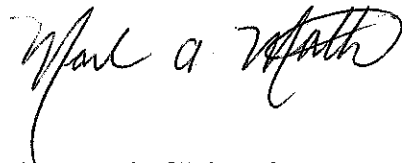


Fremont Elementary

106216660062581

Principal's Name: Mark Mather

Principal's Signature:

A handwritten signature in black ink, appearing to read "Mark A. Mather". The signature is written in a cursive style with a large initial 'M' and a long tail on the 'h'.

The Fresno Unified School District Board of Education approved this plan on:

Tile 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>
School Site Council Assurances	<i>Consolidated Program Assurances</i>
School Site Council (SSC)	<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 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



The School Site Council (SSC) develops and revises the School 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.
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.
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.
The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.
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.
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.
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 and Family Policy and the Parent-School Compact.
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.
The School 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.

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 - Michael Shelton			X		
3. Parent—Irma Gomez				X	
4. Parent—Maddaiyah Batyah				X	
5. Parent—Juana Vasquez				X	
6. Parent—Maricruz Olvera				X	
7. Parent—Antonio Aguilar				X	
8. O.M.—Melissa Razo			X		
9. Teacher—Lapreya Stewart		X			
10. Teacher—Diedre Brooks		X			
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
X ELAC reviewed the SPSA as a school advisory committee.
X ELAC voted to consolidate with the SSC. Date 5/5/2020 .

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 School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Mark Mather		May 5, 2020
SSC Chairperson	Michael Shelton		May 5, 2020

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2020/21

Fremont - 0175

ON-SITE ALLOCATION

3010	Title I	\$45,474 *
7090	LCFF Supplemental & Concentration	\$177,054
7091	LCFF for English Learners	\$38,481
TOTAL 2020/21 ON-SITE ALLOCATION		\$261,009

* 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	\$1,287
Remaining Title I funds are at the discretion of the School Site Council	\$44,187
Total Title I Allocation	\$45,474

Fremont Elementary 2020-2021 - 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)	23.151 %	20.478 %	2018-2019	27.478 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	20.149 %	17.586 %	2018-2019	24.586 %

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)

- Planning with iReady diagnostic data for student need and growth
- Teachers incorporating technology in daily instruction
- Teachers using IABs and FIABs from CAASPP website Grades 3-6
- Incorporating digital adoption of GVC *Wonders* and *GoMath*
- Professional learning and training of iReady and CAASPP Claims and Targets in direct correlation to Common Core State Standards
- Teachers differentiating instruction in order to meet the needs of all students
- Whole school RTI block focused on gaps in literacy and grade level standards

SSC/ELAC/Staff information

- Continue to fund Certificated Tutors for reading interventions
- iReady Diagnostic 2 from Fall 2019 to Winter shows 10% growth in ELA schoolwide
- Continue to find technology in the classroom so each student has a working computer to take practice and take iReady assessments
- Teachers designing lessons with EL students in mind and Universal Designed Learning to meet the needs of every student

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

- Funding part-time TSA for Math pull out, push in, and lesson design

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)

- Based on data from IPG, there is a need for an increase in complex talk and rigor of task
- Lack of error analysis on Common Formative Assessments
- Attendance: Current Severe Chronic Absenteeism is at 6.43%
- PLCs not consistently utilizing Common Core Companion and CAASPP Claims and Targets resources when planning
- Grade levels not consistently utilizing CCSS aligned CFAs at a higher rigor
- Grade level teams not consistently disaggregating data by student, by standard

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

- Attendance: chronic and severe chronic absenteeism
- PLCs not consistently using planning resources in order to design instruction at a deeper rigor: Common Core Companion; CAASPP Claims and Targets (IABs and FIABs); Weekly Unit Assessments; Quarterly Planners; iReady assessments and data for planning
- Teaches not consistently planning for EL learners using RFEP monitoring tools and Universal Design Learning
- Grade levels not consistently using CCSS-aligned CFAs at a higher rigor
- Grade level teams not consistently using Math Specific TSA for lesson design and co-teaching

- Teachers differentiating instruction in order to meet the needs of all learners
- Teachers incorporating technology in daily lessons and planning with technology
- Incorporating digital adoption of GVC *Wonders* and *GoMath*
- Whole school RTI block focused on gaps in literacy and grade level standards

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

- Funding On-Site Counseling for 3 days per week in order to support Social Emotional Learning for students who require behavior intervention
- Continue to purchase technology for digital GVC resources, iReady lessons and assessments, and IABs/FIABs grade level content
- Part Time TSA split with Homan Elementary to help more RTI for students in grades 2-6

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.

- Funding a designated TSA for RTI to help bridge the gap for EL and low performing students
- Continue funding 2 Certificated Tutors for Reading Intervention 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 at the School Site Council meeting. SSC agreed to all identified items.

1. Technology
2. On-Site Counseling
3. Certificated Tutors (2)
4. Resource Counseling Assistant
5. Part Time TSA

2 ELAC:

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

1. Technology
2. On-Site Counseling
3. Certificated Tutors (2)
4. Resource Counseling Assistant
5. Part Time TSA

3 Staff:

Staff Needs Assessment was reviewed and agreed upon at staff meeting.

1. Technology
2. On-Site Counseling
3. Certificated Tutors (2)
4. Resource Counseling Assistant
5. Part Time TSA

Action 1

Title: Reading/ELD 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 below grade level in grades 2-6. Also, for students whose SBAC scores and iReady Diagnostic 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 2020 SBAC and iReady Diagnostics. Professional learning will emphasize the following strategies as part of what should be provided for students who are struggling with foundational skills and being able to read on grade level by 3rd grade. Close reading strategies, text dependent questions, foundational reading skills will be embedded in daily instruction for grades PreK-3. Use of small group differentiated instruction will be utilized during integrated and designated ELD times as part of classroom based Tier 1 RTI. Additionally, the iReady data diagnostics will be utilized during RTI to appropriately group students for tiered intervention and support in gaining the foundational skills necessary to move towards and meet grade level standards.

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 Tutors Quarterly Progress Reports.
- KAIG/ISGI data
- iReady data
- CFA/IABs/FIABs data
- RTI intervention support provided by RSP teacher and Certificated staff
- Quarterly EL Progress Monitoring and Re-designation rates
- Providing students additional designated EL instruction who are identified as long term or meeting borderline criteria for EL Re-designation.
- Progress monitoring based on SEL data
- 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.
- 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.

Owner(s):

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

Timeline:

- August 10, 2020 – June 3, 2021
- 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.
- Teachers will continue to utilize *Wonders* resources to develop IABs and FIABs
- 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 and New Comers in support of reaching R-FEP Re-designation
- ELD intervention to support students in maintaining Re-designation criteria.
- Economically disadvantaged and foster students whose CFAs, IABs, FIABs, iReady diagnostics, 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: 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 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. 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.
- PLC 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:

- Additional designated EL instruction for those students who are identified as long term or meeting borderline criteria for EL Re-designation.
- iReady 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 IABs, FIABs, iReady, CFAs, and SBAC scores have decreased (specifically African American and SPED) and are now scoring significantly below grade level in grades 1-6.
- Fund ELPAC assessors in order to administer spring ELPAC assessment
- TSA utilized for RTI utilizing supports for ELD instruction
- Monitor ELD instructional fidelity during classroom walks based on instructional block schedules
- California [ELD Standards](#)

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

- Allocate the required 1% for parent participation from Title I funding in order 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, iReady Dignostics, CFAs, IABs, FIABs, 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 3010 to allow parents to attend meetings.

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 during Tier I instruction
- Utilization of the ELD standards embedded within ELA standards
- Training for new teachers around tabbing and explaining how to read the ELD standards
- RTI for our under represented groups: EL Learners, Foster Youth, SPED, and African American students
- Provide pull out and push in ELD support utilizing *Wonders* Approaching and ELD resources with certificated tutors (K-1)

Engaging our African American and SPED population with purposeful planning.

- Book study on *Fostering Resilient Learners*
- TSA's will provide RTI intervention for under represented groups: EL Learners, Foster Youth, SPED, and African American students

Describe Professional Learning related to this action:

- Utilization of the Instructional Practice Guide for literacy to calibrate tenants 1 through 6.
- On-going professional learning provided by site EL Rep for Fremont.
- 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.
- Monitor 30 minutes required designated ELD time and SADIE strategies specifically designed academic instruction in English during classroom walks.
- State Standards ELA Dept. Math Dept.
- High Quality Professional Learning Components
- Theory of Action – Instructional Division
- Instructional Practice Guide

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 1-6.

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/ISGI data.
- CFA, IAB, FIAB, SBAC, and iReady assessment results.
- California Dashboard
- RTI intervention support provided by RSP teacher and certificated staff
- RTI support provided by TSAs
- Use of CFAs, IABs, FIABs, and iReady Diagnostics
- Mathematics evidence provided in PLC agendas, student artifacts, Goal setting and progress monitoring charts, 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.
- iReady Diagnostics 1.2 and 3 Data to inform re-engagement around targets that were not mastered
- Extended Library Learning Opportunities for math instruction in order to close achievement gap

Owner(s):

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

Timeline:

- August 10, 2020 – June 3, 2021
- Monthly, quarterly, and on-going

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

- Teachers will continue to utilize all *GOMath* resources including on-line resources with 100% fidelity across all grade levels.
- 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: California Business Machines, Inc., FUSD warehouse, FUSD maintenance, FUSD Graphics, EKC, CWD, Anywhere Carts, Office Depot, Western Blue, SaveMart, i-Ready Math 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 babysitting and refreshments for parent informational meetings, SSC, and ELAC, utilizing approved categorical funds 7090 and 7091.

Specify enhanced services for EL students:

- TSA will provide differentiated instruction during small group and individualized lessons grades 2-5.
- Extended Library Learning Opportunities for English Language Learners in order to close the achievement gap in mathematics.
- iReady and SBAC goal setting will be provided to EL students in order to close the achievement gap in mathematics
- Monitor ELD instructional fidelity during classroom walks based on instructional block schedules
- California ELD Standards

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 TSA EL support around Designated Instruction around mathematics
- Designated TSA coaching EL standards to help in Designated Instruction planning
- Economically disadvantaged and foster students whose iReady, IABs, FIABs, 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):

Describe Professional Learning related to this action:

- Allocate the required 1% for parent participation from Title I funding in order 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, iReady Dignostics, CFAs, IABs, FIABs, 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 3010 to allow parents to attend meetings.
- On-going training with entire staff on utilizing *GOMath* resources.
- Utilization of the *GOMath* Quarterly Planner to calibrate tenants 1 through 6.
- 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, Scope and Sequence, Quarterly Planners, *GOMath* Professional Development videos around lesson planning.
- Provide certificated staff learning opportunities to attend conferences.

2020-2021 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**	5,779.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Technology Plan	7,000.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.2269		26,110.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.2913		33,484.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs as needed (such as Teacher Collaboration Planning, etc.)	4,470.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Teacher Supplemental Contracts	1,500.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	5,046.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Technology and Equipment Repairs	1,000.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.1368		15,739.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.1370		15,746.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: Materials and Supplies	2,996.00
G1A1	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors 7091	4,000.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.5000	Split funded - Fremont - 0.50 FTE G1A2 / Homan - 0.50 FTE G1A2 Math Coaching	59,511.00

\$182,381.00

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	100 %	93.832 %	2018-2019	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.

Goal 2 Participation Rate

- Having many Goal 2 funded opportunities have allowed more students access to places and experiences they might not have otherwise
- Tracking students through ATLAS Engagements and tallying who has gone on study trips, or participated in site-based goal 2 arts, activities, and athletics
- Providing on-site opportunities for students to interact, create, and experience arts and activities through community and industry organizations

SSC/ELAC/Staff Information

- Daily absenteeism data
- Atlas Goal 2 Engagement data and trackers/scanners
- Parent communication and encouragement of goal 2 activities
- Recruitment of students in Goal 2 opportunities
- Tier 2 Specialist encouraging and allowing Goal 2 opportunities for students with behavior interventions
- Utilize school messenger, monthly newsletter, Peach Jar to communicate Goal 2 opportunities

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

Goal 2 Participation Rate

- Chronic and Severe Chronic absenteeism
- Students not receiving positive permission by parents to allow students to participate in after school or travel activities
- Not enough adult staffed clubs and activity opportunities for students during recesses or after school

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 had more communication with parents about the importance of attendance and understanding the need to participate in study-trips and extra-curricular activities; however, due to lack of staffing this year, and less positive parent permission, we have not met our goal of 100%. Thus, our site's SSC has been addressing the district's investments in our students and trying to get more families involved and create ownership. One big expense is the Pastries with Parents. Fremont is trying to connect with even more families and create a positive atmosphere to celebrate community involvement in their children's education and opportunities for school related activities.

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, parents are beginning to communicate to others about why and when we have Goal 2 opportunities, as well as the importance of these activities for their children. Therefore, it is our hope that more students and families will get involved with the upcoming school year. Next school year we will be sending out more flyers, utilizing our SSC, ELAC, Parent University and DELAC representatives to spread the word. We will also utilize school messenger, newsletters, and teacher communications to build knowledge and excitement for these opportunities. In August we will start early with recruiting parent involvement and ensuring we create a community of support for our students. Thus, we can increase our Goal 2 numbers to meet our goal of 100% 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 engagement data regarding student participation in clubs, arts, activities, athletics, music, and study trips, student leadership, student council, and exposure to careers for all grade levels. Continue to communicate to parents and all stakeholders the importance of Goal 2 participation for our students' educational needs.

2 ELAC:

- Share engagement data regarding student participation in clubs, arts, activities, athletics, music, and study trips, student leadership, student council, and exposure to careers for all grade levels. Continue to communicate to parents and all stakeholders the importance of Goal 2 participation for our students' educational needs.

3 Staff:

- Share engagement data regarding student participation in clubs, arts, activities, athletics, music, and study trips, student leadership, student council, and exposure to careers for all grade levels. Continue to communicate to parents and all stakeholders the importance of Goal 2 participation for our students' educational needs.

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 Study 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 2020 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, 2020.
- Morning and Closing meetings and Weekly Class Meeting verification forms.
- Atlas daily attendance reports

Owner(s):

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

Timeline:

- August 10, 2020 – June 3, 2021
- 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, 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 students 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
- Professional Learning from Culture and Climate, including morning meeting and class circles data

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.
- iReady 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 iReady, IABs, FIABs, 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:

- Encourage parents at ELAC and Parent University the importance of having their students attend ALL Goal 2 activities.
- iReady 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.

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

Present data regarding students' participation in school activities, Goal 2 Study 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.

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 Academy to help students make up missed time and get caught up on academics.
- Discuss the afterschool tutorial opportunities we offer in order to get students caught up and academics grades 3-6.
- English Learner and New Comer Reading and Writing pull-out with TSA

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 %	98.734 %	2018-2019	100 %
Exposure to Careers - 4th Grade	100 %	91.045 %	2018-2019	98.045 %
Exposure to Careers - 6th Grade	100 %	93.22 %	2018-2019	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

Exposure to Careers 3rd Grade

- Exposing students to STEM activities and opportunities both on and off school site
- Communication to parents and community members about the importance of allowing student to participate in Goal 2 activities

Exposure to Careers - 4th Grade

- Exposing students to out of town career and cultural experiences they otherwise would not have a chance to attend
- Offering students hands-on opportunities to learning STEM and multi-cultural learning on and off the school site

Exposure to Careers - 6th Grade

- Exposing students to multi secondary schools (6-8) and (7-8) grade campuses
- Exposing students to college campus
- Exposing students to 6th grade camp to build relational skills and participate in positive activity based learning

SSC/ELAC/Staff Information

- Ongoing communication with parents and community College and Career Ready study trips and on-site learning opportunities
- Implement adult mentoring programs with students outside of classroom instruction
- Continue to share Kids Invent STEM 6-6 grade

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

- Student absenteeism
- Parent reluctance to allow students to participate in out-of-town Goal 2 study trips

Exposure to Careers - 6th Grade

- Student absenteeism
- Parents not allowing their students to attend out-of-town, multi-night 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.

- Circulating more flyers and parent-directed information about activities and opportunities has allowed more students to be aware and participate. Speaking with SSC and Parent University about the importance of these opportunities for their children has helped activate knowledge and understanding of more programs. Delivering the message to parents and guardians about the importance of exposure to trips for 3rd-6th grade students and how it helps develop character competencies that promote workplace and college success first hand has been successful.

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.

- Continued communication to parents about the importance of these opportunities to increase 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, suspensions, 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
- School Climate and Culture Team

Timeline:

- August 10, 2020 – June 3, 2021
- 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 study trips for grades 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 that will support student success in demonstrating character competencies.
- Fremont will utilize our Tier 2 Intervention Specialist during recess to utilize technology and social emotional supports to help students learn social emotional skills and strategies 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.
- iReady, IABs, FIABs, 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 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 iReady, IABs, FIABs, and SBAC scores have decreased (specifically African American and SPED) and are now scoring significantly below grade level in grades 1-6.
- R-FEP Monitoring Tool turned in quarterly to TSA

Specify enhanced services for low-performing student groups:

- Utilization of Room 2 for 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 groups 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 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.

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 Meeting, Staff 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.
- Professional Learning with Climate and Culture
- 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.
- Site License of the Positivity Project curriculum for SEL and Class Meetings

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	21.756 %	23.642 %	2018-2019	21.642 %
Suspensions Per 100	0.872 %	1.28 %	2018-2019	0.28 %

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

- Principal's bi-weekly attendance meeting with parents
- Communication to SSC, Parent University, and ELAC the importance of attendance and clearing absences
- Offering Saturday Academy to all student who qualify

Suspensions Per 100

- Tier 2 specialist working with students and parents concerning absences
- On-Site counseling 3 days a week
- Part time school psychologist
- Funding an RCA for student relations and restorative practices

SSC/ELAC/Staff Information

- Continue to use School Messenger, Monthly Newsletter, and flyers to invite parents to participate in school activities and functions in order to build rapport and strong community relationships
- Counsel students about the importance of attending school every day and clearing absences
- Continue to offer incentives and class, grade-level rewards for 100% attendance
- Continue to contact parents regarding student absences

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

Chronic Absenteeism

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

Suspensions Per 100

- Reduce the suspension rate to 1%
- Students not following the school and district rules of behavior in and outside of the classroom
- Parents not showing up to SSTs and Behavior Support Plan meetings regularly

SPED

- Parents not showing up to IEPs regularly
- Parents are not communicating regularly or returning teacher phone calls
- Parents are not verifying student absences
- Students are not showing up to school regularly

African American

- Lack of parent involvement in student daily learning and activities
- Students are not attending school regularly
- Lack of parent participation in school activities and functions

SSC/ELAC/Staff Information

- Continue to contact parents regarding student absences
- Continue to contact parents regarding student misbehaviors
- Counsel students on the importance of being on time and present daily
- Continue to utilize School Messenger, Monthly Newsletter, and flyers 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.

- Annual Title I, 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 groups
- Resource counseling sessions to help communicate social emotional support for parents with their students
- RCA on campus to counsel and offer alternatives to recess for Tier 2 and Tier 3 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.

- Summarily, we have a Tier 2 Intervention Specialist helping monitor MFSS data which has helped develop SSTs and BSPs for students. Additionally, the Tier 2 specialist has students learn coping mechanisms and strategies for their misbehaviors. This helps students have better relationships with teachers and students in the classroom. Next year, we plan on adding an RCA to help facilitate groups and counseling for Tier 2 and Tier 3 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:

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

2 ELAC:

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

3 Staff:

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

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 through Atlas
- 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
- Part-time RCA

Timeline:

- August 10, 2020 – June 3, 2021
- 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: FUSD warehouse, FUSD maintenance, FUSD Graphics, EKC, CWD, Anywhere Carts, Office Depot, Western Blue, SaveMart, Vallarta, i-Ready Supplemental 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 students excelling in reading writing and math - journals, paper, pencils, from budgets 7090, 7091, and 3010.
- Provide babysitting for SSC, ELAC, Title I, and Parent University Module meetings.
- Saturday Academy

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 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

Specify enhanced services for low-performing student groups:

- Utilize Tier 2 Intervention Specialist 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

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

Describe Professional Learning related to this action:

Continue Safe and Civil training with entire staff to create positive norms for students during instructional time,

Meetings, ELAC meetings, and Parent University Module Presentations.

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 A1 Parent Attendance meetings bi-weekly to discuss the FUSD's attendance, reporting, and tracking systems. Fremont will offer Saturday Academy permission slips to all students that meet the criteria.

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 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 10, 2020– June 3, 2021
- 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:

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

Specify enhanced services for low-performing student groups:

- 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.

2020-2021 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	Instruction	Bks & Ref			: Positivity Project License (SEL Class Meetings)	1,600.00
G4A1	Title 1 Basic	Parent Participation	Mat & Supp			1% Title I for Parent Involvement ** No Food or Incentives**	1,287.00
G4A1	Title 1 Basic	Guidance & Counseling Services	Subagreements			On-Site Counseling/FPU : On-Site Counseling FPU 3 days per week	29,808.00
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	1,000.00
G4A1	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.6250		43,933.00

\$78,628.00

2020-2021 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**	5,779.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Technology Plan	7,000.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.2269		26,110.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.2913		33,484.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs as needed (such as Teacher Collaboration Planning, etc.)	4,470.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Teacher Supplemental Contracts	1,500.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	5,046.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Technology and Equipment Repairs	1,000.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.1368		15,739.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.1370		15,746.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: Materials and Supplies	2,996.00
G1A1	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors 7091	4,000.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.5000	Split funded - Fremont - 0.50 FTE G1A2 / Homan - 0.50 FTE G1A2 Math Coaching	59,511.00
G4A1	Title 1 Basic	Instruction	Bks & Ref			: Positivity Project License (SEL Class Meetings)	1,600.00
G4A1	Title 1 Basic	Parent Participation	Mat & Supp			1% Title I for Parent Involvement ** No Food or Incentives**	1,287.00
G4A1	Title 1 Basic	Guidance & Counseling Services	Subagreements			On-Site Counseling/FPU : On-Site Counseling FPU 3 days per week	29,808.00
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	1,000.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.6250		43,933.00
Total							\$261,009.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$45,474.00
Sup & Conc	7090	\$177,054.00
LCFF: EL	7091	\$38,481.00
Grand Total		\$261,009.00

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$182,381.00
G4 - All students will stay in school on target to graduate	\$78,628.00
Grand Total	\$261,009.00