

School Plan for Student Achievement (SPSA)

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Fremont Elementary	39686760111351	06/17/2022	01/24/2023

Purpose

(Only required for CSI, TSI, or ATSI campuses) Briefly describe the purpose of this plan.

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

Description

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.

Engaging Educational Partners

Refer to comprehensive needs assessment.

Resource Inequities

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

Refer to comprehensive needs assessment.

Comprehensive Needs Assessment Process

Comprehensive Needs Assessment Process Summary

Fremont staff met on January 22, 2022 to discuss needs of the school: academic improvement, climate/culture, attendance and parent engagement.

A survey was also sent out to parents and staff regarding school climate and culture.

Staffing for next year was reviewed with SSC on February 22, 2022.

The Leadership Team met to review data on February 24, 2022.

Based on input from staff, surveys, SSC and ELAC recommendations are: to continue to keep the same funding for positions that are funded by the site and CSI funding should continue to support collaboration and professional development for: Arts, AVID, Equity and PBIS. Materials, supplies and additional software to support student achievement and social-emotional growth. Data trends show improvement in attendance is needed as well as any form of academic support in all subject areas. Every grade level has shown growth, but the stakeholders would like more tutoring, software, supplemental programs/ curriculum and staff to see even more growth.

For parent engagement, the purchase of software such as Rosetta Stone and possibly bringing an ELD class for parents was mentioned.

Staffing and Professional Development

Staffing and Professional Development Summary

Status of meeting requirements for highly qualified staff (ESEA)

Certificated staff years of experience:

- 7 teachers between 1-5 years,
- 10 teachers between 6-10 years of experience
- 19 teachers have 10 or more years of experience

Sufficiency of credentialed teachers and teacher professional development:

- 9 teachers hold preliminary credentials
- 5 teachers are enrolled in programs to finish their credentials
- 27 have clear credentials
- 7 are CLAD Certified
- 2 are BCLAD Certified
- 20 have earned Masters Degrees
- 7 are enrolled in graduate school to complete a Masters or Doctoral program
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Staff development offerings: throughout the 2021-2022 school year, there were offerings for AVID, PBIS, Turnaround Arts and/or Arts integration trainings, iReady and other trainings attended by staff either in person or online. The professional development took place either during contractual hours or staff was compensated for their time.

A Leadership Team was formed prior to August. The Team rewrote the vision and mission statements of the school to reflect the current initiatives. The Team is composed of certificated staff including teachers from kinder, 1st grade, 4th grade, 7th grade and RSP, an Arts specialist, AVID and PBIS and administrators. The Mental Health Clinician also serves on the team.

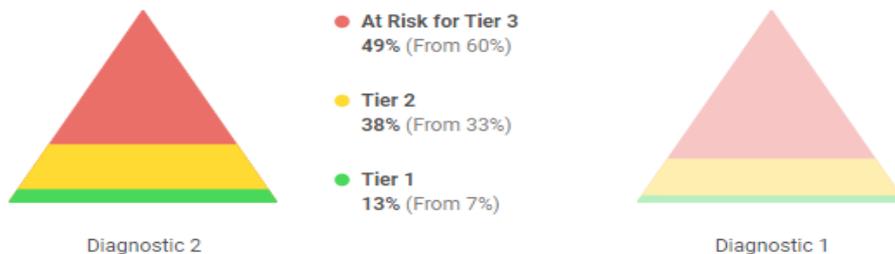
Fremont has a bilingual Parent Liaison who works with parents, ELAC and SSC. Clearing absences, organizing workshops and virtual coffee hours in order to communicate and support learning at home and school. The Parent Liaison hosting workshops with Kaiser for diabetes and other community partners.

Fremont is currently in CSI status so the staff is encouraged to attend any professional development or collaboration focused on AVID, PBIS, Arts, and Equity. Professional Learning Communities or , PLC training, through Solutions Tree was provided in the spring. In order to ensure all staff had the preliminary training, staff meetings were replaced with training for 4 weeks. Staff also had the option to complete an additional paid hour of training. 100% of teaching staff is trained in PLC.

Student performance: Overall, students have shown growth. The main goal was to move students from the Tier 3 into Tier 2, and those in Tier 2 initially, to Tier 1. Gains were made in both ELA and Math.

Students Assessed/Total: 644/761

Overall Placement



Staffing and Professional Development Strengths

In prior years many staff had completed training in AVID, PLC and integrated arts. Due to shifts in staffing there was a need to address the continuation of programs through teacher training. In response to that, budget allocations were set aside for training and professional development for all teachers in the following programs: AVID, Equity, PBIS, integrated arts and PLC. PLC training for the certificated staff began in February and continued through April. PLC training will resume next year for continuity. There will be on site coaching with PLC training in 2022-2023. Due to Covid and needing to additionally compensate certificated staff, some of the trainings were not well attended, however, the staff did attend all trainings in lieu of staff meetings.

Instructional Coaches were pulled from the sites for VA teachers and other classroom positions.

Aside from afterschool collaboration and professional development, there is a need to resume Academic Conferences throughout the school year. Due to Covid, substitutes were not readily available so Academic Conferences did not occur. 2022-2023 we will try to resume that practice.

As of March 2022, all staff has either been trained or will be trained this summer in AVID.

Needs Statements Identifying Staffing and Professional Development Needs

Needs Statement 1 (Prioritized): Staff did not attend all professional development sessions offered in order to continue with our growth. Collaboration did not take place consistently across grade levels and disciplines. **Root Cause/Why:** Due to staffing shortages, students were often placed in other classes for days and weeks at a time which resulted in inconsistent instruction. Professional development was not as well attended after contractual hours because teachers were taking on other classes and fatigued. Staff absent from Covid for many days at a time and some even longer, caring for family members.

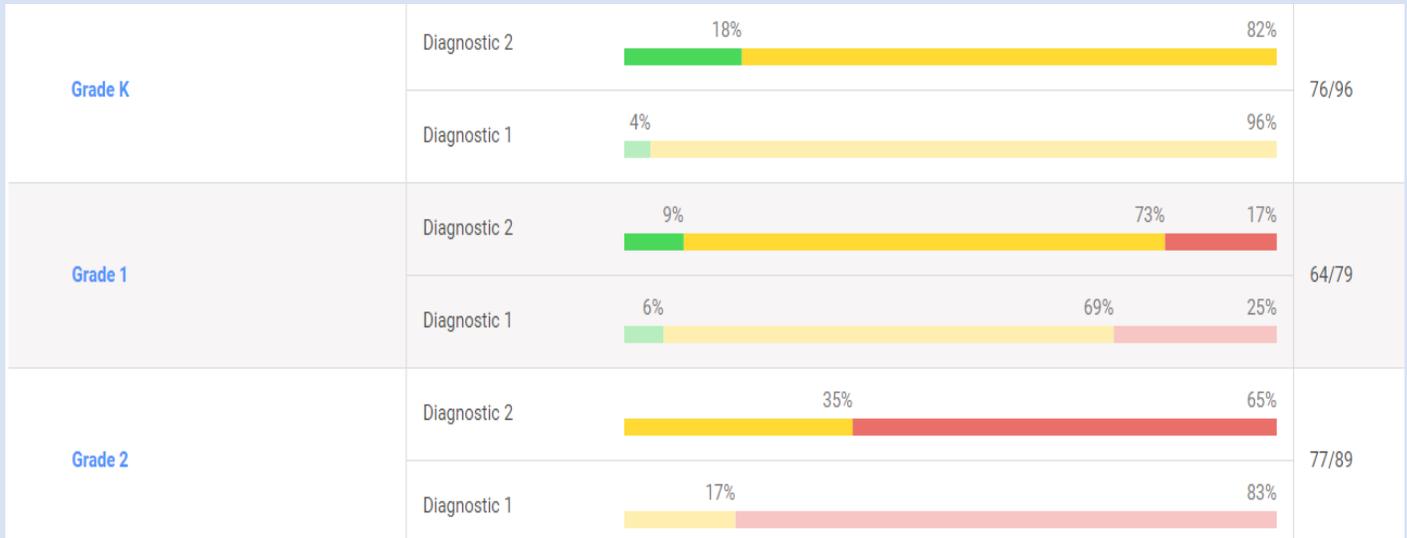
Teaching and Learning

Teaching and Learning Summary

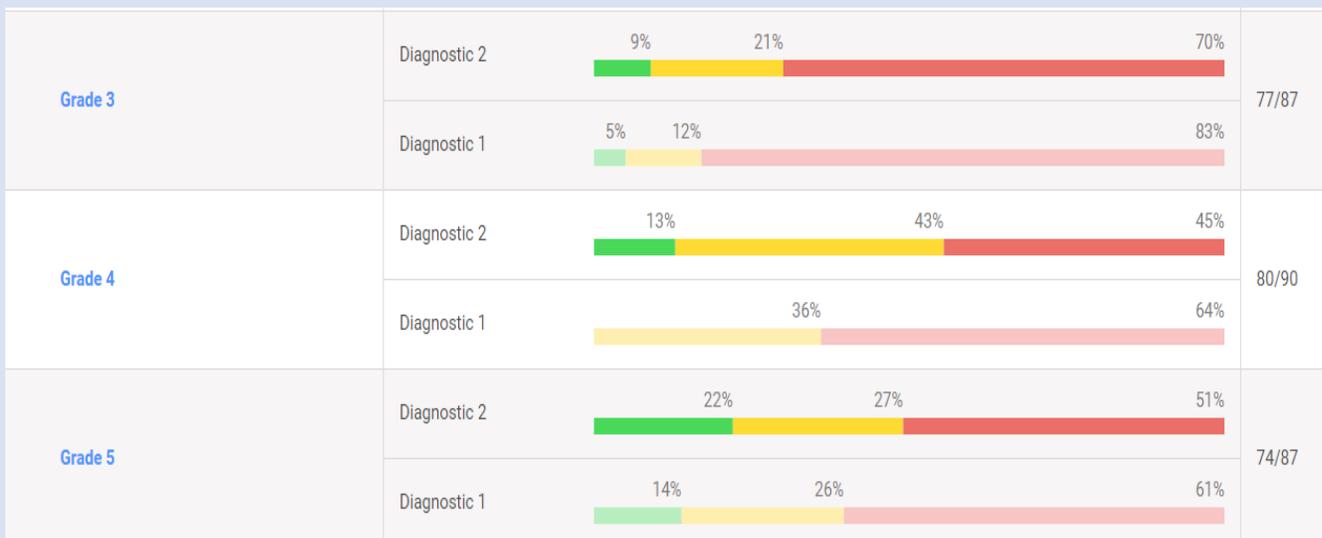
Due to Covid, staff had many absences as well as students. Student attendance was at times, only 60%-80% throughout the school year. This translated into minimal growth and a lot of reteaching when some students returned.

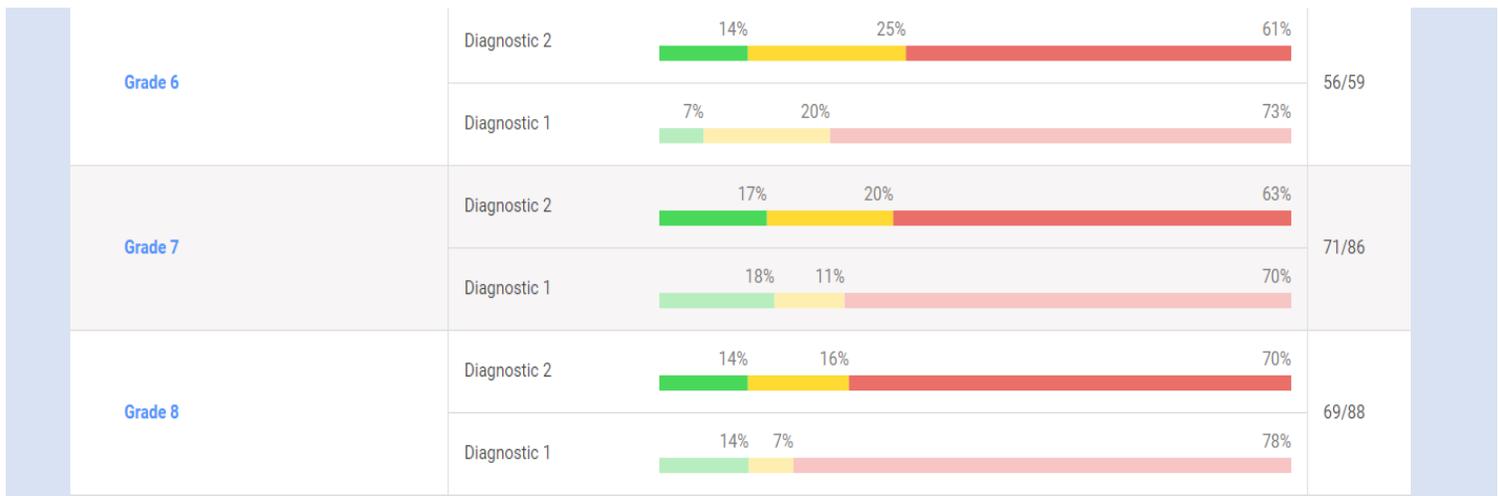
- Data trends show improvement in both Reading and Math but that opportunities for growth with consistency with Pathway Instruction, our students can be expected to show typical and stretch growth on their Spring Diagnostic.
- Data also shows that on average for Math, 45% of our students are two to three grade levels below their grade level in grade 4-6. Our findings show that progress has been made from Fall to Winter as shown by the i-Ready Diagnostic Data.

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After the PLC overview training teachers should continue with their practices utilizing strategies presented in the training.

Teaching and Learning Strengths

Fremont teachers have a range of experiences in training: AVID, PLC, Arts, PBIS, and Equity.

All teachers have received basic training in AVID, and PLC from Solution Tree.

Teachers have access to technology, the internet, and equipment/supplies at school.

Art Specialists have received more extensive training than general teachers.

Teachers are cognizant of PBIS and AVID strategies and utilize them throughout the school day. Primary and intermediate are implementing more often.

Students are making progress academically.

Needs Statements Identifying Teaching and Learning Needs

Needs Statement 1 (Prioritized): Students are making some gains in areas of math and ELA and ELD, but overall the majority of students are still not performing at grade level in these areas. **Root Cause/Why:** Chronic absenteeism, lack of consistency in teachers and planning. PLC structures were not followed to fidelity.

Parental Engagement

Parental Engagement Summary

Parent and community engagement is imperative to a school's success. Parents at Fremont Elementary have many opportunities to be involved and be able to voice their concerns in a safe environment. Here are the activities/events parents are able to participate in this school year:

1. Monthly Coffee Hour/ELAC: Once a month for an hour, parents are provided with updates about upcoming events and important information (attendance rate, report card due date, contact info, etc.). We have 8-12 parents attend each month.
2. School-wide opportunities: Trunk or Treat, Adopt a family, Multicultural Festival, Holiday Toy-Drive, Family Turkey Bingo Night, Back to School Night.
3. Parent Info Night: Once a semester covering school clubs/sports, Parent rights, i-Ready Program, SBAC/ELPAC.

In addition, parents are able to check on their child/children's academic progress via the following avenues:

1. ParentVue: A portal for parents to check on student(s) attendance, grades, school assignments, email their teacher(s), and report cards.
2. Class Dojo
3. Remind
4. Google Voice
5. Email
6. Google Classroom

Coffee hour/ELAC: held monthly, on average 8-12 parents attend

	Month	CH ELAC
1.	August	8
1.	September	14 14
1.	October	25
1.	November	18
1.	December	12
1.	January	6
1.	February	6
1.	March	15 14
1.	April	Will have CH & ELAC this week
10.	May	Will have CH in May

25

Parent Liaison plays a critical role on the Fremont team. Clearing absences, information conveyed to parents/families about grades, behavior, and developing relationships within the community in order to promote the school

Parental Engagement Strengths

- Active PTSA with regular meetings and good attendance by staff. Parents are members of PTSA 10-15 parents attend at the beginning of the year and the fall. Attendance is better when the meetings are tied to school achievement. Regular Coffee hour attendance of 8-12 people.
- Parents and community hours are attended both online and in person.
- Social events such as Halloween Fair and Holiday Toy Giveaway are well attended (100-300 people)
- Meetings have been shifted to accommodate working families, requests are honored when possible for ELAC and coffee hours.
- Parent Liaison helps clear around 300 absences annually

Needs Statements Identifying Parental Engagement Needs

Needs Statement 1 (Prioritized): Families make limited connections to school. SSC, ELAC and other committees like DELAC have limited support **Root Cause/ Why:** School staff needs to continue efforts to incorporate parents and families to connect to school regarding importance of attendance, academics, and types of support after school and at home. Phone calls home, home visits, emails, and events will help with that.

School Culture and Climate

School Culture and Climate Summary

Positive school culture and climate are critical and essential to the success of any school. The culture and climate of a school influence every aspect of a site, from student learning and engagement, school safety and belonging, teacher satisfaction, and parent involvement. A positive school climate and culture need to start with building and solidifying relationships and trust between all the key players in a school; “speed of change depends on the speed of trust”. Since returning from online instruction Fremont has implemented PBIS schoolwide to foster and develop a safe and supportive environment for positive school culture and climate. Teachers have been attending training and meetings to promote positive behavior and proactive interventions in the classroom/school-wide. The program and incentives that are offered at Fremont consist of:

Bark Bucks & Store

Game Room with over 10 different games and activities for students (Arcades, Fools table, table tennis, Game consoles, air hockey, board games, and pool table).

Sports/Clubs- Martial Arts Club, Archery Club, Robotics Club, MESA, PLUS, Sports League, Cheerleading, Travel Club, Chess Club, Cooking Club, and Yearbook.

Friday rallies

Morning Announcements

The incentives are working for attendance and behavior.

There were 146 days of suspension for K-8th grades with 50 offenders. Reasons for suspension range from fighting to bullying.

All certificated staff received district Equity training

Students are receiving counseling services, post-suspension restorative conferences, mental health services, check-in/check-out, and appropriate SAP Referrals.



Bulldogs	Classroom	Cafeteria	Restroom	Playground	Hallway	Bus
P PRIDE	Be a good listener Always give your best effort Be an active participant Arrive on time Stay on task	Clean up after yourself Get all things needed the first time in line	Return to class promptly Clean up after yourself Wash your hands	Be a buddy not a bully Play nicely Take care of yourself	Return to class promptly Be respectful of others' work Keep the hallways clean	Be a good example to others Be respectful of others
A Attitude	Respect differences Follow directions Wait to be called on to speak Treat others the way you want to be treated	Use a level 2 voice Use good table manners Say please and thank you	Allow for privacy of each person Use appropriate voice (level 1 or 2)	Use positive and appropriate language Invite others to join in Agree on rules before a game	Walk quietly Respect others	Use a level 1 or level 2 voice Use appropriate language Follow the directions
W Wise Choices	Be prepared Do your job Be honest Respect others	Make healthy choices Use time to eat	Clean up after yourself Return to class promptly Use water and supplies wisely	Learn new games and activities Line up at first signal Make good choices Take turns Listen for whistle	Take care of yourself Move quietly Walk	Follow all bus rules Keep your belongings in your backpack Be ready for your stop
S Safety	Maintain personal space Use materials appropriately Walk	Walk in line Place all trash in trash can Stay seated until dismissed	Keep hands, feet and other objects to yourself Wash hands with soap and water Maintain personal space	Stay in approved areas Use equipment appropriately Keep hands and feet to yourself Report problems and injuries to the nearest adult	Keep hands to yourself Travel in line Maintain personal space Walk at all times	Remain seated until the bus is stopped Load and unload in a single file line

Bulldog Pledge

I am empowered and motivated to achieve high levels of learning, be college and career ready, inspired to think critically, learn in a safe and rigorous environment through high quality instruction. Our school community is welcoming, safe, motivating, high performing and equitable.



BULLDOG PRIDE

Survey questions	Participants	'Yes' responses	%	All	Warning	Trend
1. I have been bullied on campus in the last 30 days.	158	9	6%	8%		▬
2. I know how to report bullying on campus.	158	133	84%	88%	⚠	▬
3. I know how to report cyberbullying when it happens.	158	122	77%	82%	⚠	▬
4. If I knew there was going to be a fight on campus I would report it to a teacher or administrator.	158	102	65%	65%	⚠	▬
5. If I saw another student on campus with a weapon I would report it.	158	133	84%	87%	⚠	▬
6. There are activities here at school that I enjoy participating in.	158	140	89%	80%		▬
7. I feel like I am part of this school.	158	115	73%	74%	⚠	▬
8. I feel safe in my school.	158	113	72%	74%	⚠	▬
9. At my school, there is a teacher or other adult who really cares about me.	158	118	75%	79%	⚠	▬
10. At my school, there is a teacher or other adult who tells me when I do a good job.	158	139	88%	87%		▬
11. At my school, there is a teacher or other adult who believes that I will be a success.	158	141	89%	85%		▬
12. In the past 30 days I have smoked cigarettes at least once.	158	2	1%	1%	⚠	▬
13. In the past 30 days, I have had at least one drink of alcohol.	158	6	4%	4%		▬
14. In the past 30 days, I have used marijuana one or more times.	158	6	4%	3%	⚠	▬
15. There is a lot of tension at my school between different cultures, races, or ethnicities.	158	54	34%	26%	⚠	▬
16. I have friends my age that really care about me.	158	140	89%	89%	⚠	▬
17. In the past 30 days, I have used an e-cigarette, hookah, e-hookah, e-pen, or other vaping device, with or without nicotine.	158	5	3%	3%	⚠	▬
18. I know an adult at school that I can talk with, if I need help.	158	130	82%	81%		▬
19. I have been cyberbullied in the last 30 days.*	158	7	4%			▬
20. I feel like my voice matters to adults at my school.*	158	97	61%			▬
21. The staff at my school treat students fairly.*	158	118	75%			▬
22. At home, there is an adult who helps me when I am having a hard time.*	158	141	89%			▬
23. I have felt isolated/harassed at school because of my gender identification or gender expression within the last 30 days.*	158	13	8%			▬

School Culture and Climate Strengths

Leadership Team: meets regularly to discuss culture/climate throughout school and how it impacts academics. The team was formed as a result of needing a new vision and mission and to establish schoolwide expectations. The Team reports on what is working in the classrooms, current or ongoing challenges,

AVID team: Meets bi-weekly to discuss program implementation, goals, student work, portfolios, upcoming training, strategies

PBIS Team: Meets biweekly and district PBIS meets to discuss strategies, what is working, what is not working, and how to improve.

SWAB Team: Meets weekly to review students at-risk due to skills, will, attendance, and behavior.

The District PBIS team has come to Fremont to provide additional perspective and support on climate and culture. They have provided actionable feedback to the PBIS team so that we can improve signage, language, traffic patterns, incentives, and

schoolwide strategies.

Art Team

PBIS programs

Incentives for TK-4th grade

BARK bucks

Cafeteria prizes

PBIS newsletter

Game Room

Spirit Week

Trimester Academic Awards

Some teachers have been through PBIS, CHAMPS, Kelso's Choice, and restorative principle professional development.

Needs Statements Identifying School Culture and Climate Needs

Needs Statement 1 (Prioritized): Problematic behaviors such as truancy, defiance, fighting and other challenging issues face staff. **Root Cause/Why:** Due to being out of school for a year, students lack social-emotional skills. Some have also experienced trauma. Undesirable behaviors such as pushing, shoving, hitting have increased. A need for school wide support and intervention has increased. PBIS training/professional development was not attended by staff, only meetings.

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 Goal

Goal 1: Student Achievement Increase student achievement by providing high quality first instruction supported by a Multi-Tiered System of Supports (MTSS) to graduate every single youth college, career, and community ready.

Goal 1.1

Professional Development/Training: A- By end of May of 2023, 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 2023, 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 2023, per iReady Diagnostic 3 Growth Report, the total number of students performing will maintain percentage of students on or above grade level. EL: By the end of May 2023, per ELPAC, we will maintain the number of students who reclassify by 10% of our EL student population. Math: By the end of May 2023, per iReady Diagnostic 3 Growth Report, the total number of students on or above grade level will maintain 25%.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
IReady-ELA	Students on grade level or above 19.5%	Students on grade level or above 19.5%
Iready -Math	Students on grade level or above - 11%	11% will be on grade level or above in Math

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1.1.1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide teachers with professional learning opportunities and support core instruction, such as site-based coaching (1 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(es) and other professional development providers. 43 teachers x 5 hours X \$60/hour Title 1 \$15,000 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. 1 coach(es) 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. Also, to have counselors provide student support opportunities and teacher collaboration. 2 counselors x 14 hours X \$70/hour = \$2000 LCFF Conferences - \$30,000 - 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 Equity SEL and academic achievement conferences, trainings, professional development CSI: 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= \$50,000 Counselors Additional Comp Pay Calculation (Object Code 12500) 2 counselors x 28 hours x \$70/hour= \$4000 Instructional Coach Additional Comp Pay Calculation (Object Code 19500) 2 Instructional Coaches x 28 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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal

identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$55,000	50643 - Title I
\$15,000	50643 - Title I
\$2,000	50643 - Title I
\$2,000	23030 - LCFF (Site)
\$30,000	50643 - Title I
\$50,000	50344 - CSI 2020/21
\$4,000	50344 - CSI 2020/21
\$2,640	50344 - CSI 2020/21
\$25,118	50344 - CSI 2020/21

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1.1.2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

.5 FTE Assistant Principal LCFF - \$84,910 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: \$16,013 LCFF Additional Comp Library Media Assistant: \$3,000 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 CSI: 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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$84,910	23030 - LCFF (Site)

\$16,013	23030 - LCFF (Site)
\$3,000	23030 - LCFF (Site)
\$29,391	23030 - LCFF (Site)
\$2,000	23030 - LCFF (Site)
\$19,200	23030 - LCFF (Site)

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1.1.3

Students to be Served by this Strategy/Activity

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

All Students
English Learners

Strategy/Activity

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 - \$ 25,275 Title I, \$25,000 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.). License Agreements- \$15,879 Rosetta Stone and/ or other software designed to support English Learners will also be purchased as a supplemental program. ****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 \$17,287 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. CSI: 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.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$25,275	50643 - Title I
\$25,000	23030 - LCFF (Site)

\$8,000	50643 - Title I
\$17,287	23030 - LCFF (Site)
\$6,000	50643 - Title I
\$10,000	50643 - Title I
\$54,694	50344 - CSI 2020/21
\$25,000	50344 - CSI 2020/21
\$15,879	23030 - LCFF (Site)

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1.1.4

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Discontinue - merged with existing strategy/activity.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
In Place of the Add Fund Source	[Add source(s) here]

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1.1.5

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Provide students opportunities to: *interact with their peers who will attend their kindergarten class promoting social skills, *establish a connection between the kindergarten teacher and preschooler, *practice kindergarten rituals such as eating in the cafeteria, attending assemblies, and visiting the computer lab, and *attend the district's one-week Summer Bridge program. Preschool parents will be provided the opportunity to participate in classroom and school events and to learn about school readiness and early literacy activities.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
In Place of the Add Fund Source	[Add source(s) here]

Annual Review

SPSA Year Reviewed: 2021-2022 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.

The Goal 1 Strategy 1 was effective overall. Professional development and training: Due to travel restrictions some staff were unable to get trained mid-year. The AVID training will be attended over the summer to accommodate individuals who needed to postpone the training. Absences- due to Covid, there were many staff absences during the school year. This contributed to not meeting the professional development goals such as AVID conferences. In order to have teachers attend any type of professional development or collaboration they were compensated after their contractual hours AVID walkthroughs provided feedback for our classroom teachers. We are certified and need to continue to practice all aspects of WICOR consistently. Currently, due to a lack of training and experience, some teachers are more effective in WICOR strategies than others. Inquiry and Collaboration were noted in the AVID March walkthrough as taking place. Teachers need to continue to implement AVID strategies consistently throughout the grade levels. Walkthroughs serve as a good monitoring system. Student Goals: ELA- Students are showing some growth in all grade levels; grade levels with significant jumps are 4th grade and 5th grades. ELD- 8 out of 343 students have been reclassified as of March 31, 2022. Students take the ELPAC test which requires several staff members to test. Math-students are progressing but not showing significant gains

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

Major differences are: Absences- student and staff-difficult to teach with multiple teachers substituting for their peers while out. No instructional coaches to guide teachers in their practices Inconsistent teachers with students when people are out for weeks at a time. This caused learning loss and inconsistent practices Teachers were compensated for training that was provided, but because it was outside of the contractual day, many teachers opted to not attend training.

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.

Funding is used to compensate teachers and other staff for AVID during the summer rather than institutes during the school year.

LCAP Goal

Goal 2: Safe and Healthy Learning Environments Provide equitable and healthy learning environments that enhance the social-emotional and academic learning for all students utilizing a Multi-Tiered System of Supports (MTSS).

Goal 2.1

Suspension: By the end of May 2023, the suspension rate will decrease 10% from previous pre-Covid (2018-2019) year as measured by 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 2023, the chronic absenteeism rate will decrease by 7% from previous year as measured by the site chronic absenteeism reports.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspensions (All Students)		
Chronic Absenteeism (All Students)	55.5%	22%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 2.1.1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide students with social and emotional supportive resources that positively impact student learning through programs such as PBIS, PLUS program, counseling, structured student engagement activities (Elevo Program), 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. Consultant \$25,000 LCFF ELEVO to provide structured student engagement activities for students. .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. CSI: 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 = \$9,243 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: 6 employees X \$25 X 20 hours = \$3000 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.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$74,351	50643 - Title I
\$10,000	50643 - Title I
\$9,243	50344 - CSI 2020/21
\$25,000	23030 - LCFF (Site)
\$3,000	50344 - CSI 2020/21

Annual Review

SPSA Year Reviewed: 2021-2022 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.

Strategies such as phone calls home, talking with parents and students have proven helpful in improving student attendance. Student attendance is still low because of Covid-whether students are sick themselves or have been exposed. August 80.47% September 85.08% October 87.12% November 58.39% December 88.61% January 75.89% February 87.48%

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

PBIS is a major difference. We have incentivized attendance through rewards such as rallies, BARK Bucks and continuing to create positive relationships with students and their families. Budgeting for all costs associated with incentives and personnel related costs i.e. Parent Liaison has proven effective.

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.

Continuing to budget for allowable expenses for students who improve attendance and those who attend school regularly Staff with personnel to call home, hold meetings with parents to discuss the importance of attendance and how it affects overall academic achievement - changes to increase Parent Liaison from .6 to .8 FTE

LCAP Goal

Goal 3: Meaningful Partnerships Create a culture of inclusion and collaboration with families and community stakeholders that builds meaningful partnerships focused on increasing student engagement and family and community participation in support of developing leadership at all levels.

Goal 3.1

School Goal for Meaningful Partnerships: (Must be a SMART Goal) By the end of 2022-2023 school year, parent and family engagement will increase by 10% as measured by attendance and participation in school events.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Sign in sheets Increase in participation with parent activities	ELAC was 69 Coffee Hour was 130 Workshops was 136	Impact on student achievement, engagement, attendance

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 3.1.1

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 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 - \$3,590- 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.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$800	50647 - Title I - Parent
\$3,590	50647 - Title I - Parent

Annual Review

SPSA Year Reviewed: 2021-2022 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 proved to be somewhat effective. Personnel was in place. Meetings were restricted to Zooms for a majority of the year due to Covid Coffee hours were held. Parent paint nights, art nights, parenting skills classes, diabetes workshops and others. Parents/community members did attend online and will continue to attend in person when allowed.

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

No snacks were needed for parents until March.

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.

Increase funding for snacks and refreshments and prizes for attending parent/community engagement activities.

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	\$780,144.00
Total Federal Funds Provided to the School from the LEA for CSI	\$540,128.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$653,391.00

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 (\$)
50344 - CSI 2020/21	\$173,695.00
50643 - Title I	\$235,626.00
50647 - Title I - Parent	\$4,390.00
50345 - CSI 2021/22	\$366,433.00

Subtotal of additional federal funds included for this school: \$780,144.00

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 (\$)
23030 - LCFF (Site)	\$239,680.00

Subtotal of state or local funds included for this school: \$239,680.00

Total of federal, state, and/or local funds for this school: \$1,019,824.00