

Fremont Elementary

10621666006258

Principal's Name: Julie Johnson

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 3, 2026

Table of Contents	
Topic	Details
Cover Page	CDS Code with Signature
Table of Contents	Listing of SPSA Contents and District Goals
Centralized Services	N/A
School Site Council Assurances	Consolidated Program Assurances
School Site Council (SSC)	Members list
Required Signatures	Principal and SSC Chairperson
Budget	Site Allocations
School Quality Review Process	- Needs Assessment: Data Analysis and identification of needs and goals - Actions designed to meet needs and targeted goals - Budget allocations and planned expenditures
Additional Documents	SSC Bylaws/Parent and Family Engagement Policy /Compact **See Addendum

District Goals		
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 and Guardrails 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.		
Academic Achievement	DISTRICT GOALS: Early Literacy Literacy Intervention College & Career Readiness Life Skills	DISTRICT GUARDAILS: Community Engagement Equitable Access Effective Staff Health & Wellness
The Whole Child (Engagement/SEL)		
Operational Excellence		

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

Consolidated Program Assurances

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.
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.
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.
The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.
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.
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.
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.
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.
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.

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 - Ana Cedillo		X			
3. Emily Vang		X			
4. Erika Pereschica		X			
5. Jasmine Zendejas-Guillen			X		
6. Monica Guerrero				X	
7. Carlos Velasquez				X	
8. Caren Gonzalez				X	
9. Tessa Pearson				X	
10. Toni Blais				X	
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:

☒ ELAC reviewed the SPSA as a school advisory committee.☐ 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		4-17-26
SSC Chairperson	Ana Cedillo		4-17-26

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

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

FY 2026/27

Fremont - 0175

ON-SITE ALLOCATION

3010	Title I	\$56,304 *
7090	LCFF Supplemental & Concentration	\$157,440
7091	LCFF for English Learners	\$42,320

TOTAL 2026/27 ON-SITE ALLOCATION

\$256,064

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Parent Involvement Budget - Minimum	\$1,632
Program Budget	\$54,672
Total Title I Allocation	\$56,304

ESSA Assistance Status: Targeted Support and Improvement (TSI)

January 30, 2026

Fremont Elementary 2026-2027 - SPSA Draft Edits

Needs Assessment

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

School Quality Review						
School Level Dashboard						
Goal	Selected Metrics	Current Target	Actual	As Of	Target	
Goal 1	ELPAC - percentage of students who scored 4		19 %	2024-2025	20.1 %	↑
Goal 1	ELPI - percentage of students who improved at least one ELPI level (English Learner)		56.4 %	2024-2025	57.5 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (1st Grade)		39.4 %	2025-2026	40.5 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		41.7 %	2025-2026	42.8 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (Kinder)		53.4 %	2025-2026	54.5 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		56.2 %	2025-2026	57.3 %	↑
Goal 1	i-Ready ELA D2 proficiency - percentage of students on/above (ALL)		30.4 %	2025-2026	31.5 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (1st Grade)		65.2 %	2025-2026	66.3 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		48.7 %	2025-2026	49.8 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (Kinder)		59.6 %	2025-2026	60.7 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		62.4 %	2025-2026	63.5 %	↑
Goal 1	i-Ready Math D2 proficiency - percentage of students on/above (ALL)		19.8 %	2025-2026	20.9 %	↑
Goal 1	SBAC ELA - Average distance from standard (ALL)	-63.9 pts	-70.1 pts	2024-2025	-55.1 pts	↑
Goal 1	SBAC ELA - Average distance from standard (English Learner)	-70.4 pts	-82.5 pts	2024-2025	-67.5 pts	↑
Goal 1	SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		22.3 %	2024-2025	27.3 %	↑
Goal 1	SBAC Math - Average distance from standard (ALL)	-62.6 pts	-83 pts	2024-2025	-68 pts	↑
Goal 1	SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		19 %	2024-2025	24 %	↑

Goal 2	Chronic Absenteeism (ALL) Semester 1	30 %	22.8 %	2025-2026	22.2 %	↓
Goal 2	Fall Climate & Culture family survey - percent favorable in family engagement domain	92.1 %	97 %	2025-2026	98.1 %	↑
Goal 2	Fall Climate & Culture staff survey - percent favorable in staff culture domain	87.6 %	90 %	2025-2026	91.1 %	↑
Goal 2	Fall Climate & Culture student survey- percent favorable in student health & wellness domain		81 %	2025-2026	83 %	↑
Goal 2	Suspension Rate - (Hispanic)		6.8 %	2024-2025	6.47 %	↓
Goal 2	Suspension Rate - (Socioeconomically Disadvantaged)	5.97 %	7.5 %	2024-2025	7.17 %	↓
Goal 2	Suspension Rate - (Students w/ Disabilities)		10 %	2024-2025	9.67 %	↓
Goal 2	Suspension Rate - (White)	8.27 %	8.8 %	2024-2025	8.47 %	↓
Goal 2	Suspension Rate (ALL) Semester 1	5.87 %	0.9 %	2025-2026	0.57 %	↓

Section A: Use the metrics above to identify the problem(s), causes, and needs. Create a new POP, Causes, and Needs box for each POP you plan to address.

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

Overall student proficiency and performance in ELA and Mathematics remain significantly below grade-level expectations, with English Learners demonstrating the greatest distance from standard despite modest growth on local assessments.

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

POP 2: While school climate is generally positive, disparities in student behavior and wellness persist among certain student groups.

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

POP 3: Despite recent improvements in school climate and reduced absenteeism, variability in student attendance, wellness, and engagement continues to affect academic performance, indicating that some students are not fully benefiting from existing support

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

- i-Ready proficiency levels are limited (ELA 31.5%, Math 20.9%), indicating unfinished foundational learning.
- Growth toward stretch and typical targets shows only incremental improvement, suggesting inconsistent Tier 1 instructional effectiveness.
- Language development progress (ELPAC 19%, ELPI 56.4%) indicates many English Learners are not yet reaching high levels of proficiency. Review of dedicated ELD time in the classroom will be done in PL.

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

POP 2

- There is apprehension from parents to accept support from outside resources provided. We are working on building that trust.
- Hired Tier II specialist, but unable to start position until October
- Positivity Project for SEL support is not being done to fidelity.

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

POP 3:

- Political climate causing families fear to bring students to school.
- High transiency rates with particular families affected our suspension and absenteeism rates
- Low participation at Attendance Meeting

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.

- Strengthen Tier 1 standards-aligned literacy, math, and integrated language development instruction.
- Implement systematic data cycles and progress monitoring to accelerate learning for students below grade level, especially English Learners.
- Provide targeted intervention time, tutoring, and evidence-based supports in foundational reading and mathematics.
- Deliver professional learning on differentiation, academic discourse, and language scaffolds across content areas.

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.

POP 2

- Implement culturally responsive and inclusive instructional practices to support diverse learners.
- Strengthen MTSS systems with focused academic and behavioral interventions for disproportionately impacted students.
- Provide staff training on equity-centered discipline, restorative practices, and differentiated supports.
- Increase family engagement and communication supports for multilingual and underserved communities.

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.

POP 3:

- Strengthen attendance monitoring, early intervention, and family outreach systems.
- Expand social-emotional learning, counseling, and wellness supports for students.
- Maintain and deepen positive school climate initiatives and student engagement opportunities.
- Coordinate community partnerships and wraparound services addressing barriers to attendance and learning.

Section B:Investigation

Implementation: Review current 2025/26SPSA and budget. Describe the overall implementation based on the metrics aligned to each action. Use the questions in the Help Box to support you with your description.

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. 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.

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.

Expand Student Engagement Opportunities

Partially Implemented

The actions were partially implemented. Student health and wellness survey results increased to **83% favorable**, exceeding the prior **81%**, which suggests that expanded engagement opportunities are strengthening students' sense of belonging, connection, and participation in school. Behavioral data further supports this outcome. The **overall suspension rate decreased significantly to 0.57%**, indicating improved student engagement, positive relationships, and successful implementation of preventative and restorative practices often associated with meaningful engagement opportunities.

Attendance outcomes also show positive movement, with **chronic absenteeism decreasing from 22.8% to 22.2%**, suggesting that when students experience engaging and supportive school environments, they are more likely to attend consistently. Although continued focus is needed to address subgroup disparities in suspension and ensure engagement reaches all student groups equitably, the consistent improvement across wellness, behavior, and attendance metrics indicates that expanding student engagement opportunities is effectively supporting the expected SPSA outcomes related to SEL, school connection, and sustained participation in learning. Teachers and classified increase clubs and student enrichment opportunities like structured recess, BEST club.

Improve School Climate and Culture

Partially Implemented

The actions were partially implemented. Family survey results in the family engagement domain increased to **98.1% favorable**, exceeding both the prior **97%** and the **92.1% target**, indicating strengthened trust, communication, and partnership between school and families. Staff culture survey results also improved to **91.1% favorable**, surpassing the **90% prior** and **87.6% target**, suggesting a more positive and collaborative professional environment that supports consistent implementation of climate practices.

Student health and wellness perceptions increased to **83% favorable**, showing continued progress in students' sense of safety, belonging, and emotional support. In addition, the **overall suspension rate decreased substantially to 0.57%**, reflecting improved behavioral climate and the likely impact of preventative, restorative, and relationship-centered practices aligned to this action.

Improve Absenteeism Rate

Partially Implemented

The actions were partially implemented. This action is demonstrating effectiveness as shown by measurable improvement in attendance outcomes. Chronic absenteeism decreased from **22.8% to 22.2%**, moving further below the **30% target** and indicating that attendance monitoring, family outreach, and engagement strategies are positively influencing student presence in school.

Additional climate and engagement indicators support this trend. Student health and wellness perceptions increased to **83% favorable**, and overall suspension rates declined significantly to **0.57%**, suggesting students feel safer, more connected, and more supported—conditions that research links to improved attendance. Strong family engagement survey results (**98.1% favorable**) further indicate effective communication and partnership practices that help address attendance barriers. Front office is conducting Tier III truancy, incentives for tracking attendance.

Reduction of Suspensions

Partially Implemented

The actions were partially implemented. The **overall suspension rate for all students decreased to 0.57%**, a substantial reduction from the prior **0.9%** and well below the **5.87% target**, indicating successful implementation of preventative, restorative, and relationship-centered behavioral supports. Increased All for Youth clinician, Tier II specialist to support students. We also have two mentors and BEST club/ structured recess which supported in only 1 recess referral. Additional climate indicators reinforce this effectiveness. Student health and wellness perceptions increased to **83% favorable**, suggesting students experience stronger feelings of safety, belonging, and emotional support—conditions that contribute to fewer behavioral incidents. Family engagement (**98.1% favorable**) and staff culture (**91.1% favorable**) survey results also improved, reflecting a more positive and collaborative school environment that supports proactive behavior systems and consistent expectations.

Recruitment and Retention of Staff

Partially Implemented

The actions were partially implemented. Staff culture survey results increased to **91.1% favorable**, exceeding both the prior **90%** and the **87.6% target**, indicating stronger morale, collaboration, and workplace satisfaction—key indicators associated with successful staff retention efforts. Positive family engagement (**98.1% favorable**) and improved student wellness (**83% favorable**) also suggest increased consistency in staffing and school relationships, which often reflect stable personnel systems. Overall, improvements in staff culture and school climate indicate meaningful progress, but additional evidence and continued focus on staffing stability are needed for this action to be considered fully effective.

Inclusive Opportunities for Family Engagement

Partially Implemented

The actions were partially implemented. This action is demonstrating strong effectiveness as reflected in family perception and broader climate indicators. The **family engagement survey increased to 98.1% favorable**, exceeding both the prior **97%** and the **92.1% target**, indicating that families feel welcomed, included, and connected to the school community. This level of positive perception suggests that outreach efforts, inclusive events, and communication structures are successfully engaging diverse families.

Additional supporting indicators reinforce this effectiveness. Improvements in **student health and wellness (83% favorable)** and **reduced chronic absenteeism (22.2%)** suggest that stronger family partnerships are contributing to increased student connection, well-being, and consistent attendance. The significant decline in the **overall suspension rate to 0.57%** further reflects the positive influence of collaborative family–school relationships on student behavior and school climate.

Effectiveness: Review metrics and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics aligned to the actions. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Improve Academic ELA and Reading Intervention/ELD

Partially Effective

Regional Literacy work with TNTP for foundational skills in K-2, Success Together Literacy nights, Teacher Clarity work for staff development, tutors, stretch growth student celebration

Improve Academic Math Instruction/Extended Math Intervention

Partially Effective

Moreno tutors in K-6th, monthly coaching with Corwin consultant focused on Teacher Clarity, math fluency walks for staff,

Expand Student Engagement Opportunities

Partially Effective

We had Fremont students participate in the Peach Blossom Festival at Fresno State and in the District Spelling Bee. Students participated in sports and Meaningful Work and clubs such as diamond art club, ASL, art club, leadership, BEST club. 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.

Improve School Climate and Culture

Partially Effective

Held additional enrichments such as ELPAC reclassification family celebration, Family Barn Dance, Goodies with Guardians, Loteria, more family volunteers for crosswalk, food bank donations, higher participation in all family events. Held assemblies for behavior.

Improve Absenteeism Rate

Partially Effective

Incentives for classes, SOAR days events, HSL family check ins, mentors and Tier II support

Reduction of Suspensions

Effective

Tier II specialist, mentors, SOAR day events, structured recess

Recruitment and Retention of Staff

Effective

Staff enrichment activities and events: Jitters Coffee Truck, Team Building at Dave & Busters, monthly treat days by grade level/departments, Snackle Box refill days, etc.

Inclusive Opportunities for Family Engagement

Partially Effective

Increased family participation in all events such as: Goodies with Guardians, awards, Family Literacy Nights, back to school night, Loteria night, Barn Dance, more participation of families for safe to school crosswalks

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.

- Continue to work with Corwin on Teacher Clarity, ensuring teachers are using the strategies to fidelity (funded through Literacy Grant)
- Create a data protocol that will be revisited to drive instruction
- Continue with supports for behavior and engagement: Structured Recess, 1 mentor, Tier II Specialist, and incentives

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:

- Extra support for students: tutors in class, after school
- Subs for planning days, IEPs/SSTs
- Structured Recess
- Rewards for behavior and attendance

ELAC:

- Teacher contracts for tutoring after school
- Subs for planning days, IEPs/SSTs
- Travel Expenses for teacher conferences
- Rewards for behavior and attendance
- Mentors

Staff:

- Moreno Tutors in the classroom
- Subs for planning days, IEPs/SSTs
- Structured Recess for behavior support
- Supplemental Contracts for teachers to support student engagement and tutoring
- Mentors



Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

Improve Academic ELA and Reading Intervention/ELD

Action Details

Early Literacy

Goal

Ensure all students Preschool–6th grade receive rigorous, standards-aligned literacy instruction and demonstrate measurable growth toward grade-level proficiency, with equitable outcomes for priority student groups (English Learners, SED, Hispanic students).

Guardrails Alignment:

- **High-Quality Instruction:** Tiered literacy instruction with foundational skills, complex text, and writing across the curriculum.
- **Data-Driven PLCs:** Regular analysis and action planning based on multiple data sources.
- **Priority Student Focus:** ELs and other priority groups receive targeted supports to accelerate proficiency.

Tiered Instructional Supports (MTSS)

Tier 1 – Core Instruction (All Students)

- Deliver daily, standards-aligned ELA instruction using Wonders, complex text, and close reading strategies.
- Embed writing across content areas.
- Use Claims & Targets, IPG-aligned learning intentions, and clear success criteria.
- Provide digital literacy enrichment (SORA, research tasks, online complex text).
- Prioritize foundational reading skills in TK–2 through Orton-Gillingham strategies.

Guardrail Alignment:

- **Rigorous First Instruction** → Strong Tier 1 instruction ensures all students access grade-level standards.
- **Early Literacy Focus** → TK–2 foundational support aligns to district early reading goal.

Tier 2 – Targeted Intervention

- Identify students via i-Ready D1–D3, CFAs, SBAC/CAASPP, and teacher input.
- Provide small-group instruction and Moreno Institute tutoring K–6.
- Monitor progress every 6–8 weeks and adjust supports.

Guardrail Alignment:

- **Responsive Interventions** → Timely Tier 2 support based on multiple measures ensures students do not fall behind.
- **Priority Student Focus** → Supports targeted to ELs, SED, and struggling learners.

Tier 3 – Intensive Intervention

- Students not showing growth referred to SST for problem-solving and potential RSP evaluation.

Guardrail Alignment:

- **Intensive Support** → Students receive individualized interventions to address persistent gaps in learning.

Professional Learning Communities (PLCs)

- Backwards map units to clarify essential standards and depth of knowledge.
- Develop common formative and summative assessments (CFA/CSA) and success criteria.
- Analyze data monthly using PLC+ Five Guiding Questions.
- Plan reteaching, intervention, and enrichment based on data.
- Quarterly Planning Days focus on assessment alignment, essential standards, and intervention planning.

Guardrail Alignment:

- **Collaborative Data-Driven Planning** → PLCs use multiple data sources to inform instruction.
- **Teacher Clarity & High Expectations** → Essential standards and success criteria ensure all students know learning goals.

Data & Accountability

- Teachers conduct regular student data chats to build ownership and goal-setting.
- Administrators hold biannual PLC data chats focusing on student group performance.
- IPG walkthroughs calibrate instructional quality.
- Data cycles follow i-Ready D2, D3, and SBAC results with action plans for targeted support.

Guardrail Alignment:

- **Data-Informed Instruction** → Multiple data points guide interventions and reteaching.
- **Equity and Priority Student Focus** → Data chats highlight EL, SED, and Hispanic student progress.

Professional Learning & Support

- Monthly PLC sessions with Corwin consultant on Teacher Clarity.
- Training on Claims & Targets, IABs/FIABs.
- Professional learning on research-based strategies for English Learners and Tier III students.

Guardrail Alignment:

- **Teacher Capacity** → Ongoing professional development ensures staff implement high-quality, standards-aligned literacy instruction.
- **EL & Tier III Expertise** → Supports priority students and students needing intensive intervention.

Expected Outcomes (Aligned to Guardrails & Goals 2026)

- Increased students reading at or above grade level (all grades).
- Growth in ELA proficiency on i-Ready and SBAC/CAASPP.
- Improved EL proficiency and reclassification rates.
- Reduced Tier 3 intervention needs due to stronger Tier 1 instruction.

Guardrails Alignment Summary:

1. **Rigorous Instruction** → All students receive high-quality Tier 1 literacy instruction.
2. **Collaborative Data-Driven Practice** → PLCs and admin cycles use data to inform next steps.
3. **Priority Student Focus** → ELs, SED, and Hispanic students receive targeted supports.
4. **Teacher Clarity & Capacity** → Professional learning ensures instructional consistency and impact.

Direct Instructional Services

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
- 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

1. Identify English Learner Students in Red

- EL population is performing below grade level in **ELA** and has low **Reclassification** rates.
- Red-designated students are primarily **Hispanic ELs** and other priority subgroups.

Guardrails Alignment:

- **Priority Student Focus** → Supports target EL students to accelerate proficiency and reclassification.
- **Data-Driven Instruction** → Identification aligns with CA Dashboard, SPSA, and local assessment data.

2. Planned Title I Fund Expenses (EL Only)

- Purchase supplemental **materials and technology** to support EL learning.
- Provide **instructional resources** aligned to classroom and small-group needs.

Guardrails Alignment:

- **Resource Allocation for Priority Students** → Title I funds target materials that directly impact EL achievement.

3. Planned 7090/7091 Fund Expenses (EL Only)

- Fund **supplemental contracts** for after-school tutoring for EL students.
- Purchase **additional instructional materials** to support classroom and small-group learning.
- Hire **trained ELPAC assessors** for 1:1 testing, including the Speaking portion of the assessment.

Guardrails Alignment:

- **Targeted Interventions & Assessment Support** → Funding ensures EL students receive supplemental instruction and accurate, high-quality assessment.

4. Site-Based Actions to Support EL Students

- **Designated ELD instruction** to accelerate progress toward Reclassification.
- **i-Ready & ELPAC goal-setting** to support EL students approaching R-FEP.
- **RTI participation** for economically disadvantaged students (especially Hispanic ELs) performing below grade level on IABs, FIABs, i-Ready, CFAs, and SBAC (Grades 1–6).
- **Funded ELPAC assessors** administer spring assessment efficiently and accurately.
- **Monitor ELD instructional fidelity** during classroom walks based on instructional block schedules.
- Align instruction to **California ELD Standards + CCSS**.

Guardrails Alignment:

- **Rigorous Tiered Instruction** → Targeted ELD and RTI supports for students below grade level.
- **Data & Assessment Driven** → i-Ready and ELPAC data guide interventions and goal-setting.
- **Priority Student Focus** → Supports ELs and economically disadvantaged students in alignment with Fresno Unified Goals.
- **Instructional Fidelity** → Classroom monitoring ensures consistent high-quality ELD instruction.

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 literacy grant funds for Moreno Institute tutors - one for each grade level (Grades 2-3) 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

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Family Engagement – Fremont Elementary

Aligned to Fresno Unified Guardrails and Goals 2026

Purpose:
Engage families as partners in student learning, particularly English Learners (ELs) and other priority student groups, to support literacy, language development, and progress toward grade-level proficiency and Reclassification.

- Planned Actions:**
- **Success Together Nights** – Interactive family events where students and caregivers practice literacy activities, ELD strategies, and writing exercises that align to classroom instruction.
 - **Parent Workshops & Meetings** – Provide opportunities for families to learn about supporting reading, writing, and language development at home, understanding i-Ready and ELPAC data, and strategies for goal-setting and academic support.

- **ELAC (English Learner Advisory Committee)** – Families participate in ELAC to provide input on programs, supports, and resource allocation for EL students; promotes partnership and accountability for EL student progress.
- **Sharing Data & Goal Setting** – Families receive information on student progress through i-Ready, CFAs, and ELPAC results, helping them understand how to reinforce skills at home.
- **Resource Distribution** – Provide families with literacy and language support materials, aligned to California ELD Standards and CCSS, to use at home.

Guardrails Alignment:

- **Priority Student Focus & Equity** → Families of ELs and students performing below grade level are actively engaged in supporting learning.
- **Data-Driven Partnership** → Families are informed of student performance, fostering home-school alignment with Tier 1–3 supports.
- **Rigorous Instruction Support** → Families gain strategies to extend literacy and ELD practice outside the classroom.

Expected Outcomes:

- Increased family participation in literacy and EL-focused events.
- Strengthened student engagement and academic buy-in.
- Accelerated progress toward grade-level standards and EL Reclassification goals.
- Stronger home-school partnerships supporting EL and priority student success.

Professional Learning

Describe Professional Learning related to this action.

Professional Learning – Fremont Elementary

Purpose:

Build staff capacity to deliver high-quality, standards-aligned literacy instruction, accelerate English Learner progress, and implement effective Tiered interventions, while supporting family engagement and data-driven decision making.

Planned Actions:

- **Teacher Clarity & PLC Support** – Monthly PLC sessions with Corwin consultants focused on Teacher Clarity, backward planning, and the PLC+ Five Guiding Questions to analyze student data and guide reteaching and enrichment.
- **Site-Specific Goal Setting** – During Professional Learning and buyback days, teachers and PLC teams will identify priority outcomes for EL students, SED students, and students below grade level, and create action plans to monitor progress.
- **EL Instruction & ELD Strategies** – Professional learning for all teachers on California ELD Standards, ELD Framework, and research-based strategies to accelerate language acquisition and Reclassification.
- **Tiered Intervention & RTI** – Training for teachers and support staff on using i-Ready, CFAs, SBAC, and other formative assessments to identify Tier 2 and Tier 3 students and implement targeted intervention strategies.

- **Orton-Gillingham & Early Literacy** – TK–1 teachers participate in Orton-Gillingham training to strengthen foundational reading skills in alignment with Fresno Unified early literacy goals.
- **Assessment Administration & Data Use** – Training for staff and funded ELPAC assessors to ensure accurate 1:1 administration and interpretation of ELPAC data, informing instruction and goal-setting.
- **Family Engagement Strategies** – Professional learning on how to support family events (e.g., Success Together Nights), workshops, and ELAC participation, helping teachers communicate student goals and literacy strategies to families.

Guardrails Alignment:

- **Rigorous Instruction & Teacher Capacity** → Ensures high-quality literacy and ELD instruction at every grade level.
- **Data-Driven Decision Making** → Builds skills to analyze and act on student performance data to accelerate learning.
- **Priority Student Focus** → Supports teachers in meeting the needs of ELs and other high-priority student groups.
- **Family Engagement Support** → Equips teachers to partner with families to reinforce learning at home.

Intended Outcomes:

- Increased literacy proficiency across all grades (i-Ready, SBAC).
- Accelerated EL progress and Reclassification rates.
- Improved effectiveness of Tier 2 and Tier 3 interventions.
- Stronger home-school partnerships through meaningful family engagement.
- Greater teacher clarity, instructional fidelity, and student academic growth.

Progress Monitoring: Outcomes

Reasoning for using this action:

 Strong 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-ReadyDiagnostic 2 will demonstrate 50% stretch growth from baseline diagnostic for EL Students, Hispanic, and SED.

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.

On SBAC:

English Learners will improve their DFS from -85.4 to -70.4

Hispanic students will improve their DFS from -80.9 to -65.9

Teachers begin to implement the components of Teacher Clarity (learning intentions, success criteria) in the classroom.

This will be monitored by Principal and VP during classroom walk throughs and feedback.

By December of 2025 90% teachers will implement the components using learning intentions and success criteria to fidelity in the classroom.

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.

SED students will improve their DFS -80 to -65.

Outcomes monitored by Administration and Teachers

By June 2026, 85% teachers will implement the rest of the components of Teacher Clarity in their classrooms.

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.

Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

Improve Academic Math Instruction/Extended Math Intervention

Action Details

Early Literacy

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
- 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

Tier 3:

- Targeted Supports Team to support student concerns (academics, social-emotional, or attendance) 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.

Direct Instructional Services

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; 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.

1. At Fremont Elementary, **English Learners were not identified in Red on the California Dashboard**. However, **English Learners were identified in the Orange performance level in Mathematics**, indicating a need for continued monitoring and targeted instructional supports to improve outcomes. Fremont Elementary will continue to implement differentiated instruction, targeted small group support, and data-driven instructional practices to ensure English Learners make progress toward grade-level mathematical proficiency.

2. Title I funds will support English Learners through supplemental instructional support and academic intervention resources. Planned expenses include:

- **Academic Coach support** to provide professional learning, co-teaching opportunities, and instructional coaching for teachers to strengthen differentiated math instruction and strategies that support English Learners.
- **Instructional programs and digital resources**, including i-Ready/MyPath, to provide personalized learning pathways and targeted practice aligned to student needs.
- **Professional learning opportunities** for teachers focused on high-quality instructional practices, teacher clarity, and differentiated instruction to better support English Learners in accessing grade-level mathematical content.
- **Instructional materials and resources** that support small-group instruction, reteaching opportunities, and scaffolding strategies for multilingual learners.

These expenditures will ensure English Learners receive additional instructional supports beyond the core program.

3. 7090/7091 funds will support English Learners through intervention and targeted academic supports, including:

- **Moreno Institute Tutors** (K-3) to provide additional small-group or individualized academic support during intervention time.
- **Tier 2 instructional support services**, including collaboration with the Academic Coach to provide professional learning to tutors and staff on strategies to support multilingual learners.
- **Supplemental intervention resources and materials** used during RTI and targeted instruction to help English Learners strengthen foundational mathematical skills.

These services provide additional targeted intervention opportunities for English Learners who require extra academic support.

4. Fremont will implement several schoolwide actions to support English Learners in accessing rigorous mathematics instruction and improving academic outcomes.

Teachers will provide **daily targeted and differentiated instruction**, including small-group instruction and scaffolds that support English Learners in accessing grade-level mathematical concepts. Professional Learning Communities (PLCs) will integrate the **PLC+ Five Guiding Questions** and focus on **Teacher Clarity** to strengthen instructional practices and ensure lessons include clear learning intentions, success criteria, and checks for understanding that support multilingual learners.

PLCs will regularly analyze **multiple sources of student data**, including i-Ready data and classroom assessments, to determine next steps for reteaching, intervention, and extension opportunities. Teachers will also conduct **student data chats and goal-setting conferences** to help students understand their progress and build ownership of their learning.

Fremont will continue implementing a **Multi-Tiered System of Supports (MTSS)** to ensure English Learners receive appropriate levels of academic support:

- **Tier 1:** High-quality standards-aligned instruction, targeted small-group instruction, student goal setting, and personalized learning through i-Ready/MyPath.
- **Tier 2:** Academic Coach support, professional learning for staff, and targeted instructional support through RTI and tutoring.
- **Tier 3:** Collaboration with the Targeted Supports Team (TST) and Child Welfare Attendance Specialist to address academic, social-emotional, and attendance concerns that may impact learning.

In addition, English Learners will have access to **SEL instruction through the Positivity Project, enrichment opportunities, and college and career readiness experiences** to support the development of the whole child.

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.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Fremont Elementary will engage families of English Learners in meaningful ways to support student growth in mathematics, aligned with Fresno Unified's Guardrails for Equity and Goals for high-quality instruction:

- **Data Chats and Goal-Setting:** Families will be included in student data conferences and provided summaries of student progress on i-Ready/MyPath and classroom assessments. This ensures families understand learning goals and can reinforce math skills at home.
- **Accessible Communication:** Regular updates about instructional supports, interventions, and enrichment opportunities will be shared in multiple languages and formats, ensuring all families can participate regardless of language or background.
- **Family Learning Opportunities:** Workshops and informational sessions will provide families with strategies to support math learning, understand academic expectations, and use digital learning tools effectively.
- **Schoolwide Engagement:** Families will be invited to participate in enrichment trips, SEL lessons, and college and career readiness activities, reinforcing a partnership in fostering student success.

These actions ensure **families are active partners**, support the **Fresno Unified focus on equitable access and achievement**, and help English Learners progress toward grade-level mathematics proficiency.

Professional Learning

Describe Professional Learning related to this action.

Fremont Elementary will provide professional learning opportunities for teachers and staff to strengthen instruction for English Learners in mathematics, aligned with Fresno Unified Guardrails for Equity and District Goals:

- **Teacher Clarity and PLC+ Implementation:** PLCs will engage in ongoing professional learning focused on **Teacher Clarity** and the **PLC+ Five Guiding Questions**. Staff will deepen their skills in setting clear learning intentions, success criteria, and effective checks for understanding, ensuring English Learners have access to grade-level math content.
- **Differentiated Instruction and Small-Group Support:** Teachers will receive training from the Academic Coach and district-provided workshops on **differentiating instruction for multilingual learners**, including scaffolding strategies, targeted small-group interventions, and using data to inform reteaching or extension opportunities.
- **Instructional Technology Integration:** Professional learning will focus on **i-Ready/MyPath** and other digital resources to personalize learning pathways, monitor student growth, and support targeted practice for English Learners.
- **RTI and Tiered Supports:** Training for staff will emphasize **Multi-Tiered System of Supports (MTSS)** strategies, including Tier 2 and Tier 3 interventions, collaboration with tutors, and integrating SEL supports to address both academic and socio-emotional needs.

- **Data-Driven Decision Making:** Teachers will participate in workshops and coaching sessions on analyzing assessment data, conducting student data chats, and using results to plan instruction that accelerates math growth for English Learners.

This professional learning plan ensures that teachers are **equipped to provide high-quality, standards-aligned instruction**, targeted supports, and equitable opportunities for English Learners to achieve grade-level proficiency in mathematics, consistent with **Fresno Unified Goals 1 and 2**.

Progress Monitoring: Outcomes

Reasoning for using this action:

 Strong 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.

- **Teacher and PLC data reviews** will track the application of CFA results in reteaching, small-group instruction, and differentiated support.
- Goal: Teachers will consistently **use data to target instruction**, particularly for EL students (currently **95.9 points below standard, declined 14.4 points; 53 students**), RFEP students (**15.4 points below standard, declined 32.4 points; 63 students**), and English Only students (**25.9 points below standard, declined 4.2 points; 323 students**).
- **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.

- **i-Ready Diagnostic 2** will measure growth in mathematics for all student groups.
- Goal: **50% stretch growth from baseline diagnostic** for EL, RFEP, Hispanic, and SED students, ensuring progress toward grade-level proficiency.
- **Monitored by:** Administration and Teachers

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0175 Fremont Elementary (Locked)

G1 - Academic Growth and Achievement

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			G1A2, G2A2 Subs for planning days, PL, SST **No IEPs or 504s** **Budget lines for personnel include salaries and related benefits	20,294.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Supplemental contracts for teachers for academics, lead activities, committees, etc. G2A1&2, **No IEPs or 504s** **Budget lines for personnel include salaries and related benefits	2,454.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			Books and site licenses; G1A2	2,000.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			G1A2, G2A1 Materials and Supplies to support instruction **No Food or Incentives**	5,556.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			G1A2 Technology for student learning	2,000.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			G1A2, G2A2 Subs for Planning Days, IEPs, Professional Learning **Budget lines for personnel include salaries and related benefits	47,748.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			G1A2, G2A2 Teacher Supplemental for activities and tutoring **Budget lines for personnel include salaries and related benefits	4,908.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: G1A2 - Site licenses to support learning such as Reflex Math, ESGI, etc.	5,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			G1A2, G2A1, G2A2, G2A2, G2A3 Materials and Supplies to support learning	23,003.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			G1A2 Copier Lease - split w/7091 (60/40); color copies for text and materials to support student learning.	12,880.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			TBD : Graphics to support student learning. Graphics Dept closing, moved from object 5725 to 5899.	500.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			G1A2, G2A1 Subs for planning days, IEPs **Budget lines for personnel include salaries and related benefits	10,744.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			Teacher Supplemental Salaries for ELPAC assessors **Budget lines for personnel include salaries and related benefits	8,590.00
G1A1	LCFF: EL	Instruction	Mat & Supp			G1A2, G2A1, G2A2 Materials and supplies to support student learning	9,685.00
G1A1	LCFF: EL	Instruction	Off Eq Lease			G1A2 Split fund copiers 60/40 (reg and color) with 7090	10,000.00

\$165,362.00

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Improve School Climate and Culture

Action Details

Health & Wellness

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.

Direct Instructional Services

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 implement the use of Second Step once a week per district directives to support student SEL.
- Use of funds to purchase use of the Positivity Project to supplement SEL instruction with an emphasis on teaching empathy.
- 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 in Red and All Areas They Are Identified In

For Fremont Elementary, **no student group was identified in Red** for this goal related to positive behavior, SEL, or character development. All English Learners, including newcomer, LTEL, and reclassified students, are supported through schoolwide SEL programs and interventions to ensure continued growth in social-emotional competencies.

2. Using Title I Funds Only: Planned Expenses to Support This Student Group

With **Title I funds**, Fremont Elementary will support English Learners through supplemental SEL and behavior supports:

- **Targeted instructional resources** to reinforce positive behaviors, responsible citizenship, and social-emotional learning aligned to the Positivity Project’s 24 character traits.
- **Professional development for teachers** on SEL strategies, culturally responsive practices, and supporting multilingual learners in building relational capacities and positive peer/adult interactions.
- **Materials and supplies** to support classroom implementation of SEL lessons, including activity guides, manipulatives, and technology to track and reinforce student growth.

These expenditures ensure English Learners receive **enhanced support beyond baseline SEL instruction** to develop social-emotional competencies and responsible behaviors.

3. Using 7090/7091 Funds Only: Planned Expenses to Support This Student Group

With **7090/7091 funds**, Fremont Elementary will provide additional experiences and interventions to support English Learners’ social-emotional development:

- **Guest speakers and assemblies** to provide real-world learning experiences on character development, community engagement, and responsible citizenship.
- **Supplemental SEL resources and technology** to monitor, track, and reinforce positive behaviors for EL, LTEL, and recently reclassified students.
- **Tiered SEL interventions** integrated into MTSS, including targeted small-group sessions or coaching for students who need additional support building relational or self-regulation skills.

These funds ensure **equitable access to SEL enrichment experiences** for students needing additional supports beyond classroom instruction.

4. As a Site: Planned Actions to Support This Student Group

Fremont Elementary implements schoolwide SEL and behavior supports to foster the **whole child**, aligned to Fresno Unified Guardrails and Goals:

- **Daily SEL instruction through the Positivity Project**, engaging students in 24 character traits that teach the impact of their actions on others.
- **Classroom and schoolwide implementation of a Culture of Kindness and Responsibility**, with clear expectations and reinforcement systems for positive behaviors.
- **Professional Learning Communities (PLCs)** and ILT teams collaborate to analyze behavior data, identify students needing additional support, and plan Tier 2 or Tier 3 interventions through MTSS.
- **Targeted supports for English Learners**, newcomer students, LTELs, and reclassified students to ensure they develop social-emotional competencies, build relational capacities, and participate fully in classroom and schoolwide SEL initiatives.
- **Schoolwide events and enrichment opportunities**, including guest speakers and assemblies funded through 7090/3182, to provide real-world context for character and citizenship lessons.
- **Ongoing monitoring and data chats** with students to reinforce positive behaviors, self-awareness, and social responsibility.

These actions ensure **equitable SEL access and support for all students**, fostering both academic and social-emotional growth consistent with **Fresno Unified’s Whole Child goals and Guardrails for Equity**.

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
- Generation Changers - Structured Recess

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

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Fremont Elementary will engage families in supporting English Learners and all students in the development of **positive behavior, social-emotional skills, and responsible citizenship**, consistent with Fresno Unified Guardrails for Equity and Whole Child Goals:

- **Data and Goal Communication:** Families will be invited to participate in student **behavior and SEL data chats** or receive summaries of their child’s participation and progress in Positivity Project lessons. This ensures families understand SEL goals and can reinforce positive behaviors at home.
- **Workshops and Learning Sessions:** Families will be provided opportunities to attend workshops and informational sessions on **supporting SEL at home**, understanding the 24 character traits, and building student relational and self-regulation skills.
- **Inclusive Communication:** All family communications will be provided in **multiple languages and accessible formats** to ensure English Learner families and other multilingual households can actively participate.
- **Schoolwide Events:** Families will be invited to **assemblies, guest speaker events, and enrichment opportunities**, reinforcing SEL and character education in authentic, real-world contexts.

- **Partnerships for the Whole Child:** Families are encouraged to collaborate with teachers, PLCs, and school leadership to support SEL strategies and interventions for students demonstrating additional needs, ensuring equitable access to social-emotional development.

These strategies ensure that **families are active partners in fostering students’ social-emotional growth, positive behaviors, and citizenship skills**, consistent with district-wide equity and whole-child priorities.

Professional Learning

Describe Professional Learning related to this action.

Fremont Elementary will provide professional learning opportunities to ensure staff can effectively deliver **SEL instruction and behavioral supports** for all students, including English Learners, LTELs, and recently reclassified students:

- **Positivity Project Implementation:** Teachers will receive training on delivering **24 character traits lessons**, integrating them into daily classroom routines, and linking them to real-world applications.
- **Culturally Responsive SEL Practices:** Professional learning will focus on strategies for supporting **multilingual learners** and promoting equitable access to SEL and positive behavior supports.
- **MTSS and Tiered Supports:** Staff will participate in professional development on **Tier 2 and Tier 3 SEL interventions**, including small-group or individualized supports for students with additional behavioral or social-emotional needs.
- **Data-Driven SEL Practices:** Teachers and ILT members will receive training on **analyzing behavior data, conducting SEL check-ins, and monitoring student progress**, enabling them to adjust instruction and interventions based on student needs.
- **Collaboration in PLCs:** PLCs will use professional learning time to **share best practices, discuss student SEL progress, and plan interventions**, ensuring consistent implementation across classrooms.
- **Extended Learning Opportunities:** Staff will be supported through conferences, workshops, and coaching sessions that reinforce whole-child development and SEL integration across academic and social domains.

These professional learning actions ensure that **all certificated staff are prepared to deliver high-quality SEL instruction and behavioral supports**, fostering positive student behaviors and relational skills in alignment with **Fresno Unified Guardrails and Whole Child Goals**.

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong 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.

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

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.

What we expect to see:

Students will **actively engage in clubs, sports, and extracurricular activities**, demonstrating awareness of opportunities to develop positive relationships and social-emotional skills.

How it will be measured:

- Participation will be tracked through **ATLAS attendance logs** for all clubs, sports, and extracurricular programs.

Who will monitor:

- Principal, Vice Principal, club leaders, and coaches will regularly review participation data and follow up with students not yet engaged.

Shape these behaviors...

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

What we want to see:

Students will **demonstrate increased engagement and positive behaviors** as reflected in school culture and climate, including collaboration, kindness, and responsible citizenship.

How it will be measured:

- Compare results from the **Fall 2025 Culture and Climate Survey** to the **Spring 2026 survey** to monitor improvement.
- Target: **3% increase in positive responses** related to engagement and SEL behaviors.

Who will monitor:

- Principal, Vice Principal, and the **Culture and Climate Team (CCT)** will analyze survey results and coordinate targeted interventions as needed.

What we hope to see:

Students will **consistently demonstrate positive social-emotional behaviors and responsible citizenship** schoolwide, reflecting a sustained Culture of Kindness and Responsibility.

How it will be measured:

- Compare results from the **Spring 2025 Climate and Culture Survey** to the **Spring 2026 survey**.
- Target: **7% overall increase in positive climate and engagement indicators**.

Who will monitor:

- Principal, Vice Principal, and CCT will track progress and evaluate the effectiveness of SEL programs and whole-child initiatives.

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Expand Student Engagement Opportunities

Action Details

Community Engagement

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 and Second Step to engage students in SEL.

Direct Instructional Services

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. **English Learners (ELs)** were **not identified in Red** for Goal 2 on the CA Dashboard.

- ELs are supported to ensure **equitable access to enrichment, clubs, athletics, and SEL activities**, consistent with Fresno Unified Guardrails for Equity and Whole-Child Goals

2. With **Title I funds**, Fremont will support EL students by:

- Providing **materials and supplies**, including technology, for participation in clubs, enrichment, and SEL activities.
- Funding **substitutes** for teachers to attend **Student Success Team meetings** to review EL student engagement and progress.
- Offering **professional development** for certificated staff on SEL, culturally responsive practices, and strategies to ensure EL students are actively engaged.
- Supporting **after-school and lunchtime clubs** designed to include EL students.
- Funding **vendors and guest speakers** to provide real-world experiences that EL students can access.
- Paying **supplemental contracts** for staff leading clubs and activities to ensure EL inclusion.

3. Using 7090/7091 Funds Only:

- With **7090/7091 funds**, Fremont will support EL students by: Providing **materials and technology** for enrichment and SEL activities.
- Funding **substitutes** to allow staff to participate in **Student Success Team meetings** to support EL students.
- Offering **professional development** on culturally responsive SEL practices.
- Supporting **clubs, guest speakers, and real-world experiences** to ensure EL students have equitable access to enrichment.

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.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Fremont Elementary will provide **inclusive, actionable opportunities for families** to support English Learners and all students in social-emotional development and enrichment:

- **Goodies with Guardians & Guardian Success Nights:** Families will be invited to **participate in interactive evenings** where students showcase SEL skills, enrichment learning, or club activities, and families engage in workshops on supporting social-emotional growth at home.
- **ELAC Meetings and Parent Workshops:** Families of English Learners will have opportunities to **learn strategies to support SEL, academic, and enrichment engagement**, and provide input on programs and schoolwide events.
- **School Dances and Celebrations:** Families will participate in schoolwide events that **highlight positive behavior, character traits, and student achievements**, creating a strong connection between home and school SEL initiatives.
- **Communication & Accessibility:** All family communications will be **provided in multiple languages and accessible formats**, ensuring EL families are included in planning, attending, and reinforcing SEL and enrichment activities at home.
- **Family-Teacher Partnerships:** Families will collaborate with teachers, PLCs, and administrators to **support students in clubs, SEL activities, and enrichment programs**, reinforcing positive behaviors and responsible citizenship.

These activities ensure **families are active partners in promoting SEL, positive behaviors, and whole-child development**, consistent with **Fresno Unified Guardrails for Equity and Whole-Child Goals**.

Professional Learning

Describe Professional Learning related to this action.

Professional learning for certificated and classified staff will ensure **high-quality delivery of SEL and enrichment programming** for all students, with emphasis on English Learners:

- **Positivity Project Implementation:** Training on integrating the **24 character traits** into daily routines, classroom activities, and schoolwide events.
- **Culturally Responsive SEL Practices:** Professional development to **support EL, LTEL, and recently reclassified students** in enrichment, clubs, and whole-child initiatives.

- **Tiered SEL Supports & MTSS:** Staff training on **Tier 2 and Tier 3 interventions**, small-group SEL, and targeted behavioral support.
- **Data-Informed Instruction:** Training on using **participation data, ATLAS attendance, and survey results** to inform enrichment planning, SEL interventions, and family engagement strategies.
- **PLC Collaboration & Planning:** Professional learning time will allow staff to **share best practices, plan inclusive enrichment events, and coordinate SEL activities** across classrooms and grade levels.
- **Extended Learning & Conferences:** Opportunities for staff to attend workshops or conferences on **whole-child development, SEL, and family engagement** strategies.

This professional learning ensures that staff are **prepared to provide equitable, inclusive, and high-quality SEL and enrichment experiences**, aligned with **Fresno Unified Goals 1 and 2** and whole-child priorities.

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong 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
<i>We will achieve these changes in knowledge and learning...</i> 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	<i>Shape these behaviors...</i> 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 2025 to the Spring Culture and Climate Survey 2026 We will see an increase of 3% Monitored by Principal, VP, CCT	<i>And ultimately achieve these impacts.</i> 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

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Prop 28

Action Details

Health & Wellness

Fremont Elementary will continue with band, strings, and choir, along with our Arts Integration teacher. The teacher we have effectively integrates academics with the art that she teaches students using various mediums.

GELAP expenses for Arts Integration Teachers will be paid for by Proposition 28.

Direct Instructional Services

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

- Classroom materials to support instruction
- Funding for displays to show art for exhibits
- Curriculum materials that align to standards
- Materials such as, but not limited to, stage supplies, like lighting, microphones, sound, etc, for reader's theater and other performances that are standards aligned.

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.

N/A

Student Groups

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

N/A

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

N/A

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

N/A

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Arts will be showcased at various parent events such as:

- Winter and Spring Concerts
- Open House
- Rotating Library Art display

Professional Learning

Describe Professional Learning related to this action.

N/A

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong Evidence

Short-Term (Learning)
Expect to see

Long-Term (Change in Condition)
Hope to see

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

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

Increased student engagement:

- Students show enthusiasm, participation, and enjoy going to art class.
- Measured by: teacher observation, attendance, and student surveys
- Monitored by: art teacher, classroom teacher, admin

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.

Improved Student Focus and Self-Regulation:

- Students demonstrate greater ability to concentrate, follow multi-step directions, and manage energy levels appropriately
- Measured by: art teacher observations, reduction in redirection or behavior incidents.
- Monitored by: art teacher, classroom teachers

And ultimately achieve these impacts.

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

Improved School Culture and Climate:

- The school fosters a positive, inclusive environment where the arts are valued, and students feel a strong sense of belonging.
- Measured by: school climate surveys, student attendance, and family engagement data.
- Monitored by: site admin

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0175 Fremont Elementary (Locked)

G2 - The Whole Child (SEL and Engagement)

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials and Supplies for parent meetings **No Food or Incentives**	2,000.00
G2A1	Sup & Conc	Instruction	Direct-Maint			General Maintenance for equipment and work orders for student learning	3,000.00
G2A1	Sup & Conc	Guidance & Counseling Services	Cons Svc/Oth			Generation Changers : 1 Mentor to support student SEL	22,000.00
G2A1	Sup & Conc	Attendance & Social Work Services	Local Mileag			G1A1, G2A2 - Mileage for home visits, meetings	500.00
G2A1	Sup & Conc	Attendance & Social Work Services	Cons Svc/Oth			Generation Changers : G2A3 Structured Recess to support behaviors and attendance	33,000.00
G2A1	Sup & Conc	Ancillary Services	CI&Tech-Sup			Funds for OA to maintain social media **Budget lines for personnel include salaries and related benefits	3,901.00
G2A1	LCFF: EL	Parent Participation	Cls Sup-Sup			G2A1& G2A2, Babysitting and Translating for SSC, ELAC, Parent University, conferences, and other school activities **Budget lines for personnel include salaries and related benefits	1,301.00
G2A1	LCFF: EL	Parent Participation	Mat & Supp			Materials and Supplies for parent meetings: ELAC, Parent University, etc.	2,000.00
G2A2	Title 1 Basic	Guidance & Counseling Services	Cons Svc/Oth			Generation Changers : Split fund with 7090 - mentor to support student SEL	22,000.00
G2A2	Sup & Conc	Instruction	Direct Trans			Transportation costs for events	1,000.00

\$90,702.00

2026-2027 Budget Detail for Schools

State/Federal Dept 0175 Fremont Elementary (Locked)

Fund	Unit	Dept	Actv	Func	Obj	Obj Name	Personnel	Jobcode	Employee name	Fte	Action	Vendor / Purpose Of Expenditure	Budget
060	3010	0175	1110	1000	1120	Teacher-Subs					G1A1	G1A2, G2A2 Subs for planning days, PL, SST **No IEPs or 504s** **Budget lines for personnel include salaries and related benefits	20,294.00
060	3010	0175	1110	1000	1160	Teacher-Supp					G1A1	Supplemental contracts for teachers for academics, lead activities, committees, etc. G2A1&2, **No IEPs or 504s** **Budget lines for personnel include salaries and related benefits	2,454.00
060	3010	0175	1110	1000	4200	Bks & Ref					G1A1	Books and site licenses; G1A2	2,000.00
060	3010	0175	1110	1000	4300	Mat & Supp					G1A1	G1A2, G2A1 Materials and Supplies to support instruction **No Food or Incentives**	5,556.00
060	3010	0175	1110	1000	4400	Nc-Equipment					G1A1	G1A2 Technology for student learning	2,000.00
060	3010	0175	1110	2495	4300	Mat & Supp					G2A1	Materials and Supplies for parent meetings **No Food or Incentives**	2,000.00
060	3010	0175	1110	3110	5899	Cons Svc/Oth					G2A2	Generation Changers : Split fund with 7090 - mentor to support student SEL	22,000.00
030	7090	0175	1110	1000	1120	Teacher-Subs					G1A1	G1A2, G2A2 Subs for Planning Days, IEPs, Professional Learning **Budget lines for personnel include salaries and related benefits	47,748.00
030	7090	0175	1110	1000	1160	Teacher-Supp					G1A1	G1A2, G2A2 Teacher Supplemental for activities and tutoring **Budget lines for personnel include salaries and related benefits	4,908.00
030	7090	0175	1110	1000	4200	Bks & Ref					G1A1	: G1A2 - Site licenses to support learning such as Reflex Math, ESGI, etc.	5,000.00
030	7090	0175	1110	1000	4300	Mat & Supp					G1A1	G1A2, G2A1, G2A2, G2A2, G2A3 Materials and Supplies to support learning	23,003.00
030	7090	0175	1110	1000	5631	Off Eq Lease					G1A1	G1A2 Copier Lease - split w/7091 (60/40); color copies for text and materials to support student learning.	12,880.00
030	7090	0175	1110	1000	5721	Direct Trans					G2A2	Transportation costs for events	1,000.00
030	7090	0175	1110	1000	5723	Direct-Maint					G2A1	General Maintenance for equipment and work orders for student learning	3,000.00
030	7090	0175	1110	1000	5899	Cons Svc/Oth					G1A1	TBD : Graphics to support student learning. Graphics Dept closing, moved from object 5725 to 5899.	500.00
030	7090	0175	1110	3110	5899	Cons Svc/Oth					G2A1	Generation Changers : 1 Mentor to support student SEL	22,000.00
030	7090	0175	1110	3130	5211	Local Mileag					G2A1	G1A1, G2A2 - Mileage for home visits, meetings	500.00
030	7090	0175	1110	3130	5899	Cons Svc/Oth					G2A1	Generation Changers : G2A3 Structured Recess to support behaviors and attendance	33,000.00
030	7090	0175	1110	4000	2460	Cl&Tech-Sup					G2A1	Funds for OA to maintain social media **Budget lines for personnel include salaries and related benefits	3,901.00
030	7091	0175	4760	1000	1120	Teacher-Subs					G1A1	G1A2, G2A1 Subs for planning days, IEPs **Budget lines for personnel include salaries and related benefits	10,744.00
030	7091	0175	4760	1000	1160	Teacher-Supp					G1A1	Teacher Supplemental Salaries for ELPAC assessors **Budget lines for personnel include salaries and related benefits	8,590.00
030	7091	0175	4760	1000	4300	Mat & Supp					G1A1	G1A2, G2A1, G2A2 Materials and supplies to support student learning	9,685.00
030	7091	0175	4760	1000	5631	Off Eq Lease					G1A1	G1A2 Split fund copiers 60/40 (reg and color) with 7090	10,000.00
030	7091	0175	4760	2495	2260	Cls Sup-Sup					G2A1	G2A1& G2A2, Babysitting and Translating for SSC, ELAC, Parent	1,301.00

030	7091	0175	4760	2495	2260	Cls Sup-Sup	G2A1	University, conferences, and other school activities for personnel include salaries and related benefits	**Budget lines	1,301.00
030	7091	0175	4760	2495	4300	Mat & Supp	G2A1	Materials and Supplies for parent meetings: ELAC, Parent University, etc.		2,000.00
										\$256,064.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$56,304.00
Sup & Conc	7090	\$157,440.00
LCFF: EL	7091	\$42,320.00
Grand Total		\$256,064.00

Goal Totals	Budget Totals
G1 - Academic Growth and Achievement	\$165,362.00
G2 - The Whole Child (SEL and Engagement)	\$90,702.00
Grand Total	\$256,064.00