



School Plan for Student Achievement

For the School Year

July 1, 2020 – June 30, 2021

Version 1

San Joaquin Elementary

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School Year: 2020-2021

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	ELAC Recommendation to SSC Date	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
San Joaquin Elementary	39686766116115	Ver 1 – 05/14/2020	Ver 1 – 05/15/2020	Ver 1 – 07/28/2020

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

San Joaquin Elementary is implementing a Schoolwide Program. The purpose of this plan is to address the needs of students identified by ESSA in the Additional Targeted Support and Improvement (ATSI) program.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

San Joaquin Elementary's school plan aligns with the district's Local Control Accountability Plan (LCAP) as each goal (and its associated strategies/activities) can be referenced to the LCAP's intent.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

In the 2019-2020 school year, San Joaquin Elementary developed a school plan which aligned to the district's goals and incorporated strategies specific to its school. The school plan addressed responses to four questions focusing on each goal within the SPSA. Question 1 inquired about the implementation of strategies within the plan. Question 2 inquired about the effectiveness of the strategies within the plan. Question 3 inquired about material changes – fiscal or programmatic. Question 4 inquired about future changes based on the results of questions 1 and 2.

Input was sought from several stakeholder groups, including students, parents. Staff. Teachers and administration in order to review the progress of the school and determine additional ways to improve student outcomes and assess whether the strategies identified were in fact addressing the goals identified in the plan. Specific groups which provided input included: English Learner Advisory Committee (ELAC) and the School Site Council (SSC). Discussion and review of the evaluation has been notated in the February 2020 School Site Council meeting.

Groups and Committee that met throughout this year:

- School Site Council
- AVID/Leadership Team
- Teaching Staff
- Other Staff
- Parents at Coffee Hour
- English Learner Advisory Committee
- Administration Team

As a result of the stakeholder involvement and data reviews, San Joaquin Elementary was able to complete the Decision Making Model (a component of the CNA) in February 2020.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is not applicable for San Joaquin Elementary.

Goals, Strategies, Expenditures, & Annual Review

Complete a copy of the Goal table for each of the school's goals. Duplicate the table as needed.

LCAP/SPSA Goal 1 – Student Achievement

School Goal for ELA/ELD: (Must be a SMART Goal)

By June 2021, to decrease the distance from standard -48.1 for all students by 10 points to -38.1 points.

School Goal for Math: (Must be a SMART Goal)

By June 2021, to decrease the distance from standard -48.1 for all students by 10 points to 38.1 points.

Identified Need

- Be sure English Learner data is reviewed and included.

ELA: -48.1 points below standard with a change of -6.5 (yellow).

- African American: 88.4 points below standard (orange)
- English Learners: 67 points below standard (orange)
- English Only: 51.7 points below standard
- Current English Learners: 127.8 points below standard
- Reclassified English Learners: 17.8 points below standards
- ELPAC: San Joaquin has 112 EL Students with 55.4% of them making progress towards English language proficiency resulting in a High-Performance level.
- Progressed at least one ELPI level – 54.4%
- Maintained ELPI level 4 – 0.8%
- Maintained ELPI levels 1, 2L, 2H, 3L, 3H – 30.3%
- Decreased at least one ELPI level – 14.2%
- Level 4 - Well Developed - 10%
- Level 3 - Moderately Developed - 41.2%
- Level 2 - Somewhat Developed - 31%
- Level 1 - Beginning Stage - 17%
- English Only: 75.7 points below standard (Maintained 0.9 Points)
- Current English Learners: 150.1 points below standard (Declined 12.6 Points)
- Reclassified English Learners: 44 points below standards (Increased 10.1 Points)
- Students with Disabilities: 122.6 points below standard (orange)
- Filipino: 1 points above standard (yellow)
- Hispanic: 51.4 points below standard (yellow)
- Socioeconomically Disadvantaged: 56 points below standard (yellow)

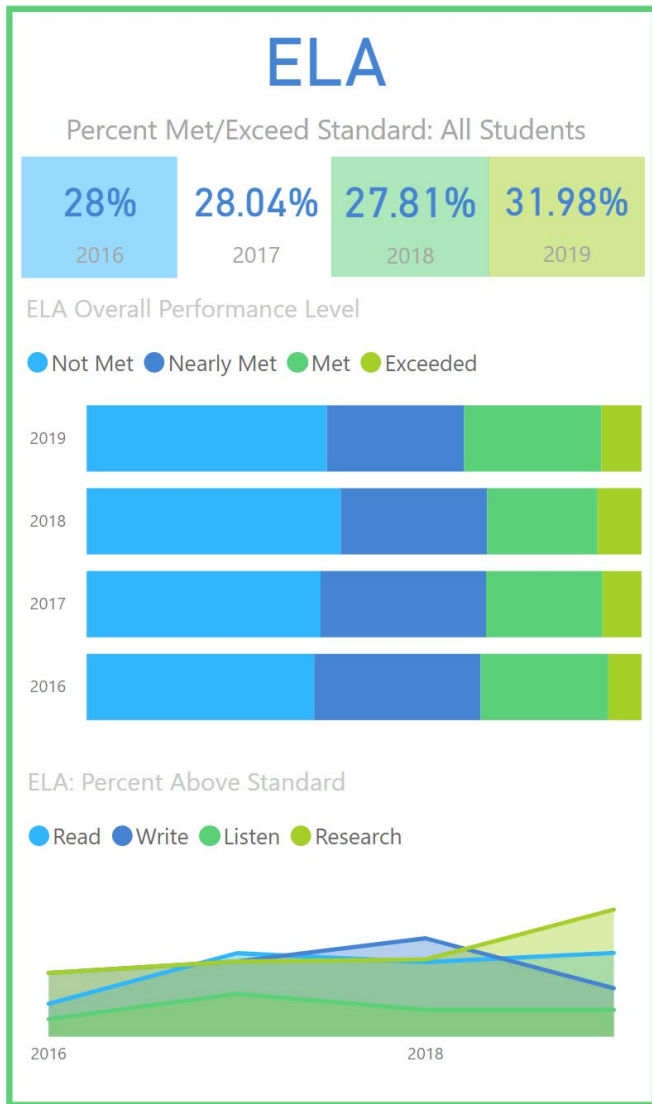
Math: 75.2 points below standard maintaining at -0.5 (orange).

- African American: 113.7 points below standard (red)
- Students with Disabilities: 161.6 points below standard (red)
- English Learners: 91.1 points below standard (orange)
- Hispanic: 83.2 points below standard (orange)
- Socioeconomically Disadvantaged: 82.9 points below standard (orange)
- Filipino: 16.2 points below standard (yellow)

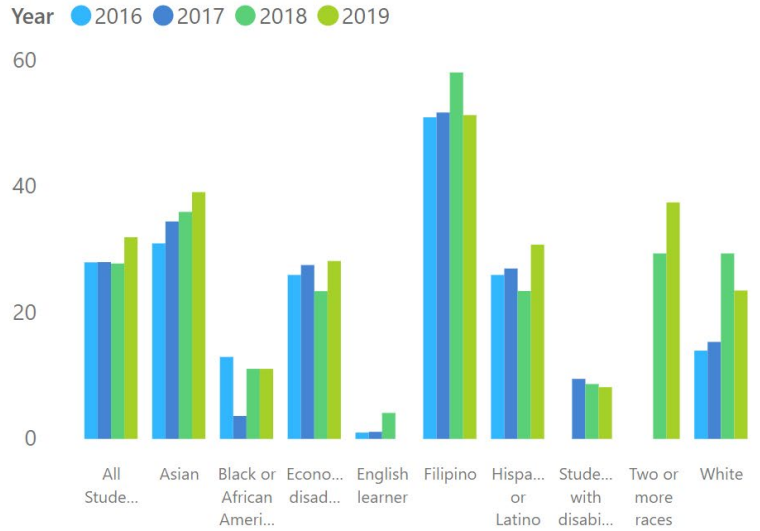
Annual Measurable Outcomes

ELA/ELD - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - ELA (All Students)	-48.1 points below	-38.1 points below

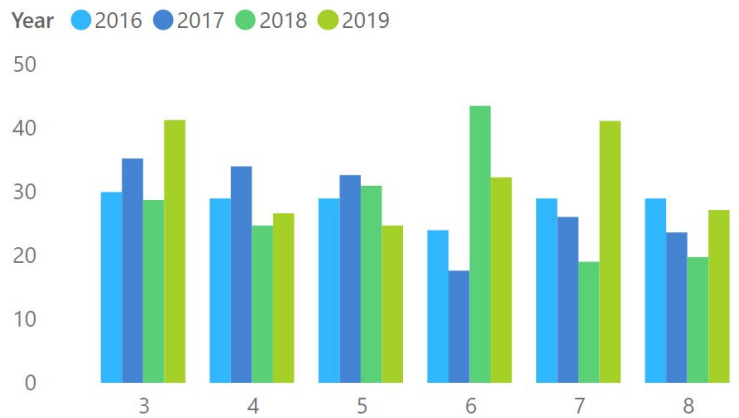
Math - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - Math (All Students)	-75.2 points below	-65.2 points below



ELA CAASPP: Percent Met/Exceed Standard

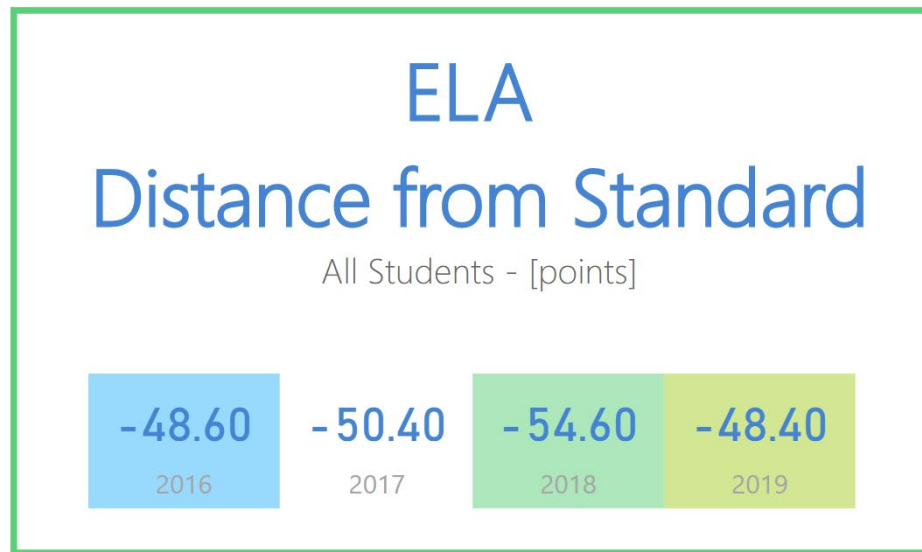


ELA CAASPP: Percent Met/Exceed Standard by Grade Level



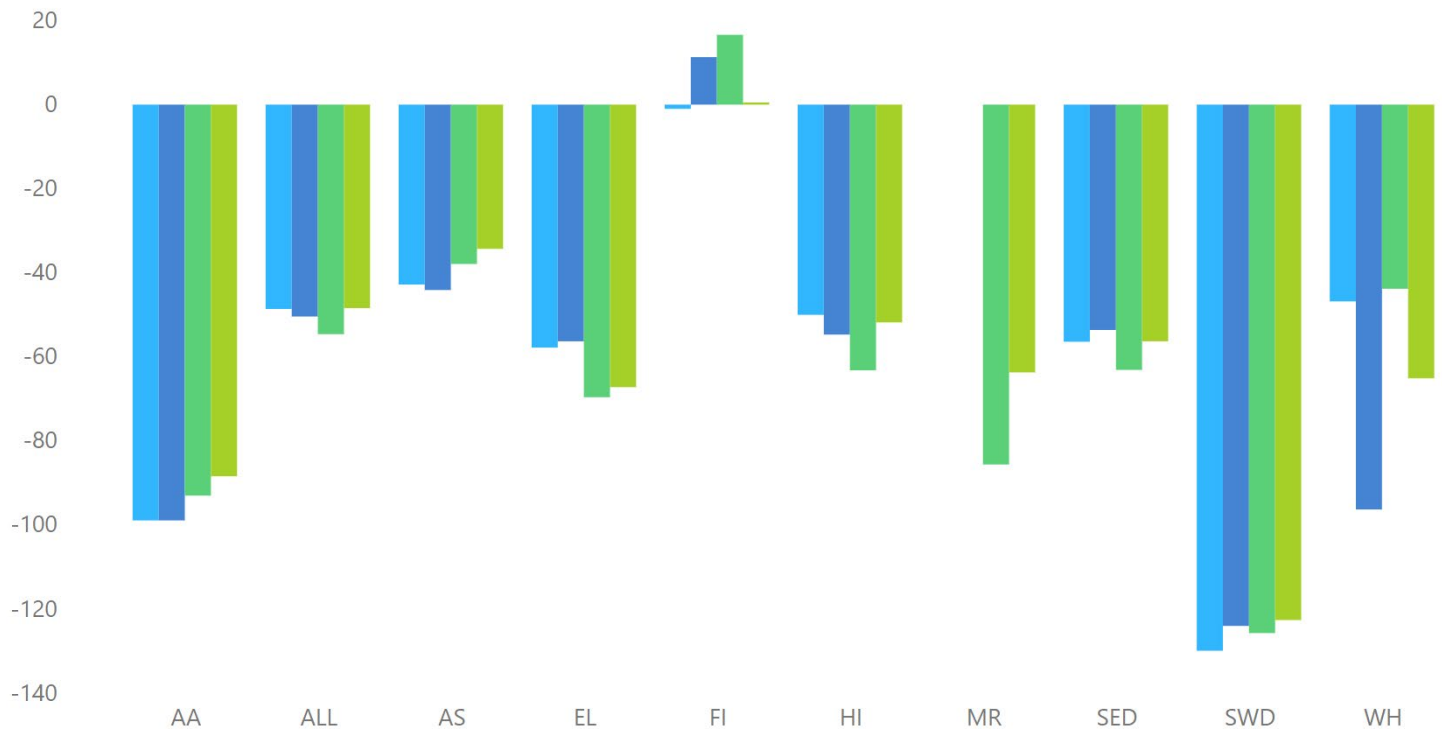
2019 Prelim ELA CAASPP: Area - Percent Above Standard

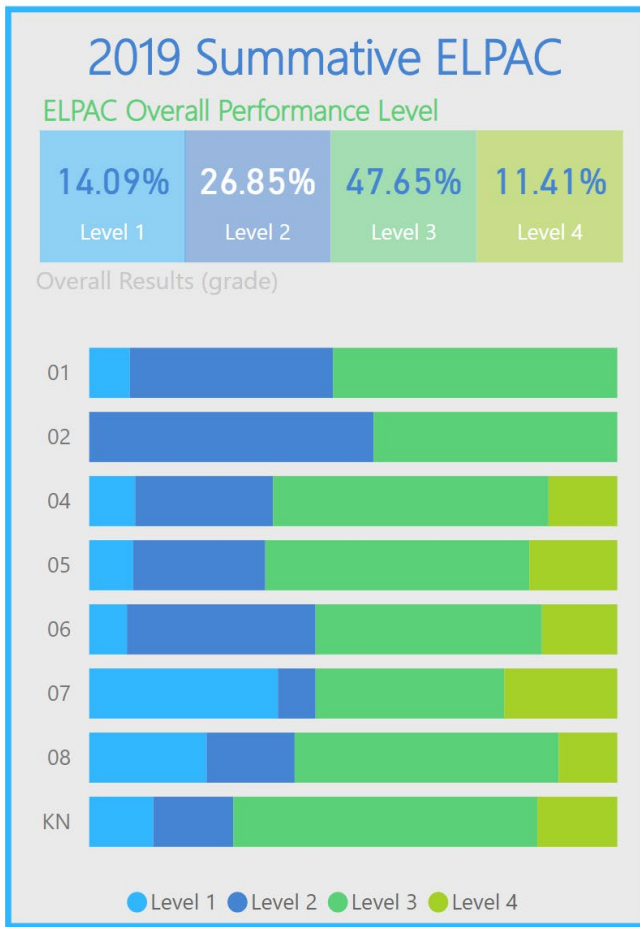




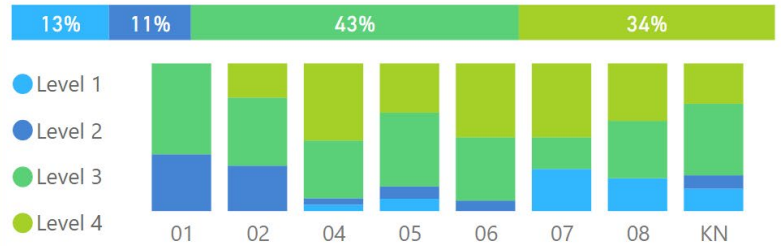
ELA Distance from Standard [points]

Year ● 2016 ● 2017 ● 2018 ● 2019

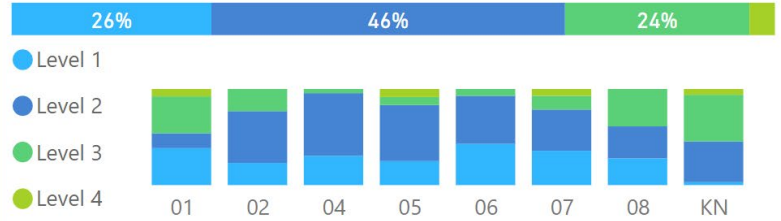




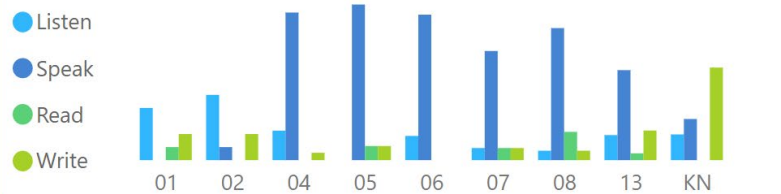
Oral Language Overall Performance Level



Written Language Overall Performance Level



Performance Area: Percent Well Developed



English Learner Progress

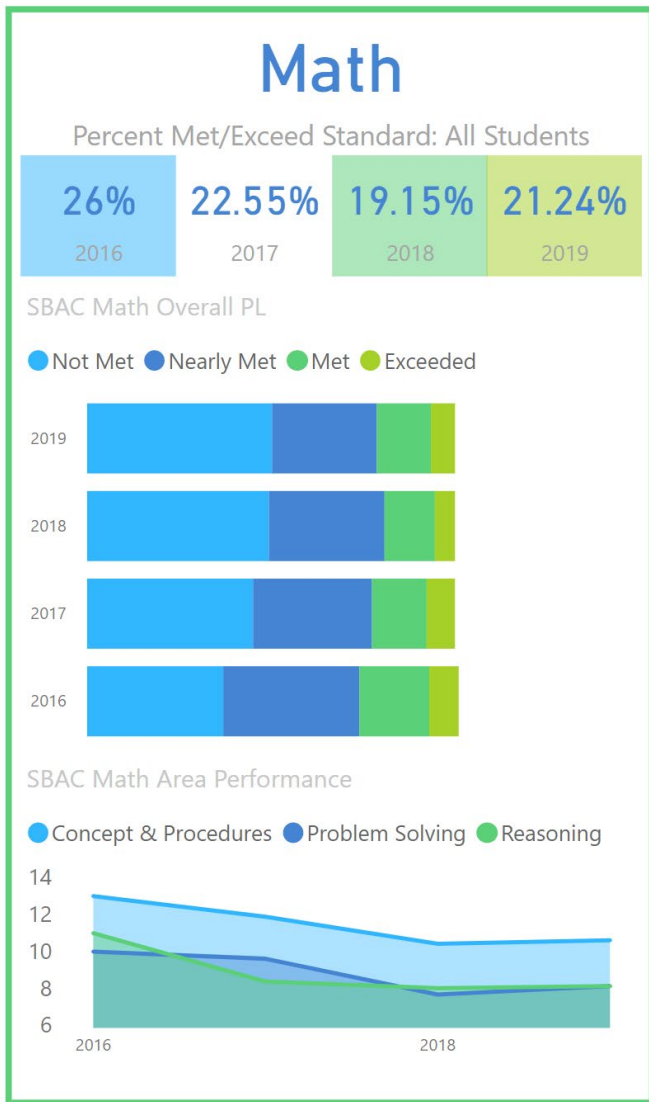
Reclassification Rates



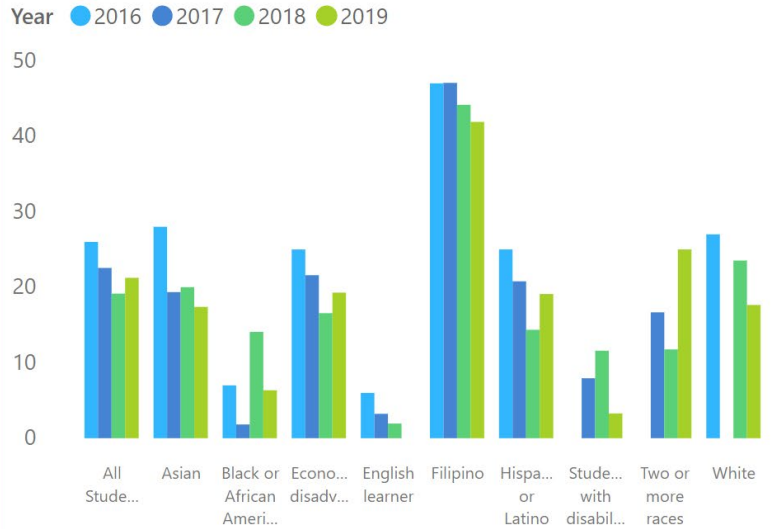
English Learner Progress Indicator (ELPI)

55.4%

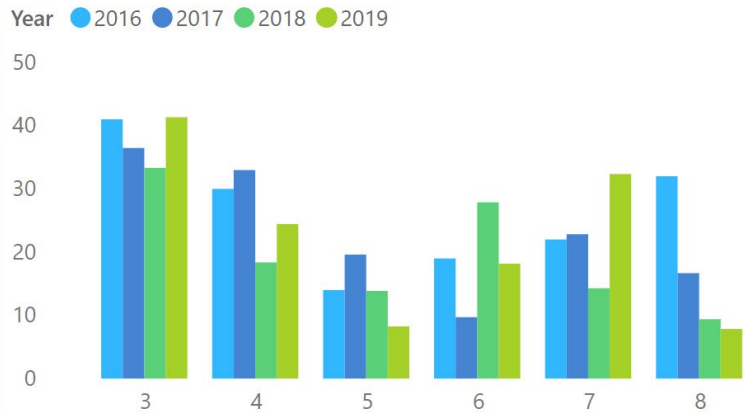
ELPI 2019



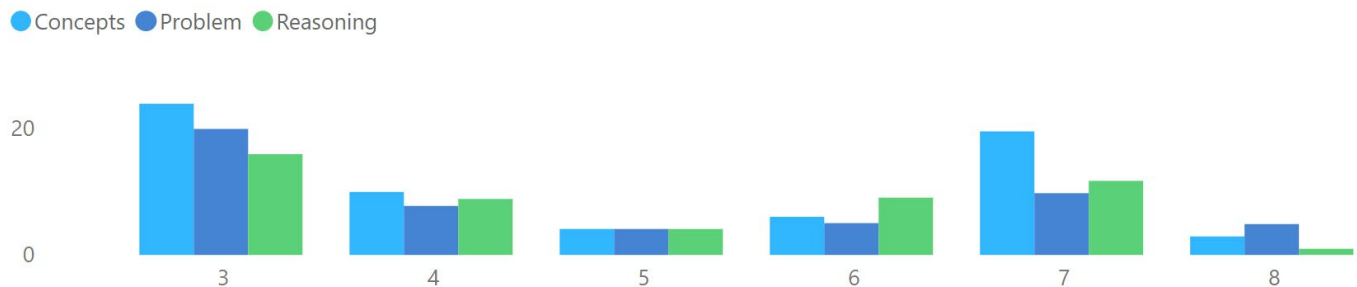
Math CAASPP: Percent Met/Exceed Standard

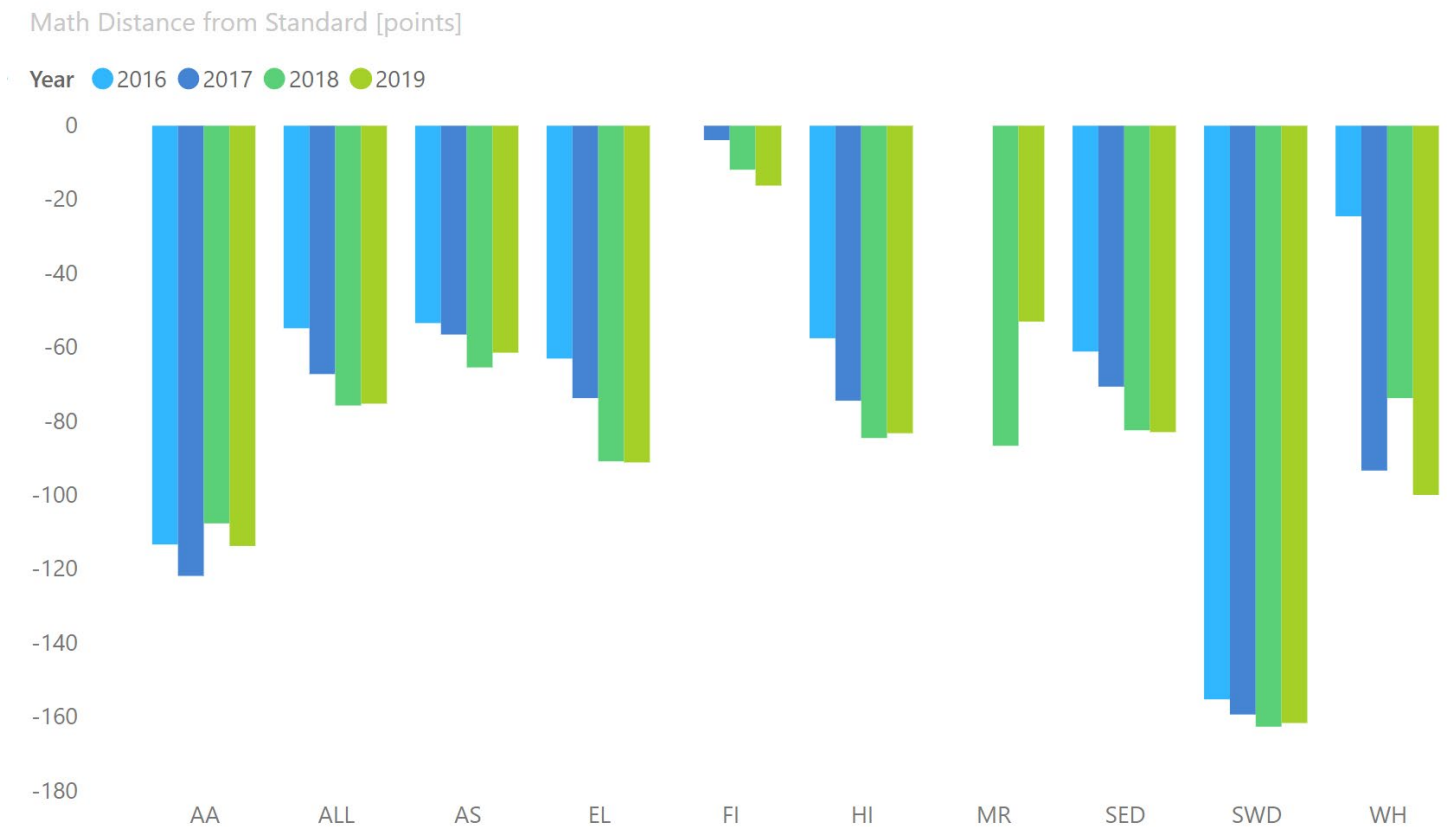
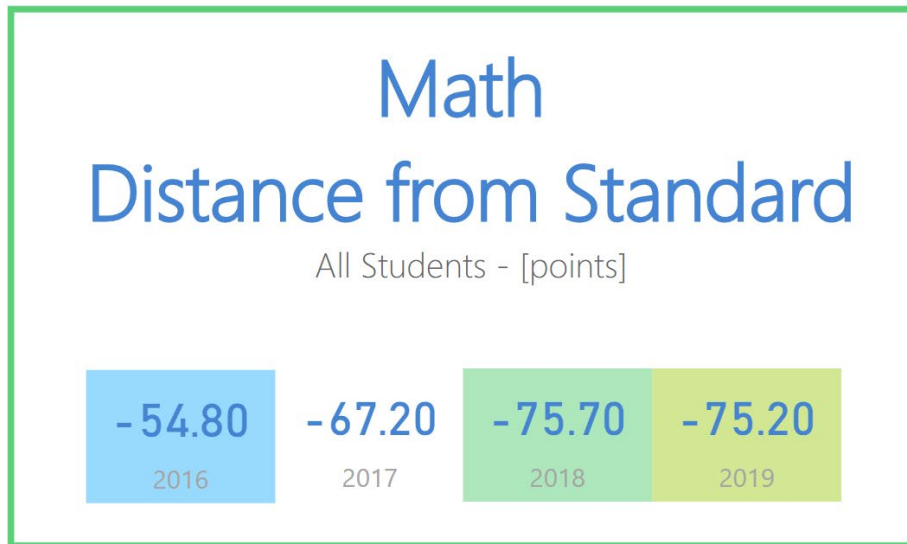


Math CAASPP: Percent Met/Exceed Standard by Grade Level



2019 Math CAASPP: Percent Above Standard





PSAT NMSQT Grade 10

Percent Met Evidence-Based
Reading & Writing
Benchmark

Percent Met Mathematics
Benchmark

Percent Met ERW &
Math Benchmark

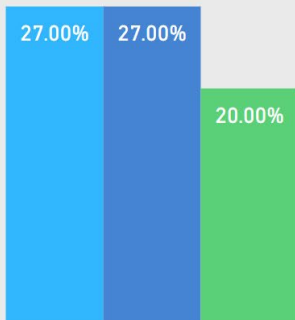
PSAT 8/9 Grade 8

Percent Met Evidence-Based
Reading & Writing
Benchmark

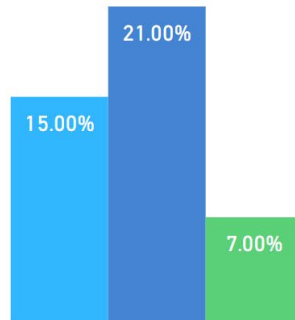
Percent Met Mathematics
Benchmark

Percent Met ERW &
Math Benchmark

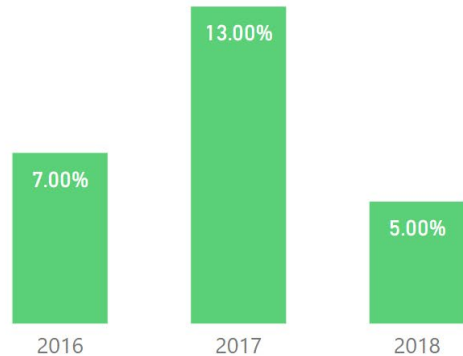
Year ● 2016 ● 2017 ● 2018



Year ● 2016 ● 2017 ● 2018



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Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students and Subgroups, including African American, English Learners, Students with Disabilities, Filipino, Hispanic, Socioeconomically Disadvantaged.

Strategy/Activity

Increase student academic achievement through an increase in instructional leadership on campus. Leadership team outlines instructional support for each grade level via leadership team assignment. Coaching model is utilized to develop site wide and individual teacher support through professional development calendar. Leadership Team actively coaches and provides feedback for each grade level with the use of the site-wide classroom walkthrough process and instructional rounds on a monthly basis.

Opportunities are provided for grade levels to receive professional development based on the PLC targeted goals and data provided through the use of the site-wide classroom visitation tool. ELA and Math Instructional Coaches provide targeted support and training for teachers that facilitate the implementation of site-adopted strategies, including a focus on WICOR and AVID strategies. Along with the Leadership Team, Instructional Coaches provide feedback on alignment of site-adopted strategies. Teachers will attend Professional Development opportunities, such as Guided Language Acquisition Design (GLAD) training, CABE, Solution Tree conferences, etc., in order to enhance integrated/designated ELA/ELD curriculum. Substitutes will be used to release teachers for professional development and teachers from the Leadership team to conduct classroom walkthroughs.

The Program Specialist will use monitoring forms that are completed by the classroom teachers to monitor EL and RFEP students. An action plan will be devised between the classroom teacher and the Program Specialist to support any student who may not have shown adequate growth or who may have regressed.

The Program Specialist will also be administering assessments, such as the ELPAC and CAASPP, to assess students and produce data indicating whether growth has occurred in student achievement.

Conferences/Institutes/Workshops - \$5,000:

* CABE Conference – one administrator, one instructional coach, and three teachers – April 8 – 11, 2020

* GLAD Training – one administrator, one program specialist, one instructional coach, and three teachers – June 15 – 22, 2020

* Soluciones Institute – one administrator, one program specialist, one instructional coach, and three teachers – December 7 – 9, 2020

* Yes We Can! Workshop – one administrator, one program specialist, one instructional coach, and three teachers – December 2 – 3, 2019

After-school tutoring will be available for students who are not in the after-school program depending on their grade level. Tutoring will last 1.5 hours, between 2:00 – 3:30, two days per week, between January 15 and April 30, consisting of 45 hours. A total of four teachers will provide tutoring based on grade level need.

Grades K – 6: Students who are receiving less than satisfactory after progress reports are sent home.

Grades 7 or 8: Students receiving a D or F in any class after progress reports are sent home.

Grades K – 8: Students who are more than one grade level behind based on their iReady scores in the Fall 2020 window or students in ELD who are not making appropriate progress per their iReady or ELPAC scores.

Students in ELD 1 and 2 will have access to the after-school Rosetta-Stone Program in order to further practice speaking, listening, reading and writing skills. To further focus on ELD priorities, teachers are monitored for use of Integrated and Designated ELD instruction based on training/conferences and feedback is provided to refine the use of strategies to support EL instruction.

Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$10,200	11500	11500 Teacher Additional Compensation
\$6,000	11700	11700 Teacher Substitutes
\$5,000	51250	51250 Conferences
\$64,620	19101	.43 FTE Program Specialist (salary & benefits)
		2 @ .5 FTE Instructional Coaches – Centralized Service

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
\$85,658	19101	.57 FTE Program Specialist (salary & benefits)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Increase the level of achievement in students who are in need of additional support, Tier 2 and Tier 3, by purchasing additional Chromebook computers and releasing Teachers from class in order to receive training on SAP strategies. Students need to have access to Chromebooks in order to access the curriculum so additional computers must be purchased. Teachers will be trained on SAP strategies and will then form the SAP/CARE Team and Substitutes will be used to release the Team from class as needed to identify and make a plan for Tier 2 and Tier 3 students. The SAP/CARE Team, consisting of three teachers (K-2, 3-5, 6-8), two Counselors and one Administrator, will meet every other week for 1.5 hours, between October and April, for a total of 21 hours. Members from the SAP/CARE Team will also provide training for other Teachers during staff meetings.

Maintenance Agreements - \$15,000: Teachers will use the following equipment: Duplo copiers, laminating machines and poster maker, laptop, document camera, projector, screen replacement, power cords, etc. School maintenance agreements help to ensure that equipment is usable and available for instructional purposes and to help provide print rich environment.

Duplicating - \$2,000: Duplication expense will be used for materials printed in mass quantities for instructional purposes for student success and achievement.

Instructional Materials - \$10,000: Additional Chromebook computers will be purchased to ensure that all students have access to the curriculum.

Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$8,000	56590	Maintenance Agreement
\$2,000	57150	Duplicating
\$17,000	43110	Instructional Materials/Supplies
\$6,000	11700	Teacher Substitutes

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide students with opportunities to increase reading proficiency through literacy programs such as Accelerated Reader, level books (in classroom and at home), while creating an atmosphere conducive to literacy.

Library Media Assistant will provide support for students with access to the library, helping to find level books, providing read alouds and supporting students in Accelerated Reader, Scholastic Book Fair, reading and literacy.

License Agreement for Accelerated Reader - \$13,000: The Accelerated Reader software is intended to help students manage the books they have read, while also providing Teachers with an assessment of the student's reading ability depending on their Lexile level. Students choose a book according to their ability level, read it, then take a computer-based quiz that tests their knowledge of that book. Teachers and Parents can access reports based on student results to measure how much the child is increasing their reading abilities.

Books - \$2,000: Acquire additional culturally relevant books for the library which will increase student interest and will match and reflect the background and diversity of the students of San Joaquin: Hispanic, Asian, Women, African American, LGBT, etc.

Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$13,000	58450	License Agreement
\$2,000	42000	Books

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
\$53,120	24101	.75 FTE Library Media Assistant (salary & benefits)

\$ Amount(s)	Object Code	Description

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

We will provide students with hands on experiential learning opportunities to supplement core instruction and promotion of college/career readiness through field trips, guest speakers, traveling exhibits, college readiness workshops (e.g., mock college admission events, lessons pertaining to A-G, college research, college fair, etc.).

Field Trips include, but are not limited to:

Exploratorium Museum of Science - Spring 2021 - Grade 4-5 - Reinforces experiential and contextual learning. Helping to enhancing classroom learning by making real world connections.

County Court House - Spring 2021 - Grade 5 - Enhance students' understanding of the court system, offer an opportunity to observe court proceedings and interact with a judge.

Haggin Museum - Spring 2021 - Grade 3 - Supports students' understanding of social studies units with hands-on opportunities that engage students.

Proposed Expenditures for this Strategy/Activity 4

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$2,000	57250	Field Trip District Transportation
\$1,000	58750	Pupil Fees

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description

\$ Amount(s)	Object Code	Description

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Implementation of newly adopted curriculum with fidelity.

Professional Development for Teachers will focus upon:

- Effective classroom management strategies that support teaching and learning.
- Research-based instruction
- Analysis of student assessment data by disseminating information.
- CFA development based on SMART goals.
- Program Specialist and Instructional Coaches will focus on research-based instruction, modeling, and analysis of the ELD (GLAD strategies) and AVID strategies.
- Academic Conferences will be held in order to review data and curriculum, as well as to develop and review grade level SMART goals two times a year, at the beginning of the second and third trimester, for every Teacher on campus. Three Substitutes will be used for three days each trimester to release staff to attend the academic conferences and review data, curriculum and instructional strategies and practices for a total of six days.

Substitute Pay Calculation (Object Code 11700):

38 days X \$200 rate of pay = \$7,600

- Provide time and support for teachers to be able to work with the Instructional Coach, Program Specialist and administrator in the following areas: Standards based lesson delivery and design and development of common instructional practices, data cycles and formative assessments for the promotion of student learning and engagement. Analysis of results from ELA/Math Common Formative Assessment data.
- PD for teachers on curriculum mapping to help identify academic gaps and misalignments with the purpose of improving student achievement. Evaluation of student work based on Post-Tests and Performance Tasks.
- Provide teachers with time and support with “Grade Level Summits” for teachers to prepare/review curriculum, data and strategies to improve instructional delivery and help tailor instruction to meet student’s needs.
- Administer CAASPP interim assessments in grades 3-8. Utilization of technology to support ELA/Math skills and experiences.
- 7th-8th Grade Teachers will utilize Jupiter Ed (license agreement \$450) for student and parent communication for teacher grade books, announcements and student and parent notifications.

Proposed Expenditures for this Strategy/Activity 5

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List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$7,600	11700	Teacher Substitute
\$450	58450	License Agreement: Jupiter Grades

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

AVID's instructional strategies and processes will be used to enhance and increase school wide student achievement through the use of school wide AVID implementation.

- Students will be provided San Joaquín Planners at the beginning of the school year to assist with organization. In addition, note-taking supplies, including notebooks, highlighters, expo markers and erasers, chart paper, index cards, white boards, etc., will be purchased for students to demonstrate AVID organizational strategies.

- Teachers will increase the use of resources and strategies such as Daily Writing across the curriculum, scaffolding, close reading, quick writes, sentence patterning charts, Interactive KWL charts, text reconstruction and deconstruction, unpacking sentences, running dictation, Text Organization Matrix, sentence combining, text puzzles, sentence combining, interactive notebooks, etc.

Teachers will implement AVID Focused Note-Taking strategies, Socratic Seminars, Philosophical Chairs, Data Binders, Planners, Interactive Notebooks and WICOR strategies to help enhance and implement ELA/ELD and Math curriculum.

In order to increase consistency with rigor, relevance and quality instructional practices for all students, substitutes will be used so that teachers can attend professional development opportunities to supplement core instruction and create shared language and teaching goals through outside consulting and conference attendance. Conference attendees will use their training to further refine instructional practices and support in the implementation of AVID strategies site-wide through PLC discussions and calibration. Instructional leaders will also utilize their training to guide site-based Professional Development to enhance classroom instruction.

* AVID Conference – July 8 – 10, 2019: one administrator, one program specialist, one instructional coach, and five teachers.

Proposed Expenditures for this Strategy/Activity 6

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$5,000	51250	Conferences
\$4,007	43110	Instructional Materials/Supplies

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
\$1,442	57150	Duplicating

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Subgroup: Preschool, Transitional Kindergarten

Strategy/Activity

Provide students opportunities to:

- *interact with their peers who will attend their kindergarten class promoting social skills,
- *establish a connection between the kindergarten teacher and preschooler,
- *practice kindergarten rituals such as eating in the cafeteria, attending assemblies and visiting the computer lab, and
- *attend the district's one-week Summer Bridge program.

Preschool parents will be provided the opportunity to participate in classroom and school events and to learn about school readiness and early literacy activities.

Proposed Expenditures for this Strategy/Activity 7

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
		Centralized Service

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description

Annual Review – Goal 1

SPSA Year Reviewed: 2018-2019 (Year 2)

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Implementation

1.1 Classroom Management: PD was presented during student engagement to refocus academically. Instruction: Writing across the curriculum, close reading. Academic Conferences: Conducted two academic conferences. Data analysis of MAP and instructional practices.

1.2 Substitutes provided a pullout (small group) program immediately before SBAC to assist with writing and SBAC response. Summer school (three weeks in June) was provided. Focused on ELA and Math – remediation identified by teachers from SAP and SST that were below grade level.

1.3 Students were identified at levels 1 and 2 and met three times a week for one hour. 20 – 30 students used Rosetta Stone computer program, then transitioned to writing following use of Rosetta Stone. The teacher used a modified learning center model, separating students into two groups. One group worked on Rosetta Stone while the second group received small group instruction. Students were groups based on instructional need and grade level.

1.4 Accelerated Reader (AR) was offered to first through eighth grade. Students took an AR test to identify their reading level. The librarian provided each student with a library card that included their Lexile level – these were updated. Students were tested using AR for their comprehension of the books being read. Both the librarian and the classroom teacher supported the student. Teacher implemented the AR testing in the classroom. Teachers consistently looked at the growth and non-growth of students through the PLC process. Teachers were trained on how to pull reports to monitor student progress. Leveled books: the librarian monitors and supports students checking out books that are consistent with their Lexile levels.

1.5 Supplies were purchased and placed in classrooms for students' use and to support instruction.

1.6 Students participated in field trips that supported lesson plans. This component was not implemented. Seventh and Eighth grade students participated in field trips to tour colleges.

Effectiveness

1.1 Implementation was not consistent. Specifics from each classroom is not standardized across the school. Mindset is a barrier to acceptance of policies.

1.2 Based on SBAC test scores, the student intervention did not appear to be effective.

1.3 There was an uptick in students being reclassified who participated in the academic hour EL support.

1.4 Based on teacher feedback, the majority of students are obtaining growth in Lexile levels from one to another.

1.5 None

1.6 Field trips help to reinforce what was being taught in the classroom. Exposed students to new experiences and increased interest and engagement in all learning areas. AVID students attended colleges to be exposed to college environment and to familiarize students with various disciplines and college life.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Material Changes

- 1.1 None
- 1.2 None
- 1.3 None
- 1.4 None
- 1.5 None
- 1.6 None

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Future Changes

- 1.1 Use of templates to support consistency. Provide teachers with training on brain and learning. Focus on use of SBAC based questions in ELA and Science. Support teacher learning of new curriculum. Focus on student voice/input... education is a choice, not a mandate. Focus on student centered learning... higher level interactive meaning. Support the various use of academic language: 10 ways article and AVID. Working with younger grades to build foundation.
- 1.2 None
- 1.3 None
- 1.4 None
- 1.5 None
- 1.6 None

SPSA Year Reviewed: 2019-2020 (Year 3)

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Implementation

Students were provided opportunities to attend after-school tutoring and the Rosetta Stone program in order to increase their academic achievement and likelihood of becoming Reclassified Fluent English Proficient. Students used Rosetta Stone, then transitioned to writing following use of Rosetta Stone. The teacher used a modified learning center model, separating students into two groups. One group worked on Rosetta Stone, while the second group received small group instruction. Students were grouped based on instructional need and grade level.

Accelerated Reader was offered to 1st through 8th grade students. Students took an AR test to identify their reading level. The librarian provided each student with a library card that included their updated Lexile level. Students were tested using AR for their comprehension of the books read. Both the librarian and the classroom teacher provided support for each student. The Teacher implemented the AR testing in the classroom while consistently looking at the growth and non-growth of students through PLCs. Teachers were trained on how to pull reports to monitor their students' progress. The librarian monitored and supported students by checking out leveled books that were consistent with their Lexile levels.

Supplies were purchased and placed in classrooms for students to use and to support instruction.

Students participated in field trips that supported experiential learning while also having several opportunities to participate in assemblies to listen to guest speakers.

Teachers on the Leadership Team were provided release time to attend Professional Development through conferences and workshops. Instructional Coaches provided support during the instructional day as well as learning opportunities after contracted hours for professional development and teachers were able to attend and receive additional compensation. Administration and the Program Specialist were able to monitor Integrated and designated ELD instruction while also monitoring EL and RFEP students through monitoring forms. Academic Conferences were held twice throughout the school year to analyze iReady data, instructional practices and to create SMART goals for each grade level.

Several Teachers, an Instructional Coach, Program Specialist and the Principal were able to attend the AVID Summer Institute in Sacramento where they learned new ways of increasing instructional rigor, while collaborating to create a school goal for AVID implementation. Several Teachers and an Assistant Principal were registered for the CAFE conference in San Francisco in March to learn additional ways of promoting instruction of English Language Learners.

Effectiveness

1.1 Implementation was not consistent, specifics from each classroom is not standardized across the school. Mindset is a barrier to acceptance of practices.

- 1.2 There was an uptick in students being reclassified who participated in the academic hour EL support.
- 1.3 Based on teacher feedback, the majority of students are obtaining growth in Lexile levels from one to another.
- 1.4 None.
- 1.5 Field Trips help to reinforce what was being taught in the classroom. Expose students to new experiences and increase interest and engagement in all learning areas. AVID students were unable to attend colleges to be exposed to college environment and to familiarize students with various disciplines and college life.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Material Changes

None

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Future Changes

- 1.1 Continue supporting teacher learning and implementation of new curriculum. Focus on student centered learning...higher level interactive meaning. Support the various use of academic language: 10 ways article and AVID. Working with younger grades to build foundation.
- 1.2 None.
- 1.3 None.
- 1.4 None.
- 1.5 None.
- 1.6 None.

Goal 2 – School Climate

School Goal for Suspension: (Must be a SMART Goal)

By June of 2021, the suspension rate for all students will decrease -0.3 to get to 8.8 to attain orange.

School Goal for Attendance/Chronic Truancy: (Must be a SMART Goal)

By June of 2021, the attendance/chronic truancy rate for all students will decrease by -0.5 to get to 12.1 to attain yellow.

Identified Need

Suspension –

2016: 5.1% suspension rate

2017: 3.8% suspension rate with a decline of 1.3% (yellow)

2018: 5.1% suspension rate with an increase of 1.4% (orange)

2019: 3.5% suspension rate with a decline of 1.6% (yellow)

Attendance/Chronic Truancy –

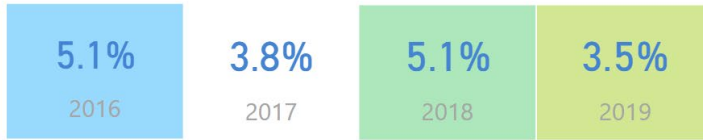
2017: 11.9% chronically absent

2018: 12.6% chronically absent with an increase of 0.7% (orange)

2019: 9.6% chronically absent with a decline of 3.1% (green)

Suspension Rate

All Students
percent of unduplicated suspension



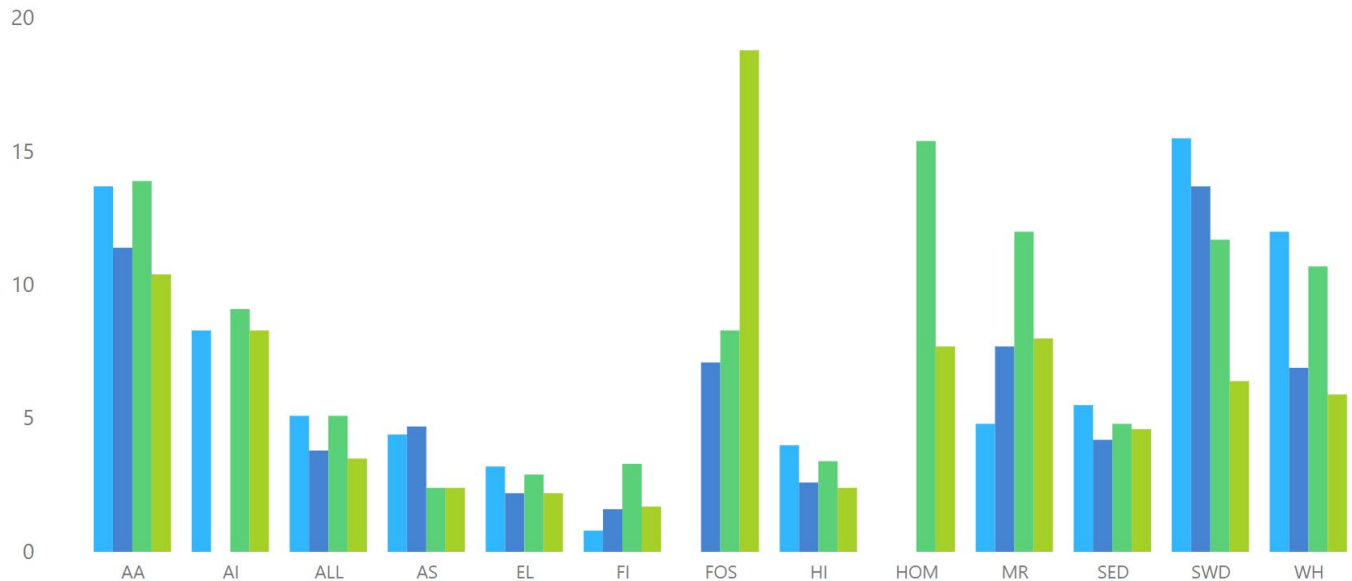
Expulsion

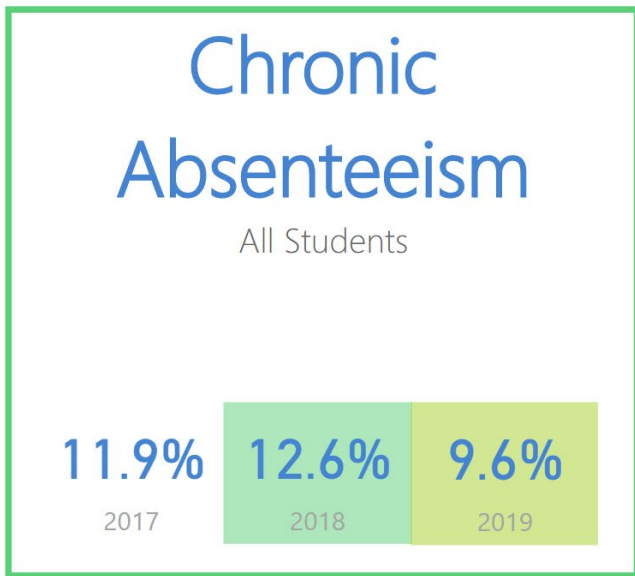
All Students - Count *2019 Preliminary count
Expulsion Count by Year - if available



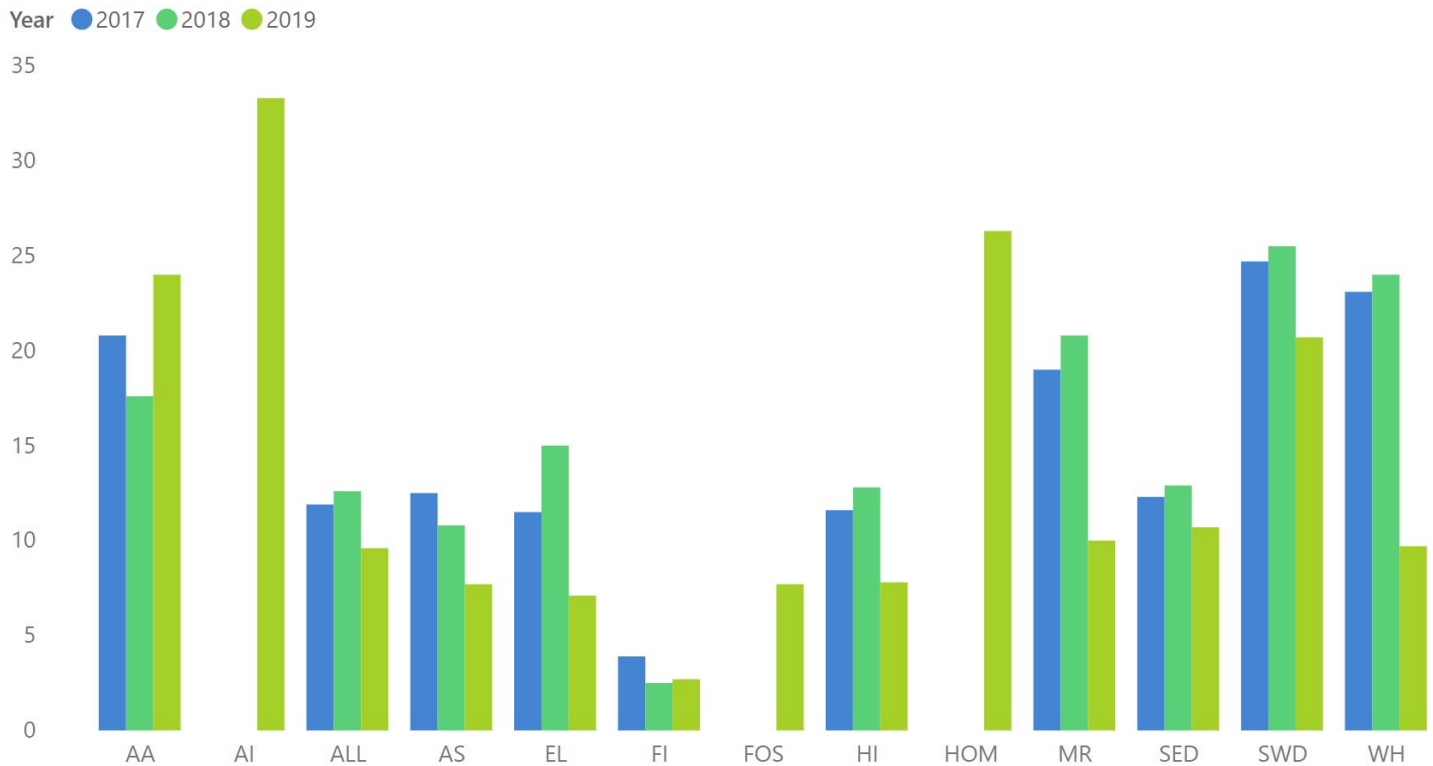
Suspension Rate: Student Group

Year ● 2016 ● 2017 ● 2018 ● 2019





Chronic Absenteeism Rate by Student Group and Year



Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspensions (All Students)	3.5%	3.0%
Chronic Absenteeism (All Students)	9.6%	9.1%

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Clearly articulate and enforce/reinforce student expectations and code of conduct, while incentivizing positive behavior.

Instructional Materials - \$2,500: Purchase supplies and materials(notebooks, highlighters, expo markers and erasers, chart paper, index cards, white boards) which will help provide students with social and emotional supportive resources, positively impacting student learning through the PBIS/PLUS program and Student Council, as well as through counseling and structured student engagement activities, decreasing discipline issues and improving attendance.

Use of “Caught Being Good” tickets for incentives for students K-6.

Use of Behavior Agreement/Contract for students in grades 7-8 to reward students for monthly reward events (dances, activities, etc.)

Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$2,500	43110	Instructional Materials

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description

\$ Amount(s)	Object Code	Description

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Re-establish school site PBIS team to include administration, teachers, other staff and parents and provide training for members of the team.

To decrease the amount of students being sent out of class, getting suspended and being bullied, Counselors will provide training for teachers on the use of restorative practices and alternative suspension methods, as well as training on Second Step Curriculum and Bullying Prevention, after the contractual day. Second Step SEL (Social Emotional Learning) is research-based, teacher-informed, and classroom-tested to promote the social-emotional development, safety, and well-being of children from Early Learning through Grade 8.

The research-based Bullying Prevention Unit gives educators and school staff the training and tools needed to effectively address school bullying in Kindergarten through Grade 5.

Teacher Add Comp - \$7,040: 33 teachers will receive three hours of training

Counselor Add Comp - \$1,720: Two counselors will provide twelve hours of training

Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
\$7,040	11500	Teacher Add Comp

\$ Amount(s)	Object Code	Description
\$1,720	12500	Counselor Add Comp

Annual Review – Goal 2

SPSA Year Reviewed: 2018-2019 (Year 2)

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Implementation

1.1 Student expectations were posted throughout the school. Caught being good tickets were handed out to students who were seen doing good things for the school or for others. Rewards were provided for following school rules and behavior expectations. STOIC was introduced as a strategy. A presentation was made for students on Cyber-Bullying and Gang Suppression. Student activities were held on the weekend to team build, problem solve and improve communication across different cultures and backgrounds. Leadership roles were established and taken on by student leaders. Students in Student Council were trained on Robert's Rules of Order, leading a meeting, organizing events (like walk-a-thons), recycling and fundraising. Anti-Bullying sessions were held. A CARE team was established. Student organizations were created, such as Chess club and Cheerleading. PE and Recess equipment were distributed to all classrooms.

1.2 Training was not provided by Counselors on Restorative Practices and the PBIS Team was not established. Second Step SEL Training did not occur nor did training on the Bullying Prevention Unit.

Effectiveness

1.1 PBIS strategies were more effective with lower grade levels, consisting of Kinder through Fifth grade, as evidenced through lower discipline numbers. Sixth through Eighth grade were more interested in attending Fun Friday events, such as school dances and sporting events, which were incentives for positive behavior. Some students were able to come forward and speak to counselors and teachers about being victims of cyber-bullying. Thirty students participated in the PLUS program, during which they received team building exercises and were able to lead the Harvest festival.

1.2 Lack of training for Teachers did not produce the desired results, even though there was a slight drop in disciplinary incidents being reported.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Material Changes

1.1 None

1.2 None

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Future Changes

1.1 Improve the message of how impactful and beneficial this program is for our students. This will lead to further understanding the value of getting involved, while providing a voice on what they learned and transfers to meet their college and career goals. A refocus of Student Council is necessary so that it can be an opportunity for student voice and needs, bringing forth ideas for improvements and developing student leaders. An increase of individual and small group therapy sessions by the counselors needs to occur. Additional need for Tier 1 social skill building provided in the classroom. Increase in home visits. Increase in cultural and social emotional school wide events. CARE team structure needs to be defined and the process must be implemented with fidelity.

1.2 PBIS Meetings will need to occur with the Team members who were selected. Training on SEL and Anti Bullying will also need to occur so that Teachers can identify issues as they happen and address them immediately.

SPSA Year Reviewed: 2019-2020 (Year 3)

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Implementation

1.1 Student expectations continued being posted throughout the school, inside classrooms and in common gathering areas (cafeteria, yard, etc.). Students were rewarded for following school rules and behavior expectations by being given “Caught Being Good Tickets”. STOIC (Structure/Organize, Teach, Observe/Monitor, Interact, Correct) was utilized school-wide and a strategy to treat students with respect. Several Anti-Bullying assemblies (Feel the Power Assembly) were held for students in Fourth through Eighth grade. PE and Recess equipment was distributed to all Kinder through Sixth grade Teachers.

1.2 Counselors were able to provide training on Restorative Practices for all Teachers multiple times a year, providing examples of what Restorative Circles looked like, and providing opportunities for Teachers to practice with each other how to use these practices. The PBIS Team was re-established and met two times throughout the school year.

Effectiveness

1.1 Students in Kinder through Fifth grade had less behavior issues overall as compared to students in Sixth through Eighth grade. This was partly due to receiving “Caught being good” tickets; however, because bullying was more pervasive in the older grade levels, in person and especially through

social media, older students were sent to the office and suspended at a much higher rate than younger students. Fifth and Sixth grade students were not very interested in these tickets, but were also unable to attend Fun Friday events, which gave them few reasons to change their behavior. Student expectations were revisited several times with students in grades Five through Eight, which did lead to fewer discipline issues eventually and those students are expected to be even better the following school year. Counselors were able to provide additional one on one counseling, as well as small group counseling, to address social issues and teach students how to deal with certain situations.

1.2 While all Teachers were trained on Restorative Practices, not all Teachers actually implemented the training into their classrooms and continued to send students out of class at a much higher rate than other teachers. The PBIS Team was only able to meet twice in the entire year, which was not enough since the amount of students needing additional support was very high.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Material Changes

1.1 None

1.2 None

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Future Changes

1.1 Student Council will need to be restructured so that at least one student from each grade level is a part of it and so that meetings are more regularly scheduled, with participation from Administration, Counselors, and Teachers. There needs to be an alternative incentive reward program for students in Fifth and Sixth grade which will give them something to work towards with their behavior. Fun Fridays for Seventh and Eighth grades need to also be restructured since many students were not very interested in attending these events, which did not improve their behavior.

1.2 The expectation that Teachers utilize training within the classroom needs to be aligned with the mission and vision of the school. Teachers need additional training which will show them how not every issue needs to be dealt with in the office versus in the classroom. A plan needs to be developed among grade level / life level teams on what reasons a student should be sent to the office or sent to another classroom for a cool-off period. Consequences need to be established within the classroom and students need to be communicated these consequences, while being held accountable for following the expected rules. The PBIS Team needs to meet at least once per month in order to fully function and make positive changes in student outcomes.

Goal 3 – Meaningful Partnerships

School Goal for Meaningful Partnerships: (Must be a SMART Goal)

By June 2021, the amount of positive parental involvement at San Joaquín will double, as measured by sign-in sheets for parent meetings, workshops and activities, as well as surveys completed in person and online.

Identified Need

Meaningful Partnerships:

Meaningful Partnerships between parents and the school must continue to increase in order to form a better working relationship between stakeholder groups, as determined by information collected at Parent Coffee Hour Meetings, Parent Workshops and Trainings.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Sign-in sheets and number of surveys taken	Establish baseline.	Fifty percent of parent participation at school event

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide parents with support and resources that empowers them to be engaged in their student's learning such as parent/teacher conferences, communication, after school academic focused activities, parent meetings (e.g., Parent Coffees, etc.), etc.

Utilize student-led conferences that involve parents and students and build a positive relationship with teacher and/or staff to help with their child's educational planning.

Increase parent involvement by providing opportunities for parent volunteers or parent helpers.

Provide parents with student-parent engagement activities: Back to School Night, 20 Year Anniversary, Halloween Parade, Harvest Festival, Winter Concert, Student Recognition Awards Assemblies, etc.

Provide Parent Coffee Hour, ELAC and SSC Meetings with topics that are grade level specific to increase parent engagement.

Communicate with parents through school messenger, PeachJar, website, marquee, newsletters, flyers, Remind app, social media, Jupiter Ed., etc.

Provide Spanish translation for all communication regarding school functions and opportunities.

Conduct LCAP parent survey regarding effectiveness of school communication, parent's needs, etc.

Parent Meetings - \$3,117: Items that will be purchased for parent meetings, open houses, and other events increasing parental involvement include, but are not limited to: light snacks, refreshments, prizes, decorations, and parent training materials (chart paper, markers, whiteboards, paper, etc.). All of these items will be used during parent meetings in order to provide a more inviting environment and at the same time teach parents methods and strategies that their students are also using to learn so that they can provide support for them at home.

Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$3,117	43400	Parent Meetings

\$ Amount(s)	Object Code	Description

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description

Annual Review – Goal 3

SPSA Year Reviewed: 2018-2019 (Year 2)

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Implementation

Parent teacher conferences are scheduled during the first trimester once progress reports are sent home so that parents can speak one on one with the teacher and find out how their child is doing and how they can support their child who may be in danger of being below grade level. Teachers provide information about assessments, iReady, ELPAC, formative and summative assessments, as well as what is being taught in the classroom and which areas their child needs additional support in. Academic tutoring is also discussed as an option in case parents are interested in seeking that additional support for their child after school hours. Parents are taught strategies that their child uses in the classroom so that they can go home and replicate those strategies to further support their child. Parents are also provided information about volunteering and the various available parent opportunities to come to the school and participate in their child's education. Guest speakers are invited to speak at parent meetings about topics of interest, such as health, nutrition, fitness, and parent improvement classes.

Effectiveness

Many parents participated in parent teacher conferences and in parent events throughout the year. Parents were receptive to receiving Teacher feedback and communication, which created the opportunity for dialogue between parents and teachers. Many families attended the Open House event, as well as other parent meetings which were held in the evening, since many parents work during the day time and cannot participate at that time. Parents welcomed the idea of learning new strategies to support their child at home. Parents participated in Parent Coffee Hour, ELAC, SSC, etc. And were able to complete needs assessments to better inform the school what improvements they wished to see in their child's education. Parents who were still learning English also participated in Rosetta Stone classes two times per week, as well as other workshops and classes which provided resources and support for parents on how to help their child at home.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Material Changes

1.1 None

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Future Changes

1.1 Additional opportunities for parental participation need to occur, especially in the evening when more parents are able to attend the school. Volunteers need to also be permitted to come to school more frequently, after the appropriate procedures have taken place, to participate in their child's classroom, especially in the lower grade levels.

SPSA Year Reviewed: 2019-2020 (Year 3)

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Implementation

1.1 Teachers schedule parent teacher conferences during trimester 1 around progress report time to provide opportunity to engage with parents especially for students at-risk of not meeting grade level. Teachers provide information to parents on the assessments, what is being taught and the areas the student needs help in. Teachers provide parents with support through academic tutoring offerings, outside internet support, etc. Teachers were able to demonstrate strategies that parents could replicate at home to support their child. Parents are invited to participate at various parent meetings. Guest speakers are provided to give information on health and wellness aspects such as nutrition, fitness, etc.

Effectiveness

1.1 Majority of parents participated in parent teacher conferences. Parents were receptive with teachers' feedback and communication which created a purposeful dialogue with parents. Families participated with After School events especially parents that were unable to attend during the day. Strategies demonstrated were welcoming to parents that helped them use at home with their children. Based on parental feedback from those participating in parent coffee hour and other meetings, guest speakers presented on a wide variety of topics from Health and Wellness to Homework and Reading help. Parent Rosetta Stone classes were offered twice a week to help parents learn English. Workshops and classes helped to positively support parents to help educate their children.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Material Changes

1.1 None.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Future Changes

1.1 None.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$159,494
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$308,474

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$159,494

Subtotal of additional federal funds included for this school: \$159,494

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF	\$148,980

Subtotal of state or local funds included for this school: \$148,980

Total of federal, state, and/or local funds for this school: \$308,474

Budget Spreadsheet Overview – Title I

SAN JOAQUIN			TOTAL ALLOCATION					\$ 156,377
Preliminary Budget Allocation - TITLE I			TOTAL BUDGET DISTRIBUTED BELOW					\$ 156,377
FISCAL YEAR 2020-21			TO BE BUDGETED (Should be \$0.)					0
			50647 TOTAL ALLOCATION					\$ 3,117
			TOTAL BUDGET DISTRIBUTED BELOW					\$ 3,117
			TO BE BUDGETED (Should be \$0.)					0
Object	Description	FTE	TITLE I					TOTAL BUDGET
			50643 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	50650 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	50671 GOAL #2 LEARNING ENVIRONMENT NEW COST CENTER	50672 GOAL #3 MEANINGFUL PARTNERSHIPS NEW COST CENTER	50647 GOAL #3 MEANINGFUL PARTNERSHIPS - PARENTS	
Personnel Cost-Including Benefits								
11500	Teacher - Add Comp		\$ 10,200					\$ 10,200
11700	Teacher Substitute		\$ 19,600					\$ 19,600
12151	Counselor							\$ -
13201	Assistant Principal							\$ -
19101	Program Specialist	0.4300	\$ 64,620					\$ 64,620
19101	Instructional Coach							\$ -
19500	Instr. Coach-Add Comp							\$ -
	OTHER Certificated							\$ -
21101	Instructional Assistant							\$ -
21101	CAI Assistant							\$ -
21101	Bilingual Assistant							\$ -
24101	Library Media Clerk							\$ -
29101	Community Assistant							\$ -
	OTHER Classified							\$ -
30000	Statutory Benefits							\$ -
Sub Total - Personnel/Benefits			\$ 94,420	\$ -	\$ -	\$ -	\$ -	\$ 94,420
Books & Supplies								
42000	Books		\$ 2,000					\$ 2,000
43110	Instructional Materials		\$ 21,007					\$ 21,007
43200	Non-Instructional Materials				\$ 2,500			\$ 2,500
43400	Parent Meeting						\$ 3,117	\$ 3,117
44000	Equipment							\$ -
43150	Software							\$ -
	OTHER							\$ -
	OTHER							\$ -
Sub Total-Supplies			\$ 23,007	\$ -	\$ 2,500	\$ -	\$ 3,117	\$ 28,624
Services								
57150	Duplicating		\$ 2,000					\$ 2,000
57250	Field Trip-District Trans		\$ 2,000					\$ 2,000
57160	Nurses							\$ -
56590	Maintenance Agreement		\$ 8,000					\$ 8,000
56530	Equipment Repair							\$ -
52150	Conference		\$ 10,000					\$ 10,000
58450	License Agreement		\$ 13,450					\$ 13,450
58720	Field Trip-Non-District Trans							\$ -
58920	Pupil Fees		\$ 1,000					\$ 1,000
58100	Consultants-instructional							\$ -
58320	Consultants-Noninstructional							\$ -
	OTHER							\$ -
	OTHER							\$ -
Sub Total-Services			\$ 36,450	\$ -	\$ -	\$ -	\$ -	\$ 36,450
GRAND TOTAL			\$ 153,877	\$ -	\$ 2,500	\$ -	\$ 3,117	

Budget Spreadsheet Overview – LCFF

SAN JOAQUIN

Preliminary Budget Allocation - LCFF

FISCAL YEAR 2020-21

TOTAL ALLOCATION	\$ 148,980
TOTAL BUDGET DISTRIBUTED BELOW	\$ 148,980
TO BE BUDGETED (Should be \$0.)	0

Object	Description	FTE	LCFF				TOTAL BUDGET
			23030	23020	23034	23035	
			GOAL #1	GOAL #1	GOAL #2	GOAL #3	
			STUDENT ACHIEVEMENT	STUDENT ACHIEVEMENT	LEARNING ENVIRONMENT	MEANINGFUL PARTNERSHIPS	
			LOW INCOME	ENGLISH LEARNERS	NEW COST CENTER	NEW COST CENTER	
Personnel Cost-Including Benefits							
11500	Teacher - Add Comp			\$	7,040		\$ 7,040
11700	Teacher Substitute						\$ -
12151	Counselor						\$ -
13201	Assistant Principal						\$ -
19101	Program Specialist	0.5700	\$ 85,658				\$ 85,658
19101	Instructional Coach						\$ -
19500	Instr. Coach-Add Comp						\$ -
	OTHER Certificated			\$	1,720		\$ 1,720
21101	Instructional Assistant						\$ -
21101	CAI Assistant						\$ -
21101	Bilingual Assistant						\$ -
24101	Library Media Clerk	0.7500	\$ 53,120				\$ 53,120
29101	Community Assistant						\$ -
	OTHER Classified						\$ -
30000	Statutory Benefits						\$ -
Sub Total - Personnel/Benefits			\$ 138,778	\$ -	\$ 8,760	\$ -	\$ 147,538
Books & Supplies							
42000	Books						\$ -
43110	Instructional Materials		\$ 1,442				\$ 1,442
43200	Non-Instructional Materials						\$ -
43400	Parent Meeting						\$ -
44000	Equipment						\$ -
43150	Software						\$ -
	OTHER						\$ -
	OTHER						\$ -
Sub Total-Supplies			\$ 1,442	\$ -	\$ -	\$ -	\$ 1,442
Services							
57150	Duplicating						\$ -
57250	Field Trip-District Trans						\$ -
57160	Nurses						\$ -
56590	Maintenance Agreement						\$ -
56530	Equipment Repair						\$ -
52150	Conference						\$ -
58450	License Agreement						\$ -
58720	Field Trip-Non-District Trans						\$ -
58920	Pupil Fees						\$ -
58100	Consultants-instructional						\$ -
58320	Consultants-Noninstructional						\$ -
	OTHER						\$ -
	OTHER						\$ -
Sub Total-Services			\$ -	\$ -	\$ -	\$ -	\$ -
GRAND TOTAL			\$ 140,220	\$ -	\$ 8,760	\$ -	\$ 148,980