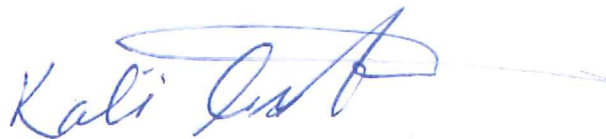


**Jefferson Elementary School**

10621666006316

Principal's Name: Kali Isom-Moore

Principal's Signature:

A handwritten signature in blue ink, appearing to read "Kali Isom-Moore", with a large, sweeping flourish above the name.

The Fresno Unified School District Board of Education approved this plan on: May 11, 2016

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<b>District Goals</b>	
The purpose of the four Fresno Unified School District Goals is to give the District direction to improve student outcomes. To accomplish the four District Goals, it is expected that all students will be in school, on time and ready to learn every day.	
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.

## 2016 - 2017 SPSA Needs Assessment

SCHOOL :

[Print this page](#)

### 1 Academic Performance

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Elementary	Reading by Third Grade	2- Disproportionality	<a href="#">6033</a>	Number and percentage of K-3rd grade students who are not reading at grade level and are more than 10% negatively disproportionate	61/66	62.84 %
<input type="checkbox"/>	Elementary	ELA (SBAC)	5- Achievement Gap	<a href="#">5997</a>	Number and percentage of students who have an ELA SBAC score and are more than 10% negatively disproportionate	53/67	52.74 %
<input type="checkbox"/>	Elementary	Math (SBAC)	5- Achievement Gap	<a href="#">5998</a>	Number and percentage of unduplicated students scoring Standard Not Met or Standard Nearly Met on the Math SBAC whose subgroups are more than 10% negatively disproportionately represented	53/67	48.17 %
<input checked="" type="checkbox"/>	Elementary	Reading by Third Grade	3- Borderline Eligibility Pool	<a href="#">6062</a>	Number and percentage of K-3rd grade students not on-grade level who are one grade level below	50/66	42.08 %
<input checked="" type="checkbox"/>	Elementary	Reading by Third Grade	1- Reading by Third Grade Rate	<a href="#">6590</a>	Number and percentage of 3rd grade students who are ELA Grade Level On-Track/Ready as of the last grading period	40/66	15.87 %
<input type="checkbox"/>	Elementary	Math (SBAC)	2- Standard Met/Exceeded	<a href="#">6169</a>	Number and percentage of students scoring Standard Met or Standard Exceeded on the math SBAC	34/67	15.18 %
<input checked="" type="checkbox"/>	Elementary	Math (SBAC)	1- Standard Not Met/Nearly Met	<a href="#">6160</a>	Number and percentage of students scoring Standard Not Met or Standard Nearly Met on the math SBAC	34/67	84.82 %

### 2 Academic Growth

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
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<input checked="" type="checkbox"/>	Elementary	EL Redesignation	4- Continuously Enrolled Redesignation Rate	<a href="#">6338</a>	Number and percentage of English Learner students who have been continuously enrolled for 5 years or more and were redesignated in the current year	46/68	28.4 %
<input type="checkbox"/>	Elementary	EL Redesignation	3- Borderline to Redesignation Within 365 Days	<a href="#">5968</a>	Number and percentage of English Learner 1st grade-12th grade students identified as meeting borderline criteria for redesignation at the end of spring semester and are redesignated within 365 days	39/67	48.28 %

### 3 Academic Completion

#### Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input type="checkbox"/>	Elementary	Middle School Readiness	1- EIS Green Zone Rate	<a href="#">6381</a>	Number and percentage of 2nd-6th grade students meeting EIS attendance, behavior and academic criteria (green zone) *2nd grade excluded from Q1 and Q2 calculations	17/68	45.6 %

### 4 Social Emotional

#### Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input type="checkbox"/>	Elementary	Chronic Absenteeism	3- Attendance Growth	<a href="#">5959</a>	Number and percentage of TK-12th grade students who were chronically absent at the end of previous semester who are no longer chronically absent in the current semester	58/68	14 %
<input checked="" type="checkbox"/>	Elementary	Chronic Absenteeism	1- Chronic Absenteeism Rate	<a href="#">5942</a>	Number and percentage of students who are chronically absent (attendance rate of 90% or less)	40/68	15.61 %

### 5 Climate Culture

#### Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Elementary	Student	3-	<a href="#">5944</a>	Number and percentage of unduplicated students not engaged in any Goal 2 activities whose subgroups are more than 10% negatively	65/67	45.07 %

Engagement    Disproportionality

disproportionately represented

%

Instructional Superintendent Approval :  No  Yes | Approval Date :

[Only assigned Principal/Vice Principal can save changes]

## B. Action Plan

<b>Domain</b>	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
<b>Action # 1</b>	<i>Detail the action:</i> Certificated tutor will support English Learners in 4 <sup>th</sup> – 6 <sup>th</sup> grade in small group reading instruction.		
<i>SQII Element:</i> Academic Growth 5990	<i>SQII Sub-element(s):</i> 5990	<i>Site Growth Target:</i> 35%	<i>Vendor (contracted services)</i>
<input type="checkbox"/> <i>New Action</i>	<input checked="" type="checkbox"/> <i>On-going</i>	<i>Reasoning:</i> <input checked="" type="checkbox"/> <i>Data</i> <input type="checkbox"/> <i>Research-based</i> <input type="checkbox"/> <i>Local Knowledge/Context</i>	
<i>Write a SMART Goal to address each data point:</i> By June 2017, the Spring administration of reading assessments will show a 10% increase in the number of English Learners who are on grade level.			
<i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i> - BAS quarterly assessment - Interim bi-annual assessment - Classroom observation/feedback & reflective conversations		<i>Owner(s)</i> Principal/ Vice Principal/ Certificated Tutor Inter. Classroom teachers	<i>Timeline</i> August 2016 to June 2017
<i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i> 1. Reading profile to be reviewed with parents at Parent Conferences for all students. 2. Parent training of site reading assessments at Parent Coffee Hour. 3. Reading assessment data shared with parents at School Site council meetings. 4. Utilize Parent Portal/EduText for parents to have immediate access and information regarding student progress.			
<i>Describe related professional learning:</i> 1. Two day summer institute for deconstruction of ELA standards. 2. Creating reading profiles for all students. 3. Rigorous Text Sequence implemented and alignment of student task. 4. Targeted instruction for strategic and intensive students. 5. Designated ELD instruction using the ELA/ELD framework.			
<i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i> 1. Selected English Learners in grades 4 <sup>th</sup> -6 <sup>th</sup> will receive small group focused reading instruction from a certificated tutor. The materials utilized will consist of leveled readers, educational software, and technology.			
<i>Specify additional targeted actions for EL students:</i> CELDT and DRP data will be analyzed for each EL student and instruction will focus on moving student toward grade level proficiency.			

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1	1	EL	Instruction	Teacher- Regular Salaries	Tutor	0.3750			25,988
								Total	\$25,988

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
<b>Action # 2</b>	Detail the action: Jefferson will provide technology that supports core reading and math instruction.		
SQII Element: Academic Performance 6169 & 5926	SQII Sub-element(s): 6169 & 5926		Site Growth Target: 10% increase on both SQII sub-elements
Vendor (contracted services)			
<input type="checkbox"/> New Action	<input checked="" type="checkbox"/> On-going	Reasoning: <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context	
Write a SMART Goal to address each data point: By June 2017, the CAASPP results will show a 10% increase in the number of students meeting or exceeding standards in ELA and Math.			
Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact) - Interim bi-annual assessment                      - Bi-monthly common formative assessments - Classroom observation/feedback & reflective conversations		Owner(s) Principal/Vice Principal/Certificated Tutor/Classroom Teachers/Parents	Timeline August 2016 to June 2017
Explain the Targeted Actions for Parent Involvement (required by Title I): 1. Parent training in the use of educational software at home during Parent Coffee Hour. 2. Assessment data shared with parents at School Site council meetings and Parent Coffee Hour. 3. On-line resources provided on school website. 3. Utilize Parent Portal/EduText for parents to have immediate access and information regarding student progress.			
Describe related professional learning: 1. Professional learning in use of technology within small group and whole class instruction. 2. Utilize data to match student need to educational software resources. 3. Training on using the Illuminate item bank and other on-line resources for assessment purposes. 4. Training in the use of technology to create common formative assessments aligned with CAASPP. 5. Staff will create a year-long progression of technology skills that will support using the FUSD Technology Scope & Sequence.			

*Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):* 1. All students (TK-6<sup>th</sup>) will have daily access to technology in both small group and whole class instruction. 2. Jefferson students will engage in daily core instruction through the use of various on-line educational programs. 3. Technology will be purchased and maintained to ensure all students have access to grade level core curriculum. 4. All students will receive instruction and be assessed on the FUSD Technology Scope and Sequence Technology skills.

*Specify additional targeted actions for EL students:* Software and technology selection will be made based on the needs of Jefferson English Learners as shown by their performance on various assessments.

**Budgeted Expenditures**

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
2	1	Title 1 Basic	Instruction	Books & Other Reference				Educational software license	4,936
2	1	EL	Instruction	Books & Other Reference				Educational Software for English Learners	7,000
2	1	EL	Instruction	Non Capitalized Equipment				Tablets for student use	6,000
2	1	Title 1 Basic	Instruction	Non Capitalized Equipment				Tablets and technology for student use	25,643
2	1	Sup & Conc	Instruction	Office Equipment Lease				Office Equipment lease	2,772
2	1	Sup & Conc	Instructional Supervision & Administration	Office Equipment Lease				Office Equipment lease	7,990
2	1	Title 1 Basic	Instruction	Other Equip Maintenance				Technology repairs	1,000
<b>Total</b>									<b>\$55,341</b>



<b>Domain</b>	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
<b>Action # 3</b>	<i>Detail the action:</i> Jefferson students who are struggling academically will receive additional support services to improve student achievement.		
<i>SQII Element:</i> Academic Performance 6160 & 6142	<i>SQII Sub-element(s):</i> 6160 & 6142	<i>Site Growth Target:</i> 10% decrease on both sub-elements of SQII indicator	<i>Vendor (contracted services)</i> California Teaching Fellows \$
<input checked="" type="checkbox"/> <i>New Action</i>	<input type="checkbox"/> <i>On-going</i>	<i>Reasoning:</i> <input checked="" type="checkbox"/> <i>Data</i> <input type="checkbox"/> <i>Research-based</i> <input type="checkbox"/> <i>Local Knowledge/Context</i>	
<i>Write a SMART Goal to address each data point:</i> By June 2017, the CAASPP results will show a 10% decrease in the number of students do not meet or nearly meet standards in ELA and Math.			
<i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i> - Interim bi-annual assessment - Classroom observation/feedback & reflective conversations		<i>Owner(s)</i> Principal/Vice Principal/Certificated Tutor/Classroom Teachers/Parents	<i>Timeline</i> August 2016 to June 2017
<i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i> 1. Assessment data shared with parents at School Site council meetings and Parent Coffee Hour. 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. 4. Parent outreach (home visits, surveys, parent meetings) will be provided for all struggling students. 5. Utilize Parent Portal/EduText for parents to have immediate access and information regarding student progress.			
<i>Describe related professional learning:</i> 1. Utilize data to match student need to various modes of instruction including Teaching Fellow support and classroom instructional aide. 2. Training on using the Illuminate item bank and other on-line resources for creation of common formative assessments. 3. Peer observation opportunities provided for teachers to better understand the student needs of their AC and experience best practices to develop and shape their own capacity. 4. Provide professional learning opportunities (conferences, guest speakers, etc) to foster and build classroom teacher’s instructional strategies repertoire.			
<i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i> 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 compete their grade level task. 4. Intervention instruction will focus on 3 <sup>rd</sup> – 6 <sup>th</sup> grade students to improve CAASPP assessment results.			
<i>Specify additional targeted actions for EL students:</i> 1. Support services will be made based on the needs of Jefferson English Learners as shown by their performance on various assessments. 2. CELDT Camp will provided for students who are nearing redesignation.			

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
3	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Extra pay for teachers to support struggling students	2,905
3	1	EL	Instruction	Teacher-Substitute Salaries				Subs for EL testing and data chats	2,284
3	1	EL	Instruction	Teacher-Substitute Salaries				SST Subs	5,713
3	1	EL	Instruction	Teacher-Supplemental Salaries				Extra pay to support English Learners	6,974
3	1	Title 1 Basic	Instruction	Direct-Graphics (Dr)				Graphics to support instruction	1,500
3	1	EL	Instruction	Materials & Supplies				Materials for professional learning, conferences	2,661
3	1	EL	Instruction	Materials & Supplies				Materials for English Learners	4,167
3	1	Title 1 Basic	Instruction	Materials & Supplies				Materials and Supplies	4,000
3	1	EL	Instruction	Travel				Travel and conference	1,000
3	1	Sup & Conc	Instruction	Sub-agreements for Services			Teaching Fellows	Teaching Fellows	38,439
3	1	Sup & Conc	Instruction	Sub-agreements for Services			Other*	Guided Reading Training provided by Tulare County Office of Education	17,000
<b>Total</b>									<b>\$86,643</b>

<b>Domain</b>	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
<b>Action # 4</b>	<i>Detail the action:</i> 1 <sup>st</sup> – 6 <sup>th</sup> Jefferson students will receive additional science instruction through hands-on activities aligned with classroom instruction built from Next Generation Science Standards (NGSS).		
<i>SQII Element:</i> Academic Performance 3787	<i>SQII Sub-element(s):</i> 3787	<i>Site Growth Target:</i> 10% decrease on the sub-element of the SQII indicator	<i>Vendor (contracted services)</i> City of Fresno Environmental Science Program
<input type="checkbox"/> <i>New Action</i>	<input checked="" type="checkbox"/> <i>On-going</i>	<i>Reasoning:</i> <input type="checkbox"/> <i>Data</i> <input type="checkbox"/> <i>Research-based</i> <input checked="" type="checkbox"/> <i>Local Knowledge/Context</i>	
<i>Write a SMART Goal to address each data point:</i> By April 2017, the Spring DRP results will show a 10% decrease in the number of students scoring significantly below grade level.			
<i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i> - Quarterly Summative Vocabulary Assessment - Project-based learning - Classroom observation/feedback & reflective conversations		<i>Owner(s)</i> Principal/Vice Principal/Certificated Tutor/Classroom Teachers/Parents	<i>Timeline</i> September 2016 to March 2017
<i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i> 1. Assessment data shared with parents at School Site council meetings and Parent Coffee Hour. 2. Communication with parents regarding hands-on science lesson included on school website. 3. Parent and student participation in Science Night highlighted various projects student’s created over the 2016-17 school year. 4. Utilize Parent Portal/EduText for parents to have immediate access and information regarding student progress.			
<i>Describe related professional learning:</i> 1. Training on using on-line resources for creation of common summative vocabulary assessments. 2. Provide professional learning opportunities (guest speakers/school visits) to familiarize staff with the NGSS and build capacity around Tier 2 vocabulary instruction.			
<i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i> 1. Literacy instruction and real life/hands on experience in the content area of science will increase academic vocabulary and comprehension of abstract concepts. 2. Extend content learning with study trip opportunities.			
<i>Specify additional targeted actions for EL students:</i> Integration of science and literacy with an emphasis on vocabulary acquisition as outlined in the ELA/ELD framework.			

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
4	1	Sup & Conc	Instruction	Materials & Supplies				Science Materials and Supplies	829
4	1	Sup & Conc	Instruction	Prof/Consulting Svc & Operating			Other*	Science - City of Fresno Environmental Science Program	9,000
Total									\$9,829

Domain	<input type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input checked="" type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
<b>Action # 5</b>	Detail the action: Jefferson will provide support to facilitate parent involvement.		
SQII Element: School Climate 356	SQII Sub-element(s): 356		Site Growth Target: Increase sub-element by 5% Vendor (contracted services)
<input type="checkbox"/> New Action <input checked="" type="checkbox"/> On-going	Reasoning: <input type="checkbox"/> Data <input type="checkbox"/> Research-based <input checked="" type="checkbox"/> Local Knowledge/Context		
Write a SMART Goal to address each data point: Throughout the 2016-17 school year, Jefferson staff will supply additional services to ensure all parents are able to maintain or increase their current involvement at our campus.			
Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact) - Parent sign-in sheets at school functions - Home School Liaison home-visit log - Time accounting of babysitting and interpreting services		Owner(s) Principal/Vice Principal/Classroom Teachers/Parents/HSL	Timeline August 2016 to June 2017
Explain the Targeted Actions for Parent Involvement (required by Title I): 1. Providing babysitting, interpreters, food, teaching tools, and communication outreach for any school events. 2. Communication with Jefferson staff regarding HSL home visits and parent newsletter.			
Describe related professional learning: 1. Training with HSL on specific duties that support Jefferson parents.			
Describe direct instructional services to students, including materials and supplies required (curriculum and instruction): 1. HSL to provide parent education, follow up support for attendance rate and identify student needs.			

<i>Specify additional targeted actions for EL students: HSL will provide support for classroom teachers in addressing the needs of new comer English Learners.</i>									
<b>Budgeted Expenditures</b>									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
5	3	EL	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	0.4375			13,471
5	3	EL	Parent Participation	Classified Support-Extra Time				Translating, other parent involvement for classified	2,000
5	3	EL	Parent Participation	Other Classified-Supplemental				Babysitting	1,133
5	3	EL	Attendance & Social Work Services	Local Mileage				Mileage to support parent involvement	500
5	3	Title 1 Basic	Instruction	Local Mileage				Mileage	500
5	3	Title 1 Basic	Parent Participation	Materials & Supplies				Materials for Parent Involvement – No Food	1,000
5	3	EL	Parent Participation	Materials & Supplies				Materials for parent involvement	1,500
<b>Total</b>									<b>\$20,104</b>

Domain		<input type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input checked="" type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates					
<b>Action # 6</b>		<i>Detail the action:</i> All Jefferson students will be recognized for outstanding achievements.							
<i>SQII Element:</i> School Climate 395		<i>SQII Sub-element(s):</i> 395		<i>Site Growth Target:</i> Increase sub-element by 6% <i>Vendor (contracted services)</i>					
<input type="checkbox"/> <i>New Action</i> <input checked="" type="checkbox"/> <i>On-going</i>		<i>Reasoning:</i> <input type="checkbox"/> <i>Data</i> <input type="checkbox"/> <i>Research-based</i> <input checked="" type="checkbox"/> <i>Local Knowledge/Context</i>							
<i>Write a SMART Goal to address each data point:</i> Throughout the 2016-17 school year, all Jefferson students will be recognized for achievement in academic, behavior, attendance and athletics.									
<i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i> - Student Survey - Academic Progress/report cards			- Atlas behavior reports - A2A reports	- Sport rosters - Various Data points  <i>Owner(s)</i> Principal/Vice Principal/Classroom Teachers/Parents/HSL					
<i>Timeline</i> August 2016 to June 2017									
<i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i> 1. Communication with Jefferson parents regarding the student selection for each award. 2. When appropriate, invite parent and community members to participate in award ceremonies. 3. Utilize Parent Portal/EduText for parents to have immediate access and information regarding student progress.									
<i>Describe related professional learning:</i> 1. Professional Learning on purpose and criteria of various school incentives and rewards.									
<i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i> 1. Monthly and quarterly awards given to students to encourage a school culture of high expectations.									
<i>Specify additional targeted actions for EL students:</i> Specific awards provided to English Learner students who progress in their acquisition of English language.									
Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
6	3	Sup & Conc	Instruction	Materials & Supplies				Incentives materials	7,500
								Total	\$7,500

<b>Domain</b>	<input type="checkbox"/> <b>1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates</b>	<input type="checkbox"/> <b>2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates</b>	<input checked="" type="checkbox"/> <b>3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates</b>	
<b>Action # 7</b>	<i>Detail the action:</i> All Jefferson students will be provided with an opportunity to participate in Arts, Activities and Athletics.			
<i>SQII Element:</i> School Climate 2080 & 397	<i>SQII Sub-element(s):</i> 2080 & 397		<i>Site Growth Target:</i> Increase both sub-elements by 10%	<i>Vendor (contracted services)</i>
<input type="checkbox"/> <i>New Action</i>	<input checked="" type="checkbox"/> <i>On-going</i>	<i>Reasoning:</i>	<input type="checkbox"/> <i>Data</i>	<input checked="" type="checkbox"/> <i>Research-based</i> <input type="checkbox"/> <i>Local Knowledge/Context</i>
<i>Write a SMART Goal to address each data point:</i> Throughout the 2016-17 school year, all Jefferson students will be given the chance to participate in Connection Clubs, academic extension activities, and athletics.				
<i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i> - Goal 2 data from Atlas & SQII		- Roster from clubs and sports		<i>Owner(s)</i> Principal/Vice Principal/Classroom Teachers/Parents/ Classified Employees
<i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i> 1. Communication with Jefferson parents regarding the student participation in extracurricular activities. 2. Parent outreach to encourage attendance at Goal 2 related events. 3. Volunteer opportunities for parents to assist in coaching and support clubs.				
<i>Describe related professional learning:</i> 1. Professional Learning on selection of Jefferson student body to ensure equitable access to all extracurricular activities.				
<i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i> 1. Jefferson staff members will build a caring connection with all students through Goal 2 activities. 2. Students will have access to appropriate materials and supplies required for each activity.				
<i>Specify additional targeted actions for EL students:</i> English Learners that have been identified as needing additional language opportunities will have priority access to Goal 2 activities.				

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
7	3	Sup & Conc	Instruction	Teacher-Extra Time Salaries				Extra pay for teachers Goal 2 activities	6,974
7	3	Sup & Conc	Instruction	Other Classified-Supplemental				Classified contracts for Goal 2	7,047
7	3	Sup & Conc	Instruction	Materials & Supplies				Materials and Supplies Goal 2	1,000
Total									\$15,021

Domain	<input type="checkbox"/>	1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates	<input checked="" type="checkbox"/>	2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates	<input type="checkbox"/>	3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates
<b>Action # 8</b>	<i>Detail the action:</i> Strengthen Jefferson’s current tiered system of support to promote high expectations for student behavior.					
<i>SQII Element:</i> Social Emotional 6109 & 847	<i>SQII Sub-element(s):</i> 6109 & 847		<i>Site Growth Target:</i> Decrease number of incidents regarding harassment		<i>Vendor (contracted services)</i> On-Site Counseling	
<input type="checkbox"/> New Action	<input checked="" type="checkbox"/> On-going	<i>Reasoning:</i> <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context				
<i>Write a SMART Goal to address each data point:</i> By June 2017, Jefferson will be able to maintain a suspension rate under 10%.						
<i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i> - Data collection of Jaguar Jam participants - Counseling roster - Social Emotional Competency Survey results - Classroom observation/feedback & reflective conversations				<i>Owner(s)</i> Principal/Vice Principal/Classroom Teachers/Parents/Counselor/Psychologist/Safe & Civil Team		<i>Timeline</i> August 2016 to June 2017
<i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i> 1. Parent consent for counseling referrals. 2. Parent outreach when student behavioral trends are identified.						



*Describe related professional learning:* 1. Professional Learning on identifying and referring students for the counseling process. 2. Training with class management structures to implement the multi-tiered system of support. 3. Professional learning on embedded instructional strategies used to improve the Social Emotional Competencies.

*Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):* 1. All Jefferson staff will implement an anti-bullying initiative. 2. Students will have access to appropriate materials and supplies required for class meetings, social skills, and peer mediation.

*Specify additional targeted actions for EL students:* Teachers will ensure that proficiency in English is not a barrier to participation in anti-bullying and social emotional initiatives.

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
8	2	Sup & Conc	Guidance & Counseling Services	Direct-Other (Dr)				2% Evaluation fee charges for Onsite Counseling	171
8	2	Sup & Conc	Guidance & Counseling Services	Prof/Consulting Svc & Operating			Counseling: On-Site Counseling/FPU	On-Site Counseling	8,512
Total									\$8,683

C.1. Budget – Allocations and Planned Expenditures

*(Insert Budget Report)*

D.1. Centralized Services - No Centralized Services are utilized at this time.

Office of State and Federal Programs  
Preliminary Site Categorical Allocations

FY 2016/17

Jefferson - 0255

**ON-SITE ALLOCATION**

3010	Title I	\$38,579 *
7090	LCFF Supplemental & Concentration	\$110,139
7091	LCFF for English Learners	\$80,391
<b>TOTAL 2016/17 ON-SITE ALLOCATION</b>		<b>\$229,109</b>

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$839
Remaining Title I funds are at the discretion of the School Site Council	\$37,740
Total Title I Allocation	\$38,579

Note: LCFF Library Materials/Unit 7099 funds are now included in Additional Library Supplies/Unit 0625 and given to the school to be prioritized by the Librarian.

# 2016-2017 Budget for SPSA/School Site Council

## State/Federal Dept 0255 Jefferson Elementary (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	EL	Instruction	Teacher-Regu	Tutor	0.375		25,988.00
2	1	Title 1 Basic	Instruction	Bks & Ref			: Educational software license	4,936.00
2	1	Title 1 Basic	Instruction	Nc-Equipment			Tablets and technology for student use	25,643.00
2	1	Title 1 Basic	Instruction	Oth Equ Mnt			: Technology repairs	1,000.00
2	1	Sup & Conc	Instruction	Off Eq Lease			Office Equipment lease	2,772.00
2	1	Sup & Conc	Instructional Supervision & Admir	Off Eq Lease			Office Equipment lease	7,990.00
2	1	EL	Instruction	Bks & Ref			: Educational Software for English Learners	7,000.00
2	1	EL	Instruction	Nc-Equipment			Tablets for student use	6,000.00
3	1	Title 1 Basic	Instruction	Mat & Supp			Materials and Supplies	4,000.00
3	1	Title 1 Basic	Instruction	Direct-Graph			Graphics to support instruction	1,500.00
3	1	Sup & Conc	Instruction	Teacher-Supp			Extra pay for teachers to support struggling students	2,905.00
3	1	Sup & Conc	Instruction	Subagreements			Teaching Fellows : Teaching Fellows	38,439.00
3	1	Sup & Conc	Instruction	Subagreements			Other* : Guided Reading Training provided by Tulare County Office of Education	17,000.00
3	1	EL	Instruction	Teacher-Subs			Subs for EL testing and data chats	2,284.00
3	1	EL	Instruction	Teacher-Subs			SST Subs	5,713.00
3	1	EL	Instruction	Teacher-Supp			Extra pay to support English Learners	6,974.00
3	1	EL	Instruction	Mat & Supp			Materials for professional learning, conferences	2,661.00
3	1	EL	Instruction	Mat & Supp			: Materials for English Learners	4,167.00
3	1	EL	Instruction	Travel			: Travel and conference	1,000.00
4	1	Sup & Conc	Instruction	Mat & Supp			: Science Materials and Supplies	829.00
4	1	Sup & Conc	Instruction	Cons Svc/Oth			Other* : Science - City of Fresno Environmental Science Program	9,000.00
5	3	Title 1 Basic	Instruction	Local Mileag			Mileage	500.00
5	3	Title 1 Basic	Parent Participation	Mat & Supp			Materials for Parent Involvement	1,000.00
5	3	EL	Parent Participation	Cls Sup-Ext			Translating, other parent involvement for classified	2,000.00
5	3	EL	Parent Participation	Oth Cls-Supp			Babysitting	1,133.00
5	3	EL	Parent Participation	Mat & Supp			Materials for parent involvement	1,500.00
5	3	EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.438		13,471.00
5	3	EL	Attendance & Social Work Service	Local Mileag			Mileage to support parent involvement	500.00
6	3	Sup & Conc	Instruction	Mat & Supp			: Incentives materials	7,500.00
7	3	Sup & Conc	Instruction	Teacher-Extr			Extra pay for teachers Goal 2 activities	6,974.00
7	3	Sup & Conc	Instruction	Oth Cls-Supp			Classified contracts for Goal 2	7,047.00
7	3	Sup & Conc	Instruction	Mat & Supp			: Materials and Supplies Goal 2	1,000.00
8	2	Sup & Conc	Guidance & Counseling Services	Direct-Other			: 2% Evaluation fee charges for Onsite Counseling	171.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$38,579.00
Sup & Conc	7090	\$110,139.00
EL	7091	\$80,391.00
<b>Grand Total</b>		<b>\$229,109.00</b>

Domain Totals	Budget Totals
Academic	\$177,801.00
Culture & Climate	\$42,625.00
Social/Emotional	\$8,683.00
<b>Grand Total</b>	<b>\$229,109.00</b>

E.1. Assurances


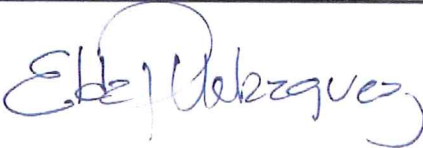
<p>The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance 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 received 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 educationally disadvantaged students, students with disabilities, gifted and talented students, English Learners, and migrant students.</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 Involvement Policy and the Parent-School Compact.</p>
<p>Strategies to improve students' achievement, meet measurable objectives, provide high quality professional development, and support struggling students use scientifically-based research. The reforms provide opportunities for all students to meet State Standards by implementing the Common Core, extending learning time, and supporting grade-level and school-level student transitions.</p>
<p>The Single 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 for annual approval by the Board of Education.</p>

E.2. School Site Council

<b>School Site Council List</b>					
<b>Member Name</b>	<b>Principal</b>	<b>Classroom Teacher</b>	<b>Other Staff</b>	<b>Parent/Community Member</b>	<b>Secondary Student</b>
1. <b>Principal - Kali' Isom-Moore</b>	X				
2. <b>Chairperson - Elda Velasquez</b>				X	
3. <b>Jennie Cortez</b>		X			
4. <b>Dovangmaly Keokongmy</b>		X			
5. <b>Crystal Reynaga</b>		X			
6. <b>Emilio Reyes</b>			X		
7. <b>Bianca Barajas</b>				X	
8. <b>Karina Cardenas</b>				X	
9. <b>Esmeralda Aguilar</b>				X	
10. <b>Veronica Navarro</b>				X	
11.					
12.					
13.					
14.					
15.					
<input type="checkbox"/> ELAC operated as a school advisory committee.		<input type="checkbox"/> ELAC voted to fold into the SSC - Date _____.			

<b>Title I School Site:</b>
<input type="checkbox"/> This site operates as a non-Title I school.

E.3. 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 consulted with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan and recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement for 2014-2016.			
Title	Print Name Below	Signature Below	Date
Principal	Kali' Isom-Moore		3-30-14
SSC Chairperson	Elda Velasquez		3-30-14

E.4. Addendum – Attach Site Parent Involvement Policy/Compact/SSC Bylaws