

Fremont Elementary

106216660062581

Principal's Name: Mark Mather

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: May 23, 2018

Title I SWP

| Table of Contents | |
|-------------------------------|--|
| Topic | Details |
| Cover Page | <i>CDS Code with Signature</i> |
| Table of Contents | <i>Listing of SPSA Contents and District Goals</i> |
| Centralized Services | <i>N/A</i> |
| Assurances | <i>Consolidated Program Assurances</i> |
| School Site Council | <i>Members list</i> |
| Required Signatures | <i>Principal and SSC Chairperson</i> |
| Budget | <i>Site Allocations</i> |
| School Quality Review Process | <ul style="list-style-type: none"> • <i>Needs Assessment: Data Analysis and identification of needs and goals</i> • <i>Actions designed to meet needs and targeted goals</i> • <i>Budget allocations and planned expenditures</i> |
| Additional Documents | <i>SSC Bylaws/Site Parent Involvement Policy/Compact **See Addendum</i> |

| District Goals | |
|---|---|
| <p>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.</p> | |
| 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 Fremont Elementary School

| School Site Council List | | | | | |
|---|------------------|--------------------------|--------------------|--------------------------------|--------------------------|
| Member Name | Principal | Classroom Teacher | Other Staff | Parent/Community Member | Secondary Student |
| 1. Principal - Mark Mather | X | | | | |
| 2. Chairperson - Ana Ayala | | | | X | |
| 3. Vice Chair - Mari Cruz Olvera | | | | X | |
| 4. Secretary - Paul Griffin | | X | | | |
| 5. Kelley McKitrick | | X | | | |
| 6. Diedre Brooks | | X | | | |
| 7. Melissa Razo | | | X | | |
| 8. Antonio Aguilar | | | | X | |
| 9. Michael Brianna Shelton | | | | X | |
| 10. Nichole Garcia | | | | 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 3/15/18 . |

Required Signatures

| School Name: <i>Fremont</i> | | | |
|---|------------------|-----------------------|---------|
| 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 | <i>Mark A. Mather</i> | 3/15/18 |
| SSC Chairperson | Ana Ayala | <i>Ana Ayala</i> | 3/15/18 |

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2018/19

Fremont - 0175

ON-SITE ALLOCATION

| | | |
|---|-----------------------------------|------------------|
| 3010 | Title I | \$42,840 * |
| 7090 | LCFF Supplemental & Concentration | \$183,139 |
| 7091 | LCFF for English Learners | \$56,007 |
| TOTAL 2018/19 ON-SITE ALLOCATION | | \$281,986 |

| | |
|--|----------|
| * Title I requires a specific investment for Parent Involvement | |
| Title I Parent Involvement - Minimum Required | \$1,008 |
| Remaining Title I funds are at the discretion of the School Site Council | \$41,832 |
| Total Title I Allocation | \$42,840 |

Fremont Elementary 2018-2019 - Single Plan for Student Achievement (SPSA)

Goal 1 - All Students will excel in reading, writing and math

School Quality Review

School Level Dashboard

| Goal 1 Metrics | Current % | Target % |
|--|-----------|----------|
| SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11) | 14.423 | 21.423 |
| SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11) | 14.921 | 21.921 |

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

1 What were the key factors that contributed to these performance outcomes for each metric.

SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

- Teachers differentiating instruction in order to meet the needs of all learners.
- Teachers incorporating technology in daily instruction, i.e. Personalized Learning Initiative.
- Incorporating digital adoption of GVC content.

SSC/ELAC/STAFF INFORMATION

- Interim 2 ELA data from 2016-17 to 2017-18 indicates a 7.6% increase schoolwide.
- Continue to fund CTs, Teaching Fellows, and PLI Blended Learning professional development initiatives in Wonders' GVC

SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

- Teachers differentiating instruction in order to meet the needs of all learners.
- Teachers incorporating technology in daily instruction, i.e. Personalized Learning Initiative.
- Incorporating digital adoption of GVC content.
- Whole school RTI block focused on gaps in literacy and grade level standards.
- Based on data from IPG, a need for an increase of complex text, talk, and task was absent.
- Lack of error analyzes on CFAs.

SSC/ELAC/STAFF INFORMATION

- Interim 2 Math data from 2016-17 to 2017-18 indicates a 7.2% increase schoolwide.
- Continue to fund CTs, Teaching Fellows, and PLI Blended Learning professional development

2 What were the key factors that contributed to the disproportionality for any significant subgroups.

SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

- Attendance
 - Based on EOY Severe Chronic Absenteeism - 7.38%
 - Current Severe and Chronic Absenteeism -23.4%
- Grade levels not consistently utilizing CCSS-aligned CFAs at a higher rigor
- Grade levels not consistently disaggregating data by student, by standard
- AC not consistently using planning resources in order to design instruction at a deeper rigor, i.e. Common Core Companion, Instructional Pathway, Weekly Unit Assessments,

SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

- Attendance
 - Grade levels not consistently utilizing CCSS-aligned CFAs at a higher rigor
 - Grade levels not consistently disaggregating data by student, by standard
 - AC not consistently using planning resources in order to design instruction at a deeper rigor, i.e. Common Core Companion, Weekly Unit Assessments, and Quarterly planner

initiatives in GOMath GVC

Step 2: Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

Staff Needs Assessment was reviewed and discussed the the School Site Council. SSC agreed to all teacher identified items.

1. Technology
2. On-Site Counseling
3. iReady Reading Intervention Program
4. Certificated Tutors (2)
5. Home School Liaison
6. Resource Counseling Assistant
7. Teaching Fellows
8. Follett School Solutions, Inc.

2 ELAC:

Staff Needs Assessment was reviewed and discussed the the ELAC Committee. ELAC agreed to all teacher identified items.

1. Technology
2. On-Site Counseling
3. iReady Reading Intervention Program
4. Certificated Tutors (2)
5. Home School Liaison
6. Resource Counseling Assistant
7. Teaching Fellows
8. Follett Material

3 Staff:

Staff Needs Assessment:

1. Technology
2. On-Site Counseling
3. iReady Reading Intervention Program
4. Certificated Tutors (2)
5. Home School Liaison
6. Resource Counseling Assistant
7. Teaching Fellows
8. Follett Material

Step 3: Review actions funded by Title I last year and explain their effectiveness and any changes planned for use of Title I funds:

- Continue to fund On-Site Counseling for 3 days per week in order support SEL for students who require behavior intervention.
- Continue to purchase technology to support Personalized Learning Initiatives to deliver GVC learning content.

Action 1

Title: Reading Intervention

Action Details:

Fremont will continue to implement a schoolwide reading intervention program for Tier 2 Strategic and Tier 3 Intensive students who have decreased and are now scoring 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 2018 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 3 grade. Close reading strategies, text dependent questions, foundational reading skills will be embedded in daily instruction for grades PreK-3. Use of small group differentiated instruction will be utilized during integrated and designated ELD times as part of classroom based Tier 1 RtI. The California Teaching Fellows will present re-teaching opportunities in a small groups setting to support Tier 2 students. Additionally, the i-Ready Reading Intervention Program (Curriculum Assoc.) will be utilized during RtI to support students in gaining the foundational skills necessary to move towards and meet grade level standards on Interim/CFA in ELA.

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

Explain the Progress Monitoring and data used for this Action

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

- Certificated Tutor Quarterly Progress Reports.
- Teaching Fellows Feedback.
- KAIG data
- Formative and interim data as available.
- RtI intervention support provided by RSP teacher and para-professionals.
- Spring and Fall DRP administration.
- BAS assessment results based on students' reading levels K-1.
- 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.
- Goal Setting and Data Chats.
- Professional learning aligned to AC work and Learning by Doing.
- i-Redy Reading Diagnostic Reports.
- Student Success Team Meetings.

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

- Teachers will continue to utilize Wonders resources including text, workbooks, and on-line resources with 100% fidelity across all grade levels.
- Teacher will continue to utilize Wonders curriculum to develop common and formative assessments.
- Provide two Certificated Tutors to provide kindergarten and first grade students with reading intervention to insure they are reading on grade level by grade 3.
- Additional designated EL instruction for those students who are identified as long term for meeting borderline criteria for EL Re-designation.
- ELPAC goal setting and boot camps will be provided to EL students who are approaching R-FEP Re-designation by 2 Certificated Tutors.
- ELD intervention to support students meeting Re-designation criteria provided by 2 Certificated Tutors.
- 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 of 45 minutes of direct instruction.
- Utilize approved categorical budgets: 3010, 7090, and 7091.
- Provide substitutes to allow teachers to observe colleagues and attend Student Success Team Meetings.
- Purchase Orders: 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, Follett School Solutions, Inc., as well as any other approved vendor to support student achievement.
- Professional development will be available to certificated staff through conferences and extended learning opportunities.
- Materials/Supplies/Technology: Technology and classroom materials and supplies to include the purchase

Owner(s):

- Principal
- Vice Principal
- Teacher on Special Assignment
- RSP teacher
- Certificated staff
- Teaching Fellows
- Paraprofessionals

Timeline:

- August 13, 2018 – June 6, 2019
- Monthly, quarterly, and on-going

Specify enhanced services for EL students:

- Extended Library Learning Opportunities for English Language Learners to keep on track to meet anticipated Re-designation date.
- Additional designated EL instruction for those students who are identified as long term or meeting borderline criteria for EL Re-designation.
- DRP and ELPAC goal setting and boot camps will be provided to EL students who are approaching R-FEP Re-designation criteria by 2 Certificated Tutors.
- Economically disadvantaged and foster students whose 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.
- ELPAC assessors

of additional tablets/computers, tablet carts, software, printer ink, notebooks, paper, pencils, pens, markers, poster maker paper, poster paper, and other related instructions materials for teachers and students.

- Provide materials and supplies for parents to participate in meetings and learning opportunities provided by site administrators, Parent University, and outside resources. Also provide babysitting and refreshments for Title 1 Meeting, SSC and ELAC meetings utilizing approved categorical funds 7090 and 7091.
- Utilize approved categorical budgets: 7090, 7091, 3010, 0172, and 0181 for extra pay certificated contracts for after school tutoring.
- Leadership Planning.
- AC Teams will continue to improve instructional support and provide intervention through the RTI process specifically with African American, English Language Learners, and SPED students.

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

- Provide materials and supplies for parents to participate in meetings and learning opportunities provided by site administrators, Parent University, and outside resources. and refreshments for parent informational meetings.
- Update parents during meetings regarding results from ELPAC, DRP, CFA/Interim, and SBAC results at SSC, ELAC, Annual Title 1 Meetings.
- Provide refreshments utilizing approved categorical budget funds from 7090 and 7091.
- Provide babysitting from approved categorical budget 7091, 7090, 3010 to allow parents to attend meetings.

Describe Professional Learning related to this action:

- On-going training with entire staff on utilizing DRP resources to support student growth on the fall 2018-2019 assessment.
- Continue Personalized Learning Initiative Professional Development.
- 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 RtI structures for Tier 1, 2, and 3 interventions.
- Professional learning emphasizing the use of the Common Core Companion, Essential Standards Chart, and Scope and Sequence.
- Leadership Planning.
- Provide Certificated staff learning opportunities through conferences.

Action 2

Title: Dedicated Math Instruction/Extended Math Intervention

Action Details:

Fremont's focus will be on all students growing at least one grade level or beyond in mathematics by implementing the following strategies and professional learnings: 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.

| | | | |
|---|---|--|---|
| Reasoning for using this action: | <input checked="" type="checkbox"/> Strong Evidence | <input type="checkbox"/> Moderate Evidence | <input type="checkbox"/> Promising Evidence |
|---|---|--|---|

Explain the Progress Monitoring and data used for this Action

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

- Teaching Fellows feedback.
- KAIG data.
- CFA assessment results.
- RtI intervention support provided by RSP teacher and para-professional.
- 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 Calendar.
- Goal Setting and Data Chats.

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

- Teachers will continue to utilize GOMath resources including text, workbooks, and on-line resources with 100% fidelity across all grade levels.
- Teacher will continue to utilize GOMath curriculum to develop common and formative assessments.
- Professional development will be available to certificated staff through conferences and extended learning opportunities.
- Provide substitutes to allow teachers to observe colleagues and attend Student Success Team Meetings.
- Utilize approved categorical budgets: 3010, 7090, and 7091.
- Purchase Orders: 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, Follett School Solutions, Inc. as well as any other approved vendor to support student achievement.
- Materials/Supplies/Technology. Technology and classroom materials and supplies to include the purchase of additional tablets/computers, tablet carts, software, printer ink, notebooks, paper, pencils, pens, markers, poster maker paper, poster paper, and other related instructional materials for teachers and students.
- Provide materials and supplies for parents to participate in meetings and learning opportunities provided by site administrators, Parent University, and outside resources, as well as babysitting and refreshments for parent informational meetings, SSC, and ELAC, utilizing approved categorical funds 7090 and 7091.

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

- Provide materials and supplies for parents to participate in meetings and learning opportunities provided by site administrators, Parent University, and outside resources. and refreshments for parent informational meetings.
- Update parents during meetings regarding results from ELPAC, DRP, CFA/Interim, and SBAC results at SSC, ELAC, Annual Title 1 Meeting.
- Provide refreshments utilizing approved categorical budget funds from 7090 and 7091.
- Provide babysitting from approved categorical budget 7091, 7090, 3010 to allow parents to attend meetings.

Owner(s):

- Principal
- Vice Principal
- Teacher on Special Assignment
- RSP teacher
- Certificated staff
- Teaching Fellows
- Paraprofessionals

Timeline:

- August 13, 2018 – June 6, 2019
- Monthly, quarterly, and on-going

Specify enhanced services for EL students:

- RtI and Teaching Fellows will continue to be utilized to support small group and individualize student instruction grades 2-4.
- Extended Library Learning Opportunities for English Language Learners to keep on track to meet anticipated Re-designation date.
- Additional designated EL instruction for those students who are identified as long term or meeting borderline criteria for EL Re-designation.
- Interim and SBAC goal setting 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.

Describe Professional Learning related to this action:

- On-going training with entire staff on utilizing GOMath resources to support student growth on the fall 2018-2019 Interim assessment.
- Continue Personalized Learning Initiative Professional Development.
- Utilization of the GOMath Quarterly Planner to calibrate teachers 1 through 5.
- Professional learning around RtI structures for Tiers 1, 2, and 3 interventions.
- Professional learning emphasizing the use of the Common Core Companion, Essential Standards Chart, Math Re-engagement Resources, and Scope and Sequence.
- Leadership Planning.
- Provide certificated staff learning opportunities to attend conferences.

2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0175 Fremont Elementary (Locked)

G1 - All students will excel in reading, writing, and math

| Action | Funding | Spending Activity | Expense | Personnel | FTE | Vendor / Purpose of Expenditure | Budget |
|--------|---------------|-------------------|---------------|-----------|--------|--|-----------|
| G1A1 | Title 1 Basic | Instruction | Mat & Supp | | | Materials and supplies (No food or incentives) | 8,715.00 |
| G1A1 | Title 1 Basic | Instruction | Nc-Equipment | | | Technology Plan | 6,000.00 |
| G1A1 | Title 1 Basic | Instruction | Direct-Maint | | | : Technology Repairs for student technology (classroom devices only) | 2,000.00 |
| G1A1 | Sup & Conc | Instruction | Teacher-Regu | Tutor | 0.2188 | Certificated Tutor #2 Goal 1 Action 1 | 24,151.00 |
| G1A1 | Sup & Conc | Instruction | Teacher-Regu | Tutor | 0.2188 | Certificated Tutor #1 Goal 1 Action 1 | 23,767.00 |
| G1A1 | Sup & Conc | Instruction | Teacher-Subs | | | Subs - SST, Goal Setting Chats G1A2 | 2,928.00 |
| G1A1 | Sup & Conc | Instruction | Teacher-Supp | | | Leadership Planning | 3,951.00 |
| G1A1 | Sup & Conc | Instruction | Bks & Ref | | | i-Ready Diagnostic and Instruction Reading Site License 501-800 students 1 year | 11,900.00 |
| G1A1 | Sup & Conc | Instruction | Mat & Supp | | | Materials/Supplies Students/Teachers | 15,814.00 |
| G1A1 | Sup & Conc | Instruction | Nc-Equipment | | | Technology Plan | 5,000.00 |
| G1A1 | Sup & Conc | Instruction | Subagreements | | | California Teaching Fellows Foundation : California Teaching Fellows 128 days 4 teaching fellows | 28,754.00 |
| G1A1 | Sup & Conc | Instruction | Direct-Maint | | | Technology Repair | 3,000.00 |
| G1A1 | Sup & Conc | Instruction | Cons Svc/Oth | | | Curriculum Assoc, LLC (iReady) : Professional Development On Site Advanced User Session up to 6 hours | 2,160.00 |
| G1A1 | LCFF: EL | Instruction | Teacher-Regu | Tutor | 0.2188 | Certificated Tutor #2 Goal 1 Action 1 | 24,151.00 |
| G1A1 | LCFF: EL | Instruction | Teacher-Regu | Tutor | 0.2188 | Certificated Tutor #1 Goal 1 Action 1 | 23,767.00 |
| G1A1 | LCFF: EL | Instruction | Direct-Other | | | ELPAC ASSESSORS | 4,000.00 |

\$190,058.00

Goal 2 - All Students will engage in arts, activities, and athletic

School Quality Review

School Level Dashboard

| Goal 2 Metrics | Current % | Target % |
|---------------------------|-----------|----------|
| Goal 2 Participation Rate | 92.466 | 99.466 |

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

| | |
|--|--|
| <p>1 What were the key factors that contributed to these performance outcomes for each metric.</p> <p>Goal 2 Participation Rate</p> <ul style="list-style-type: none"> Chronic and Severe chronic absenteeism. Students not receiving positive permission documentation by parents to allow students to participate in after school activities. <p>SSC/ELAC/STAFF Information</p> <ul style="list-style-type: none"> Daily absenteeism data Uploading Goal 2 engagement activities Encouragement more recruitment for students in co-curricular activities On-going communication with parent outlines Goal 2 fieldtrip activities Utilize School Messenger, Monthly Newsletter to communicate all Goal 2 opportunities | <p>2 What were the key factors that contributed to the disproportionality for any significant subgroups.</p> <p>Goal 2 Participation Rate</p> <ul style="list-style-type: none"> Chronic and Severe chronic absenteeism Students not receiving positive permission documentation by parents to allow students to participate in after school activities. |
|--|--|

Step 2: Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

| | | |
|--|---|--|
| <p>1 SSC:</p> <ul style="list-style-type: none"> Share data regarding student participation in clubs, athletics, music, student leadership/student council, and exposure to careers for all grades levels. | <p>2 ELAC:</p> <ul style="list-style-type: none"> Share data regarding student participation in clubs, athletics, music, student leadership/student council, and exposure to careers for all grades levels. | <p>3 Staff:</p> <ul style="list-style-type: none"> Share data regarding student participation in clubs, athletics, music, student leadership/student council, and exposure to careers for all grades levels. |
|--|---|--|

Action 1

Title: Student Engagement Opportunities

Action Details:

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

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- Training to support teachers in building relational capacity to support students in developing positive self-image.
- Students responses from the spring 2018 Social-Emotional Learning and School Climate/Culture Student Survey Grades 4-6.
- Progress monitoring for SEL fidelity,
- Walkthroughs, feedback, and reflective conversations.
- Inputting engagement data from Goal 2 in ATLAS.
- Alignment of District and site Professional Learning Calendars.
- Parent Satisfaction Survey results from Spring, 2018.
- Morning meeting and Weekly Class Meeting verification forms.

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

- Contract On-Site Counseling Services 3 days per week.
- Utilize approved categorical budgets: 7090, 3010, 7091, for materials and supplies: technology, tablets/computers, paper, pencils, journals, as well as any other materials to support all students and families.
- Provide substitutes to allow teachers to observe colleagues and attend Student Success Team Meetings.
- Professional development will be available to certificated staff through conferences and extended learning opportunities.
- Materials/Supplies/Technology: Technology and classroom materials and supplies to include the purchase of additional tablets/computers, tablet carts, software, printer ink, notebooks, paper, pencils, pens, markers, poster maker paper, poster paper, and other related instructional materials for teachers and students.
- Purchase materials and supplies to support student excelling in reading writing and math - journals, paper, pencils, Follett School Solutions from budgets 7090, 7091, and 3010.

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

Present data regarding students' participation in school activities, Goal 2 Field Trips, Art Club, Peach Blossom, Reading Club, Spelling Bee, Band, Strings, Student Council/Leadership and athletics to parents at SSC, Annual Title 1 Meeting, and ELAC meetings.

Owner(s):

- Principal
- Vice Principal
- Teacher on Special Assignment
- RSP teacher
- Certificated staff
- Teaching Fellows
- Paraprofessionals

Timeline:

- August 13, 2018 – June 6, 2019
- Monthly, quarterly, and on-going

Specify enhanced services for EL students:

- Extended Library Learning Opportunities for English Language Learners to keep on track to meet anticipated Re-designation date.
- Additional designated EL instruction for those students who are identified as long term or meeting borderline criteria for EL Re-designation.
- 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 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.

Describe Professional Learning related to this action:

- Encourage teachers to identify EL students to participate in ALL Goal 2 activities.

Goal 3 - All Students will demonstrate the character and competencies for workplace success

School Quality Review

School Level Dashboard

| Goal 3 Metrics | Current % | Target % |
|---------------------------------|-----------|----------|
| Exposure to Careers - 3rd Grade | 94.681 | 100 |
| Exposure to Careers - 4th Grade | 94.667 | 100 |
| Exposure to Careers - 6th Grade | 93.443 | 100 |

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

1 What were the key factors that contributed to these performance outcomes for each metric.

Exposure to Careers - 3rd Grade

- Student absenteeism.

Exposure to Careers - 4th Grade

- Parent reluctance to allow students to participate in out of town Goal 2 field trips.

Exposure to Careers - 6th Grade

- Parents not allowing students to attend 6th grade camp.

SSC/ELAC/STAFF Information

- On-going communication with parents and community College and Career Ready fieldtrips and on-site learning opportunities.
- Continue to share Kids Invent with 5th and 6th grade parents.
- Continue to implement adult mentoring programs with students outside of classroom instruction.

2 What were the key factors that contributed to the disproportionality for any significant subgroups.

Exposure to Careers - 3rd Grade

- Student absenteeism.

Exposure to Careers - 4th Grade

- Parent reluctance to allow students to participate in out of town Goal 2 field trips.

Exposure to Careers - 6th Grade

- Parents not allowing students to attend 6th grade camp.

Step 2: Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

- Share data regarding student participation in exposure to careers for grades 3,4,and 6.

2 ELAC:

- Share data regarding student participation in exposure to careers for grades 3,4,and 6.

3 Staff:

- Share data regarding student participation in exposure to careers for grades 3,4,and 6.

Action 1

Title: Character Competencies

Action Details:

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

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

Explain the Progress Monitoring and data used for this Action

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

- Contract On-Site Counseling 3 days per week through the review of monthly Client Caseload Lists.
- Office Referrals, suspension, and/or expulsions.
- Participation in Goal 2 activities (athletics, clubs, student leadership).

Owner(s):

- Principal
- Vice Principal
- Teacher on Special Assignment
- RSP teacher
- Certificated staff
- Teaching Fellows
- Paraprofessional

Timeline:

- August 13, 2018 – June 6, 2019
- Monthly, quarterly, and on-going

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

- Hire and utilize Resource Counseling Assistant to support students to develop positive attitudes and develop relational capacities.
- Fremont will expose students to a variety of career opportunities through College and Career Readiness field trips for grade 3,4,and 6, career speakers, and research presentations.
- Fremont will promote competencies for workplace success by implementing a targeted system that supports CTE enrollment.
- Fremont will develop students' career awareness and experiences that promote character and workplace competencies through targeted implementation of linked learning opportunities.
- Utilize approved categorical budgets: 7090, 3010, and 0172
- Purchase materials and supplies to support students: technology, classroom materials such as paper, pencils, journals, and/or any other materials to will support student success in demonstrating character competencies.

Specify enhanced services for EL students:

- Extended Library Learning Opportunities for English Language Learners to keep on track to meet anticipated Re-designation date.
- Additional designated EL instruction for those students who are identified as long term or meeting borderline criteria for EL Re-designation.
- DRP and ELPAC goal setting and boot camps will be provided to EL students who are approaching R-FEP Re-designation criteria by 2 Certificated Tutors.
- Economically disadvantaged and foster students whose 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.

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

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

Describe Professional Learning related to this action:

- Continue Safe and Civil training with entire staff to create positive norms for students during instructional time and transitions.
- Morning of Morning meetings and Weekly Class meetings that utilize Fremont's 4 Feathers – Respect, Responsibility, Tolerance, and Integrity.

Goal 4 - All Students will stay in school on target to graduate

School Quality Review

School Level Dashboard

| Goal 4 Metrics | Current % | Target % |
|---------------------|-----------|----------|
| Chronic Absenteeism | 21.217 | 19.217 |
| Suspensions Per 100 | 3.571 | 2.571 |

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

| | |
|---|--|
| <p>1 What were the key factors that contributed to these performance outcomes for each metric.</p> <p>Chronic Absenteeism</p> <ul style="list-style-type: none"> • Parent not calling in to verify student absences. • Lack of parent involvement in the child's educations. • Lack of parent participation their their child's school activities and functions. <p>Suspensions Per 100</p> <ul style="list-style-type: none"> • Refusing to follow District and schoolwide behavior expectations. <p>SSC/ELAC/STAFF Information</p> <ul style="list-style-type: none"> • Continue to contact parents regarding student absences. • Counsel students to understand the importance of being on time and being present daily. • Continue to utilize School Messenger, Monthly Newsletter, and fliers to invite parents to participate in school activities and functions. | <p>2 What were the key factors that contributed to the disproportionality for any significant subgroups.</p> <p>Chronic Absenteeism</p> <ul style="list-style-type: none"> • Parent not calling in to verify student absences. • Lack of parent involvement in the child's educations. • Lack of parent participation their their child's school activities and functions. <p>Suspensions Per 100</p> <ul style="list-style-type: none"> • Reduce the suspension rate 1%. |
|---|--|

Step 2: Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

| | | |
|---|--|---|
| <p>1 SSC:</p> <ul style="list-style-type: none"> • Share suspension and expulsion data. • Review California Educational Codes. • Review District/Fremont Dress Code of Standards. | <p>2 ELAC:</p> <ul style="list-style-type: none"> • Share suspension and expulsion data. • Review California Educational Codes. • Review District/Fremont Dress Code of Standards. | <p>3 Staff:</p> <ul style="list-style-type: none"> • Share suspension and expulsion data. • Review California Educational Codes. • Review District/Fremont Dress Code of Standards. |
|---|--|---|

Step 3: Review actions funded by Title I last year and explain their effectiveness and any changes planned for use of Title I funds:

- Annual Title 1 SSC, ELAC, and Parent University Meetings and /presentations.

Action 1

Title: Climate and Culture

Action Details:

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

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

Explain the Progress Monitoring and data used for this Action

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

- On-Site Counseling referrals and monthly Client Caseload documentation.
- Behavior referrals to the office.
- Monitor Chronic absenteeism rate.
- Men of Character Program grades 5-6.
- Fremont Office Assistant will work collaboratively with the principal in preparing A1 Attendance meeting documentation and sign-in sheets in order for A1 bi-weekly meetings to occur.
- Certificated staff will be provided monthly updates on 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 attendance categories.
- 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.
- Progress monitoring for SEL fidelity
- Walkthroughs, feedback, and reflective conversations
- Student Success Team Meeting Referrals
- Resource Counseling Assistant to provide support to all students
- Interagency Child Empowerment Team Referrals

Owner(s):

- Principal
- Vice Principal
- Teacher on Special Assignment
- RSP teacher
- Certificated staff
- Teaching Fellows
- Paraprofessional
- Child Welfare and Attendance
- Resource Counseling Assistant

Timeline:

- August 13, 2018 – June 6, 2019
- Monthly, quarterly, and on-going

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

- Hire Resource Counseling Assistant to support students across all grade levels in a variety of capacities utilizing budget 7090.

Specify enhanced services for EL students:

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

- Home School Liaison.
- NTA training
- Contract On-Site Counseling Services for 3 days per week.
- Utilize approved categorical budgets: 7090, 3010, 7091, for materials and supplies: technology, tablets/computers, paper, pencils, journals, as well as any other materials to support all students and families.
- Purchase Orders: 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, Follett School Solutions, Inc., as well as any other approved vendor to support student achievement.
- Professional development will be available to certificated staff through conferences and extended learning opportunities.
- Materials/Supplies/Technology: Technology and classroom materials and supplies to include the purchase of additional tablets/computers, tablet carts, software, printer ink, notebooks, paper, pencils, pens, markers, poster maker paper, poster paper, and other related instructional materials for teachers and students.
- Purchase materials and supplies to support student excelling in reading writing and math - journals, paper, pencils, from budgets 7090, 7091, and 3010.
- Provide babysitting for SSC, ELAC, Title , and Parent University Module meetings.

anticipated Re-designation date.

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

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

Describe Professional Learning related to this action:

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.

Action 2

Title: Absenteeism Rate

Action Details:

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

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

Explain the Progress Monitoring and data used for this Action

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

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

Owner(s):

- Principal
- Vice Principal
- Teacher on Special Assignment
- Certificated staff
- Child Welfare and Attendance Representative
- Resource Counseling Assistant
- Home School Liaison

Timeline:

- August 13, 2018 – June 6, 2019
- Monthly, quarterly, and on-going

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

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

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

- Conduct A1 Parent Attendance Meetings twice a month.
- Monitor parent sign-in sheets from A1 meetings.
- Present attendance information to SSC, Annual Title 1 Meeting, and ELAC.

Specify enhanced services for EL students:

- Monitor EL student population that fall into the chronic and severe chronic absenteeism categories..

Describe Professional Learning related to this action:

- 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.

2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0175 Fremont Elementary (Locked)

G4 - All students will stay in school on target to graduate

| Action | Funding | Spending Activity | Expense | Personnel | FTE | Vendor / Purpose of Expenditure | Budget |
|--------|---------------|----------------------------------|---------------|------------------------------|--------|---|-----------|
| G4A1 | Title 1 Basic | Parent Participation | Mat & Supp | | | 1% Title 1 (No food or incentives) | 1,008.00 |
| G4A1 | Title 1 Basic | Guidance & Counseling Services | Subagreements | | | On-Site Counseling/FPU : On-Site Counseling 3 day per week | 24,624.00 |
| G4A1 | Title 1 Basic | Guidance & Counseling Services | Direct-Other | | | On-Site District Evaluation Fee 2% | 493.00 |
| G4A1 | Sup & Conc | Instruction | Direct-Graph | | | Graphics - materials | 1,000.00 |
| G4A1 | Sup & Conc | Parent Participation | Mat & Supp | | | Parent Participation materials/supplies | 3,000.00 |
| G4A1 | Sup & Conc | Attendance & Social Work Service | Cls Sup-Reg | Liaison, Home/School Spanish | 0.4375 | Home School Liaison Goal 4 Action 1 | 14,728.00 |
| G4A1 | Sup & Conc | Attendance & Social Work Service | Cls Sup-Reg | Assistant, Resrce Cnslg | 0.6875 | 5.5 hour position Goal 4 Action 1 | 42,986.00 |
| G4A1 | LCFF: EL | Parent Participation | Oth Cls-Supp | | | Baby sitting 7091 | 978.00 |
| G4A1 | LCFF: EL | Parent Participation | Mat & Supp | | | Parent Engagement - parent materials/supplies | 3,111.00 |

\$91,928.00

2018-2019 Budget for SPSA/School Site Council

State/Federal Dept 0175 Fremont Elementary (Locked)

| Action | Funding | Spending Activity | Expense | Personnel | Fte | Vendor / Purpose Of Expenditure | Budget |
|--------|---------------|----------------------------------|---------------|------------------------------|--------|---|-----------|
| G1A1 | Title 1 Basic | Instruction | Mat & Supp | | | Materials and supplies (No food or incentives) | 8,715.00 |
| G1A1 | Title 1 Basic | Instruction | Nc-Equipment | | | Technology Plan | 6,000.00 |
| G1A1 | Title 1 Basic | Instruction | Direct-Maint | | | : Technology Repairs for student technology (classroom devices only) | 2,000.00 |
| G1A1 | Sup & Conc | Instruction | Teacher-Regu | Tutor | 0.2188 | Certificated Tutor #2 Goal 1 Action 1 | 24,151.00 |
| G1A1 | Sup & Conc | Instruction | Teacher-Regu | Tutor | 0.2188 | Certificated Tutor #1 Goal 1 Action 1 | 23,767.00 |
| G1A1 | Sup & Conc | Instruction | Teacher-Subs | | | Subs - SST, Goal Setting Chats G1A2 | 2,928.00 |
| G1A1 | Sup & Conc | Instruction | Teacher-Supp | | | Leadership Planning | 3,951.00 |
| G1A1 | Sup & Conc | Instruction | Bks & Ref | | | i-Ready Diagnostic and Instruction Reading Site License 501-800 students 1 year | 11,900.00 |
| G1A1 | Sup & Conc | Instruction | Mat & Supp | | | Materials/Supplies Students/Teachers | 15,814.00 |
| G1A1 | Sup & Conc | Instruction | Nc-Equipment | | | Technology Plan | 5,000.00 |
| G1A1 | Sup & Conc | Instruction | Subagreements | | | California Teaching Fellows Foundation : California Teaching Fellows 128 days 4 teaching fellows | 28,754.00 |
| G1A1 | Sup & Conc | Instruction | Direct-Maint | | | Technology Repair | 3,000.00 |
| G1A1 | Sup & Conc | Instruction | Cons Svc/Oth | | | Curriculum Assoc, LLC (iReady) : Professional Development On Site Advanced User Session up to 6 hours | 2,160.00 |
| G1A1 | LCFF: EL | Instruction | Teacher-Regu | Tutor | 0.2188 | Certificated Tutor #2 Goal 1 Action 1 | 24,151.00 |
| G1A1 | LCFF: EL | Instruction | Teacher-Regu | Tutor | 0.2188 | Certificated Tutor #1 Goal 1 Action 1 | 23,767.00 |
| G1A1 | LCFF: EL | Instruction | Direct-Other | | | ELPAC ASSESSORS | 4,000.00 |
| G4A1 | Title 1 Basic | Parent Participation | Mat & Supp | | | 1% Title 1 (No food or incentives) | 1,008.00 |
| G4A1 | Title 1 Basic | Guidance & Counseling Services | Subagreements | | | On-Site Counseling/FPU : On-Site Counseling 3 day per week | 24,624.00 |
| G4A1 | Title 1 Basic | Guidance & Counseling Services | Direct-Other | | | On-Site District Evaluation Fee 2% | 493.00 |
| G4A1 | Sup & Conc | Instruction | Direct-Graph | | | Graphics - materials | 1,000.00 |
| G4A1 | Sup & Conc | Parent Participation | Mat & Supp | | | Parent Participation materials/supplies | 3,000.00 |
| G4A1 | Sup & Conc | Attendance & Social Work Service | Cls Sup-Reg | Liaison, Home/School Spanish | 0.4375 | Home School Liaison Goal 4 Action 1 | 14,728.00 |
| G4A1 | Sup & Conc | Attendance & Social Work Service | Cls Sup-Reg | Assistant, Resrce Cnslg | 0.6875 | 5.5 hour position Goal 4 Action 1 | 42,986.00 |
| G4A1 | LCFF: EL | Parent Participation | Oth Cls-Supp | | | Baby sitting 7091 | 978.00 |
| G4A1 | LCFF: EL | Parent Participation | Mat & Supp | | | Parent Engagement - parent materials/supplies | 3,111.00 |

\$281,986.00

| Funding Source Totals | Unit # | Budget Totals |
|-----------------------|--------|---------------------|
| Title 1 Basic | 3010 | \$42,840.00 |
| Sup & Conc | 7090 | \$183,139.00 |
| LCFF: EL | 7091 | \$56,007.00 |
| Grand Total | | \$281,986.00 |

| Goal Totals | Budget Totals |
|---|---------------------|
| G1 - All students will excel in reading, writing, and math | \$190,058.00 |
| G4 - All students will stay in school on target to graduate | \$91,928.00 |
| Grand Total | \$281,986.00 |