

Fremont Elementary

10621666006258

Principal's Name: Mark Mather

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: May 3, 2017

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District Goals	
The purpose of the four Fresno Unified School District Goals is to give the District direction to improve student outcomes. To accomplish the four District Goals, it is expected that all students will be in school, on time and ready to learn every day.	
1.	All students will excel in reading, writing and math.
2.	All students will engage in arts, activities and athletics.
3.	All students will demonstrate the character and competencies for workplace success.
4.	All students will stay in school on target to graduate.

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

Consolidated Program Assurances



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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Mark A. Mather	X				
2. Chairperson - Michael Brianna Shelton				X	
3. Kelley McKitrick		X			
4. Virginia Colvin		X			
5. Deidre Brooks		X			
6. Melissa Razo			X		
7. Antonio Aguilar				X	
8. Henry Amador				X	
9. Maria Padilla				X	
10. Ana Ayala				X	
11.					
12.					
13.					
14.					
15.					

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

Required Signatures

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Mark Mather		3/16/17
SSC Chairperson	Michael Brianna Shelton		3/16/17

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

Office of State and Federal Programs
 Preliminary Site Categorical Allocations

FY 2017/18

Fremont - 0175

ON-SITE ALLOCATION

3010	Title I	\$47,549 *
7090	LCFF Supplemental & Concentration	\$169,667
7091	LCFF for English Learners	\$64,770
TOTAL 2017/18 ON-SITE ALLOCATION		\$281,986

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$893
Remaining Title I funds are at the discretion of the School Site Council	\$46,656
Total Title I Allocation	\$47,549

2017 - 2018 SPSA Needs Assessment

SCHOOL :

[Print this page](#)

1 - Academic Performance/Growth/Completion

Selected	ID	Description	¹⁴ Rank Based on EOY 15- 16	EOY 13- 14	EOY 14- 15	EOY 15- 16	Q3 16-17	Data Source Location
<input checked="" type="checkbox"/>	3165	District Dashboard (Goal 1): Performance on Smarter Balance (ELA)	61/68	N/A ³	13.51%	16.89%	N/A ³	•LCAP Dashboard - 4PupilAchievement
<input checked="" type="checkbox"/>	3166	District Dashboard (Goal 1): Performance on Smarter Balance (Math)	28/68	N/A ³	11.78%	22.64%	N/A ³	•LCAP Dashboard - 4PupilAchievement
<input checked="" type="checkbox"/>	3169	District Dashboard (Goal 1): Percentage of 3rd grade students reading at grade level	54/66	N/A ³	6.33%	17.11%	N/A ³	•LCAP Dashboard - 8OtherPupilOutcomes
<input type="checkbox"/>	3158	District Dashboard (Goal 4): Percentage of students with a D or F on their report card	53/68	0.00% ⁴	50.26%	60.20%	52.17%	•LCAP Dashboard - 8OtherPupilOutcomes
<input checked="" type="checkbox"/>	3751	KAIG – Number and Percentage of students mastering both the Math and ELA sections on the most recent KAIG assessment	58/63	N/A ⁶	32.88%	16.35%	2.35%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	3752	KAIG – Number and Percentage of students mastering all of the Math sections on the most recent KAIG assessment	58/63	N/A ⁶	52.05%	31.73%	5.88%	•LCAP Dashboard - 4PupilAchievement
<input checked="" type="checkbox"/>	6256	Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA Common Formative Assessment	62/67	N/A ⁷	N/A ⁷	13.69%	19.58%	•LCAP Dashboard - 4PupilAchievement •SQII Index - ELA (Common Formative Assessments) - Standard Met/Exceeded (Subelement)
<input checked="" type="checkbox"/>	6258	Number and percentage of students scoring Standard Met or Standard Exceeded on the math Common Formative Assessment	51/67	N/A ⁸	N/A ⁸	17.44%	19.21%	•LCAP Dashboard - 4PupilAchievement •SQII Index - Math (Common Formative

2 - Social Emotional/Climate Culture

Selected	ID	Description	¹⁴ Rank Based on EOY 15-16	EOY 13- 14	EOY 14- 15	EOY 15- 16	Q3 16-17	Data Source Location
<input checked="" type="checkbox"/>	917	District Dashboard (Goal 1): Number and percentage of English Learner students redesignated (current progress).	53/68	9.68%	14.36%	12.15%	7.14%	•LCAP Dashboard - 4PupilAchievement •SQII Index - EL Redesignation - LTEL Redesignation Rate (Related) •SPSA SQII View - AcademicGrowth - TeacherEffectiveness - CELDT
<input checked="" type="checkbox"/>	863	Annual Measurable Achievement Objective 2: Less than 5 years cohort – English Learners attaining the English Language proficiency level on the California English Language Development Test (CELDT)	61/68*	12.41%	16.67%	N/A ⁹	N/A ⁹	•LCAP Dashboard - 4PupilAchievement
<input checked="" type="checkbox"/>	2358	Number and percentage of current English Learner students not advancing at least one proficiency level on the current CELDT from previous year CELDT	48/68	34.52%	44.52%	45.91%	40.65%	•LCAP Dashboard - 4PupilAchievement
<input checked="" type="checkbox"/>	48	ADA Attendance Rate	61/68	93.82%	93.74%	93.80%	93.73%	•LCAP Dashboard - 5PupilEngagement •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
<input checked="" type="checkbox"/>	5942	Number and percentage of students who are chronically absent (attendance rate of 90% or less)	63/69	20.16%	23.16%	23.69%	20.09%	•LCAP Dashboard - 5PupilEngagement •SQII Index - Chronic Absenteeism - Chronic Absenteeism Rate (Subelement) •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
<input checked="" type="checkbox"/>	4849	Number and percentage of students who are truant as defined by education code (3 or more truancy violations)	64/68	N/A ¹⁰	N/A ¹⁰	54.09%	42.39%	•LCAP Dashboard - 5PupilEngagement
<input type="checkbox"/>	2001	District Dashboard (Goal 4): On-campus suspension instances per 100	1/69	14.37%	0.00%	0.00%	0.00%	•LCAP Dashboard - 6SchoolClimate

<input checked="" type="checkbox"/>	843	District Dashboard (Goal 4): Out of school suspension instances per 100	35/68	14.06%	5.01%	6.82%	2.12%	•LCAP Dashboard - 6SchoolClimate •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Suspensions
<input type="checkbox"/>	528	District Dashboard (Goal 4): Expulsions per 100	65/68	0.00%	0.00%	0.30%	0.00%	•LCAP Dashboard - 6SchoolClimate
<input checked="" type="checkbox"/>	2080	District Dashboard (Goal 2): Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics)	58/67	32.50%	32.71%	20.88%	24.36%	•LCAP Dashboard - 8OtherPupilOutcomes •SQII Index - Student Engagement - Overall Student Participation (Subelement) •SPSA SQII View - Culture - Goal2GradeCorrelation - ClubOrganizationAlignmenttoStudentNeeds
<input checked="" type="checkbox"/>	7132	Number and percentage of positive responses on the Self-Management construct of the elementary student survey.	62/68	N/A ¹³	N/A ¹³	66.17%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	7133	Number and percentage of positive responses on the Growth Mindset construct of the elementary student survey.	39/69	N/A ¹³	N/A ¹³	63.87%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	7134	Number and percentage of positive responses on the Self-Efficacy construct of the elementary student survey.	55/68	N/A ¹³	N/A ¹³	54.30%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input checked="" type="checkbox"/>	7135	Number and percentage of positive responses on the Social-Awareness construct of the elementary student survey.	64/68	N/A ¹³	N/A ¹³	65.50%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student

Notes

* An asterisk signifies that the rank is from EOY 14-15 rather than EOY 15-16

1. Will be populated after official CALPADS data submission which is typically several months after End of Year
2. District level indicator - requiring CALPADS data submission
3. Annual SBAC Testing started in '14-15 School Year
4. Standardized Elementary grading reporting in ATLAS was started after the '13-14 School Year. This indicator reflects 2nd through 12 grade students. It is important to note that all 2nd through 6th letter grades started being reported in ATLAS during the '15-16 school year. Thus, prior school years are listed as N/A. This includes all subject areas in the Elementary grades and is reflective of all grading periods. This means if a student received at least one D or F during the school year (e.g. at the quarter or semester), he/she will be reflected in this count.
5. Advanced Placement testing takes place once in year; results are typically available in September of the following school year
6. Not tested prior to '13-14 School Year

- 7. Formative Assessment started in '15-16 School Year
- 8. Formative Assessment started in '15-16 School Year. This number is not available for Middle and High schools during the 15-16 School Year
- 9. Updated once we have Annual Report from CDE
- 10. Ties to official ATLAS reporting starting in '15-16 School Year
- 11. District level indicator - requiring CDE data submission
- 12. Project launched in '15-16 School Year
- 13. Tracking started in '15-16 School Year (Baseline Year)
- 14. A rank of 1 means best performer. There are limited instances where a denominator will not equal the total of all school sites in a segment due to unique circumstances as defined below:

Elementary Segment Example:

Indicator 3169's rank denominator variance is a result of two sites categorized as elementary segments but do not have third grade students and therefore would not be included in this rank. The same could be said for indicator 3751 with the KAIG and sites with no kindergarten body.

High School Segment Example:

In the case of Indicator 3165, the '15-16 School Year was the opening for one site (Patino) with no 11th grade class; a grade when the SBAC is tested.

Instructional supervisor name will appear once approved

Instructional Superintendent Approval : No Yes | Approval Date : 03/16/2017

Last Edit: Mark.Mather - 02/20/2017

Save

Fremont Elementary 2017-2018 - Single Plan for Student Achievement (SPSA)

Action # 1

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
3165 - Students meeting or exceeding the grade level standards on the CAASPP for English	17.2	27.2	California Teaching Fellows Foundation
3169 - 3rd grade students reading at grade level	16	21	Curriculum Assoc, LLC (iReady)
6256 - Students meeting or exceeding grade level standards on Interim/CFA for ELA	19	29	California Teaching Fellows Foundation

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Fremont will implement a school wide reading intervention program for Tier 2 Strategic and Tier 3 Intensive students whose DRP scores have decreased and are now scoring significantly below grade level in grades 2-6. Also, for students whose SBAC scores and CFA 1 and 2 scores fall into the standard Nearly Met or Not Met performance bands in ELA. Identification of students will be based on the Spring 2017 SBAC, CFA/Interim 2, and Spring DRP. Professional learning will emphasize the following strategies as part of what should be provided for students who are struggling with foundational skills and being able to read on grade level by 3rd grade. Close reading strategies, text dependent questions, foundational reading skills will be embedded in daily instruction for grades PreK-3. Use of small group differentiated instruction will be utilized during integrated and designated ELD times as part of classroom based Tier 1 Rtl. The California Teaching Fellows will present re-teach opportunities in a small group setting to support Tier 2 students. Additionally, the i-Ready Reading Intervention Program (Curriculum Assoc.) will be utilized to support students in gaining the foundational skills necessary to move towards and meet grade level standards on Interim/CFA in ELA.

SMART Goals

1. By June, 2018, the percentage of students scoring below the State Standards for independent reading level on DRP (P=75) will decrease by 15%.
2. By June, 2018, the percentage of students identified as Standards Met or Standards Exceeded on CFA/Interim 1 and 2 and SBAC will increase by 10%.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

- *Teaching Fellows Feedback*
- *Formative and interim data as available*
- *Rtl intervention support provided by RSP teacher and para-professionals*
- *Spring and Fall DRP administration*
- *BAS assessment results based on students' reading levels*
- *Quarterly EL Progress Monitoring and Re-designation rates*
- *Use of common formative assessments and assignments*
- *Providing students additional designated EL instruction who are identified as long term or meeting borderline criteria for EL Re-designation*
- *Progress monitoring for SEL fidelity*
- *Walkthroughs, feedback, and reflective conversations*
- *Alignment of District and site Professional Learning Calendars to PL inputted in PLMS*
- *Goal Setting and Data Chats*
- *Professional learning aligned to AC work and Learning by Doing*
- *i-Ready Reading Intervention Diagnostic Reports*
- *Student Success Team Meetings*

Explain the Targeted Actions for Parent Involvement (required by Title I):

Re-designation, LPAC, DRP, CFA/Interim, and SBAC results presented to parents at SSC, Annual Title 1 Meeting, ELAC, and Parent University Module Presentations.

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

Additional designated EL instruction for those students who are identified as long term or meeting borderline criteria for EL Re-designation. DRP and LPAC goal setting and boot camps will be provided to EL students who are approaching R-FEP Re-designation. Economically disadvantaged and foster students whose DRP, CFA/Interim, and SBAC scores have decreased (specifically African American and SPED) and are now scoring significantly below grade level in grades 1-5. Students will participate in reading support and intervention programs 3 times weekly for a minimum for 40 minutes of direct instruction.

Utilize approved categorical budgets: 3010, 7090, and 7091.

Provide substitutes to allow teachers to observe colleagues and attend Student Success Team Meetings.

Materials/Supplies/Technology: Curriculum Associates, LLC, California Teaching Fellows, additional tablets, software, markers, paper/notes, pencils, and Leadership planning (supplemental contracts), as well as any other materials/supplies/technology that may be required to support student learning and delivery of instruction.

Owner(s):

Principal/Vice Principal/TSA/RSP teacher/certificated staff, Teaching Fellows, paraprofessionals

Timeline:

*August 14, 2017 – June 7, 2018
Monthly, quarterly, and on-going*

Describe Related Professional Learning:

- *On-going training with entire staff on utilizing DRP resources to support student growth on the fall 2017-2018 assessment.*
- *Utilization of the Instructional Practice Guide for literacy to calibrate tenants 1 through 5.*
- *On-going professional learning provided by EL Fresno High Regional and Fremont TSA for both instructional strategies and progress monitoring for students.*
- *Professional learning around Rtl structures for Tier 1, 2, and 3 intervention.*
- *Professional learning emphasizing the use of the Common Core Companion, Essential Standards Chart, and Scope and Sequence.*
- *Leadership Planning*

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

FUSAdditional designated EL instruction for those students who are identified as long term or meeting borderline criteria for EL Re-designation. DRP and LPAC goal setting and boot camps will be provided to EL students who are approaching R-FEP Re-designation. Economically disadvantaged and foster students whose DRP, CFA/Interim, and SBAC scores have decreased (specifically African American and SPED) and are now scoring significantly below grade level in grades 1-6.

Purchase Orders: Curriculum Associates, LLC, California Teaching Fellows, California Business Machines, Inc., FUSD warehouse, FUSD maintenance, FUSD Graphics, EKC, CWD, Anywhere Carts, Office Depot, Western Blue, SaveMart, i-Ready Reading Intervention.

Provide materials and supplies for parents to participate in meetings and learning opportunities provided by site administrators, Parent University, and outside resources, as well as babysitting and refreshments for parent informational meetings, SSC, and ELAC utilizing approved categorical funds 7090 and 7091.

Fremont Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
1	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				Subs - SST/teacher observations	\$	3,254.00
1	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Supp. Contract for Leadership Planning	\$	4,736.00
1	1	LCFF: EL	Parent Participation	Other Classified-Supplemental				Babysitting for ELA/Parent University Meetings	\$	3,012.00
1	1	Title 1 Basic	Parent Participation	Other Classified-Supplemental				Other Classified Support - Babysitting/Translating - ie: NTA	\$	470.00
1	1	Sup & Conc	Instruction	Prof/Consulting Svc & Operating			Curriculum Assoc, LLC (iReady)	Service Contract - PO	\$	4,859.00
1	1	Sup & Conc	Instruction	Sub-agreements for Services			California Teaching Fellows Foundation	4 Teaching Fellows	\$	27,290.00
1	1	Sup & Conc	Instruction	Books & Other Reference				Product/licenses PO	\$	12,259.00
1	1	Title 1 Basic	Parent Participation	Materials & Supplies				Supplies/Parent Participation NO FOOD, NO INCENTIVES	\$	893.00
1	1	Sup & Conc	Parent Participation	Materials & Supplies				Supplies for Parent involvement	\$	2,000.00
1	1	LCFF: EL	Parent Participation	Materials & Supplies				Supplies for Parent Involvement	\$	2,000.00
								Total	\$	60,773.00

Action # 2

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQI Element	Current %	Target %	Vendor
6258 - Students meeting or exceeding grade level standards on Interim/CFA for Math	19	29	California Teaching Fellows Foundation
3166 - Students meeting or exceeding the grade level standards on the CAASPP for Math	23	39	California Teaching Fellows Foundation

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Fremont's focus will be on all students growing at least one grade level or beyond in mathematics by implementing the following strategies and professional learnings: Utilization of Mathematics Frame Works, HMH, mathematics coaching support, Common Core Companion, Weekly Unit Planner, Scope and Sequence, and calibration of Instructional Practice Guide in tenets 1-5.

SMART Goals

By June, 2018, the percentage of students identified as Standards Met or Standards Exceeded on CFA/Interim 1 and 2 and SBAC will increase by 10% .

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

- CFA assessment results
- Use of common formative assessments and assignments
- Mathematics evidence provided in Accountable Community agendas, student artifacts, and additional follow-up planning documents
- Progress monitoring for SEL fidelity
- Regional Instructional Practice Walks, Walkthroughs, feedback, and reflective conversations
- Alignment of District and site Professional Learning Calendars to PL inputted in PLMS
- Goal Setting and Data Chats
- Substitutes

Owner(s):

Principal/Vice Principal/TSA/RSP teacher/certificated staff, Teaching Fellows, paraprofessionals

Timeline:

*August 14, 2017 – June 7, 2018
Monthly, quarterly, and on-going*

Explain the Targeted Actions for Parent Involvement (required by Title I):

CFA/Interim and SBAC results for mathematics presented to parents at SSC, Annual Title 1 Meeting, ELAC, and Parent University Module Presentations.

Describe Related Professional Learning:

- Utilization of the Instructional Practice Guide for math to calibrate tenants 1 through 5.
- Provide on-going professional learning utilizing the Math Progressions for the Common Core State

Standards and Coherence Maps to support teachers in developing deeper content knowledge of the State Standards Mathematics Grade Level Progressions.

- *Provide professional learning that aligns to the 4 tenants of the Theory of Change (Logistics and Operations, Curriculum and Instruction, Professional Learning, Supervision and Evaluation that is part of both the 54 hours and additional 80 hours of PL).*
- *Utilize District level math coaches during Accountable Community Grade Level meetings and professional learning sessions to provide support to certificated staff in the areas of math content and 8 Mathematical Practices.*
- *Alignment of District and site Professional Learning Calendars to PL inputted in PLMS.*
- *Substitutes to allow teachers to observe colleagues, attend goal setting meetings with the administrative team, and SST meetings.*

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- *All students scoring on the CFA and SBAC at either Standard Not Met or Standard Nearly Met on math (specifically African American and SPED) in grades 1-6 will receive differentiated instruction as part of first good teaching practices during their mathematics block.*

Provide substitutes to allow teachers to observe colleagues, attend goal setting/data chats, and attend Student Success Team Meetings.

Materials/Supplies/Technology: Technology and classroom materials and supplies to include the purchase of additional tablets/computers, tablet carts, software, printer ink, notebooks, paper, pencils, pens, markers, poster maker paper, poster paper, and other related instructional materials for teachers.

Utilize approved categorical budgets: 3010, 7090, and 7091.

Purchase Orders: Curriculum Associates, LLC, California Teaching Fellows, FUSD warehouse, FUSD Graphics, EKC, CWD, Anywhere Carts, Office Depot, Western Blue, and any other vendors to support student learning.

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

Differentiated instruction will be provided to students categorize as economically disadvantaged and foster whose CFA/Interim, and SBAC scores have decreased (specifically African American and SPED) and are now scoring significantly below grade level in grades 1-6. Rtl and Teaching Fellows will continue to be utilized to support small group and individualize student instruction.

Fremont Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
2	1	Title 1 Basic	Instruction	Materials & Supplies				Materials/Supplies - NO FOOD, NO INCENTIVES	\$ 2,798.00
								Total	\$ 2,798.00

Action # 3

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQRI Element	Current %	Target %	Vendor
3166 - Students meeting or exceeding the grade level standards on the CAASPP for Math	23	33	California Teaching Fellows Foundation
6256 - Students meeting or exceeding grade level standards on Interim/CFA for ELA	19	39	California Teaching Fellows Foundation

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

To insure reading on grade level by 3rd grade, Fremont will continue to implement a reading intervention program to support kindergarten and first grade students whose BAS, CFA/Interim, and/or DIBELS assessment results indicate they are scoring significantly below grade level. Students will receive reading intervention provided by two (2) Certificated Tutor 3-5 days per week for 40 minutes. Additionally, foundational skills in reading will be emphasized during small group differentiated instruction as a tier 1 intervention. English Learner students will receive integrated and designated instruction during ELD time as a classroom based Rtl tier 1 intervention. The California Teaching Fellows will present re-teach opportunities in a small group setting to support Tier 2 students. Additionally, the i-Ready Reading Intervention Program (Curriculum Assoc.) will be utilized to support students in gaining the foundational skills necessary to move towards and meet grade level standards on Interim/CFA in ELA.

SMART Goals

By June, 2018, the percentage of kindergarten students who are currently on track to meet mastery and meeting mastery level of standards in all ELA will increase by 15% in both performance bands.

By June, 2018, the percentage of first grade students identified as standards met or standards exceeded on CFA/Interim 1 and 2 will increase by 10%

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

- *KAIG assessment*
- *CFA/Interim assessments 1 and 2*
- *i-Ready diagnostic reports will be utilized by classroom teachers to determine what instructional reading/literacy strategies they should use to support student learning*
- *Use of common formative assessments and assignments*
- *Progress monitoring for SEL fidelity*
- *Walkthroughs, feedback, and reflective conversations*
- *Alignment of District and site Professional Learning Calendars to PL inputted in PLMS*
- *Certificated Tutors*
- *Analysis of CFA data during each Accountable Community cycle*

Explain the Targeted Actions for Parent Involvement (required by Title I):

KAIG, CFA/Interim, and LPAC results presented to parents at SSC, Annual Title 1 Meeting, ELAC, and Parent University Module Presentations.

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

Two Certificated Tutors will be utilized to provide kindergarten and first grade students reading intervention to insure they are reading on grade level by 3rd grade.

Materials/Supplies/Technology: Purchase additional tablets, tablet carts, software, markers, paper/journals, pencils, as well as any other materials/supplies/technology that may be required to support student learning.

Utilize approved categorical budgets: 3010, 7090, and 7091.

Purchase Orders: Curriculum Associates, LLC, California Teaching Fellows, FUSD warehouse, EKC, CWD, Anywhere Carts, Office Depot, Western Blue, i-Ready Reading Intervention, and any other FUSD approved vendors to support student learning.

Owner(s):

Principal/Vice Principal/TSA/Certificated Tutors/RSP teacher/certificated staff, and paraprofessionals

Timeline:

August 14, 2017 – June 7, 2018

Monthly, quarterly, and on-going

Describe Related Professional Learning:

- *Utilization of the Instructional Practice Guide for literacy to calibrate tenants 1 through 5.*
- *On-going professional learning provided by EL Fresno High Regional and Fremont TSA for both instructional strategies and progress monitoring for students.*
- *Professional learning around Rtl structures for Tier 1, 2, and 3 intervention.*
- *Professional learning emphasizing the use of the Common Core Companion, Essential Standards Chart, and Scope and Sequence.*
- *On-going professional development aligned to the Early Learning initiatives in ELA and integration of instruction across all content areas.*
- *Continued demonstration days that includes professional learning for kindergarten and first grade teachers both on site and at host schools.*
- *AC support provided by Regional Instructional Coaches.*

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

Differentiated instruction will be provided to kindergarten and first grade students categorized as economically disadvantaged and foster whose KAIG and CFA/Interim scores indicate they are not yet approaching or meeting standards (specifically African American and SPED). Rtl tier 1, 2, and 3 supports will continue to be utilized in order to move these students towards grade level proficiency.

Fremont Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
3	1	Sup & Conc	Instruction	Teacher-Regular Salaries	Tutor	0.2188		2 - certificated tutors to provide intervention Split funded for EL intervention	\$ 21,729.00
3	1	Sup & Conc	Instruction	Teacher-Regular Salaries	Tutor	0.2188		2 certificated tutors/materials/supplies Split funded to provide EL intervention	\$ 22,419.00
3	1	LCFF: EL	Instruction	Teacher-Regular Salaries	Tutor	0.2188		2 - certificated tutors to provide intervention Split funded for EL intervention	\$ 21,729.00
3	1	LCFF: EL	Instruction	Teacher-Regular Salaries	Tutor	0.2188		2 certificated tutors/materials/supplies Split funded to provide EL intervention	\$ 22,419.00
3	1	Sup & Conc	Instruction	Books & Other Reference				I-Ready instruction reading site lic - product	\$ 11,900.00
								Total	\$ 100,196.00

Action # 4

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
917 - EL's Re-designated	12.5	17.5	Other - Please specify within action

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Fremont will continue to implement ELCAP boot camp and ELD intervention to support students in meeting the annual redesignation criteria and gain a minimum of one proficiency band to meet their expected redesignation dates.

SMART Goals

By June, 2017-2018, school year Fremont's English Language Learner Redesignation rate will exceed the district goal of 14% for elementary schools.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

Owner(s):

Timeline:

- Quarterly EL Progress Monitoring Reports, CELDT/ELPAC results, number of students meeting redesignation criteria, and reduction of students who are identified as long term EL learners.
- Use of common formative assessments and assignments
- Progress monitoring for SEL fidelity
- Walkthroughs, feedback, and reflective conversations
- Alignment of District and site Professional Learning Calendars to PL inputted in PLMS
- Goal Setting and Data Chats
- Analysis of CFA data during each Accountable Community cycle
- Two Certificated Tutors
- Quarterly Student Progress Reports from CTs
- California Teaching Fellows
- Home School Liaison

Principal/Vice Principal/TSA/certificated staff, Certificated tutors.

August 14, 2017 – June 7, 2018
Monthly, quarterly, and on-going

Explain the Targeted Actions for Parent Involvement (required by Title I):

Describe Related Professional Learning:

Re-designation, CELDT/LPAC, results presented to parents at SSC, Annual Title 1 Meeting, ELAC meetings,

- Utilization of the Instructional Practice Guide for literacy to calibrate tenants 1 through 5.

and Parent University Module Presentations.

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- *EL learners will attend ELPAC boot camp and establish new goals for upcoming LPAC assessment in the areas reading, writing, speaking, and listening.*
- *EL learners will participate in DRP boot camp to strengthen their ELD levels by increasing a proficiency band to meet anticipated redesignation dates.*
- *EL students will review past CELDT, CFAs, and DRP results to establish new goal setting targets during these interventions.*
- *EL students identified as long term or meeting borderline criteria for EL Re-designation will receive additional designated EL instruction.*
- *Targeted EL instruction provided by 2 Certificated Tutors*
- *Formative and interim data as available*
- *Rtl intervention support provided by RSP teacher and para-professionals*
- *Spring and Fall DRP administration*
- *Quarterly EL Progress Monitoring and Re-designation rates*
- *Use of common formative assessments and assignments*
- *Progress monitoring for SEL fidelity*
- *Walkthroughs, feedback, and reflective conversations*
- *Alignment of District and site Professional Learning Calendars to PL inputted in PLMS*
- *Goal Setting and Data Chats*
- *Professional learning aligned to AC work and Learning by Doing*
- *Home School Liaison*
- *CELDT/ELPAC assessors*

Classroom materials and supplies – including the purchase of technology/tablets, notebooks, paper, pencils, pens, markers, poster maker paper, poster paper, library books/materials, and other related instructional materials for teachers, certificated tutors, and library.

Utilize approved categorical budgets: 3010, 7090, and 7091.

Two (2) Certificated Tutors, Home School Liaison and CELDT/ELAPC assessors.

Purchase Orders: Curriculum Associates, LLC, California Teaching Fellows, FUSD warehouse, FUSD Graphics, EKC, CWD, Anywhere Carts, Office Depot, Western Blue, i-Ready Reading Intervention, and any other vendors to support student learning and delivery of instruction.

- *On-going professional learning provided by the Fresno High Regional English Language Development TSA and Fremont TSA for both instructional strategies and progress monitoring for students.*
- *Professional learning will be provided on how teachers will embed EL Standards within their daily ELA/Literacy instruction.*
- *Professional learning around Rtl structures for Tier 1, 2, and 3 intervention.*
- *Professional learning emphasizing the use of the Common Core Companion, Essential Standards Chart, and Scope and Sequence.*
- *AC support provided by Regional Instructional Coaches.*

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

Additional designated EL instruction for those students who are identified as long term or meeting borderline criteria for EL Re-designation. DRP and ELPAC goal setting and boot camps will be provided to EL students who are approaching R-FEP Re-designation. Economically disadvantaged and foster students whose CELDT/ELPAC, DRP, CFA/Interim, and SBAC scores have decreased and are now scoring significantly below grade level in grades 1-6 will receive additional ELD support provided by 2 Certificated Tutors.

Fremont Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
4	1	LCFF: EL	Instruction	Direct-Other (Dr)				ELPAC assessors	\$	4,000.00
								Total	\$	4,000.00

Action # 5

Domain



1. Academic Performance



2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
5942 - Chronic absenteeism rate	19.56	16	Other - Please specify within action



New-Action



On-going

Reasoning:



Strong Evidence



Moderate Evidence



Promising Evidence

Detail the Action

Fremont's Principal will conduct the A1 Parent Attendance meetings every two weeks to discuss the district's attendance, reporting, and tracking systems.

SMART Goals

By June, 2018, there will be a 3% decrease in students who fell within chronically absent category.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

- Fremont Office Assistant will work collaboratively with the principal in preparing A1 Attendance meeting documentation and sign-in sheets in order for A1 bi-weekly meeting to occur.
- Certificated staff will be provided monthly updates on schoolwide attendance percentage especially on students who fall within the chronic and manageable absenteeism categories.
- Child Welfare and Attendance (CWA) and Home School Liaison will conduct home visits when students have fallen into the chronic and severely chronic categories of attendance

Owner(s):

Principal, Vice Principal, Office Manager, Office Assistant, Child Welfare and Attendance

Timeline:

August 14, 2017 – June 7, 2018

Weekly, monthly, quarterly, and on-going

Explain the Targeted Actions for Parent Involvement (required by Title I):

Conduct A1 Parent Attendance meetings every two weeks to discuss the district's attendance, reporting, and tracking systems. During meetings parents will be provided with documentation as to students' absences and tardies, as well as to how notifications are generated from the district. Parents will also be informed of the importance of students being in school when the tardy bell rings, as well as the importance of absences being cleared through with the attendance clerk. Additionally, parents will be notified of next steps in the event attendance does not improve.

Present attendance information to parents at SSC, Annual Title 1 Meeting, ELAC meetings and Parent University Module Presentations.

Describe Related Professional Learning:

Teachers will receive training to help them gain a greater understanding of district processes for those students who are chronically absent and/or tardy. Such processes will include the importance of attendance being taken accurately, A1 meetings, and the SARB process.

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

Provide all students with incentives to attend and arrive at school on time daily:

- Individual Quarterly Perfect Attendance Awards.
- Opportunity to participate in the semester bicycle drawings provided by the Rotary Club.
- Monthly classroom incentives for classes that attain a 95% or better for weekly attendance.
- Monthly attendance competitions will take place for both primary and intermediate classes with the highest percentage of attendance.
- Incentives will be provided to classes with highest percentage of attendance.
- Home School Liaison

Materials and supplies – including the purchase of paper, pencils, pens, markers, poster maker paper, poster paper, library books/materials.

Utilize approved categorical budgets: 3010, 7090, and 7091.

Home School Liaison and mile for home visits.

Purchase Orders: FUSD warehouse, FUSD Graphics, Office Depot, and SaveMart and any other vendors to supply materials to support weekly/monthly/quarterly attendance incentives.

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

Provide all students with incentives to attend and arrive at school on time daily:

- Individual Quarterly Perfect Attendance Awards.
- Opportunity to participate in the semester bicycle drawings provided by the Rotary Club.
- Monthly classroom incentives for classes that attain a 95% or better for weekly attendance.
- Monthly attendance competitions will take place for both primary and intermediate classes with the highest percentage of attendance.
- Incentives will be provided to classes with highest percentage of attendance.

Fremont Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
5	2	Title 1 Basic	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	0.4375		Home School Liaison	\$	13,272.00
								Total	\$	13,272.00

Action # 6

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
6256 - Students meeting or exceeding grade level standards on Interim/CFA for ELA	19.2	29.2	Other - Please specify within action
6258 - Students meeting or exceeding grade level standards on Interim/CFA for Math	18.8	28.8	Other - Please specify within action

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Fremont will continue with its' technology plan to purchase student technology, update/replace smart classroom technology, to include adding 4 additional teachers to the PLI expansion opportunity 2.0.

SMART Goals

By June, 2018, all students will participate in more classroom based technology to engage in the use of GVC integration across all content areas.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

Owner(s):
Principal, Vice Principal, certificated staff, TSA, CTs

Timeline:
August 15, 2016 –
June 8, 2017

- Use of technology tablet carts
- Formative and interim data
- Spring and Fall DRP administration
- Quarterly EL Progress Monitoring and Re-designation rates
- Use of common formative assessments and assignments
- Progress monitoring for SEL fidelity
- Walkthroughs, feedback, and reflective conversations
- Alignment of District and site Professional Learning Calendars to PL inputted in PLMS
- Goal Setting and Data Chats
- Professional learning aligned to AC work and Learning by Doing
- CFA assessment results
- ELA/Mathematics evidence provided in Accountable Community agendas, student artifacts, and additional follow-up planning documents
- Progress monitoring for SEL fidelity
- Regional Instructional Practice Walks, Walkthroughs, feedback, and reflective conversations
- i-Ready Reading Intervention Diagnostic Reports

Explain the Targeted Actions for Parent Involvement (required by Title I):

Re-designation, ELPAC/CELDT, DRP, CFA/Interim, and SBAC results presented to parents at SSC, Annual Title 1 Meeting, ELAC, i-Ready Reading Intervention Program, and during Parent University Module Presentations.

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- Students will receive technology instruction to support them in keyboarding and to utilize tablets more proficiently.
- Materials and supplies: Tablets, SmartBoards, projectors, bulbs, and/or other equipment to engage and support student learning.

Materials and supplies: Purchase computers/tablets, tablet carts, software, headsets, smart classroom based technology/equipment, and equipment repair.

Utilize approved categorical budgets: 3010, 7090, and 7091.

Purchase orders: FUSD Warehouse, EKC, CWD, Office Depot, Western Blue, Anywhere Carts, California Business Machines Inc., i-Ready Reading Intervention, and any other FUSD approved vendors to support student learning.

Describe Related Professional Learning:

- Professional learning will be provided to certificated staff to support the integration of technology within the classroom setting.
- Professional learning will be provided 4 times during the 2017-2018 school year based on the following topics: New User Central Get Started, Leadership Best Practices, Site Based Understanding Data, and a Coaching session based on site needs.

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- Students will receive technology instruction to support them in keyboarding and to utilize tablets more proficiently.
- Materials and supplies: Tablets, SmartBoards, projectors, bulbs, and/or other equipment to engage and support student learning.

Fremont Budgeted Expenditures											
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget		
6	1	Title 1 Basic	Instruction	Non Capitalized Equipment				Technology / Equipment	\$	5,000.00	
6	1	Sup & Conc	Instruction	Non Capitalized Equipment				Technology / Equipment	\$	29,600.00	
6	1	LCFF: EL	Instruction	Non Capitalized Equipment				Technology / Equipment	\$	11,610.00	
6	1	Sup & Conc	Instruction	Direct-Maintenance (Dr)				FUSD Maintenance/Repair	\$	2,000.00	
								Total	\$	48,210.00	

Action # 7

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQI Element	Current %	Target %	Vendor
528 - Expulsion rate	0.3	0	On-Site Counseling/FPU
843 - Out of school suspension rate	1.96	0.5	On-Site Counseling/FPU

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

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

SMART Goals

By June, 2018, the number of office referrals leading to suspensions will decrease per 100 students by decrease by 10%.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

Owner(s):

Timeline:

Principal/Vice Principal/TSA/certificated staff

August 15, 2016 –

- Teachers will submit Weekly Class Meeting Agendas on a quarterly basis outlining topics, meeting dates, and resources utilized during meeting time. Administrative Leadership Team will review quarterly suspension/expulsion data as available.*
- On-Site Counseling will provide monthly Client Caseload documentation.*
- Progress monitoring for SEL fidelity*
- Walkthroughs, feedback, and reflective conversations*
- Boys to Men Mentoring Program grades 4-6*
- Student Success Team Meeting Referrals*
- Interagency Child Empowerment Team Referrals*

June 8, 2017

Monthly, Quarterly, on-going

Explain the Targeted Actions for Parent Involvement (required by Title I):

Describe Related Professional Learning:

Present Educational Codes and District/Fremont Dress Code of Standard Dress to parents at SSC, Annual Title 1 Meetings, ELAC meetings, and Parent University Module Presentations.

- Continue Safe and Civil training with entire staff to create positive norms for students during instructional time, transitions and during weekly class meetings utilizing Fremont's 4 Feathers – Respect, Responsibility, Tolerance, and Integrity.*

- Teachers will be provided with strategies to support students in developing positive replacement behaviors.
- Teachers will continue to receive professional learning on Tiered Levels of Behavior and how to provide appropriate interventions.
- On-Site Counseling therapist will provide professional learning to certificated staff on the referral process and timelines for intake.
- Monthly Safe and Civil Team Meetings and District trainings.

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- Students will participate in weekly class meetings. Students will receive positive reinforcement from all staff members when exhibiting positive behaviors in the hallways, cafeteria, and on the playground in accordance with Fremont’s 4 Feathers – Respect, Responsibility, Tolerance, and Integrity.
- Students will participate in Quarterly Behavior/Rules assemblies.
- Students who meet the criteria and have parent consent will receive weekly counseling provided by On-Site therapist.
- Student Success Team Meetings
- Interagency Child Empowerment Team Referrals
- Training for Noon Time Assistants
- Home School Liaison

- Students will participate in weekly class meetings. Students will receive positive reinforcement from all staff members when exhibiting positive behaviors in the hallways, cafeteria, and on the playground in accordance with Fremont’s 4 Feathers – Respect, Responsibility, Tolerance, and Integrity.
- Students will participate in Quarterly Behavior/Rules assemblies.
- Students who meet the criteria and have parent consent will receive weekly counseling provided by On-Site therapist.

Materials and supplies – On-Site Counseling contract, mileage for HSL for home visits, notebooks, paper, pencils, pens, markers, poster maker paper, poster paper, library books/materials, and other related instructional materials for teachers.

Utilize approved categorical budgets: 3010 and 7090.

Purchase Orders/Contracts: On-Site Counseling, FUSD Warehouse, FUSD Graphics, and any other approved FUSD vendor to provide resources to support students exhibiting positive behavior.

Fremont Budgeted Expenditures											
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget		
7	2	Sup & Conc	Parent Participation	Classified Support-Supplemental				HSL / Suppl. Cont. Babysitting/Translating	\$	1,054.00	
7	2	Title 1 Basic	Guidance & Counseling Services	Sub-agreements for Services			On-Site Counseling/FPU	On-Site Counseling	\$	24,624.00	
7	2	Sup & Conc	Attendance & Social Work Services	Local Mileage				HSL Local Mileage for home visits	\$	200.00	
7	2	Title 1 Basic	Guidance & Counseling Services	Direct-Other (Dr)				2% - Eval fee by REA	\$	492.00	
7	2	Sup & Conc	Instruction	Direct-Graphics (Dr)				Graphics	\$	500.00	
								Total	\$	26,870.00	

Action # 8

Domain

1. Academic Performance

2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
2080 - Students engaged in a goal 2 activity	24.32	40	Other - Please specify within action

New-Action

On-going

Reasoning:

Strong Evidence

Moderate Evidence

Promising Evidence

Detail the Action

Fremont students will be provided opportunities to interact with teachers and ancillary staff during school activities, Goal 2 Field Trips, Elective Wheel participation, VAPA opportunities, and athletics.

SMART Goals

By June, 2018, student participating in Goal 2 activities will increase by 16%.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

- *Training to support teachers in building relational capacity to support students in developing positive self-images.*
- *Refinement of Elective Wheel practices during professional learning.*
- *Students' responses from the spring 2017 Social-Emotional Learning and School Climate/Culture Student Survey Grades 4-6*
- *Progress monitoring for SEL fidelity*
- *Walkthroughs, feedback, and reflective conversations*
- *Inputting engagement data for Goal 2 in ATLAS*
- *Alignment of District and site Professional Learning Calendars to PL inputted in PLMS*
- *Parent Satisfaction Surevey results from Spring, 2017.*

Owner(s):

Principal, Vice Principal, TSA, Certificated Staff/Coaches

Timeline:

*August 15, 2016 – June 8, 2017
Monthly, Quarterly, on-going*

Explain the Targeted Actions for Parent Involvement (required by Title I):

Present SQII data regarding students' participation in school activities, Goal 2 Field Trips, Elective Wheel participation, VAPA opportunities, and athletics to parents at SSC, Annual Title 1 Meeting, and ELAC meetings..

Describe Related Professional Learning:

- *Weekly Elective Wheel participation.*
- *VAPA performance opportunities.*
- *All students participating will be entered in the ATLAS system under Goal 2 for student engagement.*
- *Extra & Co-curricular Teacher Supplemental Salaries/ancillary services.*

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- *Students will develop relational capacity with adults and peers to improve positive self-image and confidence while participating in Goal 2 activities.*

Utilize approved categorical budgets: 7090, 3010, and 0172.

Materials/Supplies: art supplies, technology, tablets/computers, paper, pencils, journals, as well as athletic uniforms and equipment.

Purchase Orders: FUSD Warehouse, First String Sports, All American Sports, and any other FUSD approved vendor to support student participation in Goal 2 activities.

- **Goal 2 Field Trips**

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- *Students will develop relational capacity with adults and peers to improve positive self-image and confidence while participating in Goal 2 activities.*

Fremont Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
8	1	Sup & Conc	Instruction	Materials & Supplies				Material Supplies	\$ 25,867.00
								Total	\$ 25,867.00

2017-2018 Budget for SPSA/School Site Council

State/Federal Dept 0175 Fremont Elementary (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Parent Participation	Oth Cls-Supp			Other Classified Support - Babysitting/Translating - ie: NTA	470.00
1	1	Title 1 Basic	Parent Participation	Mat & Supp			Supplies/Parent Participation NO FOOD, NO INCENTIVES	893.00
1	1	Sup & Conc	Instruction	Teacher-Subs			Subs - SST/teacher observations	3,254.00
1	1	Sup & Conc	Instruction	Teacher-Supp			Supp. Contract for Leadership Planning	4,736.00
1	1	Sup & Conc	Instruction	Bks & Ref			Product/licenses PO	12,259.00
1	1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : 4 Teaching Fellows	27,290.00
1	1	Sup & Conc	Instruction	Cons Svc/Oth			Curriculum Assoc, LLC (iReady) : Service Contract - PO	4,859.00
1	1	Sup & Conc	Parent Participation	Mat & Supp			Supplies for Parent involvement	2,000.00
1	1	LCFF: EL	Parent Participation	Oth Cls-Supp			Babysitting for ELA/Parent University Meetings	3,012.00
1	1	LCFF: EL	Parent Participation	Mat & Supp			Supplies for Parent Involvement	2,000.00
2	1	Title 1 Basic	Instruction	Mat & Supp			: Materials/Supplies - NO FOOD, NO INCENTIVES	2,798.00
3	1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.219	2 - certificated tutors to provide intervention Split funded for EL intervention	21,729.00
3	1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.219	2 certificated tutors/materials/supplies Split funded to provide EL intervention	22,419.00
3	1	Sup & Conc	Instruction	Bks & Ref			: I-Ready instruction reading site lic - product	11,900.00
3	1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.219	2 - certificated tutors to provide intervention Split funded for EL intervention	21,729.00
3	1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.219	2 certificated tutors/materials/supplies Split funded to provide EL intervention	22,419.00
4	1	LCFF: EL	Instruction	Direct-Other			ELPAC assessors	4,000.00
5	2	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.438	Home School Liaison	13,272.00
6	1	Title 1 Basic	Instruction	Nc-Equipment			Technology / Equipment	5,000.00
6	1	Sup & Conc	Instruction	Nc-Equipment			Technology / Equipment	29,600.00
6	1	Sup & Conc	Instruction	Direct-Maint			FUSD Maintenance/Repair	2,000.00
6	1	LCFF: EL	Instruction	Nc-Equipment			Technology / Equipment	11,610.00
7	2	Title 1 Basic	Guidance & Counseling Services	Subagreements			On-Site Counseling/FPU : On-Site Counseling	24,624.00
7	2	Title 1 Basic	Guidance & Counseling Services	Direct-Other			2% - Eval fee by REA	492.00
7	2	Sup & Conc	Instruction	Direct-Graph			Graphics	500.00
7	2	Sup & Conc	Parent Participation	Cls Sup-Sup			HSL / Suppl. Cont. Babysitting/Translating	1,054.00
7	2	Sup & Conc	Attendance & Social Work Service	Local Mileag			HSL Local Mileage for home visits	200.00
8	1	Sup & Conc	Instruction	Mat & Supp			Material Supplies	25,867.00

\$281,986.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$47,549.00
Sup & Conc	7090	\$169,667.00
LCFF: EL	7091	\$64,770.00
Grand Total		\$281,986.00

Domain Totals	Budget Totals
Academic	\$241,844.00
SEL / Culture & Climate	\$40,142.00
Grand Total	\$281,986.00