feel like I am part of this school.



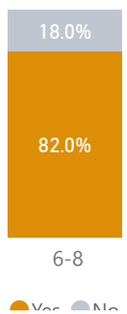
I have been cyberbullied in the last 30 days.



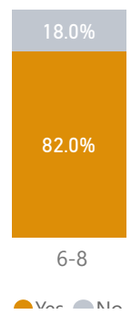
I feel like my voice matters to adults at my school.



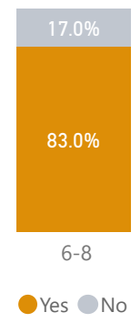
At my school, there is a teacher or other adult who believes that I will be a success.



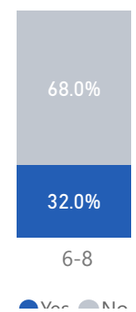
At my school, there is a teacher or other adult who really cares about me.



I feel safe in my school.



There is a lot of tension at my school between different cultures, races, or ethnicities.



High School

school search

Fremont Elementary

GradePeriod

All

2020-2021

MDTP

Overview: Distribution of transcript grades reported by grade, course, and credits earned.

Transcript Grades:
* Non-Passing Grades: Grade marks of F, Not Completed (NC), No Marks (NM), and Not Reported (NR)
* Credits Earned: Credits earned as indicated on transcript

Credit Attempted/Earned: Count of students meeting the credit attempted and earned categories for the most recent grading period.
* All: all credits attempted were earned
* Half: more than half of credits attemped were earned
* Less than half: less than half of credits atttempted were earned
* None: no attempted credits were earned

*MDTP (9-11): The Mathematics Diagnostic Testing Project (MDTP) is a diagnostic tool designed to support secondary math programs in CA schools. MDTP is administered at the beginning of term and indicates students readiness for currently enrolled math course.

Readiness is indicated as Near/Ready: Ready (<67/68/69-100%), Nearly Ready (51-69), Not Ready (31-50), and Far from Ready (>30)

Navigation: NA; Source: Research; IS, Synergy
Frequency: Reports are updated after at end of term, test; Updated: January 2021

Grade Distribution and Term

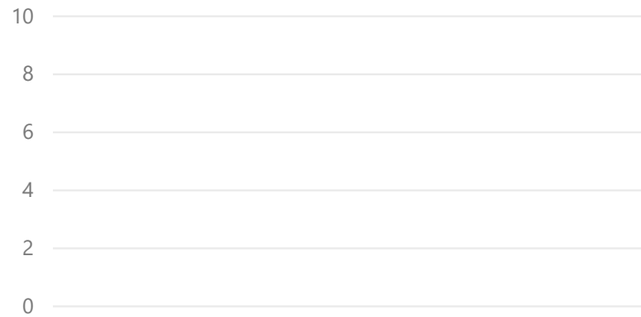
Participation Fall	Near/Ready
(Blank)	(Blank)
Percent	All

MDTP: Fall Diagnostic

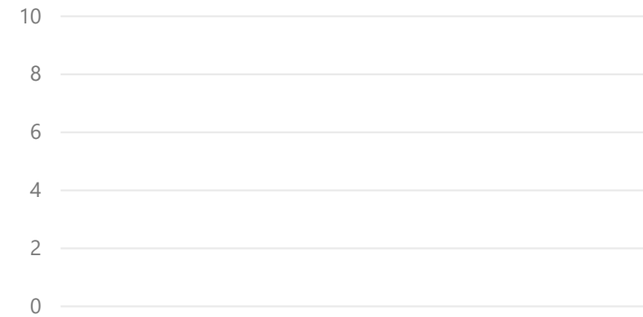
Subject and Non-Passing Grades

MDTP: Fall Diagnostic

Credits Earned (October)



Credits Earned (December)



Reference and Updates

2020-2021

Report Log

* v1 01122021: preliminary review
* v1.1 01212021 administrators - published

Feedback Suggestions Comments Questions Ideas

Share your thoughts with our team!

Report Content

Student Level Reports

* iReady (portal), Student Level (Illuminate)
* RFEP eligibility (Illuminate)
* ELPAC IA testing list
* Benchmark Universe
* MDTP
* Saavas (portal)

Acronyms

Student Groups

ALL – all students

AA – Black/African American

AI-American Indian/Native Alaskan

AS-Asian

FI-Filipino

HI-Hispanic

MR-Two or More

PI-Pacific Islander/Native Hawaiian

WH-White

EL-English Learner

FOS-Foster Youth

HOM-Homeless Youth

SED-socioeconomically disadvantaged, SWD-students with disabilities.

Metrics

iReady

school search: Fremont Elementary

Subject: Math

2020-2021

Term: All

Student Group: All

Participation

Fall	Winter	Spring
88%	95%	

Overview: Interim Assessments reports include participation and academic progress results from SUSD's intterim/diagnostic assessments:

* iReady (ELA K-11, Math K-8): iReady is administered three (K-8) and two (9-12) times per year, and progress is reported as:

1. On-Track for Grade Level: percent of students on track to score grade level at the end of the year if they meet the typical growth target.
2. Two or More Years Below: (2 + Below) percent of students who are 2 or more years below grade level.
3. No Growth: (0 Growth) percent of students who showed no growth since the Winter 2019 diagnostic

Navigation: Use Filters to select ELA or Math; Term/Student Group; Focus: Right corner arrow

Source: Research; Program Exports

Frequency: Reports are updated after assessment administration; Updated: January 2021 - winter.

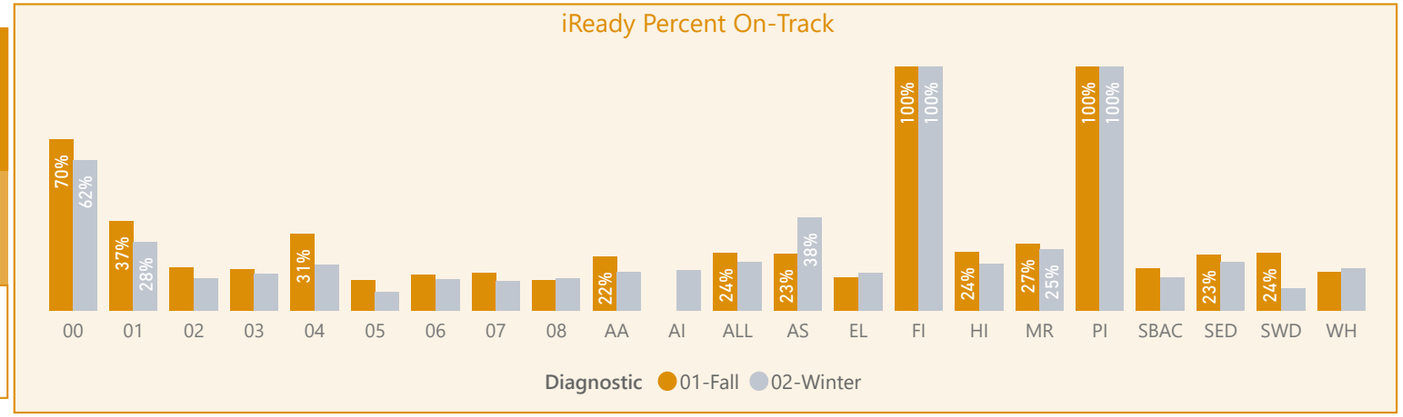
High School Data Currently Not Reported

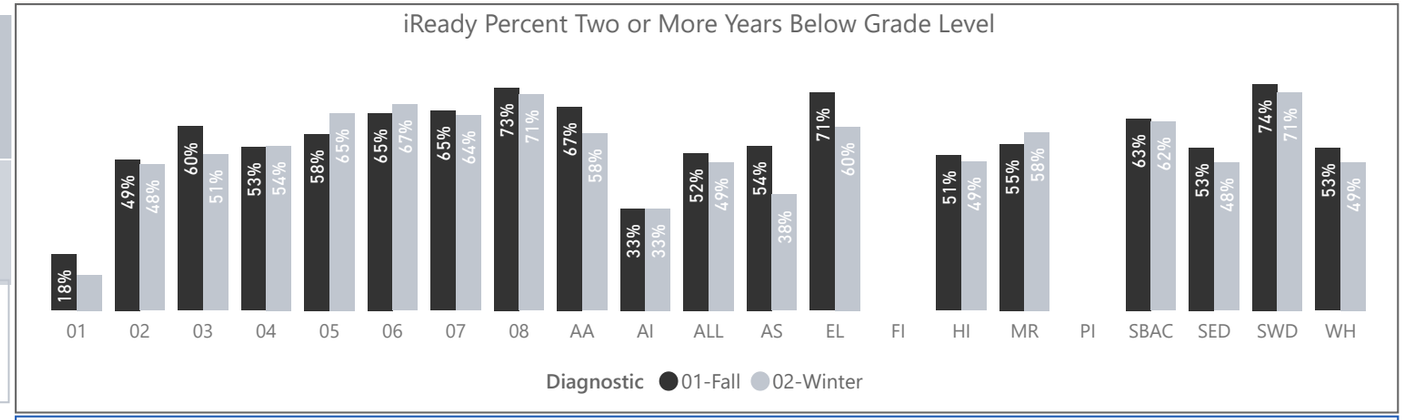
SUSD RA v1.1

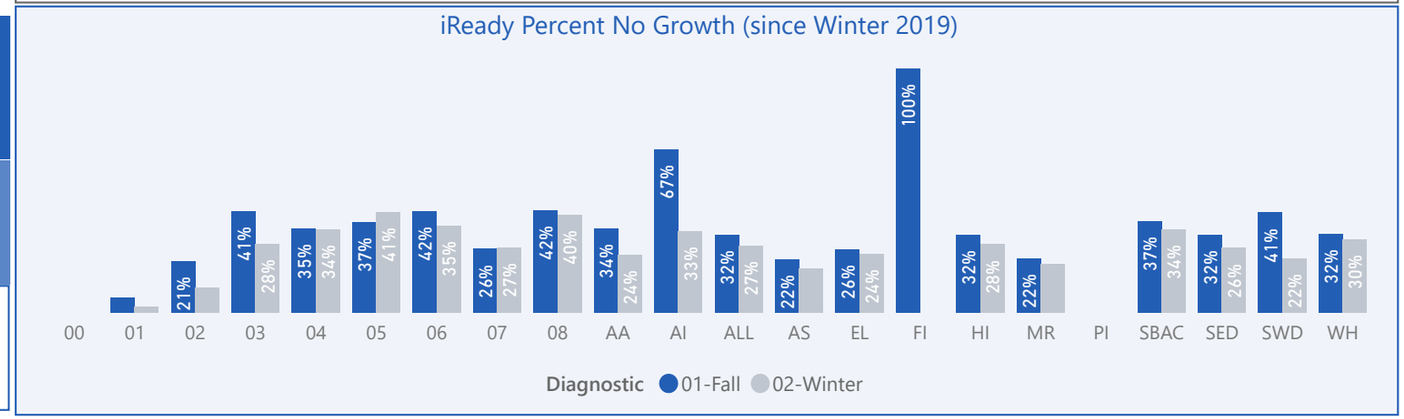
On Track	
Fall	24%
Winter	20%
Spring	

2+ Below	
Fall	52%
Winter	49%
Spring	

No Gro...	
All	32%
Winter	27%
Spring	

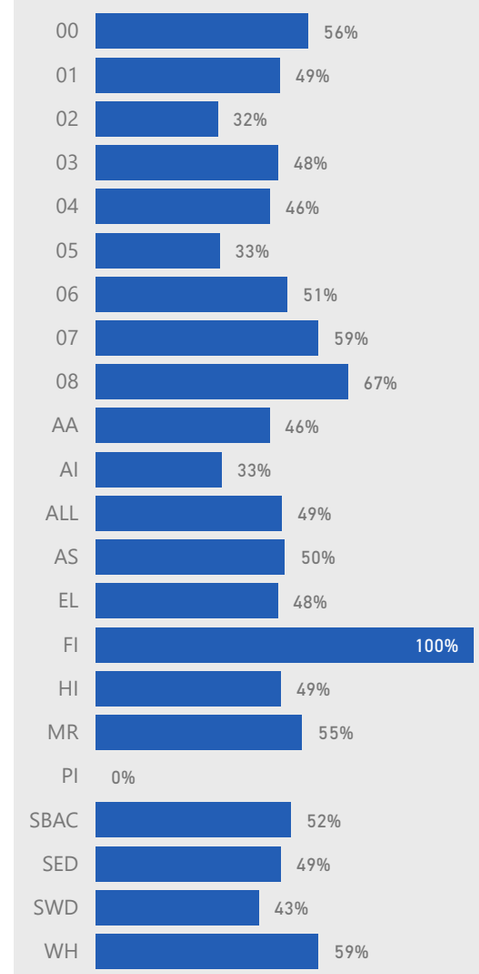






F-W Growth	F-S Growth
49%	
All	

iReady F-W Typical Growth



Recommendations and Assurances:

Site Name: Fremont Elementary School

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

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

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

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

   English Learner Parent Involvement Committee — July 14, 2021 (Date of Meeting)

   Other committees established by the school or district (list): _____ (Date of Meeting)

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

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

   This SPSA was adopted by the SSC at a public meeting on July 14, 2021 (Date of Meeting).

Attested:

Amber Carter	Amber Carter	July 14, 2021
Typed Named of School Principal	Signature of School Principal	Date