

The Single Plan for Student Achievement

School: John C. Fremont Elementary
CDS Code: 16 63891 6010342
District: Corcoran Joint Unified School District
Principal: Eduardo Ochoa
Revision Date:

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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Table of Contents

School Vision and Mission	4
School Profile	4
Comprehensive Needs Assessment Components	4
Data Analysis	4
Surveys	4
Classroom Observations	4
Analysis of Current Instructional Program	5
Description of Barriers and Related School Goals	7
School and Student Performance Data	8
Academic Performance Index by Student Group	8
English-Language Arts Adequate Yearly Progress (AYP)	9
Mathematics Adequate Yearly Progress (AYP)	10
CELDT (Annual Assessment) Results	11
CELDT (All Assessment) Results	12
Title III Accountability (School Data)	13
Title III Accountability (District Data)	14
Planned Improvements in Student Performance	15
School Goal #1	15
School Goal #2	20
School Goal #3	22
School Goal #4	24
School Goal #5	26
Centralized Services for Planned Improvements in Student Performance	28
Centralized Service Goal #1	28
Centralized Service Goal #2	29
Centralized Service Goal #3	30
Centralized Service Goal #4	31
Centralized Service Goal #5	32
Summary of Expenditures in this Plan	33
Total Allocations and Expenditures by Funding Source	33
Total Expenditures by Object Type	34
Total Expenditures by Object Type and Funding Source	35
Total Expenditures by Goal	36
School Site Council Membership	37

School Vision and Mission

John C. Fremont Elementary's Vision and Mission Statements

John C. Fremont Elementary is a place where all students are encouraged to strive for excellence academically, socially, and emotionally in a safe and supportive atmosphere. We set high expectations for our students because our entire school community shares the belief that all children can and will learn.

We are committed to the following goals:

- Students will learn to read at grade level or above while developing a love for reading.
- Students will learn to write fluently for a variety of purposes.
- Students will gain an understanding of mathematical concepts and the role that math plays in all areas of life.
- Technology will be used as a tool to enhance all areas of the curriculum.
- Staff will provide instruction and support to meet the needs of diverse learners in our school community
- Staff and students will create an environment that is orderly, safe, inviting and stimulating.

School Profile

John C. Fremont School resides in Corcoran, California. Corcoran is a small agricultural area in the Central San Joaquin Valley. Fremont School is one of three elementary schools in Corcoran and serves students in grades two and three. Fremont provides for the educational needs of the second and third grade students in the community, a Special Day Class for children with special needs for children in first through third grade. We also house a County Severely Handicapped Class on our campus. John C. Fremont is a Title I school. Our school population remains steady at approximately 550 students a year.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

In October 2014 a school safety survey was sent out to the Fremont staff. The survey asked all Fremont staff about their perspective of risk factors for their students at the school including: weapons, dangerous incidents, the surrounding neighborhood, socio-economic levels in the community, etc. The staff was also surveyed about the overall safety of the school to gauge how safe the staff and students at the school generally are on a daily basis. The overall results contributed to a 48% (risk) to 74% (protection) ratio. This means that the staff generally felt that the school was a safe place considering the environmental factors.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom observation by the principal, teachers and outside groups happen frequently at John C. Fremont. All permanent teachers go through a process of observation and evaluation every two years with probationary teachers going through the process twice a year until they become permanent teachers. In addition to this, the principal will conduct walkthroughs/focus walks in every classroom on a bi-weekly basis. The teachers themselves sign up to watch their colleagues teach in a process we call "Teachers Observing Teachers" where the literacy coach and observing teachers will visit classrooms so that teachers can learn from one another and share instructional strategies. A process described as Instructional Rounds also happens twice a year where outside groups consisting of teachers and administrators visit the campus and observe all of the classrooms on the same day. These groups share their observations with the school as well as any recommendations that will help the school move forward to reach their goals.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

No state testing was conducted in 2013-2014 so API information was unavailable. Local assessments included the Basic Reading Inventory (BRI) used to place students in Tier I reading intervention groups in the classroom, STAR Renaissance in ELA to check their reading progress per trimester, fluency exams to student progress in reading fluency and unit assessments for ELA. For writing, students take a pre-assessment to determine their baseline using the state writing rubric for their grade level. Throughout the year, students take additional writing assessments using the same rubric to determine their growth culminating with a final writing assessment in May. In math, students take unit assessments at regular intervals throughout the year.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Teachers meet at regular intervals during teacher collaboration to look at assessment results and make adjustments to their instruction and planning. Teachers also meet in their grade level teams to look at student writing samples and calibrate their scoring as a group. There is an identified need to increase the collaboration time in grade-level meetings to analyze data and adjust instruction.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

100% of classes at John C. Fremont are taught by NCLB compliant teachers.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

The majority of teachers were trained on the SBE-adopted instructional materials for ELA and math. The newer teachers receive support through the school literacy coach as well as working collaboratively with their grade-level teachers.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

All teachers participate in grade-level professional development related to District and school goals. Beginning in 2013-2014, every year a group of teachers will receive intensive professional development around the Common Core standards in ELA and math from a Kings County Office of Education trainer. By 2015-2016, all teachers on campus will have received this training.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

John C. Fremont utilizes an instructional literacy coach, a Title I resource teacher and an instructional technology coach to support teachers individually in the classroom, in a small group setting or through large staff trainings. Depending on the amount of support a teacher needs, a support provider is available on a daily basis.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teacher collaboration time by grade level is available nearly every week during the school year. Teachers will meet in their grade level groups and analyze data, create assessments and plan instruction in ELA, math and writing using the instructional shifts pertaining to the Common Core State Standards (CCSS).

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Common Core curriculum and pacing guides are still in the development stage at the school and within the District. Tentative plans were made during CCSS training in 2013-2014 and new groups of teachers are revising those unit plans this year. Teachers are working together to teach the standards using a variety of curriculum and instructional approaches. Additional resources to the current curriculum are constantly being added and aligned.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

John C. Fremont adheres to the recommended instructional minutes for reading/language arts and mathematics. The school's instructional minutes have been submitted to and approved by the District.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Teachers submit weekly lesson plans that provide flexibility for students receiving a variety of interventions. John C. Fremont follows a Response to Intervention (RTI) approach to interventions. Students receive low-level RTI in their classrooms at various points during the day. This can include individual or small group instructional support from the teacher after a lesson or during Universal Access (UA) time, tutoring from a KROP high school student or tutoring after school. Tier II support is provided throughout the day in a separate classroom. Students who need additional support in reading comprehension and fluency will work with an instructional aide under the supervision of the Reading Intervention teacher. Tier II support is provided for students throughout the day in a separate classroom as well. These students work in small groups with the Reading Intervention or Resource teacher to receive help in phonics and decoding.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

The instructional materials currently being used in ELA follow the California Content standards that have been replaced with the Common Core state standards. Teachers are able to use these instructional materials in addition to other resources to assist in teaching the CCSS. Math is using bridge materials that are helping with the transition from the California Content standards to the CCSS. New curriculum adoptions will soon be available to replace all of the old or bridge materials.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All curriculum being used is SBE-adopted. As mentioned earlier, a new curriculum adoption cycle is currently underway throughout the state to replace outdated materials.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

There are a variety of instructional support options provided throughout the day for underperforming students. There is, however, a need to make sure all of the supports are easily measurable and that they articulate well from one school site to another. Aside from the support the regular education teacher provides, there are three instructional aides, a reading intervention teacher and a resource teacher that provide instructional support to students throughout the day.

14. Research-based educational practices to raise student achievement

The District provides ongoing professional development in PLCs, EL strategies and implementation of Common Core instruction.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

The After School Education and Safety (ASES) program is an afterschool program available to any student who attends the school. The program begins immediately after the school day ends and concludes at 6:00pm every school day. Students participating in the program are involved in physical fitness, arts and crafts and receive time to complete their homework as well. The program is capped at an enrollment of one hundred students. Students who are performing below grade level in ELA or math also receive the opportunity to sign up for one of the state-approved Supplemental Educational Services (SES) providers where tutors work with students on a one-to-one or small group format after school.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parents and community members are invited to participate (along with teachers and other personnel) in a variety of ways. Parent members of the School Site Council (SSC) and English Learner Advisory Committee (ELAC) participate directly in decision making regarding the school. These meetings are held monthly and cover a variety of topics including instructional goals, instructional materials, CCSS shifts, educational technology and the planning, implementation and evaluation of ConApp programs including Title I and Title III.

(John C. Fremont Elementary's Parent Involvement Policy is attached.)

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Categorical funds are spent on the purchase of instructional materials and supplies and funding of instructional support staff that assist under-performing students in order to meet their grade level standards. Some examples include: CCSS study materials, computer supplies, instructional assistant salaries, and professional development release time.

18. Fiscal support (EPC)

Title I and LCFF funding is spent with the single focus of meeting the school's goals.

Description of Barriers and Related School Goals

Vertical articulation is often difficult with John C. Fremont Elementary containing only 2nd and 3rd grades. Finding opportunities to align curriculum, assessments and interventions on a K-5 or K-6 fashion is often difficult to schedule or follow up with. With the change toward the CCSS, it is also difficult to move fully ahead with the instructional shifts when not all staff has had in-depth common core training. Many members of the teaching staff have had a one-day overview in math and/or ELA, but more training is needed to make sure they understand and have opportunity to practice the different emphases CCSS place on daily instruction. In addition, not having appropriate instructional materials geared toward the CCSS leaves the staff in a position to create their own materials or look for materials elsewhere.

These challenges will be addressed in the subsequent goal sections.

School and Student Performance Data

Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	477	489		32	32		12	18		0	0	
Growth API	753	706		887	759		654	586				
Base API	759	752		888	887			635				
Target	5	5										
Growth	-6	-46										
Met Target	No	No										

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	432	435		187	200		431	464		30	43	
Growth API	745	707		740	704		744	700		519	341	
Base API	751	746		749	741		743	744		424	519	
Target	5	5		5	5		5	5				
Growth	-6	-39		-9	-37		1	-44				
Met Target	No	No		No	No		No	No				

Conclusions based on this data:

1. There was a substantial dip in API scores across all subgroups. Consequently, none of the subgroups met their API targets.
2. In 2013, a major change in focus was incorporating more writing throughout the day and across the curriculum. This change did improve a student's understanding of the concepts being taught, but did decrease the traditional amount of instructional time in ELA concepts the CST would test.

School and Student Performance Data

English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		100		
Number At or Above Proficient	198	165		23	13		2	4		--		
Percent At or Above Proficient	41.5	33.7		71.9	40.6		16.7	22.2		--	--	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	No	No		--	--		--	--		--	--	

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		100	100	
Number At or Above Proficient	172	146		70	61		168	151		3	0	
Percent At or Above Proficient	39.8	33.6		37.4	30.5		39.0	32.5		10.0	0.0	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	No	No		No	No		No	No		--	--	

Conclusions based on this data:

1. Fewer students across the board scored at a proficient rate on the CST in 2013. Consequently, this led to AYP targets not being met in 2013.
2. The CST was not given throughout California in 2014 which led to a lack of data for AYP reporting that year.
3. In 2013, a major change in focus was incorporating more writing throughout the day and across the curriculum. This change did improve a student's understanding of the concepts being taught, but did decrease the traditional amount of instructional time in ELA and math concepts the CST would test.

School and Student Performance Data

Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		100		
Number At or Above Proficient	274	214		26	18		3	3		--		
Percent At or Above Proficient	57.6	43.8		81.2	56.3		25.0	16.7		--	--	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	Yes	No		--	--		--	--		--	--	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		99	100		100	100		100	100	
Number At or Above Proficient	244	191		101	89		242	199		5	0	
Percent At or Above Proficient	56.6	43.9		54.3	44.5		56.3	42.9		16.7	0.0	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	Yes	No		No	No		Yes	No		--	--	

Conclusions based on this data:

1. Nearly all student groups show a similar drop in numbers of proficient students as in ELA. Consequently, AYP targets were not met in 2013.
2. The CST was not given throughout California in 2014, resulting in a lack of data for AYP reporting.
3. In 2013, a major change in focus was incorporating more writing throughout the day and across the curriculum. This change did improve a student's understanding of the concepts being taught, but did decrease the traditional amount of instructional time in ELA concepts the CST would test.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2013-14 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
2	3	3	21	19	37	33	41	37	9	8	111
3	3	3	22	19	53	45	28	24	12	10	118
Total	6	3	43	19	90	39	69	30	21	9	229

Conclusions based on this data:

1. A majority of students fall within the Early Intermediate to Early Advanced range with the largest number scoring at the Intermediate level. Students scoring at the Intermediate level typically have good Listening and Speaking skills and need to continue to improve upon their low Reading and Writing language skills.
2. The goal is to move students one CELDT level every year. In order to do this, additional practice in Reading and Writing is needed during designated ELD time.
3. In order to keep students moving a level in CELDT, every year, additional practice in reading and writing is needed throughout the instructional day. Focused instruction and practice in vocabulary and academic language is still needed.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2013-14 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
2	3	3	21	18	38	33	41	36	11	10	114
3	3	2	22	18	54	44	30	24	14	11	123
Total	6	3	43	18	92	39	71	30	25	11	237

Conclusions based on this data:

1. A majority of students fall within the Early Intermediate to Early Advanced range with the largest number scoring at the Intermediate level. Students scoring at the Intermediate level typically have good Listening and Speaking skills and need to continue to improve upon their low Reading and Writing language skills.
2. The goal is to move students one CELDT level every year. In order to do this, additional practice in Reading and Writing is needed during designated ELD time.
3. In order to keep students moving a level in CELDT, every year, additional practice in reading and writing is needed throughout the instructional day. Focused instruction and practice in vocabulary and academic language is still needed.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	192	202	
Percent with Prior Year Data	100.0%	100.0%	
Number in Cohort	192	202	
Number Met	105	65	
Percent Met	54.7%	32.2%	
NCLB Target	56.0	57.5	59.0
Met Target	No	No	

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	196	2	213	0		
Number Met	55	--	48	--		
Percent Met	28.1%	--	22.5%	--		
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	Yes	*	Yes	*		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2011-12	2012-13	2013-14
English-Language Arts			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
Mathematics			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	

Conclusions based on this data:

1. There is a trend of not meeting AMAO 1 which means the data shows there was an insufficient number of LEP students who made progress in learning English as measured by the CELDT.
2. The data shows that AMAO 2 was met which means the school had a sufficient number of LEP students attaining English Language proficiency on the CELDT.
3. The data shows that AMAO 3 was not met which means there was an insufficient number of LEP students who scored proficient or advanced on the CST in the years immediately prior to 2013-14.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	778	761	779
Percent with Prior Year Data	100.0	99.9	91.8
Number in Cohort	778	760	715
Number Met	495	364	352
Percent Met	63.6	47.9	49.2
NCLB Target	56.0	57.5	59.0
Met Target	Yes	No	No

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	518	383	547	359	532	385
Number Met	117	178	95	146	87	141
Percent Met	22.6	46.5	17.4	40.7	16.4	36.6
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	Yes	Yes	No	No	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2011-12	2012-13	2013-14
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Met Target for AMAO 3	No	No	No

Conclusions based on this data:

1. There is a trend of not meeting AMAO 1 after the 2011-12 school year which means the data shows there was an insufficient number of LEP students district-wide who made progress in learning English as measured by the CELDT.
2. The data shows that there is a new trend of AMAO 2 not being met due to a lack of LEP students who attained English language proficiency as measured by the CELDT.
3. The data shows that AMAO 3 was not met which means there was an insufficient number of LEP students who scored proficient or advanced on the CST.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: College and Career Readiness
LEA/LCAP GOAL:
Increase number of students on track toward proficiency for college and career readiness.
SCHOOL GOAL #1:
In an ongoing effort to increase student achievement and attain 70% proficiency in ELA by May 2015 as evidenced by benchmark and end of unit assessments, John C. Fremont staff will shift our instructional practice to align with the CCSS and monitor student achievement through a school-wide systemic RTI process.
Data Used to Form this Goal:
BRI Assessments Thematic/Unit Assessments District Benchmark Assessments
Findings from the Analysis of this Data:
Based on the assessment data gathered, there is a need to improve students' foundational skills in reading including phonemic awareness and blending as well as fluency and comprehension.
How the School will Evaluate the Progress of this Goal:
Analysis of the following data during Staff Development meetings: Benchmark Data Thematic/Unit Assessments (ELA, math and writing) Trimester Reviews with Teachers

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Coordination of the assessment program and data analysis	August 2014 - June 2015	Principal Literacy Coach Classroom Teachers	Align and ensure assessments are entered into Schoolcity so that data is easily accessed and provides information to use for planning and support services.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	36226.61
				3000-3999: Employee Benefits	LCFF - Supplemental	10820.93
			Staff analyzes assessment data every 4-6 weeks.	1000-1999: Certificated Personnel Salaries	Unrestricted	
Professional Learning Communities	August 2014 - June 2015	Principal Classroom Teachers Literacy Coach Resource Teacher Reading Intervention Teacher	Teachers meet as a staff and grade level groups to analyze assessments in ELA, math and writing and plan instruction.	1000-1999: Certificated Personnel Salaries	Unrestricted	
			Release time for teachers to observe one another to improve their own instructional practices.	1000-1999: Certificated Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	1000
Implementation of Lexia, Symphony Math and other educational software for reading intervention.	August 2014 - June 2015	Principal Technology Coach Classroom Teachers	Purchase materials and supplies for interventions.	5000-5999: Services And Other Operating Expenditures	Title I Part A: Basic Grants Low-Income and Neglected	5643

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Coordination of the school's Response to Intervention (RTI) program	August 2014 - June 2015	Resource Teacher, Reading Intervention Teacher, Reading Intervention Paraprofessional, Other Paraprofessionals	Salaries & benefits for reading intervention support staff	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	82492.85
				1000-1999: Certificated Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	50356
				2000-2999: Classified Personnel Salaries	LCFF - Supplemental	28561.40
				2000-2999: Classified Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	7812
				3000-3999: Employee Benefits	LCFF - Supplemental	32334.09
				3000-3999: Employee Benefits	Title I Part A: Basic Grants Low-Income and Neglected	15349
			Materials including additional text resources for Guided Reading and Reading Intervention groups	4000-4999: Books And Supplies	Other	5588.28
				4000-4999: Books And Supplies	Title I Part A: Basic Grants Low-Income and Neglected	15030
			Training for intervention programs (i.e. Orton Gillingham, Guided Reading)	5000-5999: Services And Other Operating Expenditures	Title I Part A: Basic Grants Low-Income and Neglected	2985

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide professional development opportunities to align instructional strategies, routines, instructional materials, technology and CCSS.	August 2014 - June 2015	Principal, Classroom Teachers, Literacy Coach, Technology Coach, Resource Teacher	Staff Development Wednedays	1000-1999: Certificated Personnel Salaries	Unrestricted	
			Substitutes for trainings through TCOE/KCOE	5800: Professional/Consulting Services And Operating Expenditures	District Funded	
			Trainings for ELA/CCSS trainings through TCOE/KCOE	5800: Professional/Consulting Services And Operating Expenditures	District Funded	
			Literacy Coach to assist in the implementation of units, instructional strategies and routines.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	58404.33
			Teachers will have necessary materials and supplies, supplemental programs, books, equipment and computers.	4000-4999: Books And Supplies	Other	
Appropriate first instruction for all students	August 2014 - June 2015	Principal, Classroom Teachers,	Classroom instruction: appropriate first instruction for all students	1000-1999: Certificated Personnel Salaries	Unrestricted	1566433
				2000-2999: Classified Personnel Salaries	Unrestricted	90206.28
				3000-3999: Employee Benefits	Unrestricted	533928
				1000-1999: Certificated Personnel Salaries	Special Education	128935
				2000-2999: Classified Personnel Salaries	Special Education	42958.68
				3000-3999: Employee Benefits	Special Education	63554

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: School Facilities and Safe Schools
LEA/LCAP GOAL:
Provide students with a positive, safe, clean, healthy and nurturing school environment.
SCHOOL GOAL #2:
Increase school safety and climate by implementing PBIS expectations school-wide, analyzing school safety concerns and climate of staff and students on the Fremont campus.
Data Used to Form this Goal:
PBIS BOQ PBIS Safety Survey Suspension and Discipline Data
Findings from the Analysis of this Data:
There is a clear declining trend in the number of office discipline referrals and suspensions over the last three years. Some problem behaviors still persist including rough behavior on the playground and in class based on the number and types of incidents recorded in Aeries.
How the School will Evaluate the Progress of this Goal:
We will analyze Aeries discipline data as well as PBIS surveys.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide ongoing support and training for PBIS implementation	August 2014 - June 2015	Principal Classroom Teachers Support Staff	Staff Development on Wednesdays	1000-1999: Certificated Personnel Salaries	Unrestricted	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Develop Tier II Interventions for behavior and support	August 2014 - June 2015	Principal PBIS Team	FCOE PBIS Coach and Team Trainings Monthly school PBIS team meetings Behavior academies	5000-5999: Services And Other Operating Expenditures None Specified 1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries	Unrestricted Unrestricted LCFF - Supplemental Other	 7000
Create incentives and provide rewards for students and classrooms exhibiting exceptional behavior.	August 2014 - June 2015	PBIS Team, Staff	Student Store Items Incentive/Rewards Excellent Behavior Assemblies	4000-4999: Books And Supplies 4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures	Donations Donations Donations	2000 2000 5000
Increase student attendance rates	August 2014 - June 2015	Principal Classroom Teachers PBIS Team Community Contact	Use Parent Link to send out positive messages/reminders Attendance incentives Student Attendance Review Team (SART) meetings	5000-5999: Services And Other Operating Expenditures 5000-5999: Services And Other Operating Expenditures None Specified	District Funded Other	

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Parental and Community Involvement
LEA/LCAP GOAL:
Increase parent, family and community members to be more engaged with CUSD student education.
SCHOOL GOAL #3:
Increase parent, family and community involvement in various capacities on campus, including volunteering, meetings, group reads, Literacy Nights, conferences, etc.
Data Used to Form this Goal:
Parent Sign-in sheets for Back to School Nights, Literacy Nights, Conferences, Volunteering, Meetings (SSC and ELAC), Open House and Volunteer Training.
Findings from the Analysis of this Data:
Parental involvement in the classrooms and for school functions have steadily increased at the school site. Literacy Night attendance has increased to approximately 200+ people the last two years.
How the School will Evaluate the Progress of this Goal:
Parent Sign-in sheets at all events. Parent use of ParentLink App (Number of installed apps)

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Develop effective formats of communication with parents	August 2014 - June 2015	Principal Community Contact Classroom Teachers	Newsletters, Information Letters, Parent Conferences, Twitter, School Website, Marquee, Parentlink messages	4000-4999: Books And Supplies	Other	
Parent Meetings (SSC, Title I, ELAC), Volunteer Training	August 2014	Principal Support Staff Resource Teacher Literacy Coach	Fliers Snacks and Drinks	4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures	Unrestricted Title I Part A: Basic Grants Low-Income and Neglected	300 200

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: ELD Student Academic Improvement
LEA/LCAP GOAL:
Increase number of students on track towards proficiency for college and career readiness.
SCHOOL GOAL #4:
Provide means for ELD students to become fluent English proficient.
Data Used to Form this Goal:
CELDT
Findings from the Analysis of this Data:
Students are making incremental advances in the English language domains (i.e. Listening, Speaking, Reading and Writing), but these gains are insufficient to meet the Title III Accountability goals. Improvements across all AMAOs are needed to meet the required targets.
How the School will Evaluate the Progress of this Goal:
Data from formative assessments, ELD class redesignation, EL reclassification, CELDT and walkthrough observations will be used to track and plan instruction for EL students in listening, speaking, reading and writing.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide ELD training and professional development for new standards and how to implement them during Designated ELD time as well as integrate them in all core subject areas.	August 2014 - May 2015	Principal Literacy Coach Resource Teacher Classroom Teachers	ELD Training from FCOE on new ELD standards	5800: Professional/Consulting Services And Operating Expenditures	District Funded	
			Analyze data to determine EL growth	1000-1999: Certificated Personnel Salaries	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Lesson Planning to integrate ELD during staff development days.	August 2014 - May 2015	Principal Literacy Coach Classroom Teachers	Discuss and agree upon additional ELD resources to provide better support in the four language domains. Provide materials and supplies, copies and other needed materials for proper ELD implementation.	1000-1999: Certificated Personnel Salaries 4000-4999: Books And Supplies	None Specified Lottery: Instructional Materials	10000

Planned Improvements in Student Performance

School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Increase student engagement
LEA/LCAP GOAL:
Increase the number of students on track towards proficiency for college and career readiness.
SCHOOL GOAL #5:
Fremont staff will use a variety of instructional strategies and resources to increase the level of student engagement in the classroom and adjust instruction as needed based on the results of various methods of checking for understanding.
Data Used to Form this Goal:
Data will be gathered through walkthrough observations, formal observations and through the instructional rounds process to determine the implementation of Kagan structures, checking for understanding, checking for mastery and the student use of technology.
Findings from the Analysis of this Data:
Findings from the various sources will help the instructional staff analyze the instructional methods and engagement strategies being used.
How the School will Evaluate the Progress of this Goal:
The progress of this goal will be monitored throughout the year with feedback given to teachers every month through talks with the principal, work with instructional coaches, recommendations from the instructional rounds process and data shared at staff meetings. Student engagement will be measured by fewer behavior problems reported and increased levels of student achievement on their unit tests, benchmarks and report cards.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Kagan Cooperative structures will be implemented with fidelity	August 2014 - June 2015	Principal, District Administration, Classroom Teachers	Teachers received 2 days of Kagan Cooperative Learning training in August 2014. Additional training is scheduled over the next couple of years.	5000-5999: Services And Other Operating Expenditures	District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Technology Training	August 2014 - June 2015	Principal, Technology Coach, Classroom Teachers	Technology PD training offered once a month to all staff and additional one-on-one or small group trainings throughout the year.	1000-1999: Certificated Personnel Salaries	District Funded	
Supplemental Instructional Resources: AR for Reading, ELD Materials, as well as other various instructional apps for the ipad	August 2014 - June 2015	Principal Technology Coach	Supplemental resources for students to use during ELD, direct instruction and Universal Access (UA) time.	5000-5999: Services And Other Operating Expenditures	Unrestricted	15054.31
				5000-5999: Services And Other Operating Expenditures	Lottery: Instructional Materials	10078.28
Staff Development for CCSS	October 2014 - April 2015	Principal Literacy Coach, Resource Teacher, Classroom Teachers	Full-day trainings for group of teachers at each grade level provided by KCOE trainers.	5800: Professional/Consulting Services And Operating Expenditures	District Funded	

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in			
SCHOOL GOAL #1:			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #2:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #3:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #4:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #5:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
LCFF - Supplemental	255840.21	0.00
Title I Part A: Basic Grants Low-Income	98375	0.00
Donations	11303.32	2,303.32
Lottery: Instructional Materials	20078.28	0.00
Title III	0	0.00
Special Education	236447.68	1,000.00
Unrestricted	2226341.28	20,419.69

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
Donations	9,000.00
LCFF - Supplemental	255,840.21
Lottery: Instructional Materials	20,078.28
Other	5,588.28
Special Education	235,447.68
Title I Part A: Basic Grants Low-Income and Neglected	98,375.00
Unrestricted	2,205,921.59

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	1,930,847.79
2000-2999: Classified Personnel Salaries	169,538.36
3000-3999: Employee Benefits	655,986.02
4000-4999: Books And Supplies	34,918.28
5000-5999: Services And Other Operating Expenditures	38,960.59

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
4000-4999: Books And Supplies	Donations	4,000.00
5000-5999: Services And Other Operating	Donations	5,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	184,123.79
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	28,561.40
3000-3999: Employee Benefits	LCFF - Supplemental	43,155.02
4000-4999: Books And Supplies	Lottery: Instructional Materials	10,000.00
5000-5999: Services And Other Operating	Lottery: Instructional Materials	10,078.28
4000-4999: Books And Supplies	Other	5,588.28
1000-1999: Certificated Personnel Salaries	Special Education	128,935.00
2000-2999: Classified Personnel Salaries	Special Education	42,958.68
3000-3999: Employee Benefits	Special Education	63,554.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Basic Grants Low-Income and	51,356.00
2000-2999: Classified Personnel Salaries	Title I Part A: Basic Grants Low-Income and	7,812.00
3000-3999: Employee Benefits	Title I Part A: Basic Grants Low-Income and	15,349.00
4000-4999: Books And Supplies	Title I Part A: Basic Grants Low-Income and	15,030.00
5000-5999: Services And Other Operating	Title I Part A: Basic Grants Low-Income and	8,828.00
1000-1999: Certificated Personnel Salaries	Unrestricted	1,566,433.00
2000-2999: Classified Personnel Salaries	Unrestricted	90,206.28
3000-3999: Employee Benefits	Unrestricted	533,928.00
4000-4999: Books And Supplies	Unrestricted	300.00
5000-5999: Services And Other Operating	Unrestricted	15,054.31

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	2,778,618.45
Goal 2	16,000.00
Goal 3	500.00
Goal 4	10,000.00
Goal 5	25,132.59

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Maribel Alcantar	[]	[]	[]	[X]	[]
Maria Beas	[]	[]	[]	[X]	[]
Rae Ann Boyett	[]	[]	[X]	[]	[]
Helen Jo Morse	[]	[X]	[]	[]	[]
Eduardo Ochoa	[X]	[]	[]	[]	[]
Angela Garcia	[]	[]	[X]	[]	[]
Beatrice Price	[]	[]	[]	[X]	[]
Ruth Quezada	[]	[]	[]	[X]	[]
Susan Ramirez	[]	[X]	[]	[]	[]
Ximena Schimpf	[]	[X]	[]	[]	[]
Imelda Villasenor	[]	[]	[]	[X]	[]
Karen Ebrom	[]	[]	[]	[X]	[]
Maribel Valdovinos	[]	[]	[]	[X]	[]
Numbers of members of each category:	1	3	2	7	0

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

- | | |
|--|---|
| <input type="checkbox"/> State Compensatory Education Advisory Committee | <hr style="border: 0; border-top: 1px solid black;"/> Signature |
| <input checked="" type="checkbox"/> English Learner Advisory Committee | <hr style="border: 0; border-top: 1px solid black;"/> Signature |
| <input type="checkbox"/> Special Education Advisory Committee | <hr style="border: 0; border-top: 1px solid black;"/> Signature |
| <input type="checkbox"/> Gifted and Talented Education Program Advisory Committee | <hr style="border: 0; border-top: 1px solid black;"/> Signature |
| <input type="checkbox"/> District/School Liaison Team for schools in Program Improvement | <hr style="border: 0; border-top: 1px solid black;"/> Signature |
| <input type="checkbox"/> Compensatory Education Advisory Committee | <hr style="border: 0; border-top: 1px solid black;"/> Signature |
| <input type="checkbox"/> Departmental Advisory Committee (secondary) | <hr style="border: 0; border-top: 1px solid black;"/> Signature |
| <input type="checkbox"/> Other committees established by the school or district (list): | <hr style="border: 0; border-top: 1px solid black;"/> Signature |

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on November 24, 2014.

Attested:

Eduardo Ochoa		
Typed Name of School Principal	Signature of School Principal	Date

Ruth Quezada		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

Fremont School

Home and School Compact

The Corcoran Unified School District and Parents believe the education of each child is the shared responsibility of the school, the family and the community. Schools, families and community must work together as partners to maximize success for each child. In order to assure better communications and improve academic achievement for each child we are asking that you agree as a parent to voluntarily participate in proposed home visits.

Student

It is important that I work to the best of my ability. Therefore, I shall strive to do the following:

- come to school each day, on time, prepared to work,
- complete all assignments, including homework, on time and to the best of my ability;
- read daily at school and at home;
- follow school and classroom rules, including the dress code.

Parent

I want my child to achieve. Therefore, I will encourage her/him by doing the following:

- see that my child is punctual, attends regularly, and is dressed appropriately;
- support the school and teacher in efforts to maintain discipline;
- establish time for homework, assist when needed, and review it regularly;
- read with my child everyday;
- encourage and support my child's efforts;
- stay aware of how my child is doing academically and socially;
- volunteer when able.

Teacher

It is important that students achieve. Therefore, I shall strive to do the following:

- provide a safe and pleasant atmosphere for learning;
- provide assistance to parents so that they can help their children learn;
- encourage students and parents by providing timely information about student progress.
- Use a variety of activities to meet the needs of all students.

Student's Signature _____ Date _____

Parent's Signature _____ Date _____

Teacher's Signature _____ Date _____

Principal's Signature Mr. Ochoa Date August 18, 2014



John C. Fremont Parental Involvement Policy



NOTE: In support of strengthening student academic achievement, each school that receives Title I, Part A (Title I) funds must develop jointly with, agree on with, and distribute to, parents of participating children a School Parental Involvement Policy that contains information required by section 1118(b) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. The school's Home and School Compact is incorporated into the School Parental Involvement Policy.

* * * * *

PART I. GENERAL EXPECTATIONS

John C. Fremont agrees to implement the following statutory requirements:

- The school will jointly develop with parents, distribute to parents of participating children, a School Parental Involvement Policy that the school and parents of participating children agree on.
- The school will notify parents about the School Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, will distribute this policy to parents in a language the parents can understand.
- The school will make the School Parental Involvement Policy available to the local community.
- The school will periodically update the School Parental Involvement Policy to meet the changing needs of parents and the school.
- The school will adopt the school's Home and School Compact as a component of its School Parental Involvement Policy.
- The school agrees to be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
Parental involvement means the participation in regular, two-way, meaningful communication involving student academic learning and other school activities, including ensuring—
 - (A) *that parents play an integral role in assisting their child's learning;*
 - (B) *that parents are encouraged to be actively involved in their children's education at school;*
 - (C) *that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*
 - (D) *the carrying out of other activities, such as those described in section 1118 the ESEA.*

PART II. DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

1. John C. Fremont will take the following actions to involve parents in the joint development and joint agreement of its School Parental Involvement Policy and its school wide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:
 - The school will plan, review, and improve of the Title 1 program.
 - The school will gather and disseminate to parents for review the following materials: John C. Fremont Parental Involvement Policy, the Home and School Compact, and parent notices through phone calls, SSC and ELAC meetings, Back to School Night, and parent-teacher conferences.
2. John C. Fremont will take the following actions to distribute to parents of participating children and the local community, the School Parental Involvement Policy:

- The school will distribute the policy by posting it in our parent handbook and will be reviewed at the annual Title I parent meeting.
3. John C. Fremont will update its School Parental Involvement Policy to meet the changing needs of parents and the school each year as part of the school plan revision process.
 4. John C. Fremont will convene an annual meeting to inform parents of the following:
 - a. that their child's school participates in Title I;
 - b. about the requirements of Title I;
 - c. of their rights to be involved;
 - d. about their school's participation in Title I:
 - The school will distribute information regarding Title1 to parents through phone calls, SSC and ELAC meetings, Back to School Night, and parent-teacher conferences.
 5. John C. Fremont will hold a flexible number of meetings at varying times, and provide home visits, paid for with Title I funding as long as these services relate to parental involvement. These meetings will explain strategies authorized under Title I.
 6. John C. Fremont will provide timely information about Title I programs to parents of participating children in a timely manner:
 - The school will distribute information regarding Title1 to parents through phone calls, SSC and ELAC meetings, Back to School Night, parent-teacher conferences, and the annual Title I parent meeting.
 7. John C. Fremont will provide to parents of participating children a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet:
 - The school will distribute curriculum, assessment and proficiency level information to parents through phone calls, mailings, SSC and ELAC meetings, Back to School Night, parent-teacher conferences, and the annual Title I parent meeting.
 8. John C. Fremont will provide parents of participating children, if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible:
 - All parents are invited to participate in decisions relating to the education of their children at monthly SSC and ELAC meetings.
 9. John C. Fremont will submit to the district any parent comments if the school-wide plan under section (1114)(b)(2) is not satisfactory to parents of participating children.

PART III. SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

1. John C. Fremont will build the school's and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - phone calls, mailings, SSC and ELAC meetings, Back to School Night, parent-teacher conferences, and the annual Title I parent meeting.

2. John C. Fremont will incorporate the Home and School Compact as a component of its School Parental Involvement Policy through phone calls, mailings, the student agenda/planner, parent-teacher conferences, SSC and ELAC meetings, Back to School Night, and the annual Title I parent meeting.
3. John C. Fremont will, with the assistance of its district, provide assistance to parents of children served by the school in understanding topics such as the following, by undertaking the actions described in this paragraph—
 - the State’s academic content standards;
 - the State’s student academic achievement standards;
 - the State and local academic assessments including alternate assessments;
 - the requirements of Title I;
 - how to monitor their child’s progress;
 - how to work with educators;
 - phone calls, mailings, SSC and ELAC meetings, Back to School Night, parent-teacher conferences, and the annual Title I parent meeting.
4. John C. Fremont will, with the assistance of its district provide materials and training to help parents work with their children to improve their children’s academic achievement.
5. John C. Fremont will, with the assistance of its district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by providing on-going training through scheduled collaboration time.
6. John C. Fremont will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start and other programs, and conduct other activities, such as the parent resource center, that encourage and support parents in more fully participating in the education of their children.
7. John C. Fremont will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parent-programs, meetings and other activities, is sent to the parents of participating children in an understandable and uniform format, including alterative formats upon request, and, to the extent practicable, in a language the parents can understand:
 - The school will ensure that information related to the school and parent programs is in an understandable and uniform format through phone calls, mailings, parent-teacher conferences, SSC and ELAC meetings, and Back to School Night.

PART III. DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

John C. Fremont will:

- involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- provide necessary literacy and ELD training for parents from Title I if the school district has exhausted all other reasonably available sources of funding for that training;
- pay reasonable and necessary expenses associated with parental involvement activities to enable parents to participate in school-related meetings and training sessions;
- train parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children’s education, arrange school meetings at a variety of time, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopt and implement model approaches to improving parental involvement;

- promote attendance at the district wide parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs;
- develop appropriate roles for community-based organizations and businesses in parental involvement activities; and
- provide other reasonable support for parental involvement activities under section 1118 as parents may request.

* * * * *

PART IV. ADOPTION

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs. This policy was adopted by the John C. Fremont on September 13, 2012 and will be updated as needed by the School Site Council. The school will distribute this policy to all parents on or before August 31, 2014. It will be made available to the local community on or before August 31, 2014. John C. Fremont's notification to parents of this policy will be in an understandable and uniform format and, to the extent practicable, provide a copy of this policy to parents in a language the parents can understand.

(Signature of Authorized Official)

August 15, 2014

JOHN C. FREMONT ELEMENTARY

Annual Evaluation of Single Plan for Student Achievement (SPSA)

Plan Year: 2013-2014

Plan Component:

Performance Goal #1, Attaining High Academic Standards

Goal:

All students will reach high standards, at a minimum, attaining proficiency or better in ELA, by June 2014.

Desired Outcome:

By the end of the 2013-2014 school year, increase the number of Proficient and Advanced students in 2nd and 3rd grade ELA by 5% respectively, as measured by local benchmark assessments.

Result:

The results are mixed. Local benchmark assessments detail an inconsistency throughout the year of students meeting Proficient and Advanced marks. Overall, the number of students who reached a level of Proficient or Advanced decreased 6%. This may have been a result of revamped benchmark assessments and changing curriculum.

Implementation of Activities

Activities that worked well for us:

Activities that we would like to continue, with minimal modifications:

- Alignment of instruction with content standards.
- Use of standards-aligned instructional materials and strategies.
- Staff development and professional collaboration aligned with standards-based instructional materials.
- Involvement of staff, parents and community
- Targeting services and programs to identified low-performing students
- Increased access to technology

Activities that we would like to continue but require significant modification:

- Monitoring program effectiveness through the increased and consistent use of data analysis tied to an action plan.

JOHN C. FREMONT ELEMENTARY

Plan Component:

Performance Goal #2, Attaining High Academic Standards

Goal:

All students will reach high standards, at a minimum, attaining proficiency or better in mathematics, by June 2014.

Desired Outcome:

By the end of the 2013-2014 school year, increase the number of Proficient and Advanced students in 2nd and 3rd grade math by 5% respectively, as measured by local benchmark assessments.

Result:

The results are mixed. Local benchmark assessments detail an inconsistency throughout the year of students meeting Proficient and Advanced marks. Overall, the number of students who reached a level of Proficient or Advanced decreased 4%. This may have been a result of revamped benchmark assessments and changing curriculum.

Implementation of Activities

Activities that worked well for us:

Activities that we would like to continue, with minimal modifications:

- Alignment of instruction with content standards.
- Use of standards-aligned instructional materials and strategies.
- Staff development and professional collaboration aligned with standards-based instructional materials.
- Involvement of staff, parents and community
- Targeting services and programs to identified low-performing students
- Increased access to technology

Activities that we would like to continue but require significant modification:

- Monitoring program effectiveness through the increased and consistent use of data analysis tied to an action plan.

JOHN C. FREMONT ELEMENTARY

Plan Component:

Performance Goal #3, English Learner's Subgroup

Goal:

All limited-English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Desired Outcome:

The percentage of students scoring at or above Early Advanced on the CELDT will grow 10% as measured by the CELDT annual assessment.

Result:

- 29.7% of EL students made annual progress in learning English, as measured by the CELDT
- 17.7% of EL students (less than 5 years cohort) attained English proficiency, as measured by the CELDT.

Implementation of Activities

Activities that worked well for us:

- All teachers hired have EL certification
- Regularly scheduled ELAC parent meetings

Activities that we would like to continue, with minimal modifications:

- Purchasing supplemental materials
- Providing classified personnel to help provide EL services
- Monitoring of EL student progress during ELD by principals and superintendent

Activities that we would like to continue but require significant modification:

- Analyzing EL data (benchmarks/CELDT) by principal, superintendent and lead staff
- Providing staff development opportunities for working with EL students
- Daily ELD instruction

JOHN C. FREMONT ELEMENTARY

Evaluación Anual del Plan Único para el Rendimiento Académico (SPSA)

Año del Plan : 2013-2014

Componente de programa:

Rendimiento Objetivo #1, Alcanzar Altos estándares académicos

Meta:

Todos los estudiantes alcanzarán altos niveles, como mínimo, el logro de competencia o mejor en ELA, en junio de 2014.

Resultado deseado:

Para el final del año escolar 2013-2014, aumentar el número de estudiantes de grados segundo y tercero a avanzado o al nivel del grado en ELA en un 5%, respectivamente, según los exámenes locales.

Resultado:

Los resultados son mixtos. Hay una inconsistencia durante todo el año de estudiantes que cumplen marcas Proficiente o Avanzado. En general, el número de estudiantes que alcanzó un nivel de proficiente o avanzado disminuyó 6%. Esto puede haber sido el resultado de los exámenes nuevos y el cambio curricular.

Ejecución de Actividades

Actividades que han funcionado bien para nosotros:

Las actividades que nos gustaría continuar, con modificaciones mínimas:

- Alineación de la instrucción con los estándares.
- El uso de los materiales y estrategias de instrucción alineados con los estándares.
- El desarrollo del personal y colaboración profesional alineado con los materiales de instrucción basados en estándares.
- Participación del personal, padres y la comunidad
- Orientación de los servicios y programas para estudiantes de bajo rendimiento identificados
- Un mayor acceso a la tecnología

Las actividades que nos gustaría continuar, pero requieren significativa modificación:

- determinando la eficacia del programa usando el análisis de datos constantemente y conectados a un plan de acción.

JOHN C. FREMONT ELEMENTARY

Componente de programa:

Rendimiento Objetivo #1, Alcanzar Altos estándares académicos

Meta:

Todos los estudiantes alcanzarán altos niveles, como mínimo, el logro de competencia o mejor en matemáticas, en junio de 2014.

Resultado deseado:

Para el final del año escolar 2013-2014, aumentar el número de estudiantes de grados segundo y tercero a avanzado o al nivel del grado en matemáticas en un 5%, respectivamente, según los exámenes locales.

Resultado:

Los resultados son mixtos. Hay una inconsistencia durante todo el año de estudiantes que cumplen marcas Proficiente o Avanzado. En general, el número de estudiantes que alcanzó un nivel de proficiente o avanzado disminuyó 4%. Esto puede haber sido el resultado de los exámenes nuevos y el cambio curricular.

Ejecución de Actividades

Actividades que han funcionado bien para nosotros:

Las actividades que nos gustaría continuar, con modificaciones mínimas:

- Alineación de la instrucción con los estándares.
- El uso de los materiales y estrategias de instrucción alineados con los estándares.
- El desarrollo del personal y colaboración profesional alineado con los materiales de instrucción basados en estándares.
- Participación del personal, padres y la comunidad
- Orientación de los servicios y programas para estudiantes de bajo rendimiento identificados
- Un mayor acceso a la tecnología

Las actividades que nos gustaría continuar, pero requieren significativa modificación:

- determinando la eficacia del programa usando el análisis de datos constantemente y conectados a un plan de acción.

JOHN C. FREMONT ELEMENTARY

Componente programa:

Rendimiento Objetivo #3, Subgrupo de Estudiantes de Inglés

Meta:

Todos los aprendedores de inglés serán proficientes en Inglés y alcanzaran un alto nivel académico, a lo mínimo al nivel del grado o mejor en lectura y matemáticas.

Resultado deseado:

El porcentaje de estudiantes con calificaciones de pre-avanzado o avanzado en el CELDT crecerá 10% medido por la evaluación anual CELDT.

Resultado:

- 29.7% de los estudiantes en el aprendizaje de Inglés avanzaron un nivel, medido por el CELDT
- 17.7% de los estudiantes EL (menos de 5 años de cohortes) alcanzaron el dominio del Inglés, medido por el CELDT.

Ejecución de Actividades

Actividades que han funcionado bien para nosotros:

- Todos los profesores contratados tienen la certificación EL
- La planificación regular de las reuniones de padres de ELAC

Actividades que nos gustaría continuar, con modificaciones mínimas:

- La compra de materiales suplementarios
- Tener personal clasificado para ayudar a proporcionar servicios EL
- Monitoreo de progreso de los estudiantes EL durante ELD por directores y superintendente

Las actividades que nos gustaría continuar, pero requieren significativa modificación:

- El análisis de la información de EL (exámenes locales/CELDT) por el director, superintendente y el personal de plomo
- Proporcionar oportunidades de desarrollo personal para trabajar con los estudiantes EL
- La instrucción diaria de ELD