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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The District Governing Board approved this revision of the SPSA on .

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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. John C. Fremont is one of three elementary schools in Corcoran and serves students in grades two and three. The school provides for the educational needs of students in the community and a Special Day Class for children with special needs for children in first through third grade. Fremont also houses a County Severely Handicapped Class on the campus. John C. Fremont is a Title I school with a student enrollment of approximately 600 students.

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 2015 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 an 80% (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 four times 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)

   The first official state testing using the new CAASPP test was administered in 2014-2015, but an API is still 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 student reading progress per trimester, reading fluency tests 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)

   88% of classes at John C. Fremont are taught by NCLB compliant teachers. The remaining teachers are on Short-Term Staff Permits (STSP) and are working on getting their full, clear credentials through local internship programs.

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 professional development around the Common Core standards in ELA and math from a Kings County Office of Education trainer. By the end of the current year, 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 related 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 guide alignment 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 every 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 seen 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 previously mentioned, a new curriculum adoption cycle is currently underway throughout the state to replace outdated materials.

<u>Opportunity and Equal Educational Access</u>

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.

<u>Parental Involvement</u>

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 also provides parenting skills classes using a program called, Parenting Partners. Staff members and parents of students at the school facilitate meetings where visiting parents network together, discuss and practice essential parenting skills that help support student academics, set goals, create clear expectations and create stronger relationships between parents and teachers.

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

<u>Funding</u>

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 Title III 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, using older instructional materials leaves the staff in a position to create their own materials or look for materials elsewhere that help teach the new CCSS standards as well as ramp up the rigor necessary to address those standards properly.

These challenges will be addressed in the subsequent goal sections.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

					Overall Achievement				
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 3	261	257	98.5	257	2366.4	5%	15%	28%	52%
All Grades	261	257	98.5	257		5%	15%	28%	52%

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 3	6%	39%	54%	5%	43%	52%	5%	67%	28%	7%	47%	46%
All Grades	6%	39%	54%	5%	43%	52%	5%	67%	28%	7%	47%	46%

Conclusions based on this data:

1. Listening skills are a relative strength for the group.

2. 3rd grade students performed the worst in the reading claim.

3. A low performance in reading can and will negatively affect the writing and research/inquiry claims. Likewise, improving reading can lead to gains in writing and research/inquiry.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

					Overall Achievement				
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 3	261	257	98.5	257	**2370.7**	4%	13%	25%	58%
All Grades	261	257	98.5	257		4%	13%	25%	58%

	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
Grade Level	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 3	8%	25%	67%	5%	41%	54%	5%	51%	44%
All Grades	8%	25%	67%	5%	41%	54%	5%	51%	44%

Conclusions based on this data:

1. A relative strength for third grade students was communicating reasoning. Students have been practicing doing this in verbal and written formats on school assessments the last several years.

2. Concepts and Procedures is the lowest performing claim among the three. This suggests that students may be struggling in attending to precision, looking for and making use of structure and loking for and expressing regularity in repeated reasoning.

3. Claims 2 and 4 are also weak in constructing and using mathematical models to interpret and solve problems using problem solving strategies.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2014-15 CELDT (Annual Assessment) Results										Number Tested
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		
	#	%	#	%	#	%	#	%	#	%	#
2	6	5	38	32	53	45	16	14	4	3	117
3	3	3	19	20	46	48	18	19	9	9	95
Total	9	4	57	27	99	47	34	16	13	6	212

Conclusions based on this data:

1. A majority of students fall within the 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 also a continual need.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2014-15 CELDT (All Assessment) Results										Number Tested
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		
	#	%	#	%	#	%	#	%	#	%	#
K									********	***	********
2	7	6	38	31	58	47	17	14	4	3	124
3	3	3	20	21	47	48	18	19	9	9	97
Total	10	5	58	26	105	47	35	16	14	6	222

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 also a continual need.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	202	229	212
Percent with Prior Year Data	100.0%	100	100.0%
Number in Cohort	202	229	212
Number Met	65	68	111
Percent Met	32.2	29.7	52.4
NCLB Target	57.5	59.0	59.0
Met Target	No	No	No

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	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	213	0	232	3	217	3
Number Met	48	--	41	--	58	--
Percent Met	22.5	--	17.7	--	26.7	--
NCLB Target	21.4	47.0	22.8	49.0	22.8	49.0
Met Target	Yes	*	No	--	Yes	--

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	Yes		Yes
Met Percent Proficient or Above	No		--
Mathematics			
Met Participation Rate	Yes		Yes
Met Percent Proficient or Above	No		--

Conclusions based on this data:

1. Although AMAO 1 was not met, there was a 20% increase in the number of students who were able to move one CELDT level compared to 2012-2013. Substantial gains are being made in relation to CELDT and the four language domains.

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. AMAO 3 is currently not measurable for Fremont since the CAASPP testing used to measure AMAO 3 progress begins in third grade and the comparison would not be effective until those students' fourth grade year.

School and Student Performance Data

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	761	779	818
Percent with Prior Year Data	99.9	91.8	100
Number in Cohort	760	715	818
Number Met	364	352	460
Percent Met	47.9	49.2	56.2
NCLB Target	57.5	59.0	59.0
Met Target	No	No	No

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	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	547	359	532	385	546	401
Number Met	95	146	87	141	127	155
Percent Met	17.4	40.7	16.4	36.6	23.3	38.7
NCLB Target	21.4	47.0	22.8	49.0	22.8	49.0
Met Target	No	No	No	No	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	Yes	Yes	N/A
Met Percent Proficient or Above	No	No	N/A
Mathematics			
Met Participation Rate	Yes	Yes	N/A
Met Percent Proficient or Above	No	No	N/A
Met Target for AMAO 3	No	No	N/A

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 progressed an entire CELDT level. The percent met, however, continues to climb and at the current rate of growth is projected to meet AMAO 1 in 2015-2016.

2. The data shows that AMAO 2 was also not met, but the rate of growth for students in the district less than five years continues to climb and will be projected to meet the target in 2015-2016. Students who have been in the district five or more years remain stagnant.

3. Data from the California Department of Education is currently not available regarding AMAO 3 and its target participation and percentage met rates.

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 50% proficiency in ELA by May 2016 as evidenced by benchmark and end of unit assessments, John C. Fremont staff will continue to shift its 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 2015 - June 2016	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	
				3000-3999: Employee Benefits	LCFF - Supplemental	
			Staff analyzes assessment data every 4-6 weeks.	1000-1999: Certificated Personnel Salaries	Unrestricted	
Professional Learning Communities	August 2015 - June 2016	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	Unrestricted	
Implementation of Imagine Learning and other educational software for reading intervention.	August 2015 - June 2016	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	13343
				5000-5999: Services And Other Operating Expenditures	Title III	10000

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 2015 - June 2016	Resource Teacher, Reading Intervention Teacher, Reading Intervention Paraprofessional, Other Paraprofessionals	Salaries & benefits for reading intervention support staff	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	
				2000-2999: Classified Personnel Salaries	LCFF - Supplemental	
				3000-3999: Employee Benefits	LCFF - Supplemental	
			Materials including additional text resources for Guided Reading, Accelerated Reader and Reading Intervention groups	4000-4999: Books And Supplies	Title I Part A: Basic Grants Low-Income and Neglected	1100
				4000-4999: Books And Supplies	Title III	11918
				4000-4999: Books And Supplies	Title III Immigrant Education Program	3850
			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	

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 2015 - June 2016	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/Consulti ng Services And Operating Expenditures	District Funded	
			Trainings for ELA/CCSS trainings through TCOE/KCOE	5800: Professional/Consulti ng 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	
			Teachers will have necessary materials and supplies, supplemental programs, books, equipment and computers.	4000-4999: Books And Supplies	Unrestricted	
Appropriate first instruction for all students	August 2015 - June 2016	Principal, Classroom Teachers,	Classroom instruction: appropriate first instruction for all students	1000-1999: Certificated Personnel Salaries	Unrestricted	
				2000-2999: Classified Personnel Salaries	Unrestricted	
				3000-3999: Employee Benefits	Unrestricted	
				1000-1999: Certificated Personnel Salaries	Special Education	
				2000-2999: Classified Personnel Salaries	Special Education	
				3000-3999: Employee Benefits	Special Education	

Planned Improvements in Student Performance

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 disruptive behavior in the classroom and rough behavior on the playground 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 2015 - June 2016	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 and Tier III Interventions for behavior support	August 2015 - June 2016	Principal PBIS Team	FCOE PBIS Coach and Team Trainings	1000-1999: Certificated Personnel Salaries	Unrestricted	
			Monthly school PBIS team meetings	1000-1999: Certificated Personnel Salaries	Unrestricted	
			Behavior academies	1000-1999: Certificated Personnel Salaries	Unrestricted	
				1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	
Create incentives and provide rewards for students and classrooms exhibiting exceptional behavior.	August 2015 - June 2016	PBIS Team, Staff	Student Store Items	4000-4999: Books And Supplies	Donations	
			Incentive/Rewards	4000-4999: Books And Supplies	Donations	
			Excellent Behavior Assemblies	5000-5999: Services And Other Operating Expenditures	Donations	
Increase student attendance rates	August 2015 - June 2016	Principal Classroom Teachers PBIS Team Community Contact	Use Parent Link to send out positive messages/reminders	5000-5999: Services And Other Operating Expenditures	District Funded	
			Attendance incentives	5000-5999: Services And Other Operating Expenditures	Donations	
			Student Attendance Review Team (SART) meetings	1000-1999: Certificated Personnel Salaries	Unrestricted	
				2000-2999: Classified Personnel Salaries	Other	

Planned Improvements in Student Performance

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, Parenting Partners 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. Parents requested training that would allow them to help their students at home including building their sense of responsibility.
How the School will Evaluate the Progress of this Goal:
Parent Sign-in sheets at all events.

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 2015 - June 2016	Principal, Community Contact, Classroom Teachers	Information Letters, Parent Conferences, Twitter, School Website, Marquee, Parentlink messages	4000-4999: Books And Supplies	Other

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Parent Meetings (SSC, Title I, ELAC), Volunteer Training, Parenting Partners	August 2015 - June 2016	Principal, Support Staff, Resource Teacher, Intervention Teacher	Fliers	4000-4999: Books And Supplies	Unrestricted	
			Snacks and Drinks	5000-5999: Services And Other Operating Expenditures	Title I Part A: Basic Grants Low-Income and Neglected	400
			Training Materials	4000-4999: Books And Supplies	Title I Part A: Basic Grants Low-Income and Neglected	2500

The Single Plan for Student Achievement

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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 falling just short of meeting 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 professional development for new ELD standards and how to implement them during designated ELD time as well as integrate them in all core subject areas.	August 2015 - May 2016	Principal Literacy Coach Resource Teacher Classroom Teachers	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 2015 - May 2016	Principal Literacy Coach Classroom Teachers	Develop or gather ELD resources to provide better support in the four language domains.	1000-1999: Certificated Personnel Salaries	None Specified	
			Provide materials and supplies, copies and other needed materials for proper ELD implementation.	4000-4999: Books And Supplies	Lottery: Instructional Materials	

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/theme 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 2015 - June 2016	Principal, District Administration, Classroom Teachers	Teachers received 4 days of Kagan Cooperative Learning training over the past two years. A final day of training is scheduled next year.	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 2015 - June 2016	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 2015 - June 2016	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	
				5000-5999: Services And Other Operating Expenditures	Lottery: Instructional Materials	
Staff Development for CCSS	October 2015 - April 2016	Principal Literacy Coach, Resource Teacher, Classroom Teachers	Full-day trainings for the last group of teachers at each grade level provided by KCOE trainers.	5800: Professional/Consulti ng Services And Operating Expenditures	District Funded	

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Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**
Title I Part A: Basic Grants Low-Income	17343	0.00
Title III	21918	0.00
Title III Immigrant Education Program	3850	0.00

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
Title I Part A: Basic Grants Low-Income and Neglected	17,343.00
Title III	21,918.00
Title III Immigrant Education Program	3,850.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
4000-4999: Books And Supplies	19,368.00
5000-5999: Services And Other Operating Expenditures	23,743.00

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	Title I Part A: Basic Grants Low-Income and	3,600.00
5000-5999: Services And Other Operating	Title I Part A: Basic Grants Low-Income and	13,743.00
4000-4999: Books And Supplies	Title III	11,918.00
5000-5999: Services And Other Operating	Title III	10,000.00
4000-4999: Books And Supplies	Title III Immigrant Education Program	3,850.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	40,211.00
Goal 3	2,900.00

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			
Harmony Garcia				X	
LeeAnne Lucio				X	
Audrey Long		X		X	
Numbers of members of each category:	1	4	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)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):**

State Compensatory Education Advisory Committee

_____
Signature

X   English Learner Advisory Committee

Maria Guadalupe Beas
_____
Signature

Special Education Advisory Committee

_____
Signature

Gifted and Talented Education Program Advisory Committee

_____
Signature

District/School Liaison Team for schools in Program Improvement

_____
Signature

Compensatory Education Advisory Committee

_____
Signature

Departmental Advisory Committee (secondary)

_____
Signature

Other committees established by the school or district (list):

_____
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 December 17, 2015.

Attested:

Eduardo Ochoa		1/14/16
Typed Name of School Principal	Signature of School Principal	Date
Maribel Alcantar		1/14/16
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date