

Fremont Elementary

10621666006258

Principal's Name: Mark Mather

Principal's Signature: 

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School Quality Review Process	<ul style="list-style-type: none"> • <i>Needs Assessment: Data Analysis and identification of needs and goals</i> • <i>Actions designed to meet needs and targeted goals</i> • <i>Budget allocations and planned expenditures</i>
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District Goals	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the District Goals supporting the expectations that all goals shall have objectives that are measurable, actionable and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.</p>	
Student Goal	Improve academic performance at challenging levels
Student Goal	Expand student-centered and real-world learning experiences
Student Goal	Increase student engagement in their school and community
Staff Goal	Increase recruitment and retention of staff reflecting the diversity of our community
Family Goal	Increase inclusive opportunities for families to engage in their students’ education

Centralized Services - No Centralized Services are utilized at this time.

Consolidated Program Assurances


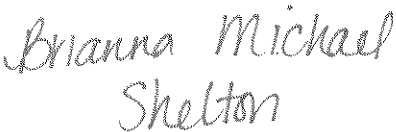
<p>The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.</p>
<p>The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.</p>
<p>The school’s SSC, staff and parents participate in a needs assessment to help guide SPSA development.</p>
<p>The members of the SSC, the school’s English Learners’ Advisory Committee (ELAC) and members of other advisory school committees receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant subgroups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.</p>
<p>School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (DAC and DELAC), and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.</p>
<p>Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Fresno Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent Involvement Policy and the Parent-School Compact.</p>
<p>Strategies to improve student achievement, meet measurable objectives, provide high quality professional development, and support struggling students through the use scientifically-based research are included in the SPSA. The SPSA reforms and supplemental funding provide opportunities for all students to meet state standards by extending learning time, supporting grade-level and school-level student transitions and providing social-emotional supports for students.</p>
<p>The Single Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and re-written during the second semester of each school year for annual approval by the Board of Education.</p>

School Site Council Fremont Elementary School

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal – Mark Mather	X				
2. Chairperson – Brianna Michael Shelton			X		
3. Vice Chair – Irma Gomez				X	
4. Secretary – Jennifer Graveline		X			
5. Lapreya Stewart		X			
6. Mari Cruz Olvera				X	
7. Melissa Razo			X		
8. Antonio Aguilar				X	
9. Juana Vasquez				X	
10.					
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
<input checked="" type="checkbox"/> ELAC reviewed the SPSA as a school advisory committee.
<input type="checkbox"/> ELAC voted to consolidate with the SSC. Date 3/19/21.

Required Signatures

School Name: Fremont Elementary			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Mark Mather		3/25/21
SSC Chairperson	Brianna Michael Shelton		3/25/21

Additional Documents include the site Parent Involvement Policy, Compact, and the SSC Bylaws

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2021/22

Fremont - 0175

ON-SITE ALLOCATION

3010	Title I	\$47,840 *
7090	LCFF Supplemental & Concentration	\$150,282
7091	LCFF for English Learners	\$44,955
7099	School Opening Support <i>(New! One-time funds)</i>	<u>\$16,974</u>
TOTAL 2021/22 ON-SITE ALLOCATION		\$260,051

* These are the total funds provided through the Consolidated Application		
* Title I requires a specific investment for Parent Involvement		
	Title I Parent Involvement - Minimum Required	\$1,248
	Remaining Title I funds are at the discretion of the School Site Council	<u>\$46,592</u>
	Total Title I Allocation	\$47,840

Fremont Elementary 2021-2022 - SPSA

Goal 1 - STUDENTS: Improve academic performance at challenging levels.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
I-Ready ELA D2 On Level		36.69 %	2020-2021	43.69 %
I-Ready Math D2 On Level		32.34 %	2020-2021	39.34 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

I-Ready ELA D2 On Level

- 100% Teachers incorporate technology in their daily instruction
- Teachers differentiate instruction in order to meet the needs of all students, focusing on our SPED and EL students as the plan, using ELD and UDL strategies for planning
- Planning with iReady diagnostic data for student need and growth, pulling students in the orange and red tiers for pull out interventions with dedicated TSAs and CTs
- Teachers using IABs and FIABs from CAASPP website, grades 3-6
- Incorporating digital adoption of both *Wonders* and *Go Math*
- Professional Learning and training of Distance Learning using the *Distance Learning Playbook* from Doug Fisher
- Continued PL in ELA and GVC to promote teacher performance and retention
- Certificated Tutors reading interventions for K-1, with particular focus on EL and SPED students
- Continued work with TNTP for Math and ELA to serve all students, with focus on our EL and SPED population
- iReady Diagnostic 2 from the Fall 2020 to Winter 2021 shows **14% growth in Reading schoolwide**

SSC/ELAC Staff Information

- Continue to fund Certificated Tutors for Reading Interventions, as highlighted in the SSC and parent/staff site needs survey

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

I-Ready ELA D2 On Level

- Using data from IPG and Classroom walks, including Fresno Region Mini-pacs, there is a need for an increase in complex talk and rigor, IPG 2B and 3
- Lack of Error Analysis on Common Formative Assessments
- Attendance: Current Severe Chronic Absenteeism is at 13% within the last week
- PLCs not consistently utilizing CCSS aligned CFAs at the higher rigor level
- PLCs not consistently planning with the CCSS companion
- PLCs not consistently utilizing FIABs and IABs from the CAASPP website
- Grade level teams not consistently disaggregating data by student, by standard
- PLCs not consistently planning using UDL and RFEP in mind to meet the needs of our EL and SPED population
- We still have 36% of students 2 grade levels below in Reading on iReady Diagnostic 2

I-Ready Math D2 On Level

- Attendance: chronic and severe chronic absenteeism
- PLCs not consistently using planning resources in order to design instruction at a deeper rigor: Common Core Companion, CAASPP Claims and Targets--IABs, FIABs, weekly unit assessments, Quarterly Planners, iReady assessments and data for planning
- Teachers not consistently planning for EL Learners using RFEP monitoring tools and Universal Design Learning for our SPED learners

- iReady Diagnostic 2 from the Fall 2020 to Winter 2021 shows **14% growth in Reading schoolwide**
- iReady Diagnostic 2 shows **9% Math increase schoolwide** from Fall 2021 to Winter 2021
- Continue to fund technology in the classroom so each student has working technology to take iReady assessments
- Teachers designing lessons with EL students in mind and Universal Designed Learning to meet the needs of every student, with focus on our SPED students
- Continued PL on Cultural Proficiency for all staff
- Continue Morning Meetings and SEL Second Step Curriculum
- Continue UDL Lesson Design with focus on our SPED community of learners
- Continue RFEP monitoring and ELA lesson design with focus on EL students
- Continued funding for work with The New Teacher Project (TNTP)
- Will utilize iReady Diagnostic Data, IPG Report for site and Mini-Pac, CFAs from Teachers, and SBAC/ELPAC scores.

I-Ready Math D2 On Level

- Funding part-time TSA for Math pull out, push in services, and lesson design for all students, including UDL and ELD to serve our EL and SPED community
- Teachers differentiating instruction in order to meet the needs of all learners, with focus on EL and SPED.
- Continued work with TNTP for Math and ELA to serve all students, with focus on our EL and SPED population
- Continued PL in Math and GVC to promote teacher performance and retention
- 100% of Teachers incorporating technology in daily planning and learning
- Teachers incorporating digital adoption of GVC *Wonders* and *Go Math*
- Whole school RTI block focused on gaps in literacy and math in grade level standards
- iReady Diagnostic 2 shows **9% Math increase schoolwide** from Fall 2021 to Winter 2021

- Grade Levels not consistently using CCSS-aligned CFAs at a higher rigor level
- Grade Level teams not consistently using Math specific TSA for lesson design and co-teaching
- We need more outreach and opportunity for parents and community to have input and communicate their voice at the site level, specifically our EL and SPED population
- PLCs not consistently planning using UDL and RFEP in mind to meet the needs of our EL and SPED population
- We still have 30% of students 2 grade levels below on Math iReady Diagnostic 2

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

- Continue to purchase technology for digital GVC resources, iReady Lessons and assessments, and IABs/FIABs grade level content
- Part-time TSA split with Homan Elementary for RTI with grades 2-6
- After the Covid 19 pandemic shuttered classroom, we concentrated our efforts on Technology (teachers and students). We also concentrated our efforts on students' SEL. As such, we now have the services of both All 4 Youth counseling services, as well as On-Site Counseling services in order to meet the growing need of students showing anxiety and other mental health related issues due to school closures and technology issues
- Began PL centered on Culturally Proficient Teaching to all staff, which will continue for years to come
- Continue training on UDL for all teachers with focus on our SPED community to promote inclusivity
- With the elimination of SBAC for the 2021 school year, we have concentrated efforts on iReady, using data to create Reading and Math interventions for all students, with focus on SPED and EL students
- Full time RCA was budgeted but never filled. Will have to appropriate or transfer those funds for 2021-2022

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

- Funding a designated TSA for RTI to help bridge the gap for EL and low performing students, focusing on SPED, English Learners, Foster and Homeless youth, and African American students.

- Continue funding 2 certificated tutors for Reading Intervention for EL and low performing students
- Will budget time and funds to continue the Culturally Proficient Instruction for all staff
- Will utilize Tier II CWAS in lieu of RCA to target Tier 2 and Tier 3 students
- Will offer TNTP Math and ELA training for testing grade levels 3-6, to identify new Math and ELA lesson design to meet the needs of all students
- Will need to hire more NTAs, as we have 1, we will need at least 4

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:	2 ELAC:	3 Staff:
<p>Staff Needs and Assessment has reviewed and discussed at the School Site Council meeting. SSC agreed to all identified items:</p> <ol style="list-style-type: none"> 1. Technology 2. Certificated Tutors (2) 3. Part Time TSA 4. ELPAC Assessors 5. Additional Noon Time Assistants 6. Roving Substitute 7. CCT 8. TST Tier II CWAS 	<p>Staff Needs Assessment was reviewed and discussed at the ELAC Committee meeting, ELAC agreed to all identified items:</p> <ol style="list-style-type: none"> 1. Technology 2. Certificated Tutors (2) EL Reading Intervention 3. Part Time TSA Math Interventions 4. ELPAC Assessors EL students specific 5. Additional Noon Time Assistants 6. Roving Substitute 7. CCT 8. TST Tier II CWAS 	<p>Staff Needs Assessment was reviewed and agreed upon at staff Foundations Meeting, including our Tier II CWAS:</p> <ol style="list-style-type: none"> 1. Technology 2. Certificated Tutors (2) 3. Part Time TSA 4. ELPAC Assessors 5. Additional Noon Time Assistants 6. Roving Substitutes 7. CCT 8. TST Tier II CWAS

Action 1

Title: Improve Academic ELA and Reading Intervention/ELD

Action Details:

Fremont will continue to implement a schoolwide reading intervention program for Tier 2 Strategic and Tier 3 Intensive students who have decreased and are now scoring below grade level in grades 2-6. This also applies for students whose iReady Diagnostic 1 and 2 scores fall into the standard Nearly Met or Not Met performance bands in ELA. Identification of students will be based on the iReady Diagnostics, with consideration for SBAC data that will be released for use in August 2021. Professional learning will emphasize the following strategies as part of what should be provided for students who are struggling with foundational skills and being able to read on grade level by 3rd grade. Close reading strategies, text dependent questions, foundational reading skills will be embedded in daily instruction for grades PreK-3. Use of small group differentiated instruction will be utilized during integrated and designated ELD times as part of classroom based Tier 1 RTI. Additionally, the iReady data diagnostics will be utilized during RTI to appropriately group students for tiered intervention and support in gaining the foundational skills necessary to move towards and meet grade level standards. Continued use of 2 Certificated Tutors for Reading Intervention grades K-1. Students will be identified for interventions through iReady assessments and Teacher-created CFAs, with focus on our EL, SPED, and African American population. Staff will continue to learn using the Culture Proficiency training to have all students in mind when planning instruction and assessments.

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- Certificated Tutors Quarterly Progress Reports.
- FSA/ESGI data
- iReady data
- CFA/IABs/FIABs data
- RTI intervention support provided by RSP teacher and Certificated staff
- Quarterly EL Progress Monitoring and Re-designation rates
- Providing students additional designated EL instruction who are identified as long term or meeting borderline criteria for EL Re-designation.
- Progress monitoring based on SEL data
- Walkthroughs, feedback, and reflective conversations.
- Alignment of District and site Professional Learning Calendars.
- Goal Setting and Data Chats.
- Professional learning aligned to PLC work and Learning by Doing.
- Student Success Team Meetings.
- Designated Part Time TSA to move instruction utilizing coaching cycles with teachers based on needs.
- TSA Reading Groups for EL and low-performing readers
- Part time TSA for RTI Intervention for grades 2-4.

Owner(s):

- Principal
- Vice Principal
- Teacher on Special Assignment
- RSP teacher
- Certificated staff
- Paraprofessionals
- Part Time Designated TSA
- Tier II CWAS

Timeline:

- August 10, 2021 – June 3, 2022
- Monthly, quarterly, and on-going

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Teachers will continue to utilize *Wonders* resources including text, workbooks, and on-line resources with 100% fidelity across all grade levels.
- Teachers will continue to utilize *Wonders* resources to develop IABs and FIABs
- Teachers will continue to utilize Second Step curriculum for daily SEL instruction
- Provide two Certificated Tutors to provide kindergarten and first grade students with reading intervention to insure they are reading on grade level by grade 3.
- Additional designated EL instruction for those students who are identified as long term for meeting borderline criteria for EL Re-designation.
- ELPAC goal setting and boot camps will be provided to EL students and New Comers in support of reaching R-FEP Re-designation
- ELD intervention to support students in maintaining Re-designation criteria.
- Economically disadvantaged and foster students whose CFAs, IABs, FIABs, iReady diagnostics, and SBAC scores have decreased (specifically African American and SPED) and are now scoring significantly below grade level in grades 1-5. Students will participate in reading support and intervention programs 3 times weekly for a minimum of 45 minutes of direct instruction.
- Utilize approved categorical budgets: 3010, 7090, and 7091.
- Provide substitutes to allow teachers to observe colleagues and attend Student Success Team Meetings and Professional Development Opportunities
- Purchase Orders: California Business Machines, Inc., FUSD warehouse, FUSD maintenance, FUSD Graphics, EKC, CWD, Anywhere Carts, Office Depot, Western Blue, Vallarata, as well as any other approved vendor to support student achievement.
- Professional development will be available to certificated staff through distance learning and extended learning opportunities.
- Materials/Supplies/Technology: Technology and classroom materials and supplies to include the purchase of additional tablets/computers, software, printer ink, notebooks, paper, pencils, pens, markers, poster maker paper, poster paper, and other related instructional materials for teachers and students.
- Provide materials and supplies for parents to participate in meetings and learning opportunities provided by site administrators, Parent University, and outside resources. Also provide baby-sitting and refreshments for Title 1 Meeting, SSC and ELAC meetings utilizing approved categorical funds 7090 and 7091.
- Utilize approved categorical budgets: 7090, 7091, 3010, 0172, and 0181 for extra pay certificated contracts for after school tutoring.
- Leadership Planning.
- PLC Teams will continue to improve instructional support and provide intervention through the RTI process specifically with African American, English Language Learners, and SPED students.

Specify enhanced services for EL students:

- Additional designated EL instruction for those students who are identified as long term or meeting

Specify enhanced services for low-performing student groups:

For our EL students we will perform a Designated ELD training for teacher utilizing the *Wonders* ELD curriculum. As a staff, teachers will select an all school Designated ELD time for effective ELD instruction with students.

borderline criteria for EL Re-designation.

- iReady and ELPAC goal setting will be provided to EL students who are approaching R-FEP Re-designation criteria by 2 Certificated Tutors.
- Economically disadvantaged and foster students whose IABs, FIABs, iReady, CFAs, and SBAC scores have decreased (specifically African American and SPED) and are now scoring significantly below grade level in grades 1-6.
- Fund ELPAC assessors in order to administer spring ELPAC assessment
- TSA utilized for RTI utilizing supports for ELD instruction
- Monitor ELD instructional fidelity during classroom walks based on instructional block schedules
- California ELD Standards in combination with CCSS

- EL coaching support around Designated instruction to help deepen the planning during Tier I instruction
- Utilization of the ELD standards embedded within ELA standards
- Training for new teachers around tabbing and explaining how to read the ELD standards
- RTI for our under represented groups: EL Learners, Foster Youth, SPED, and African American students
- Provide pull out and push in ELD support utilizing *Wonders* Approaching and ELD resources with certificated tutors (K-1)

Engaging our African American, EL, and SPED population with purposeful planning.

- Continued Whole Staff Book Study on *Culturally Proficient Instruction* throughout the year
- TSA's will provide RTI intervention for under represented groups: EL Learners, Foster Youth, SPED, and African American students
- Expand targeted supports for SPED students with focus on inclusivity

Action 2

Title: Improve Academic Math Instruction/Extended Math Intervention

Action Details:

Fremont's focus will be on all students growing at least one grade level or beyond in mathematics by implementing the following strategies and professional learnings: Initiating the learning form *The New Teacher Project* Math Lesson Design, Utilization of Mathematics Frame Works, HMH, mathematics coaching support, Common Core Companion, Weekly Unit Planner, Scope and Sequence, and calibration of Instructional Practice Guide in tenets 1-5. Teachers will continue to plan and design lessons using the Culturally Proficient model for all students. Fremont will utilize split funded Math TSA for pull out and push in services for student math interventions. We will ensure daily designated and integrated ELD at appropriate English Language Proficiency levels for all English Language Learners considering word problems and multi-step directions, including Diagnostics and Interims that require independent student work.

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- FSA/ISG/iReady data.
- CFA, IAB, FIAB, SBAC, and iReady assessment results.
- California Dashboard
- RTI intervention support provided by RSP teacher and certificated staff
- RTI support provided by TSAs
- Use of CFAs, IABs, FIABs, and iReady Diagnostics
- Mathematics evidence provided in PLC agendas, student artifacts, Goal setting and progress monitoring charts, and additional follow-up planning documents
- Progress monitoring for SEL fidelity Regional Instructional Practice Walks,
- Walkthroughs, feedback, and reflective conversations.
- Alignment of District and site Professional Learning Calendar.
- iReady Diagnostics 1.2 and 3 Data to inform re-engagement around targets that were not mastered
- Extended Library Learning Opportunities for math instruction in order to close achievement gap

Owner(s):

- Principal
- Vice Principal
- Teacher on Special Assignment
- RSP teacher
- Certificated staff
- Paraprofessionals
- Part time TSA
- Tier II CWAS
- ELPAC Coordinators and Assessors

Timeline:

- August 10, 2021 – June 3, 2022
- Monthly, quarterly, and on-going

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Teachers will continue to utilize all *GOMath* resources including on-line resources with 100% fidelity across all grade levels.
- Professional development will be available to certificated staff through conferences and extended learning opportunities.
- Provide substitutes to allow teachers to observe colleagues and attend Student Success Team Meetings.
- Utilize approved categorical budgets: 3010, 7090, and 7091.
- Purchase Orders: California Business Machines, Inc., FUSD warehouse, FUSD maintenance, FUSD Graphics, EKC, CWD, Anywhere Carts, Office Depot, Western Blue, SaveMart, Vallarta, i-Ready Math Intervention, Inc. as well as any other approved vendor to support student achievement.
- Materials/Supplies/Technology: Technology and classroom materials and supplies to include the purchase of additional tablets/computers, tablet carts, software, printer ink, notebooks, paper, pencils, pens, markers, poster maker paper, poster paper, and other related instructional materials for teachers and students.
- Provide materials and supplies for parents to participate in meetings and learning opportunities provided by site administrators, Parent University, and outside resources, as well as babysitting and refreshments for parent informational meetings, SSC, and ELAC, utilizing approved categorical funds 7090 and 7091.

Specify enhanced services for EL students:

- TSA will provide differentiated instruction during small group and individualized lessons grades 2-6.
- Extended Library Learning Opportunities for English Language Learners in order to close the achievement gap in mathematics.
- iReady and SBAC goal setting will be provided to EL students in order to close the achievement gap in mathematics
- Monitor ELD instructional fidelity during classroom walks based on instructional block schedules
- California ELD Standards and CCSS

Specify enhanced services for low-performing student groups:

- EL students will receive after school tutoring in mathematics with a certificated teacher.
- Students will receive Designated ELD instruction to help support grade level mathematics instruction.
- Students will utilize district funded Tutor.com for support in ELA and Math
- Teacher and student data chats around assessments results and next steps.
- Designated TSAEL support around Designated Instruction around mathematics
- Designated TSA coaching EL standards to help in Designated Instruction planning
- Economically disadvantaged and foster students whose iReady, IABs, FIABs, and SBAC scores have decreased (specifically EL, African American, and SPED) and are now scoring significantly below grade level in grades K-6.

Action 3

Title: Improve Absenteeism Rate

Action Details:

Fremont's Principal will conduct A1 Parent Attendance meetings bi-weekly to discuss the FUSD's attendance, reporting, and tracking systems. Fremont will offer Saturday Academy permission slips to all students that meet the criteria (Saturday Academy dates pending for 2021-2022 due to Covid-19 Distance Learning Protocols in place).

Reasoning for using this action: <input checked="" type="checkbox"/> Strong Evidence <input type="checkbox"/> Moderate Evidence <input type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- Holding A1 bi-monthly meetings.
- Fremont Office Assistant will work collaboratively with the principal in preparing A1 Attendance meeting documentation and sign-in sheets in order for A1 bi-weekly meetings to occur.
- Monitor Home Visit Logs completed by the Tier II CWAS for students who have fallen into the chronic and severely chronic categories of attendance.
- Tier II CWAS will work collaboratively with Office Assistance documentation

Owner(s):

- Principal
- Vice Principal
- Teacher on Special Assignment
- Certificated staff
- Office Assistant
- Tier II CWAS
- CCT

Timeline:

- August 10, 2021– June 3, 2022
- Monthly, quarterly, and on-going

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Weekly, monthly attendance activities for classes that meet or exceed the attendance rate of 95%.
- Utilize appropriate categorical budgets for materials and supplies to support weekly/monthly activities - 7090.

Specify enhanced services for EL students:

- Monitor EL student population that fall into the chronic and severe chronic absenteeism categories.
- Saturday Academy: dates TBD

Specify enhanced services for low-performing student groups:

- Utilize Parent University
- Utilize ELAC
- Utilize SSC
- Attendance Challenge with monthly classroom incentives
- Monthly Attendance bicycles one for primary and one for intermediate. Names for monthly perfect attendance are put into a hat and pulled as a positive incentive for being at school. This has motivated our EL families and low performing students, including SPED and African American students.

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0175 Fremont Elementary (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Bks & Ref			: Reference and licenses to support student achievement and engagement	4,600.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			: Technology in support of student achievement	5,974.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.2975	CT to support EL and Reading Intervention achievement	29,017.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.2975	CT to support EL and Reading Intervention Achievement	29,298.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Teacher Supplemental Contracts	1,472.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Materials and supplies to support student achievement	11,020.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Technology and Equipment Repairs in Support of Student Achievement	2,000.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.1400	CT to support EL and Reading Intervention achievement	13,655.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.1400	CT to support EL and Reading Intervention Achievement	15,904.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors 7091	4,000.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: Materials and supplies to support EL achievement and re-designation	9,396.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			: Technology to support EL achievement and re-designation	1,000.00
G1A1	One-Time School	Instruction	Mat & Supp			: Materials and supplies to support student achievement	10,000.00
G1A2	Title 1 Basic	Instruction	Mat & Supp			Materials and Supplies for Student Achievement ** NO FOOD OR INCENTIVES **	10,326.00
G1A2	Title 1 Basic	Instruction	Nc-Equipment			Technology Plan for Classroom Supplies to Support Student Learning	16,174.00
G1A2	Title 1 Basic	Instruction	Nc-Equipment			: Technology to support student achievement	9,479.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.5000	Split funded: Fremont - 0.50 FTE Math Coaching / 0.50 FTE Homan	61,592.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Subs as needed (Such as teacher collaboration, planning, ILT learning, etc.)	4,404.00
G1A2	Sup & Conc	Instruction	Mat & Supp			: Materials and Supplies for Student Achievement	9,479.00
G1A2	One-Time School	Instruction	Mat & Supp			: Materials and Supplies for Student Achievement	5,974.00

\$254,764.00

Goal 2 - STUDENTS: Expand student centered and real-world learning experiences.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Student-centered real world learning experience - Site Defined		0 %	2020-2021	90 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Student-centered real world learning experience - Site Defined

Exposure to Careers - 3rdGrade Exposure to Careers:

- Exposing students to STEM activities and opportunities both on and off school site
- Communication to parents and community members about the importance of allowing student to participate in real-world learning experiences and activities
- Offer opportunities for inclusive, cultural proficient teaching and learning models for students
- Targeted supports to students with disabilities, focusing on inclusivity

Exposure to Careers - 4thGrade

- Exposing students to out of town career and cultural experiences they otherwise would not have a chance to attend
- Offering students hands-on opportunities to learning STEM and multi-cultural learning on and off the school site
- Offer opportunities for inclusive, cultural proficient teaching and learning models for students
- Targeted supports to students with disabilities, focusing on inclusivity

Exposure to Careers - 6thGrade

- Exposing students to multi secondary schools (6-8) and (7-8) grade campuses
- Exposing students to college campus
- Exposing students to 6th grade camp to build relational skills and participate in positive activity based learning
- Offer opportunities for inclusive, cultural proficient teaching and learning models for students
- Targeted supports to students with disabilities, focusing on inclusivity

SSC/ELAC

- Ongoing communication with parents and community College and Career Ready study trips and learning opportunities

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Student-centered real world learning experience - Site Defined

Exposure to Careers - 3rdGrade

- Student absenteeism

Exposure to Careers - 4thGrade

- Student absenteeism
- Parent reluctance to allow students to participate in out-of-town study trips

Exposure to Careers - 6thGrade

- Student absenteeism
- Parents not allowing their students to attend out-of-town, multi-night 6th grade camp

- Implement adult mentoring programs with students outside of classroom instruction
- Continue to share Kids Invent STEM-6 grade
- Offer opportunities for inclusive, cultural proficient teaching and learning models for students
- Targeted supports to students with disabilities, focusing on inclusivity

Staff Information

- Ongoing communication with parents and community College and Career Ready study trips and learning opportunities
- Implement adult mentoring programs with students outside of classroom instruction
- Continue to share Kids Invent STEM-6 grade
- Offer opportunities for inclusive, cultural proficient teaching and learning models for students
- Targeted supports to students with disabilities, focusing on inclusivity

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

- Circulating more flyers and parent-directed information about activities and opportunities has allowed more students to be aware and participate. Speaking with SSC and Parent University about the importance of these opportunities for their children has helped activate knowledge and understanding of more programs. Delivering the message to parents and guardians about the importance of exposure to trips for 3rd-6th grade students and how it helps develop character competencies that promote workplace and college success first hand has been successful.
- All trips have been virtual this year due to Covid-19.
- TBD if we continue with virtual trips, or can come back to physical study trips, including push in physical classroom real-world learning for 2021-2022 school year

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

- Continued communication to parents about the importance of these opportunities to increase participation, whether physical or virtual
- Messaging about importance of Real-World experiences and 100% attendance echoed with ELAC, SSC, and Parent U.
- Push out of digital and paper information about Real-World Learning opportunities and their importance to each student
- Funding for supplementary training, curriculum, and guest presenter opportunities in the areas of Real-World learning experiences
- Work with Tier II CWAS and CCT to promote and measure student participation

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

- Share data regarding students participation in exposure to careers for grades 3, 4, and 6 including TSAs and Tier II CWAS, and CCT

2 ELAC:

- Share data regarding students participation in exposure to careers for grades 3, 4, and 6 including TSAs and Tier II CWAS, and CCT

3 Staff:

- Share data regarding students participation in exposure to careers for grades 3, 4, and 6, including TSAs and Tier II CWAS, and CCT

Action 1

Title: Expand Student Engagement Opportunities

Action Details:

Fremont students will be provided opportunities to interact with teachers and ancillary staff during school activities, Study Trips, VAPA opportunities, clubs, and athletics. Staff will communicate the importance of trips and real-world activities to parents and community to build confidence in allowing students to participate. PLCs will implement strategies to incorporate GVC and curriculum within the activities. We will utilize morning meetings and Second Step curriculum, along with The Positivity Project site license to engage students in SEL learning. Staff will incorporate their Culturally Proficient Instruction learning into SEL time and Morning Meetings. We will ensure daily designated and integrated ELD instruction at appropriate English Language Proficiency levels for all ELLs. Students will engage in ELPAC type tasks during small group instruction guided by ELD and content standards CCSS.

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- Training to support teachers in building relational capacity to support students in developing positive self-image.
- Students responses from the spring 2021 Social-Emotional Learning and School Climate/Culture Student Survey Grades 4-6.
- Progress monitoring for SEL fidelity,
- Walkthroughs, feedback, and reflective conversations.
- Inputting engagement data from study trips in ATLAS.
- Alignment of District and site Professional Learning Calendars.
- Parent Satisfaction Survey results from Spring, 2021
- Morning and Closing meetings and Weekly Class Meeting verification forms.
- Atlas daily attendance reports

Owner(s):

- Principal
- Vice Principal
- Teacher on Special Assignment
- RSP teacher
- Certificated staff
- Paraprofessionals
- Teachers
- Office Manager
- Office Assistant
- Tier 2 CWAS

Timeline:

- August 10, 2021 – June 3, 2022
- Monthly, quarterly, and on-going

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Utilize approved categorical budgets: 7090, 3010, 7091, for materials and supplies: technology, tablets/computers, paper, pencils, journals, as well as any other materials to support all students and families.
- Provide substitutes to allow teachers to observe colleagues and attend Student Success Team Meetings.
- Professional development will be available to certificated staff through conferences and extended learning opportunities.
- Materials/Supplies/Technology: Technology, classroom materials and supplies to include the purchase of additional tablets/computers, tablet carts, software, printer ink, notebooks, paper, pencils, pens, markers, poster maker paper, poster paper, and other related instructional materials for teachers and students for all students to participate in real-world learning, virtual or physical

Specify enhanced services for EL students:

- Extended Library Learning Opportunities for English Language Learners to keep on track to meet anticipated Re-designation date.
- Additional designated EL instruction for those students who are identified as long term or meeting borderline criteria for EL Re-designation.
- Students will engage in ELPAC type tasks during small group instruction guided by ELD and content standards. CCSS and ELD standards
- Economically disadvantaged and foster students whose iReady, IABs, FIABs, and SBAC scores have

Specify enhanced services for low-performing student groups:

- Encourage parents at ELAC and Parent University the importance of having their students attend ALL study trip and real-world activities.
- iReady and ELPAC goal setting and boot camps will be provided to EL students who are approaching R-FEP Re-designation
- After school tutoring for EL students and economically disadvantaged students
- Part time TSA support through data chats and coaching cycles helping teachers plan their lesson for integrated and designated ELD time utilizing their ELD standards and CCSS

decreased (specifically African American, EL, and SPED) and are now scoring significantly below grade level in grades K-6.

- Encouraging parents that study trips and real-world learning activities promote language skills and communication development

Action 2

Title: Improve Absenteeism Rate

Action Details:

Fremont's Principal will conduct A1 Parent Attendance meetings bi-weekly to discuss the FUSD's attendance, reporting, and tracking systems. Fremont will offer Saturday Academy permission slips to all students that meet the criteria. Dates TBD determined for Saturday Academy due to Covid-19.

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- Holding A1 bi-monthly meetings.
- Fremont Office Assistant will work collaboratively with the principal in preparing A1 Attendance meeting documentation and sign-in sheets in order for A1 bi-weekly meetings to occur.
- Monitor Home Visit Logs completed by the Child Welfare Attendance Representative for students who have fallen into the chronic and severely chronic categories of attendance.
- Tier II CWAS will work collaboratively with Office Assistance documentation

Owner(s):

- Principal
- Vice Principal
- Teacher on Special Assignment
- Certificated staff
- Tier II CWAS
- CCT

Timeline:

- August 10, 2021– June 3, 2022
- Monthly, quarterly, and on-going

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Weekly, monthly attendance activities for classes that meet or exceed the attendance rate of 95%.
- Utilize appropriate categorical budgets for materials and supplies to support weekly/monthly activities - 7090.
- We will ensure daily designated and integrated ELD instruction at appropriate English Language Proficiency levels for all ELLs.
- Students will engage in ELPAC type tasks during small group instruction guided by ELD and content standards.

Specify enhanced services for EL students:

- Monitor EL student population that fall into the chronic and severe chronic absenteeism categories.
- Saturday Academy: dates TBD

Specify enhanced services for low-performing student groups:

- Utilize Parent University
- Utilize ELAC
- Utilize SSC
- Attendance Challenge with monthly classroom incentives for study trips and real-world activity participation
- Monthly Attendance bicycles one for primary and one for intermediate. Names for monthly perfect attendance are put into a hat and pulled as a positive incentive for being at school. This has motivated our EL families and low performing students, thus promoting attendance in study trips and real-world activities.

Action 3

Title: Improve Character Competencies

Action Details:

Fremont will continue the implementation of its schoolwide behavior program that focuses on behavior that impedes learning within the classroom and supports students in developing positive behaviors, as well as relational capacities with adults and peers. Fremont will promote real-world, student-centered behaviors and promote attendance in all opportunities classroom, virtual, or physical

Reasoning for using this action: <input checked="" type="checkbox"/> Strong Evidence <input type="checkbox"/> Moderate Evidence <input type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- All 4 Youth Counselor
- Office Referrals, suspensions, and/or expulsions.
- Participation in Study Trip activities (including athletics, clubs, student leadership).
- Exposure Trips for 3rd, 4th, 6th
- Data chats to communicate expectations and commitments of teachers and students to increase linguistic and academic achievement

Owner(s):

- Principal
- Vice Principal
- (2) Teacher on Special Assignment
- RSP teacher
- Certificated staff
- Paraprofessional
- Tier II CWAS
- School Climate and Culture Team

Timeline:

- August 10, 2021 – June 3, 2022
- Monthly, quarterly, and on-going

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Fremont will expose students to a variety of career opportunities through College and Career Readiness studytrips for grades 3,4,and 6, career speakers, and research presentations. These exposure trips help students gain insight in what it takes to maintain a healthy diet, cooking tips, insight in how to run a business, and team bonding experiences.
- Fremont will promote competencies for workplace success by implementing a targeted system that supports CTE enrollment.
- Fremont will develop students' career awareness and experiences that promote character and workplace competencies through targeted implementation of linked learning opportunities.
- Utilize approved categorical budgets: 7090, 3010, and 0172
- Purchase materials and supplies to support students: technology, classroom materials such as paper, pencils, journals, and/or any other materials that will support student success in demonstrating character competencies.
- Fremont will utilize our Tier II CWAS during recess to utilize technology and social emotional supports to help students learn social emotional skills and strategies needed for the workplace.
- Data chats to communicate expectations and commitments of teachers and students to increase linguistic and academic achievement

Specify enhanced services for EL students:

- Extended Library Learning Opportunities for English Language Learners to keep on track to meet anticipated Re-designation date.
- Additional designated EL instruction for those students who are identified as long term or meeting borderline criteria for EL Re-designation.
- iReady, IABs, FIABs, and ELPAC goal setting and boot camps will be provided to EL students who are approaching R-FEP Re-designation criteria by 2 Certificated Tutors.
- K-1 utilization of Certificated Tutors for extra weekly pullout instruction around Designated ELD to help develop English competencies.
- 2nd- 5th utilization of our part time Designated TSA for extra weekly pullout instruction around Designated ELD to help deepen English competencies to help promote workplace success.
- Economically disadvantaged and foster students whose iReady, IABs, FIABs, and SBAC scores have

Specify enhanced services for low-performing student groups:

- Utilization of Room 2 for Tier II CWAS to help support social skills group during morning and lunch recess. This will help the students learn how to work in a groups through socialization lessons with our Tier 2 and Tier 3 students.
- Utilization of All 4 Youth Counseling to help students demonstrate character competencies
- K-1 utilization of Certificated Tutors for extra weekly pullout instruction around Designated ELD to help develop English competencies.
- 2nd- 5th utilization of our part time Designated TSA for extra weekly pullout instruction around Designated ELD to help deepen English competencies to help promote workplace success.
- Specific actions of engagement with students including SEL and inclusive opportunities as well as UDL strategies

decreased (specifically African American and SPED) and are now scoring significantly below grade level in grades K-6.

- R-FEP Monitoring Tool turned in quarterly to TSA

Action 4

Title: Improve Academic Performance Reading/ELD Intervention

Action Details:

Fremont will continue to implement a schoolwide reading intervention program for Tier 2 Strategic and Tier 3 Intensive students who have decreased and are now scoring below grade level in grades 2-6. Also, for students whose SBAC scores and iReady Diagnostic 1 and 2 scores fall into the standard Nearly Met or Not Met performance bands in ELA. Identification of students will be based on the Spring 2021 iReady Diagnostics. Professional learning will emphasize the following strategies as part of what should be provided for students who are struggling with foundational skills and being able to read on grade level by 3rd grade. Close reading strategies, text dependent questions, foundational reading skills will be embedded in daily instruction for grades PreK-3. Use of small group differentiated instruction will be utilized during integrated and designated ELD times as part of classroom based Tier 1 RTI. Additionally, the iReady data diagnostics will be utilized during RTI to appropriately group students for tiered intervention and support in gaining the foundational skills necessary to move towards and meet grade level standards. PLCs will implement TK-6 reading program for Tier I and provide intervention for Tier II and Tier III students, with an emphasis on early literacy in grade TK-2. The focus of ELA instruction and PLC work in grades K-6 will address IPG tenets 2B, 2C, and 3.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- Certificated Tutors Quarterly Progress Reports.
- KAIG/ISGI data
- iReady data
- CFA/IABs/FIABs data
- RTI intervention support provided by RSP teacher and Certificated staff
- Quarterly EL Progress Monitoring and Re-designation rates
- Providing students additional designated EL instruction who are identified as long term or meeting borderline criteria for EL Re-designation.
- Progress monitoring based on SEL data
- Walkthroughs, feedback, and reflective conversations.
- Alignment of District and site Professional Learning Calendars.
- Goal Setting and Data Chats.
- Professional learning aligned to AC work and Learning by Doing.
- Student Success Team Meetings.
- Designated Part Time TSA to move instruction utilizing coaching cycles with teachers based on needs.
- Part time TSA for RTI Intervention for grades 2-4.

Owner(s):

- Principal
- Vice Principal
- Teacher on Special Assignment
- RSP teacher
- Certificated staff
- Paraprofessionals
- Part Time Designated Math TSA
- Reading Intervention TSA
- CCT
- Tier II CWAS

Timeline:

- August 10, 2021– June 3, 2022
- Monthly, quarterly, and on-going

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Teachers will continue to utilize *Wonders* resources including text, workbooks, and on-line resources with 100% fidelity across all grade levels.
- Teachers will continue to utilize *Wonders* resources to develop IABs and FIABs
- Provide two Certificated Tutors to provide kindergarten and first grade students with reading intervention to insure they are reading on grade level by grade 3.
- Additional designated EL instruction for those students who are identified as long term for meeting borderline criteria for EL Re-designation.

- ELPAC goal setting and boot camps will be provided to EL students and New Comers in support of reaching R-FEP Re-designation
- ELD intervention to support students in maintaining Re-designation criteria.
- Economically disadvantaged and foster students whose CFAs, IABs, FIABs, iReady diagnostics, and SBAC scores have decreased (specifically African American and SPED) and are now scoring significantly below grade level in grades 1-5. Students will participate in reading support and intervention programs 3 times weekly for a minimum of 45 minutes of direct instruction.
- Utilize approved categorical budgets: 3010, 7090, and 7091.
- Provide substitutes to allow teachers to observe colleagues and attend Student Success Team Meetings.
- Purchase Orders: California Business Machines, Inc., FUSD warehouse, FUSD maintenance, FUSD Graphics, EKC, CWD, Anywhere Carts, Office Depot, Western Blue, SaveMart, Inc., as well as any other approved vendor to support student achievement.
- Professional development will be available to certificated staff through conferences and extended learning opportunities.
- Materials/Supplies/Technology: Technology and classroom materials and supplies to include the purchase of additional tablets/computers, tablet carts, software, printer ink, notebooks, paper, pencils, pens, markers, poster maker paper, poster paper, and other related instructions materials for teachers and students.
- Provide materials and supplies for parents to participate in meetings and learning opportunities provided by site administrators, Parent University, and outside resources. Also provide babysitting and refreshments for Title 1 Meeting, SSC and ELAC meetings utilizing approved categorical funds 7090 and 7091.
- Utilize approved categorical budgets: 7090, 7091, 3010, 0172, and 0181 for extra pay certificated contracts for after school tutoring.
- Leadership Planning.
- PLC Teams will continue to improve instructional support and provide intervention through the RTI process specifically with African American, English Language Learners, and SPED students.

Specify enhanced services for EL students:

- Additional designated EL instruction for those students who are identified as long term or meeting borderline criteria for EL Re-designation.
- iReady and ELPAC goal setting and boot camps will be provided to EL students who are approaching R-FEP Re-designation criteria by 2 Certificated Tutors.
- Economically disadvantaged and foster students whose IABs, FIABs, iReady, CFAs, and SBAC scores have decreased (specifically African American and SPED) and are now scoring significantly below grade level in grades 1-6.
- Fund ELPAC assessors in order to administer spring ELPAC assessment
- TSA utilized for RTI utilizing supports for ELD instruction
- Monitor ELD instructional fidelity during classroom walks based on instructional block schedules
- California ELD Standards in combination with CCSS

Specify enhanced services for low-performing student groups:

For our EL students we will perform a Designated ELD training for teacher utilizing the *Wonders* ELD curriculum. As a staff teachers will select an all school Designated ELD time for effective ELD instruction with students.

- EL coaching support around Designated instruction to help deepen the planning during Tier I instruction
- Utilization of the ELD standards embedded within ELA standards
- Training for new teachers around tabbing and explaining how to read the ELD standards
- RTI for our under represented groups: EL Learners, Foster Youth, SPED, and African American students
- Provide pull out and push in ELD support utilizing *Wonders* Approaching and ELD resources with certificated tutors (K-1)

Engaging our EL, African American, and SPED population with purposeful planning.

- Book study on Culturally Proficient Instruction
- TSA's will provide RTI intervention for under represented groups: EL Learners, Foster Youth, SPED, and African American students
- Utilize UDL with focus on SPED students for more inclusivity

Action 5

Title: Improve Academic Math Instruction/ Math Intervention

Action Details:

Fremont's focus will be on all students growing at least one grade level or beyond in mathematics by implementing the following strategies and professional learnings: Utilization of Mathematics Frame Works, HMH, mathematics coaching support, Common Core Companion, Weekly Unit Planner, Scope and Sequence, and calibration of Instructional Practice Guide in tenets 1-6.

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- KAIG/ISGI data.
- CFA, IAB, FIAB, SBAC, and iReady assessment results.
- California Dashboard
- RTI intervention support provided by RSP teacher and certificated staff
- RTI support provided by TSAs
- Use of CFAs, IABs, FIABs, and iReady Diagnostics
- Mathematics evidence provided in PLC agendas, student artifacts, Goal setting and progress monitoring charts, and additional follow-up planning documents
- Progress monitoring for SEL fidelity Regional Instructional Practice Walks,
- Walkthroughs, feedback, and reflective conversations.
- Alignment of District and site Professional Learning Calendar.
- iReady Diagnostics 1.2 and 3 Data to inform re-engagement around targets that were not mastered
- Extended Library Learning Opportunities for math instruction in order to close achievement gap, specifically our EL, SPED, and African American students

Owner(s):

- Principal
- Vice Principal
- Teacher on Special Assignment
- RSP teacher
- Certificated staff
- Paraprofessionals
- Part time TSA

Timeline:

- August 10, 2021 – June 3, 2022
- Monthly, quarterly, and on-going

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Teachers will continue to utilize all *GOMath* resources including on-line resources with 100% fidelity across all grade levels.
- Professional development will be available to certificated staff through conferences and extended learning opportunities.
- Provide substitutes to allow teachers to observe colleagues and attend Student Success Team Meetings.
- Utilize approved categorical budgets: 3010, 7090, and 7091.
- Purchase Orders: California Business Machines, Inc., FUSD warehouse, FUSD maintenance, FUSD Graphics, EKC, CWD, Anywhere Carts, Office Depot, Western Blue, SaveMart, i-Ready Math Intervention, Inc. as well as any other approved vendor to support student achievement.
- Materials/Supplies/Technology: Technology and classroom materials and supplies to include the purchase of additional tablets/computers, tablet carts, software, printer ink, notebooks, paper, pencils, pens, markers, poster maker paper, poster paper, and other related instructional materials for teachers and students.
- Provide materials and supplies for parents to participate in meetings and learning opportunities provided by site administrators, Parent University, and outside resources, as well as babysitting and refreshments for parent informational meetings, SSC, and ELAC, utilizing approved categorical funds 7090 and 7091.

Specify enhanced services for EL students:

- TSA will provide differentiated instruction during small group and individualized lessons grades 2-5.
- Extended Library Learning Opportunities for English Language Learners in order to close the achievement gap in mathematics.
- iReady and SBAC goal setting will be provided to EL students in order to close the achievement gap in mathematics
- Monitor ELD instructional fidelity during classroom walks based on instructional block schedules
- California ELD Standards in combination with CCSS

Specify enhanced services for low-performing student groups:

- EL students will receive after school tutoring in mathematics with a certificated teacher.
- Students will receive Designated ELD instruction to help support grade level mathematics instruction.
- UDL planning to support SPED students
- Teacher and student data chats around assessments results and next steps.
- Designated TSAEL support around Designated Instruction around mathematics
- Designated TSA coaching EL standards to help in Designated Instruction planning
- Economically disadvantaged and foster students whose iReady, IABs, FIABs, and SBAC scores have decreased (specifically African American and SPED) and are now scoring significantly below grade level in grades 1-6.

Goal 3 - STUDENTS: Increase student engagement in their school and community.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism		32.14 %	2020-2021	24.14 %
Suspensions students with 1 or more		0 %	2020-2021	0 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Chronic Absenteeism

- Principal's bi-weekly attendance meeting with parents Communication to SSC, Parent University, and ELAC the importance of attendance and clearing absences
- Offering Saturday Academy to all student who qualify, dates TBD as per Covid-19 protocols
- SSC/ELAC/Staff Information: Continue to use School Messenger, Monthly Newsletter, and flyers to invite parents to participate in school activities and functions in order to build rapport and strong community relationships
- Counsel students about the importance of attending school everyday and clearing absences
- Continue to offer incentives and class, grade-level rewards for 100% attendance
- Continue to contact parents regarding student absences

Suspensions students with 1 or more

- Tier 2 CWAS working with students and parents concerning absences
- All 4 Youth counseling 3 days a week
- Part time school psychologist
- Ongoing communication with parents and community
- Targeted supports to students with disabilities, focusing on inclusivity for all students

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Chronic Absenteeism

- Lack of parent participation in school activities
- Lack of parent involvement in their child's daily education
- Parent not calling to verify student absences
- Distance Learning and school closures have hindered student ability to attend regularly due to technology issues, lack of WiFi or strong enough internet for all students

SPED

- Parents not showing up to IEPs regularly
- Parents are not communicating regularly or returning teacher phone calls
- Parents are not verifying student absences
- Students are not showing up to school regularly
- Distance Learning and school closures have hindered student ability to attend regularly due to technology issues, lack of WiFi or strong enough internet for all students

African American

- Lack of parent involvement in student daily learning and activities
- Students are not attending school regularly
- Lack of parent participation in school activities and functions
- Distance Learning and school closures have hindered student ability to attend regularly due to technology issues, lack of WiFi or strong enough internet for all students

SSC/ELAC/Staff Information

- Continue to contact parents regarding student absences
- Continue to contact parents regarding student misbehaviors
- Counsel students on the importance of being on time and present daily
- Continue to utilize School Messenger, Monthly Newsletter, and flyers to invite parents to participate in

school activities and functions

- Distance Learning and school closures have hindered student ability to attend regularly due to technology issues, lack of WiFi or strong enough internet for all students

Suspensions students with 1 or more

- Reduce the suspension rate to 1%
- Students not following the school and district rules of behavior in and outside of the classroom
- Parents not showing up to SSTs and Behavior Support Plan meetings regularly
- Students struggling to transition back to in-person learning after over a year of distance learning from home

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

- Annual Title I, SSC, ELAC and Parent University Meetings and presentations
- Technology to help engage and support students in their learning by assigning online extra practice to our low performing groups
- Resource counseling sessions to help communicate social emotional support for parents with their students
- Lack of RCA on campus to counsel and offer alternatives to recess for Tier 2 and Tier 3 Students
- Students missing opportunities and class due to technology and internet complications, due to Covid-19 Distance Learning

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

Summarily, we have a Tier II CWAS helping monitor MTSS data which has helped develop SSTs and BSPs for students. Additionally, the Tier II CWAS has students learn coping mechanisms and strategies for their misbehaviors. This helps students have better relationships with teachers and students in the classroom. Next year, we plan on adding an RCA to help facilitate groups and counseling for Tier 2 and Tier 3 students. We also have All 4 Youth Counselor for 2021-2022 school year that will work to counsel students 3 days a week. Additionally, we will work with the CCT to create incentives and opportunities for students to earn items for attendance positive behaviors, and positive engagement in the classroom and on the playground. The CCT will work to craft or polish the existing Mission and Vision to support and showcase our inclusivity and social awareness as a campus.

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

- Review District and Fremont Dress Code Standards
- Review District and California Educational Codes
- Share suspension and expulsion data
- Include CCT and Tier II CWAS

2 ELAC:

- Review District and Fremont Dress Code Standards
- Review District and California Educational Codes
- Share suspension and expulsion data
- Include CCT and Tier II CWAS

3 Staff:

- Review District and Fremont Dress Code Standards
- Review District and California Educational Codes
- Share suspension and expulsion
- Include CCT and Tier II CWAS

Action 1

Title: Expand Student Engagement Opportunities

Action Details:

Fremont students will be provided opportunities to interact with teachers and ancillary staff during school activities, Study Trips, VAPA opportunities, clubs, and athletics. PLCs will implement strategies to incorporate GVC and curriculum within the activities. We will utilize morning meetings and Second Step curriculum, along with The Positivity Project site license to engage students in SEL learning. Staff will incorporate their Culturally Proficient Instruction learning into SEL time and Morning Meetings.

Reasoning for using this action:	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- Training to support teachers in building relational capacity to support students in developing positive self-image.
- Students responses from the spring 2021 Social-Emotional Learning and School Climate/Culture Student Survey Grades 4-6.
- Progress monitoring for SEL fidelity,
- Walkthroughs, feedback, and reflective conversations.
- Inputting engagement data from Study Trips in ATLAS.
- Alignment of District and site Professional Learning Calendars.
- Parent Satisfaction Survey results from Spring, 2021.
- Morning and Closing meetings and Weekly Class Meeting verification forms.
- Atlas daily attendance reports

Owner(s):

- Principal
- Vice Principal
- Teacher on Special Assignment
- RSP teacher
- Certificated staff
- Paraprofessionals
- All 4 Youth counselor
- Teachers
- Tier II CWAS
- CCT

Timeline:

- August 10, 2021 – June 3, 2022
- Monthly, quarterly, and on-going

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Utilize approved categorical budgets: 7090, 3010, 7091, for materials and supplies: technology, tablets/computers, paper, pencils, journals, as well as any other materials to support all students and families.
- Provide substitutes to allow teachers to observe colleagues and attend Student Success Team Meetings.
- Professional development will be available to certificated staff through conferences and extended learning opportunities.
- Materials/Supplies/Technology: Technology, classroom materials and supplies to include the purchase of additional tablets/computers, tablet carts, software, printer ink, notebooks, paper, pencils, pens, markers, poster maker paper, poster paper, and other related instructional materials for teachers and students. Technology for virtual learning and trips, as well as parent participation via TEAMS or virtual platforms using student issued technology from home
- Purchase materials and supplies to support students excelling in reading writing and math - journals, paper, pencils, from budgets 7090, 7091, and 3010.
- Classroom Morning and Closing Meeting Book from Culture and Climate
- Professional Learning from Culture and Climate, including morning meeting and class circles data

Specify enhanced services for EL students:

- Extended Library Learning Opportunities for English Language Learners to keep on track to meet anticipated Re-designation date.
- Additional designated EL instruction for those students who are identified as long term or meeting borderline criteria for EL Re-designation.
- iReady and ELPAC goal setting and boot camps will be provided to EL students who are approaching R-

Specify enhanced services for low-performing student groups:

- Encourage parents at ELAC and Parent University the importance of having their students attend ALL study trip and educational activities in-person or virtual
- iReady and ELPAC goal setting and boot camps will be provided to EL students who are approaching R-FEP Re-designation
- After school tutoring for EL students and economically disadvantaged students

FEP Re-designation.

- Economically disadvantaged and foster students whose iReady, IABs, FIABs, and SBAC scores have decreased (specifically African American and SPED) and are now scoring significantly below grade level in grades K-6.

- Part time TSA support through data chats and coaching cycles helping teachers plan their lesson for integrated and designated ELD time utilizing their ELD standards and CCSS
- Utilize UDL with focus on inclusivity for SPED community

Action 2

Title: Improve Character Competencies

Action Details:

Fremont will continue the implementation of its schoolwide behavior program that focuses on behavior that impedes learning within the classroom and supports students in developing positive behaviors, as well as relational capacities with adults and peers.

Reasoning for using this action:	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- Contract All 4 Youth Counselor for information and caseloads
- Office Referrals, suspensions, and/or expulsions.
- Participation in Study Trip activities (athletics, clubs, student leadership, VAPA).
- Study Trip Exposure Trips for 3rd, 4th, 6th, virtual and physical

Owner(s):

- Principal
- Vice Principal
- (2) Teacher on Special Assignment
- RSP teacher
- Certificated staff
- Paraprofessional
- Tier II CWAS
- School Climate and Culture Team
- All 4 Youth Counselor

Timeline:

- August 10, 2021 – June 3, 2022
- Monthly, quarterly, and on-going

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Fremont will expose students to a variety of career opportunities through College and Career Readiness study trips for grades 3,4, and 6, career speakers, and research presentations. These exposure trips help students gain insight in what it takes to maintain a healthy diet, cooking tips, insight in how to run a business, and team bonding experiences.
- Fremont will promote competencies for workplace success by implementing a targeted system that supports CTE enrollment.
- Fremont will develop students' career awareness and experiences that promote character and workplace competencies through targeted implementation of linked learning opportunities.
- Utilize approved categorical budgets: 7090, 3010, and 0172
- Purchase materials and supplies to support students: technology, classroom materials such as paper, pencils, journals, and/or any other materials that will support student success in demonstrating character competencies.
- Fremont will utilize our Tier II CWAS during recess to utilize technology and social emotional supports to help students learn social emotional skills and strategies needed for the workplace.

Specify enhanced services for EL students:

- Extended Library Learning Opportunities for English Language Learners to keep on track to meet anticipated Re-designation date.
- Additional designated EL instruction for those students who are identified as long term or meeting borderline criteria for EL Re-designation.
- iReady, IABs, FIABs, and ELPAC goal setting and boot camps will be provided to EL students who are

Specify enhanced services for low-performing student groups:

- Utilization of Room 2 for Tier II CWAS to help support social skills group during morning and lunch recess. This will help the students learn how to work in a groups through socialization lessons with our Tier 2 and Tier 3 students.
- Utilization of Contracted On-Site Counseling to help students demonstrate character competencies
- K-1 utilization of Certificated Tutors for extra weekly pullout instruction around Designated ELD to help

- approaching R-FEP Re-designation criteria by 2 Certificated Tutors.
- K-1 utilization of Certificated Tutors for extra weekly pullout instruction around Designated ELD to help develop English competencies.
- 2nd- 5th utilization of our part time Designated TSA for extra weekly pullout instruction around Designated ELD to help deepen English competencies to help promote workplace success.
- Economically disadvantaged and foster students whose iReady, IABs, FIABs, and SBAC scores have decreased (specifically African American and SPED) and are now scoring significantly below grade level in grades K-6.
- R-FEP Monitoring Tool turned in quarterly to TSA

- develop English competencies.
- 2nd- 5th utilization of our part time Designated TSA for extra weekly pullout instruction around Designated ELD to help deepen English competencies to help promote workplace success
- Utilize UDL with focus on inclusivity for SPED community.

Action 3

Title: Improve School Climate and Culture

Action Details:

Fremont will continue implementation of its schoolwide behavior program that focuses on students developing positive student behavior, as well as building relational capacities with adults and peers.

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- All 4 Youth Counseling referrals and monthly Client Caseload documentation.
- Behavior referrals to the office.
- Monitor Chronic absenteeism rate through Atlas
- Fremont Office Assistant will work collaboratively with the principal in preparing A1 Attendance meeting documentation and sign-in sheets in order for A1 bi-weekly meetings to occur.
- Certificated staff will be provided monthly updates on school wide attendance percentage, especially on students who fall within the chronic and manageable absenteeism categories.
- Tier II CWAS will conduct home visits when students have fallen into the chronic and severely chronic attendance categories.
- Teachers will submit Weekly Class Meeting Agendas on a quarterly basis outlining topics, meeting dates, and resources utilized during meeting time.
- Support from our regional TSA from the Culture and Climate Office
- Administrative Leadership Team will review quarterly suspension/expulsion data as available.
- Progress monitoring for SEL fidelity
- Walkthroughs, feedback, and reflective conversations
- Student Success Team Meeting Referrals
- Interagency Child Empowerment Team Referrals
- Tier II CWAS

Owner(s):

- Principal
- Vice Principal
- Teacher on Special Assignment
- RSP teacher
- Certificated staff
- Paraprofessional
- Tier II CWAS
- CCT

Timeline:

- August 10, 2021 – June 3, 2022
- Monthly, quarterly, and on-going

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Hiring and training more Noon Time Assistants

- Utilize approved categorical budgets: 7090, 3010, 7091, for materials and supplies: technology, tablets/computers, paper, pencils, journals, as well as any other materials to support all students and families.
- Purchase Orders: FUSD warehouse, FUSD maintenance, FUSD Graphics, EKC, CWD, Anywhere Carts, Office Depot, Western Blue, Save Mart, Vallarta, iReady Supplemental Reading Intervention, as well as any other approved vendor to support student achievement.
- Professional development will be available to certificated staff through conferences and extended learning opportunities.
- Materials/Supplies/Technology: Technology and classroom materials and supplies to include the purchase of additional tablets/computers, tablet carts, software, printer ink, notebooks, paper, pencils, pens, markers, poster maker paper, poster paper, and other related instructional materials for teachers and students.
- Purchase materials and supplies to support students excelling in reading writing and math - journals, paper, pencils, from budgets 7090, 7091, and 3010.
- Provide babysitting for SSC, ELAC, Title I, and Parent University Module meetings.
- Saturday Academy: dates TBD

Specify enhanced services for EL students:

- Monitor EL student population for chronic and severe chronic absenteeism rate.
- Participation and attendance rate in study trip activities.
- Monitor Extended Library Learning Opportunities for English Language Learners to keep on track to meet anticipated Re-designation date.
- K-1 utilization of Certificated Tutors for extra weekly pullout instruction around Designated ELD.
- 2nd- 5th utilization of our part time Designated TSA for extra weekly pullout instruction around Designated ELD

Specify enhanced services for low-performing student groups:

- Utilize Tier II CWAS to help communicate importance of daily attendance
- Utilize Parent University
- ELAC
- SSC
- Tier 2 room for social skills to help students understand their role and the importance of school
- TSA monitoring Re-designation of students and helping teachers with learning opportunities

Action 4

Title: Improve Absenteeism Rate

Action Details:

Fremont's Principal will conduct A1 Parent Attendance meetings bi-weekly to discuss the FUSD's attendance, reporting, and tracking systems. Fremont will offer Saturday Academy permission slips to all students that meet the criteria; Dates TBD as per current Covid-19 Distance Learning protocols

Reasoning for using this action:	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- Holding A1 bi-monthly meetings.
- Fremont Office Assistant will work collaboratively with the principal in preparing A1 Attendance meeting documentation and sign-in sheets in order for A1 bi-weekly meetings to occur.
- Monitor Home Visit Logs completed by the Child Welfare Attendance Representative for students who have fallen into the chronic and severely chronic categories of attendance.
- Tier II CWAS will work collaboratively with Office Assistance documentation

Owner(s):

- Principal
- Vice Principal
- Teacher on Special Assignment
- Certificated staff
- Child Welfare and Attendance Representative
- Tier II CWAS
- CCT

Timeline:

- August 10, 2021– June 3, 2022
- Monthly, quarterly, and on-going

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Weekly, monthly attendance activities for classes that meet or exceed the attendance rate of 95%.
- Utilize appropriate categorical budgets for materials and supplies to support weekly/monthly activities - 7090.

Specify enhanced services for EL students:

- Monitor EL student population that fall into the chronic and severe chronic absenteeism categories
- Utilize RFEP monitoring tool for attendance as well as EL designed lessons using ELD and CCSS frameworks
- Saturday Academy: dates TBD

Specify enhanced services for low-performing student groups:

- Utilize Parent University
- Utilize ELAC
- Utilize SSC
- Attendance Challenge with monthly classroom incentives
- Monthly Attendance bicycles one for primary and one for intermediate. Names for monthly perfect attendance are put into a hat and pulled as a positive incentive for being at school. This has motivated our EL families and low performing students.
- Utilizing UDL opportunities and strategies within direct instructional services for all students

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0175 Fremont Elementary (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	One-Time School	Instruction	Direct-Maint			: Technology repairs to support student engagement opportunities, online learning, and attendance.	1,000.00

\$1,000.00

Goal 4 - STAFF: Increase recruitment and retention of staff reflecting on the diversity of our community.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Staff Survey– Overall Positive in Belonging Domain		73.29 %	2019-2020	83.29 %
Staff Goal - Site Defined		0 %	2020-2021	90 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Staff Goal - Site Defined

- Offer and encourage diverse Professional Development
- Offer culturally proficient learning to all staff throughout the year with continued ascending modules
- *The New Teacher Project* Professional Learning: Math and ELA lesson design
- iReady Trainings and updates on utilizing the software for lessons and assessments
- Dedicated Math TSA to offer coaching, Math lesson design, and data reflection
- TSA for EL and Reading pull out and tutoring to support English Learners and students performing below grade level in reading and ELA. Additionally, TSA will administer the ELPAC
- Offer continued training on UDL with focus on SPED and students with disabilities and a lens of inclusivity
- Offer support in the form of roving Subs for observation and team planning
- Working with the TST and CCT to become aware of the opportunities for positive student engagement and inclusivity
- PL designed to improve basic EL information (including EL data resources, ELPAC information from 2021 year, and redesignation criteria using the RFEP monitoring tool)
- Continued staff training using Culturally Proficient Instruction
- Continued staff training in SEL competencies, SEL GVC Second Step, Relationship Building and Restorative Practices
- Continued training opportunities in UDL within direct instructional services for all teachers

Staff Survey – Overall Positive in Belonging Domain

While the school closure and Covid 19 Distance Learning was difficult for staff and families, the 73% positive rating from the survey stems from all the support, both in physical technology and the training for said technology, that staff received as we pivoted from Online, to Cohort, to Hybrid learning.

- PL *Distance Learning Playbook* -Fisher throughout the year

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Staff Goal - Site Defined

- Difficulty in completing tests for data and fidelity due to Distance Learning (Covid-19)
- Inconsistent attendance due to Distance Learning (Covid-19)
- Need for more data in this newly added FUSD Goal

Staff Survey – Overall Positive in Belonging Domain

While currently at 73% Fremont's goal is a 10% increase by 2022's survey. Due to school closure, distance learning, and hybrid learning within a matter of 13 months, the overall belonging of the staff is at a low 73%. We believe that with more PL centered around TNTP ELA and Math lesson design, continued cultural proficiency training, continued PLC work, and continued UDL to support our SPED community, our staff positivity and belonging will increase, especially as we get closer to fully in-person instruction.

- Continued PL on TEAMS platform
- *The New Teacher Project* Math Lesson Design for 4th and 6th
- Entire staff *Culturally Proficient Instruction* throughout the year

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

- Technology and Distance Learning training needs, including extra time to learn and implement the new lesson design due to Distance Learning (Covid-19)
- Less funding for new Professional Learning in grade-level content
- Less opportunity for staff to work in tandem and observe and plan together
- Only Grades 4 and 6 were able to complete the TNTP Math Lesson Design this year

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

- Identify professional trainings and learning, both free and paid, to allow staff more access to professional development
- Additional Cultural Proficiency Training for all staff throughout the 2021-2022 school year, including supplemental texts
- Open more grade levels to TNTP Training for both math and ELA lesson design
- Provide follow up training for all teachers on UDL with focus on our SPED and Autism Inclusion students
- Provide continued training on ELPAC data, Redesignation criteria, and RFEP monitoring with focus on our over 100 EL students
- Provide continued SEL and Morning Meeting learning from DPI and CCT, including updated Second Step Curriculum and site funded The Positivity Project license

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

Staff Needs Assessment was reviewed and discussed at the SSC meeting. SSC agreed to all identified items

1. Technology
2. Roving Substitutes for teachers and staff to attend observations, IEPs, SSTs, and Professional Learning
3. Certificated Tutors for support with ELPAC and Reading Interventions
4. TSAs in supporting reading and math
5. Additional Noon Time Assistants for added support during recess breaks, lunch and breakfast

2 ELAC:

Staff Needs Assessment was reviewed and discussed at the ELAC meeting. ELAC agreed to all identified items

1. Technology
2. Roving Substitutes for teachers and staff to attend observations, IEPs, SSTs, and Professional Learning
3. Certificated Tutors for support with ELPAC and Reading Interventions
4. TSAs in supporting reading and math
5. Additional Noon Time Assistants for added support during recess breaks, lunch and breakfast

3 Staff:

Staff Needs Assessment was reviewed and discussed at the Staff meeting. Staff agreed to all identified items

1. Technology
2. Roving Substitutes for teachers and staff to attend observations, IEPs, SSTs, and Professional Learning
3. Certificated Tutors for support with ELPAC and Reading Interventions
4. TSAs in supporting reading and math
5. Additional Noon Time Assistants for added support during recess breaks, lunch and breakfast

6. Include Tier II CWAS and CCT

6. Include Tier II CWAS and CCT

6. Include Tier II CWAS and CCT

Action 1

Title: Improve Academic Reading/ELD Intervention

Action Details:

Fremont will continue to implement a schoolwide reading intervention program for Tier 2 Strategic and Tier 3 Intensive students who have decreased and are now scoring below grade level in grades 2-6. Also, for students whose SBAC scores and iReady Diagnostic 1 and 2 scores fall into the standard Nearly Met or Not Met performance bands in ELA. Identification of students will be based on the Spring 2021 SBAC and iReady2 Diagnostics. Professional learning will emphasize the following strategies as part of what should be provided for students who are struggling with foundational skills and being able to read on grade level by 3rd grade. Close reading strategies, text dependent questions, foundational reading skills will be embedded in daily instruction for grades PreK-3. Use of small group differentiated instruction will be utilized during integrated and designated ELD times as part of classroom based Tier 1 RTI. Additionally, the iReady data diagnostics will be utilized during RTI to appropriately group students for tiered intervention and support in gaining the foundational skills necessary to move towards and meet grade level standards.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- Certificated Tutors Quarterly Progress Reports.
- KAIG/ISGI, FSA data
- iReady data
- CFA/IABs/FIABs data
- RTI intervention support provided by RSP teacher and Certificated staff
- Quarterly EL Progress Monitoring and Re-designation rates
- Providing students additional designated EL instruction who are identified as long term or meeting borderline criteria for EL Re-designation.
- Progress monitoring based on SEL data
- Walkthroughs, feedback, and reflective conversations.
- Alignment of District and site Professional Learning Calendars.
- Goal Setting and Data Chats.
- Professional learning aligned to AC work and Learning by Doing.
- Student Success Team Meetings.
- Designated Part Time TSA to move instruction utilizing coaching cycles with teachers based on needs.
- Part time TSA for RTI Intervention for grades 2-4.

Owner(s):

- Principal
- Vice Principal
- Teacher on Special Assignment
- RSP teacher
- Certificated staff
- Paraprofessionals
- Part Time Designated TSA
- Certificated Tutors, Reading Intervention
- CCT
- Tier II CWAS

Timeline:

- August 10, 2021 – June 3, 2022
- Monthly, quarterly, and on-going

Describe Direct Services and/or Professional Development to staff, including materials and supplies required (curriculum and instruction) in support of hiring and retention:

- Teachers will continue to utilize *Wonders* resources including text, workbooks, and on-line resources with 100% fidelity across all grade levels.
- Teachers will continue to utilize *Wonders* resources to develop IABs and FIABs
- Provide two Certificated Tutors to provide kindergarten and first grade students with reading intervention to insure they are reading on grade level by grade 3.
- Additional designated EL instruction for those students who are identified as long term for meeting borderline criteria for EL Re-designation.
- ELPAC goal setting and boot camps will be provided to EL students and New Comers in support of reaching R-FEP Re-designation
- ELD intervention to support students in maintaining Re-designation criteria.

- Economically disadvantaged and foster students whose CFAs, IABs, FIABs, iReady diagnostics, and SBAC scores have decreased (specifically African American and SPED) and are now scoring significantly below grade level in grades 1-5. Students will participate in reading support and intervention programs 3 times weekly for a minimum of 45 minutes of direct instruction.
- Utilize approved categorical budgets: 3010, 7090, and 7091.
- Provide substitutes to allow teachers to observe colleagues and attend Student Success Team Meetings.
- Purchase Orders: California Business Machines, Inc., FUSD warehouse, FUSD maintenance, FUSD Graphics, EKC, CWD, Anywhere Carts, Office Depot, Western Blue, Save Mart, Inc., as well as any other approved vendor to support student achievement.
- Professional development will be available to certificated staff through conferences and extended learning opportunities.
- Materials/Supplies/Technology: Technology and classroom materials and supplies to include the purchase of additional tablets/computers, tablet carts, software, printer ink, notebooks, paper, pencils, pens, markers, poster maker paper, poster paper, and other related instructional materials for teachers and students.
- Provide materials and supplies for parents to participate in meetings and learning opportunities provided by site administrators, Parent University, and outside resources. Also provide babysitting and refreshments for Title 1 Meeting, SSC and ELAC meetings utilizing approved categorical funds 7090 and 7091.
- Utilize approved categorical budgets: 7090, 7091, 3010, 0172, and 0181 for extra pay certificated contracts for after school tutoring.
- Leadership Planning with focus on PLCs, UDL, EL, and Culturally Proficient strategies
- PLC Teams will continue to improve instructional support and provide intervention through the RTI process specifically with African American, English Language Learners, and SPED students.

Specify Professional Development or Staff Services to support EL students:

- Additional designated EL instruction for those students who are identified as long term or meeting borderline criteria for EL Re-designation.
- iReady and ELPAC goal setting and boot camps will be provided to EL students who are approaching R-FEP Re-designation criteria by 2 Certificated Tutors.
- Economically disadvantaged and foster students whose IABs, FIABs, iReady, CFAs, and SBAC scores have decreased (specifically African American and SPED) and are now scoring significantly below grade level in grades 1-6.
- Fund ELPAC assessors in order to administer spring ELPAC assessment
- TSA utilized for RTI utilizing supports for ELD instruction
- Monitor ELD instructional fidelity during classroom walks based on instructional block schedules
- California [ELD Standards and CCSS](#)

Specify Professional Development or Staff Services to support low-performing student groups:

For our EL students we will perform a Designated ELD training for teacher utilizing the *Wonders* ELD curriculum. As a staff teachers will select an all school Designated ELD time for effective ELD instruction with students.

- EL coaching support around Designated instruction to help deepen the planning during Tier I instruction
- Utilization of the ELD standards embedded within ELA standards
- Training for new teachers around tabbing and explaining how to read the ELD standards
- RTI for our under represented groups: EL Learners, Foster Youth, SPED, and African American students
- Provide pull out and push in ELD support utilizing *Wonders* Approaching and ELD resources with certificated tutors (K-1)

Engaging our African American and SPED population with purposeful planning.

- Book study on Cultural Proficient Teaching
- Universal Designed Lesson trainings
- TSA's will provide RTI intervention for under represented groups: EL Learners, Foster Youth, SPED, and African American students

Action 2

Title: Improve Math Instruction/Extended Math Intervention

Action Details:

Fremont's focus will be on all students growing at least one grade level or beyond in mathematics by implementing the following strategies and professional learnings: Utilizing *The New Teacher Project* Math lesson design from trainings, Utilization of Mathematics Frame Works, HMH, mathematics coaching support, Common Core Companion, Weekly Unit Planner, Scope and Sequence, and calibration of Instructional Practice Guide in tenets 1-5. Teachers will plan using our math TSA as a resource. Teachers will utilize the RFEF monitoring and Culturally Proficient Instruction models when planning instruction and assessment to meet the needs of all students.

Reasoning for using this action:	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- KAIG/ISGI, iReady data.
- CFA, IAB, FIAB, SBAC, and iReady assessment results.
- California Dashboard
- RTI intervention support provided by RSP teacher and certificated staff
- RTI support provided by TSAs
- Use of CFAs, IABs, FIABs, and iReady Diagnostics
- Mathematics evidence provided in PLC agendas, student artifacts, Goal setting and progress monitoring charts, and additional follow-up planning documents
- Progress monitoring for SEL fidelity Regional Instructional Practice Walks,
- Walkthroughs, feedback, and reflective conversations.
- Alignment of District and site Professional Learning Calendar.
- iReady Diagnostics 1.2 and 3 Data to inform re-engagement around targets that were not mastered
- Extended Library Learning Opportunities for math instruction in order to close achievement gap
- Regular data chats using iReady and CFA data in concert with ELD standards CCSS and Common Core Companion texts in ELA and Math

Owner(s):

- Principal
- Vice Principal
- Teacher on Special Assignment
- RSP teacher
- Certificated staff
- Paraprofessionals
- Part time TSA
- CCT
- Tier II CWAS

Timeline:

- August 10, 2021 – June 3, 2022
- Monthly, quarterly, and on-going

Describe Direct Services and/or Professional Development to staff, including materials and supplies required (curriculum and instruction) in support of hiring and retention:

- Teachers will continue to utilize all *GO Math* resources including on-line resources with 100% fidelity across all grade levels.
- Professional development will be available to certificated staff through conferences and extended learning opportunities.
- Provide substitutes to allow teachers to observe colleagues and attend Student Success Team Meetings.
- Utilize approved categorical budgets: 3010, 7090, and 7091.
- Purchase Orders: California Business Machines, Inc., FUSD warehouse, FUSD maintenance, FUSD Graphics, EKC, CWD, Anywhere Carts, Office Depot, Western Blue, Save Mart, i-Ready Math Intervention, Inc. as well as any other approved vendor to support student achievement.
- Materials/Supplies/Technology: Technology and classroom materials and supplies to include the purchase of additional tablets/computers, tablet carts, software, printer ink, notebooks, paper, pencils, pens, markers, poster maker paper, poster paper, and other related instructions materials for teachers and students.
- Provide materials and supplies for parents to participate in meetings and learning opportunities provided by site administrators, Parent University, and outside resources, as well as babysitting and refreshments for parent informational meetings, SSC, and ELAC, utilizing approved categorical funds 7090 and 7091.

Specify Professional Development or Staff Services to support EL students:

- TSA will provide differentiated instruction during small group and individualized lessons grades 2-5.
- Extended Library Learning Opportunities for English Language Learners in order to close the achievement gap in mathematics.
- iReady and SBAC goal setting will be provided to EL students in order to close the achievement gap in mathematics
- Monitor ELD instructional fidelity during classroom walks based on instructional block schedules
- California ELD Standards and CCSS

Specify Professional Development or Staff Services to support low-performing student groups:

- EL students will receive after school tutoring in mathematics with a certificated teacher.
- Students will receive Designated ELD instruction to help support grade level mathematics instruction.
- Teacher and student data chats around assessments results and next steps.
- Designated TSA EL support around Designated Instruction around mathematics
- Designated TSA coaching EL standards to help in Designated Instruction planning
- Economically disadvantaged and foster students whose iReady, IABs, FIABs, and SBAC scores have decreased (specifically EL, African American, and SPED) and are now scoring significantly below grade level in grades K-6.

Action 3

Title: Improve School Climate and Culture

Action Details:

Fremont will continue implementation of its schoolwide behavior program that focuses on students developing positive student behavior, as well as building relational capacities with adults and peers. CCT and Tier II CWAS will work

with staff to identify and intervene with students in the Tier II and Tier II categories.

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- All 4 Youth Counseling referrals and monthly Client Caseload documentation.
- Behavior referrals to the office.
- Monitor Chronic absenteeism rate through Atlas
- Fremont Office Assistant will work collaboratively with the principal in preparing A1 Attendance meeting documentation and sign-in sheets in order for A1 bi-weekly meetings to occur.
- Certificated staff will be provided monthly updates on school wide attendance percentage, especially on students who fall within the chronic and manageable absenteeism categories.
- Tier II CWAS will conduct home visits when students have fallen into the chronic and severely chronic attendance categories.
- Teachers will submit Weekly Class Meeting Agendas on a quarterly basis outlining topics, meeting dates, and resources utilized during meeting time.
- Support from our regional TSA from the Culture and Climate Office
- Administrative Leadership Team will review quarterly suspension/expulsion data as available.
- Progress monitoring for SEL fidelity
- Walkthroughs, feedback, and reflective conversations
- Student Success Team Meeting Referrals
- Interagency Child Empowerment Team Referrals
- Tier II CWAS work with students identified by teacher or staff in Tier II category

Owner(s):

- Principal
- Vice Principal
- Teacher on Special Assignment
- RSP teacher
- Certificated staff
- Paraprofessional
- Child Welfare and Attendance
- Tier II CWAS
- CCT
- All 4 Youth counselor

Timeline:

- August 10, 2021 – June 3, 2022
- Monthly, quarterly, and on-going

Describe Direct Services and/or Professional Development to staff, including materials and supplies required (curriculum and instruction) in support of hiring and retention:

- Hire and train NTAs
- All 4 Youth Counseling Services for 3 days per week.
- Utilize approved categorical budgets: 7090, 3010, 7091, for materials and supplies: technology, tablets/computers, paper, pencils, journals, as well as any other materials to support all students and families.
- Purchase Orders: FUSD warehouse, FUSD maintenance, FUSD Graphics, EKC, CWD, Anywhere Carts, Office Depot, Western Blue, Save Mart, Vallarta, i-Ready Supplemental Reading Intervention, as well as any other approved vendor to support student achievement.
- Professional development will be available to certificated staff through conferences and extended learning opportunities.
- Materials/Supplies/Technology: Technology and classroom materials and supplies to include the purchase of additional tablets/computers, tablet carts, software, printer ink, notebooks, paper, pencils, pens, markers, poster maker paper, poster paper, and other related instructional materials for teachers and students.
- Purchase materials and supplies to support students excelling in reading writing and math - journals, paper, pencils, from budgets 7090, 7091, and 3010.
- Provide babysitting for SSC, ELAC, Title I, and Parent University Module meetings.
- Saturday Academy: dates TBD

Specify Professional Development or Staff Services to support EL students:

- Monitor EL student population for chronic and severe chronic absenteeism rate.
- Participation and attendance rate in Goal 2 activities.
- Monitor Extended Library Learning Opportunities for English Language Learners to keep on track to meet anticipated Re-designation date.

Specify Professional Development or Staff Services to support low-performing student groups:

- Utilize Tier II CWAS to help communicate attendance
- Utilize Parent University
- ELAC
- SSC

- K-1 utilization of Certificated Tutors for extra weekly pullout instruction around Designated ELD.
- 2nd- 5th utilization of our part time Designated TSA for extra weekly pullout instruction around Designated ELD
- Tier 2 room for social skills to help students understand their role and the importance of school
- TSA monitoring Re-designation of students and helping teachers with learning opportunities

Goal 5 - FAMILIES: Increase inclusive opportunities for families to engage in their students' education.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 5 Metrics	Current Target	Actual	As Of	Target
Family Goal - Site Defined		0 %	2020-2021	90 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Family Goal - Site Defined

- Principal's bi-weekly attendance meeting with parents
- Communication with SSC, ELAC, and Parent University
- Open House for Parents and students
- Back to School for parents, community, and students
- Saturday Academy, dates TBD as per Distance Learning and Covid-19
- Baby-sitting, translating services, and refreshments for parents and community
- Student Performances
- Student Awards Ceremony
- Parent-Teacher Conferences
- Communication through Parent Portal Spanish and Hmong
- Communication through updated site website in Spanish and Hmong
- Communication through Peach Jar in Spanish and Hmong
- Communication and information about ASES to all parents
- Information about Saturday Academy and Extended School Year
- Targeted supports to students with disabilities focusing on inclusivity
- Information about culturally proficient practices at school
- Information to families about restorative practices to stem suspensions and expulsions

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Family Goal - Site Defined

- Lack of parent participation in school activities
- Lack of parent involvement in daily education
- Parents not calling to verify absences
- Lack of multi-pronged communication methods to meet every parent
- Lack of updated Emergency Card and Atlas phone numbers and email addresses to reach parents

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

- Lack of regular attendance and parents clearing their absences due to Distance Learning and access to technology (Covid-19)
- Lack of events and parent engagement opportunities due to Distance Learning (Covid-19)
- Need more data for the new FUSD Goal 5

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

- Using attendance data and community opportunities, we will identify areas for parent participation, both on campus and virtually
- Tier II CWAS helping monitor MTSS data which helps develop SSTs, and BSPs, for students and parent information
- All 4 Youth Counselor case-loads and opportunities for parents to access their students for counseling and Social Emotional opportunities
- Using Student and Parent Survey from Spring 2021 to identify engagement needs
- Use of Parent Portal and feedback from parents as to what form of site communication works best
- Using parent survey feedback, create a communication system that services all our families' needs

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

- 1** SSC:
- Review data and communicate family engagement opportunities to parents
 - Share attendance data
 - Share suspension data
 - Tier II CWAS and TST
 - CCT Culture and Climate Team

- 2** ELAC:
- Review data and communicate family engagement opportunities to parents
 - Share attendance data
 - Share suspension data
 - Tier II CWAS and TST
 - CCT Culture and Climate Team

- 3** Staff:
- Review data and communicate family engagement opportunities to parents
 - Share attendance data
 - Share suspension data
 - Tier II CWAS and TST
 - CCT Culture and Climate Team

Action 1

Title: Improve Absenteeism Rate

Action Details:

Fremont's Principal will conduct A1 Parent Attendance meetings bi-weekly to discuss the FUSD's attendance, reporting, and tracking systems. Fremont will offer Saturday Academy permission slips to all students that meet the criteria. Dates TBD as per Distance Learning Protocols due to Covid-19

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- Holding A1 bi-monthly meetings.
- Fremont Office Assistant will work collaboratively with the principal in preparing A1 Attendance meeting documentation and sign-in sheets in order for A1 bi-weekly meetings to occur.
- Monitor Home Visit Logs completed by the Child Welfare Attendance Representative for students who have fallen into the chronic and severely chronic categories of attendance.
- Tier 2 Intervention Specialist will work collaboratively with Office Assistant's documentation

Owner(s):

- Principal
- Vice Principal
- Teacher on Special Assignment
- Certificated staff
- Child Welfare and Attendance Representative
- Tier II CWAS
- CCT

Timeline:

- August 10, 2021– June 3, 2022
- Monthly, quarterly, and on-going

Describe Direct Services and Opportunities for parents and families, including materials and supplies required (curriculum and instruction) in support of Student Academics, Student Centered/Real World Learning, and Student Engagement:

- Weekly, monthly attendance activities for classes that meet or exceed the attendance rate of 95%.
- Utilize appropriate categorical budgets for materials and supplies to support weekly/monthly activities - 7090.
- SSC, ELAC, and Parent University meetings
- Babysitting, Refreshments, and Translating services offered for parent involvement
- Clothing, Materials, and Bike giveaway for students and family participation

Specify Direct Service and Opportunities for parents and families to support EL students:

- Monitor EL student population that fall into the chronic and severe chronic absenteeism categories.
- Saturday Academy: dates TBD
- Translation Services for Parents to attend

Specify Direct Service and Opportunities for parents and families to support low-performing student groups:

- Utilize Parent University
- Utilize ELAC
- Utilize SSC
- Attendance Challenge with monthly classroom incentives
- Monthly Attendance bicycles one for primary and one for intermediate. Names for monthly perfect attendance are put into a hat and pulled as a positive incentive for being at school. This has motivated our EL families and low performing students.
- Awards for student and parent involvement
- Monitor SPED, EL, and African American students family engagement to continue to reach out to families

Action 2

Title: Improve School Climate and Culture

Action Details:

Fremont will continue implementation of its schoolwide behavior program that focuses on students developing positive student behavior, as well as building relational capacities with adults and peers. This includes involving families the opportunity to engage and participate. Fremont will continue to utilize daily SEL learning using GVC second step and culturally proficient practices.

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- All 4 Youth Counseling referrals and monthly Client Caseload documentation.
- Behavior referrals to the office.
- Monitor Chronic absenteeism rate through Atlas
- Fremont Office Assistant will work collaboratively with the principal in preparing A1 Attendance meeting documentation and sign-in sheets in order for A1 bi-weekly meetings to occur.
- Certificated staff will be provided monthly updates on school wide attendance percentage, especially on students who fall within the chronic and manageable absenteeism categories.
- Tier II CWAS will conduct home visits when students have fallen into the chronic and severely chronic attendance categories.
- Teachers will submit Weekly Class Meeting Agendas on a quarterly basis outlining topics, meeting dates, and resources utilized during meeting time.
- Support from our regional TSA from the Culture and Climate Office
- Administrative Leadership Team will review quarterly suspension/expulsion data as available.
- Progress monitoring for SEL fidelity
- Walkthroughs, feedback, and reflective conversations
- Student Success Team Meeting Referrals
- Resource Counseling Assistant to provide support to all students
- Interagency Child Empowerment Team Referrals
- Tier II CWAS
- Climate and Culture Team will meet regularly to monitor and assess next steps
- Administration will continue to work with students and families using restorative practices

Owner(s):

- Principal
- Vice Principal
- Teacher on Special Assignment
- RSP teacher
- Certificated staff
- Paraprofessional
- Child Welfare and Attendance
- Tier II CWAS
- All 4 Youth Counselor

Timeline:

- August 10, 2021 – June 3, 2022
- Monthly, quarterly, and on-going

Describe Direct Services and Opportunities for parents and families, including materials and supplies required (curriculum and instruction) in support of Student Academics, Student Centered/Real World Learning, and Student Engagement:

- Hire NTAs and conduct training
- Utilize approved categorical budgets: 7090, 3010, 7091, for materials and supplies: technology, tablets/computers, paper, pencils, journals, as well as any other materials to support all students and families.
- Purchase Orders: FUSD warehouse, FUSD maintenance, FUSD Graphics, EKC, CWD, Anywhere Carts, Office Depot, Western Blue, Save Mart, Vallarta, i-Ready Supplemental Reading Intervention, as well as any other approved vendor to support student achievement.
- Professional development will be available to certificated staff through conferences and extended learning opportunities.
- Materials/Supplies/Technology: Technology and classroom materials and supplies to include the purchase of additional tablets/computers, tablet carts, software, printer ink, notebooks, paper, pencils, pens, markers, poster maker paper, poster paper, and other related instructional materials for teachers and students.
- Purchase materials and supplies to support students excelling in reading writing and math - journals, paper, pencils, from budgets 7090, 7091, and 3010.
- Provide babysitting for SSC, ELAC, Title I, and Parent University Module meetings.
- Saturday Academy: dates TBD

Specify Direct Service and Opportunities for parents and families to support EL students:

- Monitor EL student population for chronic and severe chronic absenteeism rate.
- Participation and attendance rate in Goal 2 activities.
- Monitor Extended Library Learning Opportunities for English Language Learners to keep on track to meet anticipated Re-designation date.
- K-1 utilization of Certificated Tutors for extra weekly pullout instruction around Designated ELD.
- 2nd- 5th utilization of our part time Designated TSA for extra weekly pullout instruction around Designated ELD

Specify Direct Service and Opportunities for parents and families to support low-performing student groups:

- Utilize Tier 2 Intervention Specialist to help communicate attendance
- Utilize Parent University
- ELAC
- SSC
- Tier 2 CWAS room for social skills to help students understand their role and the importance of school
- TSA monitoring Re-designation of students and helping teachers with learning opportunities

Action 3

Title: Expand Student Engagement Opportunities

Action Details:

Fremont students will be provided opportunities to interact with teachers and ancillary staff during school activities, Study Trips, VAPA opportunities, clubs, and athletics. PLCs will implement strategies to incorporate GVC and curriculum within the activities. We will utilize morning meetings and Second Step curriculum, along with The Positivity Project site license to engage students in SEL learning. Staff will incorporate their Culturally Proficient Instruction learning into SEL time and Morning Meetings. Parents will have opportunities to communicate their needs to the site using surveys and Feedback via Forms.

Reasoning for using this action:	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- Training to support teachers in building relational capacity to support students in developing positive self-image.
- Students responses from the Spring 2021 Social-Emotional Learning and School Climate/Culture Student Survey Grades 4-6.
- Progress monitoring for SEL fidelity,
- Walkthroughs, feedback, and reflective conversations.
- Inputting engagement data from Study Trips in ATLAS.
- Alignment of District and site Professional Learning Calendars.
- Parent Satisfaction Survey results from Spring, 2021.
- Morning and Closing meetings and Weekly Class Meeting verification forms.
- Atlas daily attendance reports

Owner(s):

- Principal
- Vice Principal
- Teacher on Special Assignment
- RSP teacher
- Certificated staff
- Paraprofessionals
- Teachers
- Tier II CWAS
- All 4 You Services
- CCT

Timeline:

- August 10, 2021 – June 3, 2022
- Monthly, quarterly, and on-going

Describe Direct Services and Opportunities for parents and families, including materials and supplies required (curriculum and instruction) in support of Student Academics, Student Centered/Real World Learning, and Student Engagement:

- Utilize approved categorical budgets: 7090, 3010, 7091, for materials and supplies: technology, tablets/computers, paper, pencils, journals, as well as any other materials to support all students and families.
- Provide substitutes to allow teachers to observe colleagues and attend Student Success Team Meetings.
- Professional development will be available to certificated staff through conferences and extended learning opportunities.
- Materials/Supplies/Technology: Technology, classroom materials and supplies to include the purchase of additional tablets/computers, tablet carts, software, printer ink, notebooks, paper, pencils, pens, markers, poster maker paper, poster paper, and other related instructional materials for teachers and students.
- Purchase materials and supplies to support students excelling in reading writing and math - journals, paper, pencils, from budgets 7090, 7091, and 3010.
- Classroom Morning and Closing Meeting Book from Culture and Climate
- Professional Learning from Culture and Climate, including morning meeting and class circles data
- Integrate the Culturally Proficient Instruction and continue the Module learning for all staff

Specify Direct Service and Opportunities for parents and families to support EL students:

- Extended Library Learning Opportunities for English Language Learners to keep on track to meet anticipated Re-designation date.
- Additional designated EL instruction for those students who are identified as long term or meeting borderline criteria for EL Re-designation.
- iReady and ELPAC goal setting and boot camps will be provided to EL students who are approaching R-

Specify Direct Service and Opportunities for parents and families to support low-performing student groups:

- Encourage parents at ELAC and Parent University the importance of having their students attend ALL Study Trip activities.
- iReady and ELPAC goal setting and boot camps will be provided to EL students who are approaching R-FEP Re-designation

FEP Re-designation.

- Economically disadvantaged and foster students whose iReady, IABs, FIABs, and SBAC scores have decreased (specifically African American and SPED) and are now scoring significantly below grade level in grades 1-6.

- After school tutoring for EL students and economically disadvantaged students
- Inform parents of the ASES opportunities at our site
- Part time TSA support through data chats and coaching cycles helping teachers plan their lesson for integrated and designated ELD time utilizing their ELD standards.

Action 4

Title: Improve Character Competencies

Action Details:

Fremont will continue the implementation of its schoolwide behavior program that focuses on behavior that impedes learning within the classroom and supports students in developing positive behaviors, as well as relational capacities with adults and peers. This includes parent involvement and input.

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- All 4 Youth Counseling 3 days per week through the review of monthly Client Caseload Lists.
- Office Referrals, suspensions, and/or expulsions.
- Participation in Study Trips activities (athletics, clubs, arts, student leadership).
- Study Exposure Trips for 3rd, 4th, 6th

Owner(s):

- Principal
- Vice Principal
- (2) Teacher on Special Assignment
- RSP teacher
- Certificated staff
- Paraprofessional
- Tier II CWAS
- School Climate and Culture Team (CCT)

Timeline:

- August 10, 2021 – June 3, 2022
- Monthly, quarterly, and on-going

Describe Direct Services and Opportunities for parents and families, including materials and supplies required (curriculum and instruction) in support of Student Academics, Student Centered/Real World Learning, and Student Engagement:

- Fremont will expose students to a variety of career opportunities through College and Career Readiness studytrips for grades 3,4,and 6, career speakers, and research presentations. These exposure trips help students gain insight in what it takes to maintain a healthy diet, cooking tips, insight in how to run a business, and team bonding experiences.
- Fremont will promote competencies for workplace success by implementing a targeted system that supports CTE enrollment.
- Fremont will develop students' career awareness and experiences that promote character and workplace competencies through targeted implementation of linked learning opportunities.
- Utilize approved categorical budgets: 7090, 3010, and 0172
- Purchase materials and supplies to support students: technology, classroom materials such as paper, pencils, journals, and/or any other materials that will support student success in demonstrating character competencies.
- Fremont will utilize our Tier II CWAS during recess to utilize technology and social emotional supports to help students learn social emotional skills and strategies needed for continued education and the workplace.

Specify Direct Service and Opportunities for parents and families to support EL students:

- Extended Library Learning Opportunities for English Language Learners to keep on track to meet anticipated Re-designation date.
- Additional designated EL instruction for those students who are identified as long term or meeting borderline criteria for EL Re-designation.
- iReady, IABs, FIABs, and ELPAC goal setting and boot camps will be provided to EL students who are

Specify Direct Service and Opportunities for parents and families to support low-performing student groups:

- Utilization of Room 2 for Tier II CWAS to help support social skills group during morning and lunch recess. This will help the students learn how to work in a groups through socialization lessons with our Tier 2 and Tier 3 students.

approaching R-FEP Re-designation criteria by 2 Certificated Tutors.

- K-1 utilization of Certificated Tutors for extra weekly pullout instruction around Designated ELD to help develop English competencies.
 - 2nd- 5th utilization of our part time Designated TSA for extra weekly pullout instruction around Designated ELD to help deepen English competencies to help promote workplace success.
 - Economically disadvantaged and foster students whose iReady, IABs, FIABs, and SBAC scores have decreased (specifically African American and SPED) and are now scoring significantly below grade level in grades 1-6.
 - R-FEP Monitoring Tool turned in quarterly to TSA
- K-1 utilization of Certificated Tutors for extra weekly pullout instruction around Designated ELD to help develop English competencies.
 - 2nd- 5th utilization of our part time Designated TSA for extra weekly pullout instruction around Designated ELD to help deepen English competencies to help promote workplace success.

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0175 Fremont Elementary (Locked)

G5 - Increase inclusive opportunities for families to engage in their students' education

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Sup & Conc	Parent Participation	Mat & Supp			Parent Participation and Materials and Supplies to increase opportunities for family engagement	1,000.00
G5A2	Title 1 Basic	Parent Participation	Mat & Supp			1%Title I **No Food or Incentives**	1,287.00
G5A2	LCFF: EL	Parent Participation	Mat & Supp			: Materials and supplies for parent and family engagement opportunities and communications	1,000.00
G5A3	Sup & Conc	Instruction	Direct-Graph			Graphics and Materials for Parents, Community, and Student Information	1,000.00

\$4,287.00

2021-2022 Budget for SPSA/School Site Council

State/Federal Dept 0175 Fremont Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Bks & Ref			: Reference and licenses to support student achievement and engagement	4,600.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			: Technology in support of student achievement	5,974.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.2975	CT to support EL and Reading Intervention achievement	29,017.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.2975	CT to support EL and Reading Intervention Achievement	29,298.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Teacher Supplemental Contracts	1,472.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Materials and supplies to support student achievement	11,020.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Technology and Equipment Repairs in Support of Student Achievement	2,000.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.1400	CT to support EL and Reading Intervention achievement	13,655.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.1400	CT to support EL and Reading Intervention Achievement	15,904.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors 7091	4,000.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: Materials and supplies to support EL achievement and re-designation	9,396.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			: Technology to support EL achievement and re-designation	1,000.00
G1A1	One-Time School	Instruction	Mat & Supp			: Materials and supplies to support student achievement	10,000.00
G1A2	Title 1 Basic	Instruction	Mat & Supp			Materials and Supplies for Student Achievement ** NO FOOD OR INCENTIVES **	10,326.00
G1A2	Title 1 Basic	Instruction	Nc-Equipment			Technology Plan for Classroom Supplies to Support Student Learning	16,174.00
G1A2	Title 1 Basic	Instruction	Nc-Equipment			: Technology to support student achievement	9,479.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.5000	Split funded: Fremont - 0.50 FTE Math Coaching / 0.50 FTE Homan	61,592.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Subs as needed (Such as teacher collaboration, planning, ILT learning, etc.)	4,404.00
G1A2	Sup & Conc	Instruction	Mat & Supp			: Materials and Supplies for Student Achievement	9,479.00
G1A2	One-Time School	Instruction	Mat & Supp			: Materials and Supplies for Student Achievement	5,974.00
G3A1	One-Time School	Instruction	Direct-Maint			: Technology repairs to support student engagement opportunities, online learning, and attendance.	1,000.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			Parent Participation and Materials and Supplies to increase opportunities for family engagement	1,000.00
G5A2	Title 1 Basic	Parent Participation	Mat & Supp			1%Title I **No Food or Incentives**	1,287.00
G5A2	LCFF: EL	Parent Participation	Mat & Supp			: Materials and supplies for parent and family engagement opportunities and communications	1,000.00
G5A3	Sup & Conc	Instruction	Direct-Graph			Graphics and Materials for Parents, Community, and	1,000.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$47,840.00
Sup & Conc	7090	\$150,282.00
LCFF: EL	7091	\$44,955.00
One-Time School	7099	\$16,974.00
Grand Total		\$260,051.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$254,764.00
G3 - Increase student engagement in their school and community	\$1,000.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$4,287.00
Grand Total	\$260,051.00