

**Santa Ana Unified School District  
School Plan for Student Achievement Summary  
2023-24**

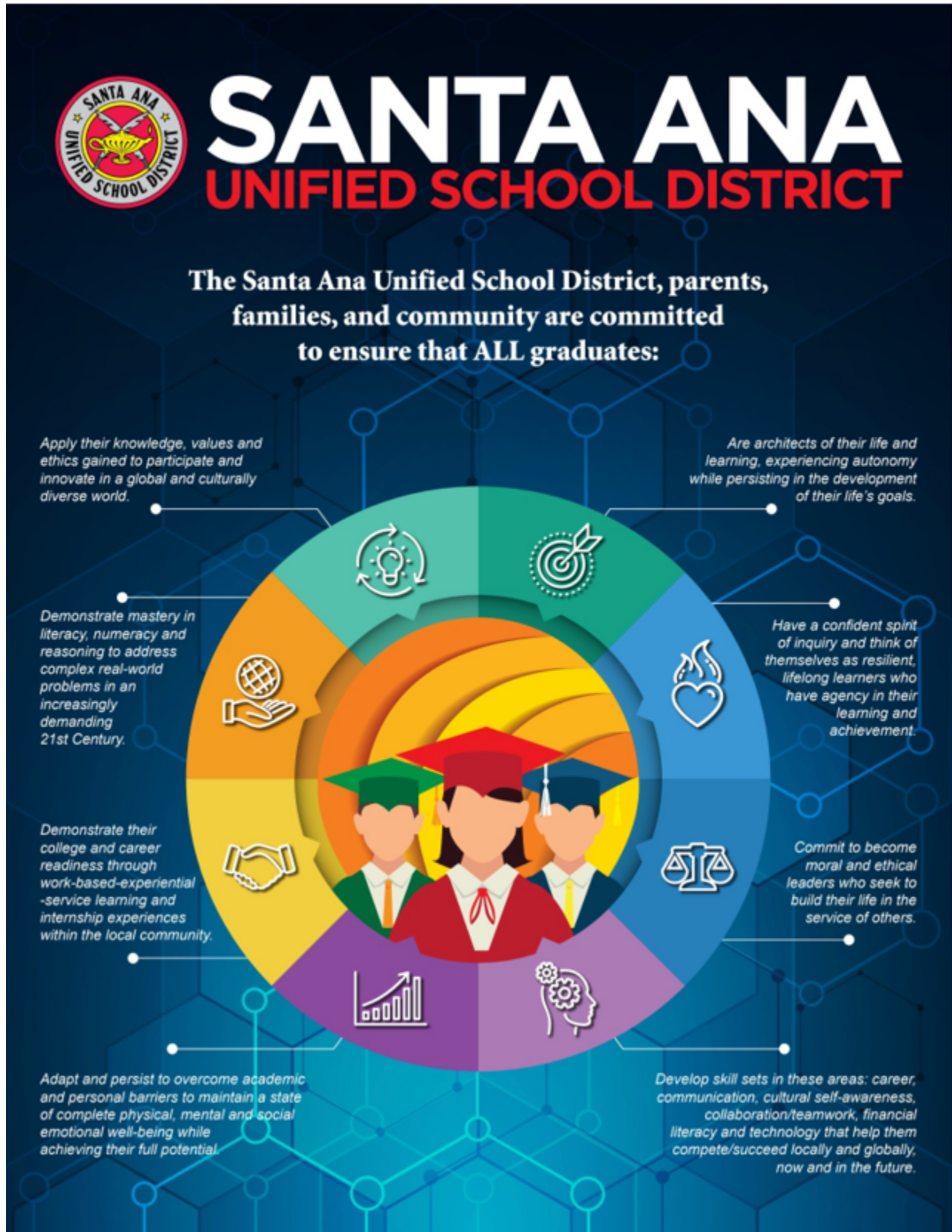


**Fremont Elementary**

**Superintendent**  
Jerry Almendarez

**Board of Education**  
Carolyn Torres, President • Alfonso Alvarez, Vice President  
Hector Bustos, Clerk • Katelyn Brazer Aceves Member • Rigo Rodriguez, Ph.D., Member

In addition to addressing components of the District's Local Control and Accountability Plan (LCAP) and fulfilling other requirements as specified herein, this School Plan for Student Achievement (SPSA) is developed to support students and families in alignment with Santa Ana Unified School District's Graduate Profile Characteristics:



## Goal Areas and Planned Improvements

### Goal 1 - School Climate and Vision

#### LCAP Goal and SAUSD Board Priority Alignment

Goal 3: Social Emotional Wellness. The SAUSD community (staff and community partners) will provide students with resources and multi-tiered support to meet their individual social-emotional, mental health, behavioral and physical well-being.

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#### School Climate and Vision Goal:

Fremont Elementary School has a clear vision of a safe, secure environment that promotes academic success, a college focus, and the social-emotional well-being of all students. Students will be explicitly taught our school-wide expectations for both academic and behavioral success. Students will be provided equitable access to a high quality instructional program with a social-emotional component embedded, such as daily check-ins. Students and staff will work together in a healthy, safe and encouraging environment where we serve as role models and promote success for our students by helping instill a growth mindset. Our school will support the district in reducing the number of dropouts, suspensions and expulsions, while also increasing the number of graduates. This vision is communicated to all stakeholders, including students, staff, parents, and the community. Fremont Elementary will work to create a community that fosters student engagement, safety and academic rigor, and develops the whole child. All students, staff and parents will work to create an environment that enables our students to perform at their peak and become resilient, well-adjusted individuals, develop a growth mindset, and take risks. Fremont Elementary School will attend to the social-emotional needs of our students by creating an environment where they feel safe, secure, and are afforded every opportunity to learn and improve, and develop as individuals. School-based counseling is embedded in our multi-tiers of support at tier levels 1, 2, and 3. Counselors will continue to provide classroom presentations, group/individual supports, and monthly awareness activities. They will support and work with our parents and families to connect them with community resources and supports, as needed. Counseling services will also be offered through Turning Point, which will be supervised by our school counselor. Students will be identified and referred by teachers and staff members for supports and interventions at tier levels 2 and 3. Fremont's school-wide expectations are PAWS: Prepared and Participate, Act Responsibly, Work and playing safely, and Show respect. We also want to develop our student's character by focusing on a character trait each month, and instill the Bucket Filler concept with our students. We will partner with community agencies such as Phoenix House, Orange County Healthcare Agency to provide parents workshops and supports, as well as classes and supports for students. There will be a mutual trust and respect between district, community, and school where all stakeholders' input will be valued and an integral part of decision making process in order to increase student achievement in the 2023-24 school year.

#### Strategy/Activity 1

School-wide program to promote a safe and positive culture of success, growth mindset, self-determination, and maintain a level of rigor that challenges and supports students. Teachers will be trained on best practices to maintain rigor, implement growth mindset, and support the social-emotional needs of their students. Teachers and support staff will collaborate to monitor student progress in personal growth and best practices to promote self-efficacy and develop a sense of agency. Furthermore, technology use will be implemented to supplement classroom instruction and make learning streamlined and in line with the demands of 21st century college and careers. Teachers will be AVID trained and be offered ongoing professional development to develop a culture of engagement, safety, efficacy, and belonging in a college-focused climate of learning. Students in grades 2nd-5th will use daily agendas and in addition, grades 3rd-5th will also keep AVID binders. School Counselors will provide support to students, staff, and families, as needed.

#### Budgeted Amount:

1,000

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#### Strategy/Activity 2

Fremont Elementary will continue to fully implement the Positive Behavioral Intervention System (PBIS), school-wide. Staff will work together to create a climate of success and positive behavior. Teachers and staff members will use effective practices for supporting positive behavior throughout the school day and administrators will support and monitor those practices. Students exhibiting negative behavior will receive family involved intervention and support in order to ensure a positive learning environment for all students. Groups will be formed to investigate root causes of student misbehavior and support students in making good decisions and demonstrating positive behavior through the use of mediation and restorative circles. The PBIS activities will be further supported and planned around "The Fremont Way": We are Bucket Fillers, We Work Hard, We Try Our Best, and We Make Positive Choices. PBIS expectation posters will be posted in the hallways, bathrooms, library, and lunch/cafe areas to initiate as well as enrich and enhance school-wide Positive Behavioral Interventions and Supports (PBIS).

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To support these positive behavior expectations, Fremont will continue to implement the Random Acts of Kindness character traits and the Bucket Filler mindset. The PBIS committee organize our PAWS Day at the beginning of the school year, and will assist in pushing out each of the character traits to be taught every month, with continued application, practice, and feedback. Supplementary books, materials and supplies to support the Bucket Filler concept and character traits will be purchased to recognize individuals, classrooms and/or student groups who meet and/or exceed behavioral expectations. New or additional books and other supplies will be purchased to support the program as well and to support our library circulation.

**Budgeted Amount:**

1,711

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**Strategy/Activity 3**

Provide a emotional program such as Second Steps at all grade levels, and supplemental materials from the Random Acts of Kindness foundation and other research-based resources, that are intended to provide support and improve the social-emotional wellness of all students and identify and support students demonstrating at-risk behaviors. School Counselors will support students and provide supports at tier levels 1 and 2, and make the necessary community referrals for tier 3 supports, as well as provide family support and guidance. Identified at-risk students will be encouraged to participate with our School Counselors in the form of individual or group settings, and make referrals to Turning Point, and Phoenix House. School Counselors will provide classroom presentations and resources for teachers to support and reinforce goals/concepts.

**Budgeted Amount:**

1,000

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**Strategy/Activity 4**

All students will have access to a welcoming, creative, and safe learning environment when on the Fremont campus. Teachers will be trained in best practices to promote student engagement and participation. The school will offer a broad variety of opportunities for students to become involved and engaged in the culture of the school. Student attendance and engagement will be monitored to determine those who are in need of support. Appropriate tier 2 and 3 supports and interventions will occur as needed, through family communication, consistent support and follow-up. For those students who become chronically absent, COST meetings will be held to support students and their families and plan for interventions. The School Counselor and FACE Worker will be part of the school team, helping contact and assist families in order to improve attendance, truancy, behavior and to address any other needs which require support from the school. Another important area of support will be the organization of parent classes and workshops on topics that will address the use of technology at home as well as parenting skills to help with student behavior and motivation to learn. Our Engage 360 program will offer support for students and families through assistance with homework, tutoring, and daily enrichment activities before/after, and during school. Teachers will be supplied with current and innovative technology to further motivate and engage students.

**Budgeted Amount:**

1,000

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**Total Expenditures**

4,711.00

**Goal 2 - English Language Arts**

**LCAP Goal and SAUSD Board Priority Alignment**

Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive, standards-based core curriculum and instruction and tiered supports that empower ALL students.

**School English Language Arts Goal:**

Through the implementation of Benchmark Advance reading program, SIPPS, along with school-wide reading interventions/initiatives, as well as supplementary materials, Fremont will ensure all students are making progress towards attaining proficiency, and become active, engaged, and proficient readers and writers. The goal is for students in grades K-2 to Learn to Read and students in grades 3-5 to Read to Learn. The Fremont community will focus on improving literacy (listening, speaking, reading, and writing) by providing phenomenal first instruction for our students, with differentiated small group instruction, coupled with strategic and targeted interventions/tutoring, with the goal to developing proficient, confident, and critical readers, as well as instilling the love of reading and literature. In English Language Arts, Fremont students will be proficient readers and writers and demonstrate the grade level proficiency necessary to succeed in college and career through technology-driven curriculum and

instruction and use of 21st Century Skills. All students will have access to high quality, standards-aligned instructional and technological materials. Students who fall short of this goal will be provided differentiated instruction, targeted small group instruction, and before/after school tutoring, to meet their needs.

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#### **Strategy/Activity 1**

All teachers will provide best first phenomenal standards-based instruction by implementing the Benchmark Advanced program aligning instruction to grade level CA CCSS, as well as SIPPS in grades K-2. Grade level curriculum maps will be followed, and students will receive the required daily minutes of ELA instruction. Teachers will also provide students access to web-based reading programs such as Lexia Core 5, Reading Plus, IXL, and AR in order to promote reading fluency and proficiency, and reinforce important skills. Teachers will communicate progress to parents through mid-trimester progress reports and trimester report cards and conferences, as well as ongoing & daily communication through ParentSquare, Class Dojo, or Remind, and parent meetings and phone calls. Teachers will differentiate instruction and provide small group instruction in order to meet the needs of all students. Students will be identified and monitored to determine students in need of additional support either before/after school or on Saturdays. Teachers will be trained on best practices to promote language development and create an environment where rigor and language production is valued.

#### **Budgeted Amount:**

5,000

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#### **Strategy/Activity 2**

Students will receive instruction with the belief philosophy that all students can learn and aspire to college and careers in their future. To support this, AVID will be implemented school-wide. AVID strategies of note taking, collaboration, and academic discourse will be used in classrooms to engage all students throughout instruction of English Language Arts and across the curriculum. WICOR strategies will be shared at monthly staff meetings and training will be offered throughout the year and for AVID Summer Institute. Student supplies will be purchased to support AVID across all grade levels, with the use of agendas beginning in grade 2, and adding binders in grades 3-5. The focus of teachers and for students will be the importance of education leading to college or careers and a growth mindset promoting the academic success of all students.

#### **Budgeted Amount:**

1,000

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#### **Strategy/Activity 3**

One School, One Book will be part of the foundation for our literature rich school environment and help brand ourselves as a Literacy School. It is important not only for the value of reading, but as a way for us all to join together as a community of readers and enjoy a literacy journey together. during a year. This reading of a book together brings the added joy of building and expanding on a sense of community among students, parents, teachers, and staff. Studies have shown that reading aloud to children helps them to listen better and longer, to build bigger vocabularies, to understand concepts better, and to feel positive about both books and learning. One School, One Book activities enhance each school day and enrich each students' homes during the month they spend on the selected title for the year. A team of teachers take time to work together and plan the following: opening experience, communication to all families about the dates for each chapter reading, assemblies, student engagement strategies, home projects and a closing event. A school book fair will be scheduled two times a year and will be scheduled and organized by our school Library Media Technician (LMT).

#### **Budgeted Amount:**

2,500

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#### **Strategy/Activity 4**

Tier II and III students struggling to meet ELA standards will be identified for academic intervention, both in the class and in after school hours of tutoring. Programs such as SIPPS, Rewards, Standards Plus, Phonics for Reading, and Making Connections will be used. Student data

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and teacher recommendation will be used to help identify students and their needs, and guide before/after school tutoring to best address student's areas of need.

**Budgeted Amount:**

12,000

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**Strategy/Activity 5**

Professional Development will be offered to teachers for the ongoing implementation of the Benchmark Advanced curriculum, AVID, SIPPS, ELD, and the use and implementation of all digital reading programs with fidelity. Teacher Collaboration days will be used by grade levels to study data in order to identify lowest performing students and those performing three or more grade levels below standard and struggling academically. This will inform instruction and advise the referrals of students to COST. Collaborative meetings will be held between ILT, teachers, parents, students, counselors and administration to plan steps to improve academic outcomes in ELA and monitor student progress. SEL counselors will be brought into the process where needed. The Principal will also have 1:1 data conversations and goal-setting meeting, which will require release time with a roving substitute teacher covering classes while meetings are held. Provide opportunities for teachers to attend after school trainings for extra duty pay when approved by Principal.

**Budgeted Amount:**

4,000

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**Strategy/Activity 6**

The lowest performing students – performing significantly lower than grade level standards and struggling academically – are referred to our COST team and in response to parent requests. Tutoring will be offered to students needing support as this is most important due to the need to recover lost learning brought about by the challenges of connectivity and the social emotional well-being of our students during the pandemic. Collaborative meetings will be held between teachers, parents, students, support staff and administration to plan steps to improve academic outcomes in ELA and monitor student progress. Students will be referred to Turning Point, After School Tutoring, Phoenix House mentors according to need. The expenditure for tutoring is documented previously in Strategy/Activity #4

**Budgeted Amount:**

500

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**Total Expenditures**

25,000.00
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**Goal 3 - English Learner Progress**

**LCAP Goal and SAUSD Board Priority Alignment**

Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive, standards-based core curriculum and instruction and tiered supports that empower ALL students.

**School English Learner Progress Goal:**

Through the implementation of school-wide systematic English Language Development instruction, both designated and integrated ELD instruction, all English Learner (EL) students will show continual and adequate annual growth towards English Language Proficiency. Fremont Elementary will ensure that all English Learners make one-level ELD growth each year and are re-designated within 5 years of entering Fremont. Students will improve English proficiency through consistent practice with academic English and effective strategies to promote second language acquisition. English Learners will be consistently monitored for progress and all teachers will implement ELD standards across the curriculum. English Learners will receive both Integrated and Designated ELD at their language level throughout the school day in order to access core content and develop English Language Skills. Fremont will have a grade level ELD common time to facilitate teaming by EL levels. We will utilize Benchmark Advanced materials and supports,

as well as Benchmark Hello! for explicit instruction for newcomer students.

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**Strategy/Activity 1**

All students will be provided differentiated instruction based on their language proficiency level. All English Learners will be provided both integrated and designated ELD instruction throughout the day and across the curriculum. Teachers will be trained on best practices and use of materials to support and differentiate instruction for English learners. Supplemental texts and software programs will be used to differentiate instruction and make the core content accessible to all English Learners. Support to all newcomers throughout the day will be provided explicitly and they will all be using Lexia English and Rosetta Stone to help accelerate their learning and reinforce their developing English skills, throughout the year, as well as any students at the lower levels of ELD proficiency.

**Budgeted Amount:**

2,500

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**Strategy/Activity 2**

English learners not demonstrating sufficient progress in acquiring English and students not demonstrating sufficient understanding in the core academic curriculum will be supported through supplemental English Learner tutoring where students are given the opportunity to practice academic English that is connected to the curriculum. The Tier II EL program identifies students individual needs and provides additional support so that students continue to make progress towards acquiring English. In addition, research based programs, such as Framing Your Thoughts and Learning How English Works, along with Benchmark Advance ELD, will be implemented to address all levels of EL learners in the areas of grammar and sentence structure, during, after, or before school tutoring. Provide before/after school tutoring to identified students needing support.

**Budgeted Amount:**

6,000

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**Total Expenditures**

8,500.00

**Goal 4 - Math**

**LCAP Goal and SAUSD Board Priority Alignment**

Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive, standards-based core curriculum and instruction and tiered supports that empower ALL students.

**School Math Goal:**

Students at Fremont will continue to develop both mathematical conceptual understanding and procedural skill through strategic implementation and instruction in the Common Core Mathematics using Math Expressions curriculum and Irvine Math Project Units of study, and the Delta Math Screener to help target specific student needs in Math. At Fremont, students will demonstrate grade appropriate mathematical knowledge and skills as well as the foundational skills needed for Algebra readiness through technology-driven curriculum and instruction. Fremont students will demonstrate improved mathematical literacy achievement through the use of explicit, strategic data and informed instruction, as measured by local and state assessments. Fremont teachers will differentiate their instruction to make content accessible for all students and provide interventions for those students at risk of not making adequate progress, and provide hands on experiences for students to build a deep conceptual understanding of critical Math concepts.

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**Strategy/Activity 1**

All teachers will provide phenomenal first standards-based instruction by implementing the Math Expressions and the supplemental Irvine Math Project (IMP) lessons while aligning instruction to grade level CA CCSS. Teachers will differentiate instruction to meet the needs of all students and provide small group instruction. Teachers will identify and monitor students needing additional support and possibly entering the tier II or tier III programs. Teachers will be supported with staff development to integrate IMP activities into classroom instruction to support the grade level mathematics CA CCSS. In order to promote mathematical fluency and proficiency, supplemental software programs assessing student mathematical proficiency like ST Math, Reflex Math, and Zearn will be used. Grade level curriculum maps will be followed. Grade level collaborations will take place twice per month for discussion of student data and instruction. Grade levels will focus on specific strategies to increase student engagement and achievement through the conceptual understanding of mathematics through the use of manipulatives, building models, drawing pictures, and the like in order to be able to have academic discourse about math and the ability to solve problems in more than one method.

**Budgeted Amount:**

2,000

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**Strategy/Activity 2**

Teachers will collaborate around instruction and data in order to identify students who are struggling academically and plan instruction which supports differentiated learning and the development of student discourse and proficiency in the area of math. Students not meeting Math standards are identified for academic intervention and provided before/afterschool tutoring. Student progress will be monitored on a weekly basis and modifications in the program will be made as necessary. Data will be used to identify and monitor student growth.

**Budgeted Amount:**

11,000

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**Strategy/Activity 3**

The lowest performing students – performing significantly below grade level standards and struggling academically – are referred to our COST team and in response to parent requests. Tutoring will be offered to students needing support as this is most important due to the need to recover lost learning brought about by the challenges of connectivity and the social emotional well-being of our students during the pandemic. Collaborative meetings will be held between teachers, parents, students, support staff and administration to plan steps to improve academic outcomes in Math and monitor student progress.

**Budgeted Amount:**

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**Strategy/Activity 4**

Special orders of hands-on math manipulatives and materials. Photocopy of materials may be run at the district print shop to support the learning of math, as well as flashcards to send home.

**Budgeted Amount:**

8,000

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**Total Expenditures**

21,000.00
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## Goal 5 - Content Area Goal

### LCAP Goal and SAUSD Board Priority Alignment

Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive, standards-based core curriculum and instruction and tiered supports that empower ALL students.

#### School Content Area Goal:

Through the implementation of the adopted Social Studies program, NGSS standards, and school-wide initiatives and interventions, Fremont will ensure that all students are making progress towards attaining proficiency in grade level content standards. Teachers will focus on improving content literacy by developing academic language through collaborative conversations, content reading, and nonfiction writing. Teachers will differentiate instruction to make content accessible for all students and provide interventions for those students at risk of not making adequate progress. Fremont teachers will also prepare our students for the 5th grade science assessment on the CAASPP. Students will be provided with enrichment opportunities and experiences that focus on Science and Social Studies, in the form of school field trips.

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#### Strategy/Activity 1

Students will participate in Science/Social Studies focused field trips that enhance their learning in a real-world environments, and/or bring real-world experiences to school through assemblies and presentations by outside organizations. These enrichment activities will be aligned to the NGSS and Social Studies standards, and 21st century skills and demands. Students will be provided with enrichment opportunities in order to connect what they have been learning in the classroom to real-world experiences.

#### Budgeted Amount:

9,000

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#### Strategy/Activity 2

IXL Science is an educational website that provides a library of NGSS-aligned science lessons and features multimedia science units for K-5. The lessons are anchored by entertaining, kid-friendly videos. IXL Science has created grade-level guides that shows a teacher how to make each lesson work right now, whether that individual is teaching online or in a socially distanced classroom. Students can collaborate in heterogenous groups solving problems, through engaging activities. This offers all students to benefit from activities at which they often excel. Purchase of other research-based, high quality programs related to IXL Science in grades 3-5.

#### Budgeted Amount:

1,000

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#### Strategy/Activity 3

All students will have access to the core Science and Social Studies curriculum, and supplementary materials. Teachers will differentiate instruction to meet the needs of all students and monitor progress. Teachers will continue to utilize technology to support curriculum implementation and develop skills that align with the STEM demands of the 21st century college and careers. Teachers will create hands-on projects and experiences for students that allow them to go deep into topics.

#### Budgeted Amount:

1,500

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#### Strategy/Activity 4

All students will have access and be exposed to art instruction/education through their classroom teachers. Teachers will incorporate the grade level VAPA standards through Math and Language Arts, and Content standards. Teachers will provide direct instruction and experiences for students, that align to the Visual And Performing Arts standards, with a focus on the visual arts.

#### Budgeted Amount:

1,500

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**Total Expenditures**

13,000.00

## Goal 6 - Parent Engagement

### LCAP Goal and SAUSD Board Priority Alignment

Goal 2: Family and Community Engagement. SAUSD will design, develop, and deliver a multi-tiered system of services and supports that promotes family, staff, and community as active partners in preparing ALL students for college and career readiness and future life success.

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#### School Parent Engagement Goal:

Fremont Elementary School will create, build, and sustain a culture in which positive relationships between school, parents, and the community are established, cultivated, and nurtured. Both parents and the community will be encouraged to become actively involved in the school's decision-making process about school-wide academic programs and school safety to support student learning, and other important decisions. Fremont believes in building strong, informed, and productive partnerships between our stakeholders, in order to increase student motivation, improve parent/community involvement, and ensure academic and social-emotional success for all students. Parents will also be given the opportunity to be active participants in the events and decisions at Fremont Elementary. Our school will continue to strengthen its parent and community partnerships in keeping with its goals of student achievement and the creation of a healthy, safe, and secure school environment.

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#### Strategy/Activity 5

Our school will use the available technologies to maintain consistent communication with parents and families and our Wellness center will play a key role in meeting parent needs and communicating information. Ongoing communication is key for parents; they are notified of special events (Back to School, Open House, Parent/Teacher conferences, Parent meetings,) through a variety of means: monthly newsletters, flyers, teacher contacts, banners, school marquee, email, and phone messaging. Classroom teachers are expected to communicate on a regular basis with parents and do so through Class Dojo, Remind, texts, Facebook and emails, and Parent Square.

Our school will hold regular recognition and celebration events in order for our parents to be invited and feel welcome at the school and to take pride in their child's accomplishments. We will continue to support fundraising efforts and seasonal festivals, book fairs, Jog-a-Thon's, 5th grade promotion activities, grade level performances, and school-wide exhibitions (STEM and Math Family nights, science fair, social studies displays, etc). We will continue to strengthen our Fremont Parent/Teacher Organization through ongoing outreach efforts.

#### Budgeted Amount:

1,000

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#### Strategy/Activity 6

Based on parent feedback through surveys, parent meetings, and committee suggestions, we invite community agencies/organizations and District sponsored trainings to provide workshops/training for our families. Topic vary depending on interest levels and availability: English classes, and support groups on topics requested by parents. We will provide grade level and/or topic specific family workshops to help equip parents to support their children's education for school readiness, success with the CCSS, and family learning activities at home as well as involve parents in the planning of these events in order to capitalize on the strengths and knowledge they bring to the workshop and build parent capacity.

#### Budgeted Amount:

2,500

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#### Strategy/Activity 7

Encourage parents to participate as volunteers, attend meetings, workshops or events, and/or participate on school committees. Fremont has multi-purpose room and dedicated Wellness Center area at our school. We actively promote and support the continued growth of the PTO and foster parent leadership within this group. Actively recruit new members for Title I

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committees (SSC and ELAC), other school committees, and volunteer in classrooms to build parent capacity. Provide workshops/trainings for our parents/families, and provide light refreshments during meetings and training

**Budgeted Amount:**  
1,000

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**Total Expenditures**

4,500.00

## Expenditures by Goal

Goal Area	Total Expenditures
Goal Area 1, School Climate and Social-Emotional Wellness	4,711.00
Goal Area 2, English Language Arts	25,000.00
Goal Area 3, English Learner Progress	8,500.00
Goal Area 4, Math	21,000.00
Goal Area 5, Content Area Goal	13,000.00
Goal Area 6, Parent Engagement	4,500.00
<b>Total Funds Budgeted</b>	<b>76,711</b>