School Plan for Student Achievement (SPSA)

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) follow the template in the SPSA Template instructions.

CSI Instruction:
The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Comprehensive Support and Improvement (CSI) planning requirements follow the template in the SPSA Template instructions.

ATSI Instruction:
The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Additional Targeted Support and Improvement (ATSI) planning requirements follow the template in the SPSA Template instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Fremont Elementary	39686760111351		

Plan Description

Briefly describe your school's plan for effectively meeting the ESSA requirements (For CSI and/or ATSI, if applicable) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

The School Plan for Student Achievement (SPSA) is designed to meet the needs of all school-level planning requirement for programs funded through the consolidatted application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to improve student outcomes by creating a plan that maximizes the resources available to the school. The School Site Council (SSC) is utilized to develop and annually review the SPSA and make modification in the plan which reflect the changing needs of our school, pursuant to EC 52853(b) and 52885. The SPSA is used to document Fremon's approach to improving student outcomes through the use of additional funding sources.

This SPSA serves as the plan for using site allocated LCFF funds. The School goals and strategies are directly aligned with SUSD's Local Control Accountability Plan (LCAP) to ensure a clear alignment between the school site, district, and state priorities.

This SPSA meets all requirements to serve as the Title I Schoolwide Plan (SWP) and as the Additional Targeted Support Improvement (ATSI) plan.

Educational Partner Involvement

How, when, and with whom did your school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Fremont staff meet regularly with our School Site Council (SSC) to review CA Dashboard, iReady, PLUS Survey, Walkthrough Feedback, and other observation data based on the findings of our Comprehensive Needs Assessment. SSC engaged in dialogue on the progress of goals and strategies and provided feedback to help guide the implementation of the SPSA. Feedback from informational sessions with ELAC, parents, students, and staff were shared with SSC during the development of the SPSA to ensure that all educational partners were able to have a say in what Fremont's goals and strategies would be for the coming year.

School Site Council discussed SPSA review and development on the following days:

- April 8th, 2024
- May 23rd, 2024
- September 26th, 2024

 Parents were engaged in the SPSA review and development during the following meetings and days:

- Title 1 Parent Meeting August 24th, 2023
- Title 1 Parent Meeting this year
- Monthly Coffee Hour on May 28th, 2024
- English Language Advisory Committee on May 8th, 2024
- English Language Advisory Committee on October 4th, 2024

Staff were engaged in SPSA review and development during the following meetings and days:

- Faculty Meeting on April 23rd, 2024
- Leadership Meeting on April 29th, 2024

Resource Inequities (CSI and ATSI Only)

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

Differentiated Assistance: Stockton Unified School District is under Differentiated Assistance district wide for the following student groups and CA School Dashboard Indicators.

English Learners: ELA, Math, College Career (HS)
Foster Youth: ELA, Math, College Career (HS), Graduation Rate (HS)
Homeless Youth: Suspension Rate, College Career(HS)
Student with Disabilities: ELA, Math, Suspension Rate, College Career (HS), Graduation Rate (HS)
American Indian/Alaskan Native: ELA, Math, Suspension Rate, Absenteeism Rate (ELEM)

At Fremont, the student groups identified for Differentiated Assistance are perfroming as follows on the CA School Dashboard for 2023:

Student Group	ELA	Math	Suspension Rate	Absenteeism Rate (ELEM)	Graduation Rate (HS)	College Career (HS)
English Learner	124.1 points below standard (red)	136.7 points below standard (red)	X	X	X	N/A
Foster Youth	population too small, no indicator	population too small, no indicator	X	X	N/A	N/A
Homeless Youth	X	X	14.3% suspended at least one day (orange)	X	X	N/A
Students with Disabilities	149.4 points below standard (red)	183.2 points below standard (red)	8.65% suspended at least one day (red)	X	N/A	N/A
American Indian/ Alaskan Native	population too small, no indicator	population too small, no indicator	population too small, no indicator	population too small, no indicator	N/A	N/A

1. Many students in low-income neighborhoods are unable to access it due to transportation barriers and safety concerns in their communities.

2. The chronic trauma experienced by students living in environments marked by violence and crime often leads to irregular attendance, as the emotional toll makes it difficult for them to focus on their education.

3. A significant number of brand new teachers, students who urgently need stability and experienced guidance often find themselves lost in a system that has not yet developed the resources to help them thrive.

4. The lack of parental involvement at our school can be traced back to the demanding work schedules and struggles with homelessness that many families face, leaving them unable to support their children's educational journey.

5. Students grappling with special education needs frequently find their learning experiences compromised in underfunded schools, where access to tailored resources and trained staff is severely limited.

6. Gangs and violence in the surrounding neighborhood create an environment of fear that not only disrupts student learning but also raises significant barriers to parental engagement, further isolating families from the school community.

Comprehensive Needs Assessment

Comprehensive Needs Assessment Summary

The Administrative team met with the leadership team, Parent Coffee Hour parents, and School Site Council to review the 2023 California Dashboard (ELA, Math, ELPAC, Suspension, Absenteeism), iReady Diagnostic results, Accelerated Reader, PLUS survey, and other site observational data to closely examine subgroups and the factors that prevent them from achieving at grade level. See attached 2023 CA Dashboard Report at the end of the SPSA for current school performance in all areas. "The following student groups are performing in the Red or Orange Indicator on the CA School Dashboard for 2023.

Student Group	ELA	Math	Suspension Rate	Absenteeism Rate (ELEM)	Graduation Rate (HS)	College Career (HS)
All Students	101.2 points below standard (red)	116 points below standard (orange)				
Foster Youth						
English Learner	124.1 points below standard (red)	136.7 points below standard (red)				
Long Term English Learner						
Homeless Youth			14.3% suspended at least one day (orange)	53.8% chronically absent (orange)		
Socioeconomically Disadvantaged	106.4 points below standard (red)	119.9 points below standard (orange)				
Student with Disabilities	149.1 points below standard (red)	183.2 points below standard (red)	8.6% suspended at least one day (red)	57.8% chronically absent (orange)		
African American			8.3% suspended at least one day (red)	42.9% chronically absent (orange)		
American Indian/ Alaskan Native						
Asian				47.5% chronically absent (red)		
Filipino						
Hispanic	101.8 points below standard (red)	116.1 points below standard (orange)				

Two or More Races					
Pacific Islander/ Native Hawaiian					
White		10.4% suspended at least one day (red)	59.1% chronically absent (red)		

On the CA Dashboard Indicators for Fremont School, major gaps were observed between EL learners and students with disabilities.

Trend data was also reviewed year over year which resulted in observing academic gaps for EL, Students with Disabilities and Suspension rate for the White Subgroup. Data was reviewed utilizing a Decision-Making Matrix to identify specific areas of need. The 5 Why's procedure was conducted with Educational Partners to identify the particular needs of our students. In this process, we identified ELA, Math, and Chronic Absenteeism as an area of focus for this 2024-2025 school year due to low academic in ELA and Math and high absenteeism rates. When using the 5 Whys technique to analyze the decline in math performance, we discovered the following strategies to support schoolwide improvement:

- Strengthening MTSS focusing on Differentiated Instruction and Intervention
- Providing Professional Development and Coaches for teachers and staff
- Increase PBIS Strategies and activities to decrease chronic absenteeism

Goals, Strategies/Activities, and Expenditures

Complete a copy of the Goal table for each of the school's goals. Duplicate the table as needed.

Goal 1.1

Goal #	Description
Goal 1.1	Professional Development/Training: A- By the end of May of 2025, 100% of TK-8 Fremont teachers and other certificated staff (administrators, counselors, program specialists, coaches,) both new and experienced, will complete the training necessary in AVID (including AVID conferences staff-driven professional development and collaboration meetings) measured by attendance and use of AVID instructional tools. B- By end of May 2025, 100% of teachers and Administrators will participate in the PLC Process measured by attendance and PLC notes submitted to Admin C- By the end of May 2025, 100% of teachers and Administrators will participate in ARTS PD, such as VTS, actor's toolbox, arts integration, leveraging arts in the classroom, lesson lab, COLA group pd, Turn Around Arts PD, watershed PD, measured by attendance and walk-throughs Student Goals: C-ELA: By the end of May of 2025, per iReady Diagnostic 3, Growth Report, the total number of students performing will increase 3%-5% percentage of students on or above grade level. EL: By the end of May 2025, per ELPAC, we will maintain the number of students who reclassify by 10% to 15% of our EL student population. Math: By the end of May 2024, per iReady Diagnostic 3 Growth Report, the total number of students on or above grade level will increase by 5%

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Fremont seeks professional development training on the Professional Learning Community (PLC) process to facilitate collaboration, communication, and instructional improvement among staff members. With a focus on integrating core standards, and arts standards in developing common goals, analyzing student data, and implementing effective interventions, to increase academic achievement

The school staff requires specialized training in the SIPPS program to enhance their ability to teach foundational reading skills to students effectively. Teachers lack comprehensive knowledge and expertise in implementing SIPPS strategies, which hinder student progress in developing essential literacy skills.

A program specialist is crucial in a school to support English Language Development (ELD) students, integrating arts, analyzing school data, facilitating assessments, and conducting professional development.

Another Vice Principal is necessary for the school due to the potential addition of Special Day Classes (SDC) that require behavioral support, SEL support and PBIS Support

Hiring a Parent Liason to serve the increased high population of Spanish-speaking parents who are migrants and new to the country

Fremont's demographics are heavily Hispanic, maintaining over 80% for the last five years There is a need for additional support and resources for English Learners in Fremont, where 35% of the student population are English Learners and the Reclassified English Learners rate is only 15%. These students require specialized assistance to improve their language proficiency and academic success.

Fremont's status was ATSI for 2023. Subgroups that were red for two consecutive years: African American/Black: Suspension Asian: Absenteeism SWD: ELA, Math, Suspension White: Absenteeism, Suspension

There is a need to improve the CAASPP ELA meeting or above grade level for 15% of students and 11% in Math. Fremont's reading on grade level is lower than the district's, with strengths in third grade (growth from the prior year), sixth, and seventh grades (higher than the district's percent on grade level). This is due to a weak MTSS and a strong MTSS.

Reading Foundational Skills and Writing are opportunity areas as indicated by i-Ready and Benchmark

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
I-Ready: Percentage of Students performing on grade level or above in Math	I-Ready Diagnostic 2: Students on grade level or above in Math is 9%	Students on grade level or above 14%
I-Ready: Percentage of Students performing on grade level or above in ELA	I-Ready Diagnostics 2: Students on grade level or above in ELA is 15%	Students on grade level or above 21%
CAASP: Percentage of students performing on grade level or above in Math	CAASP: Percentage of students performing on grade level or above in Math is 10.77%	Students on grade level or above 15%
CAASP: Percentage of students performing on grade level or above in ELA	CAASP: Percentage of students performing on grade level or above in ELA is 14.64%	Students on grade level or above 20%

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)

1.1.1	Career & Technical Education	English Learners, Foster Youth, Low Income, Students with Disabilities, All Students	$17,650	3010 - Title I
	Student fieldtrips enhance STEAM integration and support the academic core through experiential learning. Low-income, English learners, foster youth students and students with disabilities will participate in field trips and other events pertaining to STEAM. These experiences will prepare our students to better understand culture and increase empathy, tolerance, and critical thinking skills while comparing diverse arrays of work. It will provide opportunities to develop a better understanding of the content being taught in the classroom for a real-life connection.		$5,200	0100 - LCFF/S&C (site)
			$3,000	3010 - Title I
			$3,000	0100 - LCFF/S&C (site)
	Field trips provide students with hands-on experimental learning opportunities to supplement core instruction through field trips, guest speakers, traveling exhibits, assemblies, etc.		$2,000	3010 - Title I
			$25,000	0100 - LCFF/S&C (site)
	STEAM, CTE (MESA and Robotics): Teacher will enhance learning and teaching NGSS standards through hands on experience and differentiated instruction to students by steam projects, materials, project based, manipulatives, appropriate technology etc.

Provide students with access to hands on project-based learning connecting them to opportunities supporting college and career readiness. Develop STEM programs and project resources for professional development in NGSS and to increase student science achievement. College and Career Readiness is inclusive of Career Technical Education (CTE) Pathway participation and completion, student apprenticeships with local business, increased dual enrollment course offerings.

Provide students with materials, resources, and support to increase ELA, EL, and Math proficiency through STEAM, integration, CORE instructional strategies to meet grade level expectations in all domains. Also to provide students with targeted re-teaching of high priority mathematics and language arts standards, to address skill/concept deficits as measured by teacher assessments and students will have equal access materials to enhance the home-school connection with ATSI subgroups.

Title I Funding Allocation:
Field Trips Transportation - $17,650
Instructional Materials - $3,000
Pupil Fees - $2000

LCAP 1.1 Career & Technical Education:
Field Trip Pupil Fees- $5,200
Non-Instructional Materials - $3,000 | | | |

	Transportation - $25,000			
1.1.2	College Readiness Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 1.2 College Readiness: No additional site LCFF is being allocated for this strategy.			
1.1.3	A-G High School Courses Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 1.3 A-G High School Courses: No additional site LCFF is being allocated for this strategy.			
1.1.4	Bilingual Instructional Support Bilingual Assistant (0.75 FTE Centralized Funding) implement the push-in model to reinforce daily classroom activities. Focus EL language support in Core ELA and math concepts taught. Support specific teacher needs that would help foster positive English conversations with students. Follow teacher's directions when working with a group of and/or individual students. Assist the teacher in teaching the basic principles and techniques for improving reading, language, and mathematical skills. Assist teachers with monitoring progress and identify problem areas and areas of relative learning progress Bilingual Assistants will to focus on supporting TK-3nd grade students Focusing on EL's that speak very little or limited English Support newcomers in adapting to a classroom with a diverse group of students who need additional support. Improved scores in a small group setting specifically for reading instruction, Benchmark Advance. Assist in translating, making phone calls home, Assist in testing both Initials and Summative ELPAC. Title I Funding Allocation: Bilingual Assistants Additional Comp - $500 LCAP 1.4 Bilingual Instructional Support No additional site LCFF is being allocated for this strategy.	English Learners	$500	3010 - Title I

1.1.5	English Learner Professional Development Teacher Professional Development provided by the District on Teaching English Language Development (ELD) Standards, Using Student Work to Inform Instruction led my California Reading and Literature Project Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 1.5 English Learner Professional Development: No additional site LCFF is being allocated for this strategy.	English Learners		
1.1.6	English Learner Programs and Supports EL Site Coordinator will administer local assessment & ELPAC to provide English Learner data analysis for identifying differentiation support resources, targeting small group ELD instruction, and monitoring EL progress. Coordinator will also align supplemental programs, extended day, and extended year programs to support English Learners in making progress towards English language proficiency. As part of ongoing ELD instructional support, the coordinator will facilitate professional development and collaboration to improve ELD integration and effective instructional practices. Multilingual Afterschool Support Program (MASP) is intended to provide afterschool academic support to students identified as English Learners. Teachers can sign up to teach a group and provide academic support based on the students' needs. Access to Rosetta Stone can also be provided to newcomers. Rosetta Stone will continue to be used as an afterschool support program for newcomer English Learners with lower English Proficiency. Rosetta Stone can only be used in the afterschool program and not during the day to supplant any core curriculum. Title I Funding Allocation: License Agreement - $3,000 LCAP 1.6 English Learner Programs and Supports: No additional site LCFF is being allocated for this strategy.	English Learners	$3,000	3010 - Title I

1.1.7	Teacher Collaboration, Professional Development, & Academic Support To continue teacher growth and learning to support academic achievement and closing the achievement gap for ALL students, monies will be made available to support conference fees, substitute costs, travel expenses, and various staff reimbursements. Conference/training/professional development/registration fees and materials needed (i.e. books, software and other items designed or aligned with the specific PD) for PLC, special education training, classroom management, brain/developmental/student behavior/student achievement, language support, AVID, MTSS, PBIS, Equity, PLUS, to support ATSI subgroups: African American, Asian, Hispanic, Homeless, Socio-Economic Disadvantaged and White Title I Funding Allocation: Conferences/Workshops - $25,805 LCAP 1.7 Teacher Collaboration, Professional Development, & Academic Support Conferences/Workshops - $29,195	English Learners, Foster Youth, Low Income, Students with Disabilities, All Students	$25,805 $29,195	3010 - Title I 0100 - LCFF/S&C (site)
1.1.8	School Site Administrators Leadership Professional Development Conference/training/professional development/registration fees and materials needed (i.e. books, software and other items designed or aligned with the specific PD) for PLC, special education training, classroom management, brain/developmental/student behavior/student achievement, language support, ARTS, AVID, MTSS, PBIS, Equity, PLUS, to support ATSI subgroups: African American, Asian, Hispanic, Homeless, Socio-Economic Disadvantaged and White PLC Conference, AVID Conferences County Math Workshops - throughout school year - Administrators PBIS Conferences, Equity SEL and academic achievement conferences, trainings, professional development Purchase of ancillary materials to support school initiatives such as PLC/AVID/SEL/PBIS Title I Funding Allocation: Conferences/Professional Development - $15,000 LCAP 1.8 School Site Administrators Leadership Professional Development Conferences/Professional Development - $9,500	English Learners, Foster Youth, Low Income, Students with Disabilities	$15,000 $9,500	3010 - Title I Account Code: 5215 Conf/Workshop Exp 0100 - LCFF/S&C (site) Account Code: 5215 Conf/Workshop Exp

| 1.1.9 | Professional Learning Community Implementation, Professional Learning & Curriculum Implementation

Collaboration for implementing the PLC process (Data cycle - Plan/Do/Study/Act, create common formative assessments, etc.)To provide teachers with professional learning opportunities to support PLC Process.

Professional development for school site administrators, teachers, and instructional staff focused on best practices, Professional Learning Communities and processes, instructional cycles and assessments, analysis of student data, and strengthening collaboration between educators and community supporting all student academic achievement.

Title I Funding Allocation:
Teacher Additional Comp - $ 16,743

LCAP 1.1.9 Professional Learning Community Implementation, Professional Learning & Curriculum Implementation
No additional site LCFF is being allocated for this strategy | English Learners, Foster Youth, Low Income, Students with Disabilities, All Students | $2,000

$16,743 | 3010 - Title I Account Code: 1150 Teacher Salaries - Add Comp

3010 - Title I Account Code: 1170 Teacher Salaries - Subs |

| 1.1.10 | Data Analysis and Evaluation

Fremont will invest time to meet in data groups to hold Academic Conferences. During these meetings we will analyze assessment tools and resources to identify areas of student progress, areas for improvement, and to make data-driven decisions to adjust instruction for our students that are at grade level, below grade level, making progress; ATSI students: EL students and RFEP students. Substitutes will provide staff with release time to actively participate.

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

Data Analysis will be used to provide teachers with professional learning opportunities to support-core instruction, Arts, AVID, MTSS, Illuminate, etc. To be provided by coaching with instructional coach(es) and other professional development providers
Professional development for school site administrators, teachers, and instructional staff focused on best practices, Professional Learning Communities and processes, instructional cycles and assessments, analysis of student data, and strengthening collaboration between educators and community supporting all student academic achievement.

Title I Funding Allocation:
Substitute Teachers - $29,914
Teacher Additional Comp - $2,000

LCAP 1.1.10 Data Analysis and Evaluation:
 LCFF Funding Allocation
Substitute Teacher-$2,000 | English Learners, Foster Youth, Low Income, Students with Disabilities, All Students | $29,914

$2,000

$2,000 | 3010 - Title I

3010 - Title I

0100 - LCFF/S&C (site)
Account Code: 1170
Teacher Salaries - Subs |

1.1.11	Access to Foundational & Outdoor Learning Spaces Preschool Transition to Kindergarten provides students the opportunities to: *interact with their peers who will attend their kindergarten class promoting social skills, *establish a connection between the kindergarten teacher and preschooler, *practice kindergarten rituals such as eating in the cafeteria, attending assemblies, and visiting the computer lab, and *attend the district's one-week Summer Bridge program. Preschool parents will be provided the opportunity to participate in classroom and school events and to learn about school readiness and early literacy activities. Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 1.11 Access to Foundational & Outdoor Learning Spaces No additional site LCFF is being allocated for this strategy.	English Learners, All Students, Foster Youth, Low Income, Students with Disabilities		
1.1.12	Acceleration of Learning Small Group Tutoring This strategy focuses on intervention activities to help students master and overcome foundational deficits. Students identified as needing tier 3 intervention supports ELA/Reading will have access to small group tutoring provided by classroom teachers outside of the instructional day - before or after school. Tier 3 - At Risk is identified as a student scoring 2 or more levels below grade level on the i-Ready assessment. Students receiving services will be chosen each trimester following i-Ready testing is completed. Title I Funding Allocation: Consultant - $5,000 LCAP 1.12 Acceleration of Learning: Consultant - $1,000	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	$5,000 $1,000	3010 - Title I 0100 - LCFF/S&C (site)

| 1.1.13 | Literacy and Library Supports

Library Media Assistants (0.425 FTE - 0.375 FTE Centralized Funding, 0.0625 FTE Site Funding) support student literacy by oversight of the school library through the acquisition, circulation, maintenance and distribution of library books and instructional materials at an assigned school site; assist students and teachers in the selection, location and use of library materials and equipment. Maintaining library functionality at the school site increases and improves unduplicated pupils' access to current and culturally relevant reading materials that support increased and improved student achievement.

The Library Media Assistant will increase reading school wide, to provide students access to the library and books, assist students with appropriate book selection based on Lexile levels, and to select new books to purchase to offer students opportunities to read a wide variety of texts. Library Media Clerk will also support reading with students in grades TK-4th and review culturally relevant material in order to serve the needs identified subgroups to ensure culturally responsive practices.

Title I Funding Allocation:
No additional site Title I funding has been allocated for this strategy.

LCAP 1.13 Literacy and Library Supports:
Library Media Assist (.0625 FTE) - $3,348
Additional Comp Library Media Assistant - $2,000 | English Learners, Foster Youth, Low Income, Students with Disabilities, All Students | $3,348

$2,000 | 0100 - LCFF/S&C (site)

0100 - LCFF/S&C (site) |

1.1.14	Advancement Via Individual Determination (AVID) Professional development for school site administrators, teachers, and instructional staff focused on best practices, Professional Learning Communities and processes, instructional cycles and assessments, analysis of student data, and strengthening collaboration between educators and community supporting all student academic achievement. Collaboration to support AVID includes assisting with site leadership meetings, collecting AVID evidence, assisting in certification documents, assisting in the AVID recruitment process, and providing ongoing site-based training in AVID strategies. Provide students with materials, resources, and support to increase ELA, EL, and Math proficiency through AVID, NGSS, STEM, and Arts instruction/integration, CORE instructional strategies to meet grade level expectations in all domains. Also to provide students with targeted re-teaching of high priority mathematics and language arts standards, to address skill/concept deficits as measured by teacher assessments and students will have equal access materials to enhance the home-school connection with ATSI subgroups. Advancement via Individual Determination Program (AVID): AVID program implementation and support for student groups focused on college, career, and community readiness skills aligned with academic growth and social-emotional development. AVID: Fremont has a school wide AVID program TK-8th grade with a focus on student achievement, WICOR strategies, and College and Career ready. The instructional materials and supplies will address the key strategies in AVID, and WICOR. They will provide students with targeted re-teaching of high priority mathematics and language arts standards, to address skill/concept deficits as measured by teacher assessments. Supplemental materials to support core instruction such as project material (e.g. chart paper, manipulatives, whiteboards, expo markers, paper, headphones, folders, post-its, 1", 2", and 3" binders, planners, poster boards, project boards, presentation materials, colored paper, construction paper, colored pencils, crayons, markers, pencils, etc.). Provide students with access to hands on project-based learning connecting them to opportunities supporting college and career readiness. Develop STEM programs and project resources for professional development in NGSS and to increase student science achievement. College and Career Readiness is inclusive of Career Technical Education (CTE) Pathway participation and completion, student apprenticeships with local business, increased dual	English Learners, Foster Youth, All Students, Low Income, Students with Disabilities	$13,926 $15,000 $25,000 $13,176	3010 - Title I 3010 - Title I 0100 - LCFF/S&C (site) 0100 - LCFF/S&C (site)

	enrollment course offerings. Title I Funding Allocation: Teacher Additional Comp - $13,926 Instructional Materials - $15,000 LCAP 1.14 Advancement Via Individual Determination (AVID): Instructional Materials - $25,000 Non-Instructional Materials - $13,176			
1.1.15	Recapturing Learning Loss Fremont is participating in summer school for students to recapture learning loss provided through centralized funding. The focus of the summer school is to provide: 1. Target learning 2. Smaller Class Size 3. Additional Instructional Time 4. Enrichment Activities and 5. Social and Emotional Support Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 1.15 Recapturing Learning Loss: No additional site LCFF is being allocated for this strategy.	English Learners, Foster Youth, Low Income, Students with Disabilities, All Students		
1.1.16	Outdoor Education/Science Camp Fremont students will have the opportunity to attend science camp either at Sky Mountain science camp (SJCOE property) or another camp that the site arranges. Bussing, cabin leaders, teachers, and students' fees. The purpose of science camp for all is to ensure equity for all our students, providing an opportunity for all our students to attend science camp and participate in the same experiences as the rest of our students Title I Funding Allocation: No additional site Title I funding is being allocated for this strategy. LCAP 1.16 Outdoor Education/Science Camp: no additional site LCFF is being allocated for this strategy.	English Learners, Foster Youth, Low Income, Students with Disabilities, All Students		

Annual Review

SPSA Year Reviewed: 2023-2024

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

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

Teachers were provided the opportunity to attend the PLC conference in Las Vegas during the summer of 2023, 9 teachers attended. Investment in building capacity in teachers' understanding and implementation was done by hiring a PLC site coach. Through the coach-consultant's guidance and tutelage the staff has increased their knowledge and understanding of what the PLC data cycle looks like and how to respond to the findings of that data based on the four pilar questions. Ten teachers attended the AVID Summer Institute during the summer of 2023 and AVID WICOR strategies continued being used school wide. We passed our 23-24 CCI recertification audit and were granted AVID status for another school year. AVID walk-throughs were discussed and a walk-through tool was created to collect data that is consistent in observations. The team agreed on the tool and teachers also agreed with the design, purpose, and usage of it. Fremont continues to have a sizable EL population, noting that at the beginning of the school year we had 280 students and towards the endo of the year we service 328. We still have students that are meeting the Reclassification criteria as there has been 13 students RFEP'd at the beginning of the year. Our bilingual assistant continues to directly support our students in the classroom and with administration of the State tests that pertains to our EL population of our students. AVID walkthroughs provided feedback for our classroom teachers. We are certified and need to continue to practice all aspects of WICOR consistently. Currently, due to a lack of training and experience, some teachers are more effective in WICOR strategies than others. Inquiry and Collaboration were noted in the AVID March walkthrough as taking place. Teachers need to continue to implement AVID strategies consistently throughout the grade levels. Walkthroughs serve as a good monitoring system.

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

Though there are some components of our initiatives working there are aspects that are not. AVID: Some teachers have been trained, but there is evidence that teachers are not implementing all of the components of WICOR, nor are these strategies being used in all classrooms school wide. It is not enough to just attend the Summer Institute but is necessary to have these strategies monitored and modeled for correct and optimal implementation. In addition, although the AVID walk-through tool was created and agreed upon it was not utilized consistently. All members of administration, the ADVID Coordinator at minimum should be We are certified and need to continue to practice all aspects of WICOR consistently. Currently, due to a lack of training and experience, some teachers are more effective in WICOR strategies than others. Inquiry and Collaboration were noted in the AVID March walkthrough as taking place. Teachers need to continue to implement AVID strategies consistently throughout the grade levels. Walkthroughs serve as a good monitoring system. AVID: We are certified and need to continue to practice all aspects of WICOR consistently. Currently, due to a lack of training and experience, some teachers are more effective in WICOR strategies than others. Inquiry and Collaboration were noted in the AVID March walkthrough as taking place. Teachers need to continue to implement AVID strategies consistently throughout the grade levels. Walkthroughs serve as a good monitoring system however, there is a need to conduct those walkthroughs consistently. PLC: Although there has been training from the PLC coach-consultant, there is additional continuous support that is needed. It is evident from the lack of CFA form multiple grade levels that understanding of a data cycle and responding to the outcomes needs to be developed. Also, data discussions with teachers also reveals that the "response " to students' needs have been program based and not based in various instructional strategies. EL: Investigation of the correlation of the amount of EL students at Fremont and the amount of students being reclassified, reveals there needs to be more focused implementation of reading, writing, and speaking strategies for our students both at school, and at home. A program Specialist and Instructional assists will support this goal. Parents, during ELAC meetings, have expressed their concerns about not having consistent communication from teachers to know what is happening with their students' academic progress.

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

where those changes can be found in the SPSA.

Strategies to achieve the goal include the following: 1) Discontinue funding counselor extra pay, 2) discontinue funding the bilingual assist extra pay; 3) Hire four (4) classroom assists, 5) Hire a Program Specialists, 6) Provide tutoring opportunities; 7) Continue with AVID PD to support the findings needs from the AVID walk-throughs. *PD on Instructional Strategies *Conferences *Instructional materials (as determined from data meeting) *Release time from class for collaboration and data meetings (Academic conferences) *Various interventions mentioned for Tier 2 and Tier 3 supports during an SST/IEP/CARE meeting *Duplicating allotment for $5, 000

Goal 2.1

Goal #	Description
Goal 2.1	Suspension: By the end of May 2025, the suspension rate will decrease by 3% as measured be the site discipline reports. Attendance/Chronic Truancy: By the end of May 2025, the chronic absenteeism rate will decrease by 10% from previous year as measured by the site chronic absenteeism reports.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Fremont seeks professional development training on the Professional Learning Community (PLC) process to facilitate collaboration, communication, and instructional improvement among staff members. With a focus on integrating core standards, and arts standards in developing common goals, analyzing student data, and implementing effective interventions, to increase academic achievement

The school staff requires specialized training in the SIPPS program to enhance their ability to teach foundational reading skills to students effectively. Teachers lack comprehensive knowledge and expertise in implementing SIPPS strategies, which hinder student progress in developing essential literacy skills.

A program specialist is crucial in a school to support English Language Development (ELD) students, integrating arts, analyzing school data, facilitating assessments, and conducting professional development.

Fremont's demographics are heavily Hispanic, maintaining over 80% for the last five years There is a need for additional support and resources for English Learners in Fremont, where 35% of the student population are English Learners and the Reclassified English Learners rate is only 15%. These students require specialized assistance to improve their language proficiency and academic success.

Fremont's status was ATSI for 2023. Subgroups that were red for two consecutive years: African American/Black: Suspension Asian: Absenteeism SWD: ELA, Math, Suspension White: Absenteeism, Suspension

There is a need to improve the CAASPP ELA meeting or above grade level for 15% of students and 11% in Math. Fremont's reading on grade level is lower than the district's, with strengths in third grade (growth from the prior year), sixth, and seventh grades (higher than the district's percent on grade level). This is due to a weak MTSS and a strong MTSS.

Reading Foundational Skills and Writing are opportunity areas as indicated by i-Ready and Benchmark

There is a high population of ELD students and families who are migrants that needs help in English Language.

Despite making progress in reducing overall chronic absenteeism this year, there is still a need to further decrease the number of absences within specific subgroups at Fremont School. Based on their 2023 status as an ATSI school, attention should be directed towards subgroups of Asians and White students that have consistently shown high rates of chronic absenteeism.

Suspension rate of 8%.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspensions (All Students)	8%	5%
Chronic Absenteeism (All Students)	32%	27%

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
2.1.1	Educational Equity, Diversity, and Inclusion Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.1 Educational Equity, Diversity, and Inclusion: No additional site LCFF is being allocated for this strategy.			
2.1.2	Ethnic Studies Program Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.2 Ethnic Studies Program: No additional site LCFF is being allocated for this strategy.			
2.1.3	Equity and Inclusion Training and Workshops Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy LCAP 2.3 Equity and Inclusion Training and Workshops: No additional site LCFF is being allocated for this strategy.			

2.1.4	Cultural Relevance, Outreach, and Support Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.4 Cultural Relevance, Outreach, and Support No additional site LCFF is being allocated for this strategy.			
2.1.5	Positive Behavior Interventions and Support (PBIS) Fremont with the PBIS Team have a shared vision to have all students the opportunity, motivation , and access to play sports regardless of their race, ethnicity, sex, and ability . Participating in sports lead to immediate and long term benefits for students mentally, emotionally, physically, and socially. Collaboration to support PBIS strategies to design classrooms with visual supports and assistive technology promoting learning for all students and stimulating the development of a positive school culture and climate. Staff are provided with professional learning opportunities to support PBIS outside of contractual hours. Purchasing materials and supplies to support PBIS. These items can include materials for assemblies that encourage positive interactions or SEL, PBIS experiences and attendance, privilege, recognition, file trips, and teacher rewards. etc. Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.5 Positive Behavior Interventions and Support (PBIS): Teacher Additional Comp - $10,750 Classified Additional Comp - $1,000 Non-Instructional Materials - $10,000	English Learners, Foster Youth, Low Income, Students with Disabilities, All Students	$10,750 $1,000 $10,000	0100 - LCFF/S&C (site) 0100 - LCFF/S&C (site) 0100 - LCFF/S&C (site)

2.1.6	Student Assistance Program Support (SAP) Fremont holds Student Student Team (SST) and CARE meeting where a team of educators, parents, and other staff work together to support students who are having difficulty in the classroom. Teachers and staff identify students for CARE meetings. Subs are provided for teachers to participate in the CARE team meetings and other meetings to develop strategies to support students to participate in the classroom and unstructured times. Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.6 Student Assistance Program Support (SAP) No additional site LCFF is being allocated for this strategy.	English Learners, Foster Youth, Low Income, Students with Disabilities, All Students		
2.1.7	Behavior Support Services Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.7 Behavior Support Services No additional site LCFF is being allocated for this strategy.			
2.1.8	New Teacher Training and Support Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.8 New Teacher Training and Support No additional site LCFF is being allocated for this strategy.			
2.1.9	Social Service Supports for Families in Transition Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.9 Social Service Supports for Families in Transition: No additional site LCFF is being allocated for this strategy.			

2.1.10	Central Enrollment Direct Services to Families Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.10 Central Enrollment Direct Services to Families: No additional site LCFF is being allocated for this strategy.			
2.1.11	Student Attendance and Truancy Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.11 Student Attendance and Truancy: No additional site LCFF is being allocated for this strategy.			
2.1.12	Health and Wellness Services and Supports Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.12 Health and Wellness Services and Supports: No additional site LCFF is being allocated for this strategy.			
2.1.13	Mental Health Resources and Supports for Students Mental Health Clinicians provide increased or improved mental health direct services to students, families, and staff district-wide. Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.13 Mental Health Resources and Supports for Students: Mental Health Clinician Additional Comp - $500	English Learners, Foster Youth, Low Income, Students with Disabilities, All Students	$500	0100 - LCFF/S&C (site)

2.1.14	Social Emotional and Restorative Practices and Responsive Schools	English Learners, Foster Youth, Low Income, Students with Disabilities, All Students	$1,000	3010 - Title I
	Restorative practices and responsive schools' resources, training, professional development, and direct services provided to school sites and staff focused on increasing and improving the learning experience and culture and climate supports provided to students. School counselors at all school sites provide increased or improved academic guidance, social-emotional support and services, career exploration experiences, and collaborative services in partnership with staff and families to address the academic and social-emotional needs. Additional compensation is being provided for staff to meet and support students outside of contractual time.		$500	3010 - Title I
			$500	3010 - Title I
	Title I Funding Allocation: Counselor Additional Comp-$1,000 Mental Health Clinician Additional Comp-1,000 Psychologist Additional Comp-$500			
	LCAP 2.14 Social Emotional and Restorative Practices and Responsive Schools: No additional site LCFF is being allocated for this strategy.			
2.1.15	School Connectedness			
	Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.			
	LCAP 2.15 School Connectedness: No additional site LCFF is being allocated for this strategy.			

| 2.1.16 | Assistant Principal Restoration at TK-8th Grade School Sites

Absenteeism and Behavior Support Staff

Assistant Principal (1.0 FTE Centralized Funding) identifies students for reading and math intervention, assist with organization and scheduling of intervention. i-Ready Diagnostic scheduling, provide training to teachers to administer i-Ready diagnostics, interpret and analyze data from diagnostic, assist test administration with make-ups, special education and make-ups.
Plan PSAT administration, including training, inventory, materials management, student preparation, test administration, collection and submission.

CAASPP/SBAC administration including scheduling, training of proctors and administrators, assisting in administration to small groups, make-ups, and special ed students.
AVID assists with site leadership meetings, collect AVID evidence, assist in certification documents, assist in AVID recruitment process, provide ongoing site-based training in AVID strategies.
English Learner Program tasks including, sorting, distributing and signing EL/RFEP monitoring forms, communicating monitoring forms to parents, attending ELAC meetings, planning, preparing and following up on ELAC meetings, updating EL cum folders with proper documents, coaching and supporting of instructional practices specific to EL learners, classroom instructional walks.
ELPAC test organization, sorting, distributing, securing testing materials, parent notification of testing, identifying students to be tested, administering tests, grading initial tests, verifying scores of transfer students, training staff on ELPAC administration, proctoring and administering tests. Scheduling of ELD students, identifying and verifying ELPAC score data for each classroom, scheduling students into appropriate ELD courses, monitoring designated ELD classes, supporting ELD instruction, ELD classroom walks.
SBAC test organization, sorting, distributing, securing testing materials, parent notification of testing, identifying students to be tested, administering tests, training staff on SBAC administration, proctoring and administering tests.
CORE materials management, locate and distribute teacher materials and textbooks for Core academic subjects, inventory and manage core and supplemental materials, Destiny order student and teacher materials, math and science inventory and distribution of resources.
Participate in the CARE/SAP process, attend CARE/SAP/SST/IEP meetings as needed, present data at meetings, advocate for students.
Provide support to grade level teams through PLC meetings, academic conferences and ongoing site based professional development.
Serve on the operations team and leadership committee and oversee afterschool programs including Step-up, any learning enrichment activities and | English Learners, Foster Youth, Low Income, Students with Disabilities, All Students | | |
|---|---|---|---|---|

	tutoring. Restorative Practices and Responsive Schools: Restorative practices and responsive schools' resources, training, professional development, and direct services provided to school sites and staff focused on increasing and improving the learning experience and culture and climate supports provided to students. Alignment of resources, staff, trainings, and services to unduplicated pupils that direct health and wellness, health care needs, support with outside agencies, culture and climate, mental health, academic & social-emotional supports, and various well-being health direct services to students' families, and staff districtwide focused on increasing and improving the learning experience. Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.16 Assistant Principal Restoration at TK-8th Grade School Sites: No additional site LCFF is being allocated for this strategy.			
2.1.17	Additional School Site Support Program Specialist (1.0 FTE Centralized Funding) duties or responsibilities include but are not limited to the following: coordinating and monitoring state testing, monitoring English Learners programs such as English Language Development, creating and updating EL master schedule, placing EL students accordingly, monitoring EL and RFEP students, resolving technological issues for teachers in need, communicating with administrators and teachers, and ensuring that teachers and students have their needed core materials. Instructional Assists (1 @ 0.875 FTE, 2 @ 0.4375 FTE)) provide small group and in class intervention to students to improve academic achievement. They support teachers during direct instruction and provide additional tutoring or one-on-one support for students who are struggling. Instructional assists participate in professional development, tutoring, and collaboration outside of contractual hours to support student achievement. Title I Funding Allocation: Instructional Assistants Salaries and Benefits (0.375 FTE) - $34,128 LCAP 2.17 Additional School Site Support: Instructional Assistants Salaries and Benefits (2 @ 0.4375 FTE) - $41,862 Instructional Assist: $4,000 Program Specialist Additional Comp - $500	English Learners, Foster Youth, Low Income, Students with Disabilities, All Students	$500 $41,682 $34,128 $4,000	0100 - LCFF/S&C (site) 0100 - LCFF/S&C (site) 3010 - Title I 0100 - LCFF/S&C (site)

2.1.18	Instructional Minutes Above & Beyond the State Minimum for Extended Student Learning Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.18 Instructional Minutes Above & Beyond the State Minimum for Extended Student Learning: No additional site LCFF is being allocated for this strategy.			
2.1.19	Technology and Innovation Support Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.19 Technology and Innovation Support: No additional site LCFF is being allocated for this strategy.			

2.1.20	Instructional Technology Increase and/or improve unduplicated pupil access to learning resources and instructional technology devices and software applications to help improve student achievement. Instructional technologies provide unduplicated pupils with real-time two-way interactive, collaboration, and engagement allowing for feedback within the instructional program. Instructional monitoring and integration tools/applications promote unduplicated pupil safety and allows teachers to remotely monitor student learning. Instructional technology supports implementation of supplemental programs and foster high levels of student engagement, effective instructional practices, and application of Common Core state standards. Such equipment may include student laptops, tablet devices, E-readers, projectors, document readers/cameras, interactive SMART boards, printers, copiers, laminators, poster makers, wireless audio components, and other instructional ancillary devices. Reprographics within the district to provide posters to align with student instruction and the adopted curriculum, packets for students that are aligned with the adopted curriculum and standards, planners for students to support AVID in organization, fliers to be sent home for families, promotion paperwork, etc. to support the adopted curriculum, instruction, school wide and district initiatives and student achievement. Equipment and supplies for the Afterschool Learning Academy for Enrichment, ARTS, STEM, CTE, MESA robotics equipment, for Project Lead the Way including science manipulatives to support engineering and math and outdoor gardening related to NGSS for outdoor learning labs. SMART boards, robotics equipment and science/stem related items. Teachers will use various equipment such as the laminator, copier, Duplo, poster maker and access to virtual/ flipped classroom instruction. Maintenance agreements ensure the equipment (list the equipment) are available and usable to provide a print rich environment to support student learning and understanding of the curriculum. Title I Funding Allocation: Duplicating/Reprographics - $1,500 Equipment - $7,000 Capitalized Equipment - $7000 Maintenance Agreement - $6,000 LCAP 2.20 Instructional Technology: License Agreements - $5,000	English Learners, Foster Youth, Low Income, Students with Disabilities, All Students	$1,500 $7,000 $5,000 $6,000 $7,000	3010 - Title I 3010 - Title I 0100 - LCFF/S&C (site) 3010 - Title I 3010 - Title I

2.1.21	Instruction and Teacher Staffing Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.21 Instruction and Teacher Staffing: No additional site LCFF is being allocated for this strategy.			
2.1.22	Recruit, Hire, Retain High Qualified Staff Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.22 Recruit, Hire, Retain Highly Qualified Staff: No additional site LCFF is being allocated for this strategy.			
2.1.23	School Facilities Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.23 School Facilities No additional site LCFF is being allocated for this strategy.			

| 2.1.24 | Student and Campus Safety

Fremont Campus Safety Assistants and Noon-Duty staff play a crucial role in ensuring the safety of students, establishing positive relationships with them, and reducing disruptions during learning. These strategically positioned staff members provide supervision and assistance during critical times--when 71% of behavioral incidents occur--such as during recesses, lunches, and student arrivals and dismissals. With a fully staffed Noon-Duty team, there is ample supervision in all outdoor and communal areas, including the East and front gates, front parking lot, and crosswalk.

The CSA/Noon-Duty team undergoes training in the district's CPI Non-Violent Crisis Intervention program, along with other professional development opportunities related to PBIS, to enhance their skills in de-escalation and behavior management. They also support both staff and students by offering assistance in classrooms and implementing alternative disciplinary measures, such as restorative conversations and the Supervision Buddies program.

Title I Funding Allocation:
No additional site Title I funding has been allocated for this strategy.

LCAP 2.24 Student and Campus Safety:
CSA/Noon Duty Additional Comp - $1,000 | English Learners, Foster Youth, Low Income, Students with Disabilities, All Students | $1,000 | 0100 - LCFF/S&C (site) |

Annual Review

SPSA Year Reviewed: 2023-2024
Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be

left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

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

The implementation of Positive Behavior Interventions and Supports (PBIS), PLUS, Student Support Team (SST) meetings, Care meetings, and after-school ELOP programs has proven to be highly effective in reducing chronic absenteeism and suspension rates within the school. PBIS has played a crucial role in creating a positive and inclusive school culture that emphasizes the importance of good behavior and provides students with the necessary support to succeed. Through SST and Care meetings, students needing academic or behavioral assistance are identified early on and given the necessary interventions and resources to address their challenges. Additionally, after-school ELOP programs offer students academic support and enriching activities that keep them engaged and connected to the school community. By implementing these proactive and collaborative initiatives, the school has significantly decreased chronic absenteeism and suspensions, ultimately fostering a safe and supportive learning environment for all students. This year, chronic absenteeism decreased by 10% and suspension rate by 6%.

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

The incentives for PBIS came in late this year. This was in the form of snacks, prizes and assemblies. The PLUS program needs to be initiated with fidelity, focusing on the Climate Surveys and disaggregated results identifying which student subgroups need additional support and/or services. Programs such as Smart Kids, Kelso's Choice and Why Try were supplemented or replaced with counselor led classroom lessons derived from the counseling department. CARE and SST meetings need a consistent tracking and scheduling system for counselor and admin reference and accountability. Follow-up meetings need to be held in a timely manner.

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

Next year, we will use incentives and assemblies throughout each trimester and award ceremonies. These incentives will be awarded for behavior, BARK, and academics. Fremont has submitted an application for PBIS Silver state recognition. Continuing to budget for allowable expenses for students who improve attendance and those who attend school regularly. Identify staff (teachers, counselors, CWA) to call home and hold meetings with parents to discuss the importance of attendance and how it affects overall academic achievement. Parent Liaison will be a .75 FTE

Goal 3.1

Goal #	Description
Goal 3.1	

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Fremont seeks professional development training on the Professional Learning Community (PLC) process to facilitate collaboration, communication, and instructional improvement among staff members. With a focus on integrating core standards, and arts standards in developing common goals, analyzing student data, and implementing effective interventions, to increase academic achievement

The school staff requires specialized training in the SIPPS program to enhance their ability to teach foundational reading skills to students effectively. Teachers lack comprehensive knowledge and expertise in implementing SIPPS strategies, which hinder student progress in developing essential literacy skills.

A program specialist is crucial in a school to support English Language Development (ELD) students, integrating arts, analyzing school data, facilitating assessments, and conducting professional development.

Another Vice Principal is necessary for the school due to the potential addition of Special Day Classes (SDC) that require behavioral support, SEL support and PBIS Support

Fremont's demographics are heavily Hispanic, maintaining over 80% for the last five years There is a need for additional support and resources for English Learners in Fremont, where 35% of the student population are English Learners and the Reclassified English Learners rate is only 15%. These students require specialized assistance to improve their language proficiency and academic success.

Fremont's status was ATSI for 2023. Subgroups that were red for two consecutive years: African American/Black: Suspension Asian: Absenteeism SWD: ELA, Math, Suspension White: Absenteeism, Suspension

There is a need to improve the CAASPP ELA meeting or above grade level for 15% of students and 11% in Math. Fremont's reading on grade level is lower than the district's, with strengths in third grade (growth from the prior year), sixth, and seventh grades (higher than the district's percent on grade level). This is due to a weak MTSS and a strong MTSS.

Reading Foundational Skills and Writing are opportunity areas as indicated by i-Ready and Benchmark

Despite making progress in reducing overall chronic absenteeism this year, there is still a need to further decrease the number of absences within specific subgroups at Fremont School. Based on their 2023 status as an ATSI school, attention should be directed towards subgroups of Asians and White students that have consistently shown high rates of chronic absenteeism.

Suspension rate of 8%.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
3.1.1	Student Engagement and Leadership Opportunities Fremont students have the ability to participate in Peer Leaders Uniting Students (PLUS) program experience provide increased or improved access to students focused on leadership skills, student engagement, positive and inclusive school culture and climate, providing students with opportunities to have their voices heard and be the drivers of developing academic learning environments that are inclusive and equitable focused on developing student leadership skills. Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 3.1 Student Engagement and Leadership Opportunities No additional site LCFF is being allocated for this strategy.	Students with Disabilities, Low Income, Foster Youth, English Learners, All Students		
3.1.2	Youth Engagement Activities and Athletic Programs Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 3.2 Youth Engagement Activities and Athletic Programs: No additional site LCFF funding has been allocated for this strategy.			

3.1.3	Arts Programming ARTS Collaboration - To provide teachers with professional learning opportunities to support ARTS Professional development for school site administrators, teachers, and instructional staff focused on best practices, Professional Learning Communities and processes, instructional cycles and assessments, analysis of student data, and strengthening collaboration between educators and community supporting all student academic achievement. ARTS Integration- Collaborate to create lesson on ARTS Integration on Core Subjects such as ELA, MATH, Writing, or STEAM Student fieldtrips enhance ARTS integration and support the academic core through experiential learning. Low-income, English learners, foster youth students and students with disabilities will participate in field trips and other events pertaining to ARTS. These experiences will prepare our students to better understand culture and increase empathy, tolerance, and critical thinking skills while comparing diverse arrays of work. It will provide opportunities to develop a better understanding of the content being taught in the classroom for a real-life connection. Field trips provide students with hands-on experimental learning opportunities to supplement core instruction through field trips, guest speakers, traveling exhibits, assemblies, etc. Field Trips for ARTS using Prop 28 Funds Title I Funding Allocation: Teacher Additional Comp ARTS - $1,000 LCAP 3.3 Arts Programming No additional site LCFF is being allocated for this strategy.	All Students, Students with Disabilities, Low Income, Foster Youth, English Learners	$1,000	3010 - Title I

3.1.4	Expanded Learning and Enrichment Opportunities Extended Day/Year Programs to increase and/or improve unduplicated pupil access to academic experiences and activities beyond the regular instructional day (before, after, intersession) and school year (summer). The expanded learning activities will be inclusive of tutoring (reading, writing, math, etc.) for Common Core standards mastery, enrichment activities, outdoor education/ elementary science camps, academic competitions, and athletics which will promote increased engagement, social emotional growth, accelerated learning, interventions, and support to students. Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 3.1.4 Expanding Learning and Enrichment Opportunity: No additional site LCFF is being allocated for this strategy.	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities		

Annual Review

SPSA Year Reviewed: 2023-2024
Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

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

The Parent Liaison has demonstrated the effectiveness of their role in engaging parents and families through various initiatives. This year we started to use the free version of remind app from zero parents to over two hundred parents sign up. By consistently reaching out and emphasizing the importance of school attendance, hosting monthly coffee hour meetings, facilitating parent workshops, and actively participating in school governance meetings, the Parent Liaison has fostered strong connections between the school and families. The workshops offered cover a range of topics tailored to support parents in navigating distance learning, understanding academic assessments, and promoting social-emotional well-being during the pandemic. Additionally, the Parent Liaison provides valuable resources to empower parents to actively participate in their child's education, including organizing parent conferences and after-school academic activities.

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

Aside from Blackboard announcements, use a schoolwide system for parents such as DOJO or remind app, for announcements that will include pictures for information and announcements.

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

The parent has requested to incorporate Zumba sessions weekly, specifically on Tuesdays and Thursdays, to enhance relationships, in addition to creating parent-community partnership with Pinwheels for Prevention to provide workshops and collaborative activities. Funds will be allocated to provide materials such as books and non-instructional materials, including Rosetta Stone, for our ELD families. Families are requesting a resource room next year to foster a collaborative partnership between home and school, enhancing communication and creating a supportive environment for student success. Due to the increase in enrollment and more migrant families, hiring a Community Assistant to support the Parent Liaison will help create a culture of inclusion and collaboration with families and community stakeholders.

Goal 4.1

Goal #	Description
Goal 4.1	School Goal for Meaningful Partnerships: (Must be a SMART Goal) By the end of the 2024-2025 school year, parent and family engagement will increase by 10% as measured by attendance and participation in school events. Parent Liaison and Community Assistant provide support and resources to families of students who identify as African American, Asian, Hispanic, Homeless, Socio-Economically disadvantaged, students with disabilities, and White.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

There is a high population of ELD students and families who are migrants that needs help in English Language.

Migrant Families who are not educated on technology literacy.

Despite making progress in reducing overall chronic absenteeism this year, there is still a need to further decrease the number of absences within specific subgroups at Fremont School. Based on their 2023 status as an ATSI school, attention should be directed towards subgroups of Asians and White students that have consistently shown high rates of chronic absenteeism.

Suspension rate of 8%.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The baseline metric/indicator is a comparison of parent involvement meetings held during 2023-24 to the 2024-25 SY.	The actual outcome will be monitored through parent meeting sign-in sheets.	The expected outcome is increased parent involvement through parent workshop/trainings attendance.

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
4.1.1	Family and Community Communication, Empowerment, and Engagement Foster educational partnerships that target student and community needs and provide support services. Increase parent involvement, resulting in student success through access, awareness and connection between school and community. Parent Meeting - Light snacks and refreshments, parent training materials, such as chart paper, markers, whiteboard, toner, paper, etc., to support parent engagement activities while using various strategies such as gallery walks. These materials will be used during Coffee hour and workshop sessions to provide visuals and hands-on activities for our parents. Material and Books- will be utilized to provide parents with current strategies around positive parenting, ELA & math strategies to support their children at home. Parents will utilize books, Rosetta Stone and materials to gain understanding and learn positive parenting skills. These skills will transfer to the parents' ability to help their children at home and provide a positive environment that is conducive to learning. Title I Funding Allocation: Books and Reference Materials - $3,500 Title I Parents Meeting Expenses - $1,520 Title I Parents LCAP 4.1 Family and Community Communication, Empowerment, and Engagement: No additional site LCFF is being allocated for this strategy.	Low Income, Foster Youth, English Learners, Students with Disabilities, All Students	$3,500 $1,520	3010 - Title I - Parent 3010 - Title I - Parent
4.1.2	District Strategic Planning and Communication Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 4.2 District Strategic Planning and Communication: No additional site LCFF is being allocated for this strategy.			
4.1.3	Community Schools Supports and Resources Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 4.1 Community Schools Supports and Resources No additional site LCFF is being allocated for this strategy.			

4.1.4	Parent Advisory Committee Supports and Resources	All Students, Students with Disabilities, Low Income, Foster Youth, English Learners	$115,349	3010 - Title I
			$1,000	3010 - Title I
			$1,000	3010 - Title I

Parent Liaison (1.0 FTE) will continue to reach out to parents and families to communicate the importance of attending school while hosting monthly coffee hour meetings, parent workshops, parent university, SSC and ELAC meetings. Parent workshops and parent universities offered were: internet safety, mental health workshops, learn how to help your child at home, and prepare your student for the I-Ready diagnostic. Parents are provided with support and resources that empowers them to be engaged in their student's learning such as Rosetta Stone, parent conferences to increase student academic learning and performance by enhancing the quality and quantity of parent-teacher communication and interaction, after school academic focused activities, etc. School staff will host Movie Nights, Literacy Nights, ARTS nights, Winter Showcases, WICOR nights, Muffins with Mom, Donuts with Dad, Lunch on the Lawn, Family dance, Parent-Teacher conferences, Multicultural Night, Trunk or Treat, Farmer's Market, reaching out via Blackboard, Social Media, School Marquee, school website/calendar and Remind app, class DOJO to strengthen the home-school communication gap with families and more specifically strengthen ties with: African-American, Asian, Hispanic, Homeless, Socio-Economically Disadvantaged, students with disabilities, and White.

Community Assist (0.4375 FTE - Community Schools Funding) The school is set to receive a community grant of $1 million over the course of three years, which will include additional compensation for a Community Assistant. To ensure the grant is utilized effectively, we will be repurposing an existing position to accommodate this role. This alignment will enable us to fully utilize the grant and leverage the extra compensation to support the Community Assistant's responsibilities. The Community assistant will assist in the formulation of a community involvement program for the school site. Arrange and coordinate parent involvement in activities like yard or cafeteria duty, assisting in classes, providing refreshments, and participating in special school events. May visit homes on referrals by teachers, parents and administrators to become acquainted with families. Assist the site administrator with setting up projects to enhance and encourage parent involvement. Maintain an open and congenial atmosphere in the working area to encourage parents' visits and share their concerns. Maintain records and prepare reports, notices, and correspondence. Perform a variety of related clerical duties. Provide leadership in providing clothes banks and other necessary funds to meet the emergency needs of children. May serve as host/hostess at meetings, open houses, or other functions involving parents. Assist the site administrator or designee with organizing, coordinating, and overseeing fundraising projects. May coordinate and supervise student activity clubs. Initiate contact with new families and orient them to the school and its program. Write, implement, and evaluate parent

surveys under the direction of the site administrator.			
(If personnel are vacant for any portion of the school year, salary and additional compensation funds associated with these staff will be reallocated to alternate resources that achieve the objective of the original expenditure - such as instructional materials, equipment, consultants, additional compensation, etc.)			
Title I Funding Allocation: Parent Liaison Salaries and Benefits - $115,349 Parent Liaison Additional Comp - $1,000 Community Assistant Additional Comp - $1,000			
LCAP 4.4 Parent Advisory Committee Supports and Resources: No additional site LCFF is being allocated for this strategy.			

Annual Review

SPSA Year Reviewed: 2023-2024
Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

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

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

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

Goal 5.1

Goal #	Description
Goal 5.1	

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Fremont seeks professional development training on the Professional Learning Community (PLC) process to facilitate collaboration, communication, and instructional improvement among staff members. With a focus on integrating core standards, and arts standards in developing common goals, analyzing student data, and implementing effective interventions, to increase academic achievement

The school staff requires specialized training in the SIPPS program to enhance their ability to teach foundational reading skills to students effectively. Teachers lack comprehensive knowledge and expertise in implementing SIPPS strategies, which hinder student progress in developing essential literacy skills.

Fremont's status was ATSI for 2023. Subgroups that were red for two consecutive years: African American/Black: Suspension Asian: Absenteeism SWD: ELA, Math, Suspension White: Absenteeism, Suspension

Despite making progress in reducing overall chronic absenteeism this year, there is still a need to further decrease the number of absences within specific subgroups at Fremont School. Based on their 2023 status as an ATSI school, attention should be directed towards subgroups of Asians and White students that have consistently shown high rates of chronic absenteeism.

Suspension rate of 8%.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
5.1.1	Expand MTSS Approaches Through Direct Student Resources and Supports to Narrow Achievement Gap Multi-Tiered System of Supports (MTSS) provides academic, behavioral, and social-emotional resources that directly support students and help reduce achievement gaps, particularly for historically underserved populations. (District Funded) Teachers and Instructional Coach will ensure that Tier 1 instruction is inclusive, engaging, and differentiated to meet the needs of all students and focus on evidence-based instructional strategies that address the diverse needs of learners, particularly in literacy and math. Teachers will conduct school-wide screenings using i-Ready and SIPPS at least three times a year to identify students who may need additional academic or behavioral support. These screenings should assess reading, math. During MTSS implementation, a 30-minute intervention block daily for Tier 2 students, where they receive personalized support in either academic or behavioral areas, teachers provide small group support and use data to group students by specific needs and adjust based on progress. Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 5.1 Expand MTSS Approaches Through Direct Student Resources and Supports to Narrow Achievement Performance Gap: No additional site LCFF is being allocated for this strategy.	Students with Disabilities		
5.1.2	Developing Student Individual Transition Plans Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP Strategy 5.2 Developing Student Individual Transition Plans: No additional site LCFF is being allocated for this strategy.			
5.1.3	Accelerate Learning for all SPED Students Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 5.3 Accelerate Learning for all SPED Students: No additional site LCFF is being allocated for this strategy.			

5.1.4	Culturally Responsive Professional Development During staff meetings, staff will participate in Culturally Responsive Professional Development. Fremont's staff members will form an Equity group to participate in binder studies, equity talks, and walks and learn about ways to be culturally and linguistically skilled in teaching practices. (district Funded) Staff members will be paid to support the work after school hours as we meet regarding Fremont's work on culturally and linguistically responsiveness. Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 5.4 Culturally Responsive Professional Development: No additional site LCFF is being allocated for this strategy.	Students with Disabilities		
5.1.5	Meaningful Student Experiences and Opportunities Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 5.5 Meaningful Student Experiences and Opportunities: No additional site LCFF is being allocated for this strategy.			
5.1.6	Recruit, Hire and Retain Student Support Personnel Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 5.6 Recruit, Hire, and Retain Student Support Personnel: No additional site LCFF is being allocated for this strategy.			
5.1.7	Parent and Family Supports and Resources Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 5.7 Parent and Family Supports and Resources: No additional site LCFF is being allocated for this strategy.			

| 5.1.8 | Enhancing School Engagement and Attendance for Students with Disabilities

Title I Funding Allocation:
No additional site Title I funding has been allocated for this strategy.

LCAP 5.8 Enhancing School Engagement and Attendance for Students with Disabilities:
No additional site LCFF is being allocated for this strategy. | | | |

Annual Review

SPSA Year Reviewed: 2023-2024
Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

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

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

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

Goal 6.1

Goal #	Description
Goal 6.1	

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Fremont's status was ATSI for 2023. Subgroups that were red for two consecutive years: African American/Black: Suspension Asian: Absenteeism SWD: ELA, Math, Suspension White: Absenteeism, Suspension

Despite making progress in reducing overall chronic absenteeism this year, there is still a need to further decrease the number of absences within specific subgroups at Fremont School. Based on their 2023 status as an ATSI school, attention should be directed towards subgroups of Asians and White students that have consistently shown high rates of chronic absenteeism.

Suspension rate of 8%.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
6.1.1	Student Achievement Plan Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 6.1 Student Achievement Plan: No additional site LCFF is being allocated for this strategy.			

6.1.2	Strategic District level Student Achievement Plan Alignment with School Plan for Student Achievement (SPSA) Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 6.2 Strategic District level Student Achievement Plan Alignment with School Plan for Student Achievement (SPSA): No additional site LCFF is being allocated for this strategy.			
6.1.3	Educator Gap Equity Plan Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 6.3 Educator Gap Equity Plan: No additional site LCFF is being allocated for this strategy.			
6.1.4	BSAP Academic Supports: Culturally Responsive Unit Development, Individual Student Needs Assessment and Curriculum & Pedagogy Non-Instructional Materials and Materials for parent and student involvement activities, such as literacy night, WICOR night, ARTS nights, Multicultural Festival. These materials are essential to provide hands-on activities for our families to learn together and build a community of learning Title I Funding Allocation: Non-Instructional Materials and Instructional Materials - $500 LCAP 6.4 BSAP Academic Supports: Culturally Responsive Unit Development, Individual Student Needs Assessment and Curriculum & Pedagogy: No additional site LCFF is being allocated for this strategy.	Students with Disabilities, Low Income, Foster Youth	$500	3010 - Title I
6.1.5	Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 6.5 BSAP Community Partnerships: No additional site LCFF is being allocated for this strategy.			

6.1.6	Development of an African American Studies Course Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 6.6 Development of an African American Studies Course: No additional site LCFF is being allocated for this strategy.			
6.1.7	BSAP School Climate & Wellness Personnel Support Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 6.7 BSAP School Climate & Wellness Personnel Support No additional site LCFF is being allocated for this strategy.			
6.1.8	BSAP Community -Based Safety Pilots Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 6.8 BSAP Community-Based Safety Pilots: No additional site LCFF is being allocated for this strategy.			

Annual Review

SPSA Year Reviewed: 2023-2024
Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

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

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

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

Budget Summary

Complete the Budget Summary Table Below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary Table

Description	Amount
Total Funds Provided to the School Through the ConApp	$333,035.00
Total Federal Funds Provided to the School from the LEA for CSI	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$525,886.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.
Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
3010 - Title I	$328,015.00
3010 - Title I - Parent	$5,020.00

Subtotal of additional federal funds included for this school: $333,035.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
0100 - LCFF/S&C (site)	$192,851.00

Subtotal of state or local funds included for this school: $192,851.00

Total of federal, state, and/or local funds for this school: $525,886.00

Addendums

2024-25 School Plan for Student Achievement
Recommendations and Assurances

Site Name: _____

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to materials changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC completed an Annual Evaluation/Review of the 2023-24 SPSA for overall effectiveness towards goals and identified possible modifications to consider as a result of the analysis.

_____
Date of Meeting

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

      English Learner Advisory Committee   _____
                                                                 Date of Meeting

5. The SSC reviewed the content requirements for school plans of programs included in the SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
6. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive coordinated plan to reach stated school goals to improve student academic performance.

2024-25 SPSA was adopted by the SSC at a public meeting on _____.
                                                                              Date of Meeting

(Optional)
Other committees included in the Comprehensive Needs Assessment and SPSA review include:

_____   _____
               Committee   Date of Meeting
Attested:

_____   _____   _____
   Typed Name of School Principal   Signature of School Principal   Date

John C. Fremont Elementary

Explore the performance of John C. Fremont Elementary under California's Accountability System.
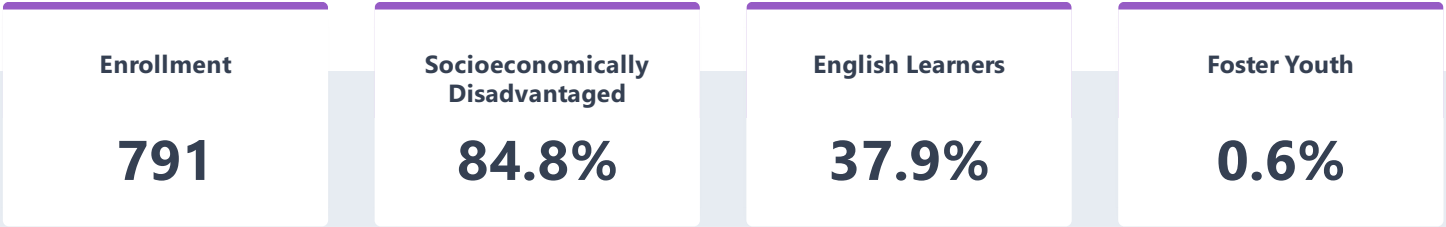
Chronic Absenteeism	Suspension Rate	English Learner Progress	English Language Arts
Yellow	Yellow	Yellow	Red

Mathematics
Orange
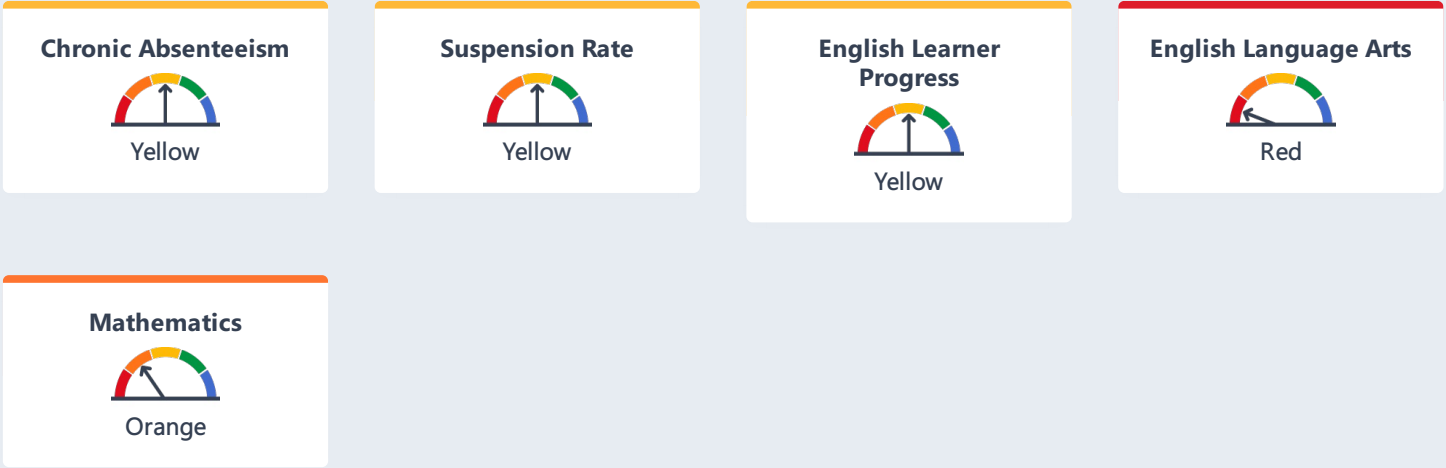
School Details

NAME
John C. Fremont Elementary

ADDRESS
2021 East Flora Street
Stockton, CA 95205-4307

WEBSITE
N/A

GRADES SERVED
K-8

CHARTER
No

DASHBOARD ALTERNATIVE SCHOOLS STATUS
No

Student Population

Explore information about this school's student population.

Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
791	84.8%	37.9%	0.6%

Academic Performance

View Student Assessment Results and other aspects of school performance.

English Language Arts

Red

101.2 points below standard

Declined 10.3 Points ▼

EQUITY REPORT
Number of Student Groups in Each Level

4 Red	0 Orange	0 Yellow
0 Green	0 Blue	

Mathematics

Orange

116 points below standard

Increased 5.6 Points ▲

EQUITY REPORT
Number of Student Groups in Each Level

2 Red	2 Orange	0 Yellow
0 Green	0 Blue	

English Learner Progress

Yellow

47.1% making progress

Maintained 0.2%

Academic Engagement

See information that shows how well schools are engaging students in their learning.

Chronic Absenteeism

Yellow

40.8% chronically absent

Declined 11.1% ▼

EQUITY REPORT
Number of Student Groups in Each Level

2	3	3

Red	Orange	Yellow

0 Green	**0** Blue	
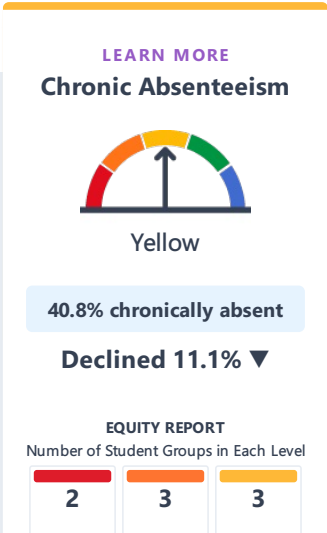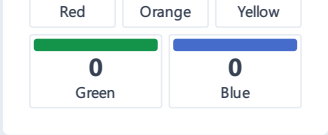
Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.
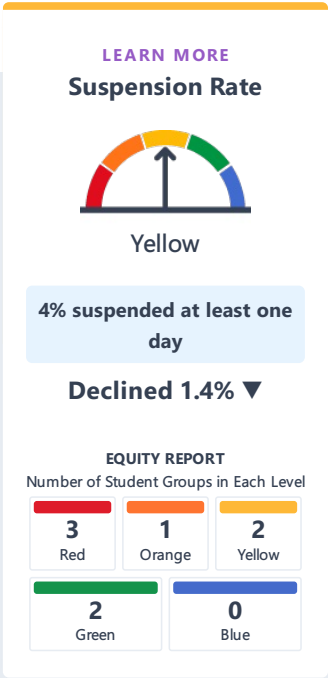
LEARN MORE

Suspension Rate

Yellow

4% suspended at least one day

Declined 1.4% ▼

EQUITY REPORT
Number of Student Groups in Each Level

3 Red	**1** Orange	**2** Yellow

2 Green	**0** Blue

Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

English Language Arts

All Students

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

All Students

Red

101.2 points below standard

Declined 10.3 Points ▼

Number of Students: 463

Student Group Details

All Student Groups by Performance Level

11 Total Student Groups

Red

English Learners

Hispanic

Socioeconomically Disadvantaged

Students with Disabilities

Orange

No Student Groups

Yellow

No Student Groups

Green

No Student Groups

Blue

No Student Groups

No Performance Color

African American

Asian

Foster Youth

Homeless

Two or More Races

Pacific Islander

White

● ○ ○ ○ ○ ○

African American

No Performance Color

120.6 points below standard

Increased 3.2 Points ▲

Number of Students: 17

Asian
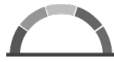
No Performance Color

77 points below standard

Declined 5.4 Points ▼

Number of Students: 19

Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

Homeless

No Performance Color

116.2 points below standard

Declined 3.7 Points ▼

Number of Students: 24

Two or More Races

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Pacific Islander

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

White

No Performance Color

147.2 points below standard

Declined 52 Points ▼

Number of Students: 24

English Learners

Red

124.1 points below standard

Declined 16.7 Points ▼

Number of Students: 205

Hispanic

Red

101.8 points below standard

Declined 7.4 Points ▼

Number of Students: 404

Socioeconomically Disadvantaged

Red

106.4 points below standard

Declined 12.3 Points ▼

Number of Students: 400

Students with Disabilities

Red

149.1 points below standard

Declined 8.7 Points ▼

Number of Students: 52

Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2022	2023
All Students	91 points below standard	101.2 points below standard

English Language Arts Data Comparisons: English Learners

Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in English Language Arts.

Current English Learners

159.3 points below standard

Declined 20.9 Points ▼

Number of Students: 148

Recently Reclassified English Learners

32.7 points below standard

Increased 9.8 Points ▲

Number of Students: 57

English Only

108.3 points below standard

Declined 14.2 Points ▼

Number of Students: 176

Mathematics

All Students

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

All Students

Orange

116 points below standard

Increased 5.6 Points ▲

Number of Students: 464

Student Group Details

All Student Groups by Performance Level

11 Total Student Groups

Red

English Learners

Students with Disabilities

Orange

Hispanic

Socioeconomically Disadvantaged

Yellow

No Student Groups

Green

No Student Groups

Blue

No Student Groups

No Performance Color

African American

Asian

Foster Youth

● ○ ○ ○ ○ ○

African American

No Performance Color

133.4 points below standard

Increased 22.9 Points ▲

Number of Students: 17

Asian

No Performance Color

81.3 points below standard

Increased 10.2 Points ▲

Number of Students: 19

Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

Homeless

No Performance Color

122.8 points below standard

Increased 11.3 Points ▲

Number of Students: 24

Two or More Races

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Pacific Islander

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

White

No Performance Color

137.5 points below standard

Declined 10.2 Points ▼

Number of Students: 26

English Learners

Red

136.7 points below standard

Maintained -2.5 Points

Number of Students: 203

Students with Disabilities

Red

183.2 points below standard

Declined 14.1 Points ▼

Number of Students: 53

Hispanic

Orange

116.1 points below standard

Increased 9.6 Points ▲

Number of Students: 398

Socioeconomically Disadvantaged

Orange

119.9 points below standard

Increased 4.6 Points ▲

Number of Students: 402

Distance From Standard (Mathematics)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2022	2023
All Students	121.7 points below standard	116 points below standard

Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in mathematics.

Current English Learners

170.7 points below standard

Declined 11.5 Points ▼

Number of Students: 147

Recently Reclassified English Learners

58 points below standard

Increased 24.2 Points ▲

Number of Students: 58

English Only

118.2 points below standard

Increased 12.3 Points ▲

Number of Students: 177

English Learner Progress Indicator

All English Learner Students

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

LEARN MORE

English Learner Progress

Yellow

47.1% making progress towards English language proficiency

Maintained 0.2%

Number of EL Students: 238

Student English Language Acquisition Results
Summative ELPAC

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

Academic Engagement

View data about academic participation.

Chronic Absenteeism

All Students

Explore information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled. Additional information on the counts and reasons for absences can be found on DataQuest on the Absenteeism by Reason reports: https://dq.cde.ca.gov/dataquest/DQCensus/AttAbsByRsn.aspx?agglevel=School&cds=39686760111351&year=2022-23

All Students

Yellow

40.8% chronically absent

Declined 11.1% ▼

Number of Students: 853

Student Group Details

All Student Groups by Performance Level

12 Total Student Groups

Red

Asian

White

Orange

African American

Homeless

Students with Disabilities

Yellow

English Learners

Hispanic

Socioeconomically Disadvantaged

Green

No Student Groups

Blue

No Student Groups

No Performance Color

American Indian

Foster Youth

Two or More Races

Pacific Islander

American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Foster Youth

No Performance Color

72.7% chronically absent

Number of Students: 11

Two or More Races

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 10

Pacific Islander

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Asian

Red

47.5% chronically absent

Increased 10.9% ▲

Number of Students: 40

White

Red

59.1% chronically absent

Increased 2.2% ▲

Number of Students: 44

African American

Orange

42.9% chronically absent

Declined 8.4% ▼

Number of Students: 35

Homeless

Orange

53.8% chronically absent

Declined 13.5% ▼

Number of Students: 39

Students with Disabilities

Orange

57.8% chronically absent

Declined 0.5% ▼

Number of Students: 102

English Learners

Yellow

33.3% chronically absent

Declined 15.2% ▼

Number of Students: 333

Hispanic

Yellow

38.9% chronically absent

Declined 13.3% ▼

Number of Students: 720

Socioeconomically Disadvantaged

Yellow

42.9% chronically absent

Declined 9.4% ▼

Number of Students: 750

Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

Suspension Rate

All Students

Explore information about the percentage of students in kindergarten through grade 12 who have been suspended for at least one aggregate day in a given school year. Students who are suspended multiple times or for multiple days are only counted once.
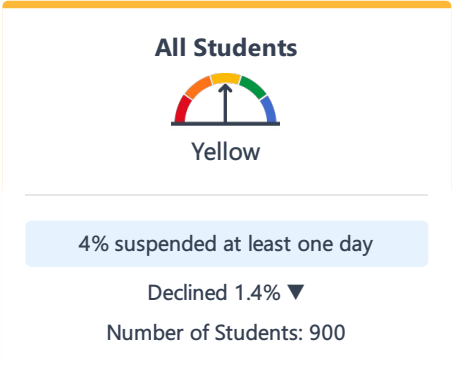
All Students

Yellow

4% suspended at least one day

Declined 1.4% ▼

Number of Students: 900

Student Group Details

All Student Groups by Performance Level

12 Total Student Groups

Red

African American

Students with Disabilities

White

Orange

Homeless

Yellow

Hispanic

Socioeconomically Disadvantaged

Green

Asian

English Learners

Blue

No Student Groups

No Performance Color

American Indian

Foster Youth

Two or More Races

Pacific Islander

● ○ ○ ○ ○ ○
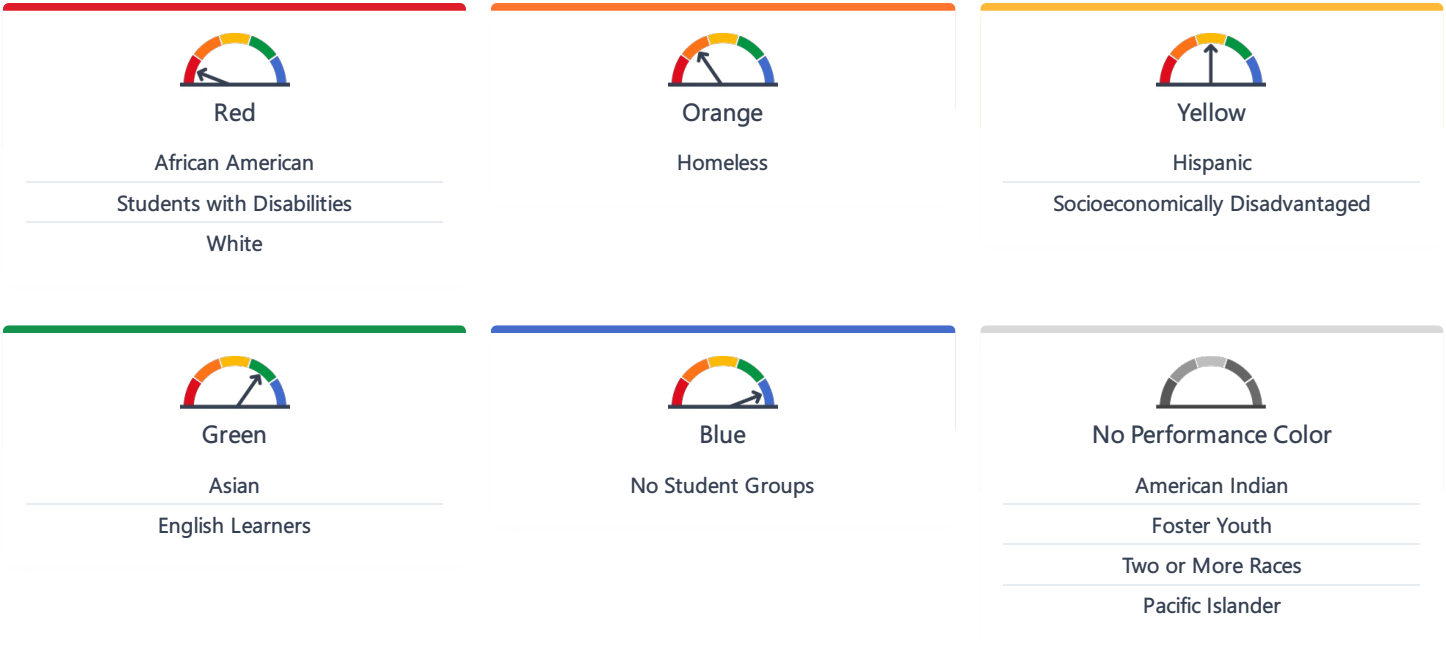
American Indian
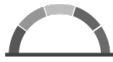
No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Foster Youth

No Performance Color

30.8% suspended at least one day

Increased 30.8% ▲

Number of Students: 13

Two or More Races

No Performance Color

9.1% suspended at least one day

Number of Students: 11

Pacific Islander

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

African American

Red

8.3% suspended at least one day

Increased 2% ▲

Number of Students: 36

Students with Disabilities

Red

8.6% suspended at least one day

Increased 0.7% ▲

Number of Students: 105

White

Red

10.4% suspended at least one day

Increased 3% ▲

Number of Students: 48

Homeless

Orange

14.3% suspended at least one day

Declined 2.4% ▼

Number of Students: 42

Hispanic

Yellow

3.4% suspended at least one day

Declined 1.9% ▼

Number of Students: 759

Socioeconomically Disadvantaged

Yellow

4.2% suspended at least one day

Declined 1.4% ▼

Number of Students: 783

Asian

Green

2.4% suspended at least one day

Declined 2.3% ▼

Number of Students: 41

English Learners

Green

2.9% suspended at least one day

Declined 2.3% ▼

Number of Students: 350

Suspension Rate By Year

Percentage of students who were suspended.

	2022	2023
Suspension Rate	5.4%	4%

Fremont Data Dive

February 2024

Summary

Accountability
- Fremont's ESSA Status is **ATSI** (slide 10)
- Fremont's State Indicator for **ELA is red**, the only indicator lower than the overall district (slide 11)
- Fremont's State Indicators for **Suspension Rate and ELPI** was higher than the district (slide 11)
- For the current year, Days Absent and Days Absent Rate has decreased from 33% to 28% (slide 12)

Demographics
- Fremont's demographics consists of a high population of Hispanic students with the native language Spanish (slides 3-8)
- Fremont has E**nglish Learners (35%) and Reclassified English Learners (15%) (**slide 8)

State Assessments
- CAASPP ELA decreased from previous year to almost 15% of students on grade level (slide 13)
- CAASPP Math increased from previous year to almost 11% of students on grade level (slide 15)
- ELPAC scores suggest English Learners are **stronger in Oral language skills** and challenged in Written Language skills (slide 16)

Local Assessments
- **Engagement in curriculum** (Benchmark, Ready Math, and myPerspectives) is moderate and inconsistent across grade levels (starts on slide 31)
- **SIPPS Placement** data was available, while mastery test data was unavailable (slide 25)
- i-Ready findings (starts on slide 18):
  - Fremont's on grade level for **Reading** is lower than the district, with strengths in **third grade** (growth from prior year), **sixth and seventh grades** (higher than district's percent on grade level)
  - Fremont's grades K-2 are behind the district's percent on grade level
- **Reading Foundational Skills and Writing** are opportunity areas as indicated by i-Ready and Benchmark
- **Geometry** is an opportunity area for math as indicated by i-Ready

Grade Level Analysis
- Grade level analysis slides start on slide 43

Demographics

Enrollment

Fremont
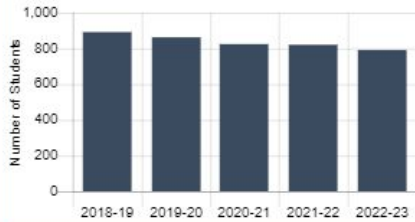
Census Day Enrollment	2018-19	2019-20	2020-21	2021-22	2022-23
Total	891	862	824	820	791

SUSD
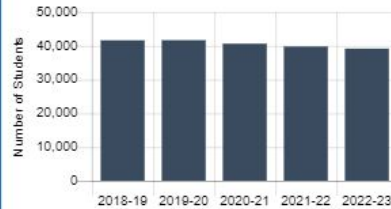
Census Day Enrollment	2018-19	2019-20	2020-21	2021-22	2022-23
Total	41,634	41,679	40,627	39,803	39,169

- **Fremont's** enrollment has declined to 791 students
- This is following the district trend, which is also declining
- **Fremont** has an 82.7% stability rate (students completing a full year of school), 4.3% lower than the district's 87%

Sources: Enrollment: EdData, Fremont
Stability Rate: DataQuest

Demographics

Fremont
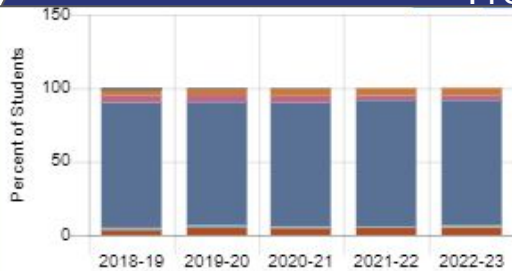
Census Day Enrollment by Ethnicity	2018-19	2019-20	2020-21	2021-22	2022-23
American Indian or Alaska Native	1.7 %	0.8 %	0.7 %	0.2 %	0.3 %
Asian	3.6 %	3.7 %	4.6 %	4.8 %	4.7 %
Black or African American	4.5 %	5.1 %	4.6 %	3.3 %	3.7 %
Filipino	0.2 %	0.1 %	0.1 %	0.1 %	0 %
Hispanic or Latino	85.1 %	83.8 %	84.1 %	86.2 %	85.1 %
Native Hawaiian or Pacific Islander	0.3 %	0.2 %	0.1 %	0.1 %	0.4 %
None Reported	0 %	0 %	0 %	0 %	0.3 %
Two or More Races	1.3 %	1.5 %	1.2 %	0.5 %	0.9 %
White	3.3 %	4.8 %	4.5 %	4.8 %	4.8 %

- **Fremont's** demographics are heavily Hispanic maintaining over 80% for the last 5 years
- This is **higher** than the district total, which was between 66% and 70% over the last 5 years

Source: EdData, Fremont

English Learners

Fremont		SUSD	

English Learners	2018-19	2019-20	2020-21	2021-22	2022-23
Total	37.4%	39%	38.3%	38.2%	37.9%
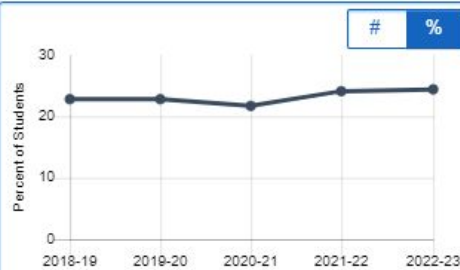
English Learners	2018-19	2019-20	2020-21	2021-22	2022-23
Total	22.8%	22.8%	21.7%	24.1%	24.4%

- **Fremont** has maintained above 37% of their student population as English Learners
- This is significantly **higher** than the district (between 21% and 25% over the last 5 years)

Source: EdData, Fremont

English Learners' Language

Fremont

Languages of English Learners	2018-19	2019-20	2020-21	2021-22	2022-23
All Other	0.2 %	0.2 %	0.6 %	0.7 %	0.6 %
Arabic			0.1 %		0.1 %
Hmong	0.2 %	0.2 %	0.1 %	0.2 %	0.3 %
Lao	0.1 %	0.1 %			
Mixteco				0.1 %	
Pashto		0.1 %	0.1 %		
Punjabi	0.1 %			0.2 %	0.3 %
Spanish	36.3 %	37.7 %	36.9 %	36.3 %	36 %
Urdu	0.4 %	0.6 %	0.5 %	0.5 %	0.6 %

SUSD

Languages of English Learners	2018-19	2019-20	2020-21	2021-22	2022-23
All Other	1.2 %	1.3 %	1.2 %	1.4 %	1.4 %
Arabic	0.3 %	0.2 %	0.2 %	0.3 %	0.3 %
Filipino (Pilipino or Tagalog)	0.3 %	0.3 %	0.3 %	0.3 %	
Hmong	0.6 %	0.5 %	0.5 %	0.5 %	0.5 %
Khmer (Cambodian)	0.5 %	0.5 %	0.4 %	0.4 %	0.4 %
Punjabi					0.2 %
Spanish	19.9 %	20.1 %	19.1 %	21.2 %	21.7 %

- **Spanish** is the majority language of English Learners
- This is in line with the district as the top language for ELs

Source: EdData, Fremont

ELs and RFEPs by Grade Level
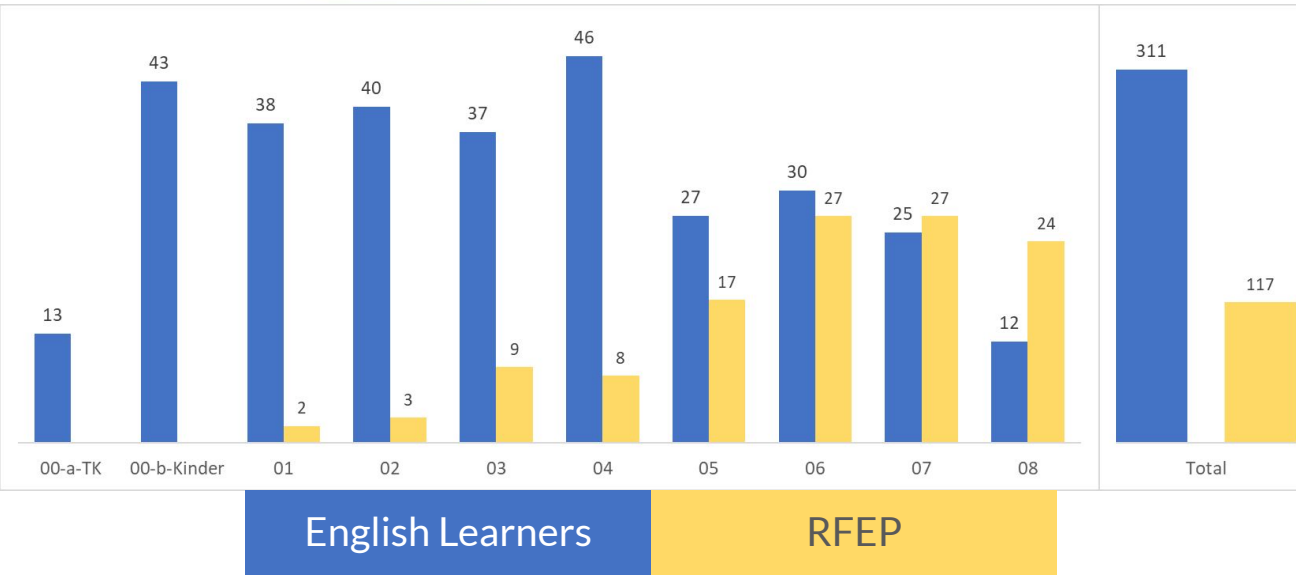
- Fremont has **311 English Learners** and **117 RFEP** students
- **Over half** of the RFEP students have been Reclassified in the last 4 years (require monitoring, source: EL Dashboard)
- **54% of students** were or are English Learners

State Assistance & Indicators

2023 ESSA Support

- Fremont's status was ATSI for 2023
- This means Fremont did not qualify for CSI (all indicators were not red), but more than one subgroup was Red for 2 or more consecutive years

Subgroups that were red for two consecutive years

➔ **African American/Black:** Suspension
➔ **Asian:** Absenteeism
➔ **SWD:** ELA, Math, Suspension
➔ **White:** Absenteeism, Suspension

Dashboard here: [2023 California Dashboard Indicators](#)

Note: These are the color indicators on the California School Dashboard (see next slide)

Assistance Status		Exit 2023	CURRENT 2023	2022	2021	2020	2019	2018
		NOEXIT	ATSI	ATSI	CSI Low Perform	CSI Low Perform	CSI Low Perform	No Status

2023-24 ESSA SUBGROUPS	ALL	African American/Black	American Indian	Asian	English Learner	Filipino	Foster	Hispanic	Homeless	Multiple Races	Pacific Islander	SED	SWD	White
Subgroups		1	0	1	0	0	0	0	0	0	0	0	1	1

If you are CSI, check the ALL subgroups. If you are ATSI, review the change from last year to this year for each subgroup.

Indicator	2023 2022	2023 2022	2023 2022	2023 2022	2023 2022	2023 2022	2023 2022	2023 2022	2023 2022	2023 2022	2023 2022	2023 2022	2023 2022	2023 2022
ELA	1 1	0 1	0 0	1 1	0 0	0 1	1 0	0 0	1 1	1 1	0 1
Math	2 1	0 1	0 2	1 1	0 0	2 1	0 0	0 0	2 1	1 1	0 1
Absenteeism	3 1	2 1	0 0	1 1	3 1	0 0	3 1	2 1	0 0	3 1	2 1	1 1
Suspension	3 2	1 1	0 0	4 2	4 2	0 5	3 2	2 1	0 0	3 2	1 1	1 1
ELPI	3 3				3 3						

California School Dashboard

	Chronic Absenteeism	Suspension Rate	English Learner Progress	English Language Arts	Mathematics
Stockton Unified	Yellow	Orange	Orange	Orange	Orange
Fremont	Yellow	Yellow	Yellow	Red	Orange

- Fremont's Absenteeism and Mathematics indicators are the **same** as the district
- Suspension rate and ELPI are **higher** than the district
- ELA is **lower** than the district, receiving the lowest indicator "red"

Chronic Absenteeism

Fremont Chronic Absenteeism through February

2023-24 Percent of Chronically Absent **Students** by Grade Level
(# of students Chronically Abs / Total Students)
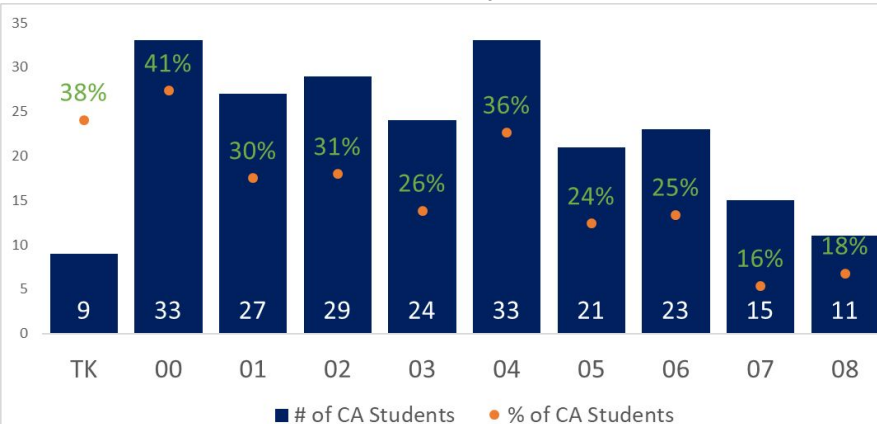
Days Absent

CA= Chronically Absent
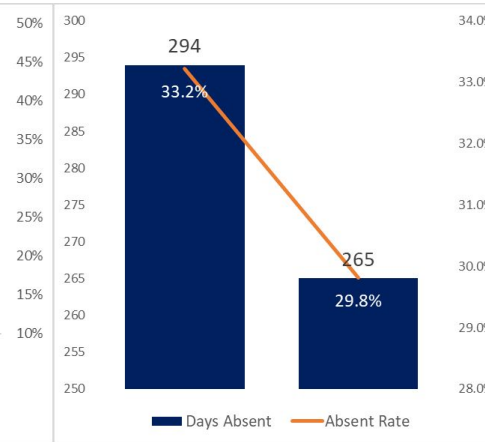
- Fremont has **decreased** the number of days absent by 29 and percent of days absent from 33.2% to 29.8% (through February)
- Kindergarten has the highest chronically absent students at 41% (33 students) followed by Fourth (36%)

Source: *Synergy, local data provided by Student Support services, Mid-February*

Chronic Absenteeism

Red

CAASPP ELA 2022-2023
Overall

2021-2022

ELA

Percent of students within each achievement level

14.29% Standard Met (Level 3)

3.43% Standard Exceeded (Level 4)

20.95% Standard Nearly Met (Level 2)

17.72% Met or Exceeded *Standard for ELA*

61.33% Standard Not Met (Level 1)

2022-2023

ELA

Percent of students within each achievement level

11.75% Standard Met (Level 3)

2.89% Standard Exceeded (Level 4)

21.44% Standard Nearly Met (Level 2)

14.64% Met or Exceeded *Standard for ELA*

63.92% Standard Not Met (Level 1)

2022-2023

Percent Met or Exceeded Standards by Grade Level
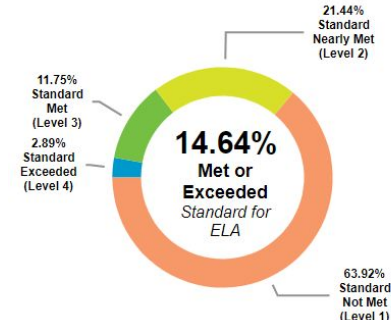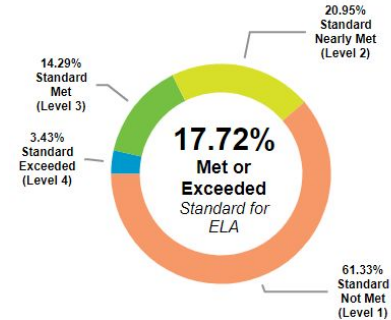

■ Standard Met (Level 3)   ■ Standard Exceeded (Level 4)

Reporting Categories	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	All Grades
Standard Exceeded (Level 4)	0.00%	2.35%	2.15%	7.78%	3.57%	1.25%	2.89%
Standard Met (Level 3)	4.94%	4.71%	7.53%	22.22%	19.64%	13.75%	11.75%
Standard Nearly Met (Level 2)	14.81%	21.18%	21.51%	17.78%	28.57%	27.50%	21.44%
Standard Not Met (Level 1)	80.25%	71.76%	68.82%	52.22%	48.21%	57.50%	63.92%
Number of Students With Scores	81	85	93	90	56	80	485

- **Nearly 15%** of students met or exceeded ELA standards (lower than the district at 27.78%, orange line)
- **6th grade** was the highest at 30%
- **3rd grade** was the lowest at 5%

Source: Smarter Balanced Results, Fremont

English Language Arts

Red

CAASPP ELA 2022-2023
By Area

All ELA Areas and Grade Levels
Near and Above Standard

Area	Near Standard	Above Standard
Reading	48%	5%
Writing	33%	4%
Listening	61%	5%
Research/Inquiry	52%	7%

Reading Area
Near and Above Standard

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	All Grades
Above Standard	0%	1%	2%	13%	9%	6%	5%
Near Standard	43%	52%	57%	42%	54%	38%	48%

Listening Area
Near and Above Standard

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	All Grades
Above Standard	4%	2%	3%	12%	4%	4%	5%
Near Standard	60%	67%	56%	58%	64%	62%	61%

Writing Area
Near and Above Standard

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	All Grades
Above Standard	0%	1%	3%	8%	7%	3%	4%
Near Standard	20%	29%	33%	40%	43%	34%	33%

Research/Inquiry Area
Near and Above Standard

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	All Grades
Above Standard	1%	8%	5%	14%	11%	4%	7%
Near Standard	36%	49%	54%	48%	59%	68%	52%

- Above grade level, **Research/Inquiry** was the highest at 7%
- Near/Above grade level, **Listening** was the strongest at 66%
- **Grade 6** had the highest percent above grade level for all areas
- **Writing** scored the lowest, and was particularly challenged in **Grade 3** with only 20% of students meeting near standard and none above standard
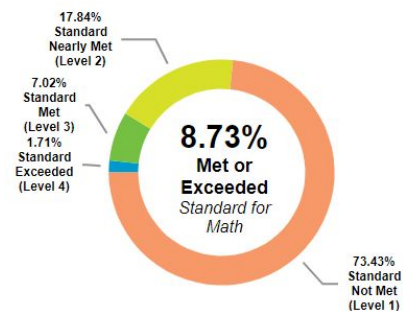
English Language Arts

Red

CAASPP Math 2022-2023
Overall

2022-2023

| 2021-2022 | 2022-2023 |

Mathematics

Percent of students within each achievement level

17.84% Standard Nearly Met (Level 2)
7.02% Standard Met (Level 3)
1.71% Standard Exceeded (Level 4)

8.73% Met or Exceeded *Standard for Math*

73.43% Standard Not Met (Level 1)

Mathematics

Percent of students within each achievement level

19.25% Standard Nearly Met (Level 2)
7.25% Standard Met (Level 3)
3.52% Standard Exceeded (Level 4)

10.77% Met or Exceeded *Standard for Math*

69.98% Standard Not Met (Level 1)

Percent Met or Exceeded Standards by Grade Level

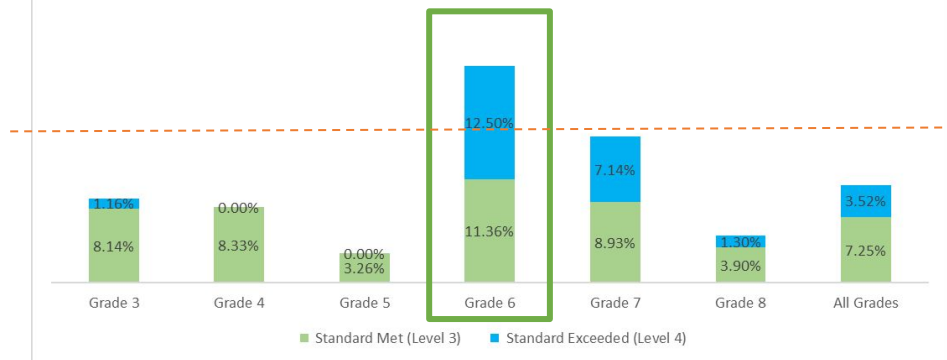| Reporting Categories	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	All Grades
Standard Exceeded (Level 4)	1.16%	0.00%	0.00%	12.50%	7.14%	1.30%	3.52%
Standard Met (Level 3)	8.14%	8.33%	3.26%	11.36%	8.93%	3.90%	7.25%
Standard Nearly Met (Level 2)	13.95%	22.62%	17.39%	17.05%	23.21%	23.38%	19.25%
Standard Not Met (Level 1)	76.74%	69.05%	79.35%	59.09%	60.71%	71.43%	69.98%
Number of Students With Scores	86	84	92	88	56	77	483

- **Nearly 11%** of students met or exceeded Math standards (lower than the district at 16.76%, orange line) an increase from prior year
- **6th grade** was the highest at 24%
- **5th grade** was the lowest at 3%

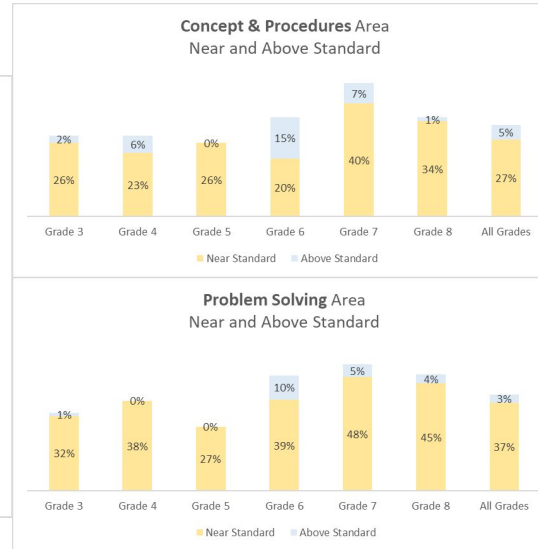Source: Smarter Balanced Results, Fremont

Mathematics

Orange

CAASPP Math 2022-2023
By Area

All Math Areas and Grade Levels
Near and Above Standard

Concepts & Procedures	Problem Solving	Communicating Reasoning
5% / 27%	4% / 33%	5% / 61%

Near Standard / Above Standard
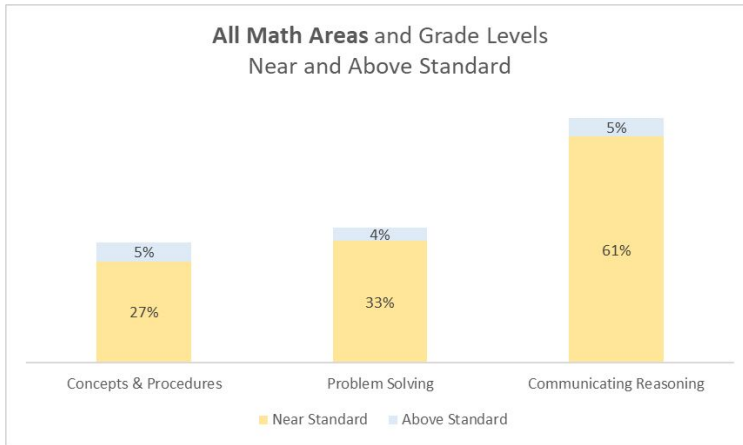
Concept & Procedures Area
Near and Above Standard

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	All Grades
Above Standard	2%	6%	0%	15%	7%	1%	5%
Near Standard	26%	23%	26%	20%	40%	34%	27%

Problem Solving Area
Near and Above Standard

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	All Grades
Above Standard	1%	0%	0%	10%	5%	4%	3%
Near Standard	32%	38%	27%	39%	48%	45%	37%
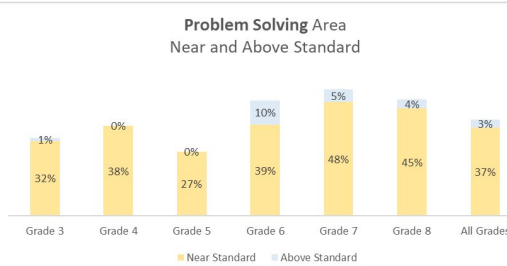
Communicating Reasoning Area
Near and Above Standard

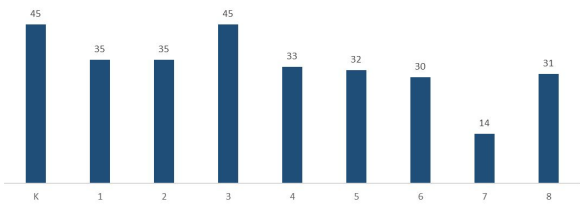|	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	All Grades
Above Standard	5%	1%	0%	9%	7%	1%	4%
Near Standard	38%	43%	42%	45%	59%	53%	46%
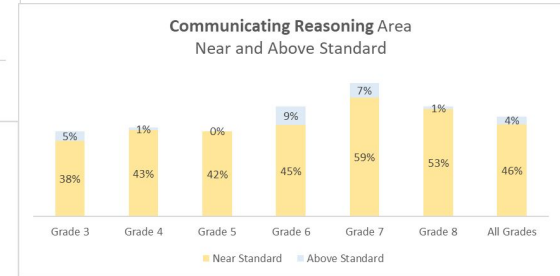
- Near/Above grade level, **Communicating Reasoning** was the strongest at 66%
- **Grade 7** had the highest percent near/above grade level for all areas
- **Concepts & Procedures** scored the lowest, and was particularly challenged in **Grade 5** with only 26% of students meeting near standard and none above standard

Mathematics

Orange

ELPAC 2022-2023
Overall Results

ELPAC 2022-2023 Overall Performance Levels

ELPAC 2022-2023 Oral Language Performance Levels

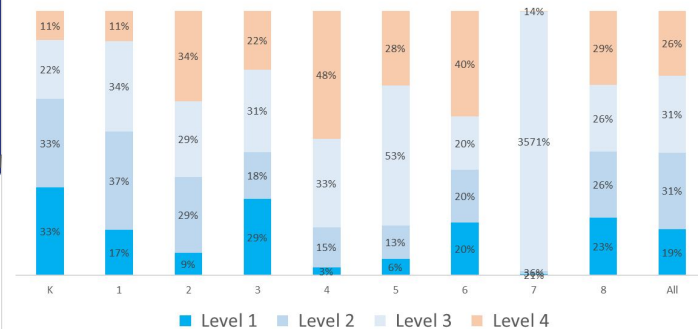ELPAC 2022-2023 Written Language Performance Levels

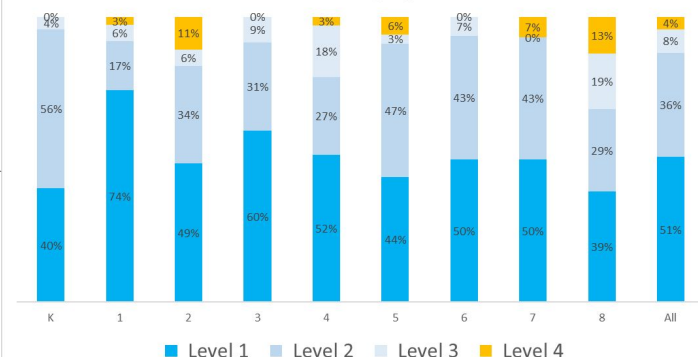ELPAC 2022-2023 Number of Test Takers

- **300 students** took the ELPAC in 2022-2023
- **Kindergarten and 3rd Grade** had the highest number of students at 45
- **7th Grade** had the lowest number of students at 14
- **1st Grade** had the highest number of level 1 students at 54%
- **Written** language had 51% at level 1

English Learner Progress

Yellow

Source: ELPAC Results, Fremont

i-Ready

i-Ready Reading

% on Grade Level Diagnostic 3

	2021-22	2022-23
District K-8	34%	37%
Fremont	22%	25%

% on Grade Level Diagnostic 2

	2021-22	2022-23	2023-24
District K-8	24%	26%	26%
Fremont	13%	18%	15%

Diagnostic 3 - End of Year

- Last year, percent on grade level for Fremont ended with an increase of **+3%** from prior year
- This was a **12% gap** from the district at 37%

Diagnostic 2 - Most Current

- Percent on grade level **decreased** in Diagnostic 2 from 18% last year to 15% this year
- Percent on grade level was **11% lower** than the overall district on Diagnostic 2

i-Ready Diagnostic 2 Reading
On Grade Level

2023-24 i-Ready Diagnostic 2 Reading Percent on Grade Level

DK 40%, FK 28%, D1 23%, F1 6%, D2 29%, F2 14%, D3 35%, F3 21%, D4 18%, F4 0%, D5 19%, F5 8%, D6 22%, F6 25%, D7 25%, F7 26%, D8 26%, F8 24%

Percent on Grade Level Versus Prior Year Diagnostic 2

DK -1%, FK -5%, D1 2%, F1 -3%, D2 2%, F2 -4%, D3 2%, F3 12%, D4 -3%, F4 -7%, D5 -1%, F5 -6%, D6 1%, F6 -2%, D7 1%, F7 4%, D8 0%, F8 0%

Strengths

- **6th and 7th grade** have a higher percent on grade level than the district
- Percent on Grade level increased in **3rd grade** by +12% (10% higher than the district)
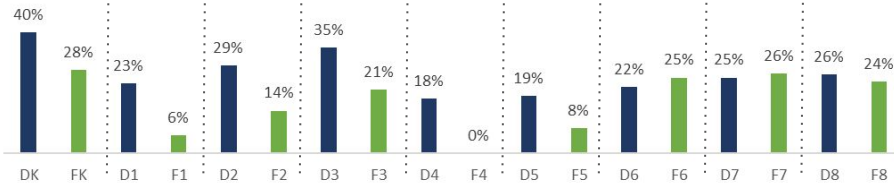- **7th grade** showed growth on grade level at +4%

Opportunities

- Where the district is showing growth in **1st** and **2nd** grade, Fremont is declining at percent on grade level
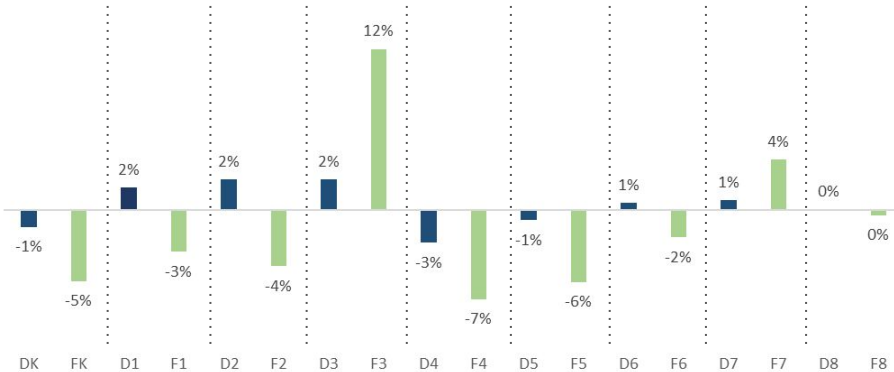- **8th** grade is in line with the district, essentially flat from prior year

Challenges

- **4th** and **5th** grade are both declining, at a steeper decline than the district
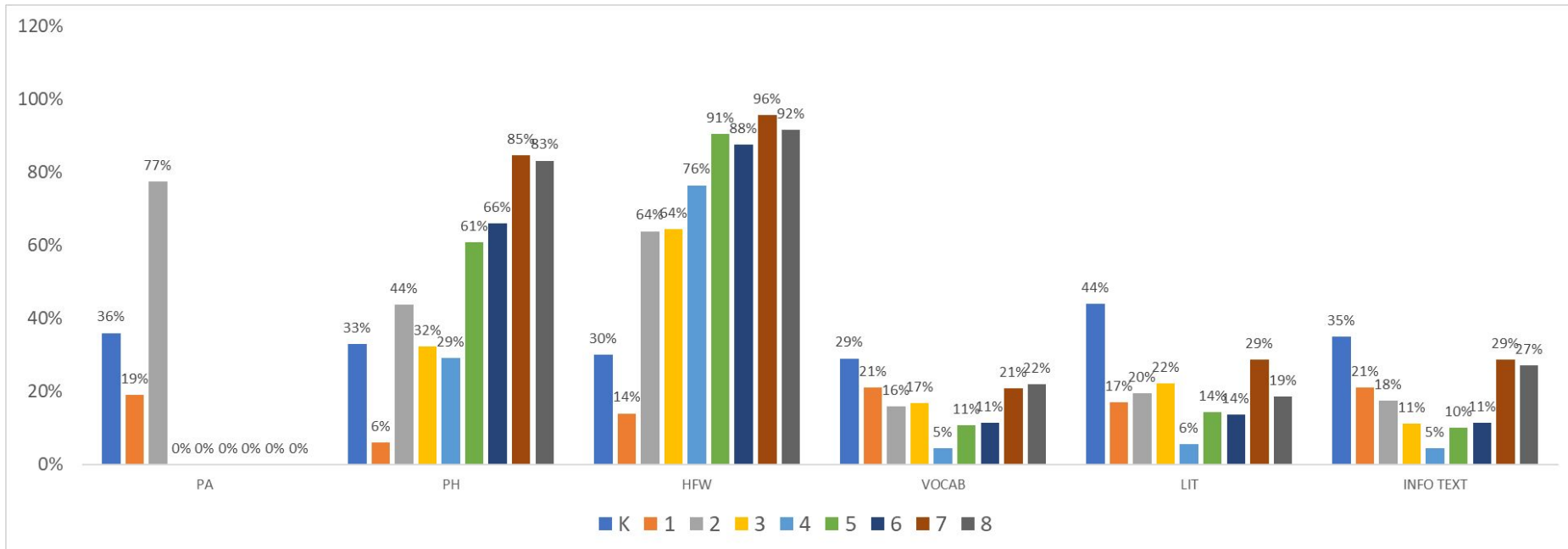
i-Ready Reading Domains
Percent on Grade Level

Bar chart showing i-Ready Reading Domains percent on grade level by grade (K, 1, 2, 3, 4, 5, 6, 7, 8):

PA: K 36%, 1 19%, 2 77%, 3 0%, 4 0%, 5 0%, 6 0%, 7 0%, 8 0%

PH: K 33%, 1 6%, 2 44%, 3 32%, 4 29%, 5 61%, 6 66%, 7 85%, 8 83%

HFW: K 30%, 1 14%, 2 64%, 3 64%, 4 76%, 5 91%, 6 88%, 7 96%, 8 92%

VOCAB: K 29%, 1 21%, 2 16%, 3 17%, 4 5%, 5 11%, 6 11%, 7 21%, 8 22%

LIT: K 44%, 1 17%, 2 20%, 3 22%, 4 6%, 5 14%, 6 14%, 7 29%, 8 19%

INFO TEXT: K 35%, 1 21%, 2 18%, 3 11%, 4 5%, 5 10%, 6 11%, 7 29%, 8 27%

Legend: ■ K ■ 1 ■ 2 ■ 3 ■ 4 ■ 5 ■ 6 ■ 7 ■ 8

i-Ready Math

% on Grade Level Diagnostic 3

	2021-22	2022-23
District K-8	30%	32%
Fremont	20%	21%

% on Grade Level Diagnostic 2

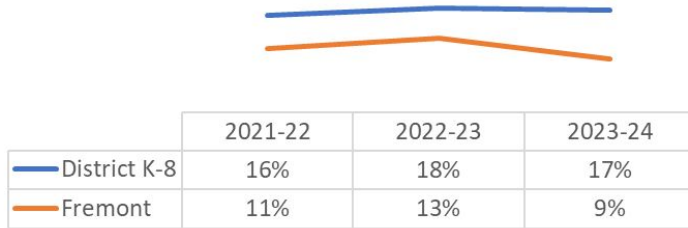|	2021-22	2022-23	2023-24
District K-8	16%	18%	17%
Fremont	11%	13%	9%

Diagnostic 3 - End of Year

- Last year, percent on grade level for Fremont ended with an increase of **+.8%** from prior year to 20%
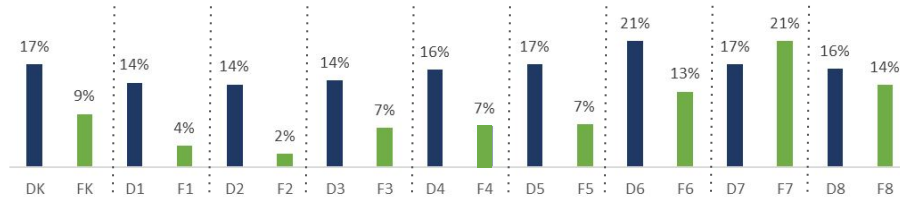- This was a **11% gap** from the district at 32%
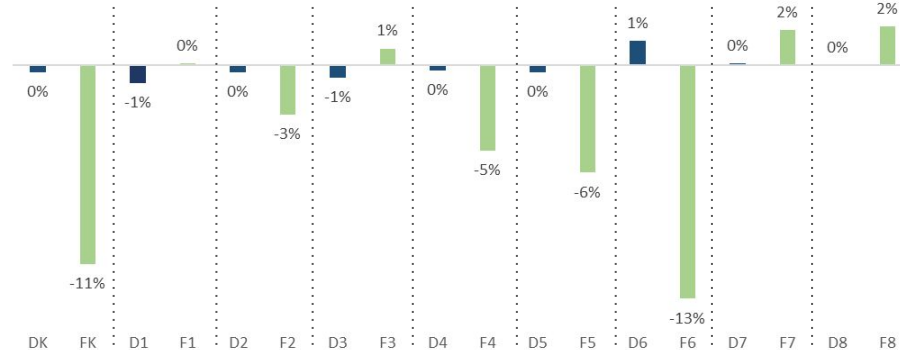
Diagnostic 2 - Most Current

- Percent on grade level **decreased** in Diagnostic 2 from 12.5% last year to 8.9% this year
- Percent on grade level was **9% lower** than the overall district on Diagnostic 2

i-Ready Diagnostic 2 Math
On Grade Level

2023-24 i-Ready Diagnostic 2 Math Percent on Grade Level

DK	FK	D1	F1	D2	F2	D3	F3	D4	F4	D5	F5	D6	F6	D7	F7	D8	F8
17%	9%	14%	4%	14%	2%	14%	7%	16%	7%	17%	7%	21%	13%	17%	21%	16%	14%

Percent on Grade Level Versus Prior Year Diagnostic 2

DK	FK	D1	F1	D2	F2	D3	F3	D4	F4	D5	F5	D6	F6	D7	F7	D8	F8
0%	-11%	-1%	0%	0%	-3%	-1%	1%	0%	-5%	0%	-6%	1%	-13%	0%	2%	0%	2%

Strengths

- **7th grade** has a higher percent on grade level than the district
- Percent on Grade level increased in **3rd grade** by +1% (2% higher than the district)
- **8th grade** showed growth on grade level at +2%

Opportunities

- Where the district is showing growth in **6th grade**, Fremont is declining at percent on grade level
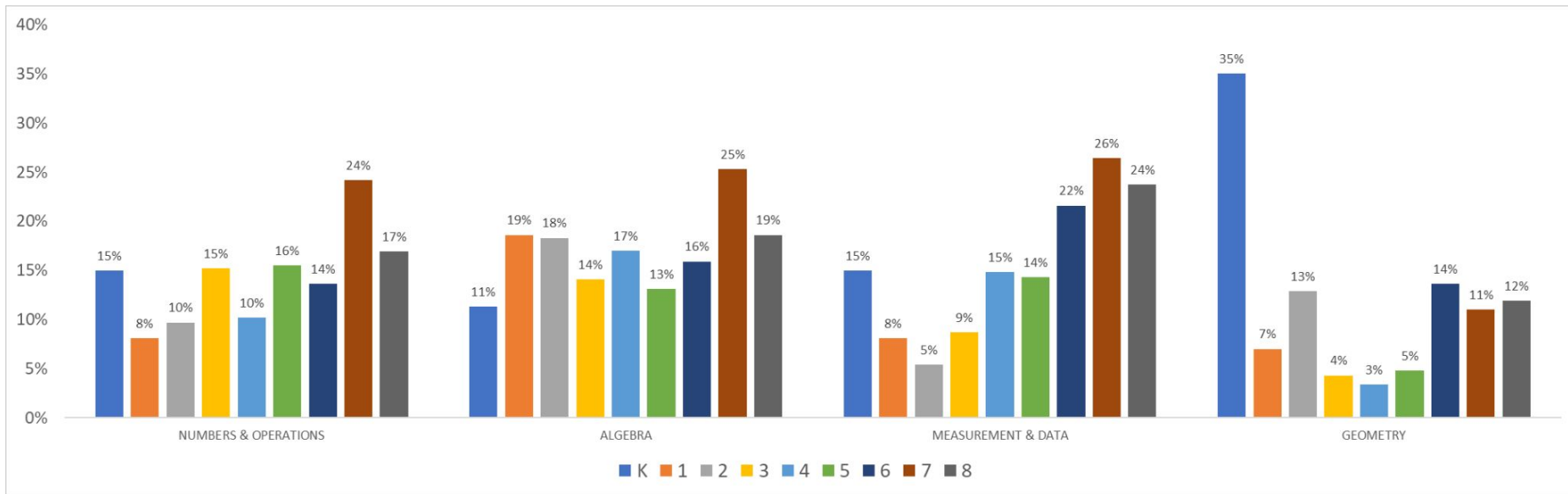
Challenges

- **Kinder, 2nd, 4th, 5th** are declining at a steeper rate than the district

i-Ready Math Domains
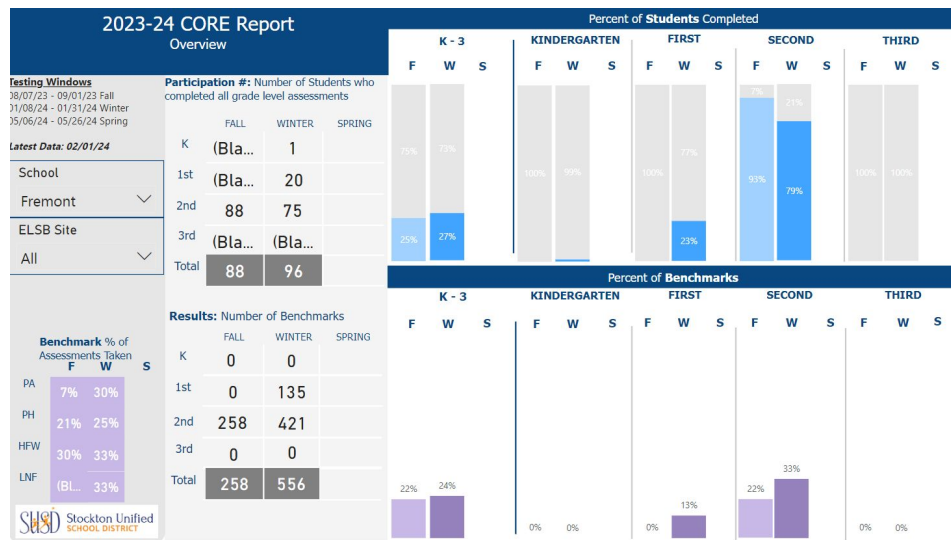## *Percent on Grade Level*

SIPPS

SIPPS Placement Levels

- 36 Kindergarten students tested in SIPPS (64%) were not ready for SIPPS (recommended reviewing Letter Naming)
- 20 additional students tested ranged from beginning level lesson 1 to beginning level lesson 31
- Note: There is no data for SIPPS Mastery Tests

CORE

CORE Overview

2023-24 CORE Report — Overview dashboard

Participation

- **First** (23%) and **Second Grade** (79%) received all CORE assessments in Winter
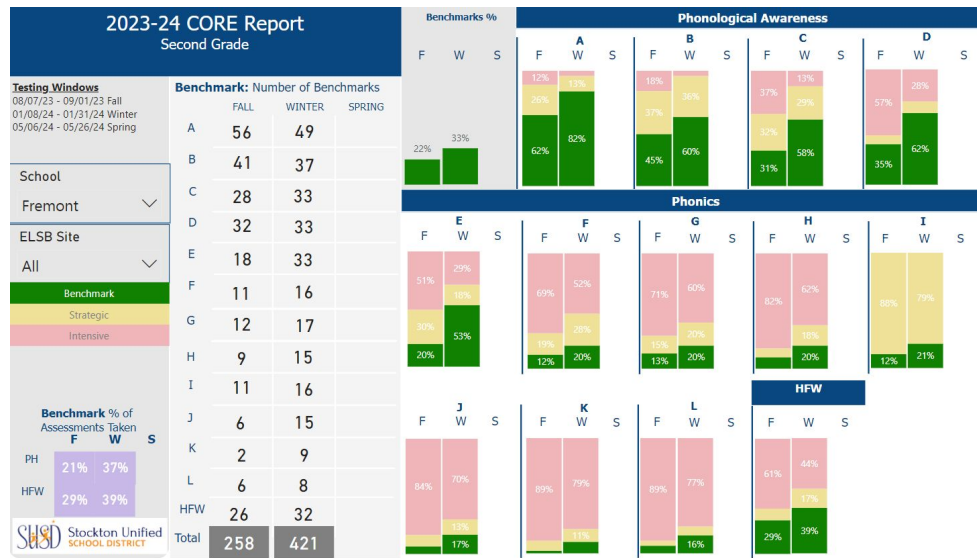
Results

- **First Grade:** 13% of assessments resulted in Benchmark (meeting Grade Level Targets)
- **Second Grade:** 33% of assessments resulted in Benchmark (an increase of 22% from Fall)

Source: 2023-24 CORE Dashboard

CORE First Grade
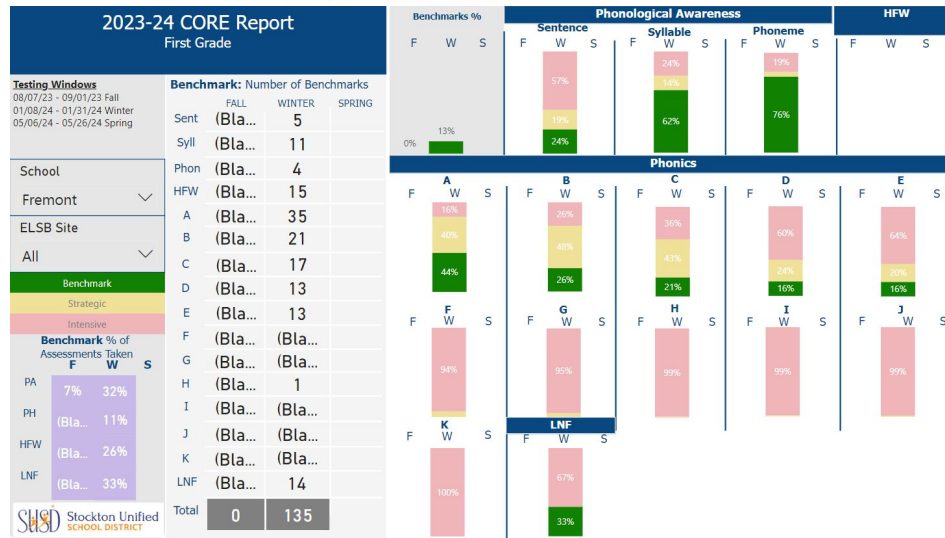
- Phoneme Segment showed the highest percentage of students who met Benchmark
- Within Phonological Awareness, 24% met Benchmark for Sentence segment
- 44% of students know their **uppercase** letters (Section A) (83% for district)
- 26% of students know their **lowercase** letters (Section B) (63% for district)
- 21% of students know their **consonant sounds** (Section C) (54% for district)
- 16% of students know their **vowel sounds** (Section D) (58% for district)

CORE Second Grade

- 87% of 2nd graders know their uppercase letters (Section A)
- 60% know their lowercase letters (Section B)
- 58% know their consonant sounds (Section C)

Source: 2023-24 CORE Dashboard
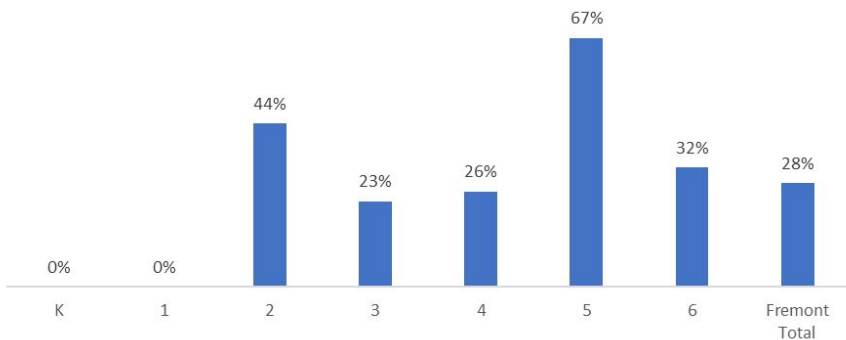
Curriculum Engagement and Results

Benchmark

Benchmark Engagement

% of Students with At Least 1 Unit Assessment Completed

- Engagement in the Benchmark Unit Assessments varies by grade level
- **Kinder and First Grade** have no test scores available (could be paper/pencil?)
- **Fifth Grade** has the highest engagement with 67% of students taking at least one unit assessment

Benchmark Standards Performance
Overall

Fremont

Strand	Language	Reading: Foundational Skills	Reading: Informational Text	Reading: Literature	Writing
School	44	49	41	43	39
Grade 1	29	20	47	-	00
Grade 2	38	53	52	43	19
Grade 3	29	33	30	31	16
Grade 4	46	39	43	46	14
Grade 5	53	56	54	44	51
Grade 6	47	49	34	43	50

SUSD

Strand	Language	Reading: Foundational Skills	Reading: Informational Text	Reading: Literature	Writing
District	52	63	43	51	45
Grade k	73	83	57	65	-
Grade 1	56	71	57	67	49
Grade 2	52	61	51	51	42
Grade 3	47	60	40	45	49
Grade 4	51	60	40	47	38
Grade 5	46	57	43	43	46
Grade 6	55	62	41	54	48

Percent Difference from District Performance by Standard Strand

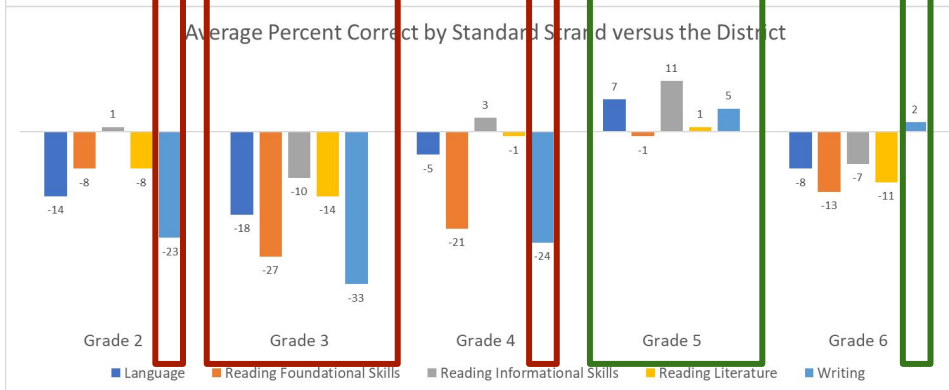| Language	Reading Foundational Skills	Reading Informational Skills	Reading Literature	Writing
-8	-14	-2	-8	-6

- Reading Informational Text is the **lowest** strand for the **district**, but not for Fremont (Writing). This also has the smallest gap to the district.
- **Reading Foundational Skills** have the largest gap to the district at 16% difference (63% compared to 49%)

Benchmark Standards Performance
By Grade Level

Average Percent Correct By Standard Strand and Grade Level
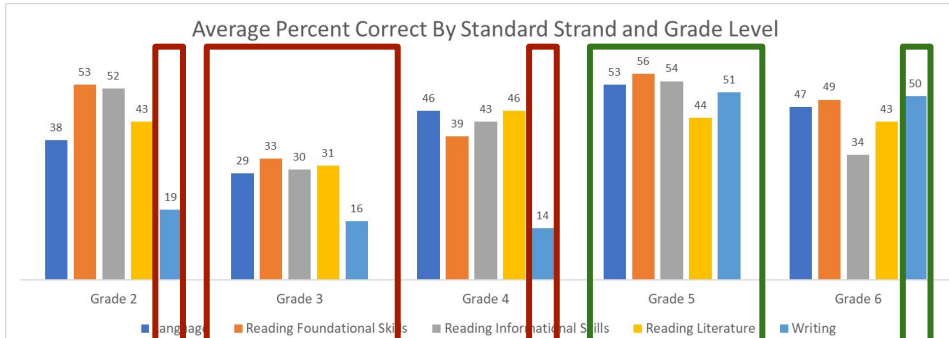
Average Percent Correct by Standard Strand versus the District

Strengths

- **Fifth grade** is outperforming the district in 4 out of the 5 standard strands (exception is Reading Foundational Skills)
- **Writing in 6th grade** is outperforming the district

Opportunities

- **Third Grade** is lower than the district in all Standard Strands and is particularly challenged in writing
- **Writing in Second** and **Fourth** Grade are also showing an opportunity gap to district results

Curriculum Engagement and Results
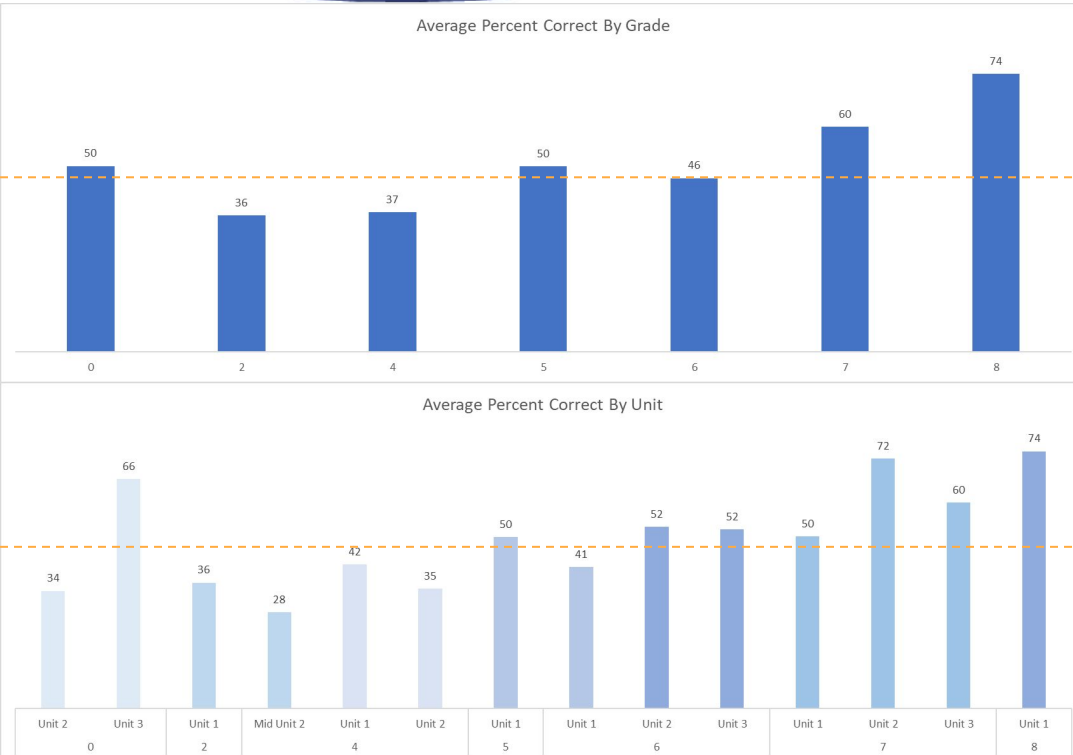
Ready Math

Ready Math Engagement

% of Students with At Least 1 Unit Assessment Completed
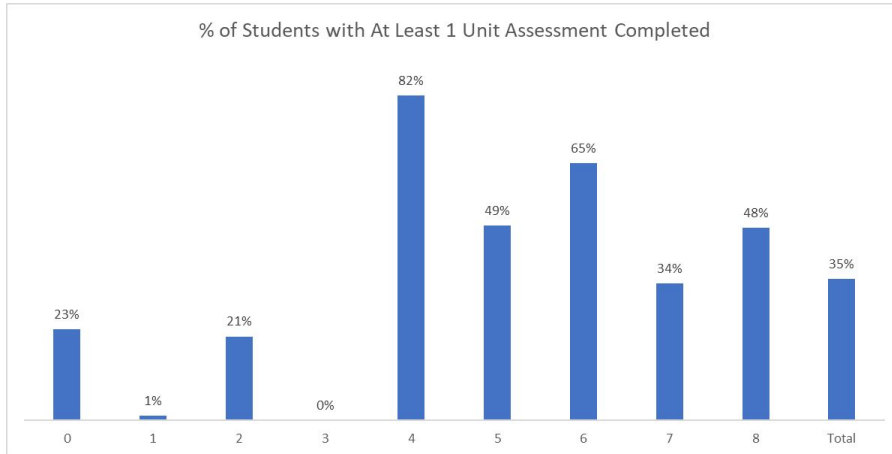
- Most grade levels are at least moderately engaged in Ready Math assessments (other paper/pencil?) with **35% of students** taking at least one test
- **4th grade** has the highest at 82% of students taking at least one unit assessment
- **3rd grade** does not have any unit assessments

Ready Math By Grade

Average Percent Correct By Grade

Average Percent Correct By Unit

Empowering with data.

- Average percent correct on Ready Math Unit assessments for Fremont is **47%** (orange dashed line)
- **7th and 8th grade** were above the school average at 60% and 74% correct, respectively
- **2nd and 4th** grade are below the school average on all unit assessments

i-Ready Pathways

i-Ready Pathway Data- % Passed
Reading
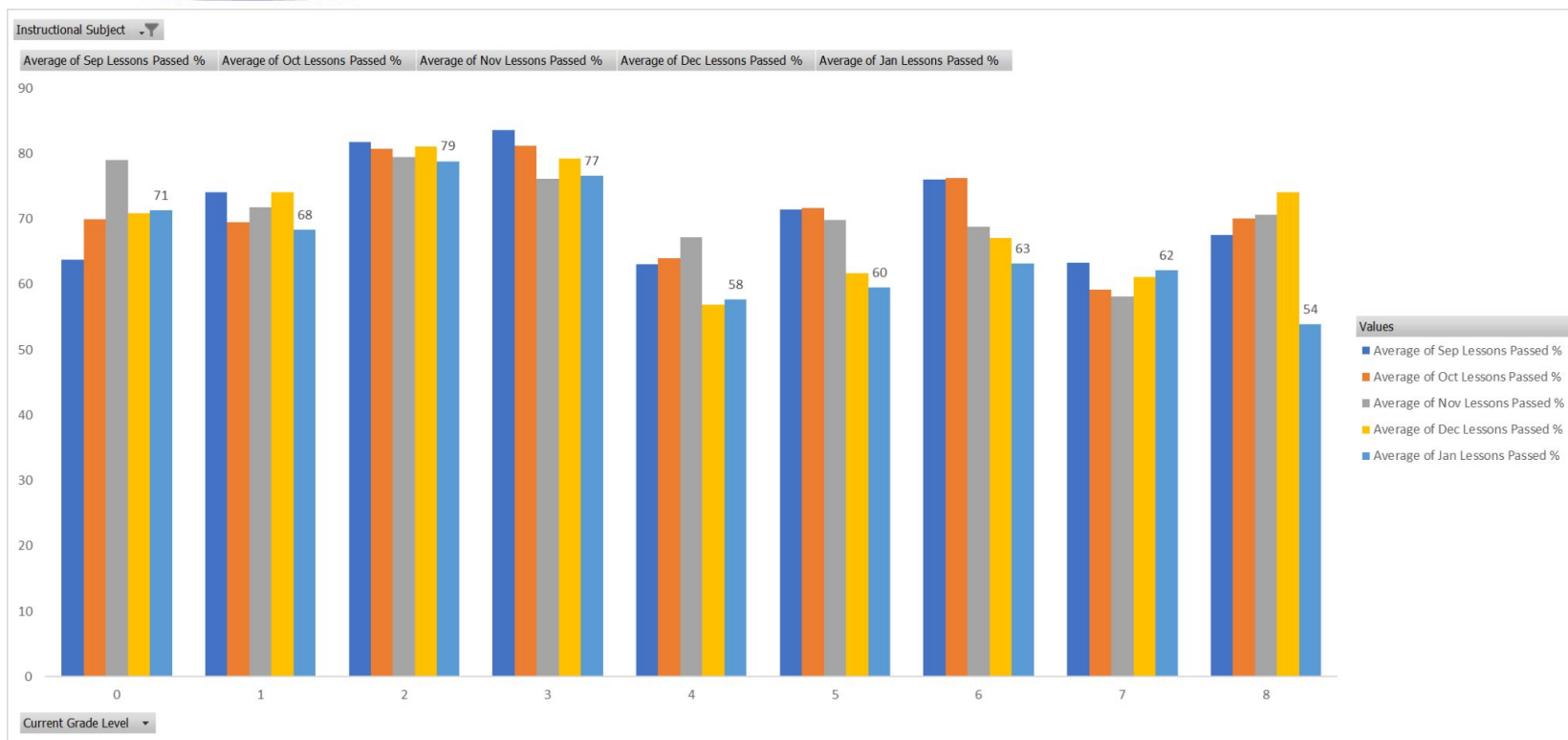
i-Ready Pathway Data- % Passed
Math

i-Ready Pathway Data- Avg Minutes
Reading
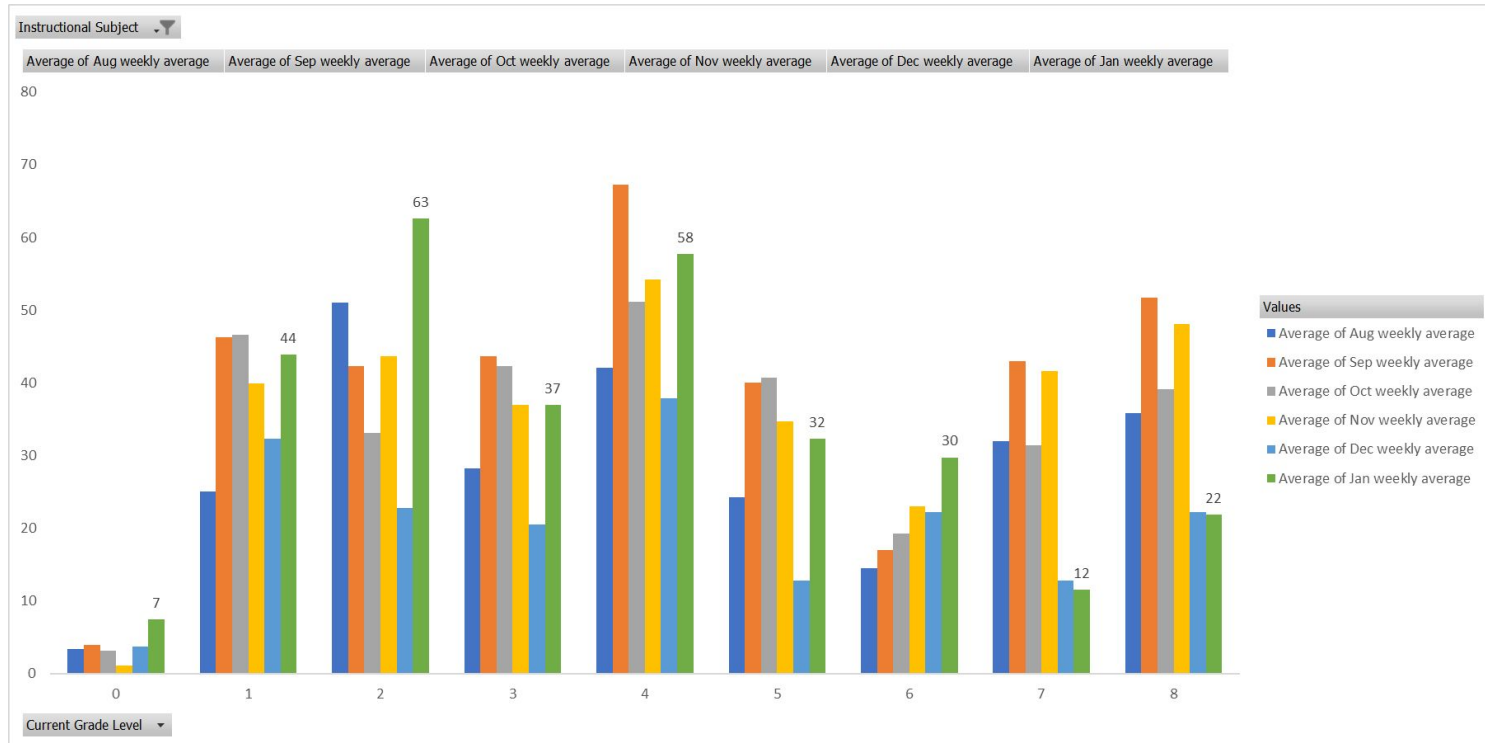
i-Ready Pathway Data- Avg Minutes
Math
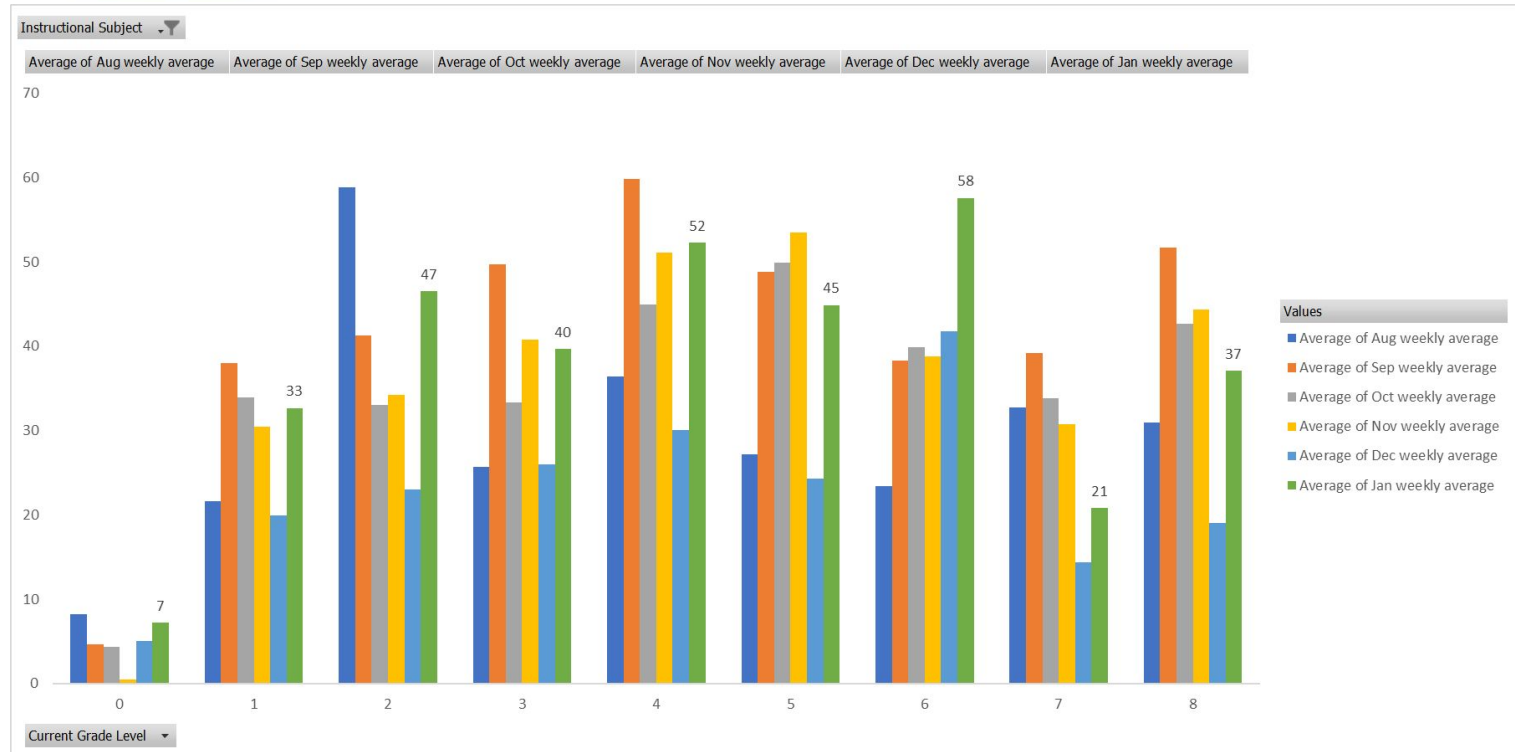
By Grade Level Reading

Kindergarten
ELA

Who are our students?
- Number of students: 79
- English Learners: 42 (53%)
- Students with IEPs: 9 (11%)

Reading Proficiency
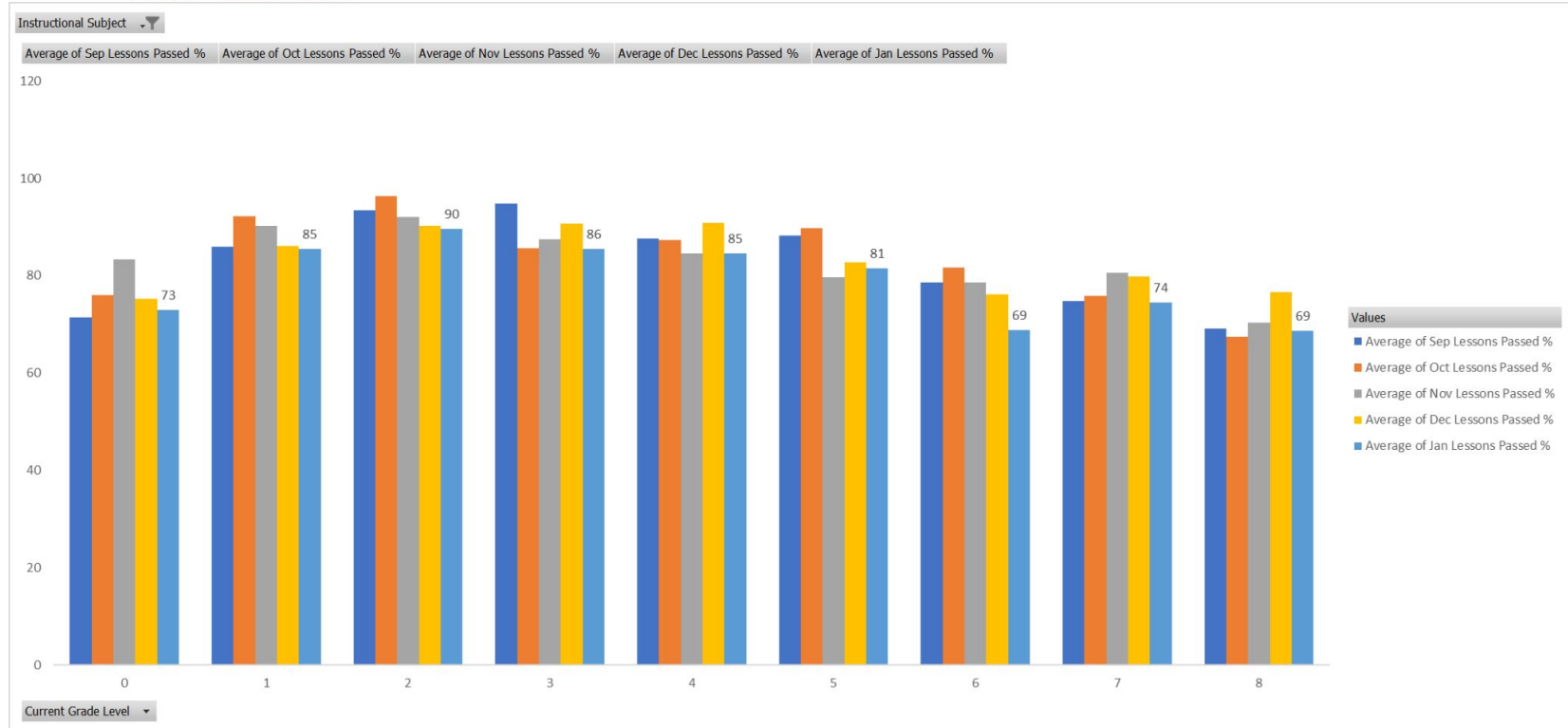- **i-Ready: 28%** on grade level reading (12% gap to the district)
- **Phonological Awareness** has the largest gap at grade level to the district
- New English Learners (ELPAC Initial):
  - **31 students tested as English Learners**
  - **30 students scored a 1, the lowest level**

Support Considerations
- In the last 3 years, there have been 40, 47, and 43 new English Learners in Kindergarten

i-Ready Instructional Pathways
- Minutes: Average 7 a week
- Passed: 71%

2023-24 Kinder i-Ready Diagnostic 2 Reading Percent on Grade Level

	OVERALL	PA	PH	HFW	VOCAB	LIT	INFO TEXT
(blue)	40%	51%	42%	31%	37%	48%	45%
(green)	28%	36%	33%	30%	29%	44%	35%

Reading **On Grade Level**	2021-22	2022-23	**2023-24**
D1	5.0%	4.2%	10.7%
D2	19.0%	32.9%	27.5%
D3	45.3%	43.7%	

Reading **% 1 GL Below**	2021-22	2022-23	**2023-24**
D1	95.0%	95.8%	89.3%
D2	81.0%	67.1%	72.5%
D3	54.7%	56.3%	
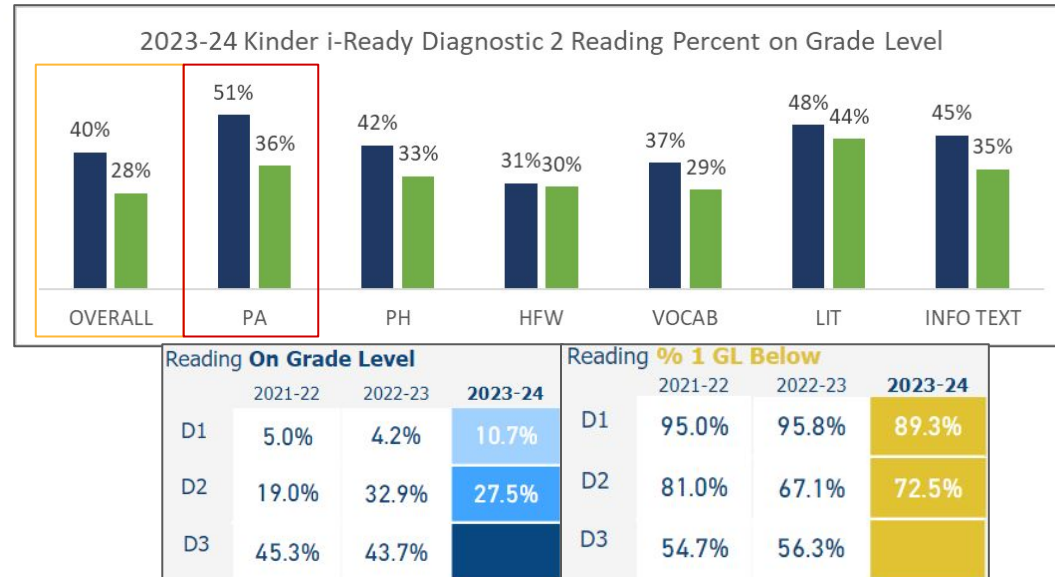
Available Assessments
- i-Ready (Fall, Winter, Spring)
- CORE (Fall, Winter, Spring)
- SIPPS
- Benchmark

1st Grade
ELA

Who are our students?
- Number of students: 90
- English Learners: 38 (42%)
- New English Learners (ELPAC Initial):
  - **2 students tested as English Learners**
- Students with IEPs: 11 (12%)

Reading Proficiency
- **i-Ready: 6%** on grade level reading (17% gap to the district), decrease from prior year
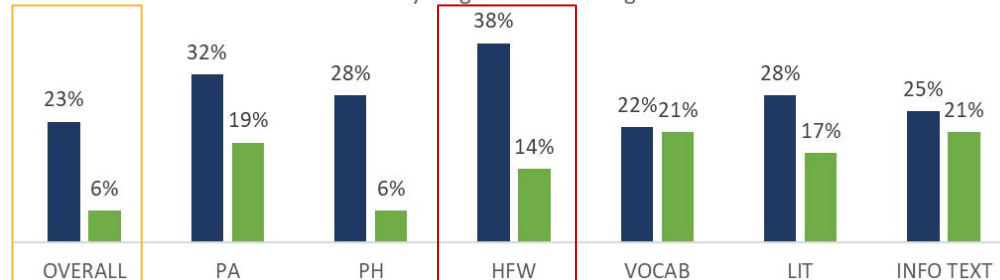- Vast majority of students are one grade level below (Kinder) at 80%
- **High-Frequency Words** has the largest gap at grade level to the district
- **CORE:** 44% of students know their **uppercase** letters, 26% know their **lowercase** letters, **16% know their long and short vowel sounds**

i-Ready Instructional Pathways
- Minutes: Average 42 a week
- Passed: 71%

2023-24 1st Grade i-Ready Diagnostic 2 Reading Percent on Grade Level

	OVERALL	PA	PH	HFW	VOCAB	LIT	INFO TEXT
(navy)	23%	32%	28%	38%	22%	28%	25%
(green)	6%	19%	6%	14%	21%	17%	21%

Reading **On Grade Level**			
	2021-22	2022-23	**2023-24**
D1	6.1%	3.4%	
D2	7.7%	9.0%	5.8%
D3	14.7%	23.3%	

Reading **% 1 GL Below**			
	2021-22	2022-23	**2023-24**
D1	68.2%	71.6%	70.6%
D2	69.2%	78.7%	80.2%
D3	72.0%	74.4%	

Assessments
- i-Ready (Fall, Winter, Spring)
- CORE (Fall, Winter, Spring)
- SIPPS
- Benchmark

2nd Grade
ELA

Who are our students?
- Number of students: 95
- English Learners: 41 (43%)
- New English Learners (ELPAC Initial):
  - **3 students tested as English Learners**
- Students with IEPs: 15 (16%)

Reading Proficiency
- **i-Ready: 15%** on grade level reading (14% gap to the district), decrease from prior year
- Vast majority of students are one grade level below (Kinder) at 80%
- **Phonics** has the largest gap at grade level to the district at 15%

i-Ready Instructional Pathways
- Minutes: Average 39 a week
- Passed: 80%

2023-24 2nd Grade i-Ready Diagnostic 2 Reading Percent on Grade Level

	OVERALL	PA	PH	HFW	VOCAB	LIT	INFO TEXT
	29% / 15%	84% / 77%	59% / 44%	76% / 64%	24% / 16%	30% / 20%	26% / 18%
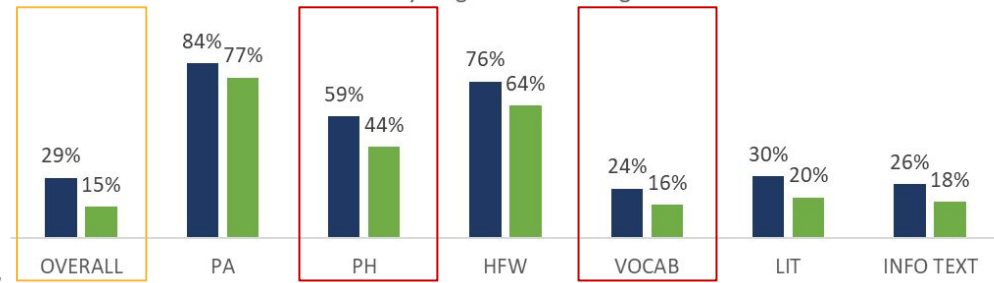
Reading **On Grade Level**	2021-22	2022-23	**2023-24**		Reading **% 2 or More Below**	2021-22	2022-23	**2023-24**
D1	(Blank)	10.5%	9.6%		D1	83.5%	70.9%	70.2%
D2	(Blank)	18.3%	14.0%		D2	66.3%	50.0%	62.4%
D3	10.1%	22.9%			D3	46.1%	42.2%	

% Correct
38, 53, 52, 43, 19

Gap to District
1, -8, -8, -14, -23

Benchmark Standards
- Language
- Reading Foundational
- Reading Informational Text
- Reading Literature
- Writing
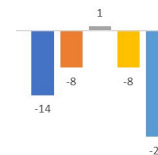
Assessments
- i-Ready (Fall, Winter, Spring)
- CORE (Fall, Winter, Spring)
- SIPPS
- Benchmark

3rd Grade
ELA

Who are our students?
- Number of students: 93
- English Learners: 38 (41%)
- New English Learners (ELPAC Initial):
  - **5 students tested as English Learners**
- Students with IEPs: 11 (11%)

Reading Proficiency
- **i-Ready: 21%** on grade level reading (14% gap to the district), decrease from prior year
- **Info Text** has the largest gap at grade level to the district at 17%
- **Writing** is the lowest standard in Benchmark (16%) and has the highest gap to the district

i-Ready Instructional Pathways
- Minutes: Average 36 a week
- Passed: 79%

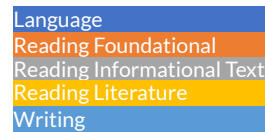2023-24 3rd Grade i-Ready Diagnostic 2 Reading Percent on Grade Level

	OVERALL	PA	PH	HFW	VOCAB	LIT	INFO TEXT
	35%	0%	45%	78%	31%	33%	28%
	21%	0%	32%	64%	17%	22%	11%

Reading **On Grade Level**	2021-22	2022-23	**2023-24**
D1	4.9%	2.2%	15.4%
D2	9.3%	8.9%	21.1%
D3	9.4%	17.0%	

Reading **% 2 or More Below**	2021-22	2022-23	**2023-24**
D1	84.0%	82.0%	65.9%
D2	70.9%	73.3%	66.7%
D3	65.9%	62.5%	

Benchmark Standards
- Language
- Reading Foundational
- Reading Informational Text
- Reading Literature
- Writing

% Correct: 29, 33, 30, 31, 16

Gap to District: -18, -27, -10, -14, -33

Assessments
- i-Ready (Fall, Winter, Spring)
- CORE (Fall, Winter, Spring)
- SIPPS
- Benchmark

4th Grade
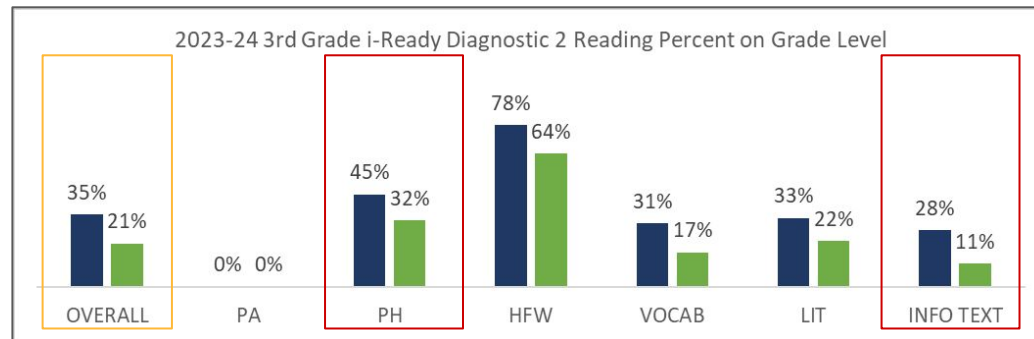## *ELA*

Who are our students?
- Number of students: 91
- English Learners: 48 (53%)
- New English Learners (ELPAC Initial):
  - **6 students tested as English Learners**
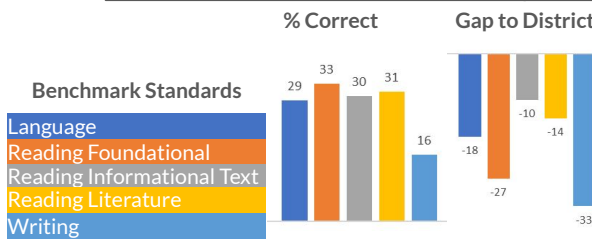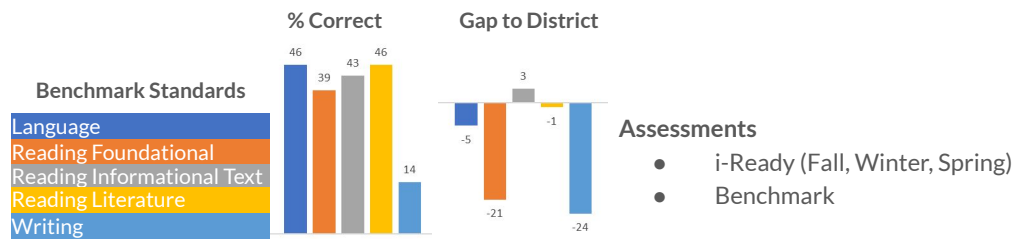- Students with IEPs: 17 (19%)

Reading Proficiency
- **i-Ready: 0%** on grade level reading (18% gap to the district), decrease from prior year
- **Phonics** has the largest gap at grade level to the district at 24%
- **Writing** is the lowest standard in Benchmark (14%) and has the highest gap to the district
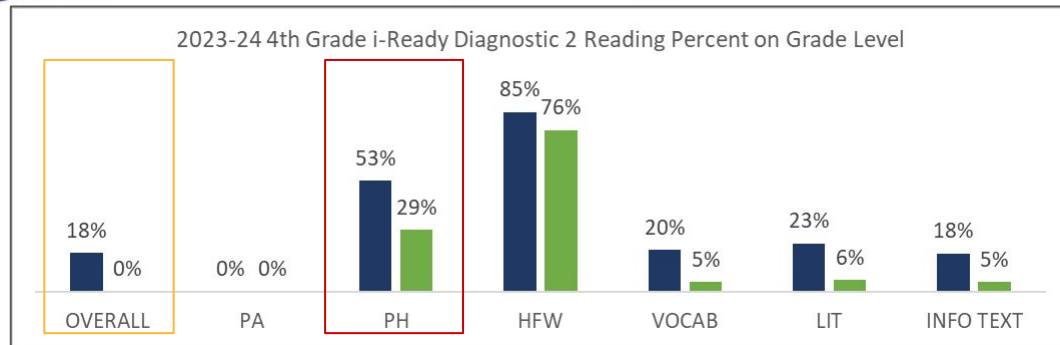
i-Ready Instructional Pathways
- Minutes: Average 52 a week
- Passed: 61%

2023-24 4th Grade i-Ready Diagnostic 2 Reading Percent on Grade Level

	OVERALL	PA	PH	HFW	VOCAB	LIT	INFO TEXT
Dark	18%	0%	53%	85%	20%	23%	18%
Green	0%	0%	29%	76%	5%	6%	5%

Reading **On Grade Level**				Reading **% 2 or More Below**			
	2021-22	2022-23	**2023-24**		2021-22	2022-23	**2023-24**
D1	(Blank)	4.5%	2.2%	D1	64.3%	67.4%	75.3%
D2	12.9%	6.8%		D2	47.1%	54.5%	66.3%
D3	18.9%	15.1%		D3	48.9%	45.3%	

% Correct   **Gap to District**

Benchmark Standards
- Language
- Reading Foundational
- Reading Informational Text
- Reading Literature
- Writing

% Correct values: 46, 39, 43, 46, 14
Gap to District values: -5, -21, 3, -1, -24

Assessments
- i-Ready (Fall, Winter, Spring)
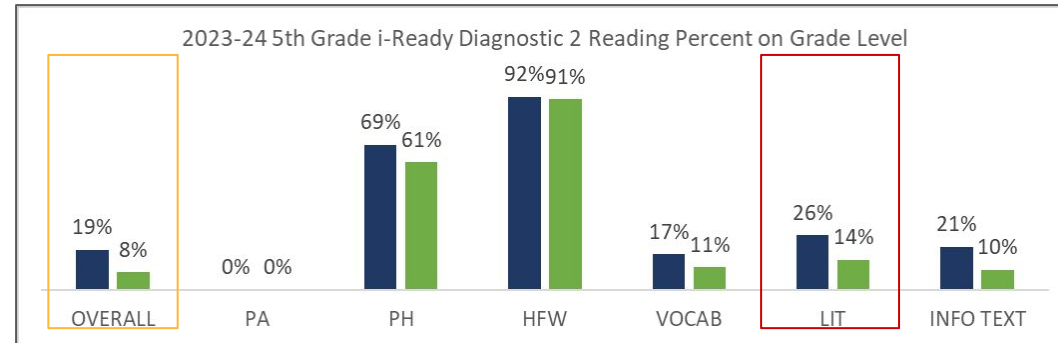- Benchmark

5th Grade
ELA

Who are our students?
- Number of students: 86
- English Learners: 27 (32%)
- New English Learners (ELPAC Initial):
  - **1 student tested as English Learner**
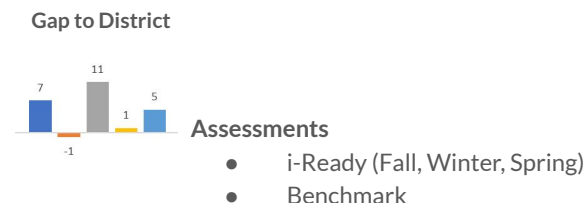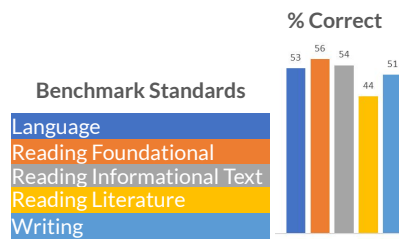- Students with IEPs: 17 (19%)

Reading Proficiency
- **i-Ready: 8%** on grade level reading (9% gap to the district), decrease from prior year
- **Literature** has the largest gap at grade level to the district at 12% (i-Ready)
- **Reading foundational skills** has the highest gap to the district (Benchmark)
- Percent of students 2+ Below grade level has **decreased**

i-Ready Instructional Pathways
- Minutes: Average 31 a week
- Passed: 68%

2023-24 5th Grade i-Ready Diagnostic 2 Reading Percent on Grade Level

	OVERALL	PA	PH	HFW	VOCAB	LIT	INFO TEXT
(dark)	19%	0%	69%	92%	17%	26%	21%
(light)	8%	0%	61%	91%	11%	14%	10%

Reading **On Grade Level**	2021-22	2022-23	**2023-24**
D1	13.3%	7.2%	10.7%
D2	19.5%	13.8%	8.3%
D3	28.4%	21.3%	

Reading **% 2 or More Below**	2021-22	2022-23	**2023-24**
D1	63.9%	71.1%	67.9%
D2	52.9%	69.1%	66.7%
D3	50.5%	63.8%	

% Correct: 53, 56, 54, 44, 51

Gap to District: 7, -1, 11, 1, 5

Benchmark Standards
- Language
- Reading Foundational
- Reading Informational Text
- Reading Literature
- Writing

Assessments
- i-Ready (Fall, Winter, Spring)
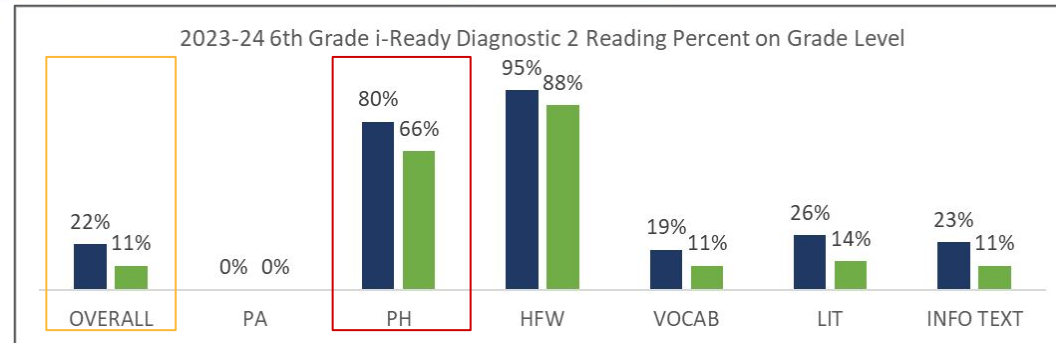- Benchmark

6th Grade
ELA

Who are our students?
- Number of students: 92
- English Learners: 30 (33%)
- New English Learners (ELPAC Initial):
  - **2 students tested as English Learners**
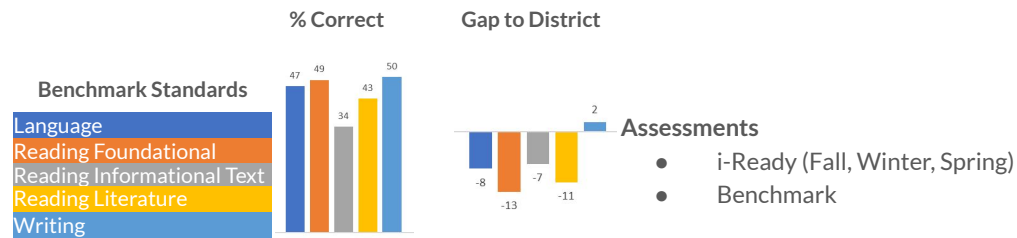- Students with IEPs: 10 (11%)

Reading Proficiency
- **i-Ready: 11%** on grade level reading (11% gap to the district), decrease from prior year
- **Phonics** has the largest gap at grade level to the district at 14% (i-Ready)
- **Reading foundational skills** has the highest gap to the district (Benchmark)
- Percent of students 2+ Below grade level has **increased**

i-Ready Instructional Pathways
- Minutes: Average 22 a week
- Passed: 70%

2023-24 6th Grade i-Ready Diagnostic 2 Reading Percent on Grade Level

	OVERALL	PA	PH	HFW	VOCAB	LIT	INFO TEXT
Dark	22%	0%	80%	95%	19%	26%	23%
Green	11%	0%	66%	88%	11%	14%	11%

Reading **On Grade Level**	2021-22	2022-23	**2023-24**
D1	6.9%	17.9%	4.4%
D2	13.6%	27.1%	11.4%
D3	25.4%	33.7%	

Reading **% 2 or More Below**	2021-22	2022-23	**2023-24**
D1	74.1%	63.2%	70.3%
D2	61.0%	54.2%	73.9%
D3	47.5%	53.3%	

% Correct **Gap to District**

Benchmark Standards
- Language
- Reading Foundational
- Reading Informational Text
- Reading Literature
- Writing

% Correct bars: 47, 49, 34, 43, 50

Gap to District: -8, -13, -7, -11, 2

Assessments
- i-Ready (Fall, Winter, Spring)
- Benchmark

7th Grade
ELA

Who are our students?
- Number of students: 93
- English Learners: 24 (26%)
- New English Learners (ELPAC Initial):
  - **1 student tested as English Learner**
- Students with IEPs: 6 (6%)

Reading Proficiency
- **i-Ready: 26%** on grade level reading (+1% gap to the district)
- **Vocabulary** has the largest gap at grade level to the district at 3%

i-Ready Instructional Pathways
- Minutes: Average 28 a week
- Passed: 67%

2023-24 7th Grade i-Ready Diagnostic 2 Reading Percent on Grade Level
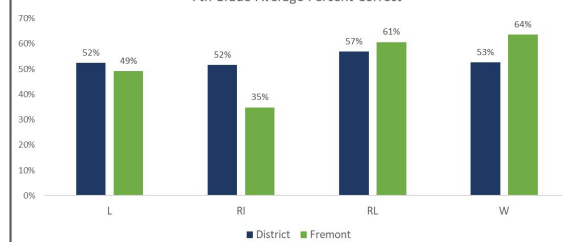
	OVERALL	PA	PH	HFW	VOCAB	LIT	INFO TEXT
	25% 26%	0% 0%	85% 85%	96% 96%	24% 21%	29% 29%	26% 29%
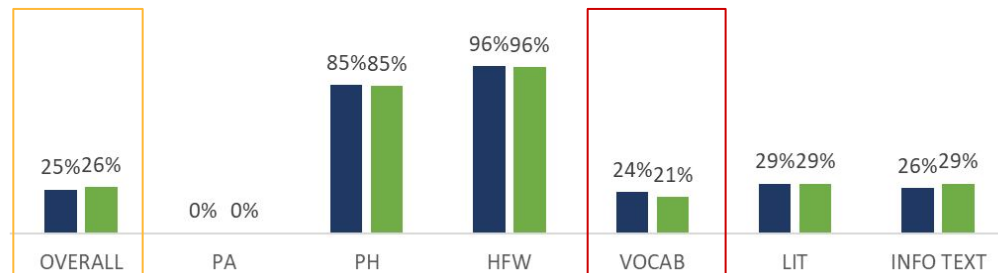
Reading **On Grade Level**

	2021-22	2022-23	**2023-24**
D1	18.7%	16.1%	27.2%
D2	16.3%	22.6%	26.4%
D3	20.5%	21.2%	

Reading **% 2 or More Below**

	2021-22	2022-23	**2023-24**
D1	70.7%	73.2%	60.9%
D2	65.0%	64.2%	54.9%
D3	69.9%	61.5%	

7th Grade Average Percent Correct

	L	RI	RL	W
District	52%	52%	57%	53%
Fremont	49%	35%	61%	64%

■ District ■ Fremont

Assessments
- i-Ready (Fall, Winter, Spring)
- myPerspectives
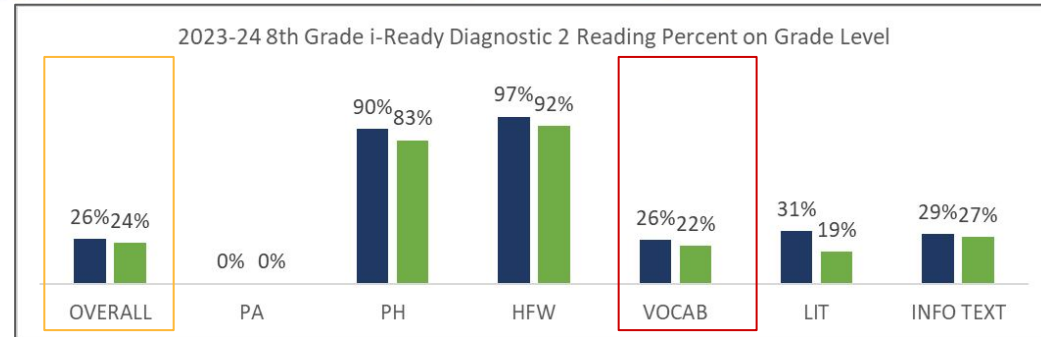
8th Grade
ELA

Who are our students?
- Number of students: 62
- English Learners: 14 (23%)
- New English Learners (ELPAC Initial):
  - **1 student tested as English Learner**
- Students with IEPs: 7 (11%)

Reading Proficiency
- **i-Ready 24%** on grade level reading (2% gap to district)
- **Literature** has the largest gap at grade level to the district at 12%

i-Ready Instructional Pathways
- Minutes: Average 36 a week
- Passed: 61%

2023-24 8th Grade i-Ready Diagnostic 2 Reading Percent on Grade Level

	OVERALL	PA	PH	HFW	VOCAB	LIT	INFO TEXT
Dark	26%	0%	90%	97%	26%	31%	29%
Green	24%	0%	83%	92%	22%	19%	27%

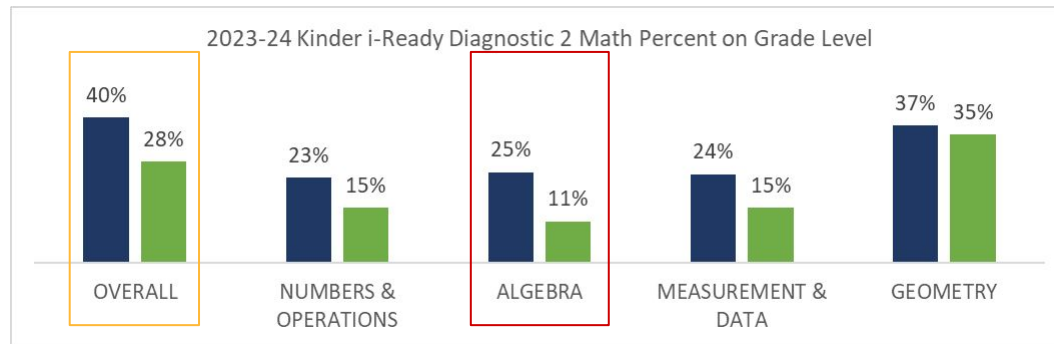| Reading **On Grade Level**				Reading **% 2 or More Below**			
	2021-22	2022-23	**2023-24**		2021-22	2022-23	**2023-24**
D1	13.9%	15.4%	21.3%	D1	79.2%	70.3%	72.1%
D2	13.9%	24.1%	23.7%	D2	68.4%	62.1%	61.0%
D3	19.5%	27.1%		D3	67.1%	56.5%	

Assessments
- i-Ready (Fall, Winter, Spring)
- myPerspectives

By Grade Level Math

Kindergarten
Math

- **Key Metrics**
  - **i-Ready 28%** on grade level math (12% gap to district)
  - **Algebra** has the largest gap at grade level to the district at 14%
  - **4/80 students** using i-Ready Instruction (5%)
    - 4 students have domains shut off

2023-24 Kinder i-Ready Diagnostic 2 Math Percent on Grade Level

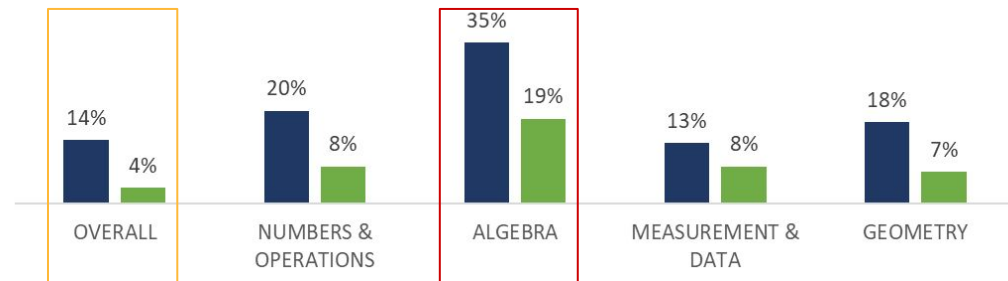|	OVERALL	NUMBERS & OPERATIONS	ALGEBRA	MEASUREMENT & DATA	GEOMETRY
	40%	23%	25%	24%	37%
	28%	15%	11%	15%	35%

Assessments
- i-Ready (Fall, Winter, Spring)
- Ready Math

1st Grade
Math

- **Key Metrics**
  - **i-Ready 14%** on grade level math (12% gap to district)
  - **Algebra** has the largest gap at grade level to the district at 16%
  - **55/90 students** using i-Ready Instruction (61%)
    - 5 students have domains shut off

2023-24 1st Grade i-Ready Diagnostic 2 Math Percent on Grade Level

OVERALL	NUMBERS & OPERATIONS	ALGEBRA	MEASUREMENT & DATA	GEOMETRY
14% / 4%	20% / 8%	35% / 19%	13% / 8%	18% / 7%

Assessments
- i-Ready (Fall, Winter, Spring)
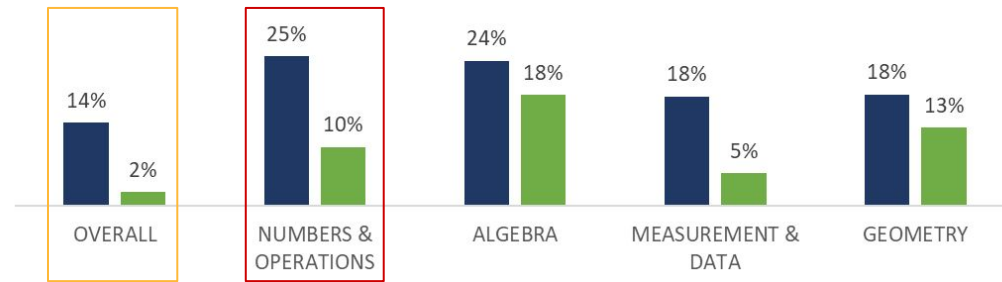- Ready Math

2nd Grade
Math

- **Key Metrics**
  - **i-Ready 2%** on grade level math (12% gap to district)
  - **Algebra** has the largest gap at grade level to the district at 15%
  - **59/94 students** using i-Ready Instruction (63%)
    - 5 students have domains shut off

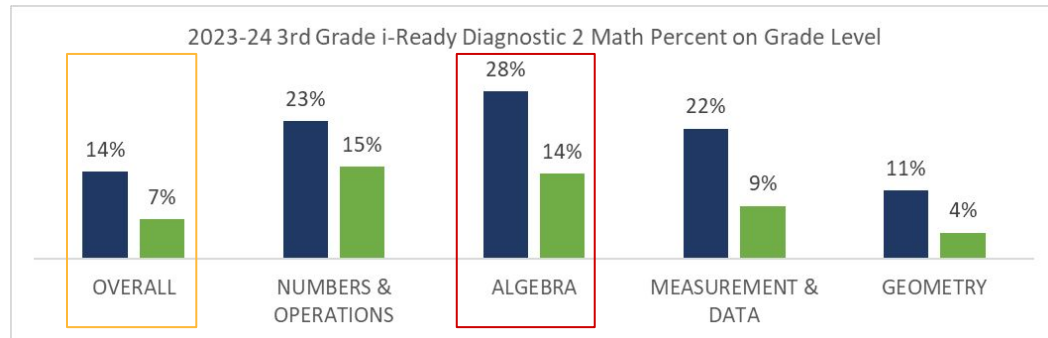2023-24 2nd Grade i-Ready Diagnostic 2 Math Percent on Grade Level

	OVERALL	NUMBERS & OPERATIONS	ALGEBRA	MEASUREMENT & DATA	GEOMETRY
(navy)	14%	25%	24%	18%	18%
(green)	2%	10%	18%	5%	13%

Assessments
- i-Ready (Fall, Winter, Spring)
- Ready Math

3rd Grade
Math

- **Key Metrics**
    - **i-Ready 14%** on grade level math (7% gap to district)
    - **Algebra** has the largest gap at grade level to the district at 14%
    - **68/95 students** using i-Ready Instruction (72%)
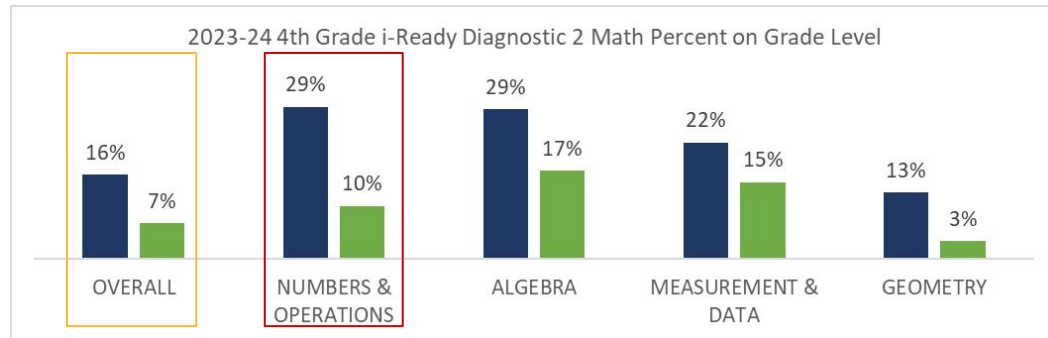   - 1 student has domains shut off

2023-24 3rd Grade i-Ready Diagnostic 2 Math Percent on Grade Level

OVERALL	NUMBERS & OPERATIONS	ALGEBRA	MEASUREMENT & DATA	GEOMETRY
14% / 7%	23% / 15%	28% / 14%	22% / 9%	11% / 4%

Assessments
- i-Ready (Fall, Winter, Spring)
- Ready Math

4th Grade
Math

- **Key Metrics**
  - **i-Ready 16%** on grade level math (9% gap to district)
  - **Numbers & Operations** has the largest gap at grade level to the district at 19%
  - **79/92 students** using i-Ready Instruction (76%)
    - 0 students has domains shut off

2023-24 4th Grade i-Ready Diagnostic 2 Math Percent on Grade Level

|	OVERALL	NUMBERS & OPERATIONS	ALGEBRA	MEASUREMENT & DATA	GEOMETRY
	16%	29%	29%	22%	13%
	7%	10%	17%	15%	3%

Assessments
- i-Ready (Fall, Winter, Spring)
- Ready Math

5th Grade
Math

- **Key Metrics**
  - **i-Ready 17%** on grade level math (10% gap to district)
  - **Measurement & Data** has the largest gap at grade level to the district at 12%
  - **80/86 students** using i-Ready Instruction (93%)
    - 1 student has domains shut off

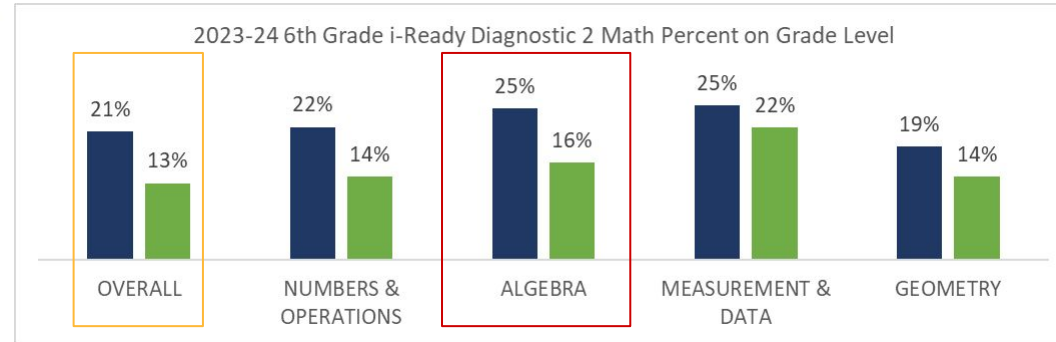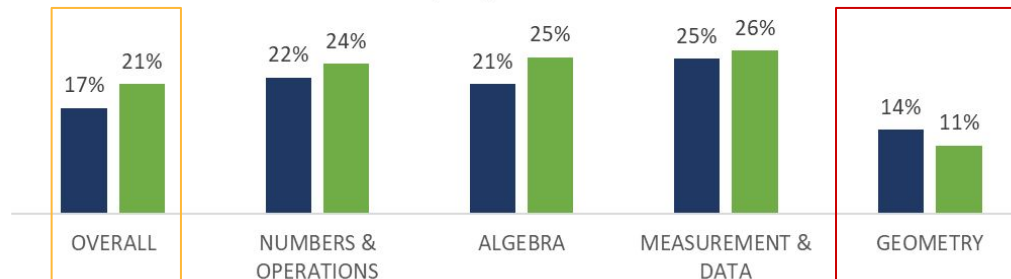### 2023-24 5th Grade i-Ready Diagnostic 2 Math Percent on Grade Level

	OVERALL	NUMBERS & OPERATIONS	ALGEBRA	MEASUREMENT & DATA	GEOMETRY
Blue	17%	23%	21%	26%	14%
Green	7%	16%	13%	14%	5%
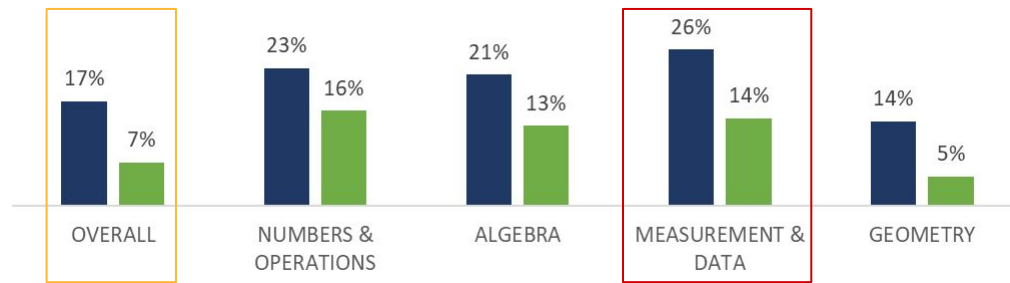
Assessments
- i-Ready (Fall, Winter, Spring)
- Ready Math

6th Grade
Math

Empowering with data.

- **Key Metrics**
  - **i-Ready 13%** on grade level math (8% gap to district)
  - **Algebra** has the largest gap at grade level to the district at 9%
  - **62/93 students** using i-Ready Instruction (67%)
    - 5 students have domains shut off

2023-24 6th Grade i-Ready Diagnostic 2 Math Percent on Grade Level

	OVERALL	NUMBERS & OPERATIONS	ALGEBRA	MEASUREMENT & DATA	GEOMETRY
Blue	21%	22%	25%	25%	19%
Green	13%	14%	16%	22%	14%

Assessments
- i-Ready (Fall, Winter, Spring)
- Ready Math

7th Grade
Math

Empowering with data.

- **Key Metrics**
  - **i-Ready 21%** on grade level math (+4% gap to district)
  - **Geometry** has the largest gap at grade level to the district at 3%
  - **59/93 students** using i-Ready Instruction (64%)
    - 5 students have domains shut off

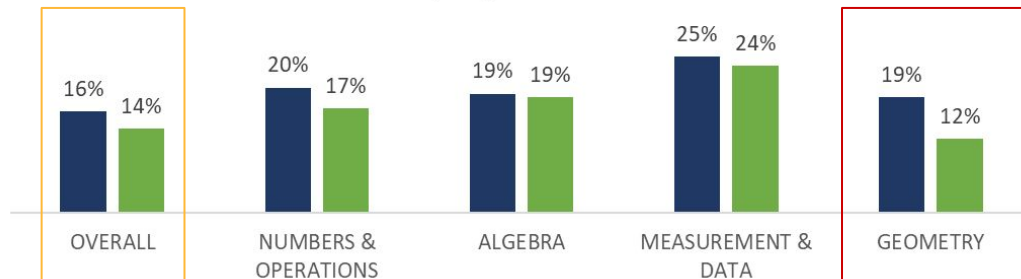2023-24 7th Grade i-Ready Diagnostic 2 Math Percent on Grade Level

OVERALL	NUMBERS & OPERATIONS	ALGEBRA	MEASUREMENT & DATA	GEOMETRY
17% / 21%	22% / 24%	21% / 25%	25% / 26%	14% / 11%

Assessments
- i-Ready (Fall, Winter, Spring)
- Ready Math

8th Grade
Math

- **Key Metrics**
  - **i-Ready 14%** on grade level math (+2% gap to district)
  - **Geometry** has the largest gap at grade level to the district at 7%
  - **11/60 students** using i-Ready Instruction (18%)
    - 2 students have domains shut off

2023-24 8th Grade i-Ready Diagnostic 2 Math Percent on Grade Level

	OVERALL	NUMBERS & OPERATIONS	ALGEBRA	MEASUREMENT & DATA	GEOMETRY
	16%	20%	19%	25%	19%
	14%	17%	19%	24%	12%

Assessments
- i-Ready (Fall, Winter, Spring)
- Ready Math

Acronyms and Initialisms

Commonly used acronyms and initialisms list (August 2021) used by the California Department of Education (CDE).

A

Acronym	Description
AB	Assembly Bill
ACE	American Council on Education (Outside CDE Source)
ACSA	Association of California School Administrators (Outside CDE Source)
ACT	American College Testing (Outside CDE Source)
ADAD	Assessment Development and Administration Division – CDE
AID	Audits and Investigations Division – CDE
AIECE	American Indian Early Childhood Education
AMARD	Analysis, Measurement, and Accountability Reporting Division – CDE
AP	Advanced Placement
API	Academic Performance Index
ARP	American Rescue Plan Act of 2021 (Stimulus 3)
APR	Accountability Progress Reporting
ATSI	Additional Targeted Support and Improvement
AVID	Advancement Via Individual Determination

B

Acronym	Description
BTSA	Beginning Teacher Support and Assessment

C

Acronym	Description
CAASFEP	California Association of Administrators of State and Federal Education Programs (Outside CDE Source)
CAASPP	California Assessment of Student Performance Data System
CABE	California Association of Bilingual Education (Outside CDE Source)
CALPADS	California Longitudinal Pupil Achievement Data System
CalSTRS	California State Teachers' Retirement System (Outside CDE Source)
CalWORKS	California Work Opportunity and Responsibility to Kids

CARES	Coronavirus Aid, Relief, and Economic Security Act (Stimulus 1)
CARS	Consolidated Application and Reporting System
CASBO	California Association of School Business Officials (Outside CDE Source)
CBEDS	California Basic Educational Data System
CBEST	California Basic Educational Skills Test (Outside CDE Source)
CCC	California Community Colleges (Outside CDE Source)
CCCCO	California Community Colleges Chancellor's Office (Outside CDE Source)
CCEE	California Collaborative for Educational Excellence (Outside CDE Source)
CCI	College/Career Indicator
CCR	California Code of Regulations
CCSESA	California County Superintendents Educational Services Association (Outside CDE Source)
CCSS	Common Core State Standards
CCSSO	Council of Chief State School Officers (Outside CDE Source)
CCTD	Career and College Transition Division – CDE
CDC	Centers for Disease Control and Prevention (Outside CDE Source)
CDE	California Department of Education
CDS Code	County/District/School Code
CEI	Community Engagement Initiative (Outside CDE Source)
CFIRD	Curriculum Frameworks, and Instructional Resources Division – CDE
CFR	Code of Federal Regulations (Outside CDE Source)
CFT	California Federation of Teachers (Outside CDE Source)
CHKRC	California Healthy Kids Resource Center (Outside CDE Source)
CHKS	California Healthy Kids Survey
CHSPE	California High School Proficiency Examination
CLAD	Crosscultural, Language, and Academic Development (Outside CDE Source)
CMD	Clearinghouse for Multilingual Documents
CMT	California Department of Education Monitoring Tool

CNIPS	Child Nutrition Information Payment System
COE	County Office of Education
CPS	Child Protection Services
CSB	California School for the Blind
CSBA	California School Boards Association (Outside CDE Source)
CSEA	California State Employees Association (Outside CDE Source)
CSI	Comprehensive Support and Improvement
21CSLA	21st Century California School Leadership Academy
CSU	California State University (Outside CDE Source)
CTA	California Teachers Association (Outside CDE Source)
CTC	Commission on Teacher Credentialing (Outside CDE Source)
CTE	Career Technical Education
CYA	California Youth Authority (Outside CDE Source)

D

Acronym	Description
Dashboard	California School Dashboard
DASS	Dashboard Alternative School Status
DHCS	Department of Health Care Services
DOF	Department of Finance (Outside CDE Source)
DOL	U.S. Department of Labor (Outside CDE Source)
DSS	Department of Social Services (Outside CDE Source)

E

Acronym	Description
EANS	Emergency Assistance to Non-public schools
EC	Education Code (Outside CDE Source)
ED	U.S. Department of Education (Outside CDE Source)
EDGAR	Education Department General Administrative Regulations (Outside CDE Source)
EDMD	Educational Data Management Division – CDE
EEED	Educator Excellence and Equity Division – CDE
EL	English learner

ELA	English-language Arts
ELCD	[Early Learning and Care Division](#) – CDE
ELD	[Expanded Learning Division](#) – CDE
ELPAC	[English Language Proficiency Assessments for California](#)
ELPI	[English Learner Progress Indicator](#)
EL Roadmap	[English Learner Roadmap Policy](#)
ELSB	[Early Literacy Support Block](#)
ELSD	[English Learner Support Division](#) – CDE
ESEA	[Elementary and Secondary Education Act of 1965](#) (Outside CDE Source)
ESSA	[Every Student Succeeds Act](#)
ESSER	[Elementary and Secondary School Emergency Relief Fund](#)
ETS	[Educational Testing Service](#) (Outside CDE Source)
EWIG	[Educator Workforce Investment Grant](#)

F

Acronym	Description
FASD	[Fiscal and Administrative Services Division](#)
FM	Fiscal Monitoring
FPM	[Federal Program Monitoring](#)
FRPM	Free or Reduced-Priced Meals
FTE	Full-time Equivalent
FY	Fiscal Year
FYS	[Foster Youth Services](#)

G

Acronym	Description
GAD	[Government Affairs Division](#) – CDE
GATE	[Gifted and Talented Education](#)
GED	[General Educational Development Test](#)

Acronym	Description
GEER	Governor's Emergency Education Relief Fund
GL	General Ledger
GMART	Grant Management and Reporting Tool
GPA	Grade Point Average

H

Acronym	Description

I

Acronym	Description
IB	International Baccalaureate
IDEA	Individuals with Disabilities Education Act (Outside CDE Source)
IEP	Individualized Education Program
IS	Independent Study
ISSPO	Integrated Student Support and Programs Office

J

Acronym	Description

K

Acronym	Description

L

Acronym	Description
LAC	Legal, Audits, and Compliance Branch
LASSO	Local Agency Systems Support Office
LCAP	Local Control and Accountability Plan
LCFF	Local Control Funding Formula
LEA	Local Educational Agency
LTEL	Long-term English Learner

M

Acronym	Description

Acronym	Description
MSD	Multilingual Support Division – CDE
MTSS	Multi-tiered System of Support (Outside CDE Source)

N

Acronym	Description
NBCT	National Board Certified Teacher
NCBE	National Clearinghouse for Bilingual Education
NCLB	No Child Left Behind Act of 2001
NEA	National Education Association (Outside CDE Source)
NGSS	Next Generation Science Standards (Outside CDE Source)
NPS	Non-Public School
NSBA	National School Boards Association (Outside CDE Source)
NSD	Nutrition Services Division – CDE

O

Acronym	Description
OMB	Office of the Management and Budget
OSE	Office of the Secretary of Education (Outside CDE Source)
OSHA	Occupational Safety and Health Administration (Outside CDE Source)

P

Acronym	Description
PCA	Program Cost Account
PFT	Physical Fitness Testing
PSAT	Preliminary Scholastic Achievement Test (Outside CDE Source)
PTA	Parent Teacher Association (State) (Outside CDE Source)

Q

Acronym	Description

R

Acronym	Description
RFA	Request for Applications
RFP	Request for Proposals

ROCP	Regional Occupational Centers and Programs

S

Acronym	Description
SACS	Standardized Account Code Structure
S and C Funds	Supplemental and Concentration Funds
SARB	School Attendance Review Board
SARC	School Accountability Report Card
SASD	Student Achievement and Support Division – CDE
SAT	Scholastic Achievement Test
SB	Senate Bill
SBE	State Board of Education
SBP	School Breakfast Program
SCO	State Controller's Office
SCOE	Sacramento County Office of Education
SDAIE	Specially Designed Academic Instruction in English
SDC	Special Day Class
SEA	State Educational Agency
SED	Special Education Division – CDE
SELPA	Special Education Local Plan Area
SELPA Content Leads	SELPA Content Leads https://www.cde.ca.gov/fg/fo/r18/selpacontentlead18rfa.asp
SES	Supplemental Educational Services (Outside CDE Source)
SFSD	School Fiscal Services Division
SIG	School Improvement Grant
SIL	SELPA Systems Improvement Leads (Outside CDE Source)
SNP	School Nutrition Program
SnS	Supplement not Supplant
SpED	Special Education
SPSA	School-Plan for Student Achievement
SSC	Schoolsite Council

SSD	Single School District
SSI	School Support and Improvement
SSID	Statewide Student Identifier
SSO	(Statewide) System of School Support
SSPI	State Superintendent of Public Instruction
SSSSD	State Special Schools and Services Division
STAR	Standardized Testing and Reporting Program
STEM	Science, Technology, Engineering, and Mathematics
SWD	Students with Disabilities
SWP	Schoolwide programs

T

Acronym	Description
T5	Title 5, California Code of Regulations
TA	Technical Assistance
TAS	Targeted School Assistance
TSD	Technology Services Division
TSI	Targeted Support and Improvement
TUPE	Tobacco-Use Prevention Education

U

Acronym	Description
UC	University of California (Outside CDE Source)
UCOP	University of California Office of the President (Outside CDE Source)
UCP	Uniform Complaint Procedures
UGG	Uniform Grant Guidance
USDA	U.S. Department of Agriculture (Outside CDE Source)

V

Acronym	Description
VAPA	Visual and Performing Arts

W

Acronym	Description
WASC	[Western Association of Schools and Colleges](#) (Outside CDE Source)
WestEd	[WestEd](#) (Outside CDE Source)
WIC	[Women, Infants, and Children](#) (Outside CDE Source)

X, Y, Z

Acronym	Description
YRE	[Year-round Education](#)