

Fremont Elementary

10621666006258

Principal's Name: Julie Johnson

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 4, 2025

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District Goals	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the District Goals supporting the expectations that all goals shall have objectives that are measurable, actionable and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.</p>	
Student Goal	Improve academic performance at challenging levels
Student Goal	Expand student-centered and real-world learning experiences
Student Goal	Increase student engagement in their school and community
Staff Goal	Increase recruitment and retention of staff reflecting the diversity of our community
Family Goal	Increase inclusive opportunities for families to engage in their students’ education

Centralized Services - No Centralized Services are utilized at this time.

Consolidated Program Assurances

<p>The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.</p>
<p>The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.</p>
<p>The school’s SSC, staff and parents participate in a needs assessment to help guide SPSA development.</p>
<p>The members of the SSC, the school’s English Learners’ Advisory Committee (ELAC) and members of other advisory school committees receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant student groups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.</p>
<p>School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (Parent Advisory Committee (PAC) and District English Learners’ Advisory Committee (DELAC)) and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.</p>
<p>Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Fresno Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent and Family Engagement Policy and the Parent-School Compact.</p>
<p>Strategies to improve student achievement, meet measurable objectives, provide high quality professional development, and support struggling students through the use scientifically-based research are included in the SPSA. The SPSA reforms and supplemental funding provide opportunities for all students to meet state standards by extending learning time, supporting grade-level and school-level student transitions and providing social-emotional supports for students.</p>
<p>The School Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and rewritten during the second semester of each school year for annual approval by the Board of Education.</p>

School Site Council



School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Julie Johnson	X				
2. Chairperson - Maria Ruiz			✓		
3. Ana Cedillo		✓			
4. Jessica Cox		✓			
5. Becky Michel		✓			
6. Monica Guerrero				✓	
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
<input checked="" type="checkbox"/> ELAC reviewed the SPSA as a school advisory committee.
<input type="checkbox"/> ELAC voted to consolidate with the SSC. Date _____.

Required Signatures

School Name: Fremont Elementary

Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.

Title	Print Name Below	Signature Below	Date
Principal	Julie Johnson		3-26-25
SSC Chairperson	Maria Ruiz		3-26-25

Additional Documents include the site Parent and Family Engagement Policy, Compact, and the SSC Bylaws

Assurances for Comprehensive Support and Improvement Schools (CSI)

- ❖ Supervisor and/or CSI Designee(s) provided to site leaders to support change management and inclusive processes in the development of the site SPSA.
 - Utilization of evidence-based strategies aligned to state identification.
 - Utilization of CSI Best Practices (Fundamentals).
- ❖ Principal/Site Leadership/Site Staff connect with Supervisor, CSI Designee(s), department representatives, and/or community partners in alignment with schools' area(s) of focus/need, work in tandem with the site team as a Professional Learning Community (PLC):
 - School site/team works to complete a root cause analysis and determine areas of focus.
 - School site/team works to identify actions and metrics as part of the site leaders 6-8-week plan.
 - School site/team learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes and identify any additional needs to share with Supervisor for feedback and support to accelerate progress.
 - CSI Designee(s) assigned to school site to support CCI data monitoring.
 - Additional resources available in a “menu of options” to access as needed in collaboration with the school site team.
- ❖ School Supervisor conducts Level 3 Supports:
 - Baseline Services as described in Level 1
 - Coaching and targeted progress monitoring
 - Learning Lab Support
 - CCI sessions (3)
 - Additional Level 3 CSI Specific Supports
 - Targeted coaching and targeted progress monitoring
 - Sustained 6-week action guidance
 - CSI review/support team (Principal/Site Leadership/Site Staff)
- ❖ Resources and expertise provided to CSI site for deployment to best meet the needs of the individual school sites based upon CSI eligibility (dashboard indicators).
 - Resources (Human Capital) are provided to elevate school performance through sustainable strategies that have lasting effects beyond the expiration of funding.
- ❖ Professional learning for site leaders and teachers focused on CSI eligibility (dashboard indicators).
- ❖ Resources and/or Professional Learning provided to school sites:
 - Culturally Proficient Learning Communities, book(s)
 - i-Ready Teacher Toolbox (supporting differentiate instruction)
 - Restorative Practices New/Refresher Course(s)

Office of State and Federal Programs
 Revised School Plan for Student Achievement Allocations

FY 2025/26

Fremont - 0175

ON-SITE ALLOCATION

3010	Title I	\$56,028 *
7090	LCFF Supplemental & Concentration	\$174,660
7091	LCFF for English Learners	\$62,370
3182	Comprehensive Support and Improvement	<u>\$426,706 **</u>

TOTAL 2025/26 ON-SITE ALLOCATION **\$719,764**

* These are the total funds provided through the Consolidated Application	
* Title I requires a specific investment for Parent Involvement	
Parent Involvement Budget - Minimum	\$1,624
Program Budget	<u>\$54,404</u>
Total Title I Allocation	<u>\$56,028</u>

** The Comprehensive Support and Improvement allocation is preliminary and will be updated once the California Department of Education provides the 2025/26 final allocation.

ESSA Assistance Status: Comprehensive Support and Improvement (CSI)

Fremont Elementary 2025-2026 - SPSA Draft Edits

Current Goal 1 - STUDENTS: Improve academic performance at challenging levels.

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
ELPI - percentage of students who improved at least one ELPI level (Long-Term English Learner)	✓		48.5 %	2023-2024	49.6 %
SBAC ELA - Average distance from standard	✓	-61 pts	-78.9 pts	2023-2024	-63.9 pts
SBAC ELA - Average distance from standard (English Learner)	✓	-65 pts	-85.4 pts	2023-2024	-70.4 pts
SBAC ELA - Average distance from standard (Hispanic)	✓	-65 pts	-80.9 pts	2023-2024	-65.9 pts
SBAC ELA - Average distance from standard (Socioeconomically Disadvantaged)	✓	-62 pts	-80 pts	2023-2024	-65 pts
SBAC ELA - percentage of students met/exceeded standard	✓	26.4 %	21.1 %	2023-2024	26.1 %
SBAC Math - Average distance from standard	✓	-60 pts	-77.6 pts	2023-2024	-62.6 pts
SBAC Math - percentage of students met/exceeded standard	✓	22 %	19.2 %	2023-2024	24.2 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Based on the metrics in this Current Goal, students are not reading or performing on grade level in ELA as identified by SBAC results. Identified student groups most affected are: ELL, Hispanic, and SED. Also, based on the metrics of the Current Goal, students at Fremont are not performing on grade level as identified by SBAC results in Math.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

1. Students lack foundational reading and math skills.
2. Teachers are still learning strategies to teach foundational skills (K-2 teachers are now Orton-Gillingham trained).
3. PLCs are still working toward using CFAs and data analysis to the fullest extent.
4. Lack of exposure to books/background knowledge prior to entering school.
5. Chronic Absenteeism.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- Tutoring/Reading Intervention for the identified students not on grade level
- Academic Coach to provide individualized teacher and student support as identified by need
- Feedback provided to staff to improve Tier I Tier II instructional practices
- Professional learning (Corwin PLC+ and Teacher Clarity, CIPL - Math) for staff to improve Tier I Tier II instructional practices
- Parent engagement; opportunities to give access to various resources to support student learning

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Improve Academic ELA and Reading Intervention/ELD

Partially Implemented

The actions were partially implemented. PLCs are working on using CFA and FIAB data to drive instruction, but are in different places with their progress. RTI was not done to fidelity in some grade levels. Sidney provided writing PL in semester 1 with teachers continuing implementation. Data chats were done informally with PLCs, which will change next year. The 4 grounding questions transitioned to the 5 questions in PLC+. Teachers are still learning how they are the same questions, but more intentional in guiding the work. Teachers are still learning how to use specific CFAs and data to improve instruction. Dedicated ELD was implemented but not to fidelity. Some grades deployed and others were done in class. Funds were set aside for Supplemental Contracts for teachers to tutor outside of school. However, we were unable to staff extra tutoring support.

Action 2: Improve Academic Math Instruction/Extended Math Intervention

Partially Implemented

The actions were partially implemented. CFAs were not strategically chosen (use of Mid-Chapter or Chapter tests from GoMath) which does not allow for deep analysis to then reteach to gain mastery of the standards. Grade levels were starting to use FIABs and IABs, but each grade level was using them at different rate. Use was still in the implementation phase.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Improve Academic ELA and Reading Intervention/ELD

Partially Effective

The actions were partially effective. The DFS in all groups was still high, but gains were made. On the SBAC, ELA for ELLs in 2022-23 the DFS was -114 and in 2023-24 it was -80.5. Our Hispanic students went from a DFS of -87 to -80.5, and our SED went from -83 to -77.3. With the exception of the ELL students, the gains were not significant, but positive. Teacher implementation of dedicated RTI in class was not consistent, so gains were not either. Teachers agreed that students need extra tutoring but not one signed up for a Supplemental Contract to support students.

Although dedicated EL time was not consistent, 15 students have been reclassified, with the potential for an increase of 5-10% on SBAC. EL Services provided a Teaching Fellow to work daily with Long Term EL students in grade K-6. This has the potential to increase SBAC scores in ELA.

Action 2: Improve Academic Math Instruction/Extended Math Intervention

Partially Effective

The actions were partially effective. Overall, the DFS in math went from -89 to -77.6, which is a positive gain. Teachers' clarity on conceptual understanding and teaching of the standards was lacking.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

Along with continuing with the items we have started to implement, the following will be done in order for us to achieve our current goal:

- Tutoring/Reading Intervention for the identified students not on grade level
- Academic Coach to provide individualized teacher and student support as identified by need
- Feedback provided to staff to improve Tier I Tier II instructional practices
- Professional learning (Corwin PLC+ and Teacher Clarity, CIPL - Math) for staff to improve Tier I Tier II instructional practices
- Parent engagement; opportunities to give access to various resources to support student learning
- Teachers will focus on the frameworks of Teacher Clarity along with the foundations of PLC+, with a Corwin consultant to meet with PLCs monthly.
- Regional Literacy funds will continue to fund Moreno Institute tutors to work in K-1 classrooms with support in Foundational Skills
- CSI and Literacy Grant funds will go towards a Moreno Institute tutor for each grade level in grades 2-6 to support RTI in Literacy.
- CIPL Math coaches will continue to work with Academic Coach to do demo lessons and PL to support teachers in conceptual teaching of Math.

Section D: Educational Partner Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

SSC:

- Continue with Mentors
- More engagement for students
- Planning days for teachers
- Structured Recess

ELAC:

- Planning Days for teachers
- More clubs and activities for students
- Mentors
- EL tutor for extra support

Staff:

- More club options for students
- Continue with planning days
- Mentors
- Moreno Institute tutors
- Conferences and Training
- Structured Recess

Action 1 :

Improve Academic ELA and Reading Intervention/ELD

Action Details:

Fremont Elementary will ensure that all students receive a rigorous and balanced literacy program, engaging them in a culture of learning with high expectations where they progress and meet grade-level standards from preschool through sixth grade. PLCs will enmesh their continuing focus on Teacher Clarity with the PLC+ Five Guiding Questions, further strengthening student learning in ELA. PLCs will use various data resources to support their decisions in making the best next steps for extension and reteaching opportunities to support student learning. Data findings will be shared with Administration in bi-annual data chats, and teachers will hold regular data chats with their students throughout the school year to ensure students understand their current academic placement. Thereby increasing student buy-in to the learning process.

ELA- Fremont will continue a tiered system of supports based on rigorous instruction and complex text aligned to CSS and IPG and responsive interventions through MTSS.

- Tier 1: Intervention tiers are embedded in the close reading strategies through implementation of the district adopted curriculum and PLC developed instructional materials which are used daily in classrooms. Enrichment in digital literacy will be extended to all students K-6, using complex text and research practices online.
- Tier 2: Levels of support for struggling learners (identified through iReady, CFA's, SBAC and teacher input) will be addressed through a combination of in-class targeted instructional support K-6, and targeted intervention with Moreno Institute tutors in grades K-6.
- Tier 3: Students not demonstrating growth in targeted intervention sessions will be brought to the team through SST process to determine if non-identified RSP services are appropriate.

Professional Learning Communities- Fremont PLC teams will continue their work around clarifying the essential learning for every unit, gaining clarity regarding the depth of knowledge and skills students must acquire as a result of each unit of instruction, committing to providing students with the instruction and support to achieve the intended outcomes, giving every student access to essential learning. PLC teams will continue to develop and establish a criteria for success for varying lessons/units. PLC teams will work to collaboratively create a series of common assignments and assessments that address specific standards students must achieve to be deemed proficient. Each team will use formative assessments to improve and provide vital information to guide their system of intervention through RTI and enrichment of instruction.

Fremont will implement the following actions toward achieving success with this goal:

- Monthly PLC meeting with consultant from Corwin focused on Teacher Clarity
- Staff will use i-Ready diagnostic and SBAC/CAASPP data alongside CFAs and other assessments (formative and summative) toward enhancing and utilizing intervention and differentiation strategies, including but not limited to deployment, etc.
- PL and support for using Claims and Targets, as well as IABS and FIABs
- Staff will use the following, but not limited to, i-Ready Teacher Toolkit, SORA, Wonders etc, to continue supporting ELA literacy through a variety of means
- Staff will continue a school-wide integrated literacy plan. Instruction will continue to focus on daily close reading and collaboration strategies with complex text using the district-adopted curriculum.
- All staff will make writing instruction a priority across the curriculum.
- Administrative team continues a cycle of review around the Common Challenge (Professional Learning Communities-5 Grounding Questions)
- Administrative team calibration around instructional practice guide (IPG) walks.
- Administrative team will collaborate with teachers through Data Chat cycles post iReady D2, D3 and SBAC with a focus on student groups and goal setting
- Online iReady- MPath lessons (differentiated instruction support).

- Teachers will engage in professional learning on research-based instructional strategies specific to successfully teaching English Language Learners. Teachers will engage in professional learning on research-based strategies to support students identified as Tier III (academically).
- Professional Learning Communities (PLC) will Backwards Map and plan Common Formative and Summative Assessments (CFA/CSA) for data review and establishment of essential skills/standards
- Implement EL Data Chats to communicate expectations and commitments of teachers and students to increase linguistic and academic achievement and support continued growth for English Language Learners.
- PLCs will participate in Quarterly Planning Days to develop Backwards Maps to include essential standards, common formative and summative assessments and tasks.
- The Fresno Region Literacy Plan will pay for teachers in Grades K and First to attend Orton Gillingham training to enhance foundational reading skills.

Focus on specific student groups includes:

- Socioeconomically Disadvantaged Students (SED) and Hispanic students have access to the content standards and grade-level curriculum.
- English Language Learners will receive instruction from a comprehensive program that will focus on all stages of language acquisition and academic development utilizing the ELD standards and the ELD Framework with an emphasis on re-designation and proficiency levels on ELPAC as well as regular CFAs

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- Teachers will continue to utilize *Wonders* resources including text, workbooks, and on-line resources across all grade levels.
- Teachers will utilize standards based IABs and FIABs (grade 3-6)
- Teachers will utilize The Positivity Project curriculum for daily SEL instruction
- Designated EL instruction for all levels of EL Learners to support their progress towards EL Reclassification.
- ELPAC goal setting will be provided to EL students and New Comers in support of reaching R-FEP Reclassification
- Economically disadvantaged, English Learners, and Hispanic students whose CFAs, IABs, FIABs, iReady diagnostics, and SBAC scores have decreased and are now scoring significantly below grade level in grades 1-5. Students will participate in RTI
- Utilize approved categorical budgets: 3010, 7090, and 7091, as well as CSI funding: 3182.
- Provide substitutes to allow teachers to observe colleagues and attend Student Success Team Meetings and Professional Development Opportunities
- Materials and Supplies including Technology to support student learning
- Provide materials and supplies for parents to participate in meetings and learning opportunities provided by site administrators, Parent University, and outside resources.
- Utilize approved categorical budgets: 7090, 7091, 3010, for Supplemental contracts for after school tutoring and teacher planning days.
- PLC Teams will continue to improve instructional support and provide intervention through the RTI process for all students, especially those who are Socioeconomically Disadvantaged, Hispanic, and English Learners.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

English Learner student population is performing at the lowest level in areas of ELA and Reclassification.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English learner students by purchasing any materials and supplies needed to support their learning, including, but not limited to, supplemental materials and technology.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7091 funds we plan to support English learner students by funding supplemental contracts for teachers to support English Learners with tutoring after school. We will also use funds to purchase any supplemental materials to support learning. Funding from 7091 will allow us to hire outside ELPAC Assessors who are highly trained to help with the 1:1 testing and Speaking portion of the assessment.

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

- Designated EL instruction for those students identified as English Language Learners to support progress towards Reclassification
- iReady and ELPAC goal setting will be provided to EL students who are approaching R-FEP Reclassification.
- Economically disadvantaged students whose IABs, FIABs, iReady, CFAs, and SBAC scores have decreased (specifically Hispanic and English Learners) and are now scoring significantly below grade level in grades 1-6 will

participate in RTI..

- Fund ELPAC assessors in order to administer spring ELPAC assessment
- Monitor ELD instructional fidelity during classroom walks based on instructional block schedules
- California ELD Standards in combination with CCSS

Student Groups

Using Title I funds Only: What are the planned expenses to support this student group?

- **Hispanic (HI):**
Socio-economically Disadvantaged (SED):
Materials and Supplies, including Technology as needed

Using 7090/7091 funds only: What are the planned expenses to support this student group?

- **Hispanic (HI):**
Socio-economically Disadvantaged (SED):
Materials and Supplies, including Technology as needed

As a site: What are the planned actions to support this student group?

- Hispanic (HI):**
Socio-economically Disadvantaged (SED):
White and SED:
- Quality, first teaching on standards based learning
 - Utilize CSI funds for Moreno Institute tutors - one for each grade level (Grades 2-6) to support RTI in class
 - TST to intervene if students are not progressing
 - Teachers will do goal setting with all students after the results of each iReady Diagnostic
 - Monitor attendance and intervene when needed

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<p><i>We will achieve these changes in knowledge and learning...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>Classroom walkthroughs, demonstrating 75% improvement in the implementation of utilizing CFAs to guide instructional shifts</p> <p>Outcomes monitored by Administration</p> <p>Teachers begin to implement the components of Teacher Clarity (learning intentions, success criteria) in the classroom.</p> <p>This will be monitored by Principal and VP during classroom walkthroughs and feedback.</p>	<p><i>Shape these behaviors...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>i-Ready Diagnostic 2 will demonstrate 50% stretch growth from baseline diagnostic for EL Students, Hispanic, and SED.</p> <p>Outcomes monitored by Administration and Teachers</p> <p>By December of 2025 90% teachers will implement the components using learning intentions and success criteria to fidelity in the classroom.</p> <p>This will be monitored by the Principal and VP during classroom walkthroughs and the results of Diagnostic 2, which will show a 10% gain in performance in ELA and Math.</p>	<p><i>And ultimately achieve these impacts.</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>On SBAC:</p> <p>English Learners will improve their DFS from -85.4 to -70.4</p> <p>Hispanic students will improve their DFS from -80.9 to -65.9</p> <p>SED students will improve their DFS -80 to -65.</p> <p>Outcomes monitored by Administration and Teachers</p> <p>By June 2026, 85% teachers will implement the rest of the components of Teacher Clarity in their classrooms.</p> <p>This will be monitored by the Principal and VP during classroom walkthroughs and the results of Diagnostic 3 and SBAC, which will show a 15% gain in performance in ELA and Math.</p>

Action 2 :

Improve Academic Math Instruction/Extended Math Intervention

Action Details:

Fremont will implement a comprehensive and balanced Mathematics instructional program with an emphasis on daily targeted and differentiated instruction, ensuring students in grades Kinder-6th will grow one grade-level or beyond in math proficiency. PLCs will enmesh their continuing focus on Teacher Clarity with the PLC+ Five Guiding Questions, further strengthening student learning in Math. PLCs will use various data resources to support their decisions in making the best next steps for extension and reteaching opportunities to support student learning. Data findings will be shared with Administration in bi-annual data chats, and teachers will hold regular data chats with their students to ensure students understand their current academic placement and thereby increasing student buy-in to the learning process.

Math- Fremont will continue a tiered system of supports based on rigorous instruction and complex text aligned to CSS and IPG and responsive interventions through MTSS.

Tier 1:

- Quality first teaching practices based on standards, student goal setting and checking for understanding protocols
- Targeted small group instruction
- Professional Learning opportunities provided by Administration and Academic coach in support of improving high-quality instructional practices
- Academic Coach supports teachers in lesson development and providing co-teaching opportunities
- All students have the opportunity to participate in district-provided enrichment study trips and college and career readiness opportunities
- All students have the opportunity to participate in Positivity Project SEL lessons and daily/morning meetings
- Office Assistant contacts parents with daily attendance concerns
- i-Ready/MyPath provides students with personalized learning for student growth

- Student Data Chats and goal setting conducted by classroom teachers

Tier 2:

- Academic Coach - coaching teachers in the classroom to support new mathematical practices
- Academic Coach to provide professional learning of Moreno Institute Tutors to improve support learning in RTI
- TST, Tier 2 Specialist, Home-School Liaison (HSL) work together to support students with attendance challenges, aiming to improve attendance rates and enhance students' access to academic content

Tier 3:

- Targeted Supports Team to support student concerns (academics, social-emotional, or attendance) Home-School Liaison and Child Welfare Attendance Specialist work collaboratively to support students with attendance challenges, aiming to improve attendance rates and enhance students' access to academic content.

[Describe Direct Instructional Services to students, including materials and supplies required \(curriculum and instruction\). When applicable, insert Multi-Tiered System of Supports \(MTSS\):](#)

- Teachers will continue to utilize all *GOMath* resources including on-line resources with 100% fidelity across all grade levels.
- Professional development provided to certificated staff
- Math PL with District Coach (currently April Tarango); continue with PL on best practices and rigo
- Provide substitutes to allow teachers for planning and to attend Student Success Team Meetings and IEPs.
- Materials/Supplies/Technology to support student learning.

[English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner \(LTEL\) students, and students who have been reclassified.](#)

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

No one student group was called out in MATH

2. Using Title I funds Only: What are the planned expenses to support English learner students?

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

Student Groups

Using Title I funds Only: What are the planned expenses to support this student group?

- Materials and supplies including technology, to support student learning

Using 7090/7091 funds only: What are the planned expenses to support this student group?

- Materials and supplies including technology, to support student learning

As a site: What are the planned actions to support this student group?

Tier 1:

- Quality first teaching practices based on standards, student goal setting and checking for understanding protocols
- Targeted small group instruction
- Professional Learning opportunities provided by Administration and Academic coach in support of improving high-quality instructional practices
- Academic Coach supports teachers in lesson development and providing co-teaching opportunities
- All students have the opportunity to participate in district-provided enrichment study trips and college and career readiness opportunities
- All students have the opportunity to participate in Positivity Project SEL lessons and daily/morning meetings
- Office Assistant contacts parents with daily attendance concerns
- i-Ready/MyPath provides students with personalized learning for student growth
- Student Data Chats and goal setting conducted by classroom teachers

Tier 2:

- Academic Coach - coaching teachers in the classroom to support new mathematical practices
- Academic Coach to provide professional learning of Moreno Institute Tutors to improve support learning in RTI
- TST, Tier 2 Specialist, Home-School Liaison (HSL) work together to support students with attendance challenges, aiming to improve attendance rates and enhance students' access to academic content

Tier 3:

- Targeted Supports Team to support student concerns (academics, social-emotional, or attendance) Home-School Liaison and Child Welfare Attendance Specialist work collaboratively to support students with attendance challenges, aiming to improve attendance rates and enhance students' access to academic content.

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)

Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

Classroom walkthroughs, demonstrating 75% improvement in the implementation of utilizing CFAs to guide instructional shifts

Outcomes monitored by Administration

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

i-Ready Diagnostic 2 will demonstrate 50% stretch growth from baseline diagnostic for EL, Hispanic and SED students (as called out in ELA)

Outcomes monitored by Administration and Teachers

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

SBAC results will decrease from -77.6 DFS to -62.6 points DFS and grow from 19.2% to 25% in Meets or Exceeds standards in Math on SBAC.

Outcomes monitored by Administration and Teachers

2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0175 Fremont Elementary (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Subs for teacher planning days, conferences, PL; G1A2 **No IEPs**	17,891.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Supplemental contracts for teachers to tutor for academics and lead activities, clubs, committees; G2A1&2, G3A1&2 **No IEPs**	12,260.00
G1A1	Title 1 Basic	Instruction	Ins Aide-Sup			G1A2, G3A1, G5A1 - Supplemental Contracts for extra classified support in academic, student and family engagement	6,546.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			: Books to support student learning: G1A2, G2A1, G4A1	2,000.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Materials and Supplies to support instruction, G1A1&2 **No Incentives or food**	1,969.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Technology for student learning	9,000.00
G1A1	ESSA-CSI	Instruction	Subagreements			Moreno Institute : Tutors for Grades 2-6; ELA/Math RTI; G1A2	136,000.00
G1A1	ESSA-CSI	Instruction	Travel			: Travel and Conferences Fees	5,038.00
G1A1	ESSA-CSI	Instruction	Cons Svc/Oth			: Teacher Clarity - on site coaching; G1A2; split cost with Unit 6211; 3182: \$83,000 and 6211: \$22,000	83,000.00
G1A1	ESSA-CSI	Guidance & Counseling Services	Subagreements			Generation Changers : Mentors - 2 daily for 6 hours to support students	76,406.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitutes for SSTs, IEPs, teacher planning days; G3A2	25,048.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Teacher Supplemental contracts for academics and activities: G1A2, G3A1&2, G2A1	18,391.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and supplies, POs, Warehouse Orders, apparel, SWAG, incentives, vendors G1A1&2, G2A1&2, G3A1&2, G4A1, G5A1	103,413.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Copier Lease - split fund w/7091 (60/40); color copies for text and materials to support student learning. Parent engagement G5A1	12,880.00
G1A1	Sup & Conc	Instruction	Direct Trans			Transportation costs	2,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			: General Maintenance for equipment for student learning	5,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			: Graphics to support student learning; G1A2, G3A1, G5A1	1,000.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			TBD : Motivational speakers and assemblies to improve student attendance and achievement G2A2	3,000.00

2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0175 Fremont Elementary (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	LCFF: EL	Instruction	Teacher-Subs			Subs for planning days, IEPs, SSTs; G1A2	16,697.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			Teacher Supplemental Salaries for ELPAC assessors	18,391.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and supplies to support student learning	10,854.00
G1A1	LCFF: EL	Instruction	Off Eq Lease			Split fund copiers (reg and color)	10,000.00
G1A1	LCFF: EL	Parent Participation	Direct-Graph			Graphics to support learning	500.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			Books and site licenses like Reflex Math; G1A1	4,362.00

\$581,646.00

Current Goal 2 - STUDENTS: Expand student centered and real-world learning experiences.

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 2 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain	✓	90.4 %	80.8 %	2024-2025	81.9 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

We need to expand student centered and real-world learning experiences for our students. Only 80.8% responded favorably to this metric on the Fall Climate & Culture survey.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- Outside speakers/experiences for students were not scheduled.
- Very limited opportunities for student engagement due to lack of club leaders and other extra curricular activities, except for sports
- Unable to hire a Tier 2 Specialist

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- Need community partners and vendors to present and/or give opportunities for real world experiences.
- Continue to actively recruit certificated and classified staff to lead extracurricular activities and clubs
- Hire a Tier II Intervention Specialist with CSI funds.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Expand Student Engagement Opportunities

Partially Implemented

We were able to implement almost all of the actions with the exception of offering clubs and other interactive activities for students. Arts for Everyone had a grant that allowed for TK-2 to have dance classes for 10 weeks. Teachers held morning meetings focused on the Positivity Project character traits. Grades participated in district provided field trips and CTE experiences such as Brick for Kids.

Action 2: Improve School Climate and Culture

Partially Implemented

Adults on campus strive to foster positive relationships with students as well as creating a welcoming environment. Using CSI funds, Mentors were added to the support staff to work with students.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Expand Student Engagement Opportunities

Partially Effective

Although the metrics show that favorability in this area is not high, we did have Fremont students participate in the Peach Blossom Festival at Fresno State and in the District Spelling Bee. Students participated in sports and Meaningful Work.

Action 2: Improve School Climate and Culture

Partially Effective

In the Fall Climate and Culture Survey, students responded 83% favorably to the statement that there is an adult on campus who cares about me.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

- Supplemental contract for staff member to research and book speakers/guests
- Continue to actively recruit certificated and classified staff to lead extracurricular activities and clubs
- Hire a Tier II Intervention Specialist using CSI funds

Section D: Educational Partner Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

SSC:

- Continue with Mentors
- More engagement for students
- Planning days for teachers
- Structured Recess

ELAC:

- Planning Days for teachers
- More clubs and activities for students
- Mentors
- EL tutor for extra support

Staff:

- More club options for students
- Continue with planning days
- Mentors
- Moreno Institute tutors
- Conferences and Training
- Structured Recess

Action 1 :

Expand Student Engagement Opportunities

Action Details:

Fremont students will be provided opportunities to interact with teachers and ancillary staff during school activities, Study Trips, VAPA opportunities, clubs, and athletics. Staff will communicate the importance of trips and real-world activities to parents and community to build confidence in allowing students to participate. PLCs will implement strategies to incorporate GVC and curriculum within the activities. We will utilize morning meetings with the Positivity Project to engage students in SEL.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- Materials and supplies, including technology
- Provide substitutes to allow teachers to attend Student Success Team Meetings.
- Professional development will be available to certificated staff through conferences and extended learning opportunities
- Fremont will offer clubs after school and/or during lunch
- Funds for vendors to provide real-world experiences
- Supplemental contracts for staff to lead clubs and extracurricular activities.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

English Learner student population is performing at the lowest level in areas of (Insert all areas in Goal 2 that the student group is identified in red according to the CA Dashboard).

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support (Specific student group) by...

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support (Specific student group) by...

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA.

Student Groups

Using Title I funds Only: What are the planned expenses to support this student group?

- Materials and supplies, including technology
- Provide substitutes to allow teachers to attend Student Success Team Meetings.
- Professional development will be available to certificated staff through conferences and extended learning opportunities
- Fremont will offer clubs after school and/or during lunch
- Funds for vendors to provide real-world experiences
- Supplemental contracts for staff to lead clubs and extracurricular activities

Using 7090/7091 funds only: What are the planned expenses to support this student group?

- Materials and supplies, including technology
- Provide substitutes to allow teachers to attend Student Success Team Meetings.
- Professional development will be available to certificated staff through conferences and extended learning opportunities
- Fremont will offer clubs after school and/or during lunch
- Funds for vendors to provide real-world experiences
- Supplemental contracts for staff to lead clubs and extracurricular activities

As a site: What are the planned actions to support this student group?

- CCT will work closely with Student Leadership to calendar out monthly celebrations and events with planned activities for students, including dress up days.
- Staff will utilize the Positivity Project to tie the character traits with the above celebrations and activities so students can see the SEL connection with worldly events
- Staff will be assigned to research and book outside speakers and vendors
- Admin will actively recruit classified and certificated staff to lead clubs and extracurricular activities.

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning) Expect to see
<p><i>We will achieve these changes in knowledge and learning...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>Students will participate in clubs, sports and extracurricular activities</p> <p>Participation will be monitored through ATLAS attendance for Goal 2</p> <p>Monitored by Principal, VP, club leaders, coaches</p>

Medium-Term (Change in Behavior or Performance) Want to see
<p><i>Shape these behaviors...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>We will see an increase in this metric from the Fall Culture and Climate Survey 2024 to the Spring Culture and Climate Survey 2025</p> <p>We will see an increase of 3%</p> <p>Monitored by Principal, VP, CCT</p>

Long-Term (Change in Condition) Hope to see
<p><i>And ultimately achieve these impacts.</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>We will see an increase in this metric from the Spring Climate and Culture Survey 2025 to the Spring Climate and Culture Survey 2026</p> <p>We will see an increase of 7%</p> <p>Monitored by Principal, VP, CCT</p>

Action 2 :

Improve School Climate and Culture

Action Details:

Fremont will continue the implementation of its schoolwide behavior program that focuses on students developing positive student behavior, as well as building relational capacities with adults and peers. Fremont will promote and support a Culture of Kindness and Responsibility through the ongoing development of ideals of understanding and responsible citizenship and positive character.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- Use of CSI funds to purchase use of the PositivityProject. Students will engage in the 24 characteristics that teach how our actions affect others.
- Materials, supplies, including technology
- Purchase Orders with approved vendors to support student learning
- Professional development will be available to certificated staff through conferences and extended learning opportunities.
- Funds will be used from 7090 and 3182 to fund guest speakers/assemblies to engage students in real world experiences

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

No one student group was in the red in this Goal.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support (Specific student group) by...

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support (Specific student group) by...

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA.

Student Groups

Using Title I funds Only: What are the planned expenses to support this student group?

- Materials and supplies
- Subs for teachers to attend SSTs and IEPs

Using 7090/7091 funds only: What are the planned expenses to support this student group?

- Materials and supplies
- Subs for teachers to attend SSTs and IEPs
- Generation Changers - Mentors

As a site: What are the planned actions to support this student group?

TST will meet monthly to discuss and direct student needs for support

Mentors will have caseloads of students to monitor 1:1 check-in/check-outs, small group instruction

Referrals for support will be available for on campus and off site

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

Students will participate in clubs, sports and extracurricular activities

Participation will be monitored through ATLAS attendance for Goal 2

Monitored by Principal, VP, club leaders, coaches

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

We will see an increase in this metric from the Fall Culture and Climate Survey 2024 to the Spring Culture and Climate Survey 2025

We will see an increase of 3%

Monitored by Principal, VP, CCT

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

We will see an increase in this metric from the Spring Climate and Culture Survey 2025 to the Spring Climate and Culture Survey 2026

We will see an increase of 7%

Monitored by Principal, VP, CCT

2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0175 Fremont Elementary (Locked)

G2 - Expand student-centered and real-world learning experiences

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	ESSA-CSI	Instruction	Cons Svc/Oth			TBD : Motivational Speakers, Assemblies, etc. to support student engagement	2,000.00

\$2,000.00

Current Goal 3 - STUDENTS: Increase student engagement in their school and community.

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism	✓		38.2 %	2023-2024	30 %
Chronic Absenteeism - (English Learner)	✓		29.3 %	2023-2024	23.7 %
Chronic Absenteeism - (Hispanic)	✓		37.3 %	2023-2024	30.7 %
Chronic Absenteeism - (Socioeconomically Disadvantaged)	✓		37.8 %	2023-2024	30.2 %
Chronic Absenteeism - (White)	✓		50 %	2023-2024	40.4 %
Suspension Rate	✓	2 %	6.2 %	2023-2024	5.87 %
Suspension Rate - (Socioeconomically Disadvantaged)	✓	2 %	6.3 %	2023-2024	5.97 %
Suspension Rate - (White)	✓		8.6 %	2023-2024	8.27 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Based on the metrics the chronic absenteeism rate continues to be high, but is down from 39% in 2022-2023. Those identified as needing the most support were EL students, Hispanic, SED, and White. We saw an increase in Suspension Rates, especially among our SED and White students.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

High transiency rates with particular families affected our suspension and absenteeism rates
 Students lack coping skills from trauma; parents did not respond to offers for support for students.
 Low participation at Attendance Meetings

Use of the Behavior Matrix on a consistent basis led to equitable discipline resulting in a higher suspension rate.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

Early intervention from TST when students (especially Project Access) enroll - directing supports on site (counseling, mentors, RTI)

HSL & OA to conduct home visits on a regular basis

More frequent incentives for good attendance

Improve training of adults in common areas at recess

Behavior expectations need to be consistently enforced by all adults

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Improve Absenteeism Rate

Partially Implemented

HSL and OA made some home visits and were effective when they did. HSL, OA and principal only monthly to check in. Motivational speakers were not scheduled. After the first quarter, instead of quarterly SOAR Day incentives, we went to monthly, but chronic absenteeism continues.

Action 2: Reduction of Suspensions

Partially Implemented

- TST will identified and provided needed interventions for students.
- Referrals for on-campus counseling and other supports as needed (All4Youth, etc) were made as needed
- Students were reminded daily at the Rally at the Courts of the SOAR guidelines for Success
- Positivity Project lessons were not used to fidelity
- Students will be recognized for positive behaviors
- Teachers did not utilize CHAMPS/MAC consistently during daily lessons
- All staff will model positive interactions with each other, students and families.
- Progress monitoring of suspension for our students groups (SED, African American, and Hispanic) using Power BI were done

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Improve Absenteeism Rate

Partially Effective

The actions were partially effective as Chronic Absenteeism went down from 39% to 38.2%.

Action 2: Reduction of Suspensions

Ineffective

The actions were ineffective, as the suspension rate more than doubled.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

- We will explore alternatives to suspensions
- Schoolwide behavior expectations will be enforced by all adults on campus.
- TST will continue directing appropriate supports for students - HSL to continue to be included in meetings
- Incentives and monthly SOAR Days for attendance and behavior
- Hiring of a Tier II Specialist will support with Tier II and Tier III behaviors.

Section D: Educational Partner Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

SSC:

- Continue with Mentors
- More engagement for students
- Planning days for teachers
- Structured Recess

ELAC:

- Planning Days for teachers
- More clubs and activities for students
- Mentors
- EL tutor for extra support

Staff:

- More club options for students
- Continue with planning days
- Mentors
- Moreno Institute tutors
- Conferences and Training
- Structured Recess

Action 1 :

Improve Absenteeism Rate

Action Details:

Fremont's Principal and Office Assistant will conduct A1 Parent Attendance meetings bi-weekly to discuss the FUSD's attendance, reporting, and tracking systems. HSL and Office Assistant will support school wide attendance plan.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- Weekly, monthly and Quarterly attendance incentives for students that meet or exceed the attendance rate of 95%.
- Utilize appropriate categorical budgets for materials and supplies to support weekly/monthly activities
- Utilize CSI funds to pay for two six hour mentors to support students
- Utilize CSI funds to pay for the implementation of the Positivity Project
- Utilize CSI funds to bring in motivational speakers
- Utilize CSI funds to hire a Tier II Intervention Specialist

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

All identified EL Students

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support by...

- *Materials and supplies, including technology as needed*

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support ELs by...

- *Materials and Supplies, including technology as needed*
- *Vendors as needed for incentives*

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

- Monitor EL student population that fall into the chronic and severe chronic absenteeism categories
- Utilize RFEP monitoring tool for attendance as well as EL designed lessons using ELD and CCSS frameworks
- Parent University
- HSL to reach out to parents whose students are chronically absent.
- Mentor support
- TST support

Student Groups

Using Title I funds Only: What are the planned expenses to support this student group?

Hispanic, SED, White:

- *Materials and supplies, including technology as needed*

Using 7090/7091 funds only: What are the planned expenses to support this student group?

Hispanic, SED, White:

- *Materials and Supplies, including technology as needed*
- *Vendors as needed for incentives*

As a site: What are the planned actions to support this student group?

- Student population that fall into the chronic and severe chronic absenteeism categories
- Parent University
- HSL to reach out to parents whose students are chronically absent.
- Mentor support
- TST support
- Connect students with clubs, activities, Meaningful Work, sports, etc.

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

Chronic absenteeism will improve from Spring 2025 to Fall of 2025 by 10%.

This will be measured using ATLAS and will be monitored by the OA, HSL, Principal, VP, and CCT

Teachers will hold morning meetings using Positivity Project to fidelity.

This will be monitored by the Principal and VP, through teacher schedules, classroom walk throughs,

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

Chronic absenteeism will improve from Fall of 2025 to Spring of 2026 by 15%

This will be measured using ATLAS and will be monitored by the OA, HSL, Principal, VP, and CCT

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

By June of 2026, chronic absenteeism will no longer be an issue and attendance will be at 95% or better.

This will be measured using ATLAS and will be monitored by the OA, HSL, Principal, VP, and CCT

Action 2 :

Reduction of Suspensions

Action Details:

In order to reduce suspensions, Fremont staff will continue to build a positive climate and culture that is inclusive and safe for all students :

- TST will identify and provide needed interventions for students.
- Referrals for on-campus counseling and other supports as needed
- All students will practice SOAR guidelines for success, with reminders during daily announcements.
- Teachers will use the Positivity Project lessons to fidelity in their daily class meetings
- On task behaviors will increase with the addition of mentors.
- Students will be recognized for positive behaviors
- Teachers will utilize CHAMPS/MAC consistently during daily lessons
- All staff will model positive interactions with each other, students and families.
- Progress monitoring of suspension for our students groups (SED, White) using Power BI

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- CSI funds will be utilized to have two six hour mentors on campus five days a week to support our students
- Materials and supplies as needed to support the work to reduce suspensions.
- Materials and supplies as needed to support incentives for students practicing SOAR and good behavior.
- CSI funds will support the Positivity Project
- Teachers will utilize the Positivity Project lessons in their daily class meetings
- Students will practice SOAR guidelines for success inside and outside of the classroom
- Teacher will utilize CHAMPS/MAC during daily lessons
- CSI funds will be used for implementing Structured Recess

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

English Learner student population was not flagged in red for this area. They will receive all supports that are being utilized for all students.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support (Specific student group) by...

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support (Specific student group) by...

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

Student Groups

Using Title I funds Only: What are the planned expenses to support this student group?

SED, White:

Materials and supplies, including technology as needed

Subs for teachers to attend SSTs

Using 7090/7091 funds only: What are the planned expenses to support this student group?

SED, White:

Signage around campus that explicitly list CHAMPS for the hallway, library, cafeteria, etc.

Materials and supplies, including technology as needed

Subs for teachers to attend SSTs

Vendors - motivational speakers

As a site: What are the planned actions to support this student group?

TST will identify and track students with high suspensions and support depending on needs

Mentors will connect with students with high suspension rates - check in/check out, 1:1, small groups

Hire a Tier 2 Specialist to support, using CSI Funds

Teacher will use Positivity Project to fidelity

MAC/CHAMPS will be used to fidelity

Generation Changers Structured Recess will engage students and teach them the rules and how to play games and sports outside with an emphasis on behavior

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

Suspension rates will go down 3% by Fall 2025

Power BI will be used to measure and will be monitored by the Principal, VP and CCT

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

Suspension Rates will decrease by another 3% by Spring of 2026.

Power BI will be used to measure and will be monitored by the Principal, VP and CCT

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

By June of 2026, Suspension Rates will be less than 2%

Power BI will be used to measure and will be monitored by the Principal, VP and CCT

2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0175 Fremont Elementary (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	ESSA-CSI	Instruction	Bks & Ref			Positivity Project; G3A2, G2A1&3	5,000.00
G3A1	ESSA-CSI	Guidance & Counseling Services	Cons Svc/Oth			Generation Changers : Best Club - also supports G2A1	44,254.00
G3A2	ESSA-CSI	Instruction	Cons Svc/Oth			TBD : Structured Recess	28,568.00
G3A2	ESSA-CSI	Attendance & Social Work Services	Cls Sup-Reg	Specialist, Tier II Intervention	1.0000	Tier II Specialist, Intervention	90,694.00

\$168,516.00

Current Goal 4 - STAFF: Increase recruitment and retention of staff reflecting on the diversity of our community.

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 4 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture staff survey - percent favorable in organizational culture domain	✓	97 %	86.5 %	2024-2025	87.6 %

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Based upon the results from the Climate and Culture Survey, 87% of the staff is in favor of the organizational culture domain. This is a decrease from the prior year. In order to increase this, we will continue to focus on recruitment and retention of staff reflecting the diversity of our community.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- Prior to the 2023-2024 the only males on campus were one teacher and 3 custodians. Since August of 2023, we have added 6 full time positions filled by males with diverse ethnic backgrounds. We will continue to hire best qualified individuals for our students, keeping diversity at the forefront.
- Opportunities for Professional Development were not diverse and relevant.
- Opportunities for team building with new and entire staff to create a strong sense of connection between staff and community were limited

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- Continue to hire best qualified candidates with diversity at the forefront of our recruitment
- Focus on Teacher Clarity
- Funding to support Professional Development both on and off site
- Invest in time and opportunities for team building among staff to foster a feeling of belonging.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Recruitment and Retention of Staff

Partially Implemented

Ongoing professional learning opportunities to promote skills and growth of professional practice

Staff Management Portal on iAchieve

FUSD Recruitment Interview Form

FUSD Exit Interview Form

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Recruitment and Retention of Staff

Partially Effective

Based on the 87% Favorable responses, we did not meet our goal, therefore our actions were only partially effective. We did not monitor the FUSD Exit Interview Forms of those who left the site. Therefore, we did not have the opportunity to see where we need to grow.

Staff did have ongoing opportunities for professional development both on and off site. Admin made a concerted effort to communicate and encourage staff to participate when it pertained to them and their growth.

Lead Teachers and the Academic Coach attended a 2 day Teacher Clarity Conference in San Diego to support learning in the classroom.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

- When hiring, we will seek the best qualified candidates with diversity, equity, and inclusion as the lens in which we recruit
- With CSI funding, we will have a consultant from Corwin meeting with PCs focused on Teacher Clarity
- Using CSI funding, another team of teacher will attend the Teacher Clarity Conference in February 2026 with the Vice Principal
- Admin will continue monitoring and encouraging all staff (certificated and classified) to attend relevant trainings
- Continue to invest time, resources, and activities to foster connectedness and belonging among all staff.

Section D: Educational Partner Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record

feedback and suggestions from each group below.

SSC:	ELAC:	Staff:
<ul style="list-style-type: none">• Continue with Mentors• More engagement for students• Planning days for teachers• Structured Recess	<ul style="list-style-type: none">• Planning Days for teachers• More clubs and activities for students• Mentors• EL tutor for extra support	<ul style="list-style-type: none">• More club options for students• Continue with planning days• Mentors• Moreno Institute tutors• Conferences and Training• Structured Recess

Action 1 :

Recruitment and Retention of Staff

Action Details:

As new team members are added to our Fremont Staff, we will hire through the lens of diversity with opportunities for all staff to build capacity. We will offer opportunities for team building and connection for staff.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- Funds set aside for Corwin consultant to focus on Teacher Clarity with PLCs.
- Subs for planning days
- Funding for outside vendors to provide services
- Academic Coach will work with teachers to build capacity in core subjects as well as with building positive classroom environments.
- Travel Budget for admin and teachers to attend Teacher Clarity Conference out of town, as well as other learning opportunities that are available.
- Observation and feedback to support with growth
- Professional Learning around academics, SEL, assessments (iReady, SBAC, IAB, FIAB, etc), Foundational Skills, EL Learning, Common Core State Standards, Teacher Clarity, PLC+, and more

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

- Provide on-going Professional Learning on Curriculum, Teacher Clarity, Cultural Proficiency, SEL, ELD strategies, Cultural Proficiency, Social Emotional Learning and Technology for all staff.
- EL Site Rep to conduct PL for staff
- Teachers engage in Designated EL time during class daily

Student Groups

Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support SED, Hispanic, and EL students by:

- Materials and Supplies
- Subs for teacher planning days
- Technology as needed
- Supplemental Contracts for teachers to support student learning after school

Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090/7091 funds we plan to support SED, Hispanic, and EL students by :

- Materials and Supplies
- Technology as needed
- Subs for teacher planning days
- Travel expenses for teachers to attend out of town Teacher Clarity conference
- Supplemental Contracts for teachers to support student learning after school
- Moreno Institute tutors to support RTI in the classroom

As a site: What are the planned actions to support this student group?

SED and EL:

- Professional Learning Opportunities for teachers, paras and tutors supporting EL Students and Tier 2 &3 students.
- Tier II Specialist hired through CSI funds to support EL students with Tier II and III behaviors

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

We will measure the effectiveness of Professional Development around PLC+ and Teacher Clarity, Foundational Skills.

Outcomes will be measured with iReady Diagnostic 1 and iReady Diagnostic 2. There will be a 5% increase of students who met 40% or above stretch growth.

Outcomes will be monitored by Principal, VP, and teachers

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

We will see an increase from the Fall Climate and Culture Survey to the Spring survey

Outcomes measured by staff participation. There will be an increase of 3% favorable

Outcomes will be monitored by Principal, VP, CCT

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

We will see an increase in the Fall Climate & Culture family survey from last year to this year.

Outcomes measured by staff participation. There will be an increase of 5% favorable.

Outcomes monitored by Principal, VP and CCT

Current Goal 5 - FAMILIES: Increase inclusive opportunities for families to engage in their students' education.

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 5 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture family survey - percent favorable in family engagement domain	✓	97 %	91 %	2024-2025	92.1 %

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

According to the Fall Climate and Culture Survey, 91% of our families feel they have inclusive opportunities to engage in their students' education. While this is a good percentage, there is always room to grow. We did not offer as many engagement opportunities as we had planned.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- Lack of clarity about who was in charge of particular events
- Poor time management with ordering supplies, resulting in cancellation of events.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- Committee with clear roles and responsibilities
- Calendar of events prior to the ending of the current school year.
- Staff will utilize a planning template so that all supports and details are taken care of

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Inclusive Opportunities for Family Engagement

Partially Implemented

Overall, we did implement the basic engagement opportunities including: Back to School Night, Parent/Teacher Conferences, Awards Assemblies, Parent University, ELAC, Title I, School Site Council, etc with good participation. We added a monthly Literacy Night through our Regional Literacy Plan. However, instead of monthly engagement opportunities with our Extended Learning Coordinator, we only had Pozole Night in December. There are more events scheduled for the Spring.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Inclusive Opportunities for Family Engagement

Partially Effective

The actions taken have been overall effective with a 91% satisfaction rate. We had good participation at our basic offering (ELAC, Parent University, etc.) However, there was only one big event in the first semester. This will improve in the second semester with more events calendared.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

- There will be a committee for Family Engagement Events consisting of our Extended Learning Coordinator, HSL, Academic Coach, and other volunteers. Roles and Responsibilities will be clearly defined and followed.
- Family Engagement Events will be calendared for the 2025-2026 school year before it before the start of school on August 18, 2025.
- Funding will be provided to continue with Family Literacy Nights dependent on whether the Regional Literacy Plan will fund again

Section D: Educational Partner Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

SSC:

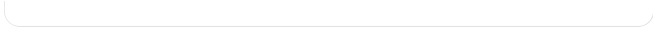
- Continue with Mentors
- More engagement for students
- Planning days for teachers
- Structured Recess

ELAC:

- Planning Days for teachers
- More clubs and activities for students
- Mentors
- EL tutor for extra support

Staff:

- More club options for students
- Continue with planning days
- Mentors
- Moreno Institute tutors
- Conferences and Training
- Structured Recess



Action 1 :

Inclusive Opportunities for Family Engagement

Action Details:

Fremont Elementary will provide and promote relationships with families, support overall family well-being and children's healthy development. As families are engaged and partnerships are created, the common focus becomes helping children grow and thrive.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Critical partners for student achievement will include:

- Materials and supplies to support family engagement activities, including outside vendors (DJs, food, etc)
- Supplemental contracts for certificated and classified to be on event committees.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

- Increase parent involvement in ELAC & DLAC
- Parent University English classes for parents to support understanding and connectedness to site
- Home School Liaison to reach out to parents to increase understanding and connectedness
- Fund Certificated assessors for ELPAC assessment
- Materials and Supplies provided to support for family participation
- Teachers honor designated EL time
- Teachers monitor RFEP and LTELs on ELLevation

Student Groups

Using Title I funds Only: What are the planned expenses to support this student group?

- Materials & Supplies
- Supplemental Contracts for certificated and classified staff to support events and serve on committees
- Fund Roving Subs for SST and IEP days
- Supplemental Contracts for Classified staff to offer babysitting during meetings.

Using 7090/7091 funds only: What are the planned expenses to support this student group?

- Materials & Supplies
- Translators at events as needed
- Supplemental Contracts for certificated and classified staff

- Vendor services for engagement

As a site: What are the planned actions to support this student group?

Socio-Economically Disadvantaged Students (SED):

- TST and SST meetings to address needs of low-performing or at-risk students
- Parent communication
- Increase opportunities for parent engagement during and after school hours
- Referrals for extra support with outside agencies
- Mentoring program that offers check ins, and small groups that support social skills and connecting to school

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)

Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

We will see an increase in attendance at the Title I Parent Meeting/Back to School Night, Parent University, and Parent Conferences.

Outcomes will be measured by attendance sign-ins. There will be an increase in attendance compared to last year.

Outcomes will be monitored by Principal, VP, HSL, and Teachers

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

- We should see an increase from the Fall Culture and Climate Survey to the Spring Survey
- Outcomes will be measured in the family engagement domain with an increase of 3%
- Outcomes will be measured by Principal, VP, CCT, HSL, and teachers

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

- We will see an increase from the Fall Culture and Climate Survey from last year to this year.
- Outcomes will be measured in the family engagement domain with an increase of 5% favorable.
- Outcomes will be measured by Principal, VP, CCT, HSL, and teachers

2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0175 Fremont Elementary (Locked)

G5 - Increase inclusive opportunities for families to engage in their students' education

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials and Supplies for parent engagement **No incentives or food**	2,000.00
G5A1	Sup & Conc	Ancillary Services	Cl&Tech-Sup			Supplemental Contract for OA to maintain school website and social media	3,928.00
G5A1	LCFF: EL	Parent Participation	ClS Sup-Sup			G1A1&2, Babysitting and Translating for SSC, ELAC, Parent University, conferences, and other school activities	3,928.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp			Materials and Supplies for parent meetings: ELAC, Parent University, etc.	2,000.00

\$11,856.00

2025-2026 Budget for SPSA/School Site Council

State/Federal Dept 0175 Fremont Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Subs for teacher planning days, conferences, PL; G1A2 **No IEPs**	17,891.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Supplemental contracts for teachers to tutor for academics and lead activities, clubs, committees; G2A1&2, G3A1&2 **No IEPs**	12,260.00
G1A1	Title 1 Basic	Instruction	Ins Aide-Sup			G1A2, G3A1, G5A1 - Supplemental Contracts for extra classified support in academic, student and family engagement	6,546.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			: Books to support student learning: G1A2, G2A1, G4A1	2,000.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Materials and Supplies to support instruction, G1A1&2 **No Incentives or food**	1,969.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Technology for student learning	9,000.00
G1A1	ESSA-CSI	Instruction	Subagreements			Moreno Institute : Tutors for Grades 2-6; ELA/Math RTI; G1A2	136,000.00
G1A1	ESSA-CSI	Instruction	Travel			: Travel and Conferences Fees	5,038.00
G1A1	ESSA-CSI	Instruction	Cons Svc/Oth			: Teacher Clarity - on site coaching; G1A2; split cost with Unit 6211; 3182: \$83,000 and 6211: \$22,000	83,000.00
G1A1	ESSA-CSI	Guidance & Counseling Services	Subagreements			Generation Changers : Mentors - 2 daily for 6 hours to support students	76,406.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitutes for SSTs, IEPs, teacher planning days; G3A2	25,048.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Teacher Supplemental contracts for academics and activities: G1A2, G3A1&2, G2A1	18,391.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and supplies, POs, Warehouse Orders, apparel, SWAG, incentives, vendors G1A1&2, G2A1&2, G3A1&2, G4A1, G5A1	103,413.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Copier Lease - split fund w/7091 (60/40); color copies for text and materials to support student learning. Parent engagement G5A1	12,880.00
G1A1	Sup & Conc	Instruction	Direct Trans			Transportation costs	2,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			: General Maintenance for equipment for student learning	5,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			: Graphics to support student learning; G1A2, G3A1, G5A1	1,000.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			TBD : Motivational speakers and assemblies to improve student attendance and achievement G2A2	3,000.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			Subs for planning days, IEPs, SSTs; G1A2	16,697.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			Teacher Supplemental Salaries for ELPAC assessors	18,391.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and supplies to support student learning	10,854.00
G1A1	LCFF: EL	Instruction	Off Eq Lease			Split fund copiers (reg and color)	10,000.00

G1A1	LCFF: EL	Parent Participation	Direct-Graph			Graphics to support learning	500.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			Books and site licenses like Reflex Math; G1A1	4,362.00
G2A1	ESSA-CSI	Instruction	Cons Svc/Oth			TBD : Motivational Speakers, Assemblies, etc. to support student engagement	2,000.00
G3A1	ESSA-CSI	Instruction	Bks & Ref			Positivity Project; G3A2, G2A1&3	5,000.00
G3A1	ESSA-CSI	Guidance & Counseling Services	Cons Svc/Oth			Generation Changers : Best Club - also supports G2A1	44,254.00
G3A2	ESSA-CSI	Instruction	Cons Svc/Oth			TBD : Structured Recess	28,568.00
G3A2	ESSA-CSI	Attendance & Social Work Services	Cls Sup-Reg	Specialist, Tier II Intervention	1.0000	Tier II Specialist, Intervention	90,694.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials and Supplies for parent engagement **No incentives or food**	2,000.00
G5A1	Sup & Conc	Ancillary Services	Cl&Tech-Sup			Supplemental Contract for OA to maintain school website and social media	3,928.00
G5A1	LCFF: EL	Parent Participation	Cls Sup-Sup			G1A1&2, Babysitting and Translating for SSC, ELAC, Parent University, conferences, and other school activities	3,928.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp			Materials and Supplies for parent meetings: ELAC, Parent University, etc.	2,000.00

\$764,018.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$56,028.00
ESSA-CSI	3182	\$470,960.00
Sup & Conc	7090	\$174,660.00
LCFF: EL	7091	\$62,370.00
Grand Total		\$764,018.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$581,646.00
G2 - Expand student-centered and real-world learning experiences	\$2,000.00
G3 - Increase student engagement in their school and community	\$168,516.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$11,856.00
Grand Total	\$764,018.00