School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Fremont Elementary School
Address	1318 Clinton Street Delano, CA 93215-2139
County-District-School (CDS) Code	15634046009377
Principal	Teresa M. Cushnyr
District Name	Delano Union Elementary School District
SPSA Revision Date	9/29/2021
Schoolsite Council (SSC) Approval Date	10/21/2021
Local Board Approval Date	November 1, 2021

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

Vision Statement:
Fremont pupils will successfully learn grade-level standards daily.

Mission Statement:
The professional learning community at Fremont School will work diligently to maximize the learning and academic achievement of every child.

School Profile

Fremont Elementary is one of the oldest schools in Delano. We currently serve 412 students and house two preschool severely handicapped special education classes as well as a full-time, general education preschool class. Our population is 42% English Language Learners, .07% Gifted and Talented, 4.6% special education, 4.36% migrant, and 92.7% Hispanic.

The Fremont Elementary School Professional Learning Community (PLC) has made a commitment to help every pupil achieve high levels of academic success, increase parent and community involvement, and build a stronger sense of school community. Fremont PLC believes that in order for every pupil to achieve then we must remove the barriers to learning. Our MTSS team meets monthly to analyze behavioral data, develop tier 2 interventions, and continue the process of developing a positive environment where every child can learn.

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

The School Site Council meets a minimum of five times per year. We ask our SSC to give permission to the leadership team to work on the school plan revision and evaluation. School Site Council parents are asked for their input to the school plan goals and overall plan. The administration and leadership team meet regularly to analyze data and monitor the pupil progress toward goals. Once the School Plan is completed, a public hearing is held to invite the input of parents. The School Site Council votes to approve the plan following that hearing. After being approved by the School Site Council, the plan is sent to the Governing Board for final approval.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.19%	0.4%	0.4%	1	2	2
African American	%	0.4%	0.2%		2	1
Asian	%	0%	%		0	
Filipino	7.17%	7.71%	7.1%	38	39	33
Hispanic/Latino	90.94%	89.72%	90.2%	482	454	421
Pacific Islander	%	0%	%		0	
White	0.75%	0.79%	1.3%	4	4	6
Multiple/No Response	0.38%	0.4%	0.2%	2	2	1
			Total Enrollment	530	506	467

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	107	103	88
Grade 1	91	76	72
Grade 2	79	82	70
Grade 3	92	78	77
Grade 4	75	82	77
Grade 5	86	85	83
Total Enrollment	530	506	467

Conclusions based on this data:

1. Enrollment has dropped steadily over the last 3 school years.

2. Hispanic students make up 90% of our population.

3. Filipino is the second highest population at Fremont.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	18-19	**19-20**	**20-21**	**18-19**	**19-20**	**20-21**
English Learners	294	248	222	55.5%	49.0%	47.5%
Fluent English Proficient (FEP)	50	90	76	9.4%	17.8%	16.3%
Reclassified Fluent English Proficient (RFEP)	19	66	11	6.3%	22.4%	4.4%

Conclusions based on this data:

1. Our percentage of English Learners has dropped by 8% over the past three years.

2. The percentage of students who were FEP was fairly steady from 2019-20 to 2020-21.

3. Only 4.4% of ELLs were reclassified in 2020-21

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	82	93	80	81	92	0	81	92	0	98.8	98.9	0.0
Grade 4	90	86	75	89	81	0	89	81	0	98.9	94.2	0.0
Grade 5	65	88	83	65	87	0	65	87	0	100	98.9	0.0
All Grades	237	267	238	235	260	0	235	260	0	99.2	97.4	0.0

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students												
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2405.	2390.		17.28	20.65		27.16	16.30		23.46	18.48		32.10	44.57	
Grade 4	2431.	2465.		19.10	22.22		17.98	27.16		19.10	20.99		43.82	29.63	
Grade 5	2471.	2483.		10.77	19.54		27.69	22.99		20.00	24.14		41.54	33.33	
All Grades	N/A	N/A	N/A	16.17	20.77		23.83	21.92		20.85	21.15		39.15	36.15	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	20.99	23.91		45.68	40.22		33.33	35.87	
Grade 4	16.85	24.69		42.70	53.09		40.45	22.22	
Grade 5	7.69	21.84		55.38	43.68		36.92	34.48	
All Grades	15.74	23.46		47.23	45.38		37.02	31.15	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 3	14.81	11.96		43.21	41.30		41.98	46.74	
Grade 4	19.10	13.58		35.96	55.56		44.94	30.86	
Grade 5	27.69	26.44		38.46	41.38		33.85	32.18	
All Grades	20.00	17.31		39.15	45.77		40.85	36.92	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 3	17.28	15.22		67.90	57.61		14.81	27.17	
Grade 4	8.99	18.52		61.80	60.49		29.21	20.99	
Grade 5	4.62	16.09		66.15	58.62		29.23	25.29	
All Grades	10.64	16.54		65.11	58.85		24.26	24.62	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 3	20.99	16.30		53.09	42.39		25.93	41.30	
Grade 4	16.85	24.69		47.19	55.56		35.96	19.75	
Grade 5	23.08	25.29		46.15	39.08		30.77	35.63	
All Grades	20.00	21.92		48.94	45.38		31.06	32.69	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. The percentage of students who met or exceeded standards in ELA has risen steadily from 2016-2017 to 2018-2019.
    Each grade level has seen an increase in the percent of students who exceeded standards over the past three years:

    Grade 3: 7.78% change
    Grade 4: 8.33% change
    Grade 5: 13.79% change

Due to COVID-19, all state assessments were canceled therefore new data is unavailable. Fremont School is utilizing the following local assessments to measure student achievement:
Analytical Reading Inventory
STAR Reading Test
Benchmark scores
IXL data

2. ELA Strengths:

Grade 3: Reading and Listening
Grade 4: Reading and Research/Inquiry
Grade 5: Listening and Writing

Due to COVID-19, all state assessments were cancelled therefore new data is unavailable. Fremont School is utilizing the following local assessments to measure student achievement:
Analytical Reading Inventory
STAR Reading Test
Benchmark scores
IXL data

3. ELA Needs Improvement:

Grade 3: Writing
Grade 4: Writing
Grade 5: Research and Inquiry

We need to work on helping students develop clear and purposeful writing.

Due to COVID-19, all state assessments were cancelled therefore new data is unavailable. Fremont School is utilizing the following local assessments to measure student achievement:
Analytical Reading Inventory
STAR Reading Test
Benchmark scores
IXL data

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	82	93	80	82	92	0	82	92	0	100	98.9	0.0
Grade 4	90	86	75	90	86	0	90	86	0	100	100	0.0
Grade 5	65	88	83	65	88	0	65	88	0	100	100	0.0
All Grades	237	267	238	237	266	0	237	266	0	100	99.6	0.0

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2404.	2382.		13.41	7.61		23.17	25.00		23.17	21.74		40.24	45.65	
Grade 4	2415.	2471.		6.67	17.44		17.78	30.23		25.56	29.07		50.00	23.26	
Grade 5	2469.	2489.		13.85	18.18		10.77	18.18		29.23	31.82		46.15	31.82	
All Grades	N/A	N/A	N/A	10.97	14.29		17.72	24.44		25.74	27.44		45.57	33.83	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures
Applying mathematical concepts and procedures

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	28.05	16.30		28.05	34.78		43.90	48.91	
Grade 4	12.22	31.40		24.44	31.40		63.33	37.21	
Grade 5	16.92	23.86		33.85	37.50		49.23	38.64	
All Grades	18.99	23.68		28.27	34.59		52.74	41.73	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	20.73	10.87		36.59	48.91		42.68	40.22	
Grade 4	10.00	20.93		34.44	44.19		55.56	34.88	
Grade 5	10.77	14.77		40.00	39.77		49.23	45.45	
All Grades	13.92	15.41		36.71	44.36		49.37	40.23	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	14.63	10.87		51.22	44.57		34.15	44.57	
Grade 4	8.89	22.09		35.56	51.16		55.56	26.74	
Grade 5	6.15	15.91		43.08	44.32		50.77	39.77	
All Grades	10.13	16.17		43.04	46.62		46.84	37.22	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. The percentage of students who met or exceeded standards in math has risen steadily over the course of three years.
   Both 4th and 5th grade saw an increase in the percentage of students who exceeded standards in 2018-2019.

   Due to COVID-19, all state assessments were cancelled therefore new data is unavailable. Fremont School is utilizing the following local assessments to measure student achievement:
   Analytical Reading Inventory
   STAR Reading Test
   Benchmark scores
   IXL data

2. Math Strengths:

   3rd: Problem Solving
   4th: Communicating Reasoning
   5th: Concepts and Procedures

   Due to COVID-19, all state assessments were cancelled therefore new data is unavailable. Fremont School is utilizing the following local assessments to measure student achievement:
   Analytical Reading Inventory
   STAR Reading Test
   Benchmark scores
   IXL data

3. Math Needs Improvement:

3rd: Concepts and Procedures
4th: Concepts and Procedures
5th: Problem Solving

We know that we need to focus on concepts and procedures since 50% of the SBAC is based on that area.

Due to COVID-19, all state assessments were cancelled therefore new data is unavailable. Fremont School is utilizing the following local assessments to measure student achievement:
Analytical Reading Inventory
STAR Reading Test
Benchmark scores
IXL data

School and Student Performance Data

ELPAC Results

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	1429.7	1426.0	1392.7	1431.0	1433.0	1402.2	1426.4	1409.3	1370.3	64	62	49
1	1461.4	1427.8	1419.5	1463.7	1434.9	1440.4	1458.6	1419.9	1398.0	57	44	49
2	1478.8	1458.9	1448.5	1476.5	1479.1	1457.3	1480.5	1438.3	1439.0	52	37	30
3	1492.1	1469.5	1472.1	1486.1	1460.1	1466.8	1497.6	1478.2	1476.9	40	36	33
4	1507.7	1486.2	1469.5	1511.6	1480.7	1464.5	1503.3	1491.2	1474.1	40	33	36
5	1511.0	1523.5	1501.6	1494.9	1517.6	1499.9	1526.6	1529.0	1502.7	31	33	30
All Grades										284	245	227

ELPAC Summative Assessment Data — Number of Students and Mean Scale Scores for All Students

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	26.56	14.52	8.16	28.13	38.71	18.37	31.25	37.10	38.78	*	9.68	34.69	64	62	49
1	40.35	2.27	0.00	19.30	38.64	26.53	19.30	34.09	38.78	21.05	25.00	34.69	57	44	49
2	40.38	5.41	0.00	30.77	24.32	20.00	25.00	56.76	66.67	*	13.51	13.33	52	37	30
3	*	2.78	6.06	52.50	19.44	21.21	*	61.11	54.55	*	16.67	18.18	40	36	33
4	*	12.12	0.00	40.00	42.42	13.89	*	24.24	58.33	*	21.21	27.78	40	33	36
5	*	15.15	16.67	67.74	48.48	16.67	*	27.27	43.33	*	9.09	23.33	31	33	30
All Grades	26.76	8.98	4.85	36.27	35.51	19.82	23.94	40.00	48.46	13.03	15.51	26.87	284	245	227

Overall Language — Percentage of Students at Each Performance Level for All Students

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students																		
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	28.13	19.35	12.24	32.81	37.10	20.41	28.13	32.26	34.69	*	11.29	32.65	64	62	49
1	50.88	4.55	14.29	19.30	47.73	32.65	*	25.00	32.65	*	22.73	20.41	57	44	49
2	48.08	21.62	3.33	38.46	45.95	43.33	*	27.03	43.33	*	5.41	10.00	52	37	30
3	30.00	11.11	12.12	45.00	41.67	39.39	*	19.44	27.27	*	27.78	21.21	40	36	33
4	40.00	42.42	11.11	42.50	27.27	27.78	*	9.09	36.11	*	21.21	25.00	40	33	36
5	*	36.36	23.33	58.06	51.52	40.00	*	9.09	23.33	*	3.03	13.33	31	33	30
All Grades	38.73	21.22	12.78	36.97	41.63	32.60	14.44	22.04	33.04	9.86	15.10	21.59	284	245	227

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students																		
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	26.56	16.13	10.20	21.88	30.65	12.24	39.06	40.32	44.90	*	12.90	32.65	64	62	49
1	35.09	0.00	0.00	*	27.27	18.37	22.81	38.64	22.45	33.33	34.09	59.18	57	44	49
2	36.54	0.00	0.00	21.15	8.11	10.00	21.15	37.84	43.33	21.15	54.05	46.67	52	37	30
3	*	0.00	0.00	*	16.67	15.15	45.00	52.78	60.61	27.50	30.56	24.24	40	36	33
4	*	3.03	0.00	30.00	27.27	8.33	35.00	39.39	33.33	*	30.30	58.33	40	33	36
5	*	3.03	6.67	54.84	36.36	10.00	*	42.42	46.67	*	18.18	36.67	31	33	30
All Grades	22.89	4.90	3.08	23.94	24.90	12.78	31.34	41.63	40.53	21.83	28.57	43.61	284	245	227

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	62.50	20.97	14.29	34.38	66.13	57.14	*	12.90	28.57	64	62	49
1	63.16	50.00	32.65	24.56	36.36	55.10	*	13.64	12.24	57	44	49
2	61.54	21.62	6.67	34.62	70.27	90.00	*	8.11	3.33	52	37	30
3	32.50	2.78	21.21	55.00	75.00	57.58	*	22.22	21.21	40	36	33
4	30.00	27.27	33.33	62.50	48.48	52.78	*	24.24	13.89	40	33	36
5	*	12.12	23.33	64.52	84.85	60.00	*	3.03	16.67	31	33	30
All Grades	50.35	23.27	22.47	42.61	62.86	60.79	7.04	13.88	16.74	284	245	227

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	17.19	14.52	14.29	57.81	64.52	42.86	25.00	20.97	42.86	64	62	49
1	47.37	0.00	8.16	31.58	75.00	67.35	21.05	25.00	24.49	57	44	49
2	46.15	24.32	16.67	48.08	70.27	63.33	*	5.41	20.00	52	37	30
3	35.00	13.89	24.24	52.50	61.11	54.55	*	25.00	21.21	40	36	33
4	62.50	45.45	5.56	*	30.30	50.00	*	24.24	44.44	40	33	36
5	48.39	57.58	36.67	51.61	30.30	36.67		12.12	26.67	31	33	30
All Grades	40.85	23.27	16.30	44.72	57.55	52.86	14.44	19.18	30.84	284	245	227

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	21.88	1.61	4.08	65.63	91.94	55.10	*	6.45	40.82	64	62	49
1	36.84	6.82	8.16	24.56	54.55	34.69	38.60	38.64	57.14	57	44	49
2	36.54	0.00	0.00	32.69	56.76	60.00	30.77	43.24	40.00	52	37	30
3		2.78	3.03	62.50	58.33	54.55	37.50	38.89	42.42	40	36	33
4	*	3.03	0.00	52.50	60.61	25.00	32.50	36.36	75.00	40	33	36
5	*	21.21	6.67	70.97	57.58	56.67	*	21.21	36.67	31	33	30
All Grades	22.89	5.31	3.96	49.65	66.12	46.70	27.46	28.57	49.34	284	245	227

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	45.31	48.39	22.45	43.75	29.03	36.73	*	22.58	40.82	64	62	49
1	28.07	4.55	2.04	47.37	72.73	36.73	24.56	22.73	61.22	57	44	49
2	34.62	5.41	0.00	55.77	40.54	46.67	*	54.05	53.33	52	37	30
3	*	2.78	9.09	65.00	69.44	72.73	*	27.78	18.18	40	36	33
4	*	3.03	2.78	55.00	75.76	66.67	*	21.21	30.56	40	33	36
5	35.48	6.06	0.00	61.29	78.79	70.00	*	15.15	30.00	31	33	30
All Grades	32.04	15.51	7.05	53.17	57.55	52.42	14.79	26.94	40.53	284	245	227

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Our highest percentage of students in 2018-2019 we a level 1 or 2: 37.14%

   Due to COVID-19, all state assessments were cancelled therefore new data is unavailable. Fremont School is utilizing the following local assessments to measure student achievement:
   Analytical Reading Inventory
   STAR Reading Test
   Benchmark scores
   IXL data

2. ELPAC Strengths: The Listening and Speaking domains were our highest performing areas with 23.27% of our students scoring Well Developed.

   Due to COVID-19, all state assessments were cancelled therefore new data is unavailable. Fremont School is utilizing the following local assessments to measure student achievement:
   Analytical Reading Inventory

STAR Reading Test
Benchmark scores
IXL data

3. ELPAC Needs Improvement: The Reading Domain had the highest percentage of students (28.57%) at the Beginning Stage.

Due to COVID-19, all state assessments were cancelled therefore new data is unavailable. Fremont School is utilizing the following local assessments to measure student achievement:
Analytical Reading Inventory
STAR Reading Test
Benchmark scores
IXL data

School and Student Performance Data
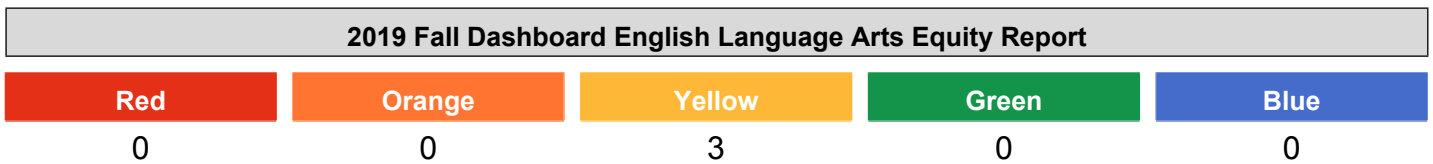
Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

This section provides information about the school's student population.

2020-21 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
467	**88.4**	**47.5**	**0.4**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	222	47.5
Foster Youth	2	0.4
Homeless	9	1.9
Socioeconomically Disadvantaged	413	88.4
Students with Disabilities	35	7.5

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	1	0.2
American Indian or Alaska Native	2	0.4
Asian		
Filipino	33	7.1
Hispanic	421	90.1
Two or More Races	1	0.2
Native Hawaiian or Pacific Islander		
White	6	1.3

Conclusions based on this data:

1. 85% of our students are socioeconomically disadvantaged.

2. More than 50% of our students are English Language Learners.

3. 7.9% of our students receive services through the special education department.

School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	**Chronic Absenteeism** Yellow	**Suspension Rate** Green
Mathematics Yellow		

Conclusions based on this data:

1. We increased from orange to yellow in ELA and Mathematics.

2. We have a very low percentage of students who are chronically absent.

3. Our suspension rate improved to a green status.

School and Student Performance Data

Academic Performance
English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	3	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Yellow	No Performance Color
22 points below standard	28 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++10.9 points	Increased ++11.3 points	
244	161	5
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	No Performance Color
0 Students	26.7 points below standard	130.9 points below standard
	Increased ++8.8 points	Increased ++7.7 points
	212	25

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	0 Students	27.3 points above standard
			Increased Significantly ++25.7 points
			19
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	No Performance Color
26.6 points below standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students	0 Students
Increased ++7.7 points	2		
223			

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
91.9 points below standard	50.9 points above standard	14.4 points below standard
Declined -11.4 points	Increased ++7.9 points	Increased ++9.9 points
89	72	80

Conclusions based on this data:

1. Overall our Hispanic students increased by 7.7 points in ELA

Due to COVID-19, all state assessments were cancelled therefore new data is unavailable. Fremont School is utilizing the following local assessments to measure student achievement:
Analytical Reading Inventory
STAR Reading Test
Benchmark scores
IXL data

2. Socioeconomically disadvantaged students increased by 8.8 points in ELA.

Due to COVID-19, all state assessments were cancelled therefore new data is unavailable. Fremont School is utilizing the following local assessments to measure student achievement:
Analytical Reading Inventory
STAR Reading Test
Benchmark scores
IXL data

3. English Learners had the most significant increase at 11.3%

Due to COVID-19, all state assessments were cancelled therefore new data is unavailable. Fremont School is utilizing the following local assessments to measure student achievement:
Analytical Reading Inventory
STAR Reading Test
Benchmark scores
IXL data

School and Student Performance Data
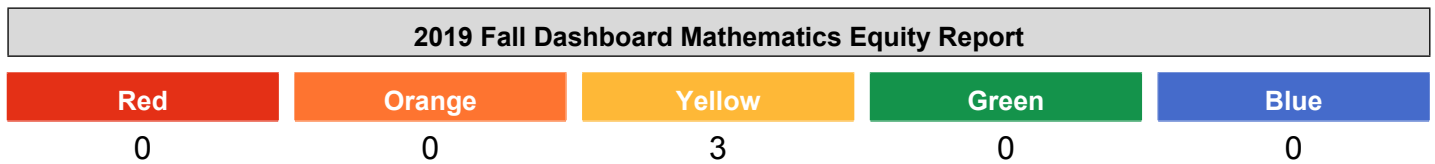
Academic Performance
Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	3	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Yellow	No Performance Color
33.5 points below standard	34.6 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly ++17.8 points	Increased Significantly ++22.2 points	5
244	161	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
	Yellow	No Performance Color
	36.5 points below standard	129.2 points below standard
	Increased Significantly ++17.5 points	Increased Significantly ++36.7 points
	212	25

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
			No Performance Color
			19.1 points above standard
			Increased ++8.1 points
			19
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color		
38.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy		
Increased Significantly ++17.2 points	2		
223			

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
86.6 points below standard	29.5 points above standard	35.4 points below standard
Maintained ++2.1 points	Increased Significantly ++22.5 points	Increased ++7.2 points
89	72	80

Conclusions based on this data:

1. Our students with disabilities made 36.7 points of growth.

Due to COVID-19, all state assessments were cancelled therefore new data is unavailable. Fremont School is utilizing the following local assessments to measure student achievement:
Analytical Reading Inventory
STAR Reading Test
Benchmark scores
IXL data

2. Reclassified English Learners increased significantly with 22.5 points of growth.

Due to COVID-19, all state assessments were cancelled therefore new data is unavailable. Fremont School is utilizing the following local assessments to measure student achievement:
Analytical Reading Inventory
STAR Reading Test
Benchmark scores
IXL data

3. Our current English Learners only made 2.1 points of growth while English only students grew 7.2 points.

Due to COVID-19, all state assessments were cancelled therefore new data is unavailable. Fremont School is utilizing the following local assessments to measure student achievement:
Analytical Reading Inventory
STAR Reading Test
Benchmark scores
IXL data

# School and Student Performance Data

Academic Performance
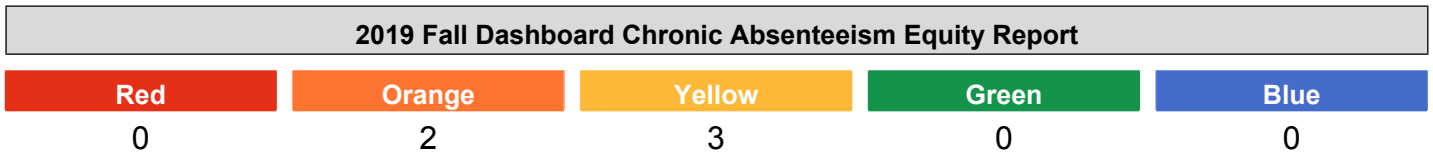## English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
49.1 making progress towards English language proficiency
Number of EL Students: 165
Performance Level: Medium
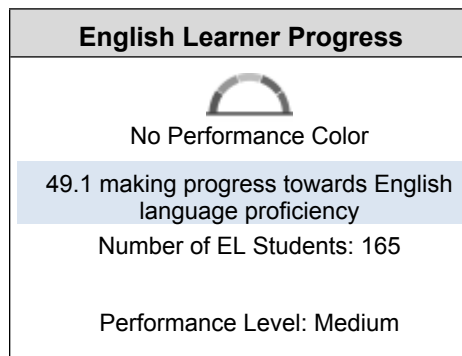
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
18.1	32.7	1.2	47.8

Conclusions based on this data:

1. 30 English Learners decreased a level.

Due to COVID-19, all state assessments were cancelled therefore new data is unavailable. Fremont School is utilizing the following local assessments to measure student achievement:
Analytical Reading Inventory
STAR Reading Test
Benchmark scores
IXL data

2. 79 students progressed at least one level

Due to COVID-19, all state assessments were cancelled therefore new data is unavailable. Fremont School is utilizing the following local assessments to measure student achievement:
Analytical Reading Inventory
STAR Reading Test
Benchmark scores
IXL data

3. Due to COVID-19, all state assessments were cancelled therefore new data is unavailable. Fremont School is utilizing the following local assessments to measure student achievement:
Analytical Reading Inventory
STAR Reading Test
Benchmark scores
IXL data

School and Student Performance Data

Academic Performance
College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

The College/Career Measures Only Report is Expected in February 2021

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	2	3	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Yellow	No Performance Color
4.9	2.8	Less than 11 Students - Data Not Displayed for Privacy
Increased +2.2	Increased +0.6	
576	323	10
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Orange
Less than 11 Students - Data Not Displayed for Privacy	5	7.8
	Increased +2.2	Increased +3
4	498	51

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	Orange
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	16.7
0	1	0	Increased +16.7
			42
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	No Performance Color
3.8	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased +1.2	5	0	5
523			

Conclusions based on this data:

1. Overall we increased in the number of chronically absent students.

School and Student Performance Data

Conditions & Climate
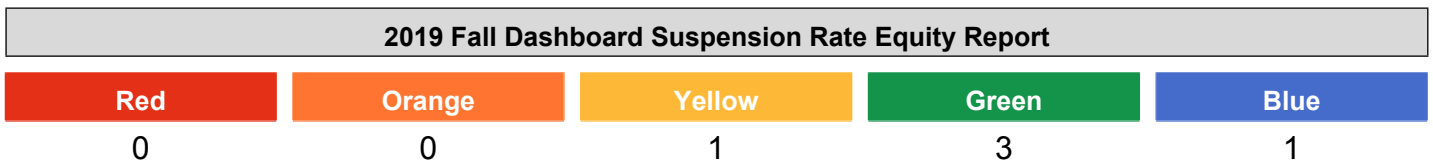## Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	1	3	1

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		

All Students	**English Learners**	**Foster Youth**
Green	Green	No Performance Color
1.7	1.2	Less than 11 Students - Data Not Displayed for Privacy
		10
Declined Significantly -1.2	Declined Significantly -1.8	
605	339	

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Green	Yellow
Less than 11 Students - Data Not Displayed for Privacy	1.5	3.6
4		
	Declined Significantly -1.6	Declined -6.1
	526	55

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
	No Performance Color Less than 11 Students - Data 1		Blue 0 Maintained 0 42
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green 1.8 Declined Significantly -1.4 552	No Performance Color Less than 11 Students - Data 5		No Performance Color Less than 11 Students - Data 5

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	2.9	1.7

Conclusions based on this data:

1. Our suspension rate declined significantly.

2. The most significant decline was in our population of students with disabilities.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

ENGLISH-LANGUAGE ARTS

Goal Statement

During the 2021-2022 school year:
75% of our TK pupils will master grade-level appropriate reading skills as measured by the Emerging Literacy Battery (ELB) and pre-school foundations local assessments.
75% of pupils in grades K-5 will demonstrate continuous growth as measured by the Emerging Literacy Battery (ELB), the Analytical Reading Inventory (ARI), and local assessments.

By the end of the 2021-2022 school year:
70% of pupils in grades K-2 will read on grade level as measured by the Analytical Reading Inventory (ARI)
70% of pupils in grades 3-5 will meet or exceed reading standards as measured by the California Assessment of Student Performance and Progress (CAASPP)

LCAP Goal

LEA/LCAP Goal 1: DUSD will work to increase the quality and rigor of the core curriculum and standards based instruction to assure student success in career and college readiness.

Basis for this Goal

Analytical Reading Inventory Assessment, Emergent Literacy Battery (ELB), and local assessments scores indicate students are reading below grade level, therefore this goal was created to address the need for students to read at or above grade level.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Pupils in TK will demonstrate growth in reading as measured by the Emerging Literacy Battery (ELB)	TK beginning of the year ELB results. Letter sounds: 86% ID Uppercase: 41% ID Lowercase: 34%	75% of TK pupils will read on grade level. K-5 pupils will demonstrate continuous growth from beginning to end of year.
Pupils in grades K-5 will demonstrate growth as measured by the Analytical Reading Inventory (ARI)	2021-22 beginning of year ARI scores Oct 1 Reading Achievement Level Current Grade Level Below Grade Level Far Below Grade Level Near Grade Level No Score On/Above Grade Level (blank) Grand Total 1 5% 11% 13% 53% 17% 2% 100% 2 8% 29% 11% 26% 26% 0% 100% 3 11% 41% 19% 14% 16% 0% 100% 4 20% 24% 16% 0% 40% 0% 100% 5 20% 44% 8% 2% 27% 0% 100%	K-5 pupils will demonstrate continuous growth from beginning to end of year

Metric/Indicator	Baseline	Expected Outcome
	K 0% 0% 0% 100% 0% 0% 100% TK 0% 0% 0% 93% 0% 7% 100% Grand Total 10% 23% 10% 35% 20% 0% 100%	
Pupils in grades 3-5 will demonstrate growth in reading as measured by the California Assessment of Student Performance and Progress	2021-22 CAASPP Reading Scores	70% of grade 3-5 pupils will meet or exceed standard

Planned Strategies/Activities

Strategy/Activity 1

Site Resource Teacher:
The continued use of a Site Resource Teacher will be to provide leadership, expertise, and support at the school site level for the full implementation and assessment of specific core and intervention content in grades 6-8. Participate in parent involvement activities, events, and committees as a member of the site leadership team. Services provided will be supplementary to the district's core program. Site Resource Teacher will have the following responsibilities:

1. Identify, reclassify, and provide supports for English Language Learners.
2. Design and provide intervention/enrichment to students.
3. Provide Instructional resources to support intervention and enrichment programs.
4. Identify/assist in areas of student needs and provide supplemental support for students.
5. Support Teachers with student data analysis.
6. Provide direct services to students.
7. Assist with school-parent involvement/education activities.
8. Participate in and/or provide professional development.
9. Assist with local and state assessments.
10. Other related duties as assigned.
Priority 1, Roadmap Principal 3 (B,D)

Students to be Served by this Strategy/Activity

All Students

Timeline

July 1, 2021 - June 30, 2022

Person(s) Responsible

Administration, SRT

Proposed Expenditures for this Strategy/Activity

Amount	19,371.67
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	15% of salary

Amount	7072.67
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	15% of benefits

Strategy/Activity 2

TECHNOLOGY

Fremont School will create a technology-rich environment for student learning in the virtual classroom and beyond the classroom. Training will be provided on district adopted technology programs. Students and teachers will utilize classroom Chrome Labs, laptops, as well as screen beam and Apple TV for projecting to large screen televisions for in person teaching. The cost of technology will also include the mice and headphones needed to run the computers. Implementation of computer-based programs, as well as ongoing maintenance of technological devices such as televisions, document cameras, printers, batteries, software licenses and additional devices to accommodate for distance learning as well as in person classroom needs.
Priority 2
Roadmap Principle 3(B)

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2021-June 2022

Person(s) Responsible

Paraprofessionals, Special Education Teacher, Classroom Teachers, Site Resource Teacher

Proposed Expenditures for this Strategy/Activity

Amount	30,833.27
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Software programs and materials for technology

Strategy/Activity 3

CLASSROOM LIBRARY AND ENRICHMENT ACTIVITIES

Informative text to enhance classroom libraries. Emphasis will be placed on purchasing class sets of culturally diverse books.

Priority 2
Roadmap Principle 3(B)

Students to be Served by this Strategy/Activity

All students

Timeline

August 2021- June 2022

Person(s) Responsible

SRT, Administration, Classroom teachers

Proposed Expenditures for this Strategy/Activity

Amount	19,790.99
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	$500 per teacher to purchase text for their classroom libraries

Strategy/Activity 4

SCHOLASTIC NEWS DIGITAL- Grades K-2

The digital decodable readers will be used to facilitate learning in a whole group or small group setting. It will be used to provide intervention and differentiation to pupils requiring intensive support in reading comprehension instruction. The classroom instructional materials will meet the needs of all pupils in English Language Arts and Math.

Priority 2
Roadmap Principle 2(F)

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2021-June 2022

Person(s) Responsible

Teaching staff, Site Resource Teacher, and administration

Proposed Expenditures for this Strategy/Activity

Amount	858.00
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Scholastic News Magazine

Strategy/Activity 5

AVID

Materials and supplies needed for implementation of WICOR - Writing, Inquiry, Collaboration, Organization, and Reading strategies in grades 2-5
Priority 4 & 5
Roadmap Principles 2(B)(C) & 3(D)

Students to be Served by this Strategy/Activity

Grades 2-5

Timeline

August 2021-June 2022

Person(s) Responsible

Classroom Teachers, SRT, Administration

Proposed Expenditures for this Strategy/Activity

Amount	5,000.00
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Materials and supplies needed for the implementation of AVID

Strategy/Activity 6

PUPIL PLANNERS

Implementation and use of pupil planners to communicate with parents and to help pupils with the organizing of academic assignments.

Priority 3
Roadmap Principle 1(D)

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2021-June 2022

Person(s) Responsible

All teaching staff, parents, pupils, and administration

Proposed Expenditures for this Strategy/Activity

Amount	800.00
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Pupil Planners to communicate with parents

Strategy/Activity 7

WARRIOR SUCCESS ACADEMY

After school academy: Provide structured and targeted intervention in reading, math, and English Language Development
4 teachers

5 hours/week
18 weeks

To include salaries, benefits, materials, books, and supplies for intervention.

Priority 3, 4, & 5
Roadmap Principle 1(D) & 4(B)

Students to be Served by this Strategy/Activity

All Students

Timeline

September 2021-April 2022

Person(s) Responsible

Administration, SRT, Classroom Teachers, Paraprofessionals

Proposed Expenditures for this Strategy/Activity

Amount	4200.00
Source	Title I Part A: Allocation
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extra time for teachers for instruction and preparation

Amount	1236.46
Source	Title I Part A: Allocation
Budget Reference	4000-4999: Books And Supplies
Description	Materials and supplies for intervention

Amount	839.67
Source	Title I Part A: Allocation
Budget Reference	3000-3999: Employee Benefits
Description	Employee benefits for extra time

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

STEAM

Goal Statement

During the 2021-2022 school year:
75% of TK pupils will master the quarterly math assessment for addition and subtraction with manipulatives
75% of pupils in grades K-5 will demonstrate continuous growth as measured by local assessments.

By the end of the 2021-2022 school year:
70% of pupils in grades 3-5 will meet or exceed the standard in concepts and procedures as measured by the California Assessment of Student Performance and Progress (CAASPP).
70% of pupils in grade 5 will meet the standard in science on the California Science Test (CAST)

LCAP Goal

LEA/LCAP Goal #3: Implement a 21st Century learning community of students and parents by building a culture with opportunities for advancement in Science, Technology, Engineering, Mathematics, and the Arts.

Basis for this Goal

Local math assessment scores indicate that students are performing below grade level, therefore this goal was created to address the need for students to master grade level math concepts and procedures.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Pupils in TK will demonstrate mastery as measured by the math assessments	Baseline will be established during the 21-22 school year.	75% of TK students will master standards
Pupils in grades K-5 will demonstrate continuous growth as measured by local math assessments	Oct 1 Math Achievement Level Current Grade Level Below Grade Level Far Below Grade Level Near Grade Level No Score On/Above Grade Level (blank) Grand Total 1 5% 3% 11% 33% 47% 2% 100% 2 29% 8% 9% 31% 23% 0% 100% 3 8% 19% 8% 41% 25% 0% 100% 4 24% 23% 9% 3% 41% 0% 100% 5 23% 41% 6% 0% 30% 0% 100% K 0% 0% 0% 100% 0% 0% 100% TK 0% 0% 0% 93% 0% 7% 100% Grand Total 14% 15% 7% 37% 26% 0% 100%	Students will demonstrate continuous growth.

Metric/Indicator	Baseline	Expected Outcome
Pupils in grades 3-5 will meet or exceed the standard in concepts and procedures as measured by the CAASPP	2021-2022 CAASPP Concepts and Procedures assessment. Due to COVID-19, Baseline will be established during the 21-22 school year.	70% of pupils in grades 3-5 will meet or exceed standard
Pupils in grade 5 will meet or exceed the standard as measured by the California Science Test	Due to COVID 19, Baseline will be established during 2021-22 school year for the California Science Test	70% of pupils will meet or exceed the standard

Planned Strategies/Activities

Strategy/Activity 1

Site Resource Teacher:

The continued use of a Site Resource Teacher will be to provide leadership, expertise, and support at the school site level for the full implementation and assessment of specific core and intervention content in grades 6-8. Participate in parent involvement activities, events, and committees as a member of the site leadership team. Services provided will be supplementary to the district's core program. Site Resource Teacher will have the following responsibilities:

1. Identify, reclassify, and provide supports for English Language Learners.
2. Design and provide intervention/enrichment to students.
3. Provide Instructional resources to support intervention and enrichment programs.
4. Identify/assist in areas of student needs and provide supplemental support for students.
5. Support Teachers with student data analysis.
6. Provide direct services to students.
7. Assist with school-parent involvement/education activities.
8. Participate in and/or provide professional development.
9. Assist with local and state assessments.
10. Other related duties as assigned.
Priority 1, Roadmap Principal 3 (B,D)

Students to be Served by this Strategy/Activity

All Students

Timeline

July 1, 2021-June 30, 2022

Person(s) Responsible

Administration, SRT

Proposed Expenditures for this Strategy/Activity

Amount	19,371.67
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	15% of salary

Amount	7072.67
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	15% of benefits

Strategy/Activity 2

TECHNOLOGY

Fremont School will create a technology-rich environment for student learning in the virtual classroom and beyond the classroom. Training will be provided on district adopted technology programs. Students and teachers will utilize classroom Chrome Labs, laptops, as well as screen beam and Apple TV for projecting to large screen televisions for in person teaching. The cost of technology will also include the mice and headphones needed to run the computers. Implementation of computer-based programs, as well as ongoing maintenance of technological devices such as televisions, document cameras, printers, batteries, software licenses and additional devices to accommodate for distance learning as well as in person classroom needs.
Priority 2
Roadmap Principle 3(B)

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2021-June 2022

Person(s) Responsible

Paraprofessionals, Special Education Teacher, Classroom Teachers, Site Resource Teacher

Proposed Expenditures for this Strategy/Activity

Amount	30,833.27
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Software, programs and materials for Technology

Strategy/Activity 3

STEAM

Supplemental Materials and Supplies for Science, Technology, Engineering, Art, and Math lessons. Materials and supplies for science fair projects.

Priority 4
Roadmap Principle 2(B)

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2021-June 2022

Person(s) Responsible

Administration, SRT, Classroom teachers

Proposed Expenditures for this Strategy/Activity

Amount	12,791.00
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	STEAM related materials and supplies to supplement instruction in science and mathematics

Strategy/Activity 4

SCHOLASTIC NEWS DIGITAL-Grades K-2

The digital decodable readers will be used to facilitate learning in a whole group or small group setting. It will be used to provide intervention and differentiation to pupils requiring intensive support in reading comprehension instruction. The digital instructional materials will meet the needs of all pupils in English Language Arts and Math.

Priority 2
Roadmap Principle 2(F)

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2021-June 2022

Person(s) Responsible

Teaching staff, Site Resource Teacher, and administration

Proposed Expenditures for this Strategy/Activity

Amount	858.00
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Scholastic News Magazine

Strategy/Activity 5

AVID

Materials and supplies needed for implementation of WICOR - Writing, Inquiry, Collaboration, Organization, and Reading strategies in grades 2-5

Priority 4&5
Roadmap Principle 2(B)(C) & 3(D)

Students to be Served by this Strategy/Activity

Grades 2-5

Timeline

August 2021-JUne 2022

Person(s) Responsible

Classroom Teachers, SRT, Administration

Proposed Expenditures for this Strategy/Activity

Amount	5,000.00
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Materials and supplies needed for the implementation of AVID

Strategy/Activity 6

PUPIL PLANNERS

Implementation and use of pupil planners to communicate with parents and to help pupils with the organizing of academic assignments.

Priority 3
Roadmap Principle 1(D)

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2021-June 2022

Person(s) Responsible

All teaching staff, parents, pupils, and administration

Proposed Expenditures for this Strategy/Activity

Amount	800.00
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Pupil Planners

Strategy/Activity 7

PROFESSIONAL DEVELOPMENT

Math:

A needs assessment will be completed to survey staff in the area of professional development needs in the area of mathematics. Professional development opportunities will be offered to staff at the district, county, and workshops outside the area as well.

AVID Digital XP:
Registration Fees for 10 staff members to attend the AVID Digital XP

Priority 5
Roadmap Principle 3(D)

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2021-June 2022

Person(s) Responsible

Teacher, Site resource teacher, and administration

Proposed Expenditures for this Strategy/Activity

Amount	1,713.00
Source	Title I Part A: Professional Development (PI Schools)
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Conference fees for math workshops

Amount	1000.00
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Mileage

Amount	8386.00
Source	Title I Part A: Professional Development (PI Schools)
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Conference fees for 10 certificated staff members to attend AVID Digital XP

Strategy/Activity 8

WARRIOR SUCCESS ACADEMY

After school and Saturday academy: Provide structured and targeted intervention in reading, math, and English Language Development
4 Teachers
5 hours/week
18 weeks

To include salaries, benefits, materials, books, and supplies for intervention.

Priority 3, 4, & 5
Roadmap Principle 1(D) & 4(B)

Students to be Served by this Strategy/Activity

All Students

Timeline

September 2021-April 2022

Person(s) Responsible

Administration, SRT, Classroom Teachers, Paraprofessionals

Proposed Expenditures for this Strategy/Activity

Amount	4200.00
Source	Title I Part A: Allocation
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extra time for teachers for instruction and preparation and one administrator for Saturday library

Amount	839.67
Source	Title I Part A: Allocation
Budget Reference	3000-3999: Employee Benefits
Description	Materials and supplies for intervention

Amount	1822.27
Source	Title I Part A: Allocation
Budget Reference	4000-4999: Books And Supplies
Description	Materials and supplies for intervention

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

ENGLISH LANGUAGE DEVELOPMENT

Goal Statement

Our goal for the 2021-2022 school year, is to increase by 5% of English Language Learners (as measured by the ELPAC) who score:
Level 4: Well Developed
Level 3: Moderately Developed

In addition, our goal is to reclassify a minimum of 20 English Language Learners.

LCAP Goal

LEA/LCAP Goal #2: All students will be provided a safe and secure learning environment that is engaging and stimulating and supports all students with special attention to our English Learners, Long Term English Learners, Foster Youth and all other sub groups identified as low -performing groups.

Basis for this Goal

ELPAC scores demonstrate that students are not acquiring English language proficiency, therefore this goal will address this need.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
English Language Learners will demonstrate growth as measured by the Summative ELPAC	Spring 2021 Summative ELPAC results Well Developed 2.42% Moderately Developed 19.39% Somewhat Developed 52.73% Beginning Stage 25.45%	5% increase in both well developed and moderately developed levels. Reclassification of at least 20 students.

Planned Strategies/Activities

Strategy/Activity 1

Site Resource Teacher:

The continued use of a Site Resource Teacher will be to provide leadership, expertise, and support at the school site level for the full implementation and assessment of specific core and intervention content in grades 6-8. Participate in parent involvement activities, events, and committees as a member of the site leadership team. Services provided will be supplementary to the district's core program. Site Resource Teacher will have the following responsibilities:

1. Identify, reclassify, and provide supports for English Language Learners.
2. Design and provide intervention/enrichment to students.
3. Provide Instructional resources to support intervention and enrichment programs.

4. Identify/assist in areas of student needs and provide supplemental support for students.
5. Support Teachers with student data analysis.
6. Provide direct services to students.
7. Assist with school-parent involvement/education activities.
8. Participate in and/or provide professional development.
9. Assist with local and state assessments.
10. Other related duties as assigned.
Priority 1, Roadmap Principal 3 (B,D)

Students to be Served by this Strategy/Activity

All Students

Timeline

July 1, 2021-June 30, 2022

Person(s) Responsible

Administration, SRT, classroom teachers

Proposed Expenditures for this Strategy/Activity

Amount	19,371.66
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	15% of salary

Amount	7072.67
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	15% of benefits

Strategy/Activity 2

TECHNOLOGY

Fremont School will create a technology-rich environment for student learning in the virtual classroom and beyond the classroom. Training will be provided on district adopted technology programs. Students and teachers will utilize classroom Chrome Labs, laptops, as well as screen beam and Apple TV for projecting to large screen televisions for in person teaching. The cost of technology will also include the mice and headphones needed to run the computers. Implementation of computer-based programs, as well as ongoing maintenance of technological devices such as televisions, document cameras, printers, batteries, software licenses and additional devices to accommodate for distance learning as well as in person classroom needs.
Priority 2
Roadmap Principle 3(B)

Students to be Served by this Strategy/Activity

All Students

Timeline

August 3, 2020-June 9, 2021

Person(s) Responsible

Paraprofessionals, Special Education Teacher, Classroom Teachers, SRT, Administration

Proposed Expenditures for this Strategy/Activity

Amount	30,833.26
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Software, programs and materials for Technology

Strategy/Activity 3

AVID

Materials and supplies needed for implementation of WICOR - Writing, Inquiry, Collaboration, Organization, and Reading strategies in grades 2-5

Priority 4 & 5
Roadmap Principle 2(B)(C) & 3(D)

Students to be Served by this Strategy/Activity

Grades 2-5

Timeline

August 3, 2020-June 9, 2021

Person(s) Responsible

Classroom Teachers, SRT, Administration

Proposed Expenditures for this Strategy/Activity

Amount	5,000.00
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Materials and supplies needed for the implementation of AVID

Strategy/Activity 4

STRUCTURED TEACHER PLANNING TIME (STPT)

Provide staff with Structured Teacher Planning Time (STPT) to plan for ELD, specifically for their designated ELD time block.

Priority 2
Roadmap Principle 3(D)

Students to be Served by this Strategy/Activity

All Students

Timeline

August 3, 2020-June 9, 2021

Person(s) Responsible

All teaching staff, site resource teacher, and administration

Proposed Expenditures for this Strategy/Activity

Amount	3907.66
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	20 Teachers 5 hours of planning per teacher

Amount	666.54
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	Employee benefits

Strategy/Activity 5

PUPIL PLANNERS

Implementation and use of pupil planners to communicate with parents and to help pupils with organizing of academic assignments.

Priority 3
Roadmap Principle 1(D)

Students to be Served by this Strategy/Activity

All Students

Timeline

August 3, 2020-June 9, 2021

Person(s) Responsible

All teaching staff, parents, pupils, and administration

Proposed Expenditures for this Strategy/Activity

Amount	800.00
Source	Title I
Budget Reference	4000-4999: Books And Supplies

Description	Pupil Planners

Strategy/Activity 6

WARRIOR SUCCESS ACADEMY

After school and Saturday academy: Provide structured and targeted intervention in reading, math, and English Language Development
4 teachers
5 hours/week
18 weeks

To include salaries, benefits, materials, books, and supplies for intervention.

Priority 3, 4, & 5
Roadmap Principle 1(D) & 4(B)

Students to be Served by this Strategy/Activity

All students

Timeline

August 3, 2020-June 9, 2021

Person(s) Responsible

Administration, SRT, classroom teachers, and paraprofessionals

Proposed Expenditures for this Strategy/Activity

Amount	4200.00
Source	Title I Part A: Allocation
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extra time for teachers for instruction and preparation

Amount	839.67
Source	Title I Part A: Allocation
Budget Reference	3000-3999: Employee Benefits
Description	Employee benefits for extra time

Amount	1822.26
Source	Title I Part A: Allocation
Budget Reference	4000-4999: Books And Supplies
Description	Materials and supplies for intervention

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

PARENT ENGAGEMENT

Goal Statement

Fremont School will support parent participation and learning opportunities for students and parents by providing opportunities for parents to learn how to help their children and improve parent participation by 10%.

LCAP Goal

DUSD will implement a 21st Century learning community of students and parents by building a culture with opportunities for advancement in Science, Technology, Engineering, Arts, and Mathematics.

Basis for this Goal

Increased parent participation.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Parent Engagement Policy Sign In Sheets	2020-2021 Sign in sheets for parent events.	Improve parent participation by at least 10% over the 2020-2021 attendance.

Planned Strategies/Activities

Strategy/Activity 1

Parent University

Fremont will host a parent university with a consulting firm to address distance learning and the unique needs that involves.

Priority 3
Roadmap Principle 1(D)

Students to be Served by this Strategy/Activity

All Students

Timeline

August 3, 2020-June 9, 2021

Person(s) Responsible

Administration and Classroom Teachers

Proposed Expenditures for this Strategy/Activity

Amount	708.00
Source	Title I Part A: Parent Involvement
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Consultant Fees

Amount	664.00
Source	Title I Part A: Parent Involvement
Budget Reference	4000-4999: Books And Supplies
Description	Consultant Fees

Strategy/Activity 2

COFFEE WITH THE PRINCIPAL

Parent presentation by an outside consultant on positive behavior strategies to use at home.

Priority 3
Roadmap Principle 1(D)

Students to be Served by this Strategy/Activity

All parents

Timeline

August 3, 2020-June 9, 2021

Person(s) Responsible

Administration

Proposed Expenditures for this Strategy/Activity

Amount	700.00
Source	Title I Part A: Parent Involvement
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Consultant contract

Amount	1250.00
Source	Title I Part A: Parent Involvement
Budget Reference	4000-4999: Books And Supplies
Description	Materials and supplies

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 1

During the 2020-2021 school year:

75% of our TK pupils will master grade-level appropriate reading skills as measured by the Emerging Literacy Battery (ELB) and pre-school foundations local assessments.

Grades K-5 70% of pupils will read on grade level as measured by the Analytical Reading Inventory (ARI).

Grades 3-5 will decrease the percentage of students who are below standard in Reading on the Smarter Balanced Assessment Consortium (SBAC) standardized assessment by 5%.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Emerging Literacy Battery (ELB)	75% of TK pupils will read on grade level.	81% of TK students mastered the Uppercase, lowercase letter names, lowercase letter sounds, and short vowel sounds
Analytical Reading Inventory (ARI)	Grades K-5 will increase the number of pupils on grade level in reading by 5%.	K - 7.69% 1 - 30.56% 2 - 51.52% 3 - 77.33% 4 - 66.67% 5 - 80.52%
Smarter Balanced Assessment Consortium (SBAC)	Grades 3-5 will decrease the pupils below standard in reading by 5%.	Due to distance learning the SBAC was not administered for the 2020-2021 school year.

Strategies/Activities for Goal 1

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
VIRTUAL FIELD TRIPS Students will experience the opportunity to read, learn about and virtually visit countries, museums, and a variety of places that will enrich their knowledge of the world around them. Costs will include art materials, books, and	Virtual author visit with Carmen Rubin All students received a copy of the book "Honcho Hates Mud".	Materials and supplies for virtual field trips 4000-4999: Books And Supplies Title I 15,000.00	Virtual author visit 5800: Professional/Consulting Services And Operating Expenditures Title I 525.00

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
materials needed to complete activities that enhance their virtual experience.			
TECHNOLOGY Fremont School will create a technology-rich environment for student learning in the virtual classroom and beyond the classroom. Training will be provided on district adopted technology programs. Students and teachers will utilize classroom Chrome Labs, laptops, as well as screen beam and Apple TV for projecting to large screen televisions for in person teaching. The cost of technology will also include the mice and headphones needed to run the computers. Implementation of computer-based programs, as well as ongoing maintenance of technological devices such as televisions, document cameras, printers, batteries, software licenses and additional devices to accommodate for distance learning as well as in person classroom needs. Priority 2 Roadmap Principle 3(B)	Chromebooks for distance learning SeeSaw for grades TK-2 Brainpop, and Renaissance Suite Headphones and mice for all grade levels	Software programs and materials for technology 5000-5999: Services And Other Operating Expenditures Title I 38,677.73	Software programs and materials for technology 5000-5999: Services And Other Operating Expenditures Title I 28,832.75
CLASSROOM LIBRARY AND ENRICHMENT ACTIVITIES Informative text to enhance classroom libraries. Emphasis will be placed on purchasing culturally diverse books	Purchased class sets of books for classroom libraries.	$500 per teacher to purchase text for their classroom libraries 4000-4999: Books And Supplies Title I 22,000.00	Classroom library books for distance learning. 4000-4999: Books And Supplies Title I 6818.98

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
for students to have at home during distance learning. Priority 2 Roadmap Principle 3(B)			
SCHOLASTIC NEWS DIGITAL- Grades K-2 The digital decodable readers will be used to facilitate learning in a whole group or small group setting. It will be used to provide intervention and differentiation to pupils requiring intensive support in reading comprehension instruction. The classroom instructional materials will meet the needs of all pupils in English Language Arts and Math. Priority 2 Roadmap Principle 2(F)	Scholastic News digital for grades TK-2	Scholastic News Magazine 4000-4999: Books And Supplies Title I 828.30	
AVID Materials and supplies needed for implementation of WICOR - Writing, Inquiry, Collaboration, Organization, and Reading strategies in grades 2-5 Priority 4 & 5 Roadmap Principles 2(B)(C) & 3(D)	Purchased materials and supplies for implementation of AVID WICOR strategies	Materials and supplies needed for the implementation of AVID 4000-4999: Books And Supplies Title I 5,000.00	Materials and supplies needed for the implementation of AVID 4000-4999: Books And Supplies Title I 14,175.35
PUPIL PLANNERS Implementation and use of pupil planners to communicate with parents and to help pupils with the	Pupil planners were not purchased during the 2020-2021 school year due to distance learning.	Pupil Planners to communicate with parents 4000-4999: Books And Supplies Title I 800.00	

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
organizing of academic assignments. Priority 3 Roadmap Principle 1(D)			
WARRIOR SUCCESS ACADEMY After school academy: Provide structured and targeted intervention in reading, math, and English Language Development 4 teachers 5 hours/week 18 weeks To include salaries, benefits, materials, books, and supplies for intervention. Priority 3, 4, & 5 Roadmap Principle 1(D) & 4(B)	After school academy for struggling students	Extra time for teachers for instruction and preparation 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 4200.00 Materials and supplies for intervention 4000-4999: Books And Supplies Title I Part A: Allocation 1822.27 Employee benefits for extra time 3000-3999: Employee Benefits Title I Part A: Allocation 644.40	Extra time for instruction and preparation 1000-1999: Certificated Personnel Salaries Title I 416.97

Analysis

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

Site Resource teacher provided support for teachers and paraprofessionals. Accelerated Reading was used in the classroom daily. Brain Pop, Discovery Education, SeeSaw and IXL were used in the classroom to supplement during independent work time. Teachers held small group instructional time with a focus on Reading, Math, and English Language Development. Teachers met on a regular basis to dis-aggregate data and plan for lessons. AVID strategies were implemented to ensure high levels of rigor during distance learning.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

All activities are supporting our goal of an increase of 5% in reading and ELA scores.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Due to distance learning some planned activities were not implemented.

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.

For the 2021-2022 school year we will continue our focus on improving student outcomes in reading and math. AVID strategies will continue to be used as a supplement to the core curriculum.

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 2

During the 2020-2021 school year:
75% of TK pupils will master the trimester math assessment for addition and subtraction with manipulatives
60% of pupils in grades K-5 will score an average of 70% or better on the grade level specific math benchmarks.

By the end of the 2020-2021 school year:
Grades 3-5 will decrease the percentage of pupils who are below standard in math on the Smarter Balanced Assessment Consortium (SBAC) standardized assessment by 5%.
Grade 5 will increase the percentage of pupils who meet the standard in science on the CAST assessment by 5%.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Math Benchmarks	75% of TK students will master standards 60% of K-5 pupils will average 70% on benchmarks	41% of students in grades 3-5 scored near or on grade level as measured by IXL local assessment
Smarter Balanced Assessment Consortium (SBAC)	5% reduction in pupils scoring below standard on the SBAC Math assessment	Due to distance learning the SBAC was not administered in the 2020-2021 school year.

Strategies/Activities for Goal 2

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
VIRTUAL FIELD TRIPS Students will experience the opportunity to read, learn about and virtually visit countries, museums, and a variety of places that will enrich their knowledge of the world around them. Costs will include art materials, books, and materials needed to complete activities that enhance their virtual experience.	Virtual author visit with Carmen Rubin	Books and supplies 4000-4999: Books And Supplies Title I 15,000.00	

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
TECHNOLOGY Fremont School will create a technology-rich environment for student learning in the virtual classroom and beyond the classroom. Training will be provided on district adopted technology programs. Students and teachers will utilize classroom Chrome Labs, laptops, as well as screen beam and Apple TV for projecting to large screen televisions for in person teaching. The cost of technology will also include the mice and headphones needed to run the computers. Implementation of computer-based programs, as well as ongoing maintenance of technological devices such as televisions, document cameras, printers, batteries, software licenses and additional devices to accommodate for distance learning as well as in person classroom needs. Priority 2 Roadmap Principle 3(B)	Purchased: Chromebooks for distance learning SeeSaw for grades TK-2 Brainpop, Renaissance Suite Headphones and mice for all grade levels	Software, programs and materials for Technology 5000-5999: Services And Other Operating Expenditures Title I 38,677.73	Software, programs and materials for Technology 5000-5999: Services And Other Operating Expenditures Title I 28,832.76
STEAM Supplemental Materials and Supplies for Science, Technology, Engineering, Art, and Math lessons. Materials and supplies for science fair projects. Priority 4 Roadmap Principle 2(B)	Purchased Mystery Science supplemental supplies	STEAM related materials and supplies to supplement instruction in science and mathematics 4000-4999: Books And Supplies Title I 15,000.00	Supplemental materials for the implementation of science. 4000-4999: Books And Supplies Title I 3,747.00

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
SCHOLASTIC NEWS DIGITAL-Grades K-2 The digital decodable readers will be used to facilitate learning in a whole group or small group setting. It will be used to provide intervention and differentiation to pupils requiring intensive support in reading comprehension instruction. The digital instructional materials will meet the needs of all pupils in English Language Arts and Math. Priority 2 Roadmap Principle 2(F)	Digital Scholastic News for grades TK-2	Scholastic News Magazine 4000-4999: Books And Supplies Title I 828.30	
AVID Materials and supplies needed for implementation of WICOR - Writing, Inquiry, Collaboration, Organization, and Reading strategies in grades 2-5 Priority 4&5 Roadmap Principle 2(B)(C) & 3(D)	Purchased supplemental materials for the implementation of AVID Strategies.	Materials and supplies needed for the implementation of AVID 4000-4999: Books And Supplies Title I 5,000.00	Materials and supplies needed for the implementation of AVID 4000-4999: Books And Supplies Title I 14,175.35
PUPIL PLANNERS Implementation and use of pupil planners to communicate with parents and to help pupils with the organizing of academic assignments. Priority 3 Roadmap Principle 1(D)	Not purchased due to distance learning	Pupil Planners 4000-4999: Books And Supplies Title I 800.00	

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
PROFESSIONAL DEVELOPMENT Math: A needs assessment will be completed to survey staff in the area of professional development needs in the area of mathematics. Professional development opportunities will be offered to staff at the district, county, and workshops outside the area as well. AVID Digital XP: Registration Fees for 10 staff members to attend the AVID Digital XP Priority 5 Roadmap Principle 3(D)	Canceled due to distance learning	Conference fees for math workshops 5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Professional Development (PI Schools) 2056.00	
		Mileage 5000-5999: Services And Other Operating Expenditures Title I 1000.00	
		Conference fees for 10 certificated staff members to attend AVID Digital XP 5000-5999: Services And Other Operating Expenditures Title I Part A: Professional Development (PI Schools) 8386.00	
WARRIOR SUCCESS ACADEMY After school and Saturday academy: Provide structured and targeted intervention in reading, math, and English Language Development 4 Teachers 5 hours/week 18 weeks To include salaries, benefits, materials, books, and supplies for intervention. Priority 3, 4, & 5 Roadmap Principle 1(D) & 4(B)	Small group instruction and after school instruction.	Extra time for teachers for instruction and preparation and one administrator for Saturday library 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 4200.00	
		Materials and supplies for intervention 3000-3999: Employee Benefits Title I Part A: Allocation 644.40	
		Materials and supplies for intervention 4000-4999: Books And Supplies Title I Part A: Allocation 1822.27	

Analysis

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

Site Resource teacher provided support for teachers and paraprofessionals. Brain Pop, Discovery Education, SeeSaw and IXL were used in the classroom to supplement during independent work time. Teachers held small group instructional time with a focus on Reading, Math, and English Language Development. Teachers met on a regular basis to dis-aggregate data and plan for lessons. AVID strategies were implemented to ensure high levels of rigor during distance learning.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

All activities are supporting our goal of an increase of pupils achieving standard met.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Due to distance learning some planned activities were not implemented.

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.

For the 2021-2022 school year we will continue our focus on improving student outcomes in reading and math. AVID strategies will continue to be used as a supplement to the core curriculum.

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 3

Our goal for the 2020-2021 school year, is to increase by 5% of English Language Learners (as measured by the ELPAC) who score:
Level 4: Well Developed
Level 3: Moderately Developed

In addition, our goal is to reclassify a minimum of 20 English Language Learners.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Spring 2021 Summative ELPAC results	5% increase in both well developed and moderately developed levels. Reclassification of at least 20 students.	Well developed: 2.42% Moderately developed: 19.39% Somewhat developed: 52.73% Beginning Stage: 25.45% Due to the COVID 19 pandemic, no students were reclassified.

Strategies/Activities for Goal 3

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
VIRTUAL FIELD TRIPS Students will experience the opportunity to read, learn about and virtually visit countries, museums, and a variety of places that will enrich their knowledge of the world around them. Costs will include art materials, books, and materials needed to complete activities that enhance their virtual experience.	Virtual author visit with Carmen Rubin	Supplies and materials for virtual field trips 4000-4999: Books And Supplies Title I 15,000.00	
TECHNOLOGY Fremont School will create a technology-rich environment for student learning in the virtual	Purchased Chromebooks for distance learning SeeSaw for grades Tk-2 Brainpop, Renaissance Suite, mice, and headphones were	Software, programs and materials for Technology 5000-5999: Services And Other Operating	Software, programs and materials for Technology 5000-5999: Services And Other Operating

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
classroom and beyond the classroom. Training will be provided on district adopted technology programs. Students and teachers will utilize classroom Chrome Labs, laptops, as well as screen beam and Apple TV for projecting to large screen televisions for in person teaching. The cost of technology will also include the mice and headphones needed to run the computers. Implementation of computer-based programs, as well as ongoing maintenance of technological devices such as televisions, document cameras, printers, batteries, software licenses and additional devices to accommodate for distance learning as well as in person classroom needs. Priority 2 Roadmap Principle 3(B)	purchased for all grade levels.	Expenditures Title I 38,677.74	Expenditures Title I 28,832.76
AVID Materials and supplies needed for implementation of WICOR - Writing, Inquiry, Collaboration, Organization, and Reading strategies in grades 2-5 Priority 4 & 5 Roadmap Principle 2(B)(C) & 3(D)	Purchased materials and supplies for the implementation of AVID strategies.	Materials and supplies needed for the implementation of AVID 4000-4999: Books And Supplies Title I 5,000.00	Materials and supplies needed for the implementation of AVID 4000-4999: Books And Supplies Title I 14,175.36
STRUCTURED TEACHER PLANNING TIME (STPT)		20 Teachers 5 hours of planning per teacher 1000-1999: Certificated	Teacher planning time 1000-1999: Certificated Personnel Salaries Title I 225.60

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Provide staff with Structured Teacher Planning Time (STPT) to plan for ELD, specifically for their designated ELD time block. Priority 2 Roadmap Principle 3(D)		Personnel Salaries Title I 3907.66	
		Employee benefits 3000-3999: Employee Benefits Title I 666.54	
PUPIL PLANNERS Implementation and use of pupil planners to communicate with parents and to help pupils with organizing of academic assignments. Priority 3 Roadmap Principle 1(D)		Pupil Planners 4000-4999: Books And Supplies Title I 800.00	
WARRIOR SUCCESS ACADEMY After school and Saturday academy: Provide structured and targeted intervention in reading, math, and English Language Development 4 teachers 5 hours/week 18 weeks To include salaries, benefits, materials, books, and supplies for intervention. Priority 3, 4, & 5 Roadmap Principle 1(D) & 4(B)	After school tutoring and small group instruction were implemented.	Extra time for teachers for instruction and preparation 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 4200.00	
		Employee benefits for extra time 3000-3999: Employee Benefits Title I Part A: Allocation 644.40	
		Materials and supplies for intervention 4000-4999: Books And Supplies Title I Part A: Allocation 1822.26	

Analysis

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

Site Resource teacher provided support for teachers and paraprofessionals. Accelerated Reading was used in the classroom daily. Brain Pop, Discovery Education, SeeSaw and IXL were used in the classroom to supplement during independent work time. Teachers held small group instructional time with a focus on Reading, Math, and English

Language Development. Teachers met on a regular basis to dis-aggregate data and plan for lessons. AVID strategies were implemented to ensure high levels of rigor during distance learning.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

All activities are supporting our goals.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Due to the COVID 19 pandemic some planned activities were not implemented.

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.

For the 2020-2021 school year we will continue our focus on improving student outcomes in reading and math. AVID strategies will continue to be implemented.

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 4

Fremont School will support parent participation and learning opportunities for students and parents by providing opportunities for parents to learn how to help their children and improve parent participation by 10%.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Parent Engagement Policy Sign In Sheets	Improve parent participation by at least 10% over the 2019-2020 attendance.	Parent participation did not increase.

Strategies/Activities for Goal 4

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Parent University Fremont will host a parent university with a consulting firm to address distance learning and the unique needs that involves. Priority 3 Roadmap Principle 1(D)	Parent University was held over the course of 8 weeks.	Consultant Fees 5800: Professional/Consulting Services And Operating Expenditures Title I 693.00 Consultant Fees 5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Parent Involvement 3307.00	Consultant Fees 5800: Professional/Consulting Services And Operating Expenditures Title I 693.00 Consultant Fees 5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Parent Involvement 3307.00
COFFEE WITH THE PRINCIPAL Parent presentation by an outside consultant on positive behavior strategies to use at home. Priority 3 Roadmap Principle 1(D)		Consultant contract 5800: Professional/Consulting Services And Operating Expenditures Title I 700.00 Materials and supplies 4000-4999: Books And Supplies Title I 250.00	

Analysis

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

Site Resource teacher provided support for teachers and paraprofessionals. Accelerated Reading was used in the classroom daily. Brain Pop, Discovery Education, SeeSaw and IXL were used in the classroom to supplement during independent work time. Teachers held small group instructional time with a focus on Reading, Math, and English Language Development. Teachers met on a regular basis to dis-aggregate data and plan for lessons. AVID strategies were implemented to ensure high levels of rigor during distance learning.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

All activities are supporting our goals.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Due to the COVID 19 pandemic all activities are held virtually.

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.

For the 2020-2021 school year the parent participation goal will remain the same.

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	262,526.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	262,526.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	229,105.00	0.00
Title I Part A: Parent Involvement	3,322.00	0.00
Title I Part A: Professional Development (PI Schools)	10,099.00	0.00
Title I Part A: Allocation	20,000.00	0.00

Expenditures by Funding Source

Funding Source	Amount
Title I	229,105.00
Title I Part A: Allocation	20,000.00
Title I Part A: Parent Involvement	3,322.00
Title I Part A: Professional Development (PI Schools)	10,099.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	74,622.66
3000-3999: Employee Benefits	24,403.56
4000-4999: Books And Supplies	58,492.98
5000-5999: Services And Other Operating Expenditures	101,885.80
5800: Professional/Consulting Services And Operating Expenditures	3,121.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	62,022.66
3000-3999: Employee Benefits	Title I	21,884.55
4000-4999: Books And Supplies	Title I	51,697.99
5000-5999: Services And Other Operating Expenditures	Title I	93,499.80
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	12,600.00
3000-3999: Employee Benefits	Title I Part A: Allocation	2,519.01
4000-4999: Books And Supplies	Title I Part A: Allocation	4,880.99
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	1,914.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Parent Involvement	1,408.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Professional Development (PI Schools)	8,386.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Professional Development (PI Schools)	1,713.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

0 Secondary Students

Name of Members	Role
Teresa Cushnyr	Principal
Sandra Jones	Classroom Teacher
Christa Hunter	Classroom Teacher
Alexandra Alaniz	Classroom Teacher
Kara Winger	Other School Staff
Angelica Sanchez	Parent or Community Member
Rosa Becerra	Parent or Community Member
Helen Cisneros	Parent or Community Member
Maura Juarez	Parent or Community Member
Olivia Delgadillo	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

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

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

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	**Committee or Advisory Group Name**
	English Learner Advisory Committee
	Other: Leadership Team

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.

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 10/21/2021.

Attested:

Principal, Teresa M. Cushnyr on 10/21/2021
SSC Chairperson, Angelica Sanchez on 10/21/2021

Addendum

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Stakeholder Involvement
Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.
Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal
State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal
Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

Expected Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

Planned Strategies/Activities
Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school's budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year's approved SPSA. Minor typographical errors may be corrected.
Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.
Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.
  • Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
  • Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
  • Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
  • Describe any changes that will be made to the goal, expected annual measureable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:
- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).

2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).

3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).

4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).

5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).

6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).

7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.

8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).

9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
   a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
   b. use effective methods and instructional strategies based on scientifically based research that
      i. strengthen the core academic program in the school;
      ii. provide an enriched and accelerated curriculum;
      iii. increase the amount and quality of learning time;
      iv. include strategies for meeting the educational needs of historically underserved populations;
      v. help provide an enriched and accelerated curriculum; and
      vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
   c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
      i. strategies to improve students' skills outside the academic subject areas;
      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
   a. strategies to attract highly qualified teachers;
   b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
   c. the devotion of sufficient resources to effectively carry out professional development activities; and
   d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.

4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
   a. Ensure that those students' difficulties are identified on a timely basis; and
   b. Provide sufficient information on which to base effective assistance to those students.

6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program