



2017-2020

Single Plan for Student Achievement (SPSA)

Site Strategic Plan

School:	Fremont Lopez Elementary School
Address:	2012 E. Flora Street, Stockton, CA 95205
CDS Code:	0111351
District:	Stockton Unified
Principal:	Joseph Martinez
Revision Date:	March 5, 2018
District Governing Board approved:	April 10, 2018

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

Contact Person:	Joseph Martinez
Position:	Principal
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SECTION I: BACKGROUND

Purpose/Intent

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.

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for Single Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

Recommendations and Assurances

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**):

State Compensatory Education Advisory Committee

Signature

English Learner Parent Involvement Committee



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 March 5, 2018.

Attested:

Joseph D. Martinez

Typed Named of School Principal



Signature of School Principal



Signature of SSC Chairperson

March 5, 2018

Date

March 5, 2018

Date

Mission

Insert the school site's mission.

All students can achieve and become productive citizens through:

- High Expectations
- Academic Excellence
- Supportive Relationships
- Positive Environment
- Inspired Learners

Vision

Insert the school site's vision.

We are a high performing school that will:

- Achieve
- Collaborate
- Empower
- Encourage
- Motivate

School Site Story

Briefly describe the students and community and how the school site serves them, include student demographic data and specialized programmatic information.

Fremont Lopez Elementary School is a visual and performing arts school located on the southeast side of Stockton, California. The diverse community at Fremont consists of the following race and ethnicity groups: Hispanic (86.5%), White (4.2%), African American (3.2%), Asian (3.2%), American Indian (1.2%), Native Hawaiian (.3%), and Filipino (.2%). Of these students, 46.5% are English Language Learners, primarily Spanish speaking. 89.3% of the students at Fremont Lopez are considered socioeconomically disadvantaged.

Through the Arts Program provided at Fremont Lopez, we offer students opportunities to engage in their own learning and express themselves in a culturally responsive environment. Students in grades 5th-8th participate in an Arts Pathway in which they receive leveled instruction from an art specialist in the discipline area of their choice (visual arts, music, or dance). Students in grades TK-4th receive 45 minutes of Arts instruction per week in which they engage in an introduction to all art disciplines, also delivered by an art specialist. In addition, art integration is used in the classroom to reinforce grade level content.

Fremont Lopez has also been certified in AVID, both elementary and secondary. AVID strategies are used in conjunction with the arts to engage all learners and support Common Core State Standards as well as District Units of Study.

SECTION II: EVALUATION

Plan Priorities

- Identify 2-3 top priorities of the 2016-2017 Single Plan for Student Achievement.
- Identify the major expenditures supporting these priorities.

Fremont Priorities:

1. Raise all student achievement
2. Ensure a safe environment
3. Maintain AVID Certification
4. Become Arts Demonstration School

Major Expenditures:

- Conferences/Professional Development (Integrated Learning Specialist Courses, PLC, AVID, PBIS, etc.)
- Instructional Materials/supplies
- Teacher Collaboration/PLC Release time
- Program Specialist (to be added in 2017-2018 school year)
- Full-time Counselor and Art Specialists.

Plan Implementation

- Identify strategies in the 2016-2017 Single Plan for Student Achievement (SPSA) that were fully implemented as described in the plan.
- Identify strategies in the 2016-2017 SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.
- What specific actions related to those strategies were eliminated or modified during the year?
- Identify barriers to full or timely implementation of the strategies identified above.
- What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?
- What impact did the lack of full or timely implementation of these strategies have on student outcomes?
- What data did you use to come to this conclusion?
- PLC collaborations, tiering of students to receive instruction in specific skills (leveled), Implementation of data cycles/Common Formative Assessments, professional development in Arts, AVID, PLC's, ELD, etc., Vertical Alignment team meetings, Professional Learning Community resource days (release time), Instructional Coaching, Academic Conferences, Instructional Rounds, Arts Pathways, Academic Parent Teacher Teams (APTT's), Parent Coffee Connections, Mission Vision Walkthroughs.
- All strategies were fully implemented, however there are ways that we can improve our data cycles, tiering and use of common formative assessments to guide instruction and lessen the achievement gap. The following are strategies we used to modify our practice:
- Because time is always a barrier, each grade level team was given 2 release days to work with the instructional coach on developing SMART goals (vertically aligned), creating common formative assessments, and moving through data cycles. In addition, two hours a month were set aside for uninterrupted teacher collaboration.
- We used the results of the MAP test to determine that grade levels that were faithfully implementing data cycles and a tiering system were more successful/made more significant growth than grade levels that were struggling with this process.

Strategies and Activities

- Identify those strategies or activities that were particularly effective in improving student achievement.
- What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?
- Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.
- Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement

- Arts pathways, Arts integration strategies, AVID strategies, PBIS, and PLC's, counseling groups (Girl Power, Boys to Gents) are specifically correlated with improving student achievement.
- Direct Evidence includes but is not limited to, reduced discipline referrals and suspensions, significant increase in the number of English Learners reclassified (RFEP'd), increase in the number of students performing at grade level on the MAP assessment in both math and reading, as well as a slight increase in Language Arts SBAC scores, with a more significant increase in the area of inquiry.
- We are confident that all strategies listed in the previous school plan had an impact on the improvements made in student achievement.

Involvement/Governance

- How was the School Site Council (SSC) involved in development of the plan?
- How were advisory committees involved in providing advice to the SSC?
- How was the plan monitored during the school year?
- What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

- At School Site Council meetings members were introduced to pieces of the plan as they were developing in order to collect their input/ideas and create action items based on these collaborations.
- These action items were then taken to additional meetings/advisory committees (Leadership, ELAC, Coffee Hours etc.) in order to disperse the information and illicit outside perspective and ideas that could be applied to the plan.
- The plan was monitored throughout the school year through use of Academic Conferences (fall & spring), Instructional Rounds (quarterly) and through data collection (disciplines referrals/suspensions, MAP, Common Formative Assessments, student engagement (Arts Survey), etc. Our Data Leadership Team will also monitor our action plan and how it correlates to student achievement by identifying specific students to strategically focus on for MAP and SBAC assessments.

Outcomes

- Identify any goals in the 2016-2017 Single Plan for Student Achievement (SPSA) that were met.
- Identify any goals in the 2016-2017 SPSA that were not met, or were only partially met.
- List any strategies related to this goal that were identified above as “not fully implemented” or “ineffective” or “minimally” effective.
- Based on this information, what might be some recommendations for future steps to meet this goal?

Goals met 2016-2017:

- By July 2017, the percentage of reclassified (RFEP) students will increase by 2 percent.
- By July 2017, suspension rates will continue to decrease.
- By July 2017, attendance rates will increase by 2 percent.
- By July 2017, expulsion rates (including the rates of our significant subgroups) will decrease.
- By July 2017, school climate and safety will be improved by providing a welcoming and safe environment.
- By July 2017, Fremont will increase parent involvement and parent engagement to support student learning.

Goals not met 2016-2017:

- By July 2017, the percentage of students (grades 3-8) meeting the expected English Language Arts standard on the Smarter Balanced Assessment (CAASP) will increase by 10 percentage points.
- By July 2017, the percentage of students (grades 3-8) meeting the expected Math standard on the Smarter Balanced Assessment (CAASP) will increase by 10 percentage points.

Summary of Review of Overall Performance

Greatest Progress

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, what progress is the school proudest of, and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

According to the California School Dashboard/State Indicators, we have made the most substantial progress in the following two areas:

English Learners (Increased): Status shows Medium/Green Performance Level (70.2%) with an increase of 1.5%. As a school site we are proud of the fact that we reclassified over 70 students in the 2016-17 school year.

Suspension Rate (Decreased): From 2015-16 to 2016-17 our suspension rate declined significantly (-7.4%). All student subgroups decreased including our most significant subgroups; socioeconomically disadvantaged population (-8.4%), students with disabilities (-8.8%) and English Language Learners (-7.4%).

We plan to maintain in both of these areas by continuing to train teachers in AVID and Art Integration strategies in order to increase rigor in the classrooms and student engagement. We also plan to continue with PBIS incentives as well as our strategic counseling groups that meet the needs of our strategic students.

Greatest Needs

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category. Additionally, identify any areas that the school has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

According to the California School Dashboard/State Indicators, our areas of greatest need are as follows:

SBAC Math: State indicators show that we declined 6.9 points (3rd-8th grade) from the 2015-16 school year to the 2016-17 school year.

On the 2015-16 SBAC Assessment we had a total of 13% of 3rd-8th grade students who met or exceeded the standard in mathematics. This number decreased to 9% in 2016-17. Additionally, 23.5% of our students “nearly met” the standard in mathematics.

SBAC ELA: State indicators show that we declined 10.4 points (3rd-8th grade) from the 2015-16 school year to the 2016-17 school year. On the 2015-16 SBAC Assessment we had a total of 11% of students who met or exceeded the standard in English Language arts. This number increased to 13% in 2016-17. Consequently, the number of students who nearly met the standard decreased from 21.9%

Fremont Lopez has determined that we have met two of our 3 goals.

Action Steps:

- Provide teachers PLC planning days to address greatest team needs according to academic conferences.

- Provide training in ELD strategies, AVID, Art Integration as well as instructional coaching and Professional Development in response to our greatest needs.
- Attendance at conferences (PLC, Arts Integration, AVID) to train new teachers

Performance Gaps

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. Additionally, identify any areas in which the school has determined there are significant performance gaps based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these performance gaps?

According to the CA Dashboard, there are no performance gaps as defined; however, we do see there is a gap in the timely reclassification of EL students.

SECTION III: STAKEHOLDER OUTREACH

Stakeholder Involvement

Describe how the plan was developed with parents, community members, teachers, principals, other school leaders, secondary students, paraprofessionals, and other interested individuals or groups as determined by the school. (20 U.S.C. §6314(b)(2).) Include the stakeholder group and applicable meeting dates.

The following stakeholders were involved in the development of the school plan:

- English Learner Advisory Committee (ELAC)- {October 26th, 2017 & March 1st, 2018}
- School Site Council (SSC), January 17 and 29, 2018
- Data Leadership Team (DLT), November 30, 2017 February 6, 2018
- Parent Coffee Hour, October 26, 2017 March 1, 2018
- Arts Team January 5, 2018
- AVID Team February 22, 2018

SECTION IV: STRATEGIC PLAN – EDUCATIONAL STRATEGIES ALIGNED TO LCAP GOALS

Strategic Planning Details and Accountability

LCAP Goal 1: Student Achievement

SUSD will provide all students with a well-rounded educational experience, the delivery of high quality instruction, and exposure to rigorous and relevant curriculum to become life-long learners.

Strategic Area of Focus

Academic Student Achievement

- Tier 1
 - English Language Arts and English Learners
 - Mathematics
 - Social Studies
 - Science

Student Interventions

- Tier 2
 - English Learners
 - After School
 - Tier 3

Preschool Transition, 8th grade Transition, & College and Career Preparatory Opportunities

- Preschool Transitional
- 8th Grade Transitional
- Career and College
- A-G Course Completion

Year 1: July 1, 2017 – June 30, 2018

Area of Focus	2017-18 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
1.1 Academic Student Achievement	To provide students with resources and supports to increase writing proficiency using AVID note taking strategies to meet grade level expectations (e.g., 2/3 column notes, Cornell Notes, etc.) that supports student collaboration (e.g., pair-share, philosophical chairs, carousel, etc.).	Instructional Rounds/Mission /Vision Walks – Observation # of students making growth # of students below standards # of students at standards Student/Student Binder checks Teacher/Student Binder checks	Quarterly	\$5,000 \$3,334 (Teacher Substitute Pay)	Title I LCFF	11500
1.2 Academic Student Achievement	To provide students with resources and support to increase their level of academic questioning using AVID Inquiry strategies to increase rigor and meet grade level expectations (e.g., level 2 and 3 question development, close reading, visual thinking, arts integration, etc.) that supports student collaboration (e.g., pair-share, philosophical chairs, carousel, fish bowl, total physical response (Tableau), etc.).	Instructional Rounds/Mission /Vision Walks – Observation # of students making growth # of students below standards # of students at standards Student/Student Binder checks Teacher/Student Binder checks	Quarterly	\$131,504 \$74,331 \$17,621 (Salary/Benefits) \$5,000 \$3,333 (Teacher Substitute Pay)	Title I LCFF	13201 21101 24101 11700
1.3 Academic Student Achievement	To provide students with organizational tools that support AVID organizational strategies to meet grade level expectations (e.g. homework folders,	Instructional Rounds/Mission /Vision Walks – Observation # of students making growth	Quarterly	\$5,000 \$3,333 (Teacher Substitute Pay)	Title I LCFF	11700

	agenda planners, desk checks, etc.) supporting student collaboration (e.g., binder checks, etc.).	# of students below standards # of students at standards Student/Student Binder checks Teacher/Student Binder checks				
1.4 Academic Student Achievement	Supplemental materials and resources to support core instruction such as project material (e.g. markers, folders, post-its, 3" binders, planners, staplers, etc.), technology/equipment (printers, projectors, doc camera, interactive monitors, chromebooks, etc.), books, web-based programs, etc.	Binder check Teacher Technology Usage Student Technology Usage	Quarterly	\$27,202 \$20,000 (Instructional Materials) \$12,930 \$8,997 (Non-Instructional Materials) \$50,000 (Equipment) \$6,488 (Maintenance Agreement)	Title I LCFF	43110 43200 44000 56590
1.5 Academic Student Achievement	Provide teachers with professional learning opportunities to supplement core instruction focusing on AVID and art integrated strategies such as co-teach, demo lessons in the classroom, attending training/conferences (e.g., PLC, AVID, arts integration, etc.), data analysis, academic conferences, extended collaboration, etc. focusing on evidenced based, instructional practices across all content areas.	# of co-teaching events # of demo lessons # of observations # of observation with feedback # of students at grade level # of students below grade level # of students making progress # of trainings/conferences attended Common Formative Assessments	Quarterly	\$53,602 (Salary/Benefits) \$5,000 (Instructional Coach Additional Comp) \$20,000 \$10,000 (Teacher Additional Comp) \$30,000 \$20,000 (Conference)	Title I LCFF	19101 19500 11500 52150

Proposed: Year 2: July 1, 2018 – June 30, 2019

Area of Focus	2018-19 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
2.1 Academic Student Achievement	To provide students with resources and supports to increase writing proficiency using AVID note taking strategies to meet grade level expectations (e.g., 2/3 column notes, Cornell Notes, etc.) that supports student collaboration (e.g., pair-share, philosophical chairs, carousel, etc.).	Instructional Rounds/Mission /Vision Walks – Observation # of students making growth # of students below standards # of students at standards Student/Student Binder checks Teacher/Student Binder checks	Quarterly	\$5,000 \$3,334 (Teacher Substitute Pay)	Title I LCFF	11500
2.2 Academic Student Achievement	To provide students with resources and support to increase their level of academic questioning using AVID Inquiry strategies to increase rigor and meet grade level expectations (e.g., level 2 and 3 question development, close reading, visual thinking, arts integration, etc.) that supports student collaboration (e.g., pair-share, philosophical chairs, carousel, fish bowl, total physical response (Tableau), etc.).	Instructional Rounds/Mission /Vision Walks – Observation # of students making growth # of students below standards # of students at standards Student/Student Binder checks Teacher/Student Binder checks	Quarterly	\$131,504 \$74,331 \$17,621 (Salary/Benefits) \$5,000 \$3,333 (Teacher Substitute Pay)	Title I LCFF	13201 21101 24101 11700
2.3 Academic Student Achievement	To provide students with organizational tools that support AVID organizational strategies to meet grade level expectations (e.g. homework folders,	Instructional Rounds/Mission /Vision Walks – Observation # of students making growth	Quarterly	\$5,000 \$3,333 (Teacher Substitute Pay)	Title I LCFF	11700

	agenda planners, desk checks, etc.) supporting student collaboration (e.g., binder checks, etc.).	# of students below standards # of students at standards Student/Student Binder checks Teacher/Student Binder checks				
2.4 Academic Student Achievement	Supplemental materials and resources to support core instruction such as project material (e.g. markers, folders, post-its, 3" binders, planners, staplers, etc.), technology/equipment (printers, projectors, doc camera, interactive monitors, chromebooks, etc.), books, web-based programs, etc.	Binder check Teacher Technology Usage Student Technology Usage	Quarterly	\$27,202 \$20,000 (Instructional Materials) \$12,930 \$8,997 (Non-Instructional Materials) \$50,000 (Equipment) \$6,488 (Maintenance Agreement)	Title I LCFF	43110 43200 44000 56590
2.5 Academic Student Achievement	Provide teachers with professional learning opportunities to supplement core instruction focusing on AVID and art integrated such as co-teach, demo lessons in the classroom, attending training/conferences (e.g., PLC, AVID, arts integration, etc.), data analysis, academic conferences, extended collaboration, etc. focusing on evidenced based, instructional practices across all content areas.	# of co-teaching events # of demo lessons # of observations # of observation with feedback # of students at grade level # of students below grade level # of students making progress # of trainings/conferences attended Common Formative Assessments	Quarterly	\$53,602 (Salary/Benefits) \$5,000 (Instructional Coach Additional Comp) \$20,000 \$10,000 (Teacher Additional Comp) \$30,000 \$20,000 (Conference)	Title I LCFF	19101 19500 11500 52150

Proposed: Year 3: July 1, 2019 – June 30, 2020

Area of Focus	2019-20 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
3.1 Academic Student Achievement	To provide students with resources and supports to increase writing proficiency using AVID note taking strategies to meet grade level expectations (e.g., 2/3 column notes, Cornell Notes, etc.) that supports student collaboration (e.g., pair-share, philosophical chairs, carousel, etc.).	Instructional Rounds/Mission /Vision Walks – Observation # of students making growth # of students below standards # of students at standards Student/Student Binder checks Teacher/Student Binder checks	Quarterly	\$5,000 \$3,334 (Teacher Substitute Pay)	Title I LCFF	11500
3.2 Academic Student Achievement	To provide students with resources and support to increase their level of academic questioning using AVID Inquiry strategies to increase rigor and meet grade level expectations (e.g., level 2 and 3 question development, close reading, visual thinking, arts integration, etc.) that supports student collaboration (e.g., pair-share, philosophical chairs, carousel, fish bowl, total physical response (Tableau), etc.).	Instructional Rounds/Mission /Vision Walks – Observation # of students making growth # of students below standards # of students at standards Student/Student Binder checks Teacher/Student Binder checks	Quarterly	\$131,504 \$74,331 \$17,621 (Salary/Benefits) \$5,000 \$3,333 (Teacher Substitute Pay)	Title I LCFF	13201 21101 24101 11700
3.3 Academic Student Achievement	To provide students with organizational tools that support AVID organizational strategies to meet grade level expectations (e.g. homework folders,	Instructional Rounds/Mission /Vision Walks – Observation # of students making growth	Quarterly	\$5,000 \$3,333 (Teacher Substitute Pay)	Title I LCFF	11700

	agenda planners, desk checks, etc.) supporting student collaboration (e.g., binder checks, etc.).	# of students below standards # of students at standards Student/Student Binder checks Teacher/Student Binder checks				
3.4 Academic Student Achievement	Supplemental materials and resources to support core instruction such as project material (e.g. markers, folders, post-its, 3" binders, planners, staplers, etc.), technology/equipment (printers, projectors, doc camera, interactive monitors, chromebooks, etc.), books, web-based programs, etc.	Binder check Teacher Technology Usage Student Technology Usage	Quarterly	\$27,202 \$20,000 (Instructional Materials) \$12,930 \$8,997 (Non-Instructional Materials) \$50,000 (Equipment) \$6,488 (Maintenance Agreement)	Title I LCFF	43110 43200 44000 56590
3.5 Academic Student Achievement	Provide teachers with professional learning opportunities to supplement core instruction focusing on AVID and art integrated such as co-teach, demo lessons in the classroom, attending training/conferences (e.g., PLC, AVID, arts integration, etc.), data analysis, academic conferences, extended collaboration, etc. focusing on evidenced based, instructional practices across all content areas.	# of co-teaching events # of demo lessons # of observations # of observation with feedback # of students at grade level # of students below grade level # of students making progress # of trainings/conferences attended Common Formative Assessments	Quarterly	\$53,602 (Salary/Benefits) \$5,000 (Instructional Coach Additional Comp) \$20,000 \$10,000 (Teacher Additional Comp) \$30,000 \$20,000 (Conference)	Title I LCFF	19101 19500 11500 52150

LCAP GOAL 2: Safe and Healthy Learning Environments

SUSD will promote a safe and healthy learning environment to enhance the social emotional and academic learning for all students, necessary to become productive members of society.

Strategic Area of Focus

School Climate

- Peer Leaders Uniting Students (PLUS)
- Attendance
- Positive Behavior Interventions and Support (PBIS)
- Discipline

Year 1: July 1, 2017 – June 30, 2018

Area of Focus	2017-18 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
1.1 School Climate	Provide students with social and emotional supportive resources that positively impacts student learning through program such as PBIS (specifically CHAMPS noise levels, etc.), PLUS program, counseling, structured student engagement activities (e.g., interscholastic sport team opportunities, etc.), actor's toolbox etc. to decrease discipline and improve attendance.	# of students referred to SSC # of classroom referrals Attendance by grade level # of students attending school on time # of suspensions	Monthly	\$25,137 (Salary/Benefits)	LCFF	12151

Proposed: Year 2: July 1, 2018 – June 30, 2019

Area of Focus	2018-19 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
2.1 School Climate	Provide students with social and emotional supportive resources that positively impacts student learning through program such as PBIS (specifically CHAMPS noise levels, etc.), PLUS program, counseling, structured student engagement activities (e.g., interscholastic sport team opportunities, etc.), actor's toolbox etc. to decrease discipline and improve attendance.	# of students referred to SSC # of classroom referrals Attendance by grade level # of students attending school on time # of suspensions	Monthly	\$25,137 (Salary/Benefits)	LCFF	12151

Proposed: Year 3: July 1, 2019 – June 30, 2020

Area of Focus	2019-20 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
3.1 School Climate	Provide students with social and emotional supportive resources that positively impacts student learning through program such as PBIS (specifically CHAMPS noise	# of students referred to SSC # of classroom referrals Attendance by grade level # of students attending school on time	Monthly	\$25,137 (Salary/Benefits)	LCFF	12151

	<p>levels, etc.), PLUS program, counseling, structured student engagement activities (e.g., interscholastic sport team opportunities, etc.), actor's toolbox etc. to decrease discipline and improve attendance.</p>	<p># of suspensions</p>			
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LCAP Goal 3: Meaningful Partnerships

Together, SUSD, families and community will commit to meaningful partnerships that enhance student achievement, necessary to become successful members of society.

Strategic Area of Focus

Parent, Student, and School Engagement

- Parent
- Staff
- Student
- Community

Year 1: July 1, 2017 – June 30, 2018

Area of Focus	2017-18 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
1.1 Parent, Student & School Engagement	Provide parents with support and resources that empowers them be engaged in their student's learning such as parent meetings (e.g., Parent Coffees, etc.), parent/teacher conferences (APTT), parent training (e.g., ESL classes, School Smarts, etc.), communication, after school academic focused activities (e.g. Family Art Nights, Musicals, Showcases, Multicultural Family and Community Fair, AVID College Night, AVID College Field Trips, etc.), etc.	# of meetings/events coordinated # of parents attending # of students attending # of parent trainings # of parents attending parent trainings # of parents graduating parent trainings # of parents attending APTT	Quarterly	\$4,422 \$42 (Parent Meeting)	Title I	43400

Proposed: Year 2: July 1, 2018 – June 30, 2019

Area of Focus	2018-19 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
2.1 Parent, Student & School Engagement	Provide parents with support and resources that empowers them be engaged in their student's learning such as parent meetings (e.g., Parent Coffees, etc.), parent/teacher conferences (APTT), parent training (e.g., ESL classes, School Smarts, etc.), communication, after school academic focused activities (e.g. Family Art Nights, Musicals, Showcases, Multicultural Family and Community Fair, AVID College Night, AVID College Field Trips, etc.), etc.	# of meetings/events coordinated # of parents attending # of students attending # of parent trainings # of parents attending parent trainings # of parents graduating parent trainings # of parents attending APTT	Quarterly	\$4,422 \$42 (Parent Meeting)	Title I	43400

Proposed: Year 3: July 1, 2019 – June 30, 2020

Area of Focus	2019-20 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
3.1 Parent, Student & School Engagement	Provide parents with support and resources that empowers them be engaged in their student's learning such as parent meetings (e.g., Parent Coffees, etc.), parent/teacher conferences (APTT), parent training (e.g., ESL classes, School Smarts, etc.), communication, after school academic focused activities (e.g. Family Art Nights, Musicals, Showcases, Multicultural Family and Community Fair, AVID College Night, AVID College Field Trips, etc.), etc.	# of meetings/events coordinated # of parents attending # of students attending # of parent trainings # of parents attending parent trainings # of parents graduating parent trainings # of parents attending APTT	Quarterly	\$4,422 \$42 (Parent Meeting)	Title I	43400

Section V: 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 makeup of the SSC is as follows:

Name of Members	Start Term	End Term	Principal	Classroom Teacher	Other School Staff	Parent or Community Member
Joseph Martinez	2013	ongoing	X			
Elizabeth Coffey	2016	2018		X		
Judith Berlinski	2016	2018		X		
Mary Kay Hollenbeck	2016	2018		X		
Melissa Olivarez	2016	2018			X	
Alex De La Barcena	2017	2019				X
Stacy Ortiz	2017	2019				X
Patricia Gomez	2016	2018				X
Gloria Martinez	2016	2018				X
Maria Lopez	2017	2019				X
Numbers of members of each category:			1	3	1	5

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.

Section VI: Budget Allocation Spreadsheets

SCHOOL NAME: FREMONT ELEMENTARY
Revised Preliminary Allocations 2017-18 with 2016-17 Carryover
2017-2018

Object	Description	FTE	Title 1 50647 Parent Involvement	Title 1 50643 Instructional- General	Title 1 50645 Extended Day /Year	TOTAL BUDGET	SPSA Alignment (Goal - Line)
Personnel Cost-Including Benefits							
11500	Teacher - Add Comp			20,000		\$ 20,000.00	Goal 1 - 5
11700	Teacher Substitute			15,000		\$ 15,000.00	Goal 1 - 1, 2, 3
12151	Counselor					\$ -	
13201	Assistant Principal					\$ -	
19101	Program Specialist					\$ -	
19101	Instructional Coach			53,602		\$ 53,602.00	Goal 1 - 5
19500	Instr. Coach-Add Comp			5,000		\$ 5,000.00	Goal 1 - 5
21101	Instructional Assistant					\$ -	
21101	CAI Assistant					\$ -	
21101	Bilingual Assistant					\$ -	
24101	Library Media Clerk					\$ -	
29101	Community Assistant					\$ -	
	Additional Comp/Hourly					\$ -	
	Montessori Assistant					\$ -	
	TOTAL PERSONNEL COST		\$ -	\$ 93,602.00	\$ -	\$ 93,602.00	
Books & Supplies							
42000	Books					\$ -	
43110	Instructional Materials			27,202		\$ 27,202.00	Goal 1 - 4
43200	Non-Instructional Materials			12,930		\$ 12,930.00	Goal 1 - 4
43400	Parent Meeting		4,464			\$ 4,464.00	Goal 3 - 1
44000	Equipment			50,000		\$ 50,000.00	Goal 1 - 4
43150	Software					\$ -	
	Sub-Total-Supplies		\$ 4,464.00	\$ 90,132.00	\$ -	\$ 94,596.00	
Services							
57150	Duplicating					\$ -	
57250	Field Trip-District Trans					\$ -	
57160	Nurses					\$ -	
57400	CorpYard					\$ -	
56590	Maintenance Agreement			6,488		\$ 6,488.00	Goal 1 - 4
56530	Equipment Repair					\$ -	
52150	Conference			30,000		\$ 30,000.00	Goal 1 - 5
59140	Telephone					\$ -	
58450	License Agreement					\$ -	
58720	Field Trip-Non-District Trans					\$ -	
58920	Pupil Fees					\$ -	
58100	Consultants-instructional					\$ -	
58320	Consultants-Noninstructional					\$ -	
	Sub-total-Services		\$ -	\$ 36,488.00	\$ -	\$ 36,488.00	
	Total		\$ 4,464.00	\$ 220,222.00	\$ -	\$ 224,686.00	
	Differential		-	-	-	-	
	2016-17 Carryover		42	59,859		59,901	
	Revised 2017-18 Allocation		4,422	160,363		164,785	
			4,464	220,222		224,686	

SCHOOL NAME: FREMONT ELEMENTARY
Preliminary Budget Allocation - LCFF
2017-2018

Object	Description	FTE	LCFF/SCE	LCFF/SCE	TOTAL BUDGET	
			23030	23031		
			Instructional-SC E/General	Extended Day/Year		SPSA Alignment (Goal - Line)
Personnel Cost-Including Benefits						
11500	Teacher - Add Comp		10,000		\$ 10,000.00	Goal 1 - 5
11700	Teacher Substitute		10,000		\$ 10,000.00	Goal 1 - 1, 2, 3
12151	Counselor		25,137		\$ 25,137.00	Goal 2 - 1
13201	Assistant Principal		131,504		\$ 131,504.00	Goal 1 - 2
19101	Program Specialist				\$ -	
19101	Instructional Coach				\$ -	
19500	Instr. Coach-Add Comp				\$ -	
21101	Instructional Assistant				\$ -	
21101	CAI Assistant				\$ -	
21101	Bilingual Assistant		74,331		\$ 74,331.00	Goal 1 - 2
24101	Library Media Clerk		17,621		\$ 17,621.00	Goal 1 - 2
29101	Community Assistant				\$ -	
	Additional Comp/Hourly				\$ -	
					\$ -	
	TOTAL PERSONNEL COST		\$ 268,593.00	\$ -	\$ 268,593.00	
Books & Supplies						
42000	Books				\$ -	
43110	Instructional Materials		20,000		\$ 20,000.00	Goal 1 - 4
43200	Non-Instructional Materials		8,997		\$ 8,997.00	Goal 1 - 4
43400	Parent Meeting				\$ -	
44000	Equipment				\$ -	
43150	Software				\$ -	
	Sub-Total-Supplies		\$ 28,997.00	\$ -	\$ 28,997.00	
Services						
57150	Duplicating				\$ -	
57250	Field Trip-District Trans				\$ -	
57160	Nurses				\$ -	
57400	CorpYard				\$ -	
56590	Maintenance Agreement				\$ -	
56530	Equipment Repair				\$ -	
52150	Conference		20,000		\$ 20,000.00	Goal 1 - 5
59140	Telephone				\$ -	
58450	License Agreement				\$ -	
58720	Field Trip-Non-District Trans				\$ -	
58920	Pupil Fees				\$ -	
58100	Consultants-instructional				\$ -	
58320	Consultants-Noninstructional				\$ -	
	Sub-total-Services		\$ 20,000.00	\$ -	\$ 20,000.00	
	Total		\$ 317,590.00	\$ -	\$ 317,590.00	
	Differential		-		-	
	Allocations		317,590		317,590	