

Modesto City Schools

SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT John Fremont Elementary School

50711676052708
CDS Code

TITLE 1 Schoolwide

Schoolsite Council (SSC) Approval Date

May 15, 2023

Local Board Approval Date

June 20, 2023

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the following person:

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Section 1 School Mission Statement and Description

School Mission Statement:

The mission of the Fremont community is to provide opportunities for all students to become emotionally, socially, and academically successful aimed at developing productive members of society with a lifelong love of learning

The vision of Fremont Elementary is to foster a safe and supportive learning environment focused on collaboration, trust, real world learning opportunities, and effective instruction while building students' capacity to persevere.

School Description:

John C. Fremont is an established K-6 school in the central part of Modesto, California. It has been in existence since 1949. Fremont serves approximately 600 students, 14% are considered English Learners and 18% are students with disabilities. The staff at Fremont Elementary School are all highly qualified, aligned with the state and federal standards for teachers and all teachers hold the necessary teaching credentials to work with English Learner students.

Through ongoing efforts to work cooperatively, Fremont parents, students, and staff members continue to maintain high expectations for all students and promote excellence by creating a positive learning environment for all. Fremont teachers focus instruction on the rigorous Common Core State Standards in reading, writing, listening, speaking, and mathematics. The English Language Arts curriculum at Fremont Elementary includes the McMillan-McGraw Hill Wonders curriculum and the SWUN curriculum is utilized for Math. We are also utilizing Second Step curriculum for the students social and emotional needs.

John C. Fremont offers educational opportunities for students with varying learning needs. In addition to serving students in the general school, an alternative education program is housed on campus called Open Plan. Open Plan is a program on our campus that serves approximately 210 students and provides a cooperative environment in which parents and teachers act as partners in the education of their children. Both programs focus on excellent research based instructional practices including direct instruction, Project Based Learning, and collaborative learning. A computer literacy teacher provides students with Common Core aligned technological instruction with a focus on gaining skills in keyboarding. Fremont provides a student academic support provider (SAS) for short-term counseling. Our SAS provider also conducts social skills groups to improve students' social awareness and small group and whole class instruction in identification and prevention of bullying. Fremont promotes academic growth through our Multi-Tiered Systems of Support (MTSS) program where a certificated instructional coach and paraprofessionals concentrate on small group instruction.

Students have the opportunity to achieve outside the classroom through academic competitions such as the Spelling Bee, Science Olympiad and Odyssey of the Mind. Students may elect to participate in the Instrumental Music program, Garden Club, Safety Patrol and other enrichment activities after school. Fremont Elementary has one parallel class and four Autism classes that serve students with special needs. Students with special needs also receive services from the Resource Specialist, Speech and Language Therapist, Adapted P. E. Specialist, Occupational Therapist, School Counselor, behaviorist, and/or School Psychologist as determined by their Individualized Education Plan (IEP). We also offer our before and after school program through Expanded Learning opportunities. Additional support in ELA and math interventions are provided on Tuesdays and Thursdays through our Rise program. Reading fluency intervention is also provided to students during common Multi Tier Systems of Support (MTSS) time during the school day. Teachers work in Professional Learning Communities (PLC's) during weekly collaboration meetings to develop common formative assessments and determine research based instructional strategies focused on the Common Core State Standards (CCSS).

Parent engagement opportunities have been implemented this year with the support of a Parent Ambassador on site two days a week. She helps with the ongoing communication between the school site and parents. We have a parent engagement center with four computers and a printer to help support parents with their students academic or social and emotional needs. We offer family engagement night that includes, Math and Science Night, Literacy Night and Grade Level Fundamentals.

Modesto City Elementary: K-8

Migrant Education /Title I Part C supplemental instructional and support services are provided to the Modesto City Schools migrant students through a Memorandum of Understanding with the Merced County Office of Education/Migrant Education Region 3. These services are directly provided by Migrant Education Region 3 staff to preschool and elementary students. Migrant Education supplemental instructional services are provided through a combination of site and home base models. Migrant students are identified and recruited by two Support Services Liaisons. The current migrant student eligibility list is maintained on a monthly basis and is cross-referenced with the district student database to keep student lists current. The Supportive Services Liaisons additionally provide referrals for supplemental health and social services to migrant families identified in the Modesto City Schools attendance area. The migrant parents assist the district and region in evaluating migrant educational services through their participation in the Migrant Parent Advisory Committee which meets six times per year. Migrant Education services are determined each year in collaboration with the Modesto City Schools District to maintain or modify them based on a review of prior year services and funding allocations.

Section 2 CSI & ATSI: Purpose and Description

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

- ☒ Schoolwide Program
- ☒ Additional Targeted Support and Improvement
- Students with Disabilities and Students with Two or More Races

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The SPSA goals are aligned to MCS LCAP. The SPSA meets ESSA requirements, has metrics set to the CA Dashboard and is written and evaluated by educational partners.

Fremont Elementary School is an ATSI school for Students with disabilities and students that are two or more races.

Students with disabilities qualified for ATSI in the areas of ELA, Math, and Attendance. Fremont's focus is to provide students with the additional resources and assistance they need to succeed academically and also provide tiered support to improve attendance. We will focus on our inclusion plan by having a team of educators collaborate on inclusive classroom practices to create a welcoming and supportive environment for students with disabilities. In the beginning of the year and again in the middle of the year the resource teacher, resource para, instructional coach, instructional para, parallel teacher, highly structured teachers, Student Assistance Specialist (SAS) and general education teachers will collaborate and review all Individual Education Plans for all students with disabilities. The team will design an effective targeted plan to ensure that the necessary accommodations and supports are provided to students in the classroom. We will strategically schedule extra support in the classroom during core instruction time and have all students participate in Multi Tiered Student Support (MTSS) time to focus on individual academic needs in small group instruction. The educator team will focus on academic vocabulary and have students read, write, and speak everyday. Teachers will use strategies to provide scaffolds such as sentence frames, words walls, anchor charts, think time, and using visuals in the classroom. Our site will also ensure the educators are trained and supported in all areas to accommodate student needs.

Students with disabilities and students with Two or More Races qualified for ATSI due to attendance. As a site, we will conduct a needs assessment to determine the root causes for poor attendance by reviewing attendance data and meeting with the families in the beginning of the school year. Have a school wide parent engagement night to promote reasons for good attendance. Address underlying issues that may contribute to poor attendance, such as transportation, health, or family needs. We will track attendance data to identify students to provide targeted interventions and a tiered system of support. We will also provide targeted interventions for students that include, support from the SAS, check in logs, or attendance contracts. We will continue to create a welcoming and positive school culture that encourages students to attend. We will continue our reward system for students and classes with good attendance, promote attendance at assemblies, and provide opportunities for students to participate in extra activities.

Resource Inequities

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

Inequities:

Classroom sizes and combo classes: All grade levels were either at capacity or over capacity with extra students pushing in for inclusion for a certain percentage a day. With growing enrollment we have identified there is a need for additional space to house our special education itinerate staff to support the needs of our students. Paraprofessionals for our special education classes were hired late into the year and not trained right away. General Education teachers need to be trained on how to provide effective instruction and support to students with disabilities.

Section 3 Educational Partners Involvement

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

Involvement Process for the 2022-23 SPSA Annual Review and Update

John Fremont Elementary School's School Site Council (SSC), English Learner Advisor Committee (ELAC), Site Leadership and teachers participated in the evaluation process of John Fremont Elementary School's 2022-2023 SPSA which include the analysis of quantitative and qualitative data to determine effectiveness within each goal, activities to continue, discontinue and to revise. This occurred throughout the school year as data became available for dissection. The final review of Fremont's data was conducted in March of 2023.

Involvement Process for the 2023-24 SPSA and Update

Using input from Fremont stakeholder groups, School Site Council (SSC), English Learner Advisory Committee (ELAC), School Leadership Team, and site teachers reviewed the evaluation of the 2022-2023 SPSA and then discussed how to move forward for the 2023-2024 SPSA. This process included providing all stakeholders with the prior SPSA. This process occurred during SSC, ELAC, Site Leadership, and staff meetings in March and April of 2023. There was a review of the strategies used from the previous school year with a careful review of student outcomes and goals achieved. All stakeholder groups discussed strategies to continue or discontinue in an effort to increase student learning and close the achievement gap. All stakeholders gave input as to what strategies from the previous year were working well by reviewing data to determine what strategies to keep in the 2023-2024 SPSA. All Stakeholders discussed what strategies we will need to implement and what data will be used to determine growth and achievement in the 2023-2024 school year.

Section 4 ELA Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 1

Subject: English Language Arts

SPSA Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Based on ongoing data analysis, there were many strategies implemented and effective during the 2022-2023 school year. Grade level reading intervention continued for the third year using our Title 1 instructional paraprofessional as support. We implemented a Multi Tier Systems of Support (MTSS) team that includes a certificated instructional coach and three additional paraprofessionals. In addition, teachers used collaboration time to design grade level lessons using Common Formative Assessments, ongoing progress monitoring following benchmark assessments. The MTSS instructional coach, administrative members, teachers and parents had data conversations regarding the progress or lack of progress in students as well as "next steps" for students. Students participated in Rise, after school ELA intervention, two days a week. Teachers were given curriculum training prior to the commencement of MTSS or Rise rotations. In addition, teachers were given opportunities to participate in professional development aimed at assisting with implementation of Common Core State Standards. DIBELS data shows growth in kindergarten through 3rd grade in reading development and literacy. We also implemented DIBELS assessments and progress monitoring in the fourth through sixth grade.

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 intended implementation and the budgeted expenditures to implement the strategies to meet ELA achievement goals were closely aligned. There was a couple of adjustments or differences between the initial planned implementation and the actual budgeted expenditures. One difference was 4-6 grade DIBELS was a budgeted expenditure but our Curriculum and Instruction department allocated district funds for all sites to implement DIBELS in the 4-6 grade. We also budgeted allocations for after school intervention but Students Support Services allocated district funds for Rise and enrichment classes after school.

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.

Based on this analysis it appears that refinement of existing structures including reading intervention, targeted tutoring, and professional development on effective research based instructional strategies, curriculum development and extra collaboration is needed. Also, closely aligning common formative assessments using district adopted curriculum. Lastly, clearly articulated academic goals and strategies to reach those goals with our students with disabilities seem to be needed through extra collaboration days. These changes can be found in the actions and strategies for the 2023-2024 SPSA.

IDENTIFIED NEED (Data Analysis)

ELA

Based on DIBELS we identified that 0-49% of All students are in need of support / intervention in the area of: Phonics

To address this the school can:

Identify the students who are struggling and strategically place them in groups for small group instruction using direct instruction intervention curriculum.

ELA PD

Based on Analysis of Assessment Data we identified the following area of need in professional development Support with Analysis of Assessment Data

To address this the school can:

The general education teacher and resource teacher will collaborate we will allocate funds for the cost of substitutes so teachers are able to have additional time to collaborate with other teachers, resource teacher, Job-Embedded Coaches, MTSS coach, and administrators. Collaboration will be intentional and strategic to analyze assessment data and develop next steps to address student needs and to ensure students academic growth. The substitutes can also provide coverage for teachers to collect assessment data and progress monitor students in DIBELS.

Additionally we analyzed specific data to indicate the following need(s):

Focus on targeted grade levels that need extra support for inclusion and over capacity of students in the classrooms. Teachers and other extended support of adults on campus will collaborate together to strategically plan out extra support in the classroom.

Discuss the areas of strength and need based on data analysis:

An analysis of DIBELS data school wide shows an average increase of 13% composite scores in Kinder, 1st, 2nd, 4th, 5th and 6th grade. Third grade had 11% decrease in the composite score. A gap continues to exist between ELs and SWD. Also, an analysis of writing benchmark data suggests an improvement for opinion writing to an average of 16% at or above benchmark. Furthermore, observational data was collected for evidence of learning objectives and engagement strategies in the classrooms, while using district adopted curriculum. Observational data suggested an improvement of instances of learning objectives and engagement strategies, and curriculum use from 65% of classrooms at the beginning of the year to 95%.

Subject: English Language Arts

LEA/LCAP: LCAP Goal 1

Goal #1 To improve distance from standard by +15 points on CAASPP data.

	2021-22 Final Data / District Preliminary Data	2023-24 Data Goal Increase
Schoolwide (SW)	Actual -35	Goal -20
English Learners (EL)	Actual -106	Goal -91
Students with Disabilities (SWD)	Actual -124	Goal -109
Other Student Groups	Actual	Goal

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Identify strategies utilized to ensure students master grade level foundational skills.					
Identify strategies utilized to ensure students meet or exceed grade level reading & writing standards.					

Schoolwide (SW)	<p>During the school day, provide teachers with substitutes for curriculum development opportunities with the goal of providing clarity related to grade-level unwrapping of standards, learning progressions, success criteria and common formative assessments. After the school day, provide teachers additional time with their grade levels to unwrap essential standards, create learning targets, design common formative assessments.</p> <p>Additional time for teacher lesson planning will be provided aimed at developing common formative assessments and planning lessons based on best practices. Curriculum development based on essential standards.</p> <p>Common prep times will be provided for teachers to collaborate and support a weekly collaboration cycle of inquiry.</p>	<p>Collaboration between resource teacher, general education teachers, parallel teacher, resource para, and parallel para to ensure common core times for extra support in the classrooms. There will be a team of teachers and an extended team to develop an academic plan to support teacher and students.</p> <p>Working with the Fremont leadership team members teachers will use extra hours of collaboration to lesson design using the "PLC Playbook" by creating products (a graphic organizer will be provided by the administrator) with clear standards, success criteria (rubrics), learning targets, required vocabulary and a time frame as to when the unit will be taught. Student success will be monitored using the following: mClass, district benchmarks, teacher generated common formative assessments and writing samples.</p>			
			Substitute Teacher Cost, Participation Rate, Curriculum Development Rate	Title 1 Professional Development	4,000
			Books, Instructional Materials, reprographics.	Title 1 Supplies and Services	6437
			Curriculum Development Rate	Title 1 Professional Development	7,000

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	<p>Instructional Norms will be collaboratively created and professional development will be aligned to support the norms.</p> <p>ELA data meetings will be conducted with grade level teams to determine areas of strength and areas of need.</p>	<p>Student success will be monitored using the following: mClass, district benchmarks, teacher generated common formative assessments and writing samples.</p>			
	<p>Academic intervention will occur based on placement tests and monitored every six weeks to ensure strategic grouping.</p> <p>After school intervention will be provided through the RISE program.</p> <p>Title 1 intervention para</p> <p>Academic incentives and recognition will be available for improvement and achievement.</p>	<p>DIBELS : BOY, MOY, EOY K-6 Reading Fluency WCPM Subtest Every trimester Intervention placement tests every 6 weeks. Wonders District Unit Assessments Writing District Benchmarks Every Trimester.</p> <p>Using the reading assessments on going tool, student progress will be monitored and instruction adjusted.</p>	Incentives and Recognition	Title 1 Supplies and Services	1000

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	End of year Grade Level Fundamentals, will provide support for students and parents to understand the expectations for the next grade level. Fall Literacy Night!	Student success will be monitored using the following: mClass, district benchmarks, teacher generated common formative assessments and writing samples.	Curriculum Development	Title 1 Parent Involvement	1,182
			Curriculum Development	Title 1 Parent Involvement	2000
English Learners (EL)	EL students will be provided additional intervention including communication on fluency progress to parents, progress monitoring, and student goal setting. Welcome kits for newcomers and new students.	DIBELS disaggregated by EL : BOY, MOY, EOY K-6th Grade. Reading Fluency WCPM Subtest disaggregated by EL Every trimester.	Welcome kits for student success in the classroom.	Title 1 Supplies and Services	1,000

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Students with Disabilities (SWD)					
		DIBELS disaggregated by SWD : BOY, MOY, EOY K-6th Grade Reading Fluency WCPM Subtest disaggregated by SWD Every trimester.	Teacher hourly professional development and collaboration.	Title 1 Professional Development	1200

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	<p>Professional development will be provided for special education staff focusing on least restrictive environment and strategies for mainstreaming SWD during ELA.</p> <p>Special education teacher collaboration with general education staff to determine the most effective strategies to improve achievement for SWD.</p> <p>Substitute teacher provided for the Resource teacher to be able to collaborate with classroom teachers on students' specific disabilities and how best to support their needs, specifically in the area of foundational literacy skills. Also, a substitute provided for the general ed teacher during the collaboration.</p> <p>Academic intervention will occur based on placement tests and monitored every six weeks to ensure strategic grouping.</p>				

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Other Student Groups					

Section 4 Math Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 2

Subject: Math

SPSA Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Based on ongoing data analysis, there were many strategies implemented and effective during the 2022-2023 school year. Prior to last year, Fremont focused PD in Math with the support of our SWUN Math Coach and District Job Embedded Math Coach. As a result from Math CAASPP data, we have identified we had an overall increase of 7.9% for Math SBAC. Math and Science night was successful for our Fremont families to engage in math practices while collaborating with other students and teachers. This year, our focus will continue to be in closing the achievement gap in math with an increased focus on our students with disabilities. Preventative measures listed as strategies, analyzing of data, strategic planning and design of interventions as well as purposeful and intentional development and delivery of professional development will be targeted to reflect needs of our learning community in the area of Math and mastery development.

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 intended implementation and the budgeted expenditures to implement the strategies to meet math achievement goals were closely aligned. There was a couple of adjustments or differences between the initial planned implementation and the actual budgeted expenditures. One difference was before and after school math intervention was provided by the district through the Rise program.

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.

Based on an analysis of the 2022-2023 SBAC mathematics data it appears that there needs to be additional support implementing the curriculum and a process for intervening immediately for students when necessary based on benchmark assessment data. Also, more focused professional development is needed on implementing the mathematics curriculum utilizing our SWUN and district coaches. This year, our focus will continue to be in closing the achievement gap in math with an increased focus on our students with disabilities. Preventative measures listed as strategies, analyzing of data, strategic planning and design of interventions as well as purposeful and intentional development and delivery of professional development will be targeted to reflect needs of our learning community in the area of Math and mastery development.

IDENTIFIED NEED (Data Analysis)

MATH

Based on CAASPP we identified that 70-89% of All students are in need of support / intervention in the area of: Concepts and procedures

To address this the school can:

Ensure SWUN SWUN BTBF is used daily in the classroom, track student growth, and provide additional small group instruction.

MATH PD

Based on PLC Input we identified the following area of need in professional development Support with Analysis of Assessment Data

To address this the school can:
Offer coaching from the SWUN and district math coaches once a month to enhance lesson design and lesson delivery of the curriculum.

Additionally we analyzed specific data to indicate the following need(s):

Based on SBAC and benchmark data we need to strategically focus on our students with disabilities to ensure academic growth in math.

Discuss the areas of strength and need based on data analysis:

An analysis of the Math SBAC data suggest little change in achievement SWD who met or exceeded standards and, and EL's who met or exceeded standards. When looking at Math SBAC data over the last three years achievement is stagnant for SWD and EL's. We need to add more support for students with disabilities and our EL students. We will continue to implement the SWUN strategies that the teachers are strategically adding in their daily lessons.

Subject: Math

LEA/LCAP: LCAP Goal 1

Goal #2 To improve distance from standard by +17 points on CAASPP data

	2021-22 Final Data / District Preliminary Data	2023-24 Data Goal Increase
Schoolwide (SW)	Actual -56	Goal -39
English Learners (EL)	Actual -110	Goal -93
Students with Disabilities (SWD)	Actual -151	Goal -134
Other Student Groups	Actual	Goal

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Increase the percent of students meeting or exceeding grade level Math Standards.					
Schoolwide (SW)	<p>Professional development will be provided from the SWUN coach and district coach, focusing on effective mathematics instruction, learning dispositions, and the implementation of the mathematics curriculum.</p> <p>Teachers will be provided release time to attend data meetings to discuss areas of strength and areas of need.</p> <p>Additional lesson planning time will be available for teachers to discuss data, effective instructional strategies, and to plan remediation and enrichment.</p>	Math unit benchmarks and classroom common formative assessments.	Participation and curriculum rate.	Title 1 Professional Development	2500
	Math and Science night to enhance student engagement.	Math unit benchmarks and classroom common formative assessments.	Books, Instructional, material, reprographics	Title 1 Parent Involvement	1000

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Every six weeks to monitor progress, identify skills/concepts to focus on, and identify strategic grouping to enhance student achievement.	Monitor progress, identify skills/concepts to focus on, and identify strategic grouping while progress monitoring.			
English Learners (EL)		Math unit benchmarks and classroom common formative assessments. Mathematics Unit and benchmark Assessments disaggregated by EL.	Teacher participation rate and curriculum rate.	Title 1 Professional Development	2,000
			Materials to support the EL students.	Title 1 Supplies and Services	500

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	<p>Professional development will be provided to help teachers create, plan, and prepare common formative assessments that are targeted towards the needs of their EL students. These exit tickets will be shared among staff and monitored with administration to ensure that students are gaining the required CCSS skills and concepts.</p> <p>Supplemental materials will be provided for students to access the CCSS. A welcome kit and an EL kit will be provided to the teachers to help support teaching in the classroom.</p> <p>Targeted tutoring will occur specifically for English Learners to focus on areas of particular difficulty.</p>				

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Students with Disabilities (SWD)	Resource teachers will collaborate with classroom teachers on students' specific disabilities and how best to support their needs, specifically in the area of Mathematics and the acquisition of grade level Math skills.	Math unit benchmarks and classroom common formative assessments. Mathematics Unit and benchmark Assessments disaggregated by SWD.	Material to support students with disabilities.	Title 1 Supplies and Services	500
	Professional development will be provided focusing on the least restrictive environment and strategies for effective mainstreaming for special education students during mathematics instruction.				
Other Student Groups					

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost

Section 4 Attendance Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 3

Subject: Attendance

SPSA Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

The intended strategies for the 2022-2023 school year, were implemented with all strategies/activities. A tiered notification system, providing perfect and improved attendance awards, classroom incentives, weekly attendance meetings, and incentives. Fremont's students with disabilities' and students with two or more races, chronic absenteeism remains significantly higher than other subgroups so it will be monitored daily by administrative team and School Records Clerk during 2023-2024 school year.

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

Due to continued attendance protocols in place by the CDC in the beginning of the school year incentives were inequitable for students with perfect or nearly perfect attendance. We continued to promote incentives for students with perfect attendance per month and also the classes with 95% attendance or above.

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.

We will address by building a detailed comprehensive attendance plan. Comprehensive Attendance Plan is being developed to address students absent three or more days, and beginning of the year meetings held with students and parents who were chronically absent the 2022-2023 school year. An increase in SART, SARB, home visits and communication between school to home will be our focus. The plan will outline our plans to reward and incentivize students with strong or perfect attendance. The plan will also outline how we will team with educational partners to address undesired attendance behaviors and patterns occurring with individual students as well as specific subgroups (Students with disabilities and Two or More Races). Ongoing training and full implementation of PBIS Rewards will continue to support student attendance and build positive self-esteem/relationships.

IDENTIFIED NEED (Data Analysis)

ATTENDANCE

Based on Dashboard Attendance we identified that 0-49% of All students are in need of support / intervention in the area of: Attendance

To address this the school can:

Use the previous tiered system of support, and incentives for students with good attendance.

ATTENDANCE PD

Based on Analysis of attendance data we identified the following area of need in professional development PD from SAS/Mental Health Specialist

To address this the school can:

Provide additional support to parents, students and teachers to improve attendance.

Additionally we analyzed specific data to indicate the following need(s):

Fremont began the 2022-2023 school year with many COVID protocols for students to stay home when sick. Therefore, we will continue to use the above monitoring system (indicated in the strategies below) to increase student attendance.

Discuss the areas of strength and need based on data analysis:

The site will focus on increasing the attendance rate for the ATSI subgroups (Students with disabilities, and Two or More Races). To increase the attendance rate, the site will support parents with the barriers they may be having to get the students to school.

Subject: Attendance

LEA/LCAP: LCAP Goal 1

Goal #3 Increase student attendance rate by 0.5% or to 98%, Decrease chronic absenteeism rate by 1% or maintain green/blue status

	Increase student attendance rate by 0.5% or to 98%.		Decrease chronic absenteeism rate by 1%	
	2022-23 Final Data	2023-24 Data Goal Increase	2022-23 Final Data / District Preliminary Data	2023-24 Data Goal Increase
Schoolwide (SW)	Actual 92.28%	Goal 98%	Actual 24.50%	Goal 23.50%
English Learners (EL)	Actual 93.29%	Goal 98%	Actual 18.18%	Goal 17.18%
Students with Disabilities (SWD)	Actual 90.11%	Goal 98%	Actual 35.45%	Goal 34.45%
Other Student Groups Two or More Races	Actual 92.77%	Goal 98%	Actual 27.08%	Goal 26.08%

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Identify strategies utilized to decrease the percent of students with absenteeism and promote attendance.					

Schoolwide (SW)		<p>Daily and weekly communication with Student Records Clerk regarding percentage of attendance per class</p> <p>Best weekly and monthly attendance in classes and grade levels. Incentive board in hallway.</p> <p>Daily and weekly communication with Student Records Clerk regarding chronically absent students as well as tardies.</p> <p>Administration members and Student Records Clerk will communicate daily regarding student absenteeism.</p>			
			Class and student incentives.	Title 1 Supplies and Services	500
			Incentive Goal Materials.	Title 1 Supplies and Services	1000
			Extra Clerical support	Title 1 Parent Involvement	1,000

	<p>Perfect or improved attendance rewards will be provided to classrooms each Monday morning to increase student attendance.</p> <p>Perfect attendance posters provided to each classroom that will hang on installed clips outside of classroom doors.</p> <p>Clear communication of attendance expectations with families and teachers will be conveyed in Parent/Teacher conferences, newsletters, and on the school website.</p> <p>Clear tracking of number of tardies, absences, SART and SARB will occur between the school's TCII translator and Student Records Clerk to ensure fidelity of attendance.</p> <p>Weekly announcements will occur over the PA, during, to announce classes who have perfect attendance.</p> <p>Class and student incentives will be provided to recognize attendance improvements and achievement.</p> <p>A VIP room will be used as an incentive for perfect and</p>		
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	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	improved attendance. _____				

	A tired notification system will be implemented including administrative contact to families after three incidents or tardies or absences will occur, with documentation noting the outcome of the conversation. Home visits will be conducted by administration and attendance clerk for chronically truant students. Individual attendance plans will be developed and implemented using a root cause analysis for students demonstrating the greatest need. _____	The Student Records Clerk, VP, or principal and attendance liaison will communicate weekly to review attendance and provide earlier interventions to this In addition, there will be monthly and as needed SART meetings. _____			

English Learners					

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
(EL)	<p>Contact by the administration, teacher and TCII translator will occur at the start of the year or when a student begins school at Fremont so that clear expectations can be explained and any questions regarding attendance by the family can be addressed and answered.</p> <p>Individual phone calls by administration with the assistance of our TCII translator will be conducted if there are attendance concerns.</p>	<p>Chronic absenteeism report and data every month disaggregated by EL.</p>			
Students with Disabilities (SWD)		<p>Chronic absenteeism report and data every month disaggregated by SWD.</p>	<p>Parent attendance education night</p>	<p>Title 1 Parent Involvement</p>	<p>1000</p>

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	<p>Parent education on the importance of daily attendance will occur during Back to School Night and parent conferences.</p> <hr/>				
	<p>A support framework will be used to ensure SWD are being provided the services and accommodations needed to demonstrate regular attendance. Attendance will be mentioned in all IEP or 504 meetings of students with attendance concerns. Use a tiered system and incentive plan.</p> <hr/>	<p>Monitoring the accommodations needed for regular attendance by using chronic absenteeism report and data every month disaggregated by SWD.</p> <hr/>			
	<hr/>	<hr/>	<hr/>		
	<hr/>	<hr/>	<hr/>		
	<hr/>	<hr/>	<hr/>		
	<hr/>	<hr/>	<hr/>		
Other Student Groups Two or More Races	<p>Parent education on the importance of daily attendance will occur during Back to School Night and parent conferences.</p> <hr/>	<p>Chronic absenteeism report and data every month disaggregated by two or more races.</p> <hr/>			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	A support framework will be used to ensure students that are two or more races are being provided the support needed to improve attendance. Following a tiered system and incentive plan.	Monitoring the support needed for regular attendance by using chronic absenteeism report and data every month disaggregated by SWD.			

Section 4 PBIS Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 4

Subject: PBIS

SPSA Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Positive Behavior Intervention and Supports (PBIS) strategies were implemented and used by Fremont staff members. Teachers and students reviewed and recited the Peace Builder pledge on a daily basis to communicate behavior expectations. Students were awarded PBIS rewards through the app and students were able to use their points to buy incentives of their choice. The PBIS awards could be given by any staff member at any time on their phone or computer. PBIS meetings were held. The PBIS team consistently reviewed and analyzed data about incidents and suspensions.

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

There were no major differences between the intended implementation and the implemented strategies and actions.

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.

Positive Behavioral Intervention and Support (PBIS) meetings have been utilized to determine site needs. The PBIS team members will be creating clear and concise behavioral rubrics related to proper Peacebuilder behaviors. They will be posted and referred by staff, students and parents, in all common areas. All staff members will be trained on how to use the behavioral rubrics and parents will be offered educational opportunities for training as well. In addition, full implementation of Second Step social skills curriculum will be made available to all students with the expectation for the SAS to continue the use social skills curriculum.

IDENTIFIED NEED (Data Analysis)

PBIS

Based on Referrals/Incidents we identified that 0-49% of All students are in need of support / intervention in the area of: Behavior

To address this the school can:

Identify, monitor, and provide social skills lesson and restorative justices practices to achieve desired behaviors.

PBIS PD

Based on Observations we identified the following area of need in professional development PD from SAS / Mental Hlth Spcst

To address this the school can:

The staff be provided a PD on using the second step curriculum weekly.

Additionally we analyzed specific data to indicate the following need(s):

Based on referral data we identified that teachers need additional training on providing Tier 1 behavior supports in the classroom to support in reducing the number of referrals. We also identified the need for student support to decrease the number of suspensions.

Discuss the areas of strength and need based on data analysis:

School-wide behavioral systems and procedures were implemented during 2022-2023 school year. Fremont's suspension rates increase from the 2021-2022 school year, students were . However, Fremont's staff will need continued training and accountability on use of Restorative Practices and Peacebuilders. Fremont's Student Assistant Specialist (SAS) will use the Second Step Curriculum to support teachers in the classroom. In addition, upon return to school, The vice principal will be responsible for bringing discipline data to PBIS meetings for committee members to dissect and create plans or in an effort to be proactive with at-risk students.

Subject: PBIS

LEA/LCAP: LCAP Goal 1

Goal #4 Implement Positive Behavior Intervention and Support (PBIS) to decrease suspension rate by 0.3%

	Implement Positive Behavior Intervention and Support (PBIS) to decrease suspension rate by 0.3%	
	2022-23 Final Data / District Preliminary Data	2023-24 Data Goal Increase
Schoolwide (SW)	Actual 1.91%	Goal 1.61%
English Learners (EL)	Actual 2.17%	Goal 1.87%
Students with Disabilities (SWD)	Actual .79%	Goal .49%
Other Student Groups	Actual %	Goal %

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Identify strategies to reduce the number of discipline incidents and promote PBIS.					
Schoolwide (SW)	<p>Character Education Assemblies will be conducted by administration monthly, to celebrate students who have exemplified the trait of the month.</p> <p>PBIS assembly will be conducted for students in grades that would most benefit, based on trends and need.</p> <p>PBIS rewards for the student store will be used by yard duties to encourage positive behavior during recess and lunch.</p> <p>Celebratory postcards mailed home for students who are modeling positive character traits or achievement.</p> <p>Weekly social skills training will be provided for strategically selected students to support social and emotional skills as a positive intervention approach to behavior.</p>	<p>Suspension report every trimester.</p> <p>Office referral data every trimester.</p>	Incentives	Title 1 Supplies and Services	500
			Character Education Assembly	Title 1 Supplies and Services	1000
			Positive behavior rewards	Title 1 Supplies and Services	500
			Post cards and postage	Title 1 Parent Involvement	250

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	One extra day of Student Assistant Specialist support will be added to Fremont, allowing us to provide counseling support to students.	Suspension report every trimester. Office referral data every trimester.	Full day Student Assistance Specialist	Title 1 Supplies and Services	13,800
	A check in system will be used to provide support for students behavior and social needs.				
English Learners (EL)	TCII Translator will assist in the communication with EL families regarding behavior expectations, concerns and success.	Suspension report monthly disaggregated by EL students along with office referral data.			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Students with Disabilities (SWD)	Behavior will be reviewed at IEP and 504 meetings to ensure that all parties are aware of expected behavior and plans to address concerns.	Office referral data every trimester disaggregated by SWD			
	A buddy program will be provided to SWD including partnering general education peers with SWD in an effort to support social and emotional skills.	Office referral data every trimester disaggregated by SWD	Provide incentives for student buddies.	Title 1 Supplies and Services	500
Other Student Groups					

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost

Section 4 Academic Equity, Opportunity, and Awareness

Goals, Strategies, Expenditures, & Annual Review

Goal 5

Subject: Academic Equity, Opportunity, and Awareness

SPSA Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

The academic equity, opportunity and awareness strategies were implemented and used by Fremont staff and students. We were able to implement a couple of assemblies the involved the entire school. The students were able to go on equitable amount of field trips to various locations based on grade level standards. Some Fremont teachers and principal was part of the districts equity committee.

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

There were no major differences between the intended implementation and the implemented strategies and actions.

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.

We will continue with the same goal and fully implement from the beginning of the year. We will also train teachers in Project Lead the Way and implement to classrooms in the 2023-2024 school year.

IDENTIFIED NEED (Data Analysis)

ACADEMIC EQUITY, OPPORTUNITY, AND AWARENESS

Based on Science Data we identified that 50-59% of All students are in need of support / intervention in the area of: real world applications

To address this the school can:

Ensure students have access and exposure to various places (field trips) and opportunities (CTE exposure) with an emphasis on career awareness.

ACADEMIC EQUITY, OPPORTUNITY, AND AWARENESS PD

Based on Observations we identified the following area of need in professional development PLC release time

To address this the school can:

provide professional development opportunities for all staff members with voluntary book studies on understanding the equity and social justice in education.

Additionally we analyzed specific data to indicate the following need(s):

Science and social data from class observations, the students are in need of hands on engagement and exposure to science and social studies.

Discuss the areas of strength and need based on data analysis:

We have an area of strength in our Open Plan program with hands on activities, but we need to implement some of the activities and provide equitable access to our neighborhood students and SPED students.

Subject: Academic equity, Opportunity, and awareness

LEA/LCAP: LCAP Goal 1

Goal #5 To provide all students the opportunity to experience real world applications and hands on learning.

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Schoolwide (SW)	<p>Assemblies with a focus on diversity and education.</p> <p>Shaimel Gary Assembly</p> <p>Purchase field trips allowing students to have a diverse experience.</p>	<p>Informal conversations and writing samples will be used to monitor the effectiveness and impact of the assemblies.</p> <p>Upon return from the related field trip, teachers will provide students with opportunities to share written information relating to the excursion.</p>	Assembly cost	Title 1 Supplies and Services	1,000
			Assembly cost	Title 1 Supplies and Services	8,000
			Transportation	Title 1 Supplies and Services	7,000
			Fees	Title 1 Supplies and Services	4,000
	<p>Expose students to various careers via career fairs and/or guest speakers in an effort to help students find their passion and/or gifts as they research various career opportunities that they may wish to pursue in their futures</p>	<p>Allow students, parents and staff members to fill out surveys and students will write about the various careers and guest speakers they were exposed to during career opportunities.</p>	Presenter cost, snacks, and material	Title 1 Supplies and Services	4,000
			Books and Material	Title 1 Supplies and Services	2,000

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
English Learners (EL)					
Students with Disabilities (SWD)					
Other Student Groups					

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost

Section 4 Parent Involvement

Goals, Strategies, Expenditures, & Annual Review

Goal 7

Subject: Parent Involvement

SPSA Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Implementation of the parent involvement goal was implemented we finished the parent center and parents use it regularly. We have daily parent volunteers in Open Plan classrooms as well as some of our neighborhood classrooms. We had over 200 parents for Open House and over 250 parents for Math and Science Night and Literacy Night. We also had over 50 parents for Grade Level Fundamentals in May to invite parents to preview what their students will need to know for next year.

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

There were no major differences between the intended implementation and the implemented strategies and actions.

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.

We will continue with our same goals but implement a more strategic plan for our new students and our newcomer families.

IDENTIFIED NEED (Data Analysis)

PARENT INVOLVEMENT

Based on Parent participation, parents' needs include: supporting student with attendance

To address this the school can:

Invite parents for meetings and provide professional developments in the importance of school.

STAFF PD TO SUPPORT PARENT INVOLVEMENT

Based on Input from Parent Engagement & Outreach we identified the following area of need in professional development Access to specific parent involvement PD

To address this the school can:

Provide a PD for the parents and the staff on how to involve more parents in the academic success of their students.

Additionally we analyzed specific data to indicate the following need(s):

The outreach of parents and the need to participate in school activities, the engagement of parents decreases student behavior and increase student attendance.

Discuss the areas of strength and need based on data analysis:

We offer opportunities for parent engagement we continue to establish trust to help build support for parents to engage in school activities. Offering support for parents to be involved in multiple ways will enhance our parent engagement and student success.

Subject: Parent Engagement

LEA/LCAP: LCAP Goal 3

Goal #7 To increase parent engagement and participation in school activities

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Schoolwide (SW)	Monthly newsletters will be provided to families in an effort to communicate important information related to school.	Parent survey will be conducted at the beginning, middle and end of year requesting parent input related to letter content.	Paper, mailing expenses, reprographics and translation.	Title 1 Parent Involvement	1000
	Academic Nights including literacy night in the fall and math/science night in the spring.	Parent survey, sign in sheets and participation rates.	Teacher pay, materials, extra clerical assistance, and snacks.	Title 1 Parent Involvement	2,500
	Tours for new parents	Participation rate	Materials for new families	Title 1 Parent Involvement	1,458
English Learners (EL)		Parent survey	Materials, extra clerical assistance, snacks.	Title 1 Parent Involvement	500

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	<p>Parent Education nights will be offered to English Learner parents interested in strategies to use in homes to assist their scholars as they develop the English language.</p> <hr/>				
	<hr/> <p>ELAC meetings will support ELs in their progress.</p> <hr/>	<hr/> <p>Parent surveys will be conducted, and participation sign ins, monitoring of EL data.</p> <hr/>			
	<hr/> <p>Rosetta Stone</p> <hr/>				
	<hr/>				
	<hr/>				
	<hr/>				
Students with Disabilities (SWD)		<hr/> <p>Parent survey with needs assessment will be completed at the beginning, middle and end of the year.</p> <hr/>			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Provide additional opportunities for our Students with disabilities families to establish relationships with administrative members by providing opportunities for meet and greets, etc In addition, a raffle prize will offered for families who attend at school professional development.				
Other Student Groups					

Section 5 Staffing

Subject: Staffing

Description of Specific Actions (strategies) to Improve Student Achievement	Position	Funding Source	Estimated Cost (Salary and benefits)	Alignment to SPSA Goal and monitoring
<p>Fremont will increase school to home communication with the aide of our TCII translator for conferences and parent or teacher concern meetings.</p> <p>Clear communication of attendance expectations with families and teachers will be conveyed in Parent/Teacher conferences, newsletters, and on the school website.</p> <p>Clear tracking of number of tardies, absences, SART and SARB will occur between the school's TCII translator and Student Records Clerk to ensure fidelity of attendance.</p> <p>TCII Translator will assist in the communication with EL families regarding behavior expectations, concerns and success.</p>				ELA, Math, Attendance, PBIS, and Parent Engagement.
	TCII Translator	Title 1 Positions	23998	
<p>Academic intervention will occur based on placement tests and monitored every six weeks to ensure strategic grouping supporting a MultiTiered System of Support.</p> <p>Targeted tutoring will occur specifically for English Learners to focus on areas of particular difficulty.</p>				ELA Goal 1
	Instructional Para 5 hours	Title 1 Positions	32018	

Description of Specific Actions (strategies) to Improve Student Achievement	Position	Funding Source	Estimated Cost (Salary and benefits)	Alignment to SPSA Goal and monitoring
EL students will be provided additional intervention including communication on fluency progress to parents, progress monitoring, and student goal setting.				
	Substitute	Title 1 Positions	1000	

Section 6 Budget Summary

Site Categorical Budget

Total Allocations		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title 1 Positions	57016	0.00
Title 1 Professional Development	16700	0.00
Title 1 Parent Involvement	11890	0.00
Title 1 Supplies and Services	53237	0.00

Section 7 Funding Allocations

Budget Summary

The Budget Summary is required for schools funded through the Con App, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Current Funds Provided to the School Through the Consolidated Application Current Year	\$138,843
Total Carryover Funds Provided to the School Through the Consolidated Application Carryover	\$
Total Funds Provided to the School Through the Consolidated Application	\$138,843
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Current allocation budgeted for strategies to meet the goals in the SPSA	\$138,843.00
Grand total budgeted including carryover from Section 11	\$138,843

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program.

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

Total of State and local programs that the school is including in the schoolwide program: \$

Section 8 School Site Council Membership

2023 - 2024
SCHOOL SITE COUNCIL (SSC) MEMBERSHIP
Elementary (K-6)
SCHOOL: John Fremont Elementary School

Committee Composition Requirements: In elementary schools, half of the members are the principal (1), classroom teachers (3), and other school staff (1); half are parents or other community members (5).

<u>Parents/Community Members</u>	<u>Staff</u>
1. Name: Nate Louis Term: 2021-2022, 2022-2023 XParent Community Member	1. Name: Rebecca Donaldson Principal
2. Name: Leticia Vidabel Term: 2021-2022, 2022-2023 XParent Community Member	2. Name: Jeff Griffith Term: 2021-2022, 2022-2023 Teacher
3. Name: Priscilla Borrerro Term: 2022-2023, 2023-2024 XParent Community Member	3. Name: Suzanne Sante Term: 2021-2022, 2022-2023 Teacher
4. Name: Felica Ortega Term: 2022-2023, 2023-2024 XParent Community Member	4. Name: Cassandra Ramirez Term: 2022-2023, 2023-2024 Teacher
5. Name: Varduhi Shashikyan Term: 2022-2023, 2023-2024 XParent Community Member	5. Name: Term: Teacher
6. Name: Term: Parent Community Member	6. Name: Jessica Romero Term: 2022-2023, 2023-2024 Other School Staff

Section 9 Recommendations and Assurances

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

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

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

The SSC sought and considered all recommendations before adopting this plan.

Name	Advisory Group
Joanna Carrillo, Yarezly Villano, Jessica Romero, Margarita Ortiz, Elizabeth Prado	English Language Advisory Council (ELAC)
Cassandra Ramirez, Sarah Lepe, Danita Thomson, Mike Brite, Jeff Griffith	Site Leadership Team (SLT)

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in the district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve academic performance.

This SPSA was adopted by the SSC at a public meeting on: 05/15/2023 03:00 pm

Attested:

Rebecca Donaldson	SSC Chairperson
Cassandra Ramirez	SSC Vice Chairperson
Suzanne Sante	SSC Secretary