

**Fremont Elementary School**

10621666006258

Principal's Name: Mark Mather

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: May 11, 2016

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

# 2016 - 2017 SPSA Needs Assessment

SCHOOL :

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## 1 Academic Performance

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Elementary	ELA (SBAC)	1- Standard Not Met/Nearly Met	<a href="#">6142</a>	Number and percentage of students scoring Standard Not Met or Standard Nearly Met on the ELA SBAC	59/67	86.49 %
<input checked="" type="checkbox"/>	Elementary	ELA (SBAC)	2- Standard Met/Exceeded	<a href="#">5926</a>	Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA SBAC	57/67	13.51 %
<input checked="" type="checkbox"/>	Elementary	Reading by Third Grade	5- ELA Grade Level On-Track/Readiness Retention	<a href="#">6035</a>	Number and percentage of 1st-3rd grade students who were reading on grade level at the end of last year and remain reading on grade level at the end of this year	56/65	42.05 %
<input checked="" type="checkbox"/>	Elementary	Reading by Third Grade	4- Borderline to Grade Level Within Academic Year	<a href="#">6034</a>	Number and percentage of 1st-3rd grade students who were not reading on grade level at the end of last year and became on grade level in reading within this academic year	54/66	8.33 %
<input checked="" type="checkbox"/>	Elementary	Reading by Third Grade	3- Borderline Eligibility Pool	<a href="#">6062</a>	Number and percentage of K-3rd grade students not on-grade level who are one grade level below	53/66	40.67 %
<input checked="" type="checkbox"/>	Elementary	Reading by Third Grade	1- Reading by Third Grade Rate	<a href="#">6590</a>	Number and percentage of 3rd grade students who are ELA Grade Level On-Track/Ready as of the last grading period	52/66	11.39 %
<input checked="" type="checkbox"/>	Elementary	Math (SBAC)	2- Standard Met/Exceeded	<a href="#">6169</a>	Number and percentage of students scoring Standard Met or Standard Exceeded on the math SBAC	50/67	11.78 %
<input checked="" type="checkbox"/>	Elementary	Math (SBAC)	1- Standard Not Met/Nearly Met	<a href="#">6160</a>	Number and percentage of students scoring Standard Not Met or Standard Nearly Met on the math SBAC	50/67	88.22 %

## 2 Academic Growth

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input type="checkbox"/>	Elementary	EL Redesignation	3- Borderline to Redesignation Within 365 Days	<a href="#">5968</a>	Number and percentage of English Learner 1st grade-12th grade students identified as meeting borderline criteria for redesignation at the end of spring semester and are redesignated within 365 days	55/67	40 %
<input type="checkbox"/>	Elementary	EL Redesignation	2- Borderline Eligibility Pool	<a href="#">5990</a>	Number and percentage of English Learner 1st-12th grade students who meet borderline eligibility criteria	45/68	31.4 %
<input checked="" type="checkbox"/>	Elementary	EL Redesignation	1- English Proficiency Growth	<a href="#">6017</a>	Number and percentage of English Learner students who demonstrated expected growth on the most recent academic and language assessments	43/68	51.24 %

### 3 Academic Completion

#### Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input type="checkbox"/>	Elementary	Middle School Readiness	1- EIS Green Zone Rate	<a href="#">6381</a>	Number and percentage of 2nd-6th grade students meeting EIS attendance, behavior and academic criteria (green zone) *2nd grade excluded from Q1 and Q2 calculations	59/68	33.95 %

### 4 Social Emotional

#### Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Elementary	Chronic Absenteeism	4- Attendance Retention	<a href="#">5963</a>	Number and percentage of TK-12th grade students who had greater than 90% attendance the previous semester and have maintained greater than 90% attendance during the current semester	63/68	91.54 %
<input checked="" type="checkbox"/>	Elementary	Chronic Absenteeism	1- Chronic Absenteeism Rate	<a href="#">5942</a>	Number and percentage of students who are chronically absent (attendance rate of 90% or less)	62/68	23.16 %
<input checked="" type="checkbox"/>	Elementary	Chronic Absenteeism	2- Appropriate Attendance Intervention	<a href="#">6331</a>	Number and percentage of TK-6th grade students who are chronically absent and have documented evidence of an appropriate attendance intervention	56/68	13.45 %
		Chronic	3- Attendance		Number and percentage of TK-12th grade students who were chronically		14.63 %

<input type="checkbox"/>	Elementary	Absenteeism	Growth	<a href="#">5959</a>	absent at the end of previous semester who are no longer chronically absent in the current semester	56/68	%
<input checked="" type="checkbox"/>	Elementary	Suspension	3- Appropriate Behavior Intervention	<a href="#">6302</a>	Number of TK-6th grade students who have at least 1 suspension incident (on-campus or out of school) and have an appropriate ATLAS portfolio entry	44/67	10 %

## 5 Climate Culture

### Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Elementary	Student Engagement	2- Overall Student Participation	<a href="#">2080</a>	<b>District Dashboard (Goal 2):</b> Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics)	49/67	32.71 %
<input checked="" type="checkbox"/>	Elementary	Student Engagement	4- Long Term Engagement	<a href="#">5948</a>	Number and percentage of unique students engaged in any ongoing Goal 2 activities for 2 or more consecutive years.	9/15	%

Instructional Superintendent Approval :  No  Yes | Approval Date :

[Only assigned Principal/Vice Principal can save changes]

# B. Action Plan

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
<b>Action # 1</b>	<p><i>Detail the action: Fremont will implement a school wide reading intervention programs for students whose DRP scores have decreased and are now scoring significantly below grade level in grades 2-3 in all three performance areas of “Key Ideas and Details”, “Craft/Structure”, and “Integration of Knowledge and Ideas”. This will be based on the fall and spring 2015-2016 administration of the 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<sup>rd</sup> grade. The use of close reading strategies, text dependent questions, foundational skills in reading and writing will be emphasized for grades Pre-K-3. Small group differentiated instruction during both integrated and designated ELD times will also be used as a classroom based tier 1 intervention.</i></p>		
<i>SQII Element: 6035</i>	<i>SQII Sub-element(s): 6034, 6062, 6590</i>	<i>Site Growth Target. 15% from 42.05% to 57.05%</i>	<i>Vendor (contracted services) California Teaching Fellows</i>
<input type="checkbox"/> New Action	<input checked="" type="checkbox"/> On-going	Reasoning: <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context	
<p><i>Write a SMART Goal to address each data point: By the end of 2016/2017 school year the percentage of students scoring below the State Standards for independent reading level (P=75) will decrease by 25%.</i></p>			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ul style="list-style-type: none"> <li>• <i>Certificated Tutors Assessment Data</i></li> <li>• <i>Teaching Fellows Feedback</i></li> <li>• <i>Formative and interim data as available</i></li> <li>• <i>RtI intervention support provided by RSP teacher and para-professionals</i></li> <li>• <i>CFA Assessment results</i></li> <li>• <i>Spring and Fall DRP administration</i></li> <li>• <i>DIBELS assessment results from certificated tutors</i></li> <li>• <i>BAS assessment results based on students’ reading levels</i></li> </ul>		<p><i>Owner(s) Principal/Vice Principal/TSA/Certificated Tutors/RSP teacher/certificated staff, Teaching Fellows, paraprofessional</i></p>	<p><i>Timeline August 15, 2016 – June 8, 2017  Monthly, quarterly, and on-going</i></p>

<ul style="list-style-type: none"> <li>• <b>Quarterly EL Progress Monitoring and Re-designation rates</b></li> <li>• <b>Use of common formative assessments and assignments</b></li> <li>• <b>Providing students additional designated EL instruction who are identified as long term or meeting borderline criteria for EL Re-designation</b></li> <li>• <b>Progress monitoring for SEL fidelity</b></li> <li>• <b>Walkthroughs, feedback, and reflective conversations</b></li> <li>• <b>Alignment of District and site Professional Learning Calendars to PL inputted in PLMS</b></li> <li>• <b>Goal Setting and Data Chats</b></li> </ul>									
<p>Explain the Targeted Actions for Parent Involvement (required by Title I):</p>									
<p>Describe related professional learning:</p> <ul style="list-style-type: none"> <li>• <i>½ day of training planned for August 8, 2016 with Instructional Leadership Team and TSA (lead teachers).</i></li> <li>• <i>½ day of training planned for August 8, 2016 with Certificated Tutors.</i></li> <li>• <i>On-going training with entire staff on utilizing DRP resources to support student growth on the fall 2016 assessment.</i></li> <li>• <i>Utilization of the Instructional Practice Guide for literacy to calibrate tenants 1 through 5.</i></li> <li>• <i>On-going professional learning provided by EL Fresno High Regional and Fremont TSA for both instructional strategies and progress monitoring for students.</i></li> <li>• <i>Provide professional learning that aligns to the 4 tenants of the Theory of Change (Logistics and Operations, Curriculum and Instruction, Professional Learning, Supervision and Evaluation that is part of both the 54 hours and additional 80 hours of PL).</i></li> </ul>									
<ul style="list-style-type: none"> <li>• <i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction): All students whose DRP scores have decreased (specifically African American and SPED) and are now scoring significantly below grade level in grades 2-5. Students will participate in reading support and intervention programs 5 times weekly for a minimum for 40 minutes of direct instruction. These interventions will be provided by certificated tutors and the RtI model.</i></li> </ul>									
<p>Specify additional targeted actions for EL students:</p> <ul style="list-style-type: none"> <li>• <i>Additional designated EL instruction for those students who are identified as long term or meeting borderline criteria for EL Re-designation. DRP and CELDT goal setting and boot camps will be provided to EL students who are approaching R-FEP Re-designation.</i></li> </ul>									
Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Leadership Planning	\$4,997

1	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries			Teachers after school tutoring	\$4,997
1	1	EL	Instruction	Teacher-Supplemental Salaries			Teachers after school tutoring	\$4,997
1	1	Title 1 Basic	Instruction	Materials & Supplies			Mat/Supplies-no Food/no Incentives/no Certificates	\$7,346
1	1	Sup & Conc	Instruction	Materials & Supplies			Materials and Supplies	\$33,255
<b>Total</b>								<b>\$55,592</b>

<b>Domain</b>	<input checked="" type="checkbox"/> <b>1. Academic – Performance/Growth/Completion/Retention/Graduation Rates</b>	<input type="checkbox"/> <b>2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates</b>	<input type="checkbox"/> <b>3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates</b>
<b>Action # 2</b>	<i>Detail the action: Fremont will continue to focus on all students growing at least a grade level or beyond in mathematics by implementing the following strategies and professional learnings: Utilization of Mathematics Frame Works, HMH, mathematics coaching support, and student work samples from grade level Accountable Community meetings and follow-up planning sessions in the form of common assignments and assessment data.</i>		
<i>SQII Element: 6160</i>	<i>SQII Sub-element(s): 6160</i>	<i>Site Growth Target: Decrease current SBAC results of 88.22% of students scoring Standard Not Met or Standard Nearly Met on math by 10%</i>	<i>Vendor (contracted services) FUSD Warehouse, Office Depot</i>
<input type="checkbox"/> <i>New Action</i> <input checked="" type="checkbox"/> <i>On-going</i> Reasoning: <input checked="" type="checkbox"/> <i>Data</i> <input type="checkbox"/> <i>Research-based</i> <input type="checkbox"/> <i>Local Knowledge/Context</i>			
<i>Write a SMART Goal to address each data point: By the end of 2016/2017 school year the percentage of students scoring Not Met Standard or Standard Nearly Met on the math portion of SBAC will be decreased by 10% (88.22% to 72.22%).</i>			



<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ul style="list-style-type: none"> <li>• <b>CFA assessment results</b></li> <li>• <b>Use of common formative assessments and assignments</b></li> <li>• <b>Mathematics evidence provided in Accountable Community agendas, student artifacts, and additional follow-up planning documents</b></li> <li>• <b>Progress monitoring for SEL fidelity</b></li> <li>• <b>Walkthroughs, feedback, and reflective conversations</b></li> <li>• <b>Alignment of District and site Professional Learning Calendars to PL inputted in PLMS</b></li> <li>• <b>Goal Setting and Data Chats</b></li> </ul>	<p><i>Owner(s)</i>  <b>Principal/Vice Principal/TSA/Certificated Tutors/RSP teacher/certificated staff, Teaching Fellows, paraprofessional</b></p>	<p><i>Timeline</i>  <b>August 15, 2016 – June 8, 2017</b>   <b>Monthly, quarterly, and on-going</b></p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p>		
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> <li>• <b>Utilization of the Instructional Practice Guide for math to calibrate tenants 1 through 5.</b></li> <li>• <b>Provide on-going professional learning utilizing the Math Progressions for the Common Core State Standards and Coherence Maps to support teachers in developing deeper content knowledge of the State Standards Mathematics Grade Level Progressions.</b></li> <li>• <b>Provide professional learning that aligns to the 4 tenants of the Theory of Change (Logistics and Operations, Curriculum and Instruction, Professional Learning, Supervision and Evaluation that is part of both the 54 hours and additional 80 hours of PL).</b></li> <li>• <b>Utilize District level math coaches during Accountable Community Grade Level meetings and professional learning sessions to provide support to certificated staff in the areas of math content and 8 Mathematical Practices.</b></li> <li>• <b>Alignment of District and site Professional Learning Calendars to PL inputted in PLMS.</b></li> </ul>		
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <ul style="list-style-type: none"> <li>• <b>All students scoring on the CFA and SBAC at either Standard Not Met or Standard Nearly Met on math (specifically African American and SPED) in grades 1-6 will receive differentiated instruction as part of first good teaching practices during their mathematics block.</b></li> <li>• <b>Technology and classroom materials and supplies – including notebooks, paper, pencils, pens, markers, poster maker paper, poster paper, and other related instructional materials for teachers.</b></li> </ul> <p><i>Specify additional targeted actions for EL students:</i></p>		

<b>Budgeted Expenditures</b>									
<b>Action</b>	<b>Domain</b>	<b>Fund</b>	<b>Activity</b>	<b>Expense</b>	<b>Personnel</b>	<b>FTE</b>	<b>Vendor</b>	<b>Purpose of Expenditure</b>	<b>Budget</b>
2	1	Sup & Conc	Instruction	Materials & Supplies				Supplies/Materials - Math #2	\$500
								Total	\$500

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
<b>Action # 3</b>	Detail the action: <i>Fremont will continue to implement a school wide comprehensive writing program utilizing writing strategies in combination with the writing component in the new ELA adoption. Student writing artifacts will be shared among all schools throughout the Fresno High Region as part of the Lead Teacher ILT Team work. A student protocol will be used as a resource to calibrate and score student writing in all State Standard writing elements.</i>		
SQII Element: <i>No SQII indicator available. Based on schoolwide and regional writing sample calculations.</i>	SQII Sub-element(s): <i>No sub-SQII element available.</i>	Site Growth Target: <i>Increase by 15% the number of students scoring at a 3 or 4 on schoolwide writing samples by the end of trimester 3 and during Lead Teacher ILT regional meetings.</i>	Vendor (contracted services) <i>FUSD Warehouse, Office Depot</i>
<input type="checkbox"/> New Action <input checked="" type="checkbox"/> On-going    Reasoning: <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context			
Write a SMART Goal to address each data point: <i>By the end of 2016-17 school year students in grade level sub-groups and within the schoolwide participation rate scoring 2 or below on the site writing samples will decrease by 15% as based on the SBAC aligned rubric and regional student work protocol.</i>			
Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact) <ul style="list-style-type: none"> <li>• <i>Teachers will administer trimester based writing samples and meet 3 times during the 2016-2017 school year to calibrate and score student work. Schoolwide results will then be calculated by the TSA and principal to determine growth and/or gaps based on the 7 scoring elements within the SBAC aligned rubric.</i></li> <li>• <i>Use of common formative assessments and assignments</i></li> <li>• <i>Progress monitoring for SEL fidelity</i></li> <li>• <i>Walkthroughs, feedback, and reflective conversations</i></li> <li>• <i>Alignment of District and site Professional Learning Calendars to PL inputted in PLMS</i></li> <li>• <i>Goal Setting and Data Chats</i></li> </ul>		Owner(s) <i>Principal/Vice Principal/TSA/certificated staff</i>	Timeline <i>Fall, Winter, and Spring administration of Schoolwide trimester writing samples, on-going</i>
Explain the Targeted Actions for Parent Involvement (required by Title I):			

*Describe related professional learning:*

- **Teachers will apply previously provided professional learning of Write Tools writing strategies in combination with professional learning to be received on the new ELA/Literacy adoption.**
- **Text complexity rubric will also be used as a resource when selecting appropriate grade level text when developing writing prompts that students will respond to.**
- **Continued professional learning will take place during quarterly Lead Teacher (ILT) meetings on the calibration of the student work protocol.**
- **Provide professional learning that aligns to the 4 tenants of the Theory of Change (Logistics and Operations, Curriculum and Instruction, Professional Learning, Supervision and Evaluation that is part of both the 54 hours and additional 80 hours of PL).**

*Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):*

- **Classroom materials and supplies – including notebooks, paper, pencils, pens, markers, poster maker paper, poster paper, library books/materials, and other related instructional materials for teachers, certificated tutors, and library.**

*Specify additional targeted actions for EL students:*

- **Additional writing instruction will be provided to EL learners during both designated and integrated instruction in which teachers will provide scaffolding support for identified students.**

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
3	1	Sup & Conc	Instruction	Materials & Supplies				Materials/Supplies - Writing #3	\$500
3	1	Sup & Conc	Instruction	Books & Other Reference				i-Ready - Action 3	\$15,088
Total									\$15,588

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
<b>Action # 4</b>	Detail the action: <b>Fremont will implement a school wide reading intervention program utilizing the i-Ready Diagnostic and Instruction Reading Program for students whose CFAs scores (Illuminate) have decreased and are Not Meeting Standard based on the CFAs in grades 1-6.</b>		
SQII Element: 6035		SQII Sub-element(s): 6034, 6062, 6590	Site Growth Target: Vendor (contracted services) Curriculum Associates

		<p><b>Decrease by 10% the number of students Not Meeting Standard based on CFAs in grades 1-6.</b></p>	
<p><input checked="" type="checkbox"/> <b>New Action</b>    <input type="checkbox"/> <b>On-going</b></p>	<p>Reasoning:    <input type="checkbox"/> <b>Data</b>    <input checked="" type="checkbox"/> <b>Research-based</b>    <input type="checkbox"/> <b>Local Knowledge/Context</b></p>		
<p>Write a SMART Goal to address each data point:  <b>By the end of the 2016-2017 school year Fremont's 1<sup>st</sup> through 6<sup>th</sup> students will decrease 10% in the percentage of students scoring Standard Not Met on the Spring CFAs (Illuminate).</b></p>			
<p>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</p> <ul style="list-style-type: none"> <li>• <b>CFAs Progress Monitoring</b></li> <li>• <b>Data Chats</b></li> <li>• <b>Certificated Tutors</b></li> <li>• <b>Teaching Fellows</b></li> <li>• <b>RtI intervention support provided by RSP teacher and para-professionals</b></li> <li>• <b>DIBELS assessment results from certificated tutors</b></li> <li>• <b>BAS assessment results based on students' reading levels</b></li> <li>• <b>i-Ready diagnostic reports will be utilized by classroom teachers to determine what instructional reading/literacy strategies they should use to support student learning</b></li> <li>• <b>Use of common formative assessments and assignments</b></li> <li>• <b>Progress monitoring for SEL fidelity</b></li> <li>• <b>Walkthroughs, feedback, and reflective conversations</b></li> <li>• <b>Alignment of District and site Professional Learning Calendars to PL inputted in PLMS</b></li> <li>• <b>Goal Setting and Data Chats</b></li> </ul>	<p>Owner(s)  <b>Principal/Vice Principal/TSA/certificated staff/RSP, CTs, Teaching Fellows</b></p>	<p>Timeline  <b>August 15, 2016 – June 8, 2017</b>   <b>Monthly, Quarterly, on-going</b></p>	
<p>Explain the Targeted Actions for Parent Involvement (required by Title I):</p>			
<p>Describe related professional learning:</p> <ul style="list-style-type: none"> <li>• <b>Close reading strategies, text dependent questions, foundational skills in reading and writing for grades Pre K-3.</b></li> <li>• <b>Blended learning, digital literacy, support struggling readers in grades K-3 intervention.</b></li> <li>• <b>Small group differentiated instruction, integrated and designated ELD as aligned to the CA ELA/ELD.</b></li> </ul>			

- Professional learning will be provided 4 times during the 2016-2017 school year based on the following topics: New User Central Get Started, Leadership Best Practices, Site Based Understanding Data, and a Coaching session based on site needs.
- Utilize professional learning from resource such as Learning by Doing and Making Thinking Visible.
- Provide professional learning that aligns to the 4 tenants of the Theory of Change (Logistics and Operations, Curriculum and Instruction, Professional Learning, Supervision and Evaluation that is part of both the 54 hours and additional 80 hours of PL).

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):

- Classroom based technology and diagnostic reports specifically for African American and SPED will be provided to classroom-based teachers in order for them to be able to provide targeted teaching and RtI support to these specific sub-groups.

Specify additional targeted actions for EL students:

**Budgeted Expenditures**

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
4	1	Sup & Conc	Instruction	Prof/Consulting Svc & Operating			Teaching Fellows	CA Teaching Fellows Intervention - Action 4	\$17,718
								Total	\$17,718

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
<b>Action # 5</b>	Detail the action: 3 Teaching Fellow candidates will be hired to support students in grades 2 and 3 in order to attain the District goal of reading by 3 <sup>rd</sup> grade.		
SQII Element: 6035	SQII Sub-element(s): 6142, 6034, 6062, 6590	Site Growth Target: Decrease by 15% <ul style="list-style-type: none"> <li>• DRP – students not reading at CCSS grade level</li> <li>• CFA – Students Not Meeting Standard</li> <li>• SBAC - student scoring Not Met</li> </ul>	Vendor (contracted services) California Teaching Fellows Foundation, FUSD Warehouse, Office Depot, Spinitar

		<i>or Nearly Met (3<sup>rd</sup> grade)</i>	
<input checked="" type="checkbox"/> <i>New Action</i>	<input type="checkbox"/> <i>On-going</i>	<i>Reasoning:</i> <input checked="" type="checkbox"/> <i>Data</i>	<input type="checkbox"/> <i>Research-based</i> <input type="checkbox"/> <i>Local Knowledge/Context</i>
<p><i>Write a SMART Goal to address each data point: By the end of 2016-2017 school year all students will demonstrate at least 1 year or more growth as based on the final administration of DRP, CFA, and SBAC.</i></p>			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ul style="list-style-type: none"> <li>• <i>Data results based on DRP, CFAs, and SBAC for grade 3</i></li> <li>• <i>Use of common formative assessments and assignments</i></li> <li>• <i>Progress monitoring for SEL fidelity</i></li> <li>• <i>Walkthroughs, feedback, and reflective conversations</i></li> <li>• <i>Alignment of District and site Professional Learning Calendars to PL inputted in PLMS</i></li> <li>• <i>Goal Setting and Data Chats</i></li> </ul>		<p><i>Owner(s) Principal/Vice Principal/TSA/certificated staff</i></p>	<p><i>Timeline September 13, 2016 – May 26, 2017</i></p> <p><i>Fall, Winter, and Spring administrations of DRP, CFAs, and SBAC, on-going</i></p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p>			
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> <li>• <i>Professional learning will occur monthly based the elements of the Instructional Practice Guide for literacy, as well as the content within the new Language Arts adoption.</i></li> <li>• <i>Fremont’s (ILT) lead teachers will participate in both district level and site based professional learning around refinement of Accountable Community best practices and will provide that information to their AC Grade Level Teams.</i></li> <li>• <i>Professional learning will also take place on new Language Arts adoption and ELA/Literacy and ELD standards.</i></li> <li>• <i>Provide professional learning that aligns to the 4 tenants of the Theory of Change (Logistics and Operations, Curriculum and Instruction, Professional Learning, Supervision and Evaluation that is part of both the 54 hours and additional 80 hours of PL).</i></li> </ul>			
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <ul style="list-style-type: none"> <li>• <i>Students will receive individualized and small group instruction support in the area of literacy and writing to ensure reading by 3<sup>rd</sup> grade.</i></li> <li>• <i>Classroom materials and supplies – including notebooks, paper, pencils, pens, markers, poster maker paper, poster paper, library books/materials, and other related instructional materials for teachers, certificated tutors, and library.</i></li> </ul>			
<p><i>Specify additional targeted actions for EL students:</i></p> <ul style="list-style-type: none"> <li>• <i>Teaching Fellows will work directly with EL learners to provide additional scaffolding support in small group settings.</i></li> </ul>			

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
5	1	Sup & Conc	Instruction	Teacher-Regular Salaries	Tutor	0.2188		Certificated Tutors - Action #1	\$20,473
5	1	Sup & Conc	Instruction	Teacher-Regular Salaries	Tutor	0.2188		Certificated Tutors - Action 1	\$21,451
5	1	EL	Instruction	Teacher-Regular Salaries	Tutor	0.2188		Certificated Tutors - Action #1	\$20,473
5	1	EL	Instruction	Teacher-Regular Salaries	Tutor	0.2188		Certificated Tutors - Action 1	\$21,451
5	1	Sup & Conc	Instruction	Materials & Supplies				Materials/Supplies #5	\$500
Total									\$84,348

<b>Domain</b>	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
<b>Action # 6</b>	Detail the action: 2 Certificated Tutors will be provided to K-1 students to support them in acquiring literacy skills to ensure reading by 3 <sup>rd</sup> grade.		
SQII Element:6035	SQII Sub-element(s): 6141, 6034, 6062, 6590	Site Growth Target: At least 1 years growth	Vendor (contracted services) FUSD Warehouse, Office Depot, Spinitar
<input type="checkbox"/> New Action	<input checked="" type="checkbox"/> On-going	Reasoning: <input type="checkbox"/> Data <input type="checkbox"/> Research-based	<input checked="" type="checkbox"/> Local Knowledge/Context
Write a SMART Goal to address each data point: By the end of quarter 4 of the 2016-2017 school year will demonstrate at least 1 year or more growth as based on the final administration of KAIG, BAS, DIBELS, and CFA for 1 <sup>st</sup> grade only.			

<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ul style="list-style-type: none"> <li>• <b>2016-2017 KAIG, BAS, DIBELS, and CFA (1<sup>st</sup> grade only) will be utilized a minimum of 3 times during the school year and results will be used to identify students who need targeted instruction with grade level foundational skills.</b></li> <li>• <b>Use of common formative assessments and assignments</b></li> <li>• <b>Progress monitoring for SEL fidelity</b></li> <li>• <b>Walkthroughs, feedback, and reflective conversations</b></li> <li>• <b>Alignment of District and site Professional Learning Calendars to PL inputted in PLMS</b></li> <li>• <b>Goal Setting and Data Chats</b></li> </ul>										<p><i>Owner(s)</i>  <b>Principal/Vice Principal/TSA/certificated staff, certificated tutors</b></p>		<p><i>Timeline</i>  <b>August 15, 2016 – June 8, 2017</b>   <b>Weekly, Monthly, Quarterly, on-going</b></p>	
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p>													
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> <li>• <b>½ day of training planned for August 8, 2016 with Certificated Tutors.</b></li> <li>• <b>On-going training with entire staff on utilizing DRP resources to support student growth on the fall 2016 assessment.</b></li> <li>• <b>Utilization of the Instructional Practice Guide for literacy to calibrate tenants 1 through 5.</b></li> <li>• <b>On-going professional learning provided by EL Fresno High Regional TSA and Fremont TSA for both instructional strategies and progress monitoring for students.</b></li> <li>• <b>Provide professional learning that aligns to the 4 tenants of the Theory of Change (Logistics and Operations, Curriculum and Instruction, Professional Learning, Supervision and Evaluation that is part of both the 54 hours and additional 80 hours of PL).</b></li> </ul>													
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <ul style="list-style-type: none"> <li>• <b>KAIG, BAS, and DIBELS assessments and teacher input to identify intervention students.</b></li> <li>• <b>Materials and supplies – including notebooks, paper, pencils, pens, markers, poster maker paper, poster paper, library books/materials, and other related instructional materials for teachers, certificated tutors, and library.</b></li> </ul> <p><i>Specify additional targeted actions for EL students:</i></p> <ul style="list-style-type: none"> <li>• <b>Certificated Tutors will provide differentiated instruction during a pullout program twice a week for EL learners who are identified as meeting borderline criteria for EL Re-designation to ensure these students meet the anticipated timeline for English re-designation.</b></li> </ul>													
<b>Budgeted Expenditures</b>													
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget				
6	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				Subs, Data Chats, observations - #6	\$3,199				



6	1	Sup & Conc	Instruction	Materials & Supplies			Materials/Supplies #6 CT	\$200
							Total	\$3,399

<b>Domain</b>	<input checked="" type="checkbox"/>	1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates	<input type="checkbox"/>	2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates	<input type="checkbox"/>	3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates
<b>Action # 7</b>	<i>Detail the action: Substitutes for teacher release time to attend Student Success Team Meetings, Data Chats, and observe colleagues providing best practices in instruction.</i>					
SQII Element: 6035		SQII Sub-element(s): 6141, 6034, 6062, 6590, 5942		Site Growth Target: N/A		Vendor (contracted services) <b>Substitutes</b>
<input type="checkbox"/> New Action <input checked="" type="checkbox"/> On-going		Reasoning: <input type="checkbox"/> Data <input type="checkbox"/> Research-based <input checked="" type="checkbox"/> Local Knowledge/Context				
Write a SMART Goal to address each data point:						
<ul style="list-style-type: none"> <li>By the end of the 2016-2017 school Student Success Team meetings will be held to identify strategies and classroom interventions to support and improve students’ understanding of content standards and to support positive behavior.</li> </ul>						
Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact) <ul style="list-style-type: none"> <li>Analysis of student performance data in the area of KAIG, DIBELS, BAS, DRP, CFAs, and SBAC</li> <li>Adjustments made with professional learning content as needed</li> <li>Evidence provided in Accountable Community agendas, student artifacts, and additional follow-up planning documents</li> <li>Evidence of common AC planning and implementation during classroom walkthroughs and observations</li> <li>Alignment of District and site Professional Learning Calendars to PL inputted in PLMS</li> </ul>				Owner(s) <b>Principal/Vice Principal, TSA, Certificated Staff, parents</b>		Timeline <b>August 15, 2016 – June 8, 2017</b>  <b>Monthly</b>
Explain the Targeted Actions for Parent Involvement (required by Title I):						
Describe related professional learning:						
<ul style="list-style-type: none"> <li>Training to support teacher in completing Student Success Referral forms.</li> <li>Students receiving supports through RtI intervention model with RSP teacher.</li> <li>On-going professional learning provided by the Fresno High Regional English Language Development TSA and Fremont TSA for both instructional strategies and progress monitoring for students.</li> </ul>						

*Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):*

- **Teachers will be provided training in connection with the referral process and given referral resources.**
- **Teachers will be provided release time to attend meetings that occur during the instructional.**

*Specify additional targeted actions for EL students:*

- **EL students who are struggling academically as well as moving towards R-FEP Redesignation will be given special consideration when being considered for targeted intervention.**

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
7	1	Sup & Conc	Instruction	Non Capitalized Equipment				Technology plan Action #7	\$15,600
7	1	EL	Instruction	Non Capitalized Equipment				Technology Plan - Action #7	\$8,600
7	1	Title 1 Basic	Instruction	Non Capitalized Equipment				Technology plan Action #7	\$5,000
Total									\$29,200

<b>Domain</b>	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
	<b>Action # 8</b> <i>Detail the action: Continue with the technology plan to update and replace classroom based technology as needed.</i>		
<i>SQII Element:</i> No SQII indicator available.		<i>SQII Sub-element(s):</i>	
		<i>Site Growth Target:</i> NA	<i>Vendor (contracted services)</i> FUSD Warehouse, EKC, CWD, Office Depot, Western Blue
<input type="checkbox"/> New Action	<input checked="" type="checkbox"/> On-going	<i>Reasoning:</i> <input type="checkbox"/> Data <input type="checkbox"/> Research-based <input checked="" type="checkbox"/> Local Knowledge/Context	
<i>Write a SMART Goal to address each data point:</i> <b>During the 2016-2017 school year students will engage in more technology-based learning opportunities through the purchasing of tablets, projectors, SmartBoards, and software.</b>			
<i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model:</i> (Include all interim monitoring evidence points showing impact) <b>Use of technology lab, classroom tablets, technology inventory, and walkthrough data</b>		<i>Owner(s)</i> <b>Principal, Vice Principal,</b>	<i>Timeline</i> <b>August 15, 2016 – June 8, 2017</b>

<i>certificated staff, TSA, CTs</i>
<i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i>
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> <li><b>Professional learning will be provided to certificated staff to support the integration of technology within the classroom setting.</b></li> <li><b>Professional learning will be provided 4 times during the 2016-2017 school year based on the following topics: New User Central Get Started, Leadership Best Practices, Site Based Understanding Data, and a Coaching session based on site needs.</b></li> </ul> <p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <ul style="list-style-type: none"> <li><b>Students will receive technology instruction to support them in keyboarding and to utilize tablets more proficiently.</b></li> <li><b>Materials and supplies: Tablets, Smartboards, projectors, bulbs, and/or other equipment to engage and support student learning.</b></li> </ul> <p><i>Specify additional targeted actions for EL students:</i></p>

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
8	1	Sup & Conc	Instruction	Materials & Supplies				Materials/Supplies/Tech #8	\$1,000
8	1	EL	Instruction	Direct-Other (Dr)				CELDT ASSESSORS	\$4,000
Total									\$5,000

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 9	Detail the action: <b>Fremont will continue to implement DRP and CELDT boot camps to support students in meeting the annual redesignation criteria and gain a minimum of one proficiency band to meet their expected redesignation dates.</b>		
SQII Element: 6035	SQII Sub-element(s): 6141, 6034, 6062, 6590, 5968	Site Growth Target: <b>15% or above the District’s elementary redesignation goal</b>	Vendor (contracted services) <b>FUSD Warehouse, Office Depot</b>
<input type="checkbox"/> New Action <input checked="" type="checkbox"/> On-going	Reasoning: <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context		

<p><i>Write a SMART Goal to address each data point: By June end of 2016-2017 school year Fremont’s English Language Learner Redesignation rate will exceed the district goal of 14% for elementary schools.</i></p>		
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ul style="list-style-type: none"> <li><i>Quarterly EL Progress Monitoring Reports, CELDT results, number of students meeting redesignation criteria, and reduction of students who are identified as long term EL learners.</i></li> <li><i>Use of common formative assessments and assignments</i></li> <li><i>Progress monitoring for SEL fidelity</i></li> <li><i>Walkthroughs, feedback, and reflective conversations</i></li> <li><i>Alignment of District and site Professional Learning Calendars to PL inputted in PLMS</i></li> <li><i>Goal Setting and Data Chats</i></li> </ul>	<p><i>Owner(s) Principal/Vice Principal/TSA/certificated staff, CTs</i></p>	<p><i>Timeline August 15, 2016 – June 8, 2017</i></p> <p><i>Monthly, Quarterly, on-going</i></p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p>		
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> <li><i>Teachers will utilize skillset within Accountable Communities to improve and refine instruction that aligns to the ELA/ELD State Standards and district’s Scope and Sequence.</i></li> <li><i>On-going professional learning provided by the Fresno High Regional English Language Development TSA and Fremont TSA for both instructional strategies and progress monitoring for students.</i></li> <li><i>Professional learning will be provided on how teachers will embed EL Standards within their daily ELA/Literacy instruction.</i></li> <li><i>Provide professional learning that aligns to the 4 tenants of the Theory of Change (Logistics and Operations, Curriculum and Instruction, Professional Learning, Supervision and Evaluation that is part of both the 54 hours and additional 80 hours of PL).</i></li> </ul>		
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <ul style="list-style-type: none"> <li><i>Students will attend CELDT boot camp and also participate in DRP boot camp to strengthen their EL levels by growing a proficiency band in order to meet anticipated redesignation dates.</i></li> <li><i>Classroom materials and supplies – including technology/tablets, notebooks, paper, pencils, pens, markers, poster maker paper, poster paper, library books/materials, and other related instructional materials for teachers, certificated tutors, and library.</i></li> </ul>		
<p><i>Specify additional targeted actions for EL students:</i></p> <ul style="list-style-type: none"> <li><i>EL learners will attend CELDT boot camp and establish new goals for upcoming CELDT assessment in the areas reading, writing, speaking, and listening. They will also participate in DRP boot camp to strengthen their ELD levels by increasing a proficiency</i></li> </ul>		

*band to meet anticipated redesignation dates. Students will be provided opportunities to review past CELDT, CFAs, and DRP results to establish new goal setting targets during these interventions.*

**Budgeted Expenditures**

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
9	1	EL	Instruction	Materials & Supplies				Materials and Supplies EL STUDENTS - 7091	\$2,719
9	1	EL	Instruction	Materials & Supplies				Materials/Supplies #9 BOOT CAMPS	\$500
9	2	Sup & Conc	Guidance & Counseling Services	Direct-Other (Dr)				2% REA Evaluation fee charges for counseling	\$440
9	2	Title 1 Basic	Guidance & Counseling Services	Prof/Consulting Svc & Operating				On Site Counseling - Action #9	\$21,888
<b>Total</b>									<b>\$25,547</b>

<b>Domain</b>	<input type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input checked="" type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
<b>Action # 10</b>	Detail the action: <b>On-Site Counseling</b>		
SQII Element: <b>5963</b>	SQII Sub-element(s): <b>5942, 6331, 6302</b>		Site Growth Target: <b>On-Site Counseling</b>
<input type="checkbox"/> New Action	<input checked="" type="checkbox"/> On-going	Reasoning: <input type="checkbox"/> Data	<input type="checkbox"/> Research-based <input checked="" type="checkbox"/> Local Knowledge/Context
Write a SMART Goal to address each data point: <b>Students who meet the criteria will be referred to the Student Success Team and/or to On-Site Counseling to provide supports.</b>			
Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)		Owner(s) <b>Principal/Vice Principal/TSA/On-</b>	Timeline <b>Monthly and quarterly</b>
<ul style="list-style-type: none"> <li><b>On-Site Counseling therapist will provide monthly and quarterly Client Caseload documentation.</b></li> </ul>			

	<i>Site Counselor, certificated staff</i>	
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> <li><b>Parents will receive parent consent forms to allow their students to receive On-Site Counseling or receive additional referrals for outside agencies as requested.</b></li> </ul>		
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> <li><b>On-Site Counseling therapist will provide professional learning to certificated staff on the referral process and timelines for intake.</b></li> </ul>		
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <ul style="list-style-type: none"> <li><b>Students who meet the criteria and have parent consent will receive weekly counseling provided by On-Site therapist.</b></li> </ul>		
<p><i>Specify additional targeted actions for EL students:</i></p>		

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
10	2	Sup & Conc	Instruction	Materials & Supplies				Student incentives action 10	\$1,000
								Total	\$1,000

Domain	<input type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input checked="" type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
<b>Action # 11</b>	<p><i>Detail the action:</i>  <b>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 developing relational capacities with adults and peers.</b></p>		
<i>SQII Element: 6302</i>	<i>SQII Sub-element(s): 6302</i>		<p><i>Site Growth Target: 10% decrease from 2015-2016 Suspension/Expulsion data</i></p>
			<p><i>Vendor (contracted services) On-Site Counseling, FUSD Warehouse, Office Depot, Spinitar</i></p>

<input type="checkbox"/> <i>New Action</i> <input checked="" type="checkbox"/> <i>On-going</i> Reasoning: <input type="checkbox"/> <i>Data</i> <input type="checkbox"/> <i>Research-based</i> <input type="checkbox"/> <i>Local Knowledge/Context</i>		
<p>Write a SMART Goal to address each data point:  <b>By the end of 2016-2017 school year the number of suspensions per 100 students will decrease by 10%.</b></p>		
<p>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</p> <ul style="list-style-type: none"> <li>• <b>Teachers will submit Weekly Class Meeting Agendas on a quarterly basis outlining topics, meeting dates, and resources utilized during meeting time. Administrative Leadership Team will review quarterly suspension/expulsion data as available.</b></li> <li>• <b>On-Site Counseling will provide monthly Client Caseload documentation.</b></li> <li>• <b>Progress monitoring for SEL fidelity</b></li> <li>• <b>Walkthroughs, feedback, and reflective conversations</b></li> </ul>	<p>Owner(s)  <b>Principal/Vice Principal/TSA/certificated staff</b></p>	<p>Timeline  <b>August 15, 2016 – June 8, 2017</b>   <b>Monthly, Quarterly, on-going</b></p>
<p>Explain the Targeted Actions for Parent Involvement (required by Title I):</p>		
<p>Describe related professional learning:</p> <ul style="list-style-type: none"> <li>• <b>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.</b></li> <li>• <b>Teachers will be provided with strategies to support students in developing positive replacement behaviors.</b></li> <li>• <b>Teachers will continue to receive professional learning on Tiered Levels of Behavior and how to provide appropriate interventions.</b></li> <li>• <b>On-Site Counseling therapist will provide professional learning to certificated staff on the referral process and timelines for intake.</b></li> <li>• <b>Provide professional learning that aligns to the 4 tenants of the Theory of Change (Logistics and Operations, Curriculum and Instruction, Professional Learning, Supervision and Evaluation that is part of both the 54 hours and additional 80 hours of PL).</b></li> </ul>		
<p>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</p> <ul style="list-style-type: none"> <li>• <b>Students will participate in weekly class meetings. Students will receive positive reinforcement from all staff members when exhibiting positive behaviors in the hallways, cafeteria, and on the playground in accordance with Fremont’s 4 Feathers – Respect, Responsibility, Tolerance, and Integrity. Students will also participate in Quarterly Behavior/Rules assemblies.</b></li> <li>• <b>Students who meet the criteria and have parent consent will receive weekly counseling provided by On-Site therapist.</b></li> <li>• <b>Materials and supplies – including notebooks, paper, pencils, pens, markers, poster maker paper, poster paper, library books/materials, and other related instructional materials for teachers.</b></li> </ul>		
<p>Specify additional targeted actions for EL students:</p>		

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
11	2	Sup & Conc	Instruction	Materials & Supplies				Materials/Supplies #11 Behavior	\$200
Total									\$200

Domain	<input type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input checked="" type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
<b>Action # 12</b>	Detail the action: <i>Fremont’s Principal will conduct the AI Parent Attendance meetings every two weeks to discuss the district’s attendance, reporting, and tracking systems.</i>		
<i>SQII Element:5963</i>	<i>SQII Sub-element(s): 5942, 6331, 6302</i>	<i>Site Growth Target: 5% decrease in students who fell in the chronically and manageable categories.</i>	<i>Vendor (contracted services) Save Mart, Me &amp; Ed’s</i>
<input type="checkbox"/> New Action	<input checked="" type="checkbox"/> On-going	Reasoning: <input checked="" type="checkbox"/> Data	<input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context
Write a SMART Goal to address each data point: <i>By the end of the 2016-2017 school year there will be a 5% decrease in students who fell within chronically absent category.</i>			
Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact) <ul style="list-style-type: none"> <li><i>Fremont Office Assistant will work collaboratively with the principal in preparing AI Attendance meeting documentation and sign-in sheets in order for AI bi-weekly meeting to occur.</i></li> <li><i>Certificated staff will be provided monthly updates on schoolwide attendance percentage especially on students who fall within the chronic and manageable absenteeism categories.</i></li> <li><i>Child Welfare and Attendance (CWA) and Home School Liaison will conduct home visits when students have fallen into the chronic and severely chronic categories of attendance</i></li> </ul>		Owner(s) <b>Principal/Vice Principal</b>	Timeline <b>August 15, 2016 – June 8, 2017</b>  <b>Bi-weekly</b>
Explain the Targeted Actions for Parent Involvement (required by Title I): <ul style="list-style-type: none"> <li><i>Parents will be notified of AI meetings. During meetings parents will be provided with documentation as to students’ absences and tardies, as well as to how notifications are generated from the district. Parents will also be informed of the importance of students</i></li> </ul>			



*being in school when the tardy bell rings, as well as the importance of absences being cleared through with the attendance clerk. Additionally, parents will be notified of next steps in the event attendance does not improve.*

*Describe related professional learning:*

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

*Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):*  
***Provide all students with incentives to attend and arrive at school on time daily:***

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

*Specify additional targeted actions for EL students:*

**Budgeted Expenditures**

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
12	2	Sup & Conc	Instruction	Materials & Supplies				Materials/Supplies #12/attendance/participation	\$500
Total									\$500

<b>Domain</b>	<input type="checkbox"/>	1. Academic – Performance/Growth/Completion/Retention/Graduation	<input checked="" type="checkbox"/>	2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/>	3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
	<b>Rates</b>					
<b>Action # 13</b>	Detail the action: <i>Fremont students will be provided opportunities to interact with teachers and ancillary staff during school activities, Elective Wheel participation, VAPA opportunities, and athletics.</i>					
SQII Element: 2080			SQII Sub-element(s): 5948		Site Growth Target: 12%	Vendor (contracted services)
<input type="checkbox"/> New Action	<input checked="" type="checkbox"/> On-going	Reasoning: <input checked="" type="checkbox"/> Data		<input type="checkbox"/> Research-based	<input type="checkbox"/> Local Knowledge/Context	
Write a SMART Goal to address each data point:						

<p><b>At the end of the 2016-2017 school year student participating in Goal 2 activities will increase by 12%.</b></p>		
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ul style="list-style-type: none"> <li>• <b>Fremont will participate in the Fresno High Regional Coaches Academy. Development to identify and retain student athlete.</b></li> <li>• <b>Training to support teachers in building relational capacity to support students in developing positive self-images.</b></li> <li>• <b>Refinement of Elective Wheel practices during professional learning.</b></li> <li>• <b>Students' responses from the spring 2016 Social-Emotional Learning and School Climate/Culture Student Survey Grades 4-6</b></li> <li>• <b>Progress monitoring for SEL fidelity</b></li> <li>• <b>Walkthroughs, feedback, and reflective conversations</b></li> <li>• <b>Inputting engagement data for Goal 2 in ATLAS</b></li> <li>• <b>Alignment of District and site Professional Learning Calendars to PL inputted in PLMS</b></li> <li>• <b>Goal Setting and Data Chats</b></li> </ul>	<p><i>Owner(s)</i>  <b>Principal, Vice Principal, TSA, Certificated Staff/Coaches</b></p>	<p><i>Timeline</i>  <b>August 15, 2016 – June 8, 2017</b></p> <p><b>Monthly, Quarterly, on-going</b></p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p>		
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> <li>• <b>Athletic coaches will have the opportunity to participate in Fresno High Coaches Academy.</b></li> <li>• <b>Weekly Elective Wheel participation.</b></li> <li>• <b>VAPA performance opportunities.</b></li> <li>• <b>All students participating will be entered in the ATLAS system under Goal 2 for student engagement.</b></li> <li>• <b>Extra &amp; Co-curricular Teacher Supplemental Salaries/ancillary services.</b></li> <li>• <b>Provide professional learning that aligns to the 4 tenants of the Theory of Change (Logistics and Operations, Curriculum and Instruction, Professional Learning, Supervision and Evaluation that is part of both the 54 hours and additional 80 hours of PL).</b></li> </ul>		
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <ul style="list-style-type: none"> <li>• <b>Students will develop relational capacity with adults and peers to improve positive self-image and confidence while participating in Goal 2 activities.</b></li> </ul>		
<p><i>Specify additional targeted actions for EL students:</i></p>		

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
13	3	Sup & Conc	Attendance & Social Work Services	Classified Support-Supplemental				NTA Training -Action 13	\$1,027
								Total	\$1,027

<b>Domain</b>	<input type="checkbox"/>	1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input checked="" type="checkbox"/>	2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/>	3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
	<b>Action # 14</b>	Detail the action: <i>Noontime Assistant Training</i>				
SQII Element: 6302			SQII Sub-element(s): 6302		Site Growth Target: 10% decrease from 2015-2016 Suspension/Expulsion data	Vendor (contracted services)
<input checked="" type="checkbox"/> New Action	<input type="checkbox"/> On-going	Reasoning: <input type="checkbox"/> Data <input type="checkbox"/> Research-based <input checked="" type="checkbox"/> Local Knowledge/Context				
Write a SMART Goal to address each data point: <i>During the 2016-2017 school year all Noontime Assistants will receive training in order to be viewed as a trusting adult and build positive relational capacity with students.</i>						
Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)				Owner(s)		Timeline
<ul style="list-style-type: none"> <li>Attendance at quarterly NTA trainings/meetings, behavior referrals made during NTA’s duty times</li> <li>Progress monitoring for SEL fidelity</li> <li>Feedback, and reflective conversations</li> <li>Alignment of District and site Professional Learning Calendars to PL inputted in PLMS</li> <li>Goal Setting and Data Chats</li> </ul>				Principal/Vice Principal/NTA		August 15, 2016 – June 8, 2017  Monthly, Quarterly, on-going
Explain the Targeted Actions for Parent Involvement (required by Title I):						

*Describe related professional learning:*

- ***Safe and Civil training focusing on positive behavior utilizing Fremont’s 4 Feathers – Respect, Responsibility, Tolerance, and Integrity.***
- ***NTA’s will also gain a deeper understanding of triggers that cause students to exhibit inappropriate behaviors.***
- ***NTA’s will be provided strategies to support students in developing positive replacement behaviors.***
- ***NTA’s will be provided opportunities to attend district level classified Safe and Civil Trainings.***
- ***Supplemental contracts to attend meetings.***

*Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):*

- ***Students will participate in Quarterly Behavior/Rules assemblies to understand Fremont expectations, guidelines, and playground rules in accordance with Fremont’s 4 Feathers – Respect, Responsibility, Tolerance, and Integrity.***

*Specify additional targeted actions for EL students:*

**Budgeted Expenditures**

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
14	3	Title 1 Basic	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	0.4375		HSL salary	\$12,189
14	3	EL	Parent Participation	Other Classified-Supplemental				Babysitting - Parent Participation - Action 14	\$2,935
14	3	Title 1 Basic	Parent Participation	Other Classified-Supplemental				Babysitting - Participation	\$412
14	3	Title 1 Basic	Parent Participation	Materials & Supplies				Parent Participation.-no Food/no Incentives/no Certificates	\$1,041
14	3	EL	Parent Participation	Materials & Supplies				Parent participation - parent meetings Action 14	\$1,000

14	3	Sup & Conc	Parent Participation	Materials & Supplies				Parent participation weekly meetings	\$1,000
								Total	\$18,577

<b>Domain</b>	<input type="checkbox"/>	<i>1. Academic – Performance/Growth/Completion/Retention/Graduation Rates</i>	<input type="checkbox"/>	<i>2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates</i>	<input checked="" type="checkbox"/>	<i>3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates</i>
<b>Action # 15</b>	<i>Detail the action: Fremont will increase its' parent participation for 2016-2017 by enhancing school-to-parent communication through a variety of activities, meetings, written, and verbal correspondence.</i>					
<i>SQII Element: Based on School Climate/Culture Parent Survey</i>	<i>SQII Sub-element(s):</i>		<i>Site Growth Target:10%</i>		<i>Vendor (contracted services) FUSD Warehouse, Office Depot, Save Mart</i>	
<input type="checkbox"/> <i>New Action</i>	<input checked="" type="checkbox"/> <i>On-going</i>	<i>Reasoning: <input type="checkbox"/> Data <input type="checkbox"/> Research-based <input checked="" type="checkbox"/> Local Knowledge/Context</i>				
<i>Write a SMART Goal to address each data point: By the end of 2016-2017 school year the percent of Parents that respond “Agree” or “Strongly Agree” “I participate in my child’s school sponsored meetings/councils” will increase by 10%.</i>						
<i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i>			<i>Owner(s) Principal/Vice Principal/Home School Liaison</i>		<i>Timeline August 15, 2016 – June 8, 2017  Weekly, Monthly, Quarterly</i>	
<ul style="list-style-type: none"> <li><i>FUSD Parent Portal</i></li> <li><i>EduText Data</i></li> <li><i>Monitoring parent attendance through the use of meeting sign-in sheets during SSC, ELAC, Title I, Back-to-School Night, Open House, Art Showcases, Friday Morning Coffee Chats, Parent University Modules, as well as Parent Volunteer forms and data collected from weekly Visitor Sign-in Logs</i></li> <li><i>Parent responses on the spring 2016 School Climate/Culture Parent Survey.</i></li> <li><i>Provide babysitting for meetings to allow parents to attend.</i></li> <li><i>Provide a 3 hour Home School Liaison for translating verbal and written correspondence</i></li> <li><i>Parent participation in field trips</i></li> <li><i>Monthly Newsletter, flyers, and School Messenger</i></li> </ul>						

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

- **Parents will be notified of school events during Friday Morning Coffee Chats, SSC Meetings, ELAC meetings, First Day Packets, Monthly Newsletters, Parent University Modules, School Messenger, and Fremont website for current events.**
- **Provide professional learning that aligns to the 4 tenants of the Theory of Change (Logistics and Operations, Curriculum and Instruction, Professional Learning, Supervision and Evaluation that is part of both the 54 hours and additional 80 hours of PL).**

*Describe related professional learning:*

- **SSC and ELAC trainings, Title 1 information, Parent University Module trainings, parent presentations at Back-to-School Night.**

*Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):*

- **Provide babysitting for meetings to allow parents to attend.**
- **Provide a 3 hour Home School Liaison for translating verbal and written correspondence.**
- **Materials supplies, paper, pens, markers, charts, printer materials, and purchase orders for refreshments.**

*Specify additional targeted actions for EL students:*

<b>Budgeted Expenditures</b>									
<b>Action</b>	<b>Domain</b>	<b>Fund</b>	<b>Activity</b>	<b>Expense</b>	<b>Personnel</b>	<b>FTE</b>	<b>Vendor</b>	<b>Purpose of Expenditure</b>	<b>Budget</b>
15	3	Sup & Conc	Instruction	Materials & Supplies				Materials/Supplies #15 Participation	\$600
15	3	Sup & Conc	Attendance & Social Work Services	Local Mileage				Local Mileage for HSL	\$200
								<b>Total</b>	<b>\$800</b>

C.1. Budget – Allocations and Planned Expenditures

*(Insert Budget Report)*

D.1. Centralized Services - No Centralized Services are utilized at this time. District Support Services:

Office of State and Federal Programs  
 Preliminary Site Categorical Allocations

FY 2016/17

Fremont - 0175

**ON-SITE ALLOCATION**

3010	Title I	\$47,876 *
7090	LCFF Supplemental & Concentration	\$144,445
7091	LCFF for English Learners	\$66,675
<b>TOTAL 2016/17 ON-SITE ALLOCATION</b>		<b>\$258,996</b>

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$1,041
Remaining Title I funds are at the discretion of the School Site Council	\$46,835
<b>Total Title I Allocation</b>	<b>\$47,876</b>

Note: LCFF Library Materials/Unit 7099 funds are now included in Additional Library Supplies/Unit 0625 and given to the school to be prioritized by the Librarian.

# 2016-2017 Budget for SPSA/School Site Council

## State/Federal Dept 0175 Fremont Elementary (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Mat & Supp			Mat/Supplies-no Food/no Incentive/no Certificate	7,346.00
1	1	Sup & Conc	Instruction	Teacher-Supp			Leadership Planning	4,997.00
1	1	Sup & Conc	Instruction	Teacher-Supp			Teachers after school tutoring	4,997.00
1	1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	33,255.00
1	1	EL	Instruction	Teacher-Supp			Teachers after school tutoring	4,997.00
2	1	Sup & Conc	Instruction	Mat & Supp			: Supplies/Materials - Math #2	500.00
3	1	Sup & Conc	Instruction	Bks & Ref			: i-Ready - Action 3	15,088.00
3	1	Sup & Conc	Instruction	Mat & Supp			: Materials/Supplies - Writing #3	500.00
4	1	Sup & Conc	Instruction	Cons Svc/Oth			Teaching Fellows : CA Teaching Fellows Intervention - Action 4	17,718.00
5	1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.219	Certificated Tutors - Action #1	20,473.00
5	1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.219	Certificated Tutors - Action 1	21,451.00
5	1	Sup & Conc	Instruction	Mat & Supp			: Materials/Supplies #5	500.00
5	1	EL	Instruction	Teacher-Regu	Tutor	0.219	Certificated Tutors - Action #1	20,473.00
5	1	EL	Instruction	Teacher-Regu	Tutor	0.219	Certificated Tutors - Action 1	21,451.00
6	1	Sup & Conc	Instruction	Teacher-Subs			Subs, Data Chats, observations - #6	3,199.00
6	1	Sup & Conc	Instruction	Mat & Supp			: Materials/Supplies #6 CT	200.00
7	1	Title 1 Basic	Instruction	Nc-Equipment			Technology plan Action #7	5,000.00
7	1	Sup & Conc	Instruction	Nc-Equipment			Technology plan Action #7	15,600.00
7	1	EL	Instruction	Nc-Equipment			Technology Plan - Action #7	8,600.00
8	1	Sup & Conc	Instruction	Mat & Supp			: Materials/Supplies/Tech #8	1,000.00
8	1	EL	Instruction	Direct-Other			CELDT ASSESSORS	4,000.00
9	2	Title 1 Basic	Guidance & Counseling Services	Cons Svc/Oth			On Site Counseling - Action #9	21,888.00
9	2	Sup & Conc	Guidance & Counseling Services	Direct-Other			2% REA Evaluation fee charges for counseling	440.00
9	1	EL	Instruction	Mat & Supp			Materials and Supplies EL STUDENTS - 7091	2,719.00
9	1	EL	Instruction	Mat & Supp			: Materials/Supplies #9 BOOT CAMPS	500.00
10	2	Sup & Conc	Instruction	Mat & Supp			: Student incentives action 10	1,000.00
11	2	Sup & Conc	Instruction	Mat & Supp			: Materials/Supplies #11 Behavior	200.00
12	2	Sup & Conc	Instruction	Mat & Supp			: Materials/Supplies #12/attendance/ participation	500.00
13	3	Sup & Conc	Attendance & Social Work Service	Cls Sup-Sup			NTA Training -Action 13	1,027.00
14	3	Title 1 Basic	Parent Participation	Oth Cls-Supp			Babysitting - Participation	412.00
14	3	Title 1 Basic	Parent Participation	Mat & Supp			Parent Partic.-no Food/no Incentive/no Certificate	1,041.00
14	3	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.438	HSL salary	12,189.00
14	3	Sup & Conc	Parent Participation	Mat & Supp			Parent participation weekly meetings	1,000.00
14	3	EL	Parent Participation	Oth Cls-Supp			Babysitting - Parent Participation - Action 14	2,935.00



14	3	EL	Parent Participation	Mat & Supp	Parent participation - parent meetings Action 14	1 000 00
15	3	Sup & Conc	Instruction	Mat & Supp	: Materials/Supplies #15 Participation	600.00
15	3	Sup & Conc	Attendance & Social Work Service	Local Mileag	: Local Mileage for HSL	200.00
						<b>\$258,996.00</b>

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$47,876.00
Sup & Conc	7090	\$144,445.00
EL	7091	\$66,675.00
<b>Grand Total</b>		<b>\$258,996.00</b>

Domain Totals	Budget Totals
Academic	\$214,564.00
Culture & Climate	\$20,404.00
Social/Emotional	\$24,028.00
<b>Grand Total</b>	<b>\$258,996.00</b>

E.1. Assurances



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.
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 received 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 educationally disadvantaged students, students with disabilities, gifted and talented students, English Learners, and migrant students.
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 Involvement Policy and the Parent-School Compact.
Strategies to improve students' achievement, meet measurable objectives, provide high quality professional development, and support struggling students use scientifically-based research. The reforms provide opportunities for all students to meet State Standards by implementing the Common Core, extending learning time, and supporting grade-level and school-level student transitions.
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 for annual approval by the Board of Education.

E.2. School Site Council

<b>School Site Council List</b>					
<b>Member Name</b>	<b>Principal</b>	<b>Classroom Teacher</b>	<b>Other Staff</b>	<b>Parent/Community Member</b>	<b>Secondary Student</b>
1. <b>Principal - Mark Mather</b>	X				
2. <b>Chairperson - Michael Brianna Shelton</b>				X	
3. <b>Ashley Poudrier</b>				X	
4. <b>Antonio Aguilar</b>				X	
5. <b>Veronica Foster</b>				X	
6. <b>Virginia Colvin</b>		X			
7. <b>Katherine Bremenkamp</b>		X			
8. <b>Deidre Brooks</b>		X			
9. <b>Angelina Ramos</b>			X		
10.					
11.					
12.					
13.					
14.					
15.					
<input checked="" type="checkbox"/> <b>ELAC operated as a school advisory committee.</b>		<input type="checkbox"/> <b>ELAC voted to fold into the SSC - Date _____.</b>			

<b>Title I School Site:</b>
<input type="checkbox"/> This site operates as a non-Title I school.

E.3. Required Signatures

<b>School Name: FREMONT ELEMENTARY SCHOOL</b>			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance and consulted with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan and recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement for 2014-2016.			
Title	Print Name Below	Signature Below	Date
Principal	Mark Mather		March 19, 2015
SSC Chairperson	Michael Brianna Shelton		March 19, 2015

E.4. Addendum – Attach Site Parent Involvement Policy/Compact/SSC Bylaws