

Fremont Elementary

10621666006258

Principal's Name: Mark Mather

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: May 29, 2019

Title I SWP

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District Goals	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document providing details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the Four District Goals supporting the expectation 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

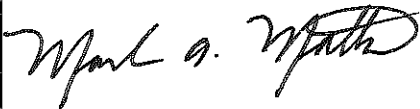
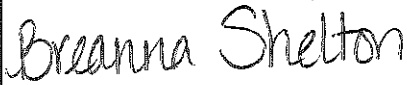
<p>The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance 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

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal – Mark Mather	X				
2. Chairperson – Breanna Shelton				X	
3. Secretary- Diedre Brooks		X			
4. Kelly Mckitrick		X			
5. Ana Ayala				X	
6. Rebecca Cruz- Olivera			X		
7. Melissa Razo			X		
8. Nichole Garcia				X	
9.					
10.					
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		4/25/19
SSC Chairperson	Breanna Shelton		4/25/19

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2019/20

Fremont - 0175

ON-SITE ALLOCATION

3010	Title I	\$46,060 *
7090	LCFF Supplemental & Concentration	\$184,110
7091	LCFF for English Learners	\$51,816
		\$281,986
TOTAL 2019/20 ON-SITE ALLOCATION		\$281,986

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$1,470
Remaining Title I funds are at the discretion of the School Site Council	\$44,590
Total Title I Allocation	\$46,060

Fremont Elementary 2019-2020 - School Plan for Student Achievement (SPSA)

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	21.423 %	16.151 %	2017-2018	23.151 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	21.921 %	13.149 %	2017-2018	20.149 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

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 CT's,
- TSA Intervention support for RTI school wide

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

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

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

- Low Performing Groups
- SPED and African American
- Attendance
 - Based on EOY Severe Chronic Absenteeism - 7.38%
 - Current Severe and Chronic Absenteeism -21.2%
- 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

- 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 initiatives in GOMath GVC
- We currently do not have enough data to know if our target has been met.

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

- 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.
- Part Time TSA split with Homan Elementary to help move RTI for students in grades 2-5.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

Changes can be found in the hiring of a part time designated TSA for RTI to help bridge the gap for EL and low performing students.

Step 4: Stakeholder Involvement. 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. Resource Counseling Assistant
6. Part time TSA

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. Resource Counseling Assistant
6. Part time TSA

3 Staff:

Staff Needs Assessment:

1. Technology
2. On-Site Counseling
3. iReady Reading Intervention Program
4. Certificated Tutors (2)
5. Resource Counseling Assistant
6. Part time TSA

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 2019 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. 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

Owner(s):

Timeline:

- Certificated Tutor Quarterly Progress Reports.
- 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-Ready Reading Diagnostic Reports.
- Student Success Team Meetings.
- Designated Part Time TSA to move instruction utilizing coaching cycles with teachers based on needs.
- Part time TSA for RTI Intervention for grades 2-4.

- Principal
- Vice Principal
- Teacher on Special Assignment
- RSP teacher
- Certificated staff
- Paraprofessionals
- Part Time Designated TSA

- August 12, 2019 – June 4, 2020
- Monthly, quarterly, and on-going

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 Business Machines, Inc., FUSD warehouse, FUSD maintenance, FUSD Graphics, EKC, CWD, Anywhere Carts, Office Depot, Western Blue, SaveMart, 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 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.

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
- TSA utilized for RTI utilizing supports for ELD instruction

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.

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.

Specify enhanced services for low-performing student groups:

For our EL students we will perform a Designated ELD training for teacher utilizing the Wonders ELD curriculum. As a staff teachers will select an all school Designated ELD time for effective ELD instruction with students.

- EL coaching support around Designated instruction to help deepen the planning from the above professional learning.
- Utilization of the ELD standards
- training for new teachers around tabbing and explaining how to read the ELD standards
- RTI for our under represented groups
- Provide out pull out and push in ELD support utilizing Wonders GVC with certificated tutors (K-5)

Engaging our African American and SPED population with purposeful planning.

- Book study on Fostering Resilient Learners
- Working with SPED by having the vice principal plan WonderWorks instruction with the 4-6 SPED teacher to help students receive grade level instruction.
- TSA will serve for RTI instruction for under represented groups

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 tenets 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.

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

- KAIG data.
- CFA assessment results.
- California Dashboard
- RTI intervention support provided by RSP teacher and para-professional.
- RTI support provided by TSA
- 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.
- Interim 1 and Interim 2 Summative Data to inform re-engagement around standards that were not mastered
- Goal Setting and Data Chats with administration and part time TSA
- After school math tutoring support for grades 3-5.

Owner(s):

- Principal
- Vice Principal
- Teacher on Special Assignment
- RSP teacher
- Certificated staff
- Paraprofessionals
- Part time TSA

Timeline:

- August 12, 2019 – June 4, 2020
- Monthly, quarterly, and on-going

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 Business Machines, Inc., FUSD warehouse, FUSD maintenance, FUSD Graphics, EKC, CWD, Anywhere Carts, Office Depot, Western Blue, SaveMart, i-Ready Reading Intervention, 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 baby sitting and refreshments for parent informational meetings, SSC, and ELAC, utilizing approved categorical funds 7090 and 7091.

Specify enhanced services for EL students:

- TSA will utilize 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.

Specify enhanced services for low-performing student groups:

- EL students will receive after school tutoring in mathematics with a certificated teacher.
- Students will receive Designated ELD instruction to help support grade level mathematics instruction.
- Teacher and student data chats around assessments results and next steps.
- Designated TSAEL support around Designated Instruction around mathematics
- Designated TSA coaching EL standards to help in Designated Instruction planning

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.

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 tenants 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, Quarterly Planners, Go Math Professional Development videos around lesson planning.
- Leadership Planning.
- Provide certificated staff learning opportunities to attend conferences.

2019-2020 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	Bks & Ref			iReady Diagnostic and Instructional Reading Site License 501-800 Students 1 year	11,900.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Technology Plan	7,313.00
G1A1	Title 1 Basic	Parent Participation	Oth Cls-Supp			Babysitters/Translators	999.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.2188	RTI Inter / EL Support	24,160.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.2188	RTI Inter / EL Support	24,135.00
G1A1	Sup & Conc	Instruction	Teacher-Subs				2,940.00
G1A1	Sup & Conc	Instruction	Teacher-Supp				3,978.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials/Supplies/Students/Teachers	15,814.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	8,499.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology Plan	4,687.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Tech Repair	2,440.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Technology Repairs for student technology	3,714.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			Curriculum Assoc, LLC (iReady) Prof. Development On Site Advanced User Sessions up to 6 hours	2,160.00
G1A1	Sup & Conc	Instruction	Direct-Other			: ELPAC Assessors split with 7091	479.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.2188	RTI Inter / EL Support	24,160.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.2188	RTI Inter / EL Support	24,135.00
G1A1	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	3,521.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.5000	0.50 FTE Fremont G1A1 0.50 FTE Homan G1A3	70,928.00

\$235,962.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Goal 2 Participation Rate	99.466 %	95.539 %	2017-2018	100 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

<p>1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.</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 Tier 2 Intervention Specialist 	<p>2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.</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.
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Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Since having a Tier 2 Intervention Specialist we have noticed better attendance however, parents are still struggling understanding the need for extra activities. Therefore, our SSC has grown with more participation and we have been addressing the importance of our districts investments in our student and trying to get more with families involved. One big expense is pastries with parents where we are trying to create more of a community and importance of exposure and involvement. Parents have been excited at the SSC meetings and eager to become more involved.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

As result, parents are beginning to spread the word about why we have GOAL 2 activities. Therefore, our hope is more student will get involved with the upcoming school year. In 2019-2020 we plan on using our SSC in a big way as we finally have involvement, One way to really push the word out next year is sending home flyers, having flyers passed out to parents when they enter the office, having student leadership make posters, and utilizing Parent University to share the importance of school involvement. Next year we will start early with recruiting parent involvement and ensuring we create a community of support for our students so we can create the best rounded child through positive Goal 2 exposures.

Step 4: Stakeholder Involvement. 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.
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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, clubs, 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 2019 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, 2019.
- Morning and Closing meeting and Weekly Class Meeting verification forms.

Owner(s):

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

Timeline:

- August 12, 2019 – June 4, 2020
- Monthly, quarterly, and on-going

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, from budgets 7090, 7091, and 3010.
- Classroom Morning and Closing Meeting Book from Culture and Climate
-

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.

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, Athletic Clubs for boys and girls each season, Student Council/Leadership and athletics to parents at SSC, Annual Title 1 Meeting, and ELAC meetings.

Specify enhanced services for low-performing student groups:

- Encourage parents at ELAC and Parent University the importance of having their students attend ALL Goal 2 activities.
- DRP and ELPAC goal setting and boot camps will be provided to EL students who are approaching R-FEP Re-designation
- After school tutoring for EL students and economically disadvantaged students
- Part time TSA support through data chats and coaching cycles helping teachers plan their lesson for integrated and designated ELD time utilizing their ELD standards

Describe Professional Learning related to this action:

- Encourage teachers to identify EL students to participate in ALL Goal 2 activities.
- Discuss importance of Goal 2 participation at ELAC and Parent University, and SSC.
- Discuss if students are absent we have Saturday School to help students make up missed time and get caught up on academics.

2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0175 Fremont Elementary (Locked)

G2 - All students will engage in arts, activities, and athletics

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Parent Participation	Mat & Supp			Parent Engagement- parent materials/ supplies/ snacks	3,111.00

\$3,111.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Exposure to Careers - 3rd Grade	100 %	100 %	2017-2018	100 %
Exposure to Careers - 4th Grade	100 %	100 %	2017-2018	100 %
Exposure to Careers - 6th Grade	100 %	95 %	2017-2018	100 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

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 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

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: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

There hasn't been any major differences expense wise towards this goal.

Getting the word out about SSC and seeing triple the amount of parent participation has been our big leverage point and explaining the exposure trips and how they help students in 3rd, 4th and 6th develop character competencies that promote workplace success by experiencing them first hand.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

No changes have been made because we are starting to see greater participation.

Step 4: Stakeholder Involvement. 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).
- Goal 2 Exposure Trips for 3rd, 4th, 6th

Owner(s):

- Principal
- Vice Principal
- (2) Teacher on Special Assignment
- RSP teacher
- Part time RCA
- Certificated staff
- Paraprofessional
- Tier 2 Intervention Specialist

Timeline:

- August 12, 2018 – June 4, 2020
- 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. These exposure trips help students gain insight in what it takes to maintain a healthy diet, cooking tips, insight in how to run a business, and team bonding experiences.
- 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.
- Fremont will utilize our Tier 2 Intervention Specialist during recess to have an alternative recess room to utilize technology and social emotional supports to help students learn social emotional skills needed for the workplace.

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.
- K-1 utilization of Certificated Tutors to for extra weekly pullout instruction around Designated ELD to help develop English competencies.
- 2nd- 5th utilization of our part time Designated TSA for extra weekly pullout instruction around Designated ELD to help deepen English competencies to help promote workplace success.
- 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.

Specify enhanced services for low-performing student groups:

- Utilization of Room 2 Tier 2 Intervention Specialist to help support social skills group during morning and lunch recess. This will help the students learn how to work in a group through socialization lessons with our Tier 2 and Tier 3 students.
- Utilization of Contracted On-Site Counseling to help students demonstrate character competencies
- K-1 utilization of Certificated Tutors to for extra weekly pullout instruction around Designated ELD to help develop English competencies.
- 2nd- 5th utilization of our part time Designated TSA for extra weekly pullout instruction around Designated ELD to help deepen English competencies to help promote workplace success.

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.
- Closing Meets that show a positive closure for the day utilizing Fremont's Four Feathers: Respect, Responsibility, Tolerance and Integrity.
- Staff Book study around "Fostering Resilient Learners to help develop a plan for our students around their character competencies.

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism	19.217 %	23.756 %	2017-2018	21.756 %
Suspensions Per 100	2.571 %	1.872 %	2017-2018	0.872 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

Chronic Absenteeism

- Parent not calling in to verify student absences.
- Lack of parent involvement in the child's education.
- Lack of parent participation their child's school activities and functions.

SPED

- Parents are not showing up to IEP's regularly
- Parents are not communicating regularly and or returning teacher or school phone calls
- Students are not coming to school regularly
- Parents are not verifying students absences

Due to the above factors our SPED students are low performing and not currently reaching their expected goal.

African American Students

- Lack of parent involvement in the child's education
- Students are not coming to school regularly
- Lack of parent participation with their child's school activities and functions.

Due to the above factors our African American students are not reaching their expected goal.

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

Chronic Absenteeism

- Parent not calling in to verify student absences.
- Lack of parent involvement in the child's education.
- Lack of parent participation their their child's school activities and functions.

Suspensions Per 100

- Reduce the suspension rate 1%.

SPED

- Lack of parent involvement
- Parents not showing up for IEPs regularly
- Students are not showing up to school regularly

African American

- Lack of parental involvement
- Students are not coming to school regularly
- Lack of parent participation with their child's school activities

Suspensions Per 100

- Refusing to follow District and schoolwide behavior expectations.

SSC/ELAC/STAFF Information

- 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.

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

1. Annual Title 1 SSC, ELAC, and Parent University Meetings and /presentations.
 - Technology to help engage and support students in their learning by assigning online extra practice to our low performing sub groups.
 - Resource counseling sessions to help communicate social emotional support for parents with their students.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

As a result, we have a Tier 2 intervention specialist helping monitor MTSS data which has been helpful devising a plan with the school principal. Due to the help from the Tier 2 specialist we are having students learn coping mechanisms to their behaviors which is helping our students in the classroom which is helping them stay on target to graduate. Next year, we will hire a RCA who will help propel the work of the Tier 2 Specialist.

Step 4: Stakeholder Involvement. 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 suspension and expulsion data.
- Review California Educational Codes.
- Review District/Fremont Dress Code of Standards.

2 ELAC:

- Share suspension and expulsion data.
- Review California Educational Codes.
- Review District/Fremont Dress Code of Standards.

3 Staff:

- Share suspension and expulsion data.
- Review California Educational Codes.
- Review District/Fremont Dress Code of Standards.

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:	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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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 school wide attendance percentage especially on students who fall within the chronic and manageable absenteeism categories.
- Child Welfare and Attendance (CWA), Tier 2 Intervention Specialist 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.
- Support from our regional TSA from the Culture and Climate Office
- 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
- Tier 2 Intervention Specialist

Owner(s):

- Principal
- Vice Principal
- Teacher on Special Assignment
- RSP teacher
- Certificated staff
- Paraprofessional
- Child Welfare and Attendance
- Resource Counseling Assistant
- Tier 2 Intervention Specialist

Timeline:

- August 12, 2019 – June 4, 2020
- 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.
- 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, FUSD warehouse, FUSD maintenance, FUSD Graphics, EKC, CWD, Anywhere Carts, Office Depot, Western Blue, SaveMart, i-Ready Reading Intervention, 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.
- Saturday School

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 anticipated Re-designation date.
- K-1 utilization of Certificated Tutors to for extra weekly pullout instruction around Designated ELD.
- 2nd- 5th utilization of our part time Designated TSA for extra weekly pullout instruction around Designated ELD

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.

Specify enhanced services for low-performing student groups:

- Utilize Tier 2 Intervention Specialist teacher to help communicate attendance
- Utilize Parent University
- ELAC
- SSC
- Tier 2 room for social skills to help students understand their role and the importance of school
- TSA monitoring Re-designation of students and helping teachers with learning opportunities

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:	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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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.
- Tier 2 Intervention Specialist will work collaboratively with Office Assistance documentation

Owner(s):

- Principal
- Vice Principal
- Teacher on Special Assignment
- Certificated staff
- Child Welfare and Attendance Representative
- Resource Counseling Assistant
- Tier 2 Intervention Specialist

Timeline:

- August 12, 2018 – June 4, 2020
- 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.

Specify enhanced services for EL students:

Specify enhanced services for low-performing student groups:

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

- Utilize Parent University
- Utilize ELAC
- Utilize SSC
- Attendance Challenge with monthly classroom incentives
- Monthly Attendance bicycles one for primary and one for intermediate. Names for monthly perfect attendance are put into a hat and pulled as a positive incentive for being at school. This has motivated our EL families and low performing students.

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.
- Parent University

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.

2019-2020 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/Incentives	1,008.00
G4A1	Title 1 Basic	Guidance & Counseling Services	Subagreements			On-Site Counseling/FPU : On-Site Counseling/FPU: On-Site Counseling 3 days per week	24,840.00
G4A1	Sup & Conc	Instruction	Direct-Graph			Graphics and materials	1,000.00
G4A1	Sup & Conc	Parent Participation	Mat & Supp			Parent Participation and Materials and Supplies	3,000.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375		13,065.00

\$42,913.00

2019-2020 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	Bks & Ref			iReady Diagnostic and Instructional Reading Site License 501-800 Students 1 year	11,900.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Technology Plan	7,313.00
G1A1	Title 1 Basic	Parent Participation	Oth Cls-Supp			Babysitters/Translators	999.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.2188	RTI Inter / EL Support	24,160.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.2188	RTI Inter / EL Support	24,135.00
G1A1	Sup & Conc	Instruction	Teacher-Subs				2,940.00
G1A1	Sup & Conc	Instruction	Teacher-Supp				3,978.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials/Supplies/Students/Teachers	15,814.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	8,499.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology Plan	4,687.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Tech Repair	2,440.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Technology Repairs for student technology	3,714.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			Curriculum Assoc, LLC (iReady) Prof. Development On Site Advanced User Sessions up to 6 hours	2,160.00
G1A1	Sup & Conc	Instruction	Direct-Other			: ELPAC Assessors split with 7091	479.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.2188	RTI Inter / EL Support	24,160.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.2188	RTI Inter / EL Support	24,135.00
G1A1	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	3,521.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.5000	0.50 FTE Fremont G1A1 0.50 FTE Homan G1A3	70,928.00
G2A1	Sup & Conc	Parent Participation	Mat & Supp			Parent Engagement- parent materials/ supplies/ snacks	3,111.00
G4A1	Title 1 Basic	Parent Participation	Mat & Supp			1% Title 1 - No Food/Incentives	1,008.00
G4A1	Title 1 Basic	Guidance & Counseling Services	Subagreements			On-Site Counseling/FPU : On-Site Counseling/FPU: On-Site Counseling 3 days per week	24,840.00
G4A1	Sup & Conc	Instruction	Direct-Graph			Graphics and materials	1,000.00
G4A1	Sup & Conc	Parent Participation	Mat & Supp			Parent Participation and Materials and Supplies	3,000.00
G4A1	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375		13,065.00

\$281,986.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$46,060.00
Sup & Conc	7090	\$184,110.00
LCFF: EL	7091	\$51,816.00
Grand Total		\$281,986.00

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$235,962.00
G2 - All students will engage in arts, activities, and athletics	\$3,111.00
G4 - All students will stay in school on target to graduate	\$42,913.00
Grand Total	\$281,986.00