


Jefferson Elementary

10621666006316

Principal's Name: Jennifer Thomas

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 10, 2020

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|--------------------------------|--|
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| School Site Council (SSC) | <i>Members list</i> |
| Required Signatures | <i>Principal and SSC Chairperson</i> |
| Budget | <i>Site Allocations</i> |
| School Quality Review Process | <ul style="list-style-type: none"> • <i>Needs Assessment: Data Analysis and identification of needs and goals</i> • <i>Actions designed to meet needs and targeted goals</i> • <i>Budget allocations and planned expenditures</i> |
| Additional Documents | <i>SSC Bylaws/Site Parent Involvement Policy/Compact **See Addendum</i> |

| District Goals | |
|---|---|
| <p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document providing 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 Four District Goals supporting the expectation that all students will be in school, on time and ready to learn every day.</p> | |
| 1. | All students will excel in reading, writing and math. |
| 2. | All students will engage in arts, activities and athletics. |
| 3. | All students will demonstrate the character and competencies for workplace success. |
| 4. | All students will stay in school on target to graduate. |

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

Consolidated Program Assurances



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|---|
| <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 subgroups 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 (DAC and 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 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 re-written 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 - Jennifer Thomas | X | | | | |
| 2. Chairperson - Lilia Soto | | | | X | |
| 3. Luz Irene Romo | | | | X | |
| 4. Karina Cardenas | | | | X | |
| 5. Bianca Ramirez | | | | X | |
| 6. Lavie Swabian | | | X | | |
| 7. Sylvia Gonzalez | | X | | | |
| 8. Jennie Cortez | | X | | | |
| 9. | | | | | |
| 10. | | | | | |
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| 12. | | | | | |
| 13. | | | | | |
| 14. | | | | | |
| 15. | | | | | |

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| 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: | | | |
|---|-------------------------|---|-------------|
| 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 | Jennifer Thomas |  | 5/27/20 |
| SSC Chairperson | Liliana Soto |  | 5/27/20 |

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2020/21

Jefferson - 0255

ON-SITE ALLOCATION

| | | |
|---|-----------------------------------|------------------|
| 3010 | Title I | \$49,714 * |
| 7090 | LCFF Supplemental & Concentration | \$150,882 |
| 7091 | LCFF for English Learners | \$55,245 |
| TOTAL 2020/21 ON-SITE ALLOCATION | | \$255,841 |

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

| | |
|--|----------|
| Title I Parent Involvement - Minimum Required | \$1,407 |
| Remaining Title I funds are at the discretion of the School Site Council | \$48,307 |
| Total Title I Allocation | \$49,714 |

Jefferson Elementary 2020-2021 - School Plan for Student Achievement (SPSA)

Goal 1 - All Students will excel in reading, writing and math

Needs Assessment

School Quality Review

School Level Dashboard

| Goal 1 Metrics | Current Target | Actual | As Of | Target |
|--|----------------|----------|-----------|----------|
| SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11) | 48.328 % | 47.718 % | 2018-2019 | 54.718 % |
| SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11) | 41.672 % | 48.971 % | 2018-2019 | 55.971 % |

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

A key factor in the growth shown in ELA was our work with aligning instruction to grade-level standards as assessed by CAASPP Summative, as well as Interim Assessment Blocks (IAB's). This has ensured that all students have access to grade-level standards.

SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

A key factor in the growth shown in Math was attendance by a team of 9 at the Standards Institute conference. During this conference, teachers and administrators had training in closing the achievement gap by deconstructing math standards and tasks.

Another key factor in the growth shown in math was implementation of Math Stories, a daily routine that increases student ownership in solving application word problems.

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

A significant sub-group for Jefferson that continues to struggle is our students with disabilities. ELA proficiency dropped from 12.5% in 2018 to 6.5% in 2019. One possible cause for this decrease was an increase in time spent on intervention curriculum, which is below grade level. As a result of this data, the SPED team has increase the amount of time spent on grade-level curriculum and decreased the amount of time spent on intervention.

SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

The culture of our staff regarding math instruction continued to improve this year. The alignment between assessment, instruction, and grade level standards continues to improve. However, we have not developed Tier 3 interventions to support students who are struggling with mathematics. This will be an area of growth for the 2020-2021 school year.

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

There were no major differences between the intended and actual implementation of actions and budget expenditures for Goal 1.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

Our goals, metrics, and actions for the 2020-2021 school year focus on maintaining continuity within our aligned instructional system while improving intervention in mathematics.

Step 4: Stakeholder 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.

1 SSC:

While pleased with school-wide growth, parents are eager to reach proficiency levels in the 70% range. They are confident that we are maintaining focus and moving in the right direction.

2 ELAC:

ELAC's biggest concern was the availability of intervention for all students in both reading and math.

3 Staff:

Jefferson staff recognized the achievements in ELA and math and attribute their success to increased rigor and alignment with grade-level standards. They are eager to continue this work while adding interventions in mathematics.

Action 1

Title: Balanced Literacy

[Action Details:](#)

All Jefferson students will engage in a balanced literacy program aligned to grade level common core state standards.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- SBAC
- BAS quarterly assessment
- i-Ready tri-annual assessment
- Quarterly common summative assessments (CSAs)
- Classroom observation/feedback
- IPG Reports
- Weekly CFA's
- Quarterly data chats with students
- Analysis/Comparison of IEP Goals and grade level assessments

Owner(s):

- Principal/VP
- TSA
- Classroom Teachers
- Certificated Tutor
- Rti Team
- Students (goal-setting)

Timeline:

August 2020 to June 2021

- PL calendar will be developed by admin team based on staff feedback from 2019-2020 survey and observations
- PLC calendars will be developed to implement the CFA and CSA for the 2020-2021 school year
- Data analysis will occur at the start of the year along with discussions after each district and/or state assessment
- Data analysis of BAS, i-Ready will occur during the PLC meetings along with extended dialog during quarterly admin/teacher data chats

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

Tier 1:

1. Leveled/decodable text and various materials for guided reading/reader's workshop instruction
2. Targeted instruction for all students through differentiated teaching
3. Teaching Fellows for K-3 differentiated instruction
4. Graphics and copy machine for printed materials
5. Building a screening and formative assessment system that gives students and teachers clarity on their progress in relation to grade level reading standard

Tier 2:

6. Technology/educational software to supplement ELA core curriculum
7. Technology will be purchased and maintained to ensure all students have daily access to technology
8. Implementation of Blended Learning within Literacy Skills
9. Certificated Tutor will work with students who are identified as needing additional supports with reading
10. Targeted instruction for SPED students in their area of strength to ensure grade level access

Tier 3

See Action #2 - Rti in ELA which details Tier 3

Specify enhanced services for EL students:

1. ELPAC and i-Ready data will be analyzed for each EL student and instruction will focus on moving student toward grade level proficiency.
2. Teachers will develop EL action plan to best identify specific actions that will address individual student needs.
3. Differentiated instruction will be provided in all classrooms.
4. Software and technology selection will be made based on the needs of Jefferson EL as shown by their performance on various assessments.

Specify enhanced services for low-performing student groups:

1. Screening and placement within reading intervention groups within one week for newly enrolled students, particularly concerning homeless students
2. Training for both staff and students in the use of designated supports and accommodations available within testing and daily technology use during reading instruction with additional focus for students with disabilities
3. Goal-setting/progress monitoring support using IAB reports in identifying strengths and weaknesses within each ELA Target for an student scoring Not Meeting Standards in ELA

- 5. Integration of literacy within the disciplines of social studies and science
- 6. Extend content learning with study trip opportunities.

Explain the actions for Parent Involvement (required by Title I):

- 1. Reading profile to be reviewed with parents at Parent Conferences for all students.
- 2. Parent training of site reading assessments and use of technology at Parent University.
- 3. Reading assessment data shared with parents at School Site Council/ELAC meetings.
- 4. Utilize Parent Portal/EduText for parents to have immediate access and information regarding student progress.
- 5. Focus on reading websites and digital tools during Parent Digital Night
- 6. On-line resources provided on school website.

Describe Professional Learning related to this action:

- 1. Jefferson Summer Institute for deconstruction of ELA standards.
- 2. Creating reading profiles for all students reading below level.
- 3. Rigorous Text Sequence implemented and alignment of student task to support reading instruction in Social Studies and Science.
- 4. Designated EL instruction using the ELA/ELD framework.
- 5. Staff book-study of various texts regarding best practices in ELA instruction
- 6. Writing alignment to reading instruction through use of stimuli (text, audio, video) during process writing.
- 7. PLC teams will meet weekly to analyze data (CSACFA, student work) to create instructional plans of action to increase student achievement.
- 8. CAASPP data will be analyzed at Jefferson's Summer Institute to set classroom and PLC Interim goals.
- 9. Data chats will take place 3 times a year to monitor student progress (substitutes will be provided).
- 10. Jefferson's Instructional Support Team (JIST) will meet on a monthly basis to oversee school-wide actions and continue to drive the work within each PLC team.
- 11. Professional learning in use of technology within small group and to assist in providing opportunity for small group instruction (matching student to software/tech resources - Blended Learning Model).
- 12. Teachers will create a year-long progression of technology skills that will support using the FUSD Tech Scope & Sequence.
- 13. Professional Learning opportunities (guest speaker/school visits/conferences) to familiarize staff with the CC state standards, NGSS and the rigor of instruction needed to meet the demands of CAASPP.
- 14. RSP teacher will form a PLC with SDC teachers as well as GE teachers to ensure she is meeting the needs of all students with an IEP.

Action 2

Title: Rtl in ELA

Action Details:

Jefferson will implement a school-wide Rtl program with a multi-tiered system of support for all students in order to increase the number of students reading on grade level as measured by BAS testing in grades K-6.

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| Reasoning for using this action: <input checked="" type="checkbox"/> Strong Evidence <input type="checkbox"/> Moderate Evidence <input type="checkbox"/> Promising Evidence |
|--|

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- Intervention progress monitoring (Jag Climbers -Tier 3 intervention group, Guided Reading) for struggling readers
- Diagnostic data for intervention instruction (BPST, Phonemic Awareness Assessment, etc)
- Quarterly BAS results (K- 6th)
- i-Ready
- ELPAC data
- CSA/CFA data
- Classroom observation/feedback & reflective conversations according to the IPG
- SBAC
- Quarterly student data chats

Owner(s):

- Principal/VP
- TSA
- Certificated Tutor
- Classroom teachers
- Intervention Team
 - Admin
 - CT
 - TSA
 - RSP teacher
- Intervention teachers
- Students (goal - setting)

Timeline:

August 2020 to June 2021

- Intervention groups will be finalized within the first two weeks of school
- Progress monitoring will take place at PLC meetings
- Intervention team will review student BAS test materials along with BPST and Phonemic Awareness test to determine appropriate intervention supports after each quarter.
- Intervention assessments will be given at the end of each quarter to conclude intervention effectiveness and placement for upcoming quarter.
- Semester check-ins with admin and RSP teacher to ensure growth for identified students.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

Tier 3:

1. SST meeting will be conducted monthly to address needs of struggling students with substitute support to allow for teacher participation.
2. Supplemental curriculum including but not limited to level reading materials for small group instruction.
3. Materials and supplies to provide students with resources necessary to complete their grade level task.
4. Intervention instruction will focus on 3rd – 6th grade students to improve CAASPP assessment results by instructional support provided by a certificated tutor.
5. All students are provided an extended school day with an additional 30 minutes of instruction.
6. Identified TK - 2nd grade students will receive additional support and intervention when deficit skills are shown on diagnostic assessments.

Specify enhanced services for EL students:

1. Support services will be put in place based on the needs of Jefferson English Learners as shown by their performance on various assessments.
2. ELPAC Camp will be provided for students who are nearing re-designation
3. RFEP monitoring for all re-designated students

Specify enhanced services for low-performing student groups:

1. For homeless/foster youth, provide multiple opportunities during the day for intervention. For example, if a student has reading tutoring from 8:30 to 9:00, but they miss it due to tardiness, they will also have a tutoring opportunity from 3:00 to 4:00. Likewise, if a student is unable to stay after school, they will have a morning tutoring opportunity.

Explain the actions for Parent Involvement (required by Title I):

1. Assessment data shared with parents at School Site Council/ELAC meetings and Parent University meetings. Research of the importance of early literacy will also be shared with the presentation.
2. On-line data points shared on Jefferson's website.
3. Parent participation in Student Success Team (SST) meetings to help provide insight and goal setting for struggling students.

Describe Professional Learning related to this action:

1. Utilize data to match student need to various modes of instruction including Teaching Fellow support and classroom instructional aide.
2. Strengthen the alignment with grade-level standards of our current bank of common formative/summative assessments.
3. Peer observation opportunities provided for teachers to observe best practices in order to develop and shape

4. Parent outreach (home visits, surveys, parent meetings) will be provided for all struggling students - translators utilized when necessary.
5. Utilize Parent Portal/EduText for parents to have immediate access and information regarding student progress.
6. Detailed reading assessments will be shared with parents during parent conferences.
7. Information on how to support students at home will be shared during a digital parent workshop hosted by Jefferson staff.

their own capacity.

4. Provide professional learning opportunities (conferences, guest speakers, etc) to foster and build classroom teacher's instructional strategies repertoire.
5. PLC teams will meet bi-monthly to discuss intervention results, align instruction and determine next steps.
6. CT and admin will form intervention team to review school-wide data and develop professional learning directly related to student needs.
7. Teachers in K-2 will maintain a school-wide data wall to monitor student progress toward proficiency in BAS benchmarks.
8. PL time will be earmarked for reading focus - guided reading and reader's workshop components, foundational skills, and comprehension strategies.

Action 3

Title: MTSS in Mathematics

Action Details:

Jefferson teachers will engage all students in math lessons that reflect the shift to common core; reaching the depth of focus, coherence and rigor for their grade level standards.

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- i-Ready tri-annual assessment
- Quarterly performance task/CSA in math
- CFA (site based) assessments
- Classroom observation utilizing the Instructional Practice Guide (IPG)
- Data collected through the implementation of Math Stories
- Quarterly data chats with students
- Analysis/Comparison of IEP Goals and grade level assessments
- SBAC

Owner(s):

- Principal/VP
- TSA
- Classroom Teachers
- JIST
- Students (goal - setting)

Timeline:

July 2020 to June 2021

- PL calendar will be created to highlight math instruction throughout the 2020-21 school year
- CFA calendar created to facilitate the analysis of student work on the assessment to deepen instruction through intervention and enrichment opportunities.
- Weekly coaching to support implementation of math stories

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

Tier 1:

1. Fluency of math facts will continue to be a focus for students; utilizing CCSS math fluencies, and Number Talks
2. Professional learning will focus on lesson delivery, with alignment of student discourse to grade-level standards
3. POD/My Favorite No practice used for daily review of prerequisite skills or current math concepts utilizing Math Stories strategies to help with problem solving process

Tier 2:

4. Computer programs/software will be used to individualize student progress in math
5. Use of Blended Learning with a focus on monitoring student proficiency within each domain for grade-level math standards
6. Targeted instructions for SPED students in their area of strength to ensure grade level access

Tier 3 (Planning Phase):

7. Teachers will use resources within their GVC to identify prerequisite skills the students are missing as they grapple with their grade level standards. Teachers have gained proficiency in addressing prerequisite skills in fluency and application. Our next steps are to understand where the gaps are in conceptual understanding and to provide a Tier 3 structure to address these gaps, ensuring that students accelerate to the full scope of the grade level standard.

Specify enhanced services for EL students:

1. Academic vocabulary will be a focus for daily math lessons explicitly taught and multiple opportunities provided for students to implement and practice the vocabulary
2. Differentiation will be provided in all classrooms using small group instruction based on CFU throughout lesson
3. Student discourse in mathematics will be supported by TSA in coordination with Math Stories consultation.

Explain the actions for Parent Involvement (required by Title I):

1. Teachers will meet with parents to review student progress in math during parent/teacher conference.
2. Parents will receive additional information during Parent University on strategies to use at home to support basic math computation.
3. Part of Jefferson's Digital Parent Night will showcase various computer websites parents can use at home for free.
4. School website will feature math games/programs to help build student's automaticity in math facts for their grade level.
5. Software used will include but not be limited to Go Math and i-Ready for individualized student progress in math. Data from all programs including student performance on Interim will be used to track student progress towards grade-level math standards.

Specify enhanced services for low-performing student groups:

1. Screening and placement within math intervention groups within one week for newly enrolled students, particularly concerning homeless students
2. Training for both staff and students in the use of designated supports and accommodations available within testing and daily technology use during math instruction
3. Goal-setting/progress monitoring support using IAB reports in identifying strengths and weaknesses within each Math domain

Describe Professional Learning related to this action:

1. Professional learning around math lessons that support the CCSS shifts in mathematics (focus, coherence and rigor), travel/conferences.
2. CFA and performance tasks/CSA will be created based on PL guidance that focus on real world application, the mathematical practices and technology.
3. JIST team will monitor progress of students in mathematics
5. RSP teacher will form a PLC with SDC teachers as well as GE teachers to ensure she is meeting the needs of all students with an IEP.
7. Staff will continue to build their digital literacy, with a focus on the use of Blended Learning to target and assess math proficiency within each grade-level domain.

Action 4

Title: EL re-designation

Action Details:

Jefferson staff will create and implement a comprehensive program to support English Learners in language acquisition in order to increase the number of students who are re-designated.

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| Reasoning for using this action: <input checked="" type="checkbox"/> Strong Evidence <input type="checkbox"/> Moderate Evidence <input type="checkbox"/> Promising Evidence |
|--|

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- English Language Proficiency Assessment of California (ELPAC) data
- BAS quarterly assessment (K-6th)
- i-Ready Data
- Quarterly common summative assessments (CSA)
- Classroom observation/feedback and reflective conversations according to the IPG
- SBAC data
- EL redesignation Goal Setting report

Owner(s):

- Principal/VP
- Classroom Teachers
- Certificated Tutor
- Students (goal - setting)
- ELAC Parent Committee

Timeline:

August 2020 to June 2021

- Teachers will create an EL action plan for each EL student during the first quarter of 2020-21 school year
- Teachers will monitor EL students quarterly, commenting on report card about their progress
- Teachers will provide ELPAC test prep during the second quarter of the 2020-21 year
- Admin will support in monitoring focus students who are nearing the re-designation criteria

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

1. Teachers will create an EL action plan that targets specific deficit skills to focus on throughout the school year.
2. Differentiated instruction will be provided in all classrooms.
3. Substitute teachers will be used to allow Jefferson teachers to administer the ELPAC test.
4. Selected EL students in 4th-6th will receive small group focused reading instruction from a certificated tutor.
5. The materials utilized to support EL instruction will consist of leveled readers, a range of ELA resources, educational software, and various technology.
6. ELPAC camp will be implemented in the 2020-21 school year for students who are nearing proficiency in English acquisition.
7. Focus vocabulary words will be assessed after the instruction of each grade-level text. Activities representing a range of purposes for vocabulary retention outlined in 'Vocabulary's CODE' will be added to the instructional sequence for each anchor text.

Specify enhanced services for EL students:

1. ELPAC, i-Ready, and BAS data will be analyzed for each EL student and instruction focus on moving student toward grade level proficiency.

Specify enhanced services for low-performing student groups:

Students with Disabilities

1. Integration of students with disabilities into the school-wide community to enhance the development of conversational English. Supports include but not limited to Jaguar Cafe, Connection Clubs, mainstreaming opportunities particularly in science, writing, and music.
2. Ensure students with disabilities have access to designated supports and accommodations during testing sessions as well as daily instruction using technology.
3. Goal-setting/progress monitoring using targets within ELA IAB's/CSA's

Explain the actions for Parent Involvement (required by Title I):

1. During parent-teacher conference, student data will be shared and reviewed. Specifically highlighting the speaking, listening, reading and writing skills of the EL students.
2. Teachers will send home and be available to discuss ELPAC data with parents.
3. Parent University EL module will be provided during the 2020-21 school year to ensure parents understand the new assessment and requirements for being re-designated.
4. A Jefferson Parent University session will review the student results of the ELPAC and discuss strategies and

Describe Professional Learning related to this action:

1. PL will focus on understanding the identification of focus vocabulary words as well as instructional strategies to increase student retention of vocabulary.
2. PL will continue with ELPAC assessment and instructional strategies to help prepare students for the test.
3. Professional Learning will continue with Part 2 of the CAELD Standards, using Sentence Deconstruction (Juicy Sentences) as a daily routine to support language acquisition.
4. Designated and integrated ELD will be a focus of instruction during the first month's PL schedule.

next steps for all EL students.

5. SSC/ELAC will be provided with ELPAC data results to review with parents

6. Utilize Parent Portal/EduText for parents to have immediate access and information regarding student progress.

2020-2021 SPSA Budget Goal Subtotal

State/Federal Dept 0255 Jefferson Elementary (Locked)

G1 - All students will excel in reading, writing, and math

| Action | Funding | Spending Activity | Expense | Personnel | FTE | Vendor / Purpose of Expenditure | Budget |
|--------|---------------|-----------------------------------|---------------|-----------|--------|--|-----------|
| G1A1 | Title 1 Basic | Instruction | Subagreements | | | California Teaching Fellows Foundation : Teaching Fellows | 13,179.00 |
| G1A1 | Title 1 Basic | Parent Participation | Mat & Supp | | | Materials & supplies parent involvement (no food/incentives) | 517.00 |
| G1A1 | Sup & Conc | Instruction | Teacher-Subs | | | Teacher Substitutes | 11,883.00 |
| G1A1 | Sup & Conc | Instruction | Ins Aide-Sub | | | Event number for SpEd classified subs | 1,594.00 |
| G1A1 | Sup & Conc | Instruction | Bks & Ref | | | Educational Software/Books | 15,000.00 |
| G1A1 | Sup & Conc | Instruction | Subagreements | | | California Teaching Fellows Foundation : Teaching Fellows | 36,830.00 |
| G1A1 | Sup & Conc | Instruction | Direct-Maint | | | Computer Repairs | 1,374.00 |
| G1A1 | Sup & Conc | Instructional Supervision & Admin | Off Eq Lease | | | Office Equipment Lease | 8,722.00 |
| G1A2 | Title 1 Basic | Instruction | Teacher-Regu | Tutor | 0.3750 | Certificated Tutor | 35,128.00 |
| G1A2 | Sup & Conc | Instruction | Nc-Equipment | | | Tech Purchases | 15,743.00 |
| G1A3 | Sup & Conc | Instruction | Travel | | | Travel Expenses | 17,737.00 |
| G1A4 | Sup & Conc | Instruction | Oth Cls-Supp | | | Classified supplemental contracts. | 7,899.00 |
| G1A4 | Sup & Conc | Instruction | Mat & Supp | | | Materials & Supplies | 26,100.00 |
| G1A4 | LCFF: EL | Instruction | Teacher-Subs | | | Substitute salaries for ELPAC | 3,567.00 |
| G1A4 | LCFF: EL | Instruction | Teacher-Supp | | | Teacher Supplemental Contracts | 1,221.00 |
| G1A4 | LCFF: EL | Instruction | Mat & Supp | | | Materials and Supplies | 1,002.00 |

\$197,496.00

Goal 2 - All Students will engage in arts, activities, and athletic

Needs Assessment

School Quality Review

School Level Dashboard

| Goal 2 Metrics | Current Target | Actual | As Of | Target |
|---------------------------|----------------|----------|-----------|----------|
| Goal 2 Participation Rate | 86.588 % | 37.719 % | 2018-2019 | 44.719 % |

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

Goal 2 Participation Rate

A key factor in our student participation is the variety of opportunities we provide our students. After school sports are consistent and fully staffed. The students generate ideas for the quarterly Connection Clubs that are sponsored and run by Jefferson staff members. Clubs are held during lunch recess and after school. Our music program has expanded to include ukelele's in addition to recorders for fourth grade. Fifth and sixth graders continue to have mariachi as an instrumental option in addition to band and orchestra.

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

Goal 2 Participation Rate

Primary students remain our concern for disproportionality within Goal 2. We try to ensure the neediest students receive the opportunity to participate in clubs and activities by providing tickets to allow for key students to be prioritized.

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

There were no major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

Foster youth will continue to be monitored in order to close their disproportional opportunity to participate in Goal 2 activities.

Step 4: Stakeholder 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.

1 SSC:

2 ELAC:

3 Staff:

Our SSC would like an additional gardening club to support with campus beautification.

ELAC appreciates the multiple opportunities for arts and athletics.

Staff plans to continue to support with Connection Clubs. Staff would like to see an additional focus on our sports program, possibly by adding a 'junior-varsity' team for basketball and softball so that 4th graders can build their skills in these sports.

Action 1

Title: Art, Activities and Athletics

Action Details:

Jefferson will work to identify increased opportunities for students to participate in Goal 2 activities so that all students are engaged in arts, activities and athletics.

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- Goal 2 monitoring report
- Roster of Connection clubs and sport teams

Owner(s):

- Principal/VP
- TSA
- Classroom Teachers
- Classified Employees
- Parents
- Coaches

Timeline:

August 2020 to June 2021

- Connection Clubs will be established quarterly
- Teacher will identify students to participate in Connection clubs based on student engaged in school, length of enrollment at Jefferson, social skills and interaction with peers
- Sport teams will follow district schedule
 - Cycle 1 = Volleyball, Football, Cheerleading,
 - Cycle 2 = Soccer, Cross Country, Cheerleading
 - Cycle 3 = Basketball, Cheerleading,
 - Cycle 4 = Softball, Cheerleading

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

1. Jefferson staff members will build caring connections with all students through Goal 2 Quarterly Connection Clubs. Students will have access to appropriate materials and supplies required for each activity.
2. Quarterly organized sport teams
3. Student Council
4. Field Trips and assemblies (FUSD Goal 2 designated trips, FUSD sponsored career and college field trips, VAPA field trips, and site funded trips) as funds allow
5. Site Support clubs for all TK - 6th grade student to have an opportunity to be involved in a school activity in order to help students feel connected and develop a sense of belonging.
6. Music instruction will be provided for all students, including chorus for grades TK-3, recorders and ukelele instrumental music for grade 4, and orchestra, band, and mariachi instrumental music for grades 5 and 6.

7. Students will be honored and recognized through various ways:

1. Quarterly Academic Awards Assemblies
2. Monthly parent newsletter featuring names of acknowledged students
3. Monthly 3 to Be, Student of the Month and Character Counts recognition
4. Quarterly Diggity celebrations for proficiency or growth on site and district assessments
5. Attendance celebration for perfect or improved attendance
6. End of the Year Extra-Curricular Luncheon
7. CAASPP testing celebration
8. Classroom Attendance celebration for no absences or tardies for the entire class

Specify enhanced services for EL students:

1. English Learners that have been identified as needing extra language opportunities will have priority access to Goal 2 activities.
2. A ticket system has been created to give first access to Goal 2 activities for students who are economically disadvantaged and foster students.

Explain the actions for Parent Involvement (required by Title I):

1. School Messenger and monthly parent newsletter informing parents of upcoming activities
2. Communication with Jefferson parents regarding student participation in extracurricular activities.
3. Volunteer opportunities for parents to assist in coaching (lunchtime intramural sports), and supporting Connection Clubs.

Specify enhanced services for low-performing student groups:

Foster Youth

- Monitor quarterly and provide additional Goal 2 opportunities during the school day as necessary to ensure all students have access to Goal 2 activities.
- Provide Goal 2 opportunities during lunch recess for students who are unable to stay after school.

Describe Professional Learning related to this action:

1. Professional Learning on selection of Jefferson student body to ensure equitable access for all extracurricular activities.
2. Staff will be encouraged to support a wide range of arts, activities, and athletics, including but not limited to:
 1. Organized sport teams
 2. Intramural lunchtime sporting events
 3. Connection Clubs
 4. Student Council
 5. Site Support: Cafeteria helpers, snack helpers, etc.
 6. After School Program
 7. Homework Center
 8. Field Trips, assemblies
 9. Talent Show

Goal 3 - All Students will demonstrate the character and competencies for workplace success

Needs Assessment

School Quality Review

School Level Dashboard

| Goal 3 Metrics | Current Target | Actual | As Of | Target |
|---------------------------------|----------------|----------|-----------|----------|
| Exposure to Careers - 3rd Grade | 100 % | 88.136 % | 2018-2019 | 95.136 % |
| Exposure to Careers - 4th Grade | 97.909 % | 86.207 % | 2018-2019 | 93.207 % |
| Exposure to Careers - 6th Grade | 100 % | 87.302 % | 2018-2019 | 94.302 % |

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

Exposure to Careers - 3rd Grade

A key factor in our continued growth in this area would be our level of participation in attending school functions and/or field trips. Our goal is to make the events more meaningful by adding extension activities within the classroom.

Exposure to Careers - 4th Grade

A key factor in our continued growth in this area would be our level of participation in attending school functions and/or field trips. Our goal is to make the events more meaningful by adding extension activities within the classroom.

Exposure to Careers - 6th Grade

A key factor in our continued growth in this area would be our level of participation in attending school functions and/or field trips. Our goal is to make the events more meaningful by adding extension activities within the classroom.

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

Exposure to Careers - 3rd Grade

There is no significant disproportionality for any significant subgroup.

Exposure to Careers - 4th Grade

There is no significant disproportionality for any significant subgroup.

Exposure to Careers - 6th Grade

There is no significant disproportionality for any significant subgroup.

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

There were no major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

We plan to continue these actions into the 2020-21 school year. We plan to enhance college and career readiness by monitoring class meetings weekly.

Step 4: Stakeholder 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.

1 SSC:

SSC provided positive feedback on the opportunities offered to our students.

2 ELAC:

ELAC provided positive feedback on the opportunities offered to our students but requested additional opportunities for students to learn about different cultures.

3 Staff:

Staff provided positive feedback on our We're Getting Ready 'Career Day'.

Action 1

Title: Workplace Competencies

Action Details:

Jefferson staff will continue to build upon our current structures and routines to establish a school that fosters character and workplace competencies for all students.

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- Data collection of Jaguar Jam participants (no office referrals for the entire month)
- Social Emotional Competency Survey results
- 3 to Be and Student of the Month recipients
- Classroom observation/feedback and reflective conversations
- Classroom observations
- Class meeting monitoring

Owner(s):

- Principal/MP
- Classroom Teacher
- Certificated Tutor
- Culture & Climate Team
- Psychologist
- Counselor
- Parents Resource Counseling Assistant (RCA)
- TSA

Timeline:

August 2020 to June 2021

- SEL survey results will be analyzed throughout the school year by Climate and Culture Team
- Survey will be given to staff, students and parents in a timely manner.
- Climate and Culture team will process and share results to staff.
- Monthly Student of the Month, 3 to Be, and Character Counts recognition

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Guest speakers from our community will develop a relationship with Jefferson students through site sponsored events to prepare for their future through the We're Getting Ready Campaign and Real Men Read.
- Weekly resiliency lessons will be provided for all first grade students by Fresno Chaplain program.
- All staff will implement an anti-bullying initiative (Olweus).
- Students will have access to appropriate materials and supplies required for weekly class meetings, social skills and peer mediation.
- Enrichment Fridays will celebrate students with excellent/improved attendance, no referrals and completed class work with 30 minute activities with the classroom teacher. The rotation includes art activities, learning buddies, and Character Count class projects.

Specify enhanced services for EL students:

1. Teachers will ensure that proficiency in English is not a barrier to participation in anti-bullying and social emotional initiatives.
2. Counseling team (Allay Psychological Services and RCA) will be instrumental in supporting foster youth at Jefferson.

Explain the actions for Parent Involvement (required by Title I):

- Parent University to discuss the RCA position and benefits to all students.
- Parent notified of Student of the Month, 3 to Be and Character counts recipients on monthly parent newsletter.

Specify enhanced services for low-performing student groups:

Students with disabilities: Celebrate Inclusion Week and monitor to ensure inclusion of students with disabilities in all Career-Readiness activities.

Describe Professional Learning related to this action:

1. PL time to review CHAMPS/MAC strategies at the beginning of the year to setup firm routines and procedures by Culture & Climate Team. Also refining work in class meetings, use of Second Step, Olweus Bullying prevention, and Mindfulness strategies.
2. Embedding instructional strategies to improve Social Emotional Competencies with support from Culture & Climate Team.
3. PL will be provided for teachers and support staff on strategies for deterring and redirecting student behavior along with fostering adult-student relationships.
4. PL will be provided for teachers on strategies to support students with emotional regulation. (Friendly Schools)
4. Monthly instruction on character count traits and qualities. With a contest to highlight student understanding and featuring those who are exhibiting the demonstrated traits. Staff and students are encouraged to wear the color representing the pillar each month.
5. Culture & Climate team will continue to monitor and implement school-wide procedures/routines. Annual surveys and observations will guide the focus for each year.

Goal 4 - All Students will stay in school on target to graduate

Needs Assessment

School Quality Review

School Level Dashboard

| Goal 4 Metrics | Current Target | Actual | As Of | Target |
|---------------------|----------------|----------|-----------|----------|
| Chronic Absenteeism | 13.226 % | 18.569 % | 2018-2019 | 16.569 % |
| Suspensions Per 100 | 5.518 % | 4.562 % | 2018-2019 | 3.562 % |

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

Chronic Absenteeism

We offer incentives for students to encourage attendance and 84% of our students report feeling a sense of belonging at school. As a result, many of our students have perfect attendance and most have a high attendance rate.

The area where we continue to struggle is our chronic absenteeism. Our current structures in place to reach out to families with absences and/or tardies, yet particular families remain habitual in keeping students at home or bringing students to school late. The majority of these students want to be in school, but are prevented by families.

Suspensions Per 100

Current structures and routines are in place to support most students at Jefferson. The addition of a counseling program will support students in need of Tier 3 intervention.

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

Chronic Absenteeism

Our subgroup that is struggling with attendance is our homeless students. We have limited supports to ensure they come to school on a regular basis.

Suspensions Per 100

The subgroup with the highest number of suspensions is African-Americans. As trend data was reviewed, 82% of African-American students suspended were new to our campus this school year. There is a greater need for on-boarding new students.

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

We were unable to contract with a counseling agency to provide services to students this fall. For the spring semester, we were able to coordinate with Allay Psychological Services to provide counseling on campus. Allay is charging Medi-Cal rather than billing the school.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

Counseling services will be provided to students on campus by Alay Psychological Services. This is noted in Goal 4 of the 2020-21 SPSA.

Step 4: Stakeholder 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.

1 SSC:

SSC has asked for counseling services on campus.

2 ELAC:

ELAC has shared with parents the importance of school attendance.

3 Staff:

Staff requested counseling support for students.

Action 1

Title: Staying on Target

[Action Details:](#)

Jefferson will provide support to facilitate parent involvement and build on our established school climate to foster a positive behavior multi-tiered system of support for all students.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

- Counseling roster
- Atlas behavior reports
- Classroom observation/feedback and reflective conversations
- Office referrals
- School-wide suspension data
- Classroom observations
- A2A reports
- School Climate surveys
- Jefferson Focus Students (chronic, behavioral, academic concerns)
- Parent Sign-in at school functions
- RCA home-visit log
- Time accounting for babysitting and interpreting services

[Owner\(s\):](#)

- Principal/MP
- TSA
- Classroom Teacher
- Climate & Culture Team
- Psychologist
- Counselor
- Parents Resource Counseling Assistant (RCA)

[Timeline:](#)

August 2020 to June 2021

- Atlas behavior reports and SEL survey results will be analyzed throughout the school year by Climate and Culture Team
- SST monthly meetings to identify struggling students and create action plan/behavior contracts for increased student engagement
- Scheduled Parent University session every Friday (both district provided modules and site based identified topics/needs)
- Parent Monthly newsletter
- Atlas reports monitored weekly
- A2A meetings held monthly

[Describe Direct Instructional Services to students, including materials and supplies required \(curriculum and instruction\):](#)

- RCA will conduct recess and lunch meetings for struggling peer groups and peer mediation support.

- Mentors (Jefferson staff and community members) will be assigned to identified students who are in need of additional social emotional support.
- Behavior expectation assemblies at the start of the year to explain the 3 to Be, school-wide procedures and routines, and Jefferson expectations.
- Jaguar Jam will acknowledge the students who received zero referrals for the month with fun activities designed by each PLC.
- Jefferson will provide parent education, follow up support for attendance and identifying student needs during Parent University.
- Jefferson team will work through identified Focus Students who are chronically absent, identified as having failing grades, and/or having behavioral issues. The admin team will work with PLC and individual teachers to create a plan of action to support the student toward improvements.
- Positive incentives for perfect attendance will be provided quarterly and per semester through awards assemblies, attendance celebrations, and field trips.
- School assemblies and class recognition will be provided to students with improved attendance.

Specify enhanced services for EL students:

- Counseling team (On-site and RCA) will be instrumental in supporting foster youth at Jefferson.
- Jefferson will provide support for classroom teachers in addressing the needs of EL students through outreach, home visits, and other related services.
- To ensure all families are able to attend meetings; interpreting services will be provided for all families with English Learners along with babysitting services for economically disadvantaged families.

Explain the actions for Parent Involvement (required by Title I):

- Parent consent for counseling referrals
- Parent outreach when student behavioral trends are identified by RCA
- Parent discussion of role of RCA for all students
- Providing babysitting, interpreters, food, teaching tools, and communication outreach for any and all school events.
- Communication with Jefferson staff regarding RCA home visits and parent newsletter.
- Quarterly SSC/ELAC will be held to communicate with parents regarding various data points including attendance information.
- Parent University will include topics around supports for home in academics, parenting strategies, community concerns/involvement, and becoming more involved at Jefferson.
- A2A meetings held for identified parents
- Parent-Teacher conferences will be held in October to review student growth and also address any attendance/behavioral issues.
- Translation and babysitting services provided at parent meetings to foster parent involvement.
- Monthly parent newsletters sent home in English/Spanish so parents are aware of events and become more involved on campus.
- School Messenger and EduText provided for parents to be informed of upcoming events and student progress.
- Parent Meetings/Parent University (Coffee Hour, SSC/ELAC) will be used to inform parents of current attendance trends, to provide information on how to help increase school attendance and connections and to train parents to monitor student attendance through Parent Portal.
- Jefferson will make parent contact following 2nd consecutive day of student absence in order to develop positive and frequent parent connections.
- Annual Parent Events including but not limited to: Back to School Night, Open House, Parent Digital Night, Pastries w/ Parents, Carnival/Family Dance/Movie Night
- Daily Crosswalk support by volunteer parents before and after school.

Specify enhanced services for low-performing student groups:

Planned conversations with incoming homeless/foster youth to welcome to the site and explain our campus expectations

Selection of students for mentoring and other programs based on current low-performing subgroups

Prioritize students with disabilities for selection in mentoring, counseling, and other programs

Weekly SEL instruction for all SDC students to support staying on target to graduate

Describe Professional Learning related to this action:

1. Reviewed levels of misbehavior and protocols for office referrals.
2. Examine ways Jefferson is working through Tier 2 and 3 for positive behavior supports and social emotional interventions.
3. Feature resources and strategies for staff supporting at-risk students.
4. PL topic on identifying and referring students for counseling.
5. Training with class management structures to implement multi-tiered system of support.
6. PL will be provided for teachers and support staff on strategies for deterring and redirecting student behavior along with fostering adult-student relationships.
7. Train RCA on specific duties that support Jefferson students and parents.
8. Climate and Culture Team to support with training for class meetings and SEL data analysis

2020-2021 SPSA Budget Goal Subtotal

State/Federal Dept 0255 Jefferson Elementary (Locked)

G4 - All students will stay in school on target to graduate

| Action | Funding | Spending Activity | Expense | Personnel | FTE | Vendor / Purpose of Expenditure | Budget |
|--------|---------------|----------------------------------|--------------|------------------------------|--------|---|-----------|
| G4A1 | Title 1 Basic | Parent Participation | Local Mileag | | | Mileage for Home Visits | 500.00 |
| G4A1 | Title 1 Basic | Parent Participation | Direct-Graph | | | Graphics | 390.00 |
| G4A1 | Sup & Conc | Guidance & Counseling Services | Cons Svc/Oth | | | On-Site Counseling/FPU : Guidance & Counseling Services | 8,000.00 |
| G4A1 | LCFF: EL | Parent Participation | Oth Cls-Supp | | | Translating and babysitting for parent participation. | 1,219.00 |
| G4A1 | LCFF: EL | Attendance & Social Work Service | Cls Sup-Reg | Assistant, Resrce Cnslg Span | 0.7500 | RCA Bilingual | 48,236.00 |

\$58,345.00

2020-2021 Budget for SPSA/School Site Council

State/Federal Dept 0255 Jefferson Elementary (Locked)

| Action | Funding | Spending Activity | Expense | Personnel | Fte | Vendor / Purpose Of Expenditure | Budget |
|--------|---------------|----------------------------------|---------------|------------------------------|--------|--|-----------|
| G1A1 | Title 1 Basic | Instruction | Subagreements | | | California Teaching Fellows Foundation : Teaching Fellows | 13,179.00 |
| G1A1 | Title 1 Basic | Parent Participation | Mat & Supp | | | Materials & supplies parent involvement (no food/incentives) | 517.00 |
| G1A1 | Sup & Conc | Instruction | Teacher-Subs | | | Teacher Substitutes | 11,883.00 |
| G1A1 | Sup & Conc | Instruction | Ins Aide-Sub | | | Event number for SpEd classified subs | 1,594.00 |
| G1A1 | Sup & Conc | Instruction | Bks & Ref | | | Educational Software/Books | 15,000.00 |
| G1A1 | Sup & Conc | Instruction | Subagreements | | | California Teaching Fellows Foundation : Teaching Fellows | 36,830.00 |
| G1A1 | Sup & Conc | Instruction | Direct-Maint | | | Computer Repairs | 1,374.00 |
| G1A1 | Sup & Conc | Instructional Supervision & Admi | Off Eq Lease | | | Office Equipment Lease | 8,722.00 |
| G1A2 | Title 1 Basic | Instruction | Teacher-Regu | Tutor | 0.3750 | Certificated Tutor | 35,128.00 |
| G1A2 | Sup & Conc | Instruction | Nc-Equipment | | | Tech Purchases | 15,743.00 |
| G1A3 | Sup & Conc | Instruction | Travel | | | Travel Expenses | 17,737.00 |
| G1A4 | Sup & Conc | Instruction | Oth Cls-Supp | | | Classified supplemental contracts. | 7,899.00 |
| G1A4 | Sup & Conc | Instruction | Mat & Supp | | | Materials & Supplies | 26,100.00 |
| G1A4 | LCFF: EL | Instruction | Teacher-Subs | | | Substitute salaries for ELPAC | 3,567.00 |
| G1A4 | LCFF: EL | Instruction | Teacher-Supp | | | Teacher Supplemental Contracts | 1,221.00 |
| G1A4 | LCFF: EL | Instruction | Mat & Supp | | | Materials and Supplies | 1,002.00 |
| G4A1 | Title 1 Basic | Parent Participation | Local Mileag | | | Mileage for Home Visits | 500.00 |
| G4A1 | Title 1 Basic | Parent Participation | Direct-Graph | | | Graphics | 390.00 |
| G4A1 | Sup & Conc | Guidance & Counseling Services | Cons Svc/Oth | | | On-Site Counseling/FPU : Guidance & Counseling Services | 8,000.00 |
| G4A1 | LCFF: EL | Parent Participation | Oth Cls-Supp | | | Translating and babysitting for parent participation. | 1,219.00 |
| G4A1 | LCFF: EL | Attendance & Social Work Servic | Cls Sup-Reg | Assistant, Resrcr Cnslg Span | 0.7500 | RCA Bilingual | 48,236.00 |

\$255,841.00

| Funding Source Totals | Unit # | Budget Totals |
|-----------------------|--------|---------------------|
| Title 1 Basic | 3010 | \$49,714.00 |
| Sup & Conc | 7090 | \$150,882.00 |
| LCFF: EL | 7091 | \$55,245.00 |
| Grand Total | | \$255,841.00 |

| Goal Totals | Budget Totals |
|---|---------------------|
| G1 - All students will excel in reading, writing, and math | \$197,496.00 |
| G4 - All students will stay in school on target to graduate | \$58,345.00 |
| Grand Total | \$255,841.00 |