

School Year: **2023-24**



## 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.

<b>School Name</b>	Fremont Elementary School
<b>Address</b>	1318 Clinton Street Delano, CA 93215-2139
<b>County-District-School (CDS) Code</b>	15634046009377
<b>Principal</b>	Martha Barajas
<b>District Name</b>	Delano Union Elementary School District
<b>SPSA Revision Date</b>	May 16, 2023
<b>Schoolsite Council (SSC) Approval Date</b>	May 17, 2023
<b>Local Board Approval Date</b>	June 12, 2023

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 511 students and house two preschool severely handicapped special education classes as well as a full-time, general education preschool class. We also have on our campus a K-2 Mod/Severe Special Education Class. Our population is 47.5% English Language Learners, 88.4% Socioeconomically Disadvantaged, 0.4% Foster Youth, 07% Gifted and Talented, 4.6% special education, 4.36% migrant and 90.1% 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 believes that in order for every pupil to achieve their goals 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.

# Educational Partner 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.

# Resource Inequities

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

Fremont School met with their English Learner Advisory Committee and their School Site Councils on April 20, 2023 to complete the required needs assessment as part of the input for our SPSA. Based on the sharing of current data and current action items, the advisory committees recommends the following:

Supplemental Materials: Maintain the current action.

Professional Development: Maintain the current action.

Intervention/Enrichment: Add more after school intervention/enrichment programs next year. Make sure parents understand the importance of intervention and document when the parents decline support/intervention in AERIES.

Resource Teacher: Maintain the current action and ensure the Site Resource Teacher is working with small groups/newcomers for one hour per day and not during state testing windows.

Parent Education: Social emotional training for parents; parent classes on dangers of social media; parent educational classes on reading and math in order for parents to help pupils at home.  
SAT/SARB: Maintain the current action.  
Technology: Maintain the current action.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.4%	%	0%	2		0
African American	0.2%	0.24%	0.22%	1	1	1
Asian	%	%	0.22%			1
Filipino	7.1%	4.37%	6.03%	33	18	27
Hispanic/Latino	90.2%	92.96%	90.63%	421	383	406
Pacific Islander	%	%	0%			0
White	1.3%	1.46%	1.56%	6	6	7
Multiple/No Response	0.2%	0.24%	0.22%	1	1	1
<b>Total Enrollment</b>				467	412	448

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	88	85	100
Grade 1	72	64	72
Grade 2	70	64	67
Grade 3	77	63	67
Grade 4	77	71	68
Grade 5	83	65	74
<b>Total Enrollment</b>	467	412	448

### Conclusions based on this data:

1. Upon returning this school from remote learning to in person our numbers have increased. We went from 412 pupils in 2021-2022 to 448 this school year 2022-2023.
2. Hispanic students make up over 90% of our population.
3. Filipino is the second highest population at Fremont; while African American and white is the minority at our school site.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	222	226	237	47.50%	54.9%	52.9%
Fluent English Proficient (FEP)	76	45	44	16.30%	10.9%	9.8%
Reclassified Fluent English Proficient (RFEP)	10			4.5%		

### Conclusions based on this data:

1. Our percentage of English Learners has increased by 5% over the past 3 years.
2. The percentage of students who were FEP was fairly steady from 2021-2022 to 2022-2023.
3. The reclassification of English learners has been the following: 10 students reclassified in 2020-2021, 17 students reclassified in 2021-2022, and this school year of 2022-2023 we are hoping that we classify at least 20 English Learners.

# 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	80	62		0	62		0	62		0.0	100.0	
Grade 4	75	68		0	68		0	68		0.0	100.0	
Grade 5	83	67		0	67		0	67		0.0	100.0	
All Grades	238	197		0	197		0	197		0.0	100.0	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2334.			1.61			12.90			19.35			66.13	
Grade 4		2415.			11.76			17.65			17.65			52.94	
Grade 5		2453.			10.45			20.90			25.37			43.28	
All Grades	N/A	N/A	N/A		8.12			17.26			20.81			53.81	

Reading Demonstrating understanding of literary and non-fictional texts											
Grade Level	% Above Standard			% At or Near Standard			% Below Standard				
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23		
Grade 3		4.84			48.39			46.77			
Grade 4		10.29			52.94			36.76			
Grade 5		11.94			64.18			23.88			
All Grades		9.14			55.33			35.53			

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		1.61			30.65			67.74	
Grade 4		7.35			45.59			47.06	
Grade 5		5.97			59.70			34.33	
All Grades		5.08			45.69			49.24	



Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		6.45			66.13			27.42	
Grade 4		11.76			72.06			16.18	
Grade 5		5.97			73.13			20.90	
All Grades		8.12			70.56			21.32	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		4.84			53.23			41.94	
Grade 4		4.41			72.06			23.53	
Grade 5		7.46			64.18			28.36	
All Grades		5.58			63.45			30.96	

**Conclusions based on this data:**

1. The scores below are for those pupils who met or exceeding grade level in ELA CAASPP:

Grade 3: 15%  
Grade 4: 29%  
Grade 5: 31.4%

The scores below are for those pupils who nearly met grade level standard:

Grade 3: 18%  
Grade 4: 16%  
Grade 5: 25.4%

2. ELA Strengths:

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

3. ELA Needs Improvement:

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

We need to work on helping students develop clear and purposeful writing and have proper intervention for those who need extra support in reading.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	80	62		0	62		0	62		0.0	100.0	
Grade 4	75	71		0	71		0	71		0.0	100.0	
Grade 5	83	68		0	68		0	68		0.0	100.0	
All Grades	238	201		0	201		0	201		0.0	100.0	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2367.			1.61			19.35			17.74			61.29	
Grade 4		2423.			4.23			21.13			23.94			50.70	
Grade 5		2447.			7.35			10.29			25.00			57.35	
All Grades	N/A	N/A	N/A		4.48			16.92			22.39			56.22	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		8.06			41.94			50.00	
Grade 4		8.45			36.62			54.93	
Grade 5		10.29			36.76			52.94	
All Grades		8.96			38.31			52.74	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		8.06			40.32			51.61	
Grade 4		2.82			49.30			47.89	
Grade 5		4.41			48.53			47.06	
All Grades		4.98			46.27			48.76	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		3.23			53.23			43.55	
Grade 4		7.04			56.34			36.62	
Grade 5		1.47			55.88			42.65	
All Grades		3.98			55.22			40.80	

**Conclusions based on this data:**

1. The scores below are for those pupils who met or exceeding grade level in MATH CAASPP for the 2021-2022:  
 Grade 3: 19%  
 Grade 4: 25%  
 Grade 5: 18%  
  
 The scores below are for those pupils who nearly met grade level standard:  
  
 Grade 3: 21%  
 Grade 4: 23%  
 Grade 5: 25%
2. Math Strengths:  
  
 3rd: Problem Solving  
 4th: Communicating Reasoning  
 5th: Communicating Reasoning
3. Math Needs Improvement:  
  
 3rd: Concepts and Procedures  
 4th: Concepts and Procedures  
 5th: Concept and Procedures; and Problem Solving  
  
 We know that we need to focus on concepts and procedures since 50% of the SBAC is based on that area.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	1392.7	1389.5		1402.2	1399.0		1370.3	1367.2		49	49	
<b>1</b>	1419.5	1411.5		1440.4	1434.1		1398.0	1388.5		49	30	
<b>2</b>	1448.5	1452.5		1457.3	1480.0		1439.0	1424.5		30	42	
<b>3</b>	1472.1	1459.4		1466.8	1468.0		1476.9	1450.4		33	28	
<b>4</b>	1469.5	1498.2		1464.5	1501.7		1474.1	1494.3		36	30	
<b>5</b>	1501.6	1513.1		1499.9	1519.2		1502.7	1506.3		30	29	
<b>All Grades</b>										227	208	

Overall 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	8.16	6.12		18.37	40.82		38.78	28.57		34.69	24.49		49	49	
<b>1</b>	0.00	0.00		26.53	10.00		38.78	60.00		34.69	30.00		49	30	
<b>2</b>	0.00	9.52		20.00	28.57		66.67	45.24		13.33	16.67		30	42	
<b>3</b>	6.06	0.00		21.21	21.43		54.55	46.43		18.18	32.14		33	28	
<b>4</b>	0.00	3.33		13.89	46.67		58.33	36.67		27.78	13.33		36	30	
<b>5</b>	16.67	13.79		16.67	27.59		43.33	48.28		23.33	10.34		30	29	
<b>All Grades</b>	4.85	5.77		19.82	30.29		48.46	42.79		26.87	21.15		227	208	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	12.24	14.29		20.41	32.65		34.69	20.41		32.65	32.65		49	49	
<b>1</b>	14.29	13.33		32.65	36.67		32.65	26.67		20.41	23.33		49	30	
<b>2</b>	3.33	30.95		43.33	35.71		43.33	26.19		10.00	7.14		30	42	
<b>3</b>	12.12	3.57		39.39	57.14		27.27	25.00		21.21	14.29		33	28	
<b>4</b>	11.11	23.33		27.78	60.00		36.11	13.33		25.00	3.33		36	30	
<b>5</b>	23.33	24.14		40.00	58.62		23.33	13.79		13.33	3.45		30	29	
<b>All Grades</b>	12.78	18.75		32.60	44.71		33.04	21.15		21.59	15.38		227	208	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	10.20	0.00		12.24	26.53		44.90	48.98		32.65	24.49		49	49	
<b>1</b>	0.00	0.00		18.37	6.67		22.45	16.67		59.18	76.67		49	30	
<b>2</b>	0.00	2.38		10.00	23.81		43.33	26.19		46.67	47.62		30	42	
<b>3</b>	0.00	0.00		15.15	3.57		60.61	35.71		24.24	60.71		33	28	
<b>4</b>	0.00	0.00		8.33	13.33		33.33	56.67		58.33	30.00		36	30	
<b>5</b>	6.67	3.45		10.00	17.24		46.67	41.38		36.67	37.93		30	29	
<b>All Grades</b>	3.08	0.96		12.78	16.83		40.53	37.98		43.61	44.23		227	208	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	14.29	22.45		57.14	53.06		28.57	24.49		49	49	
<b>1</b>	32.65	23.33		55.10	63.33		12.24	13.33		49	30	
<b>2</b>	6.67	30.95		90.00	64.29		3.33	4.76		30	42	
<b>3</b>	21.21	28.57		57.58	50.00		21.21	21.43		33	28	
<b>4</b>	33.33	50.00		52.78	43.33		13.89	6.67		36	30	
<b>5</b>	23.33	31.03		60.00	62.07		16.67	6.90		30	29	
<b>All Grades</b>	22.47	30.29		60.79	56.25		16.74	13.46		227	208	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	14.29	14.29		42.86	51.02		42.86	34.69		49	49	
<b>1</b>	8.16	6.67		67.35	63.33		24.49	30.00		49	30	
<b>2</b>	16.67	26.19		63.33	59.52		20.00	14.29		30	42	
<b>3</b>	24.24	14.29		54.55	64.29		21.21	21.43		33	28	
<b>4</b>	5.56	23.33		50.00	73.33		44.44	3.33		36	30	
<b>5</b>	36.67	51.72		36.67	41.38		26.67	6.90		30	29	
<b>All Grades</b>	16.30	22.12		52.86	58.17		30.84	19.71		227	208	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	4.08	2.04		55.10	71.43		40.82	26.53		49	49	
<b>1</b>	8.16	3.33		34.69	20.00		57.14	76.67		49	30	
<b>2</b>	0.00	9.52		60.00	47.62		40.00	42.86		30	42	
<b>3</b>	3.03	0.00		54.55	39.29		42.42	60.71		33	28	
<b>4</b>	0.00	3.33		25.00	43.33		75.00	53.33		36	30	
<b>5</b>	6.67	6.90		56.67	44.83		36.67	48.28		30	29	
<b>All Grades</b>	3.96	4.33		46.70	47.12		49.34	48.56		227	208	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	22.45	20.41		36.73	57.14		40.82	22.45		49	49	
<b>1</b>	2.04	0.00		36.73	33.33		61.22	66.67		49	30	
<b>2</b>	0.00	4.76		46.67	38.10		53.33	57.14		30	42	
<b>3</b>	9.09	0.00		72.73	46.43		18.18	53.57		33	28	
<b>4</b>	2.78	10.00		66.67	70.00		30.56	20.00		36	30	
<b>5</b>	0.00	10.34		70.00	65.52		30.00	24.14		30	29	
<b>All Grades</b>	7.05	8.65		52.42	51.44		40.53	39.90		227	208	

**Conclusions based on this data:**

1. Our highest percentage of students in 2021-2022 were either a level 2 with 42.79% or level 3 with 30.29%.
2. **ELPAC Strengths:**  
The Listening and Speaking domains were our highest performing areas of performance. Pupils scored 58.17% in the somewhat/moderately developed and listening pupils scored 56.25% in the somewhat/moderately developed.
3. **ELPAC Needs Improvement:**  
The Writing Domain had the highest percentage of students (39.90%) at the Beginning Stage. The Reading Domain also had a high percentage of students (48.56%) at the Beginning Stage.

# School and Student Performance Data

## Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>412</b>	<b>83.3</b>	<b>54.9</b>	<b>0.2</b>
Total Number of Students enrolled in Fremont Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	226	54.9
Foster Youth	1	0.2
Homeless	6	1.5
Socioeconomically Disadvantaged	343	83.3
Students with Disabilities	24	5.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	0.2
American Indian		
Asian		
Filipino	18	4.4
Hispanic	383	93.0
Two or More Races	1	0.2
Pacific Islander		
White	6	1.5

**Conclusions based on this data:**

1. 83.3% of our students are socioeconomically disadvantaged.
2. More than 54% of our students are English Language Learners.
3. 5.8% of our students receive services through the special education department.



# School and Student Performance Data

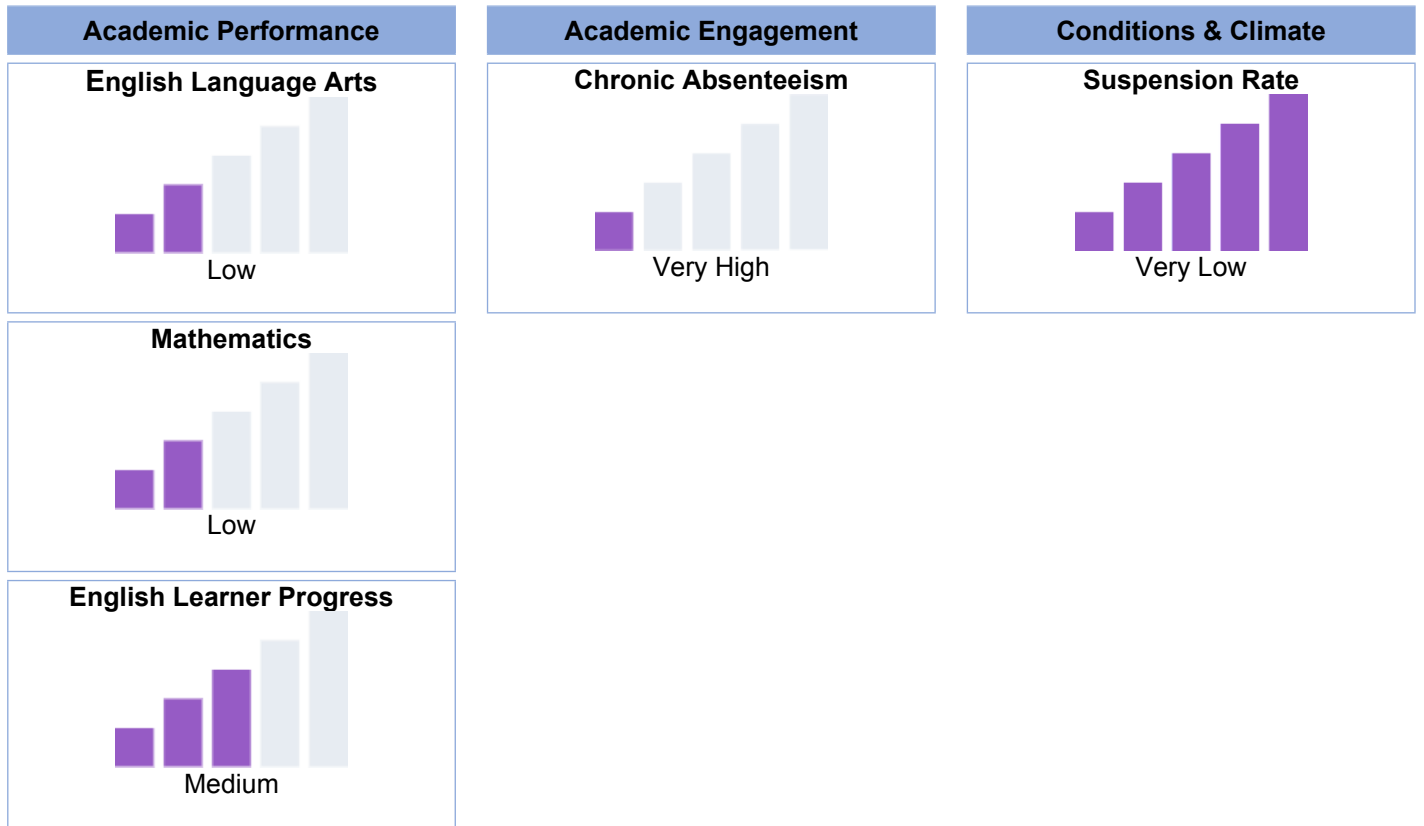
## Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



### 2022 Fall Dashboard Overall Performance for All Students



#### Conclusions based on this data:

1. Unfortunately our academic performance in both ELA and Math are low. However, we have to keep in mind that we are recovering from a pandemic.
2. We have a very high percentage of students who are chronically absent. Most of this pupils are chronically absent due to illness.

3. Our suspension rate is still very low.

# School and Student Performance Data

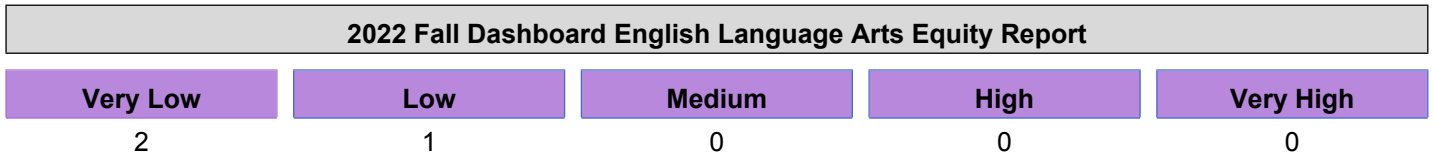
## Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

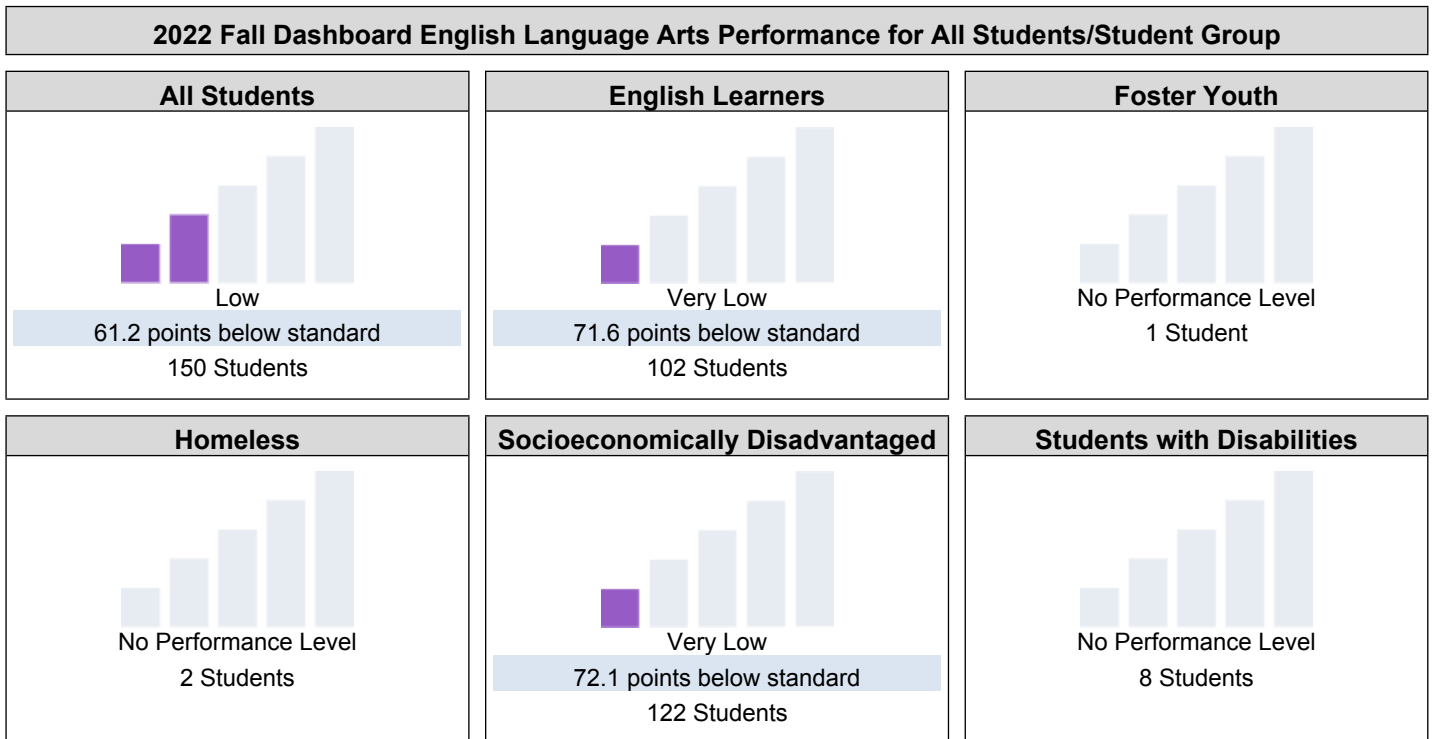
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



**2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity**



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

**2022 Fall Dashboard English Language Arts Data Comparisons for English Learners**

<b>Current English Learner</b>	<b>Reclassified English Learners</b>	<b>English Only</b>
106.0 points below standard 70 Students	3.6 points above standard 32 Students	33.4 points below standard 44 Students

**Conclusions based on this data:**

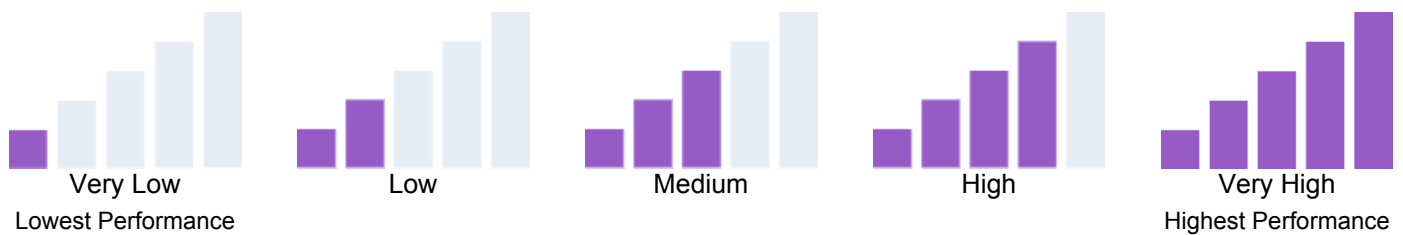
1. Overall our Hispanic pupils were 64.4 points below standard in ELA.
2. Our socioeconomically disadvantaged pupils scored 721.1 points below standard in ELA.
3. Our English Learners Reclassification rate had an increase at 3.6 points above standard.

# School and Student Performance Data

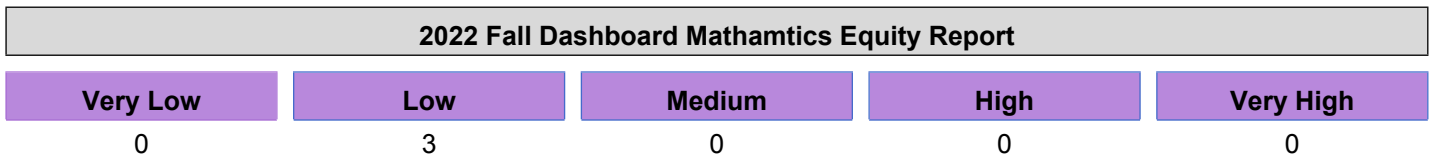
## Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

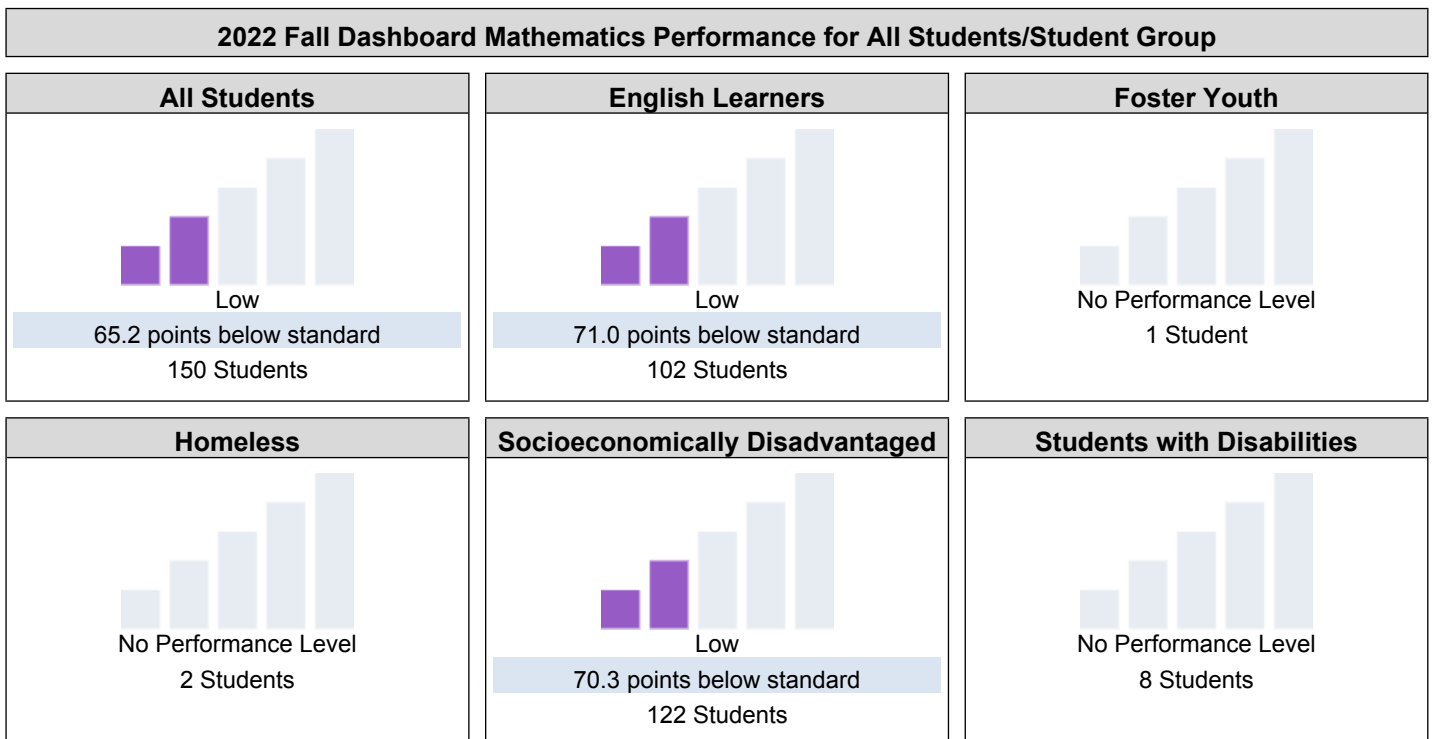
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



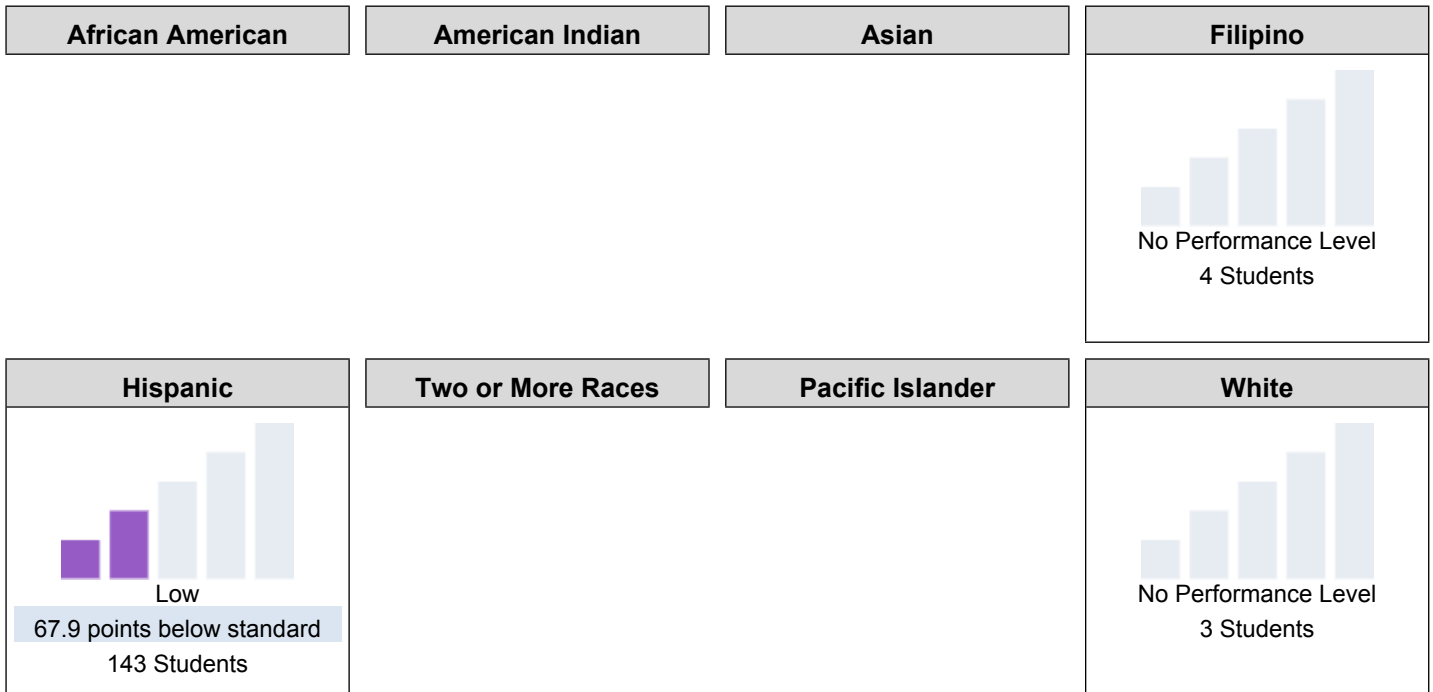
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



## 2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

## 2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
100.2 points below standard 70 Students	7.3 points below standard 32 Students	54.2 points below standard 44 Students

### Conclusions based on this data:

1. Overall in Mathematics, we had all students scored low with 65.2 points below standard. Our English learner population scored 71.0 points below standard; while our socioeconomically disadvantage pupils scored 70.3 points below standard. Looking at the data it is important to highlight that we do have 8 pupils with disabilities that do not have a score. It is also important to note that we are recovering from a pandemic.
2. Reclassified English Learners is 7.3 points below standard.
3. Our current English Learners were 100.2 points below standard while English only pupils were 54.2 points below standard. We also have double the amount of pupils under English Learners than we do English only.



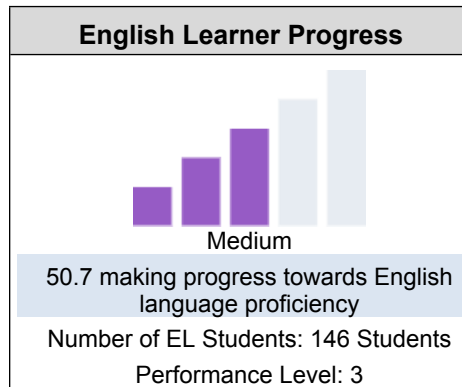
# School and Student Performance Data

## Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

### 2022 Fall Dashboard English Learner Progress Indicator



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.

### 2022 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
15.8%	33.6%	0.0%	50.7%

#### Conclusions based on this data:

1. Approximately 73 English Learners made progress in at least one ELPI level.
2. Approximately 24 English Learners decreased by one EPLI Level.
3. Approximately 49 English Learners maintained ELPI in the different levels.



# School and Student Performance Data

## Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

### Conclusions based on this data:

1. N/A
2. N/A
3. N/A

# School and Student Performance Data

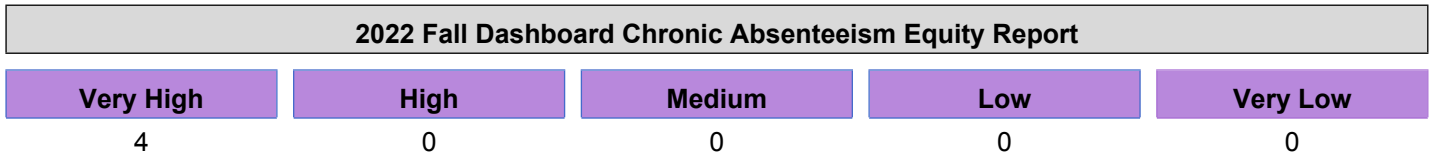
## Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

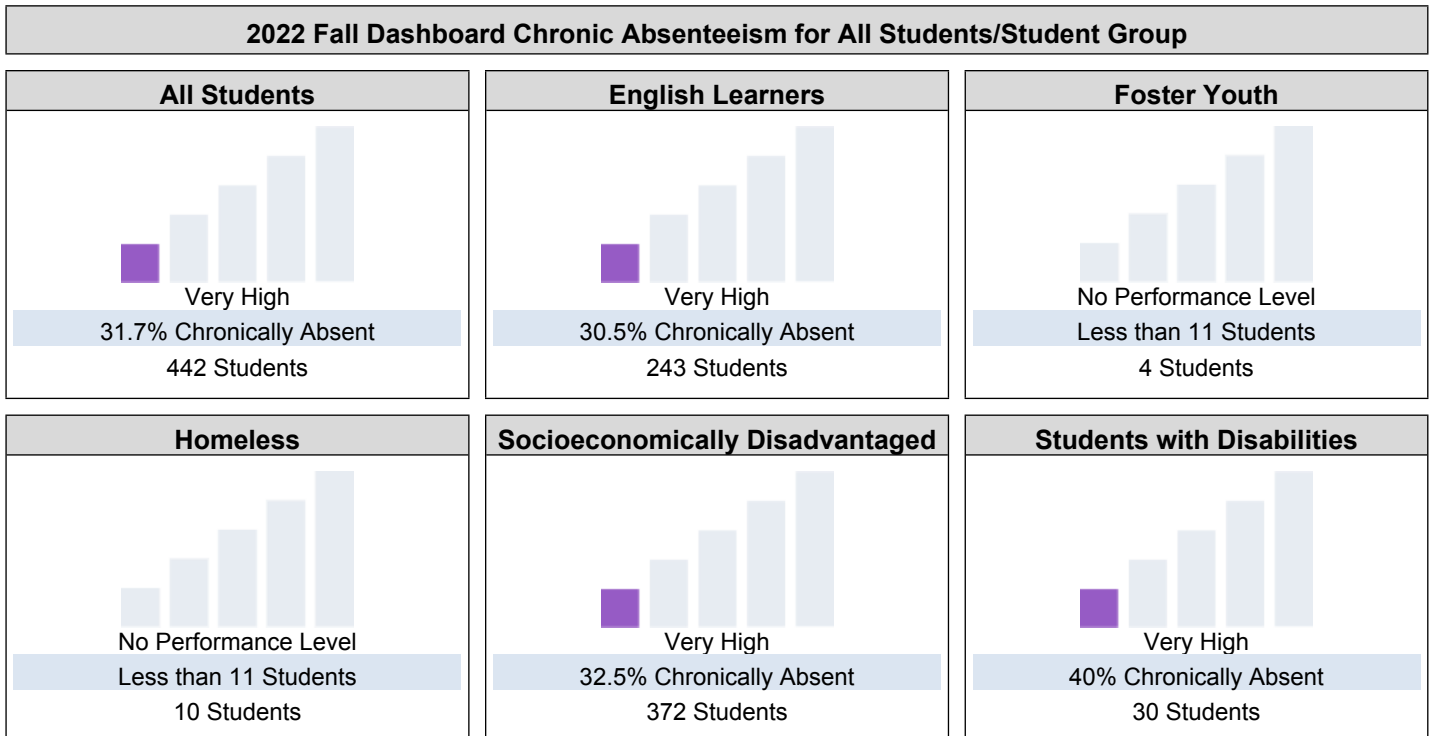
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



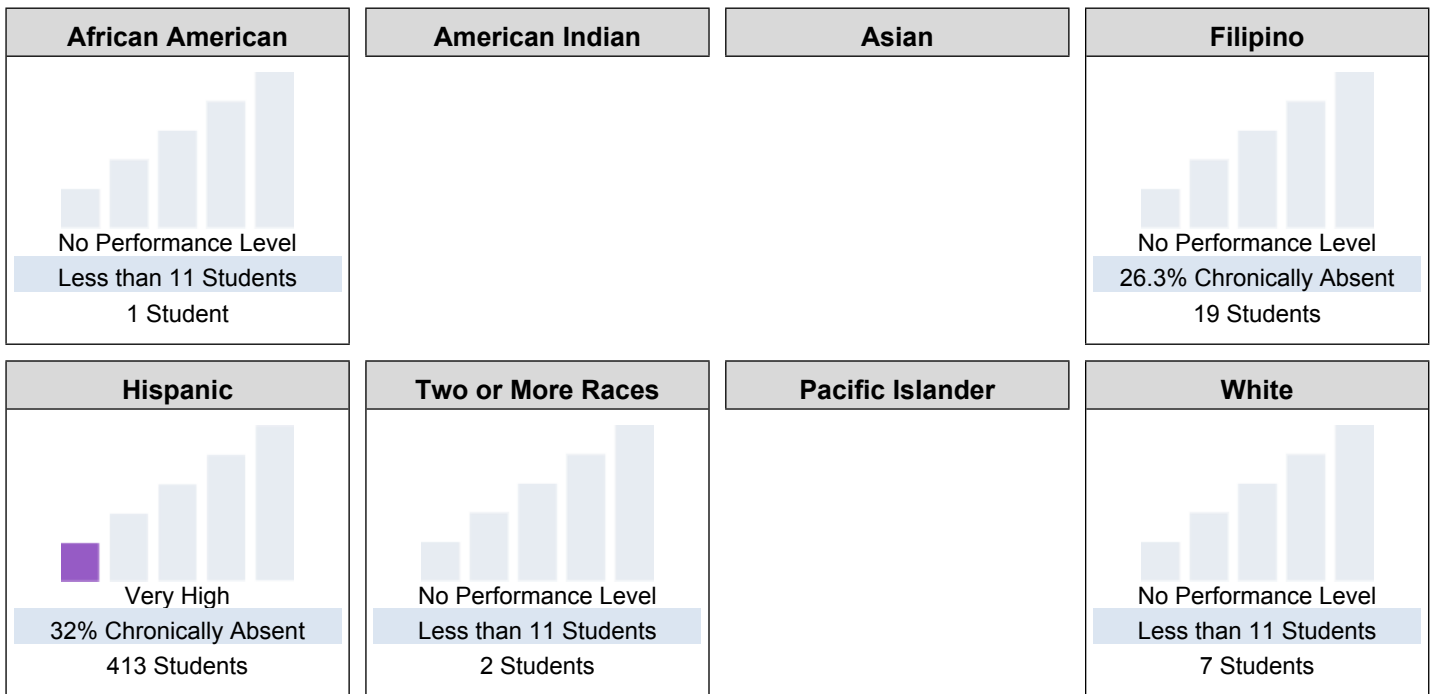
This section provides number of student groups in each level.



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.



**2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**



**Conclusions based on this data:**

1. Overall we increased in the number of chronically absent students. Approximately 133 pupils are chronically absent.



# School and Student Performance Data

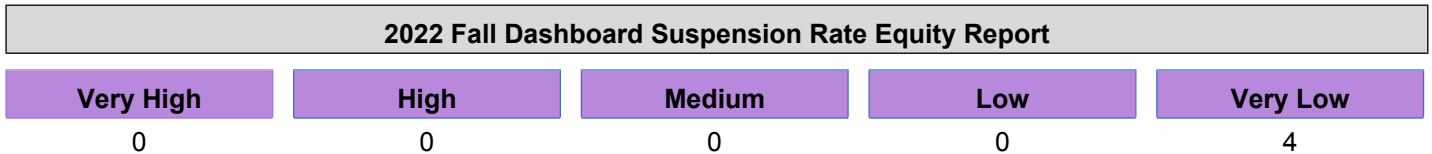
## Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

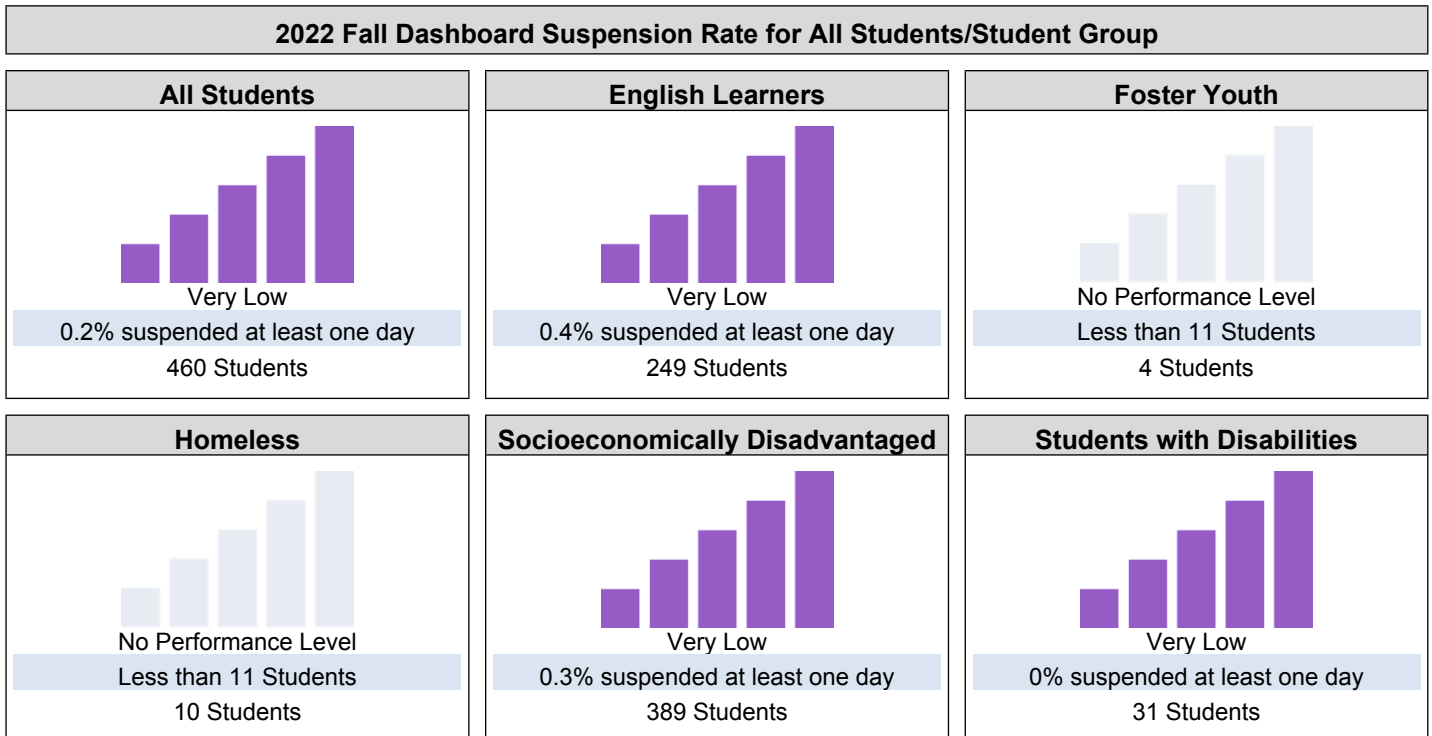
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



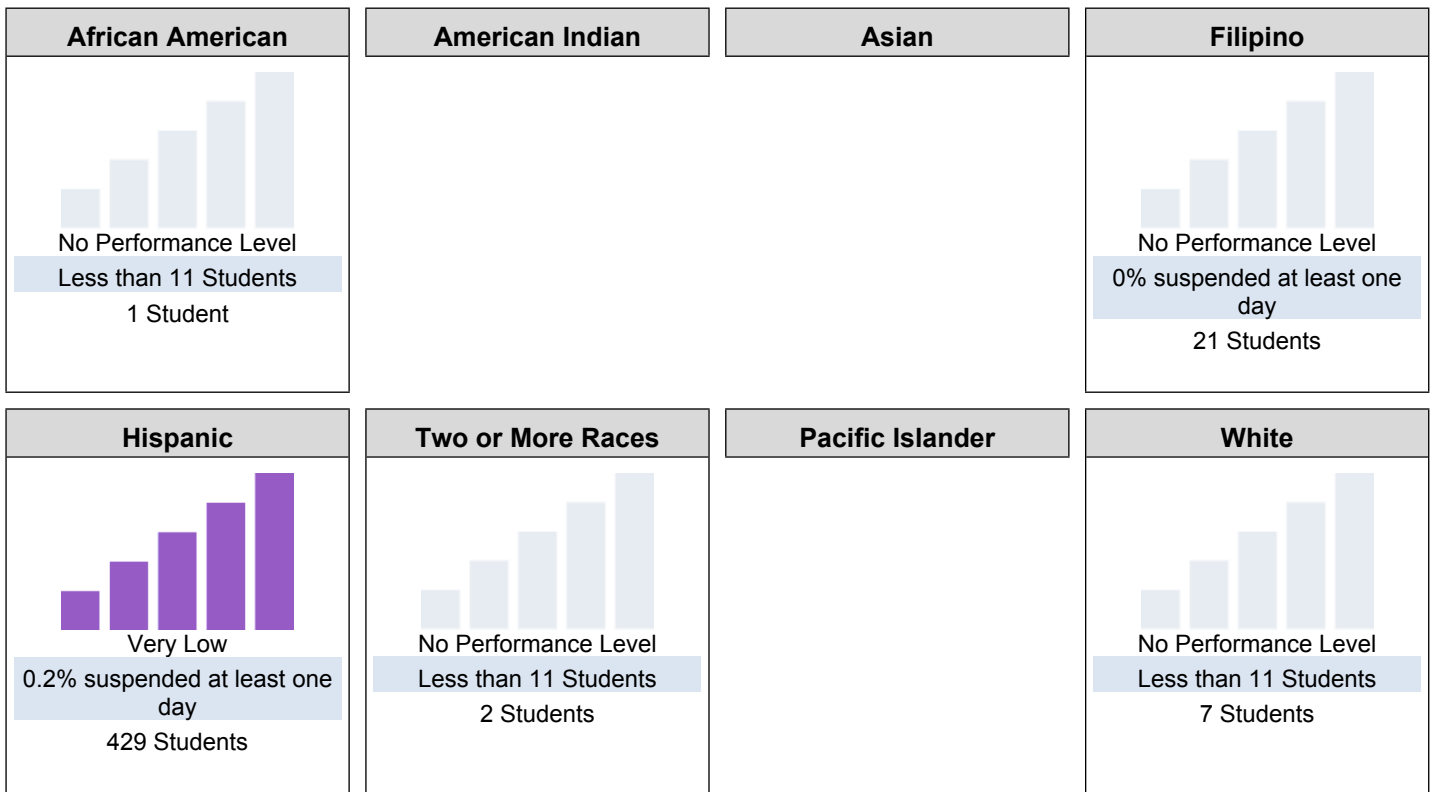
This section provides number of student groups in each level.



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.



**2022 Fall Dashboard Suspension Rate by Race/Ethnicity**



**Conclusions based on this data:**

1. Our suspension rate declined significantly.
2. Upon looking at the data, there has only been 1 pupil suspended and he is under the Hispanic race.

# Goals, Strategies, & Proposed Expenditures

## Goal 1

### Subject

ENGLISH-LANGUAGE ARTS

### Goal Statement

During the 2023-2024 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 all 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 2023-2024 school year:  
 Pupils in grades K-5 will demonstrate a 10% growth from the beginning of the year as measured by the Analytical Reading Inventory (ARI);  
 25% of the pupils in 3rd grade will meet or exceed standard as measured by the California Assessment of Student Performance and Progress (CAASPP);  
 35% of pupils in 4th grade will meet or exceed standard as measured by the California Assessment of Student Performance and Progress (CAASPP) ; and  
 40% of pupils in 5th grade will meet or exceed standard as measured by the California Assessment of Student Performance and Progress (CAASPP)

### LCAP Goal

DUESD will provide a world class education through a supportive learning environment that sparks and attitude if inquiry and enthusiasm for learning to ensure students success in college and career readiness. The expected outcome of this goal is to increase the quality of instruction and services for students to promote higher levels of academic achievement and ensure that students are ready for college, careers, and beyond.

### 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 end of the year ELB results from 2022-2023. Letter sounds: 100% ID Uppercase: 99% ID Lowercase: 98%	85% of TK pupils will leave TK on grade level with proficiency in letter names and sounds.
Pupils in grades K-5 will demonstrate growth as measured by the Analytical Reading Inventory (ARI)	2022-2023 beginning of year ARI scores. Grade/ ARI Reading Levels: ELB PP P 1 2 3	K-5 pupils will demonstrate a 10% growth from beginning to end of year

Metric/Indicator	Baseline	Expected Outcome
	K-100% 1- 75% 25% 2- 41% 16% 11% 32% 3- 28% 14% 18% 5% 34%  ELB PP P 1 2 3 4 4- 3% 6% 2% 13% 6% 70% 5- 10% 3% 6% 1% 3% 11% 66%	
<p>Pupils in grades 3-5 will demonstrate growth in reading as measured by the California Assessment of Student Performance and Progress</p>	<p>2022-2023 CAASPP ELA Scores have not been released, however our baseline will be the 2021-2022 CAASPP ELA Scores:</p> <p>3rd Grade:            15% of pupils Met/Exceeded Grade level;            18% of pupils were Near Grade level;            67% of pupils were Below Grade level</p> <p>4th Grade:            29% of pupils Met/Exceeded Grade level;            16% of pupils were Near Grade level;            55% of pupils were Below Grade level</p> <p>5th Grade:            31.35% of pupils Met/Exceeded Grade level;            25.37% of pupils were Near Grade level;            43.28% of pupils were Below Grade level</p>	<p>25% of the pupils in 3rd grade will meet or exceed standard;            35% of pupils in 4th grade will meet or exceed standard; and            40% of pupils in 5th grade will meet or exceed standard.</p>

## 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 TK-5th. 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, 2023 - June 30, 2024

**Person(s) Responsible**

Administration, SRT

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	45298.50
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	50% of salary
<b>Amount</b>	18894.00
<b>Source</b>	Title I
<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Description</b>	50% 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. Fremont will produce visuals to support and scaffold writing, common core, and ELA.

Priority 2  
Roadmap Principle 3(B)

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

All Students

**Timeline**

August 2023-June 2024

### Person(s) Responsible

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

### Proposed Expenditures for this Strategy/Activity

Amount	14780.11
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 2023- June 2024

### Person(s) Responsible

SRT, Administration, Classroom teachers

### Proposed Expenditures for this Strategy/Activity

Amount	8000.00
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	\$500 per teacher to purchase text for their classroom libraries to promote positive reading in and out of the classroom.

### Strategy/Activity 4

The use of supplemental materials for Reading. Use enrichment supplement to increase student reading scores.

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

All Students

### Timeline

August 2023-June 2024

### Person(s) Responsible

SRT, Administration, Classroom teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	2755.91
<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Use of Words their Way to increase student reading scores

### Strategy/Activity 5

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 2023-June 2024

### Person(s) Responsible

Teaching staff, Site Resource Teacher, and administration

### Proposed Expenditures for this Strategy/Activity

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

### Strategy/Activity 6

AVID

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

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

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

Grades TK-5th grade

## Timeline

August 2023-June 2024

## Person(s) Responsible

Classroom Teachers, SRT, Administration

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	5000.00
<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Materials and supplies needed for the implementation of AVID

## Strategy/Activity 7

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 3rd-5th grade pupils will receive a planner and 2 Kindergarten classroom will use the planners.

## Timeline

August 2023-June 2024

## Person(s) Responsible

All teaching staff, parents, pupils, and administration

## Proposed Expenditures for this Strategy/Activity

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

## Strategy/Activity 8

WARRIOR SUCCESS ACADEMY

After school academy: Provide structured and targeted intervention in reading, math, and English Language Development  
4 teachers  
2 hours/week  
12 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 2023-April 2024

### Person(s) Responsible

Administration, SRT, Classroom Teachers, Paraprofessionals

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	5000.00
<b>Source</b>	Title I Part A: Allocation
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Extra time for teachers for instruction and preparation
<b>Amount</b>	2496.73
<b>Source</b>	Title I Part A: Allocation
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Materials and supplies for intervention
<b>Amount</b>	1107.50
<b>Source</b>	Title I
<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Description</b>	Employee benefits for extra time

# Goals, Strategies, & Proposed Expenditures

## Goal 2

### Subject

STEAM

### Goal Statement

During the 2023-2024 school year:

75% of TK pupils will master the quarterly math assessment

75% of pupils in grades K-5 will demonstrate continuous growth as measured by local assessments.

By the end of the 2023-2024 school year:

25% of pupils in 3rd grade will meet or exceed standard in Math as measured by end of the year state assessments (CAASPP);

35% of pupils in 4th grade will meet or exceed standard in Math as measured by end of the year state assessments (CAASPP) ;

30% of pupils in 5th grade will meet or exceed standard in Math as measured by end of the year state assessments (CAASPP).

30% of pupils in grade 5 will meet the standard in science on the California Science Test (CAST)

### LCAP Goal

LEA/LCAP Goal #3: DUSD will implement a 21st Century learning community of students and parents by building a culture with opportunities for advancement and increase access to a broad course of study including Science, Technology, Engineering, Arts, and Mathematics and promoting higher levels of parent engagement.

### 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	2023-2024: TK beginning of the year math overview:  Basic Shapes names: 93% Number Recognition 0-10: 92% Count to 20 by ones: 85% One to One Correspondence: 95% Addition and subtraction: 86% Measurement of concrete objects: 84%	75% of TK pupils will master standards.
Pupils in grades K-5 will demonstrate continuous growth as measured by local math assessments	2023-2024: Beginning of the year math overview:	At least 60% of all pupils will demonstrate proficiency in math..

Metric/Indicator	Baseline	Expected Outcome																														
	<p>Kinder:            Number Recognition #0-20: 72%            Recognize 2D shapes: 73%            Count to 100 by ones: 70%            Add and subtract within 5: 32%</p> <p>Grade Math Scores</p> <table border="1"> <thead> <tr> <th>Grade</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> </tr> </thead> <tbody> <tr> <td>1st</td> <td>38%</td> <td>12%</td> <td>18%</td> <td>32%</td> </tr> <tr> <td>2nd</td> <td>32%</td> <td>28%</td> <td>11%</td> <td>29%</td> </tr> <tr> <td>3rd</td> <td>37%</td> <td>14%</td> <td>11%</td> <td>38%</td> </tr> <tr> <td>4th</td> <td>35%</td> <td>21%</td> <td>12%</td> <td>32%</td> </tr> <tr> <td>5th</td> <td>23%</td> <td>20%</td> <td>12%</td> <td>45%</td> </tr> </tbody> </table>	Grade	1	2	3	4	1st	38%	12%	18%	32%	2nd	32%	28%	11%	29%	3rd	37%	14%	11%	38%	4th	35%	21%	12%	32%	5th	23%	20%	12%	45%	
Grade	1	2	3	4																												
1st	38%	12%	18%	32%																												
2nd	32%	28%	11%	29%																												
3rd	37%	14%	11%	38%																												
4th	35%	21%	12%	32%																												
5th	23%	20%	12%	45%																												
<p>Pupils in grades 3-5 will meet or exceed the standard in concepts and procedures as measured by the CAASPP</p>	<p>2022-2023 CAASPP Math Scores have not been released, however our baseline will be the 2021-2022 CAASPP MATH Scores:</p> <p>3rd Grade:            19% of pupils Met/Exceeded Grade level;            21% of pupils were Near Grade level;            60% of pupils were Below Grade level</p> <p>4th Grade:            25% of pupils Met/Exceeded Grade level;            23% of pupils were Near Grade level;            52% of pupils were Below Grade level</p> <p>5th Grade:            18% of pupils Met/Exceeded Grade level;            25% of pupils were Near Grade level;            57% of pupils were Below Grade level</p>	<p>25% of pupils in 3rd grade will meet or exceed standard in Math;            35% of pupils in 4th grade will meet or exceed standard in Math;            30% of pupils in 5th grade will meet or exceed standard in Math.</p>																														
<p>Pupils in grade 5 will meet or exceed the standard as measured by the California Science Test</p>	<p>2022-2023 CAASPP ELA Scores have not been released, however our baseline will be the 2021-2022 CAASPP Science Scores:</p> <p>5th Grade:            19% of pupils Met/Exceeded Grade level;            60% of pupils were Near Grade level;            21% of pupils were Below Grade level</p>	<p>30% of pupils in 5th grade will meet or exceed the standard</p>																														

## 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 Tk-5th. 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 2023-June 2024

## Person(s) Responsible

Administration, SRT

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	22649.25
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	20% of salary
<b>Amount</b>	9447.00
<b>Source</b>	Title I
<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Description</b>	20% 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, ink, 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. Fremont will produce visuals to support and scaffold writing, common core, and STEAM.

Priority 2  
Roadmap Principle 3(B)

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

All Students

### Timeline

August 2023-June 2024

### Person(s) Responsible

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

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	8033.57
<b>Source</b>	Title I
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	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, GATE, and other district competitions.

Priority 4  
Roadmap Principle 2(B)

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

All Students

### Timeline

August 2023-June 2024

### Person(s) Responsible

Administration, SRT, Classroom teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	4500.00
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<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	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 2023-June 2024

### Person(s) Responsible

Teaching staff, Site Resource Teacher, and administration

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	750.00
<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Scholastic News Magazine

### Strategy/Activity 5

AVID

Materials and supplies needed for implementation of WICOR - Writing, Inquiry, Collaboration, Organization, and Reading strategies in grades TK-5 in order to enhance student engagement and student learning.

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

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

Grades TK-5th grade

### Timeline

August 2023-June 2024

### Person(s) Responsible

Classroom Teachers, SRT, Administration

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	9685.00
<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	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 of 3rd-5th grade pupils and 2 Kindergarten classroom will be using planners to communicate with families and to stay organized.

### Timeline

August 2023-June 2024

### Person(s) Responsible

All teaching staff, parents, pupils, and administration

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	800.00
<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	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 Conference:

Registration Fees for 10 staff members to attend the AVID Conference

Priority 5  
Roadmap Principle 3(D)

## Students to be Served by this Strategy/Activity

All Students

## Timeline

August 2022-June 2023

## Person(s) Responsible

Teacher, Site resource teacher, and administration

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	1713.00
<b>Source</b>	Title I Part A: Professional Development (PI Schools)
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	Conference fees for math workshops
<b>Amount</b>	1000.00
<b>Source</b>	Title I
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Mileage
<b>Amount</b>	8232.00
<b>Source</b>	Title I Part A: Professional Development (PI Schools)
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Conference fees for 10 certificated staff members to attend AVID Conference

## 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

2 hours/week

14 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 2023-April 2024

**Person(s) Responsible**

Administration, SRT, Classroom Teachers, Paraprofessionals

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	5436.00
<b>Source</b>	Title I Part A: Allocation
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Extra time for teachers for instruction and preparation
<b>Amount</b>	1204.07
<b>Source</b>	Title I Part A: Allocation
<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Description</b>	Materials and supplies for intervention
<b>Amount</b>	1500.00
<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Materials and supplies for intervention

# Goals, Strategies, & Proposed Expenditures

## Goal 3

### Subject

ENGLISH LANGUAGE DEVELOPMENT

### Goal Statement

Our goal for the 2023-2024 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

Fremont School has worked diligently to close the achievement gap of our English Language Learner (ELL) students and utilize the California English Learner Roadmap to develop English Learner students' linguistic and academic capacities. In addition, our goal is to reclassify a minimum of 20 English Language Learners.

This strategy is aligned with Principle 1, Elements A, B, C, D and E. Principle 2, Elements E and F. Principle 3, Elements B and D. Principle 4, Element B.

### LCAP Goal

LEA/LCAP Goal #2: DUESD will maintain a safe and secure learning environment that is engaging and stimulating and will enable our students to become productive and responsible citizens. The expected measurable outcome for this goal is an increase in student attendance rates, decreased suspension rates and increased levels of student connectedness.

### 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 2022 Summative ELPAC results  Well Developed 6% Moderately Developed 30% Somewhat Developed 43% Beginning Stage 21%	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 TK-5th. 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, 2023-June 30, 2024

### Person(s) Responsible

Administration, SRT, classroom teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	22649.25
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	20% of salary
<b>Amount</b>	9447.00
<b>Source</b>	Title I
<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Description</b>	20% 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, ink cartridges 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. Fremont will produce visuals to support and scaffold writing, common core, and English Language Development.

Priority 2  
Roadmap Principle 3(B)

## Students to be Served by this Strategy/Activity

All Students

## Timeline

August 2023-June 2024

## Person(s) Responsible

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

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	14148.26
<b>Source</b>	Title I
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	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 TK-5 grade in order to enhance instruction. Produce visuals to support and scaffold in writing, common core, and English Language Development.

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

## Students to be Served by this Strategy/Activity

Grades TK-5th

## Timeline

August 2023 - June 2024

## Person(s) Responsible

Classroom Teachers, SRT, Administration

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	5000.00
<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Materials and supplies needed for the implementation of AVID which include visuals to support and scaffold writing, common core, and English language development.

## 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 2023 - June 2024

### Person(s) Responsible

All teaching staff, site resource teacher, and administration

### Proposed Expenditures for this Strategy/Activity

Amount	3500.00
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	20 Teachers 5 hours of planning per teacher
Amount	775.25
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 in grades 3rd-5th will have planners and only 2 Kindergarten classroom will be utilizing them this upcoming school year.

### Timeline

August 2023 - June 2024

### Person(s) Responsible

All teaching staff, parents, pupils, and administration

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	800.00
<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	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  
 2 hours/week  
 12 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

October 2023-April 2024

### Person(s) Responsible

Administration, SRT, classroom teachers, and paraprofessionals

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	4800.00
<b>Source</b>	Title I Part A: Allocation
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Extra time for teachers for instruction and preparation

<b>Amount</b>	1063.20
<b>Source</b>	Title I Part A: Allocation
<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Description</b>	Employee benefits for extra time

<b>Amount</b>	1500.00
<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	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 and involvement for this upcoming school year.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Parent Engagement Policy Sign In Sheets	2022-2023 Sign in sheets/zoom participation print outs for parent events.  During special events we have at least 65% of parent participation; however, during parent education meeting or School Site Council we have less than 10% of parent participation/involvement.	Improve parent participation by at least 10% over the 2023-2024 school year.

### Planned Strategies/Activities

#### Strategy/Activity 1

Parent Education

Fremont Staff will provide educational nights for our parents on instructional strategies to support our pupils in the areas of literacy, math, and technology that can be used at home. The different events will increase collaboration between home and school. This year we plan to have an ELPAC presentation night, reading intervention presentation, math parent education nights, as well as social-emotional night.

Fremont School has worked diligently to close the achievement gap of our English Language Learner pupils and utilize the California English Learner Roadmap to develop English Learner students' linguistic and academic capacities.

Priority 3

Roadmap Principle 1(A, C, and D); Principle 2 (E)

## Students to be Served by this Strategy/Activity

All pupils and parents will be a part of the events, but special attention will be given to our English Learners, foster youth, McKinney Vento, pupils with disabilities, and pupils who come from low socio-economic disadvantage background.

## Timeline

September 2023-June 2024

## Person(s) Responsible

Teachers, Support Staff, and administration

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	1400.00
<b>Source</b>	Title I Part A: Parent Involvement
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Overtime compensation for personnel that will be presenting to parents
<b>Amount</b>	310.10
<b>Source</b>	Title I Part A: Parent Involvement
<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Description</b>	Employee benefits that were generated based on time spent on training and preparation of items needed for presentation
<b>Amount</b>	1060.10
<b>Source</b>	Title I Part A: Parent Involvement
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Materials and supplies needed for presentation

## Strategy/Activity 2

COFFEE WITH THE PRINCIPAL

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

Fremont Staff will provide informative meetings for parents that will focus on strategies for, but not limited to, positive behavior, testing strategies, parenting information, and overall school culture. The different events will increase collaboration between home and school.

Fremont School has worked diligently to focus on the whole child and will continue to foster children needs and provide positive information for families.

Priority 3

Roadmap Principle 1(D)

## Students to be Served by this Strategy/Activity

All pupils and parents will be a part of the events, but special attention will be given to our English Learners, foster youth, McKinney Vento, pupils with disabilities, and pupils who come from low socio-economic disadvantage background.

### Timeline

August 2023-May 2024

### Person(s) Responsible

Administration, Classroom Teachers, School Psychologist, Social Worker, Family Therapist.

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	435.80
<b>Source</b>	Title I Part A: Parent Involvement
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Consultant contract
<b>Amount</b>	1000.00
<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Materials and supplies that will be used during presentation and provided to parents.

# Goals, Strategies, & Proposed Expenditures

## Goal 5

### Subject

Learning Environment

### Goal Statement

All students at Fremont Elementary School 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.

### LCAP Goal

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 subgroups identified as low performing groups.

### Basis for this Goal

Fremont Elementary School will use school attendance rates as one the the data points to analyze the goal. Fremont School has an average attendance baseline of 94.3% and our goal is to maintain a 98% average. We will also monitor chronic absenteeism rates.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Priority 5 (a) – School attendance rates as measured by CalPads attendance reports and AERIES data.	Fremont attendance rate is 94.3%.	Expected outcome for 2023-2024 is for attendance rate to be maintained at/or above 98%.
Priority 5 (b) – Chronic absenteeism rates as measured by CalPads attendance reports and AERIES data.	Fremont chronic Absenteeism rate is 12%.	Expected outcome for 2023-2024 is to maintain at/or below 5%.

### Planned Strategies/Activities

#### Strategy/Activity 1

Student Assistance Team Meetings

Fremont will hold SAT and/or SARB meeting for students struggling and/or at risk with both academic standings and attendance. Special attention will be given to English Learners, Foster students, and McKenny Vento.

Fremont School has worked diligently to close the achievement gap of our English Language Learner (ELL) students and utilize the California English Learner Roadmap to develop English Learner students' linguistic and academic capacities.

This strategy is aligned with Principle 1, Element B, D and E and Principle 3, Element B.

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

All students will be served by this strategy, but special attention will be given to our English language learners, foster youth, McKinney Vento students, students with disabilities, and our students who come from low socio-economic backgrounds.

### Timeline

August 2023-June 2024

### Person(s) Responsible

Administration/Teacher/Support Staff

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	3600.00
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Substitute Teachers for SAT/SARB meetings
<b>Amount</b>	797.40
<b>Source</b>	Title I
<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Description</b>	Benefits
<b>Amount</b>	1800.00
<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Materials and supplies



# Annual Review and Update

## SPSA Year Reviewed: 2022-23

### Goal 1

During the 2022-2023 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 2022-2023 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)

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Pupils in TK will demonstrate growth in reading as measured by the Emerging Literacy Battery (ELB)	75% of TK pupils will read on grade level. K-5 pupils will demonstrate continuous growth from beginning to end of year.	The following are the scores that demonstrate TK pupils reading at grade level: Letter sounds: 100% ID Uppercase: 99% ID lowercase: 98% Fry word list 1-10: 56% Knowledge of main Characters or events in a familiar story: 44%  Overall, 75% or more of our TK pupils are on grade level.
Pupils in grades K-5 will demonstrate growth as measured by the Analytical Reading Inventory (ARI)	K-5 pupils will demonstrate a 10% growth from beginning to end of year	Pupils reading at grade level as measured by the Analytical Reading Inventory (ARI) were the following by grade level for the 2022-2023 school year: Kinder- 16% 1st-32% 2nd-34% 3rd-70% 4th-66% 5th- 77%
Pupils in grades 3-5 will demonstrate growth in reading as measured by the California Assessment of Student Performance and Progress	70% of grade 3-5 pupils will meet or exceed standard	2022-2023 CAASPP ELA Scores have not been released however the scores below are for 2021-2022 school year.  3rd Grade: 15% of pupils Met/Exceeded Grade level; 18% of pupils were Near Grade level; 67% of pupils were Below Grade level

Metric/Indicator	Expected Outcomes	Actual Outcomes
		<p>4th Grade: 29% of pupils Met/Exceeded Grade level; 16% of pupils were Near Grade level; 55% of pupils were Below Grade level</p> <p>5th Grade: 32% of pupils Met/Exceeded Grade level; 25% of pupils were Near Grade level; 43% of pupils were Below Grade level</p>

### Strategies/Activities for Goal 1

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>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 TK-5th. 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:</p> <ol style="list-style-type: none"> <li>1. Identify, reclassify, and provide supports for English Language Learners.</li> <li>2. Design and provide intervention/enrichment to students.</li> <li>3. Provide Instructional resources to support intervention and enrichment programs.</li> </ol>	<p>The resource teacher provided the following:</p> <ul style="list-style-type: none"> <li>• she identified, classified, and provided support for all English Language Learners;</li> <li>• provided intervention and enrichment;</li> <li>• provided instructional resources to support intervention and enrichment programs;</li> <li>• provided support to teachers when reviewing data;</li> <li>• she provided intervention to students lacking reading skills;</li> <li>• she participated in and/or provided professional development;</li> <li>• she assisted with local and</li> </ul>	<p>50% of salary 1000-1999: Certificated Personnel Salaries Title I 43696.00</p> <p>50% of benefits 3000-3999: Employee Benefits Title I 18539.00</p>	<p>50% of salary 1000-1999: Certificated Personnel Salaries Title I 45298.50</p> <p>50% of benefits 3000-3999: Employee Benefits Title I 18894.00</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>4. Identify/assist in areas of student needs and provide supplemental support for students.</p> <p>5. Support Teachers with student data analysis.</p> <p>6. Provide direct services to students.</p> <p>7. Assist with school-parent involvement/education activities.</p> <p>8. Participate in and/or provide professional development.</p> <p>9. Assist with local and state assessments.</p> <p>10. Other related duties as assigned.</p> <p>Priority 1, Roadmap Principal 3 (B,D)</p>	<p>state assessments along with other related duties assigned</p>		
<p><b>TECHNOLOGY</b></p> <p>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,</p>	<p>SeeSaw for grades TK-2nd, BrainPop, and Renaissance Suites was utilized.</p> <p>Chromebooks were purchased to replace damaged ones.</p> <p>Technology provides visuals and support for all subject areas.</p>	<p>Software programs and materials for technology 5000-5999: Services And Other Operating Expenditures Title I 14880.11</p>	<p>Software and materials for technology 5000-5999: Services And Other Operating Expenditures Title I 4954.00</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>software licenses and additional devices to accommodate for distance learning as well as in person classroom needs. Fremont will produce visuals to support and scaffold writing, common core, and ELA.</p> <p>Priority 2 Roadmap Principle 3(B)</p>			
<p>CLASSROOM LIBRARY AND ENRICHMENT ACTIVITIES</p> <p>Informative text to enhance classroom libraries. Emphasis will be placed on purchasing class sets of culturally diverse books.</p> <p>Priority 2 Roadmap Principle 3(B)</p>	<p>Certain classrooms only put an order to books set. This has enhanced their learning in the classroom and the love for reading.</p>	<p>\$500 per teacher to purchase text for their classroom libraries 4000-4999: Books And Supplies Title I 10000.00</p>	<p>Benchmark Education Decodable readers for classrooms 4000-4999: Books And Supplies Title I 5540.51</p>
<p>The use of supplemental materials for Reading. Use enrichment supplement to increase student reading scores.</p>	<p>The supplemental material of Words their Way has increased pupil reading scores. All teacher are utilizing Words their Way with all pupils.</p>	<p>Use of Words their Way to increase student reading scores 4000-4999: Books And Supplies Title I 2628.56</p>	<p>Use of Words their Way to increase student reading scores 4000-4999: Books And Supplies Title I 10108.78</p>
<p>SCHOLASTIC NEWS DIGITAL- Grades K-2</p> <p>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</p>	<p>Scholastic digital news was utilized in grades TK-2nd. Pupils enjoy the interactive scholastic news.</p>	<p>Scholastic News Magazine  4000-4999: Books And Supplies Title I 858.00</p>	<p>Scholastic News Magazine 4000-4999: Books And Supplies Title I 586.89</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>meet the needs of all pupils in English Language Arts and Math.</p> <p>Priority 2 Roadmap Principle 2(F)</p>			
<p>AVID</p> <p>Materials and supplies needed for implementation of WICOR - Writing, Inquiry, Collaboration, Organization, and Reading strategies in grades 2-5</p> <p>Priority 4 &amp; 5 Roadmap Principles 2(B)(C) &amp; 3(D)</p>	<p>Purchased materials and supplies for implementation of AVID WICOR strategies.</p>	<p>Materials and supplies needed for the implementation of AVID 4000-4999: Books And Supplies Title I 5000.00</p>	<p>Materials and supplies needed for the implementation of AVID 4000-4999: Books And Supplies Title I 7462.12</p>
<p>PUPIL PLANNERS</p> <p>Implementation and use of pupil planners to communicate with parents and to help pupils with the organizing of academic assignments.</p> <p>Priority 3 Roadmap Principle 1(D)</p>	<p>Pupil planners were used in all grade levels.</p>	<p>Pupil Planners to communicate with parents 4000-4999: Books And Supplies Title I 800.00</p>	<p>Pupil Planners 4000-4999: Books And Supplies Title I 573.78</p>
<p>WARRIOR SUCCESS ACADEMY</p> <p>After school academy: Provide structured and targeted intervention in reading, math, and English Language Development</p> <p>4 teachers 2 hours/week 12 weeks</p> <p>To include salaries, benefits, materials, books, and supplies for intervention.</p> <p>Priority 3, 4, &amp; 5</p>	<p>After school intervention for struggling students in the area of ELA, Math, and ELD.</p>	<p>Extra time for teachers for instruction and preparation 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 4800.00</p>	<p>Extra time for teachers for instruction and preparation 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 1900.00</p>
		<p>Materials and supplies for intervention 4000-4999: Books And Supplies Title I Part A: Allocation 2000.00</p>	<p>Materials and supplies for intervention 4000-4999: Books And Supplies Title I Part A: Allocation 1300.90</p>
		<p>Employee benefits for extra time 3000-3999: Employee Benefits Title I 1164.00</p>	<p>Employee Benefits for extra time 3000-3999: Employee Benefits Title I 369.78</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Roadmap Principle 1(D) & 4(B)			

## Analysis

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

The site resource teacher provided support for teachers and paraprofessionals. Accelerated reading was used in the classroom daily. Brain Pop was used to enhance the lessons and provide a review or introduction to the lesson. SeeSaw is an interactive technology piece that students are encouraged to use during small group instruction and at home. Teachers held small group instructional time with a focus on Reading, Math, 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 in all subject areas.

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

In the classroom, students are benefiting from the materials and supplies purchased. The site resource teacher met with groups with a focus on reading to students in first grade that were still struggling with letter names and sounds. Teachers that provided after school intervention for our WARRIOR SUCCESS ACADEMY monitored student progress and ensured that students were learning.

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

The actual expenditures with regards to Warrior Success academy is about less than \$3,000 for certificated salaries and \$700.00 less in benefits. The reason for this being was because intervention began later in the year once the COVID protocols changed. There was also an increase of \$7700 with the purchase of Words Their Way books. All teachers were given booklets and they were used during small group instruction to target deficits in reading skills. Finally, with regards to technology we did not spend as much; however, this upcoming school year we will be replacing outdated Chrome Carts.

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.

Fremont School will continue to focus on improving student reading outcomes for the 2023-2024 school year. AVID strategies will continue to be used as a supplement to the core curriculum.

# Annual Review and Update

## SPSA Year Reviewed: 2022-23

### Goal 2

During the 2022-2023 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 2022-2023 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)

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes																																			
<p>Pupils in TK will demonstrate mastery as measured by the math assessments</p>	<p>75% of TK students will master standards</p>	<p>Basic Shapes names: 93%                      Number Recognition 0-10: 92%                      Count to 20 by ones: 85%                      One to One Correspondence: 95%                      Addition and subtraction: 86%                      Measurement of concrete objects: 84%</p> <p>Based on our data at least 75% of all TK students have mastered the math standards and are ready for Kindergarten.</p>																																			
<p>Pupils in grades K-5 will demonstrate continuous growth as measured by local math assessments</p>	<p>Students will demonstrate continuous growth.</p>	<p>Kinder:                      Number Recognition #0-20: 72%                      Recognize 2D shapes: 73%                      Count to 100 by ones: 70%                      Add and subtract within 5: 32%</p> <table border="1"> <thead> <tr> <th>Grade</th> <th colspan="4">Math Scores</th> </tr> <tr> <th></th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> </tr> </thead> <tbody> <tr> <td>1st</td> <td>38%</td> <td>12%</td> <td>18%</td> <td>32%</td> </tr> <tr> <td>2nd</td> <td>32%</td> <td>28%</td> <td>11%</td> <td>29%</td> </tr> <tr> <td>3rd</td> <td>37%</td> <td>14%</td> <td>11%</td> <td>38%</td> </tr> <tr> <td>4th</td> <td>35%</td> <td>21%</td> <td>12%</td> <td>32%</td> </tr> <tr> <td>5th</td> <td>23%</td> <td>20%</td> <td>12%</td> <td>45%</td> </tr> </tbody> </table> <p>Based on our scores students have demonstrated continuous growth throughout the score year.</p>	Grade	Math Scores					1	2	3	4	1st	38%	12%	18%	32%	2nd	32%	28%	11%	29%	3rd	37%	14%	11%	38%	4th	35%	21%	12%	32%	5th	23%	20%	12%	45%
Grade	Math Scores																																				
	1	2	3	4																																	
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<p>Pupils in grades 3-5 will meet or exceed the standard in concepts and procedures as measured by the CAASPP</p>	<p>70% of pupils in grades 3-5 will meet or exceed standard</p>	<p>2022-2023 CAASPP Math Scores have not been released, however our scores below are from the 2021-2022 CAASPP MATH Scores:</p> <p>3rd Grade:</p>																																			

Metric/Indicator	Expected Outcomes	Actual Outcomes
		<p>19% of pupils Met/Exceeded Grade level; 21% of pupils were Near Grade level; 60% of pupils were Below Grade level</p> <p>4th Grade: 25% of pupils Met/Exceeded Grade level; 23% of pupils were Near Grade level; 52% of pupils were Below Grade level</p> <p>5th Grade: 18% of pupils Met/Exceeded Grade level; 25% of pupils were Near Grade level; 57% of pupils were Below Grade level</p>
Pupils in grade 5 will meet or exceed the standard as measured by the California Science Test	70% of pupils will meet or exceed the standard	<p>2022-2023 CAASPP ELA Scores have not been released, however our scores below are from the 2021-2022 CAASPP Science Scores:</p> <p>5th Grade: 19% of pupils Met/Exceeded Grade level; 60% of pupils were Near Grade level; 21% of pupils were Below Grade level</p>

## Strategies/Activities for Goal 2

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>Site Resource Teacher:</p> <p>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 Tk-5th. Participate in parent involvement activities, events, and committees as a member of the site</p>	<p>The resource teacher provided the following:</p> <ul style="list-style-type: none"> <li>she identified, classified, and provided support for all English Language Learners;</li> <li>provided intervention and enrichment;</li> <li>provided instructional resources to support</li> </ul>	<p>20% of salary 1000-1999: Certificated Personnel Salaries Title I 21848.00</p> <p>20% of benefits 3000-3999: Employee Benefits Title I 9269.50</p>	<p>20% of salary 1000-1999: Certificated Personnel Salaries Title I 18119.40</p> <p>20% of benefits 3000-3999: Employee Benefits Title I 7557.60</p>



Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>leadership team. Services provided will be supplementary to the district's core program. Site Resource Teacher will have the following responsibilities:</p> <ol style="list-style-type: none"> <li>1. Identify, reclassify, and provide supports for English Language Learners.</li> <li>2. Design and provide intervention/enrichment to students.</li> <li>3. Provide Instructional resources to support intervention and enrichment programs.</li> <li>4. Identify/assist in areas of student needs and provide supplemental support for students.</li> <li>5. Support Teachers with student data analysis.</li> <li>6. Provide direct services to students.</li> <li>7. Assist with school-parent involvement/education activities.</li> <li>8. Participate in and/or provide professional development.</li> <li>9. Assist with local and state assessments.</li> <li>10. Other related duties as assigned.</li> </ol> <p>Priority 1, Roadmap Principal 3 (B,D)</p>	<p>intervention and enrichment programs;</p> <ul style="list-style-type: none"> <li>• provided support to teachers when reviewing data;</li> <li>• she provided intervention to students lacking reading skills;</li> <li>• she participated in and/or provided professional development;</li> <li>• she assisted with local and state assessments along with other related duties assigned</li> </ul>		
<p><b>TECHNOLOGY</b></p> <p>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</p>	<p>Fremont School has created a technology rich environment for pupils learning in the classroom and at home. Teachers and pupils utilize mobile labs, classroom computers, and teacher symposiums. Teachers and pupils utilize computer software to</p>	<p>Software, programs and materials for Technology 5000-5999: Services And Other Operating Expenditures Title I 13,288.27</p>	<p>Software, programs, and materials for technology 5000-5999: Services And Other Operating Expenditures Title I 4954.00</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>teachers will utilize classroom Chrome Labs, laptops, ink, 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. Fremont will produce visuals to support and scaffold writing, common core, and STEAM.</p> <p>Priority 2 Roadmap Principle 3(B)</p>	<p>promote student vocabulary and the understanding of English Language. This was accomplished by the programs and technology they purchased included new Kinder iPads and chromecarts. Some programs that are in use are IXL, Accelerated Reader, See Saw, and BrainPop.</p>		
<p>STEAM</p> <p>Supplemental Materials and Supplies for Science, Technology, Engineering, Art, and Math lessons. Materials and supplies for science fair projects.</p> <p>Priority 4 Roadmap Principle 2(B)</p>	<p>Fremont School has been working on ensuring that pupils are filled with fun and engaging materials geared with science and for math. All pupils are exposed to the different manipulatives and items throughout the different grade levels.</p>	<p>STEAM related materials and supplies to supplement instruction in science and mathematics 4000-4999: Books And Supplies Title I 5000.00</p>	<p>STEAM related materials and supplies to supplement instruction in science and mathematics 4000-4999: Books And Supplies Title I 8822.38</p>
<p>SCHOLASTIC NEWS DIGITAL-Grades K-2</p> <p>The digital decodable readers will be used to facilitate learning in a whole group or small</p>	<p>Scholastic news digital was purchased for grades TK-2nd. It was also purchased for our special education class. Pupils are engaged when</p>	<p>Scholastic News Magazine 4000-4999: Books And Supplies Title I 750.00</p>	<p>Scholastic News Magazine 4000-4999: Books And Supplies Title I 586.89</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>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.</p> <p>Priority 2 Roadmap Principle 2(F)</p>	<p>working in small groups and/or whole class.</p>		
<p>AVID</p> <p>Materials and supplies needed for implementation of WICOR - Writing, Inquiry, Collaboration, Organization, and Reading strategies in grades 2-5</p> <p>Priority 4&amp;5 Roadmap Principle 2(B)(C) &amp; 3(D)</p>	<p>Purchased materials and supplies for implementation of AVID WICOR strategies.</p>	<p>Materials and supplies needed for the implementation of AVID 4000-4999: Books And Supplies Title I 5000.00</p>	<p>Materials and supplies needed for the implementation of AVID 4000-4999: Books And Supplies Title I 7462.12</p>
<p>PUPIL PLANNERS</p> <p>Implementation and use of pupil planners to communicate with parents and to help pupils with the organizing of academic assignments.</p> <p>Priority 3 Roadmap Principle 1(D)</p>	<p>Pupil planners were used in all grades to focus on organizational skills. It was tool used for home communication as well.</p>	<p>Pupil Planners 4000-4999: Books And Supplies Title I 800.00</p>	<p>Pupils Planners 4000-4999: Books And Supplies Title I 558.90</p>
<p>PROFESSIONAL DEVELOPMENT</p> <p>Math: A needs assessment will be completed to survey staff in the area of professional development</p>	<p>TK and Kindergarten teachers were supposed to attend the Southern California Kinder conference; however, due to weather they were unable to attend. They</p>	<p>Conference fees for math workshops 5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Professional</p>	<p>Conference fee for TK/Kindergarten conference 5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Professional</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>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.</p> <p>AVID Digital XP: Registration Fees for 10 staff members to attend the AVID Digital XP</p> <p>Priority 5 Roadmap Principle 3(D)</p>	<p>will be attending next school year.</p> <p>11 school site members will be attending the AVID conference in person in June. We have teachers and support staff attending it will vary from TK-4th grade teachers. The focus in AVID will be in reading, math and English Language development.</p>	<p>Development (PI Schools) 1713.00</p> <p>Mileage 5000-5999: Services And Other Operating Expenditures Title I 1000.00</p> <p>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) 8232.00</p>	<p>Development (PI Schools) 4352.20</p> <p>Mileage/Hotel/Meals fee for AVID Conference 5000-5999: Services And Other Operating Expenditures Title I 21842.00</p> <p>Conference fees for 11 certificated staff members to attend AVID Conference 5000-5999: Services And Other Operating Expenditures Title I Part A: Professional Development (PI Schools) 10450.00</p>
<p>WARRIOR SUCCESS ACADEMY</p> <p>After school and Saturday academy: Provide structured and targeted intervention in reading, math, and English Language Development 4 Teachers 2 hours/week 14 weeks</p> <p>To include salaries, benefits, materials, books, and supplies for intervention.</p> <p>Priority 3, 4, &amp; 5 Roadmap Principle 1(D) &amp; 4(B)</p>	<p>After school intervention for struggling students in the area of ELA, Math, and ELD.</p>	<p>Extra time for teachers for instruction and preparation and one administrator for Saturday library 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 5436.00</p> <p>Materials and supplies for intervention 3000-3999: Employee Benefits Title I Part A: Allocation 1800.00</p> <p>Materials and supplies for intervention 4000-4999: Books And Supplies Title I 1500.00</p>	<p>Extra time for teachers for instruction and preparation and one administrator for Saturday library 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 1900.00</p> <p>Employee Benefits 3000-3999: Employee Benefits Title I Part A: Allocation 369.78</p> <p>Materials and supplies for intervention 4000-4999: Books And Supplies Title I 1300.90</p>

## Analysis

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

The site resource teacher provided support for teachers and paraprofessionals. Hand-on manipulatives were used in the classroom to ensure student engagement. The site resource teacher also met all of their objectives an support students. Accelerated reading was used in the classroom daily. Brain Pop was used to enhance the lessons and provide a review or introduction to the lesson. SeeSaw is an interactive technology piece that students are encouraged to use during small group instruction and at home. Teachers held small group instructional time with a focus on Reading, Math,

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 in all subject areas.

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

In the classroom, students are benefiting from the materials and supplies purchased. The site resource teacher met with groups with a focus on reading to students in first grade that were still struggling with letter names and sounds as well as number recognition. Teachers that provided after school intervention for our WARRIOR SUCCESS ACADEMY monitored student progress and ensured that students were learning. The use of all AVID materials and supplies purchased have enhanced the learning of all pupils on campus.

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

The area where I noticed that biggest different in proposed expenditures and actual were in the professional development. This year our TK and Kindergarten teachers were supposed to attend the Southern Kinder conference in Pasadena but due to unforeseen weather it had to be postponed. We did get a credit for next school year. We are also have 11 staff members attend AVID in person this year which made our actual expenditures higher than expected. Technology was lower than what was projected, however, next school we will begin to replace Chrome Carts due to some being outdated. Also, this school year we were unable to open up the library on Saturday's due to COVID protocol so there is also a difference in that area.

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

Fremont School will to continue to focus on improving student math and science outcomes for the 2023-2024 school year. AVID strategies will continue to be used as a supplement to the core curriculum. We will also continue to promote the learning of all STEAM related activities though the use of supplemental materials that will enhance a lesson.

# Annual Review and Update

## SPSA Year Reviewed: 2022-23

### Goal 3

Our goal for the 2022-2023 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
English Language Learners will demonstrate growth as measured by the Summative ELPAC	<p>5% increase in both well developed and moderately developed levels.</p> <p>Reclassification of at least 20 pupils.</p>	<p>Spring 2022 Summative ELPAC results</p> <p>Well Developed 6% Moderately Developed 30% Somewhat Developed 43% Beginning Stage 21%</p> <p>During the 2021-2022 school year we did reclassify 17 pupils. This years 2022-2023 summative scores have not yet been received. However, if we use the data from previous year we did not meet our goal to reclassify at least 20 pupils.</p>

### Strategies/Activities for Goal 3

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>Site Resource Teacher:</p> <p>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 TK-5th. Participate in parent involvement activities, events, and committees as a member of the site leadership team. Services</p>	<p>The resource teacher provided the following:</p> <ul style="list-style-type: none"> <li>she identified, classified, and provided support for all English Language Learners;</li> <li>provided intervention and enrichment;</li> <li>provided instructional resources to support</li> </ul>	<p>20% of salary 1000-1999: Certificated Personnel Salaries Title I 21848.00</p> <p>20% of benefits 3000-3999: Employee Benefits Title I 9269.50</p>	<p>20% of salary 1000-1999: Certificated Personnel Salaries Title I 18119.40</p> <p>20% of benefits 3000-3999: Employee Benefits Title I 7557.60</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>provided will be supplementary to the district's core program. Site Resource Teacher will have the following responsibilities:</p> <ol style="list-style-type: none"> <li>1. Identify, reclassify, and provide supports for English Language Learners.</li> <li>2. Design and provide intervention/enrichment to students.</li> <li>3. Provide Instructional resources to support intervention and enrichment programs.</li> <li>4. Identify/assist in areas of student needs and provide supplemental support for students.</li> <li>5. Support Teachers with student data analysis.</li> <li>6. Provide direct services to students.</li> <li>7. Assist with school-parent involvement/education activities.</li> <li>8. Participate in and/or provide professional development.</li> <li>9. Assist with local and state assessments.</li> <li>10. Other related duties as assigned.</li> </ol> <p>Priority 1, Roadmap Principal 3 (B,D)</p>	<p>intervention and enrichment programs;</p> <ul style="list-style-type: none"> <li>• provided support to teachers when reviewing data;</li> <li>• she provided intervention to students lacking reading skills;</li> <li>• she participated in and/or provided professional development;</li> <li>• she assisted with local and state assessments along with other related duties assigned</li> </ul>		
<p><b>TECHNOLOGY</b></p> <p>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</p>	<p>Fremont School has created a technology rich environment for pupils learning in the classroom and at home. Teachers and pupils utilize mobile labs, classroom computers, and teacher symposiums. Teachers and pupils utilize computer software to promote student</p>	<p>Software, programs and materials for Technology 5000-5999: Services And Other Operating Expenditures Title I 19,288.26</p>	<p>Software, programs and materials for Technology 5000-5999: Services And Other Operating Expenditures Title I 4954.00</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>classroom Chrome Labs, laptops, ink cartridges 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. Fremont will produce visuals to support and scaffold writing, common core, and English Language Development.</p> <p>Priority 2 Roadmap Principle 3(B)</p>	<p>vocabulary and the understanding of English Language. This was accomplished by the programs and technology they purchased included new Kinder iPads and chromecarts. Some programs that are in use are IXL, Accelerated Reader, See Saw, and BrainPop.</p>		
<p>AVID</p> <p>Materials and supplies needed for implementation of WICOR - Writing, Inquiry, Collaboration, Organization, and Reading strategies in grades 2-5</p> <p>Priority 4 &amp; 5 Roadmap Principle 2(B)(C) &amp; 3(D)</p>	<p>Purchased materials and supplies for implementation of AVID WICOR strategies. Items include interactive journals and organization materials for their AVID work samples.</p>	<p>Materials and supplies needed for the implementation of AVID 4000-4999: Books And Supplies Title I 5000.00</p>	<p>Materials and supplies needed for the implementation of AVID 4000-4999: Books And Supplies Title I 7462.12</p>
<p>STRUCTURED TEACHER PLANNING TIME (STPT)</p>	<p>Teachers had Structured Teacher planning time throughout the school year to discuss how to improve English</p>	<p>20 Teachers 5 hours of planning per teacher 1000-1999: Certificated</p>	<p>20 Teachers 5 hours of planning per teacher 1000-1999: Certificated</p>



Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>Provide staff with Structured Teacher Planning Time (STPT) to plan for ELD, specifically for their designated ELD time block.</p> <p>Priority 2 Roadmap Principle 3(D)</p>	<p>Language Development in their classroom. Teachers also discussed trends, data, and strategies to implement in the classroom.</p>	<p>Personnel Salaries Title I 3500.00</p> <p>Employee benefits 3000-3999: Employee Benefits Title I 848.80</p>	<p>Personnel Salaries Title I 540.00</p> <p>Employee Benefits 3000-3999: Employee Benefits Title I 59.88</p>
<p><b>PUPIL PLANNERS</b></p> <p>Implementation and use of pupil planners to communicate with parents and to help pupils with organizing of academic assignments.</p> <p>Priority 3 Roadmap Principle 1(D)</p>	<p>Pupil planners were used in all grades to focus on organizational skills. It was tool used for home communication as well.</p>	<p>Pupil Planners 4000-4999: Books And Supplies Title I 800.00</p>	<p>Pupil Planners 4000-4999: Books And Supplies Title I 558.90</p>
<p><b>WARRIOR SUCCESS ACADEMY</b></p> <p>After school and Saturday academy: Provide structured and targeted intervention in reading, math, and English Language Development 4 teachers 2 hours/week 12 weeks</p> <p>To include salaries, benefits, materials, books, and supplies for intervention.</p> <p>Priority 3, 4, &amp; 5 Roadmap Principle 1(D) &amp; 4(B)</p>	<p>After school intervention for struggling students in the area of ELA, Math, and ELD.</p>	<p>Extra time for teachers for instruction and preparation 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 4800.00</p> <p>Employee benefits for extra time 3000-3999: Employee Benefits Title I Part A: Allocation 1164.00</p> <p>Materials and supplies for intervention 4000-4999: Books And Supplies Title I 1500.00</p>	<p>Extra time for teachers for instruction and preparation 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 1900.00</p> <p>Employee benefits for extra time 3000-3999: Employee Benefits Title I Part A: Allocation 369.78</p> <p>Materials and supplies for intervention 4000-4999: Books And Supplies Title I 1300.90</p>

## Analysis

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

The site resource teacher identified, classified, and provided support for all English Language learners. Teachers have identified trends and causes as well as looked over data and have identified different ways as to how to help students

with achieving their goals. The use of technology and AVID materials/supplies have also enhanced the lessons being delivered.

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

This year our teachers and support staff have worked tremendously in having lots of visuals, supplemental material, enhanced lesson plans, and strategic small group instruction for our English Language Learners. However, we do not have the summative ELPAC scores yet but we are hoping that more than 20 students do get reclassified. Last year we were close with 17 students.

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

In the technology area, we had a difference between proposed expenditures and actual expenditures because our campus is rich in technology; however, for the 2023-2024 school we will begin to replace out dated chrome Carts. Also with regards to STPT days, we only had 2 of them and they were half day subs which covered 2 grade levels in 1 one. For this next upcoming school year, we will have 3-4 STPT days scheduled throughout the year and they will be full day for entire grade level.

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.

Next school year teachers will be given three to four different Structured Teacher Planning Time dates to discuss data, trends, and strategies in order to better support our pupils. We will continue to focus on improving student outcomes for the 2023-2024 school year.

# Annual Review and Update

SPSA Year Reviewed: 2022-23

## 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 2022-2023 school year.	During fun school events we have great outcome with parent participation being at 50%; however, during informative school meetings our parent participation rate is less than 10%.

## 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 how parents can assist pupils at home. Priority 3 Roadmap Principle 1(D)	We did not have a parent university due to district already providing courses for all DUESD parents.	Consultant Fees 5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Parent Involvement 544.00	N/A 0.00
		Consultant Fees 4000-4999: Books And Supplies Title I Part A: Parent Involvement 400.00	N/A 0.00
Parent Education nights. We will be having parent education nights that are geared for reading, math, ELD, and social emotional.	This school we were unable to have parent education night because the majority of our staff still had concerns with having parents and/or other families on campus due to COVID.  We did, however, offer information on attendance, behavior, and social emotional at different family event.	Overtime compensation for personnel that will be presenting to parents 1000-1999: Certificated Personnel Salaries Title I Part A: Parent Involvement 1400.00	N/A 0.00
		Employee benefits that were generated based on time spent on training and preparation of items needed for presentation 3000-3999: Employee Benefits Title I Part A: Parent Involvement 339.20	N/A 0.00

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
		Materials and supplies needed for presentation 4000-4999: Books And Supplies Title I 1800.00	Materials and supplies used for summer activities 4000-4999: Books And Supplies Title I Part A: Parent Involvement 1614.18
<p>COFFEE WITH THE PRINCIPAL</p> <p>Parent presentation by an outside consultant on positive behavior strategies to use at home.</p> <p>Priority 3 Roadmap Principle 1(D)</p>	<p>We did have one coffee with the principal were we discussed social emotional well being.</p> <p>We also had multiple School Site Councils that address all learning goals, trends, and data reports.</p>	<p>Consultant contract 5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Parent Involvement 435.80</p> <p>Materials and supplies 4000-4999: Books And Supplies Title I 1000.00</p>	<p>N/A 0.00</p> <p>Materials and Supplies for Internet Safety follow up 4000-4999: Books And Supplies Title I Part A: Parent Involvement 323.73</p>

## Analysis

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

Unfortunately due to all the CDC guideline restrictions at the beginning of the school year we didn't have our planned parent education nights or all of our coffee with principal dates. The parents, however, were given information on attendance, behavior, social emotional, and academics. We did, however, offer meetings via zoom and parent conferences were done in person or on zoom if parent preferred.

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

The parents really liked all the pamphlets and information that was given out to them. This year our ideas were not effective but we will plan for better effectiveness this upcoming school year.

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

This school we were unable to have parent education night because the majority of our staff still had concerns with having parents and/or other families on campus due to COVID. We did, however, provide informative information that was sent home. One piece that parents seems to ask for were activities to be done during summer. So during summer vacation parents will have a special workbook. We also provided important information on internet safety to our fourth and fifth grade parents. We still offered information on attendance, behavior, and social emotional at different family event.

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 2023-2024 school year the parent participation goal will remain the same. We will ensure that parent education night are held monthly, if possible, and target reading, math, and English learner strategies. We will also have parent education nights that will also focus on social emotional learning. I want to continue to have parents and guardians feel welcome coming on to school campus and that they participate in activities/events that we have at school.

# Annual Review and Update

**SPSA Year Reviewed: 2022-23**

## Goal 5

All students at Fremont Elementary School 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.

## Annual Measurable Outcomes

**Metric/Indicator**

**Expected Outcomes**

**Actual Outcomes**

## Strategies/Activities for Goal 5

**Planned  
Strategy/Activity**

**Actual  
Strategy/Activity**

**Proposed  
Expenditures**

**Estimated Actual  
Expenditures**

## Analysis

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

New goal for the 2023-2024 school year

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

New goal for the 2023-2024 school year

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

New goal for the 2023-2024 school year

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

New goal for the 2023-2024 school year

# 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	254,027.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	254,027.00

## Allocations by Funding Source

Funding Source	Amount	Balance
Title I	220,876	0.00
Title I Part A: Parent Involvement	3,206	0.00
Title I Part A: Professional Development (PI Schools)	9,945	0.00
Title I Part A: Allocation	20,000.00	0.00

## Expenditures by Funding Source

Funding Source	Amount
Title I	220,876.00
Title I Part A: Allocation	20,000.00
Title I Part A: Parent Involvement	3,206.00
Title I Part A: Professional Development (PI Schools)	9,945.00

## Expenditures by Budget Reference

<b>Budget Reference</b>	<b>Amount</b>
1000-1999: Certificated Personnel Salaries	114,333.00
3000-3999: Employee Benefits	43,045.52
4000-4999: Books And Supplies	48,305.74
5000-5999: Services And Other Operating Expenditures	46,629.74
5800: Professional/Consulting Services And Operating Expenditures	1,713.00



## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	97,697.00
3000-3999: Employee Benefits	Title I	40,468.15
4000-4999: Books And Supplies	Title I	44,748.91
5000-5999: Services And Other Operating Expenditures	Title I	37,961.94
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	15,236.00
3000-3999: Employee Benefits	Title I Part A: Allocation	2,267.27
4000-4999: Books And Supplies	Title I Part A: Allocation	2,496.73
1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	1,400.00
3000-3999: Employee Benefits	Title I Part A: Parent Involvement	310.10
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	1,060.10
5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	435.80
5000-5999: Services And Other Operating Expenditures	Title I Part A: Professional Development (PI Schools)	8,232.00
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
Martha Barajas	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 Viguera	Parent or Community Member
Juana Chaidez	Parent or Community Member
Maria Andrade	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 09/22/2022.

Attested:

Principal, Martha Barajas on 09/22/2022
SSC Chairperson, Angelica Sanchez on 09/22/2022

# Addendum

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

## Instructions: Linked Table of Contents

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

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](mailto:TITLEI@cde.ca.gov).

## Educational Partner 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 measurable 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 Educational Partner 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