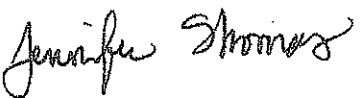


Jefferson Elementary

10621666006316

Principal's Name: Jennifer Thomas

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 2, 2021

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Topic	Details
Cover Page	<i>CDS Code with Signature</i>
Table of Contents	<i>Listing of SPSA Contents and District Goals</i>
Centralized Services	<i>N/A</i>
School Site Council Assurances	<i>Consolidated Program Assurances</i>
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/Parent and Family Engagement Policy /Compact **See Addendum</i>

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

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

Consolidated Program Assurances



<p>The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.</p>
<p>The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.</p>
<p>The school’s SSC, staff and parents participate in a needs assessment to help guide SPSA development.</p>
<p>The members of the SSC, the school’s English Learners’ Advisory Committee (ELAC) and members of other advisory school committees receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant 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 Engagement Policy and the Parent-School Compact.</p>
<p>Strategies to improve student achievement, meet measurable objectives, provide high quality professional development, and support struggling students through the use scientifically-based research are included in the SPSA. The SPSA reforms and supplemental funding provide opportunities for all students to meet state standards by extending learning time, supporting grade-level and school-level student transitions and providing social-emotional supports for students.</p>
<p>The School Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and 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. Bianca Barajas				X	
4. Jennie Cortez		X			
5. Sylvia Gonzalez		X			
6. Laurie Surabian		X			
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					

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

Required Signatures

School Name: Jefferson 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	Jennifer Thomas		4/9/21
SSC Chairperson	Lilia Soto		4/9/21

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 2021/22

Jefferson - 0255

ON-SITE ALLOCATION

3010	Title I	\$49,220 *
7090	LCFF Supplemental & Concentration	\$156,816
7091	LCFF for English Learners	\$63,180
7099	School Opening Support <i>(New! One-time funds)</i>	<u>\$17,712</u>
TOTAL 2021/22 ON-SITE ALLOCATION		\$286,928

* 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	\$1,284
	Remaining Title I funds are at the discretion of the School Site Council	<u>\$47,936</u>
	Total Title I Allocation	\$49,220

Jefferson Elementary 2021-2022 - SPSA

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
I-Ready ELA D2 On Level		34.32 %	2020-2021	41.32 %
I-Ready Math D2 On Level		26.87 %	2020-2021	40.87 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

I-Ready ELA D2 On Level

The i-Ready goal for 21/22 represents a 14% drop from the achievement level on CAASPP from 2018. During the shift to distance learning during Quarter 4 of 19/20 and continuing for the 20/21 school year, staff shifted their reading program to an online format, but kept the same assessments, texts, and instructional plans. As a result, many students maintained grade level success with district-wide assessments. However, many students also struggled with attendance and technology during distance learning.

I-Ready Math D2 On Level

The i-Ready goal for 21/22 represents a 20% drop from the achievement level on CAASPP from 2018. During the shift to distance learning during Quarter 4 of 19/20 and continuing for the 20/21 school year, staff shifted their math program to an online format, but kept the same assessments and instructional plans. As a result, many students maintained grade level success with district-wide assessments. However, many students also struggled with attendance and technology during distance learning.

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

I-Ready ELA D2 On Level

English Learners struggled with distance learning, as many parents were not able to support students online. A community group was able to provide digital literacy classes in Spanish to support parents.

I-Ready Math D2 On Level

Homeless students struggled with distance learning due to lack of internet access. In October, an on-campus cohort was established to help them continue with their learning. Students who participated in the on-campus cohort were able to reach proficiency.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Needs for technology and student intervention were anticipated for the 2020/2021 school year. The budgeted expenditures very closely met our actual expenditures. The key difference was in educational software. We anticipated using Lexia Core 5, but needed to focus on i-Ready. We found that students and families were not able to complete both programs. i-Ready was selected because it aligned to district-wide assessment.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

Additional intervention for students is needed for the 2021-2022 school year. The Certificated Tutor position will increase from .4375 FTE to 1.0 FTE to allow for expansion of reading tutoring in Grades 3-6. As a result of this change, students in Grades 1-2 will also have additional time with their Teaching Fellow reading tutors.

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 affirmed the decision to keep as much continuity as possible with the shift to distance learning, while acknowledging the need to support struggling students and families.

2 ELAC:

ELAC's primary concern was the availability of intervention for all students in both reading and math. They were thankful for the addition of interact fellows.

3 Staff:

Jefferson staff shared concerns for students who struggled with distance learning. They are eager to provide interventions and supports to address unfinished learning.

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 CFAs
- Quarterly data chats with students
- Analysis/Comparison of IEP Goals and grade level assessments

Owner(s):

- Principal/VP
- TSA
- Classroom Teachers
- Certificated Tutor (1.0 FTE)
- Rti Team
- Students (goal-setting)

Timeline:

August 2021 to June 2022

- PL calendar will be developed by admin team based on staff feedback from 2020-2021 survey and observations
- PLC calendars will be developed to implement the CFA and CSA for the 2021-2022 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-2 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 in Grades 3-6
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.

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.

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

- 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 2021 to June 2022

- 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 Intervention Camp will be provided for students who are nearing re-designation
3. RFEP monitoring for all re-designated students
4. Professional Learning will emphasize access for EL students to reading standards and academic language utilizing the ELD Standards and ELA/ELD Framework

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.

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/MP
- TSA
- Classroom Teachers
- JIST
- Students (goal - setting)

Timeline:

July 2021 to June 2022

- PL calendar will be created to highlight math instruction throughout the 2021-22 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
4. Professional Learning for staff including Standards Institute and FCOE Formative Use of SBAC Resources

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.

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

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.

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

Owner(s):

Timeline:

- 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

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

- August 2021 to June 2022
- Teachers will create an EL action plan for each EL student during the first quarter of 2021-22 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 2021-22 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 intervention "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.
8. Teachers and admin will conduct quarterly data chats to monitor progress towards redesignation.
9. Awards and incentives will be provided to recognize EL student achievement along the ELD Proficiency Level continuum and redesignation.

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

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0255 Jefferson Elementary (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows	47,800.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	1.0000	Certificated Tutor	118,382.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Teacher Substitutes	8,782.00
G1A1	Sup & Conc	Instruction	Ins Aide-Sub			Event number for SpEd classified subs	1,492.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Educational Software/Books	2,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	9,088.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Computer Repairs	1,300.00
G1A1	Sup & Conc	Instructional Supervision & Admin	Off Eq Lease			Office Equipment Lease	8,700.00
G1A1	One-Time School	Instruction	Mat & Supp			: Materials and supplies	7,712.00
G1A1	One-Time School	Instruction	Nc-Equipment			: Tech Purchases	10,000.00
G1A3	Sup & Conc	Instruction	Travel			Travel Expenses	2,000.00
G1A4	Sup & Conc	Instruction	Oth Cls-Supp			Classified Supplemental Contracts	5,072.00
G1A4	LCFF: EL	Instruction	Teacher-Supp			Teacher Supplemental Contracts - ELPAC	6,584.00
G1A4	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	2,999.00
G1A4	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows	2,172.00

\$234,083.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Student-centered real world learning experience - Site Defined		0 %	2020-2021	90 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Student-centered real world learning experience - Site Defined

Before the school closure during COVID, at least 90% of students were able to participate in real-world experiences such as field trips, Career Day, music, clubs, and athletics. During distance learning, students were still able to attend virtual field trips. Music classes were successful online and some clubs were able to continue, including Student Council.

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

Student-centered real world learning experience - Site Defined

Students who were unable to access online instruction were left out of virtual experiences for field trips, clubs, and music.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

In-person real-world learning experiences were not funded, but online activities were provided for students.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

Goal 2 Metric: At least 90% of Jefferson students will participate in student centered and real-world learning experiences. As COVID restrictions allow, we will transition back to our prior programming involving field trips, Career Day, music, athletics, and clubs.

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 was thankful for the virtual experiences provided, but eager to return to on-campus and in-person opportunities.

2 ELAC:

ELAC was thankful for the virtual experiences provided, but eager to return to on-campus and in-person opportunities.

3 Staff:

Staff was thankful for the virtual experiences provided, but eager to return to on-campus and in-person opportunities.

Action 1

Title: Real World Learning Experiences

[Action Details:](#)

Jefferson will work to identify increased opportunities for students to participate in real world learning experiences, including career-readiness, 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](#)

- Student attendance for real world learning experience such as Career Day, field trips, and clubs
- Student Ownership metric on FUSD Instructional Practice Guides for Language Arts and Mathematics

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

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

[Timeline:](#)

August 2021 to June 2022

- 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
- A 4th Grade 'JV' Team will be established for each sport to build skills as students approach 5th and 6th Grade

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

1. Jefferson staff members will provide real-world learning experiences, both integrated within academic study as well as during stand-alone events. 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 real-world activities.
2. A ticket system has been created to give first access to real-world activities for students who are economically disadvantaged and foster students.

Specify enhanced services for low-performing student groups:

Foster Youth

-Monitor quarterly and provide additional real world learning experiences during the school day as necessary to ensure all students have access to activities.

Students with Disabilities

-Students in the Mild/Moderate SDC program will participate in a bi-weekly Jaguar Cafe, in which they run a cafe to gain real-world experience with sales, budgeting, and customer service.

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism		25.65 %	2020-2021	23.65 %
Suspensions students with 1 or more		0.19 %	2020-2021	2.19 %

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.

<p>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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.</p>	<p>2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.</p>
<p>Chronic Absenteeism</p> <p>we were able to provide connections with families to encourage attendance, including phone calls, online meetings, and home visits. We were also able to use Class Do-Jo schoolwide as a social-media platform.</p> <p>Suspensions students with 1 or more</p> <p>We were able to provide counseling for students through Allay Psychological services.</p>	<p>Chronic Absenteeism</p> <p>Our subgroup that struggled the most with attendance is our homeless students. Starting in October, we were able to provide an on-campus cohort for homeless and foster students. This did help improve attendance, but many had already reached the chronic status by the time the program started.</p> <p>Suspensions students with 1 or more</p> <p>There was only one suspension during distance learning. Teachers continued to provide Social/Emotional lessons and Class Meetings to prepare students for their return to campus.</p>

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Funds were allocated for counseling, but Allay Psychological Services was able to meet counseling needs under budget.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

Incentives will be provided for student attendance, including quarterly Attendance Celebration and class-by-class contest.

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 was concerned for students with chronic attendance concerns, that they would be able to attend an on-campus cohort.

2 ELAC:

ELAC met with parents and encouraged attendance. A digital literacy class was also provided to support parents with attendance for distance learning.

3 Staff:

Staff was concerned for students with chronic attendance concerns and requested greater support and accountability for families.

Action 1

Title: School and Community Engagement

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

Owner(s):

Timeline:

- 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

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

- August 2021 to June 2022
- 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.
- Class Meetings will be provided weekly to increase student engagement and connectedness

- Weekly Social/Emotional lessons, including the Second Step curriculum will support social skills

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 (Alay Psychological Services and RCA) will be instrumental in supporting foster youth at Jefferson.

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.

The SST Team will review, provide support, and progress monitor students in need of Tier III intervention

Action 2

Title: College and Career Competency

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

Timeline:

August 2021 to June 2022

- 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.

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 school engagement

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0255 Jefferson Elementary (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Title 1 Basic	Parent Participation	Direct-Graph			Graphics	403.00
G3A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg Span	0.7500	RCA Bilingual	50,559.00

\$50,962.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Student Survey - Caring adult		84.94 %	2019-2020	91.94 %
Staff Survey – Overall Positive in Belonging Domain		98.27 %	2019-2020	100 %
Staff Goal - Site Defined		0 %	2020-2021	100 %
Student Survey - Caring Adult (Homeless)		100 %	2019-2020	100 %
Student Survey - Caring Adult (African American)		87.5 %	2019-2020	87.5 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Staff Goal - Site Defined

Staff Survey – Overall Positive in Belonging Domain

Professional Learning and Professional Learning Communities were shifted online, with the same norms and protocols. Teachers attended session with Doug Fisher and read the 'Distance Learning Playbook' to support with the transition to online learning. This collaboration time and focus resulted in the 98% rating in the 'School Belonging' domain.

Student Survey - Caring adult

Students were provided with daily opportunities to interact with teachers and staff. Online recess allowed students to check in with staff each day. Students still requested additional opportunities to reach out to teachers and staff members regarding social and personal problems.

Student Survey - Caring Adult (Homeless)

Responses for Caring Adult on the student survey for Homeless students were 100% positive.

Student Survey - Caring Adult (African American)

Responses for Caring Adult on the student survey for African-American students were more positive than the schoolwide average.

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

Staff Goal - Site Defined

Staff Survey – Overall Positive in Belonging Domain

Student Survey - Caring adult

Students in homeless and African-American subgroups reported more positive results for Caring Adult than the schoolwide average.

Student Survey - Caring Adult (Homeless)

Students in homeless and African-American subgroups reported more positive results for Caring Adult than the schoolwide average.

Student Survey - Caring Adult (African American)

Students in homeless and African-American subgroups reported more positive results for Caring Adult than the schoolwide average.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

The budget expenditures remained the same, actions shifted towards professional learning to support online instruction.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

Cultural Proficiency training will continue for teachers and be expanded for classified staff.

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 is thankful for high quality instruction provided by Jefferson teachers.

2 ELAC:

ELAC requested additional staff support for translating in Spanish and Hmong.

3 Staff:

Staff requests additional professional learning to support with technology and intervention.

Action 1

Title: Recruit and Retain Staff

[Action Details:](#)

All Jefferson staff will support a positive and accountable campus culture, building the capacity of current and future staff members.

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

- Annual staff survey
- Monthly growth on IPG Walk Data
- Formative Teacher Evaluation Data
- Summative Teacher Evaluation Data

Owner(s):

- Principal/VP
- TSA
- Lead Teachers
- Classroom Teachers
- Classified Staff
- Parents
- Volunteers

Timeline:

August 2021 to June 2022

- Professional Learning calendar will be developed by admin team based on feedback from 2020-21 staff survey and Lead Teacher input
- Onramp will be provided for new teachers during Fall Semester by admin, TSA, and their PLC Lead Teacher
- Monthly Lead Teacher meetings will be conducted to foster growth of certificated staff through the PLC process
- Formative Teacher Evaluation data will be analyzed in December
- Summative Teacher Evaluation data will be analyzed in June

Describe Direct Services and/or Professional Development to staff, including materials and supplies required (curriculum and instruction) in support of hiring and retention:

- Student Academics:**
 - Professional Learning seminars and various materials to support the growth of Lead Teachers and PLC's
 - Opportunities will be offered for classified staff to gain instructional experience, including ELPAC Camp, Library After School Program, and Early Learning Intervention
- Student Centered and Real-World Learning:**
 - Connections with future staff members will be fostered through Teaching Fellows and volunteer opportunities
- Student Engagement:**
 - Students will be involved with staff recognition including teacher appreciation, secretaries' day, and staff appreciation

Specify Professional Development or Staff Services to support EL students:

- Classified staff will be involved with ELPAC Camp to gain familiarity with CAELD Standards and teaching practices to support English Learners
- All staff will be involved with parents and community members, particularly on behalf of English Learners during structured events such as Back to School Night, Parent Conferences, Open House, Dance/Carnival, and ongoing parent outreach.

Specify Professional Development or Staff Services to support low-performing student groups:

- All staff will be trained in Cultural Proficiency to ensure all subgroups have equal access to educational opportunities
- All staff will be trained in structures and initiatives related to Campus Culture & Climate, including supports for Tier 3 interventions to support social/emotional skills

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 5 Metrics	Current Target	Actual	As Of	Target
Parent Survey - Respected and welcomed		95.5 %	2019-2020	100 %
Parent Survey - Safe and secure		94.77 %	2019-2020	100 %
Family Goal - Site Defined		0 %	2020-2021	100 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Family Goal - Site Defined

Families responded positively to online events, including Class Dojo posts, online Back to School Night, and parent/teacher conferences.

Parent Survey - Respected and welcomed

Families were concerned that they would not be allowed on campus. They request additional opportunities to be welcome on campus.

Parent Survey - Safe and secure

Parents responded positively to campus safety. From September to January, an Campus Safety Assistant was available and helped with safety on campus.

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

Family Goal - Site Defined

Homeless families struggled to attend online events due to lack of internet access. Students were able to participate in the on-campus cohort, but parents were not able to access after-school events.

Parent Survey - Respected and welcomed

Parents of students with disabilities often struggle with engagement because they live throughout the region and do not always have access to transportation. Distance learning has provided opportunities to bridge this gap, demonstrating the need for future support using technology.

Parent Survey - Safe and secure

No disproportionality was found in the survey data for safety. 100% of parents of students with disabilities and 100% of English Learners responded favorably.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Parent engagement events were shifted to an online format due to COVID. Budget expenditures did not change.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

Additional opportunities will be provided for families to return to on-campus events.

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:

Parents maintained attendance to on-line SSC meetings, but are eager to return to on-campus meetings.

2 ELAC:

ELAC membership dropped during the school closure. Many families that attended in the past were working more than usual and unable to attend.

3 Staff:

Staff was pleased by parent attendance to on-line events.

Action 1

Title: Family Engagement

[Action Details:](#)

All Jefferson families will access opportunities to engage in their students' education.

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](#)

- Annual Parent Survey results
- Needs Assessment results from SSC
- Needs Assessment results from ELAC
- Parent University Enrollment
- Site Event Attendance

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

- Principal/VP
- Office Manager
- Attendance Clerk
- Home Visit Support Staff
- Classroom Teachers
- Parents
- Students

[Timeline:](#)

August 2021 to June 2022

- In August, 2021, Parent Engagement Calendar will be developed based on staff feedback and parent input
- In March-April, 2022, data analysis of parent engagement results will be shared with Instructional Leadership Team, SSC, and ELAC

[Describe Direct Services and Opportunities for parents and families, including materials and supplies required \(curriculum and instruction\) in support of Student Academics, Student Centered/Real World Learning, and Student Engagement:](#)

- **Student Academics:**
 1. Translating and communication materials for parent/teacher conferences after first quarter
 2. Staff and translating to support parent digital literacy classes quarterly

3. Staff, translating, and communication materials for ELAC
4. Staff, translating, and communication materials for School Site Council Meetings
- **Student Centered and Real-World Learning:**
 1. Translating, communication materials, and food for student performance events including 4th-6th Grade instrumental program and TK-3rd Grade choir
 2. Recruitment among parents to support Career Day event
- **Student Engagement:**
 1. Translating, communication materials, and food for Back to School Night and Open House
 2. Staff to support a 2-hour window each day to provide home visits to increase parent/student engagement
 3. Food, curriculum, and staff to support Parent Coffee Hour in conjunction with Parent University weekly meetings
 4. Annual Parent Involvement Recognition Luncheon to encourage parent participation
 5. Class Dojo use in classrooms and school-wide as a social-media platform

Specify Direct Service and Opportunities for parents and families to support EL students:

1. Translating for all school communication, written and verbal
2. Spanish Parent Digital Literacy opportunities
3. ELAC Meetings, including notices and training materials
4. EL parent training will include information regarding the ELD Proficiency Level continuum, ELPAC, Redesignation, RFEP monitoring, and the Seal of Biliteracy
5. ELAC Team to support attendance and involvement in ELAC and other parent activities

Specify Direct Service and Opportunities for parents and families to support low-performing student groups:

1. Home visits to support families of students with chronic attendance concerns
2. Babysitting provided during ELAC, SSC, Parent University/Parent Coffee Hour, and Parent Digital Literacy classes

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0255 Jefferson Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials & Supplies parent involvement (no food/incentives)	517.00
G5A1	Title 1 Basic	Parent Participation	Local Mileag			Mileage for Home Visits	500.00
G5A1	LCFF: EL	Parent Participation	Oth Cls-Supp			Translating and babysitting for parent participation.	866.00

\$1,883.00

2021-2022 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	47,800.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	1.0000	Certificated Tutor	118,382.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Teacher Substitutes	8,782.00
G1A1	Sup & Conc	Instruction	Ins Aide-Sub			Event number for SpEd classified subs	1,492.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Educational Software/Books	2,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	9,088.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Computer Repairs	1,300.00
G1A1	Sup & Conc	Instructional Supervision & Admir	Off Eq Lease			Office Equipment Lease	8,700.00
G1A1	One-Time School	Instruction	Mat & Supp			: Materials and supplies	7,712.00
G1A1	One-Time School	Instruction	Nc-Equipment			: Tech Purchases	10,000.00
G1A3	Sup & Conc	Instruction	Travel			Travel Expenses	2,000.00
G1A4	Sup & Conc	Instruction	Oth Cls-Supp			Classified Supplemental Contracts	5,072.00
G1A4	LCFF: EL	Instruction	Teacher-Supp			Teacher Supplemental Contracts - ELPAC	6,584.00
G1A4	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	2,999.00
G1A4	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows	2,172.00
G3A1	Title 1 Basic	Parent Participation	Direct-Graph			Graphics	403.00
G3A1	LCFF: EL	Attendance & Social Work Servic	Cls Sup-Reg	Assistant, Resrce Cnslg Span	0.7500	RCA Bilingual	50,559.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials & Supplies parent involvement (no food/incentives)	517.00
G5A1	Title 1 Basic	Parent Participation	Local Mileag			Mileage for Home Visits	500.00
G5A1	LCFF: EL	Parent Participation	Oth Cls-Supp			Translating and babysitting for parent participation.	866.00

\$286,928.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$49,220.00
Sup & Conc	7090	\$156,816.00
LCFF: EL	7091	\$63,180.00
One-Time School	7099	\$17,712.00
Grand Total		\$286,928.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$234,083.00
G3 - Increase student engagement in their school and community	\$50,962.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$1,883.00
Grand Total	\$286,928.00