

Santa Ana Unified School District
Single Plan for Student Achievement
Summary
2015-16



Fremont Elementary School

Superintendent
Rick Miller, Ph.D.

Board of Education

John Palacio – Board President • Rob Richardson–Vice President
Valerie Amezcua – Clerk • José Alfredo Hernández, J.D. – Member • Cecilia “Ceci” Iglesias – Member

**Fremont Elementary School
Vision Statement**

Fremont Elementary School expects that all students will achieve high academic success, enabling them to prepare for college, career and to develop into socially responsible, contributing members of society with a life-long commitment to learning.

**Fremont Elementary School
Mission Statement**

Fremont Elementary School promotes high academic achievement through an integrated, Common Core State Standards based curriculum. To accomplish this, accountability will be consistently monitored through a systematic assessment process. Parent and community partnerships will form another integral component that maximizes every child's individual academic, social and emotional growth.

School Profile

Enrollment/Demographic Data

School Enrollment Trends

Grades	2012-13	2013-14	2014-15
K	129	128	100
1	122	142	119
2	124	121	119
3	143	120	123
4	131	136	107
5	130	129	127

Percent Actual Attendance

2012-13	2013-14	2014-15
97.50	96.40	97.12

**Student Demographic
by Ethnicity**

	2013-14	2014-15
American Indian or Alaska Native	3 (0.39%)	2 (0.3%)
Asian	11 (1.42%)	8 (1.2%)
Pacific Islander	1 (0.13%)	1 (0.1%)
Filipino	1 (0.13%)	0 (0.0%)
Hispanic or Latino	751 (96.78%)	681 (98.0%)
African American	2 (0.26%)	1 (0.1%)
White (not Hispanic)	5 (0.64%)	0 (0.0%)
Multiple or No Response	0 (0%)	0 (0.0%)
Total Enrollment	776	695

Student Achievement Goals

Goal I: Vision and Standards: High Expectations, Culture and Leadership

LCAP Goal 1: Students will demonstrate the knowledge, skills, and values necessary to become productive citizens in the 21st century.

LCAP Goal 2: Students will have equitable access to a high quality curricular and instructional program that is accessible from school and home.

LCAP Goal 3: Students and staff will work in a healthy, safe, and secure environment that supports learning.

School Goal: Fremont Elementary School has a clear vision that includes all stakeholders, including students, staff, parents, and the community. Fremont Elementary School promotes high academic achievement through a standards-based, integrated curriculum. To accomplish this, accountability will be consistently monitored through a systematic assessment process. Parent and community partnerships will form another integral component that maximizes every child's individual academic, social, and emotional growth. Parent and community input will be collected through the LCAP process, School Site Council, ELAC and ILT to assist in achieving school goals.

Every staff member will attend grade level and staff meetings. The Instructional Leadership team will meet on a regular basis to decide on an instructional focus and seek effective instructional strategies. The Rti team will serve in a leadership capacity to monitor and discuss the academic progress of individual students in K-5th grades.

- The staff will collaborate regarding student progress and effective teaching strategies. Meetings will be collaboratively planned and led by the principal, TOSA and Instructional Leadership Team. Modified days and planning days will be used for data planning, goal setting, and review of test results. MAP, OCR, Benchmark, DIBELS Next assessments, etc. will be reviewed to inform instruction.
- The ILT will discuss curriculum, school management, district and state compliance with Common Core, APS, and Williams.
- The Rti team will recommend and review interventions done by classroom teachers and/or resource staff, and will meet and collaborate with parents if necessary.
- Illuminate provides the tools needed to analyze state and local assessment data, teacher created tests, and demographic information together in one location. Illuminate tools allow sites the ability to analyze state, district, and classroom assessment data against demographic and administrative data to create effective instructional programs for students. Illuminate facilitates secure access and interaction with student data so one can identify students' areas of need and develop a plan for improving achievement.
- MAP testing will be conducted three times a year in reading (Gr. 1-5) and mathematics (Gr. K-5) to assess individual student progress. Fremont students will be expected to individually increase one grade level or more based on the RIT scores.

At-risk students at Fremont will be given additional opportunities to improve their learning.

- Accelerated Reading Program (AR) will be provided to increase comprehension and fluency skills at each student's particular reading level.
- Students needing additional support will receive small group instruction using PALs, Rewards, Six-Minute Solution, or SIPPS.
- Lexia Reading will be used with K-5 students to enhance phonetic recognition and comprehension.
- After school and Saturday tutoring opportunities will be provided to students performing below grade level.
- The Engage 360 program offers support for students and families through assistance with homework, tutoring, and enrichment activities.
- With the support of the special education team, Fremont staff will increase the number and percentage of time students are mainstreamed into general education classes.
- SST meetings will provide instructional and/or behavioral recommendations for students who are performing far below grade level standards.

Fremont students will utilize technology to help enhance instruction and learning in school and at home.

- Classrooms, the computer lab, and the mobile computer carts are equipped with Internet access and computers are available to students for use at school.
- Web based instruction and assessments will include AR, STAR, Lexia, Smarty Ants and ST Math.
- Chromebooks will be provided for use by all 4th and 5th grade students.
- Students will follow CyberSavvy guidelines on appropriate use of technology and the internet.
- Teachers will have the opportunity to attend district workshops to learn more about enhancing technology in the classroom.
- Classrooms will have access to other technology to help enhance instruction or the school climate at Fremont

Staff development and collaboration will be made available to all teachers.

- Teachers will continue to receive training and support on Common Core State Standard and other instructional strategies.
- Teachers and Administrators have been trained in "Thinking Maps"; Thinking Maps is a research-based strategy (Hyerle, 1996) using pictorial representations of "big" relationships among ideas, objects and events. Eight cognitive skills are used together by students across disciplines and with greater complexity as students move through each grade level.
- Ongoing training will be made available to teachers and staff to support the changing technological demands.
- Teachers will continue to analyze data through collaboration meetings and data chats.

Goal IIa: Reading Across the Curriculum

LCAP Goal 1: Students will demonstrate the knowledge, skills, and values necessary to become productive citizens in the 21st century.

School Goal: In support of the district goal of reading proficiency by the end of 3rd grade, Fremont Elementary School will demonstrate a 10% gain for students in grades 2 - 5 from the baseline of students performing at or above the mean RIT score for their grade level as measured by the Measure of Academic Performance (MAP) assessment by Spring 2016. Students in grades K - 3 will demonstrate a 10% gain from the baseline of students performing at CORE for their grade level as measured by DIBELS by Spring 2016. Fremont instructional staff will continue receive staff development in California Common Core State Standards, District adopted Open Court Program and District Units of Study.

All teachers will provide best first standards based instruction by implementing the District adopted curriculum, units of study, following the District curriculum map, administering assessments, analyzing student data and providing students access to web based reading such as Smarty Ants, Lexia and Accelerated Reader.

- Fremont staff will implement the District adopted Open Court Reading Program aligning instruction to grade level standards.
- Grade level curriculum maps will be followed and students will receive the required daily minutes of ELA instruction.
- Grade level meetings will take place twice per month for discussion of student data and instruction.
- DIBELS Next and benchmark assessments will be administered, data analyzed and tracked, key standards posted. Goal setting will take place and interventions and instructional strategies will be planned based on data.
- Curriculum will be made accessible to all students through the use of instructional strategies such as GLAD, Thinking Maps, Focused Approach, etc.
- Administration and TOSA will collaborate with classroom teachers to provide support and interventions for students below grade level.
- Teachers will communicate progress to parents through Mid-trimester progress reports, parent/teacher conferences, Academic Improvement Plans and Student Success Team meetings.

Extended Learning Opportunities:

- TOSA will provide pull-out or push-in targeted assistance.
- After School Tutoring will be made available for students in grades 2-5 who are not at benchmark on their Benchmark exams. Saturday School will be provided for students to learn test preparation skills and participate in enrichment activities
- The After School Program will offer assistance in Homework, Tutoring, and Enrichment Activities.
- Students will make weekly visits to the Library to check out books at their Accelerated Reader reading level.
- A differentiated intervention block (additional 30 minutes of ELA) will be provided for all students not performing at grade level.
- RtI model is being implemented at K - 5th grades to assess and monitor appropriate interventions.
- Language! Program is provided for 4th and 5th graders and mild to moderate special education students who are more than two years below grade level in reading

Increased Access to Technology:

- Technology will be increased at the school so that Accelerated Reader and Lexia will be available to all grade levels for student access in the lab or classroom to increase student motivation and independent reading practice.
- Teachers will use their in-class technology to access Grolier Online, United Streaming and other web based sites to help build background.
- Students in the upper grades will be issued Google accounts to store and share documents, use email, and access other files.
- Chromebooks will be issued to all students in the 4th and 5th grades on a one-to-one basis.
- The library and computer lab will be opened one Saturday a month to allow greater access to computers and books.

Staff Development & Professional Collaboration:

- Professional development opportunities offered on Oracle by District Curriculum Specialists in the area of Reading (ex: RtI and

Language! Training) will be made available to teachers.

- Grade levels will meet twice per month with the TOSA or Administration to plan and monitor progress.
- TOSA and Administration will model, demonstrate and coach staff on effective instructional strategies.
- On-going training will be provided based on staff needs assessments, Common Core, and Making Meaning Through Writing training.

Involvement of Parents and Community:

Parents will become knowledgeable of how to help and support the school with increasing reading achievement.

- Strategies for improving reading at home will be presented during one of the monthly parent meetings .
- Student progress will be communicated to parents on a regular basis through conferences and data reports.
- The School Site Council (SSC) meets monthly to ensure that funding is appropriated to the ongoing achievement and academic needs of the students.
- Teachers will communicate progress to parents through Mid-trimester progress reports, parent/teacher conferences, Academic Improvement Plans and Student Success Team meetings

Goal IIb: Writing Across the Curriculum

LCAP Goal 1: Students will demonstrate the knowledge, skills, and values necessary to become productive citizens in the 21st century.

School Goal: Fremont Elementary School will use District adopted curriculum to insure that a minimum of 50% of the students in grades TK - 5 reach proficiency in grade level writing standards by Spring 2016 as measured by district writing proficiency tests.

All teachers will provide best first standards based instruction focused on opinion and argument writing by implementing the District adopted curriculum, administering assessments and analyzing data for writing.

- Fremont staff will implement the District adopted Open Court and district writing curriculum aligning instruction to grade level CCSS.
- Students will be assessed every 6-8 weeks using End of Unit District prompts and rubrics.
- Teachers will analyze student writing to make decisions about best practices and next steps to increase student achievement in writing.
- Teachers will integrate strategies from GLAD, Write From the Beginning, Thinking Maps, and Focused Approach to scaffold and make curriculum accessible to all students.
- Teachers will collaborate with school administration or TOSA to provide additional support to students working below grade level.
- Teachers conduct data chats with students.
- Students will conduct self-assessment using writing rubric.
- 4th & 5th grade students receive additional support through the Language! program.
- Teachers will incorporate strategies from the Making Meaning Through Writing training.

In order to increase student achievement and in an effort to meet our school goal, extended learning opportunities will be provided to students for both enrichment and intervention.

- Students not proficient in writing will receive additional support during writing instruction, through small group or individual conferencing.
- Students will be provided with opportunities to write across the curriculum and participate in writing contests.
- Students will be offered technology classes during and after school to help them increase their knowledge of Google Apps and MS Office.

Students will have access to technology and be provided the opportunity to develop skills that will allow them to produce multi media presentations.

- Students will utilize technology to research, publish essays and develop multi media presentations.
- Students will be offered technology classes during and after school to help them increase their knowledge of Google Apps and MS Office.
- Students in 4th and 5th grade will have individual Chromebooks assigned to them for the 2015-2016 school year.

Fremont instructional staff will be provided with staff development (school specific & self selected) that focus on how to improve student writing.

- Professional development opportunities will be made available on site and on Oracle by the District Curriculum Specialists in the area of writing.
- Grade level collaboration will take place to plan writing.
- Teachers will analyze student writing on District Writing Proficiency exams.

Involvement of Parents & Community:

Parents will become knowledgeable of how to help and support the school with writing.

- Student progress will be communicated to parents on a regular basis.
- Parents will be informed of student writing expectations through a monthly parent meeting.
- Student writing will be visible in classrooms.
- Student writing data will be shared and discussed at SSC & ELAC.

Goal IIc: English Language Development

LCAP Goal 1: Students will demonstrate the knowledge, skills, and values necessary to become productive citizens in the 21st century.

School Goal: Fremont Elementary School will, at minimum reclassify 65% of its English Learners within 5 years. 60% of all students will demonstrate one proficiency level of growth on CELDT from the previous year. All R-FEP students will achieve proficiency on Reading and Writing as measured by school and district assessments.

Teachers will know each student's ELD level in order to be able to provide differentiated instruction and Systematic ELD. Teachers will receive staff development on new ELD proficiency levels and standards. Technology will be used to enhance instruction in ELD.

- All students will be assigned to ELD groups based on their ADEPT assessment proficiency level.
- Grade levels will team to implement a daily 30 minute ELD block of time for students to receive systematic ELD instruction at their proficiency level.
- Students will be assessed using ADEPT and those who demonstrate proficiency at their level will advance to the next level of ELD instruction.
- Supplemental ELD materials, such as the Scope and Sequence chart of the ELD Matrix, will be utilized.
- Teachers will provide scaffolding using Collaborative Academic Conversations, Thinking MAPS, GLAD and QTEL to make the Open Court language arts program more accessible.
- 4th & 5th grade newcomers will receive additional help thru the Language! program.
- TOSA will provide all newcomers support in English Language Development.
- Teachers will become familiar with the new terminology of Emerging, Expanding, and Bridging and how it correlates to the previous levels of Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced.

Extended learning opportunities will include interventions, small group instruction and Newcomer support for students not making adequate progress in ELD.

- When necessary, the TOSA will provide targeted assistance to Newcomers and others who are having difficulty acquiring English language at an appropriate pace.
- Students not making adequate progress will receive additional academic support in or out of the classroom using research based reading instruction in programs such as Smarty Ants, Lexia and/or small group instruction during workshop.
- Provide Tutoring for Long Term English Learners to support reclassification.

All students will have access to technology and programs that support English Language Development in Reading, Writing, Listening and Speaking.

- OCR Picture Library CDs, video streaming and internet sites will be utilized to provide students with picture clues to scaffold and build background.
- Technology and web based programs such as Smarty Ants and Lexia will provide students with the opportunity to improve their

reading proficiency.

Fremont instructional staff will be provided with professional development in the new EL standards and proficiency levels (school specific or self selected), grade level collaboration time (during & on modified days) to ensure that best practices are being used to differentiate and scaffold for EL students.

- Professional development opportunities will be offered on site and through Oracle by the District Curriculum Specialists in the area of ELD.
- TOSA and Administration will provide support in effective instructional strategies to use during ELD and across the curriculum
- Feedback will be offered by administration through formal and informal observations

Involvement of Parents and Community:

Parents will become knowledgeable of how to help and support the school with English Language Development.

- Parent Teacher Conferences, SSC, ELAC Meetings and Monthly Parent Meetings will share CELDT results, Language topics, and ways parents can help at home with their child's English language development.

Goal IId: Mathematics

LCAP Goal 1: Students will demonstrate the knowledge, skills, and values necessary to become productive citizens in the 21st century.

School Goal: In support of the district goal of algebra readiness by the beginning of 9th grade and college readiness by 11th grade. Fremont will demonstrate a 10% gain from the baseline of students performing at or above the mean RIT score for their grade level as measured by the Measure of Academic Performance (MAP) assessment by Spring of 2016. All students will reach 75% completion rate of ST Math by Spring of 2016. Fremont instructional staff will continue to receive staff development in California Common Core State Standards, District adopted Houghton Mifflin Math Program and District Units of Study.

All teachers will provide best first practices of standards based instruction by implementing the District adopted curriculum, units of study, following the District curriculum map, administering assessments, analyzing student data and providing students access to ST Math program to ensure that all students meet proficiency in mathematics.

- Fremont staff will implement the District adopted Houghton Mifflin mathematics program aligning instruction to grade level Common Core State Standards.
- Mind Institute ST Math software is a non-language-based method offering a visual understanding of difficult math concepts through a series of computer activities and lessons. The language-independent software lessons reduce the language barrier to learning math. Teachers will be supported with staff development to integrate ST Math activities into classroom instruction to support the grade level CCSS.
- Grade level curriculum maps will be followed. Students will receive 60 minutes (1st-5th) and 30 minutes (K) of math instruction daily. Grade level meetings will take place twice per month for discussion of student data and instruction. Grade levels will focus on specific strategies to increase student engagement.
- Principal/Teacher and Teacher/Student data chats will take place. Benchmark, chapter and unit assessments will be administered and data analyzed.
- Students will be provided with intervention based on student performance data.
- Curriculum will be made accessible to all students through the use of manipulatives for hands-on learning and strategies that support differentiation.
- Teachers will communicate progress to parents through Mid-trimester progress reports, parent/teacher conferences, Academic Improvement Plans, ST Math Progress Reports and Student Success Team meetings.

In order to increase student achievement and in an effort to meet our school goal, extended learning opportunities will be provided to students for both enrichment and intervention.

- The After school Program will offer assistance in Homework, Tutoring, and Enrichment Activities.
- Students will be recognized for achievement in mathematics.
- MIND Institute ST Math will be provided for all students in K-5th grades (K-1: 60 minutes/week & 2-5: 90 minutes/week)
- Teachers will analyze student data on all assessments and plan to re-teach grade level standards not being mastered during the school day and through tutoring outside of the school day. 3 – 5 grade level teachers will use Standards Plus to re-teach & review grade level CCSS. Students will be provided additional time in the computer lab on MIND Institute ST Math before or after school and one

Saturday per month.

- Tutoring opportunities will be provided for students working below grade level.

Students in TK - 5th grade will have access to technology in support of increasing academic achievement, reaching learning goals and proficiency.

- Students will have access to the CD-ROMS that accompany the Houghton Mifflin Math Program to extend their learning using technology. MIND Institute ST Math will be provided for all students in K-5th grades (K-1: 60 minutes/week & 2-5: 90 minutes/week)
- Teachers will use technology to stream video that supports math concept development. Students will use technology to research math concepts & access ST Math at home.

Fremont instructional staff will be provided with staff development (school specific & self selected), grade level collaboration time (during school & on modified days) to ensure that best practices are being used for curriculum and instruction.

- Professional development opportunities will be offered on site, on Oracle by the District Curriculum Specialists, by MIND Institute and OCDE in the area of Mathematics to support understanding of CCSS and instructional shifts.
- Grade level meetings, planning days and data meetings will be offered for teachers to analyze student performance data to identify strengths and weaknesses for each CCSS.
- 4th and 5th grade teachers will participate in Chromebook training

Involvement of Parents and Community

- Strategies for improving mathematics at home will be presented during one of the monthly parent meetings.
- The School Site Council (SSC) meets monthly to ensure that funding is appropriated to the ongoing achievement and academic needs of the students in math.
- Assessment results and progress reports will be sent home to inform parents of their child's most recent math achievement.
- Parents will be invited to student recognition assemblies.
- Parents will be involved in the development of individual student AIPs and SSTs.

Goal III: Parent and Community: Partnerships for Student Learners

LCAP Goal 3: Students and staff will work in a healthy, safe, and secure environment that supports learning.

School Goal: Fremont Elementary School staff will create and sustain a culture in which positive relationships between school, parents and the community are fostered. Both parents and the community will be encouraged to become actively involved in the school's decision making process about school wide academic programs and school safety to support student learning.

Building on parenting strengths

Monthly parent meetings & workshops will focus on health, safety and academics. Parents will have the opportunity to hear guest speakers from the community and work with resource staff and administration.

- English & Spanish parent meetings will be offered in the mornings and evenings to accommodate parents' schedules.
- Child care will be provided during PM meetings & workshops.
- All correspondence between the school and home will be sent in both Spanish and English.
- Padres Unidos will provide a community worker who will assist with attendance issues and other outreach projects in the community.
- EduLink telephone system, newsletters, bulletins and marquee will be used to inform families of meeting dates and times.
- Parenting classes will be provided by Padres Unidos for parents of preschool families in the Fremont community.
- Playground assistance will be provided by Padres en Accion

Communicating effectively

Parents will receive information from Fremont staff regarding their child's progress, school events, community issues, and other activities. Parents will also be given the opportunity to be an active participant in the events and decisions at Fremont.

- Teachers will inform parents of student expectations and academic progress through Back to School Night, report cards, conferences, notes home, student work, mid-trimester progress reports, Academic Improvement plans, Student Success Team and IEP Team meetings.
- Translation will be made available at all meetings. Fremont staff will use the Parentlink telephone system, newsletters, bulletins and marquee to inform families of meeting dates and times.

- Parents will be kept informed of the the implementation of the PBIS behavior support system.
- Fremont staff may use social media, email, and other technology to communicate to parents.
- Parent input will be gathered through LCAP meetings, SSC meetings, ELAC, and PTA meetings.
- Fremont will promote the accomplishments and culture of the school through awards and other promotional materials.

Organizing opportunities for volunteering

The office staff, TOSA, teachers and administration will work with parents regarding referrals to community resources, attendance and student achievement.

- With appropriate security clearance, parents will be able to volunteer in the classroom or at school events.
- Parents may participate in the GRIP Greeter program before and after school to help contribute to a positive and friendly atmosphere at Fremont.
- Parents may participate in fundraising activities, especially those connected with the outdoor science camp.
- Padres en Accion will assist at recess by teaching new games and proper recess behavior to students.
- At risk students will be encouraged to participate in the GRIP program to improve attendance, truancy, and behavior.

Learning at home

Build partnerships with community groups such as PTA & local businesses

- Increase volunteers and donations to supplement school needs. Use local businesses to support fundraisers.
- Send home school survey in the Spring. Analyze data collected through survey and identify school needs.
- Parent meetings will include topics such as homework help, understanding report cards, grade level expectations, GRIP, and Common Core strategies.
- Parents will be encouraged to read with students at home to promote literacy.

Involving in decision making

- School Site Council members will discuss district and school issues affecting school environment, students' academic progress, budget/funding, and curriculum.
- Parents, staff, and community members will participate in LCAP meetings to give input to the school plan.
- PTA will conduct monthly council meetings and parent meetings. They will also conduct a PTA membership drive each year.

Collaborating with the community

Provide opportunities for parents to participate in decision making process affecting student achievement.

- Yearly elections will take place for School Site Council and ELAC
- SSC and ELAC meeting will be scheduled to take place on a monthly basis
- Fremont School will conduct annual LCAP meetings to get input from parents and the surrounding community.
- The Engage 360 Afterschool Program will conduct meetings to get parent input on the activities within the program.

Building relationships

Create a positive climate through the encouragement of parent and community involvement in the school and outside activities.

- Parents will be invited to attend the trimester award ceremonies that recognize student achievement, attitude, attendance, and citizenship.
- Family activities will be conducted outside of the school day to encourage the promotion of school culture and to maintain a positive environment.
- Volunteer parents are invited to an end of the year breakfast to acknowledge their service to the school.

Funding

State and Federal Funding			
Services provided by categorical funds to enable underperforming students to meet standards	Expenditure Type	Funding Source	2015-16 Budget
Teacher Extra Duty (tutoring), Substitute Teacher Salary (SSTs, Professional Development, Data Chats)	1000-1999: Certificated Personnel Salaries	Title I, Part A	16,000.00
Services to Parents (translation, babysitting, etc)	2000-2999: Classified Personnel Salaries	Title I, Part A	2,000.00
Certificated & Classified Benefits	3000-3999: Employee Benefits	Title I, Part A	4,640.00

State and Federal Funding			
Services provided by categorical funds to enable underperforming students to meet standards	Expenditure Type	Funding Source	2015-16 Budget
Technology, books, instructional materials	4000-4999: Books And Supplies	Title I, Part A	84,588.77
Print Shops, Padres en Accion, Communication	5000-5999: Services And Other Operating Expenditures	Title I, Part A	31,800.00
Total			139,028.77