

Jefferson Elementary

10621666006316

Principal's Name: Jennifer Thomas

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 1, 2022

Title I SWP

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

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

Consolidated Program Assurances

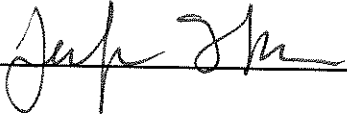
<p>The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.</p>
<p>The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.</p>
<p>The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.</p>
<p>The members of the SSC, the school's English Learners' Advisory Committee (ELAC) and members of other advisory school committees receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant 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 - Bianca Barajas				X	
3. Teacher - Sylvia Gonzalez		X			
4. Teacher - Laurie Surabian		X			
5. Teacher - Jennie Cortez		X			
6. Parent - Karina Cardenaz				X	
7. Parent - Luz Romo				X	
8. Parent - Guadalupe Barajas				X	
9. Parent - Veronica Navarro				X	
10.					
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
X ELAC reviewed the SPSA as a school advisory committee.
ELAC voted to consolidate with the SSC. Date _____.

Required Signatures

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Jennifer Thomas		4/8/22
SSC Chairperson	Bianca Barajas	Bianca Barajas	4/8/22

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

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

FY 2022/23

Jefferson - 0255

ON-SITE ALLOCATION

3010	Title I	\$51,948 *
7090	LCFF Supplemental & Concentration	\$174,858
7091	LCFF for English Learners	\$63,600
7099	ESSER III (learning loss/COVID impact, one-time funds)	\$95,583
TOTAL 2022/23 ON-SITE ALLOCATION		\$385,989

* 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	\$1,776
	Remaining Title I funds are at the discretion of the School Site Council	\$50,172
	Total Title I Allocation	\$51,948

Jefferson Elementary 2022-2023 - SPSA

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
i-Ready ELAD1 to D2 - percentage of students who met 40% or above typical growth			72.45 %	2021-2022	80 %
i-Ready ELAD2 proficiency - percentage of students on/above	✓		28.32 %	2021-2022	35 %
i-Ready Math D1 to D2 - percentage of students who met 40% or above typical growth			78.21 %	2021-2022	80 %
i-Ready Math D2 proficiency - percentage of students on/above	✓		17.44 %	2021-2022	25 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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.

Balanced Literacy: Tier 1 instruction was delivered as planned, with CFA's, complex text, and daily tasks aligned to grade-level standards. Tier 2 instruction was supported by our certificated tutor, including PL sessions on scaffolding and technology to support all students. As a result, 72.5% of students met or exceeded typical growth for one school year in between our first and second administration of i-Ready reading assessment. In addition over 60% of students in grades K-6 were proficient in reading as measured by BAS testing.

RtI in ELA: Tier 2 and Tier 3 instruction was mostly delivered as planned, with some gaps in pull-out groups due to covid-related absences. At the start of the year, 25 students in grades 4-6 did not pass the Phonics for Reading basic skills assessment. By the start of third quarter, only 2 students in grades 4-6 still needed support with foundational reading skills.

MTSS in Mathematics: Teachers were able to attend an online session of Standards Institute which supported maintaining grade-level standards while providing supports to address unfinished learning. Adding a TSA to support Math intervention in Grades 3-6 made a significant impact on student achievement in mathematics. Proficiency rates on CAASPP IAB's ranged from 46% on the 6th Grade

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

Access to technology: African-American students, homeless and foster youth have all been impacted by disproportional access to wi-fi and devices. The site will need to invest in additional devices that can be used at school and at home. School staff will also need to be allocated to support families with gaining access to hot spots/wi-fi.

Culturally-Relevant Instruction: All students are guaranteed access to grade-level curriculum. However, an analysis of unit plans in language arts, science, and social studies is needed to determine whether the current materials are relevant to all students and building needed competencies for each student group.

Supports for English Learners: Additional professional learning is needed in differentiating the needs of English Learners who are newcomers, At-Risk, LTEL, and RFEP.

Number Sense exam up to 75% on the 3rd Grade Fractions exam.

EL Re-Designation: Teachers were able to create an EL action plan for each EL student and track data on student achievement quarterly. Admin supported in monitoring students who were nearing their re-designation criteria. After-school intervention groups for EL students were not able to be held due to covid-related absences.

Increasing Achievement for African-American Students: In 2019 and 2020, the proficiency rate for African-American students was 10% lower than that of the campus as a whole. For i-Ready Reading in December of 2021, the proficiency rate for African-American students was 3% lower than the school-wide rate.

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 (Intended actions for the current school year vs. Actual actions that occurred).

There was a loss of approximately 10 pull-out sessions for each student involved in Tier 2 and Tier 3 services due to covid-related absences.

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 2022-23 SPSA.

An instructional coach will support with professional learning for teachers in the area of literacy. Technology will be purchased to ensure all students have access to devices. Professional learning will focus on writing. The City of Fresno Environmental Science Program will provide hands-on science activities for all students.

Step 4: Educational Partner Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

School-Site Council's main priority is that all students meet or exceed their grade level reading standards. They responded in favor of maintaining and increasing the site focus on reading instruction and intervention, particularly for English Learners.

2 ELAC:

With the link between ELPAC testing and science, greater background knowledge is needed in science to support language acquisition for English Learners.

Parents requested additional information on the skills students are learning in class and that are assessed on ELPAC.

3 Staff:

Staff requested professional learning in the area of writing. There is a need to calibrate writing instruction across the site. There is also a need for understanding of CAASPP grade-level rubrics and how they can be used throughout the writing process.

Staff also commented on the need to increase student background knowledge and vocabulary to support inferencing skills in grade-level reading. Staff requested science activities to support with building background knowledge.

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:	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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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
- CFA's
- Quarterly data chats with students
- Analysis/Comparison of IEP Goals and grade level assessments

Owner(s):

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

Timeline:

August 2022 to June 2023

- PL calendar will be developed by admin team based on staff feedback from 2021-2022 survey and observations
- PLC calendars will be developed to implement the CFA and CSA for the 2022-2023 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 educational software
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.
5. Integration of literacy within the disciplines of social studies and science
6. Extend content learning with study trip opportunities.

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

Action 2

Title: Rtl in Reading

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: <input checked="" type="checkbox"/> Strong Evidence <input type="checkbox"/> Moderate Evidence <input type="checkbox"/> Promising Evidence
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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
- Instructional Coach
- TSA
- Certificated Tutor
- Classroom teachers
- Intervention Team
 - Admin
 - CT
 - TSA
 - RSP teacher
- Intervention teachers
- Students (goal - setting)

Timeline:

August 2022 to June 2023

- 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 leveled 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 TSA (Reading).
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 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: <input checked="" type="checkbox"/> Strong Evidence <input type="checkbox"/> Moderate Evidence <input type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

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

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

Owner(s):

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

Timeline:

July 2022 to June 2023

- PL calendar will be created to highlight math instruction throughout the 2022-23 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 an Instructional Coach 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:

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

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

Owner(s):

- Principal/VP
- Instructional Coach
- Classroom Teachers
- TSA (Reading)
- Students (goal - setting)
- ELAC Parent Committee

Timeline:

August 2022 to June 2023

- Teachers will create an EL action plan for each EL student during the first quarter of 2022-23 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 2022-23 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.
 - Newcomer English Learners will be provided support with conversational English and foundational reading skills in English.
 - At-Risk and LTELs will receive language support in their area of growth to ensure access to grade-level curriculum.
 - RFEF students will be monitored and provided support with grade-level materials when they are not meeting standards.
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 TSA
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 will be implemented in the 2022-23 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. Professional Learning will include the ELD Standards and ELA/ELD Framework, including topics such as scaffolding, academic discourse, complex culturally relevant texts, and explicit language instruction. For the 2022-2023 school year, each topic presented for supporting English Learners will be linked to our overall focus on writing.
9. Teachers and admin will conduct quarterly data chats to monitor progress towards redesignation.
10. Awards and incentives will be provided to recognize EL student achievement along the ELD Proficiency Level continuum and redesignation.
11. Science activities will serve as frontloading to support background knowledge and vocabulary for grade-level reading tasks. (See Action 5)

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

Specify enhanced services for low-performing student groups:

Students with Disabilities

toward grade level proficiency.

1. Integration of students with disabilities into the school-wide community to enhance the development of conversational English. Supports include but not limited to Science Activities, Jaguar Cafe, Connection Clubs, mainstreaming opportunities particularly in 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

Action 5

Title: Science

Action Details:

Students will participate in hands-on activities within their grade level science standards.

Reasoning for using this action: <input checked="" type="checkbox"/> Strong Evidence <input type="checkbox"/> Moderate Evidence <input type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

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

- Participation records for science lab lessons (monthly)
- CFA analysis from at least one reading test that is based on a scientific informational text
- 5th Grade CAASPP Science scores

Owner(s):

- Principal/VP
- City of Fresno Environmental Science Program
- Classroom Teachers
- Paraprofessionals to support students with disabilities
- Students

Timeline:

August 2022 to June 2023

- In August, 2022, teachers will access the yearly calendar for science lessons
- Students will attend monthly science activities provided by the City of Fresno Environmental Science Program
- PLC's will analyze student results on a reading CFA that integrates a scientific text
- In May, students in Grade 5 will take the Science CAASPP test.
- In May, a Family Science Night will be provided to engage parents and students

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

- Students will attend monthly science activities provided by the City of Fresno Environmental Science Program
- 5th Grade students will attend a field trip to the Highway City Science Center
- Students will engage in a unit of study that incorporates scientific text in their core reading instruction and assessment
- During whole-class reading instruction, teachers will conduct mini-lessons to help students connect their background knowledge developed in the science activities to inferences made during reading
- A Family Science Night will be held in culmination of our study throughout the year

Specify enhanced services for EL students:

- Science activities will serve as frontloading for background knowledge and vocabulary needed to support

Specify enhanced services for low-performing student groups:

- Science activities will provide an opportunity for integration for students with disabilities in both the SDC

grade-level reading.

- The impact of the science activities for English Learners will be measured by CFA scores and ELPAC scores for English Learners.

MM program and the SDC Autism MS program. Paraprofessionals will support students as they access the science activities.

2022-2023 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	50,172.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	1.0000		131,798.00
G1A1	Sup & Conc	Instruction	Ins Aide-Sub			Event # for SpEd Classified Subs	1,979.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Materials and Supplies	9,049.00
G1A1	Sup & Conc	Instructional Supervision & Admin	Off Eq Lease			Office Equipment Lease	26,800.00
G1A1	One-time School	Instruction	Teacher-Subs			Teacher Substitutes	9,049.00
G1A1	One-time School	Instruction	Bks & Ref			: Educational Software/Books	5,000.00
G1A1	One-time School	Instruction	Mat & Supp			Materials and Supplies **No food or incentives**	14,205.00
G1A1	One-time School	Instruction	Nc-Equipment			: Tech Purchases	9,289.00
G1A1	One-time School	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows	6,746.00
G1A1	One-time School	Instruction	Direct-Maint			: Computer Repairs	3,000.00
G1A1	One-time School	Instruction	Cons Svc/Oth			Education Elements : Ed Elements	15,000.00
G1A3	One-time School	Instruction	Travel			: Travel Expenses	5,000.00
G1A4	Sup & Conc	Instruction	Oth Cls-Supp			Classified Supplemental Contracts	5,232.00
G1A4	LCFF: EL	Instruction	Teacher-Supp			Teacher Supplemental Contracts - ELPAC	6,809.00
G1A4	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	2,926.00
G1A5	One-time School	Instruction	Cons Svc/Oth			City of Fresno Environmental Science Program : City of Fresno Environmental Science Program	18,294.00

\$320,348.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain	✓		100 %	2021-2022	100 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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.

Field trips were conducted within limitations set by covid concerns. Student Council continued to meet and conduct service projects. Assemblies were held outdoors. Music instruction was provided for all students. Athletics shifted to intramural sports, with students able to practice, learn skills, and participate in scrimmage game on campus. 4th Grade students were included in the sports program this year.

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

For foster youth, students with disabilities, and English Learners, a disproportional number of students are scoring 2 or more years below grade level on i-Ready reading. A key factor that contributed to this disproportionality is fewer opportunities for the real-world learning experiences that develop background knowledge to support reading skills, particularly inferencing.

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 (Intended actions for the current school year vs. Actual actions that occurred).

Student-centered and real world learning experiences: Several planned events were not held or were modified due to covid concerns. Wherever possible, events were shifted to an online format or conducted with safety measures in place.

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 2022-23 SPSA.

Additional real-world learning experiences will be added to support student engagement and language acquisition. Particularly, science (see Goal 1, Action 5), connection clubs and opportunities to learn about careers. Data collection will track participation and possible disproportionality in offerings for low-performing student groups.

Step 4: Educational Partner Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

SSC suggested bringing back 'Career Day' to connect students to professionals from diverse fields. Parents provided positive feedback on the opportunity for 4th grade students to participate in the sports program.

2 ELAC:

Parents are eager for the return of events that were cancelled or modified due to covid.

3 Staff:

Staff suggested increasing opportunities for connection clubs.

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 experiences such as Career Day, field trips, and clubs
- Student Ownership metric on FUSD Instructional Practice Guides for Language Arts and Mathematics
- Student survey responses

Owner(s):

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

Timeline:

August 2022 to June 2023

- Connection Clubs will be established quarterly
- Teachers 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
 - Cycle 2 = Soccer, Cross Country
 - Cycle 3 = Basketball
 - Cycle 4 = Softball
- 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 ukulele 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-word 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	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism - Semester 1	✓		47.14 %	2021-2022	46.54 %
Suspension Rate - Semester 1	✓		2.62 %	2021-2022	2.29 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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.

Sports teams were conducted as intramural clubs, with students able to learn skills, practice, and compete in scrimmage games on campus. Student Council was able to meet as planned, leading Red Ribbon Week and service projects. Field trips were held as planned, or modified due to covid concerns. Awards assemblies, 3 to Be, Student of the Month, and Diggity celebrations were held as planned. Attendance celebrations were modified to reward students who completed all of their assignments each quarter.

The A4 Center for Suspended Students provided supports for African-American students who were suspended. Among the students who attended, there were zero suspensions for four months after their attendance at the center.

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

Disproportionality in Suspensions: The school-wide suspension rate at Semester 1 was 2.62%. The suspension rate for foster youth was 9% and for homeless youth was 7%. The suspension rate for African-American students was 6%. The suspension rate for students with disabilities was 6%. Factors that have contributed to the disproportionality include access to counseling resources and continued impact from the school shutdown.

Disproportionality in Absenteeism: The school-wide chronic absenteeism rate as of March, 2022 was 49%. Chronic absenteeism for students with disabilities was 60% and for homeless students was 87%. One key factor that contributed to the disproportionality was lack of access to technology and support for online learning when students were at home on quarantine.

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 (Intended actions for the current school year vs. Actual actions that occurred).

No major differences

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 2022-23 SPSA.

CWAS position will be added to support low performing student groups in order to decrease suspensions and absenteeism.

Step 4: Educational Partner Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

SSC suggested a parent survey for families of students with chronic absenteeism in order to assess and support with factors contributing to truancy.

2 ELAC:

ELAC shared the importance of increasing family engagement opportunities on campus.

3 Staff:

Staff are concerned for students with chronic absenteeism. They are eager for additional support and coordination between staff members to decrease absenteeism.

Staff requested a possible collaboration with Dads on Duty to increase student and family engagement on campus.

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](#)

- 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
- Second Step lesson completion monitoring

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

- Principal/MP
- Child Welfare and Attendance Specialist (CWAS)
- Classroom Teacher
- Certificated Tutor
- Culture & Climate Team
- Psychologist
- Counselor
- Parents
- Resource Counseling Assistant (RCA)
- TSA
- SST Team

[Timeline:](#)

August 2022 to June 2023

- 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 Chaplaincy 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
CWAS will identify student needs and coordinate the intervention team to provide supports.

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

Timeline:

August 2022 to June 2023

- 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):

1. RCA will conduct recess and lunch meetings for struggling peer groups and peer mediation support.
2. Mentors (Jefferson staff and community members) will be assigned to identified students who are in need of additional social emotional support.
3. Behavior expectation assemblies at the start of the year to explain the 3 to Be, school-wide procedures and routines, and Jefferson expectations.
4. Jaguar Jam will acknowledge the students who received zero referrals for the month with fun activities designed by each PLC.
5. Jefferson will provide parent education, follow up support for attendance and identifying student needs during Parent University.
6. Jefferson team, coordinated by CWAS, 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.
7. Positive incentives for perfect attendance will be provided quarterly and per semester through awards assemblies, attendance celebrations, and field trips.
8. 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

2022-2023 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 Services	Cls Sup-Reg	Assistant, Resrce Cnslg Span	0.7500		52,972.00
G3A1	One-time School	Guidance & Counseling Services	Cons Svc/Oth			Allay : Counseling Services	10,000.00

\$63,375.00

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	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture staff survey- percent favorable in organizational culture domain	✓		98.61 %	2021-2022	99.71 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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.

Professional learning was delivered as planned in the area of MTSS/Tiered intervention. Topics included reading intervention, math intervention, and supports for Social/Emotional Learning within Class Meetings. TSA's and a counselor provided sessions which received positive feedback for their enthusiasm. Staff continued to attend PL sessions when they were made optional. As a result, all sessions were delivered as planned.

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 seniority is a key factor that contributes to disproportionality of resources for students with disabilities. During the 2021-2022 school year, 43% of teachers in Jefferson SPED classrooms were within their first two years of teaching. This compares to 5% of general education teachers.

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 (Intended actions for the current school year vs. Actual actions that occurred).

No major differences

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 2022-23 SPSA.

An Instructional coach will be added to increase support and feedback for all teachers, with an added focus for beginning teachers in special education classes.

Step 4: Educational Partner Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

SSC provided positive feedback regarding the dedication of staff members as they strive for student success.

2 ELAC:

ELAC reiterated the need to focus on foundational reading skills for all students.

3 Staff:

Staff provided positive feedback regarding campus culture but concerns for academic progress. Staff requested additional professional learning and school-wide calibration in the area of writing. Staff also requested additional support and feedback for beginning teachers.

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/MP
- Instructional Coach
- TSA
- Lead Teachers
- Classroom Teachers
- Classified Staff
- Parents
- Volunteers

[Timeline:](#)

August 2022 to June 2023

- Professional Learning calendar will be developed by admin team based on feedback from 2021-2022 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:**
 1. Professional Learning seminars and various materials to support the growth of Lead Teachers and PLC's
 2. 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:**
 1. Connections with future staff members will be fostered through Teaching Fellows and volunteer opportunities
- **Student Engagement:**
 1. 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:

1. All staff will be trained in Cultural Proficiency to ensure all subgroups have equal access to educational opportunities
2. 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	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture family survey - percent favorable in family engagement domain	✓		89.51 %	2021-2022	90.61 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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.

Home visits, translating, and office communication were provided as planned. Class Dojo worked well as a school-wide social media platform. Posts had an average of over 100 views.

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

The greatest concern for disproportionality is in regards to supports for homeless students. Disproportionality is not evident in the family survey, but is clear in chronic absenteeism (see Goal 3). Increased staffing is needed to coordinate and provide supports for homeless families.

Parents of students with disabilities often struggle with engagement because they live throughout the region and do not always have access to transportation.

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 (Intended actions for the current school year vs. Actual actions that occurred).

In-person events were not possible through the 3rd quarter due to covid concerns. Wherever possible, events were shifted online.

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 2022-23 SPSA.

Additional staff will provide coordination and support for homeless students, students with disabilities, and families that struggle to access school events. These include a CWAS and an HSL.

Step 4: Educational Partner Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

SSC has considered adding a campus safety position in the past. The feedback is that support with campus safety would be helpful, but should not come at the cost of direct support to students in reading.

SSC also requested that notifications be provided to parents monthly regarding current units of study in each grade level.

2 ELAC:

ELAC is eager for the addition of a dedicated HSL to provide translating. They also look forward to a staff position to host parent meetings such as Parent University on Friday mornings.

Parents requested English classes for adults on campus.

3 Staff:

Staff provided positive feedback on the communications efforts of the front office, yet noted that greater supports are needed to coordinate interventions for at-risk students.

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](#)

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

[Timeline:](#)

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

- Principal/MP
- CWAS
- HSL
- Office Manager
- Attendance Clerk
- Home Visit Support Staff
- Classroom Teachers
- Parents
- Students

- August 2022 to June 2023
- In August, 2022, Parent Engagement Calendar will be developed based on staff feedback and parent input
 - In March-April, 2023, 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
 5. Information regarding current units of study in reading and math will be provided in monthly newsletters and on Class Dojo.
- **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
3. CWAS will coordinate supports for students in need of Tier 2 and 3 intervention for attendance.
4. HSL will support parents with access to school and community resources.

2022-2023 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 and Supplies parent involvement (no food/incentives)	873.00
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	893.00

\$2,266.00

2022-2023 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	50,172.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	1.0000		131,798.00
G1A1	Sup & Conc	Instruction	Ins Aide-Sub			Event # for SpEd Classified Subs	1,979.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Materials and Supplies	9,049.00
G1A1	Sup & Conc	Instructional Supervision & Admin	Off Eq Lease			Office Equipment Lease	26,800.00
G1A1	One-time School	Instruction	Teacher-Subs			Teacher Substitutes	9,049.00
G1A1	One-time School	Instruction	Bks & Ref			: Educational Software/Books	5,000.00
G1A1	One-time School	Instruction	Mat & Supp			Materials and Supplies **No food or incentives**	14,205.00
G1A1	One-time School	Instruction	Nc-Equipment			: Tech Purchases	9,289.00
G1A1	One-time School	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows	6,746.00
G1A1	One-time School	Instruction	Direct-Maint			: Computer Repairs	3,000.00
G1A1	One-time School	Instruction	Cons Svc/Oth			Education Elements : Ed Elements	15,000.00
G1A3	One-time School	Instruction	Travel			: Travel Expenses	5,000.00
G1A4	Sup & Conc	Instruction	Oth Cls-Supp			Classified Supplemental Contracts	5,232.00
G1A4	LCFF: EL	Instruction	Teacher-Supp			Teacher Supplemental Contracts - ELPAC	6,809.00
G1A4	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	2,926.00
G1A5	One-time School	Instruction	Cons Svc/Oth			City of Fresno Environmental Science Program : City of Fresno Environmental Science Program	18,294.00
G3A1	Title 1 Basic	Parent Participation	Direct-Graph			Graphics	403.00
G3A1	LCFF: EL	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrce Cnslg Span	0.7500		52,972.00
G3A1	One-time School	Guidance & Counseling Services	Cons Svc/Oth			Allay : Counseling Services	10,000.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials and Supplies parent involvement (no food/incentives)	873.00
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	893.00

\$385,989.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$51,948.00
Sup & Conc	7090	\$174,858.00
LCFF: EL	7091	\$63,600.00
One-time School	7099	\$95,583.00
Grand Total		\$385,989.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$320,348.00
G3 - Increase student engagement in their school and community	\$63,375.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$2,266.00
Grand Total	\$385,989.00