



# School Plan for Student Achievement

For the School Year

July 1, 2020 – June 30, 2021

Version 1 – 07/28/2020

Version 2 – 03/09/2021

Version 3 – 06/22/2021

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 2 – Ver 3 – 05/11/2021	Ver 1 – 05/15/2020 Ver 2 – 03/01/2021 Ver 3 – 06/04/2021	Ver 1 – 07/28/2020 Ver 2 – 03/09/2021 Ver 3 – 06/02/2021

## 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)

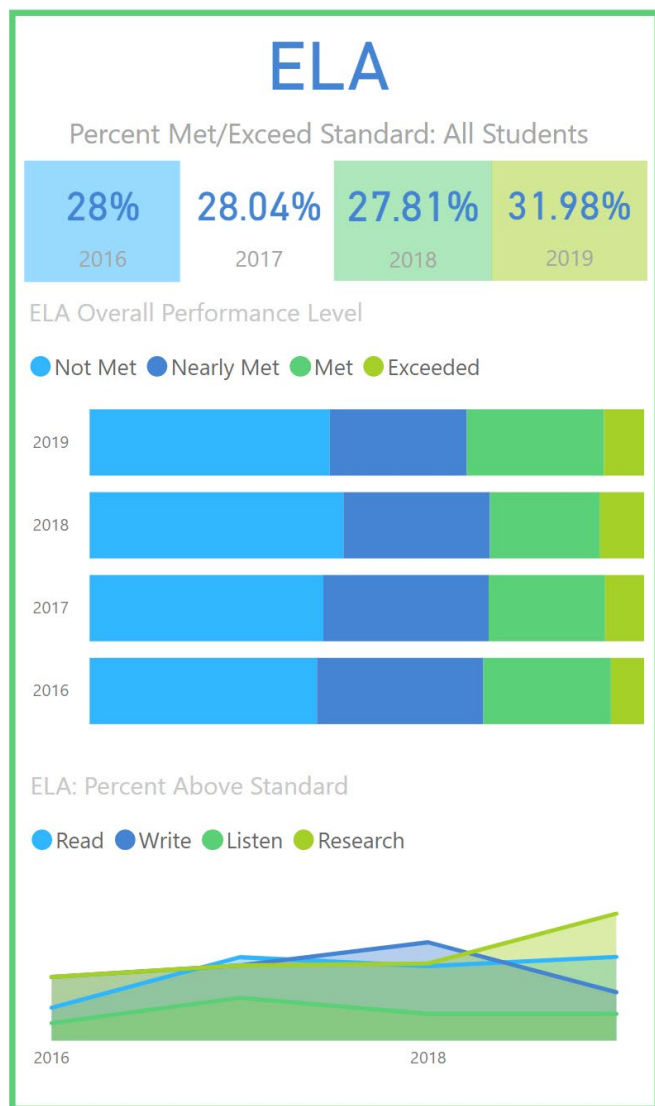
Math: 75.2 points below standard maintaining at -0.5 (orange).

- 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)

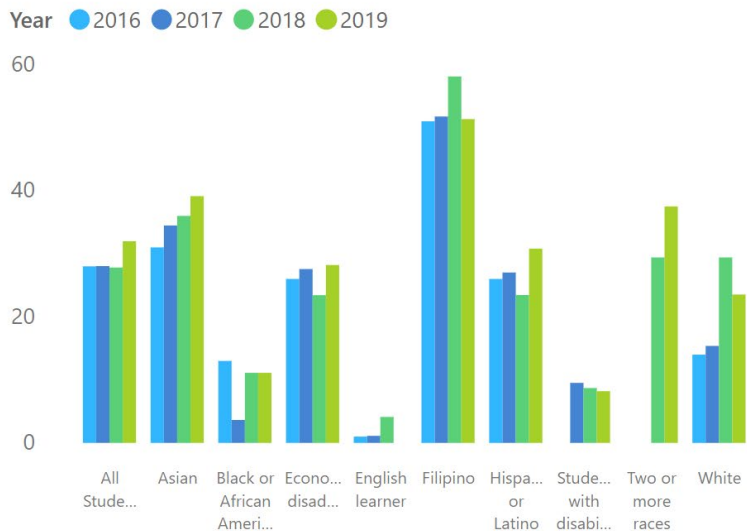
**Annual Measurable Outcomes**

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

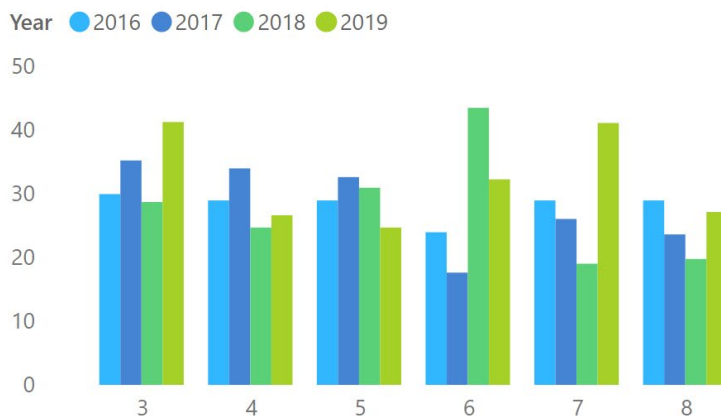
Math - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - Math (All Students)	-75.2 points below	-65.2 points below



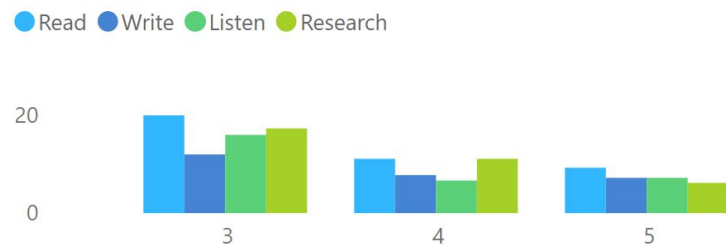
ELA CAASPP: Percent Met/Exceed Standard

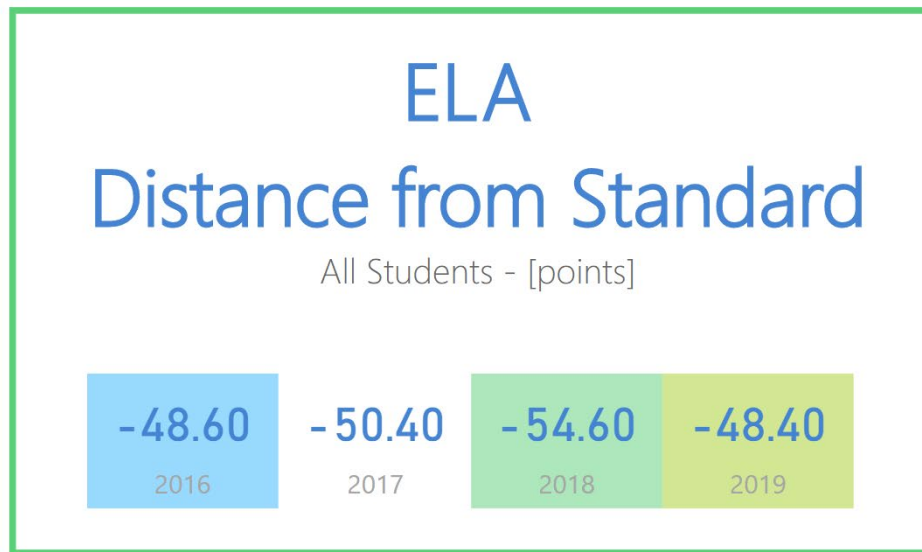


ELA CAASPP: Percent Met/Exceed Standard by Grade Level



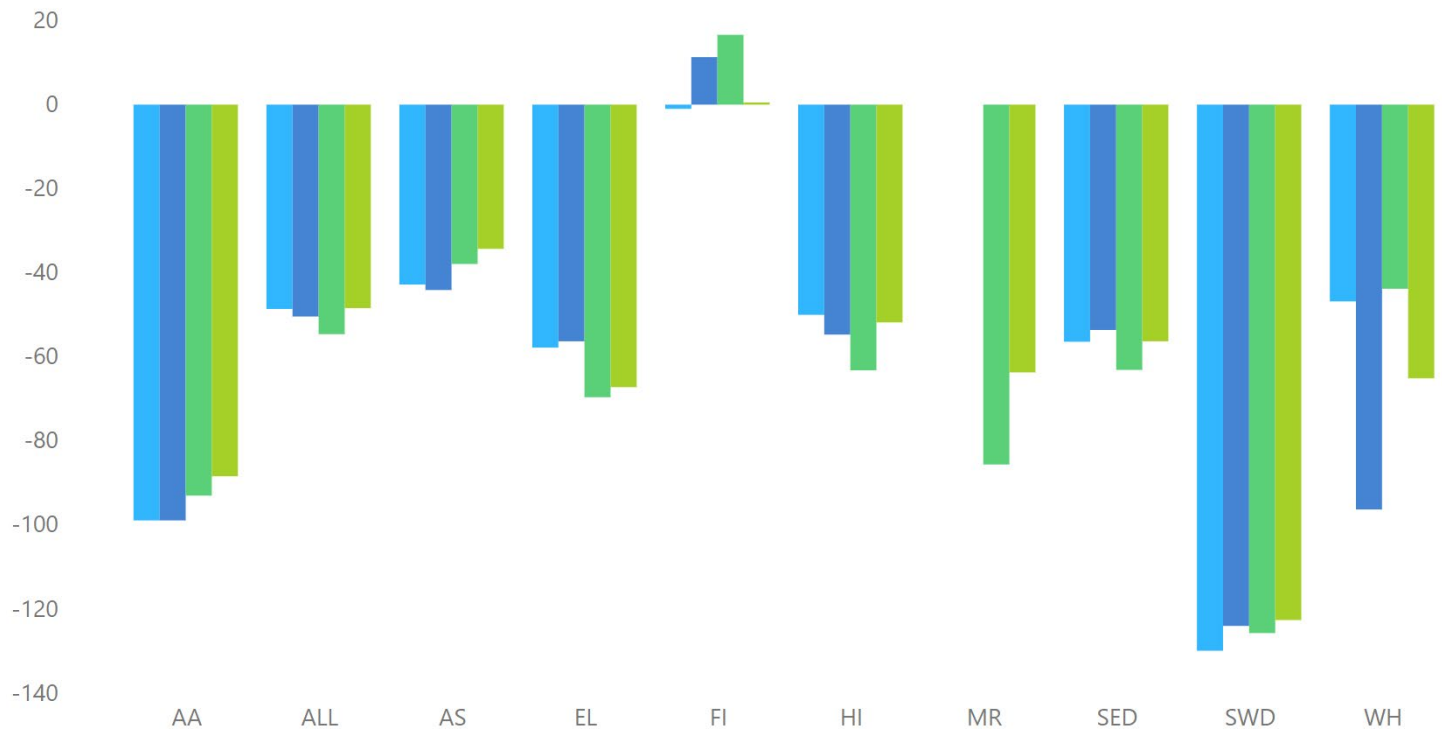
2019 Prelim ELA CAASPP: Area - Percent Above Standard

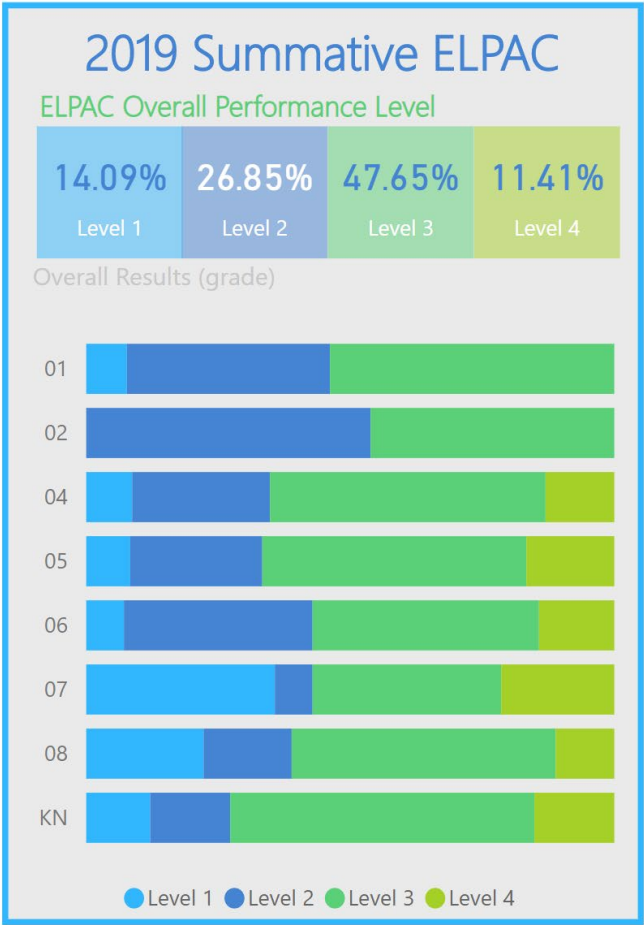




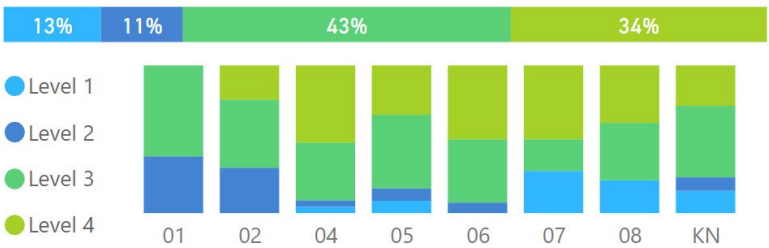
ELA Distance from Standard [points]

Year ● 2016 ● 2017 ● 2018 ● 2019

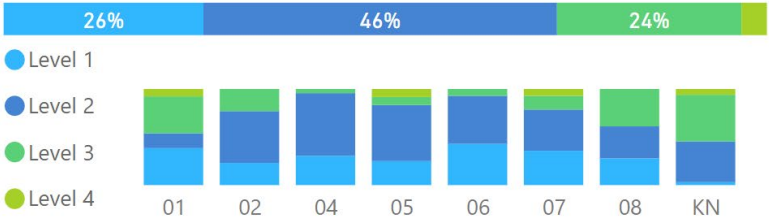




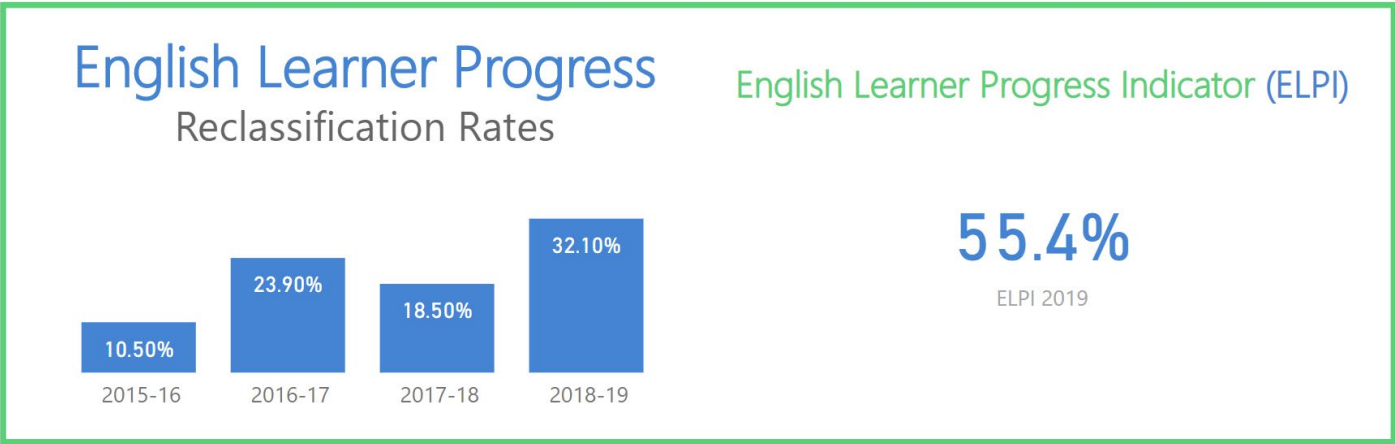
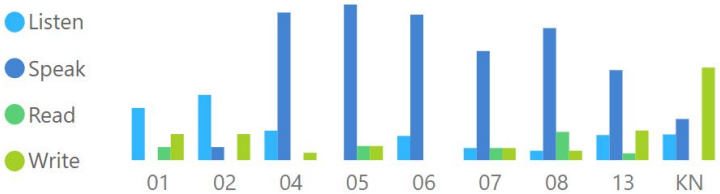
### Oral Language Overall Performance Level

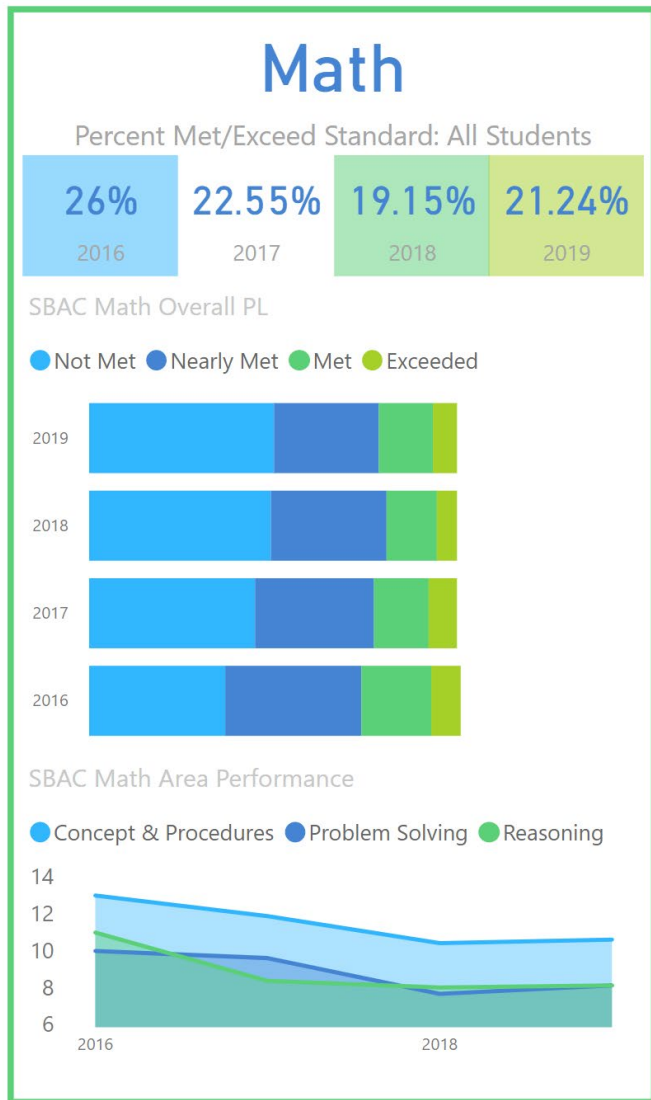


### Written Language Overall Performance Level

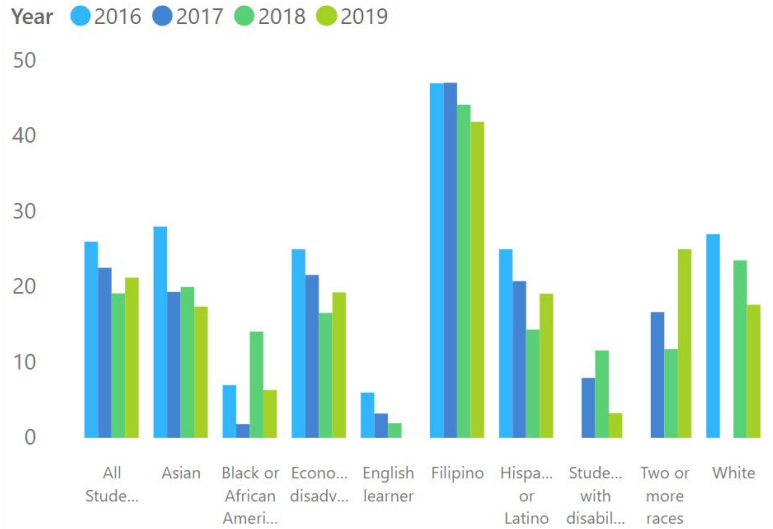


### Performance Area: Percent Well Developed

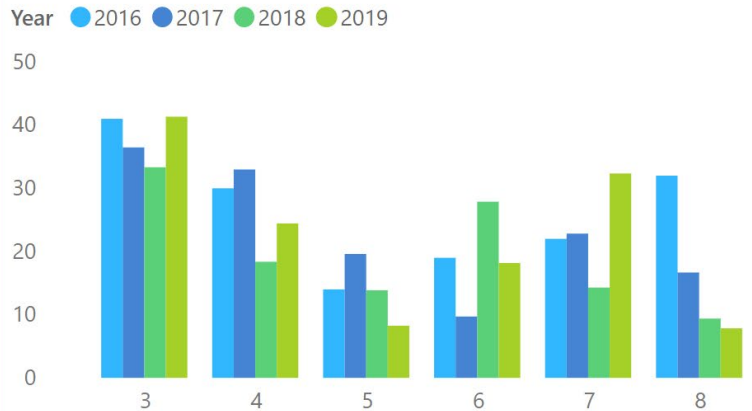




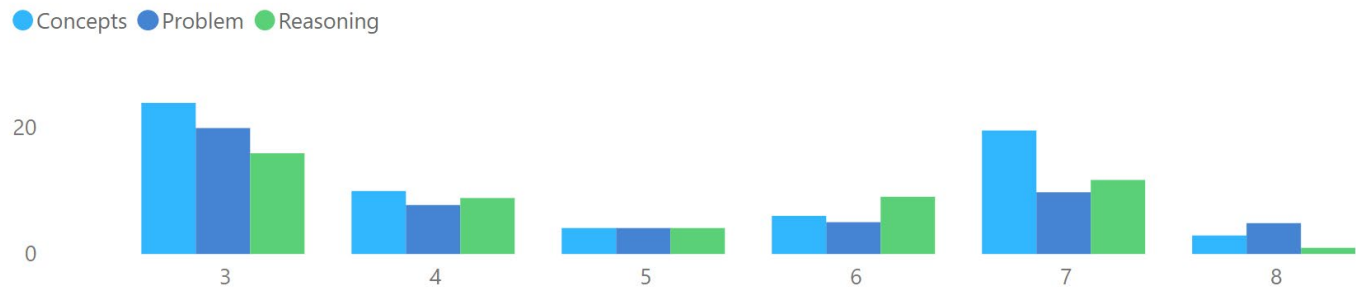
Math CAASPP: Percent Met/Exceed Standard

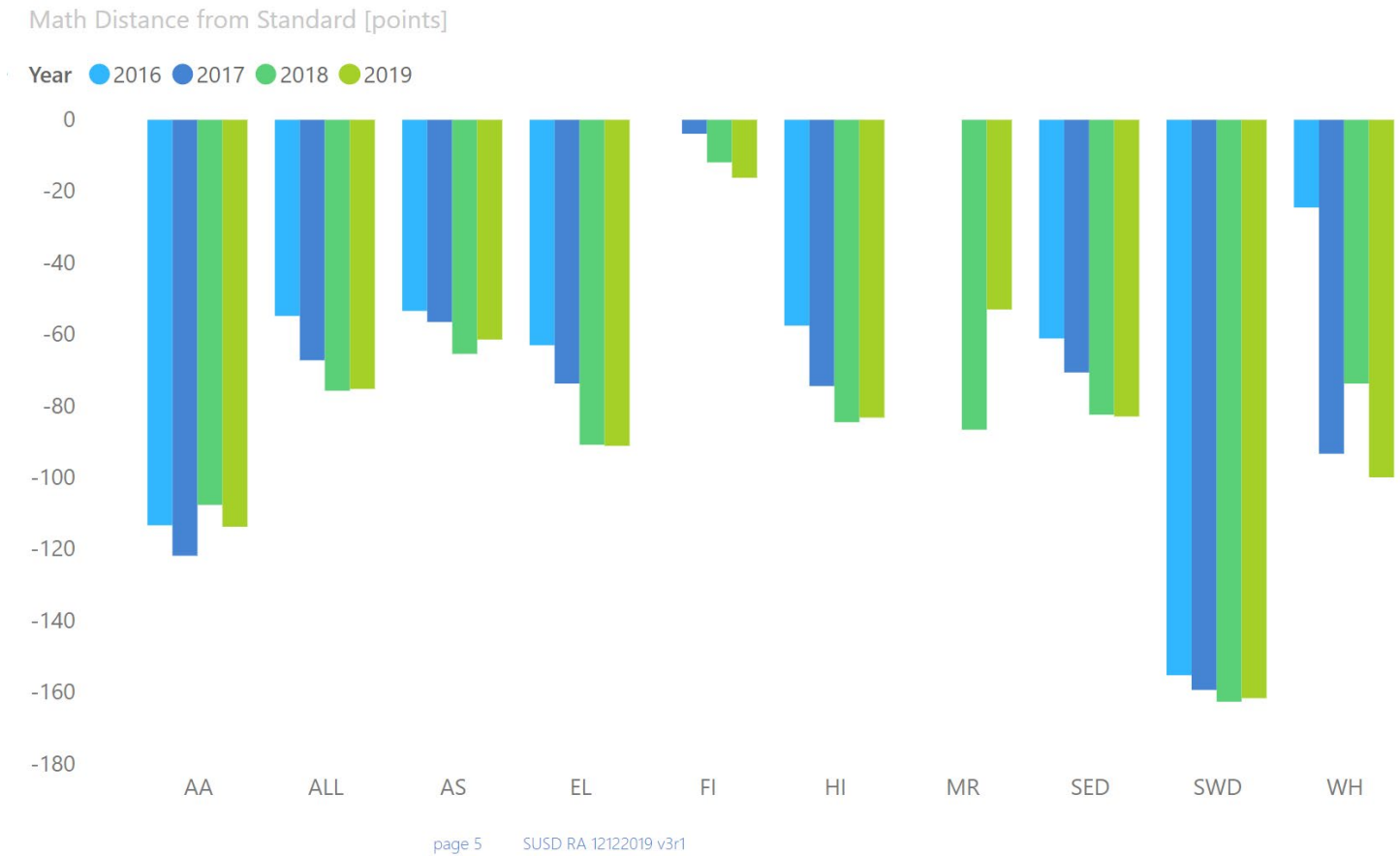
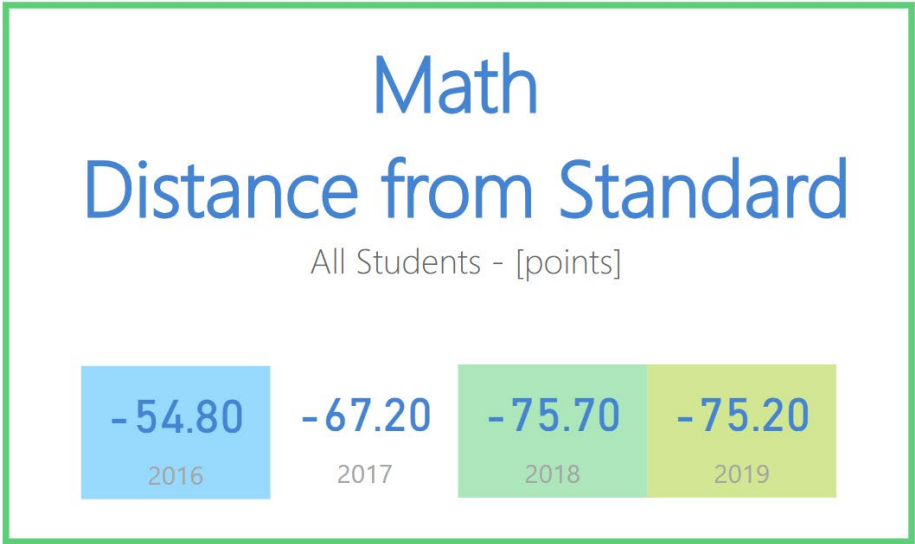


Math CAASPP: Percent Met/Exceed Standard by Grade Level



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

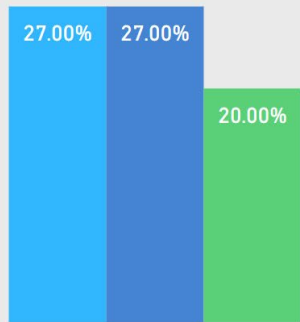
# PSAT 8/9 Grade 8

Percent Met Evidence-Based  
Reading & Writing  
Benchmark

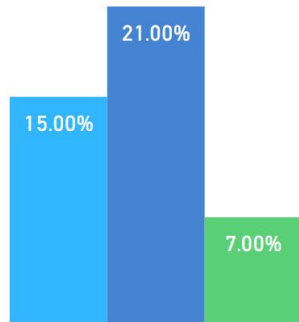
Percent Met Mathematics  
Benchmark

Percent Met ERW &  
Math Benchmark

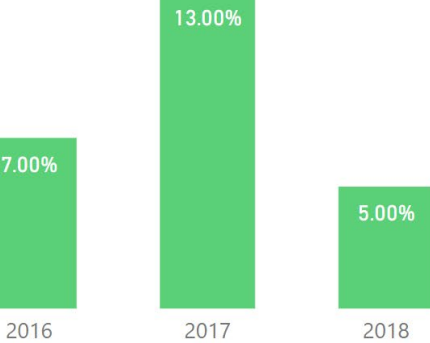
Year 2016 2017 2018



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, CAFE, 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:

\* CAFE 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)

\$ 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

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

\$ Amount(s)	Object Code	Description
\$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)

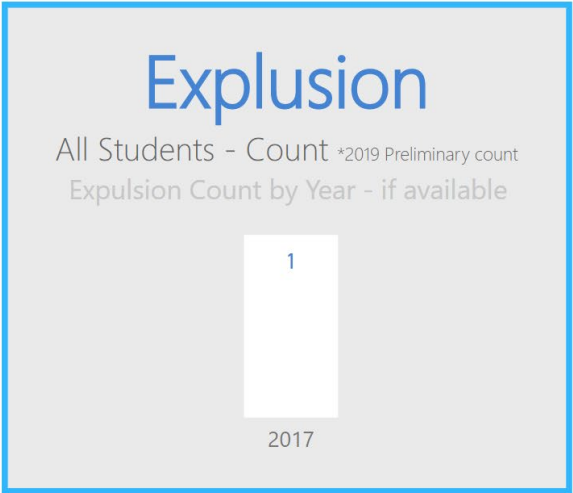
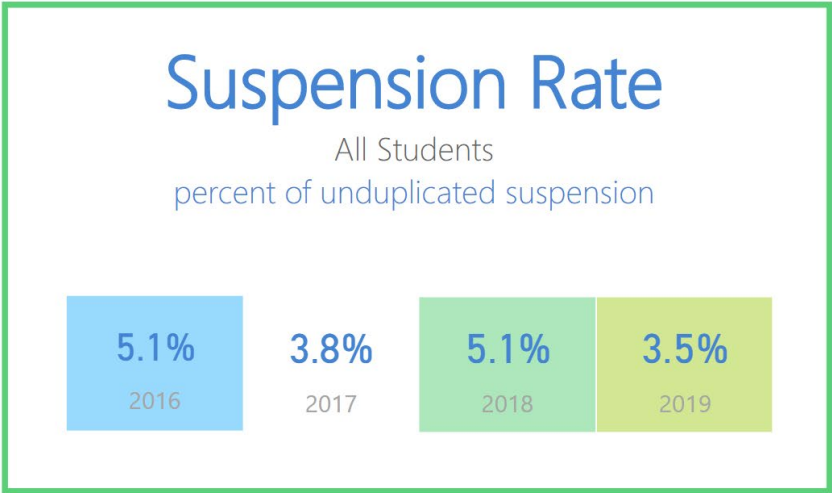
2019: 3.5% suspension rate with a decline of 1.6% (yellow)

### Attendance/Chronic Truancy –

2017: 11.9% chronically absent

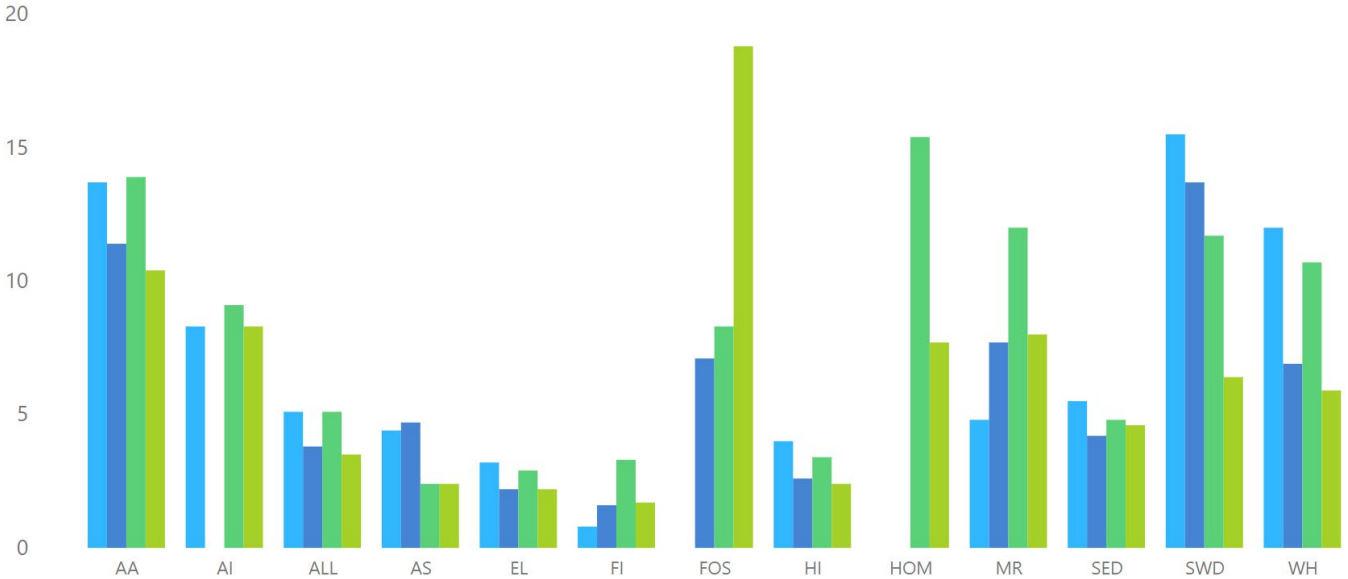
2018: 12.6% chronically absent with an increase of 0.7% (orange)

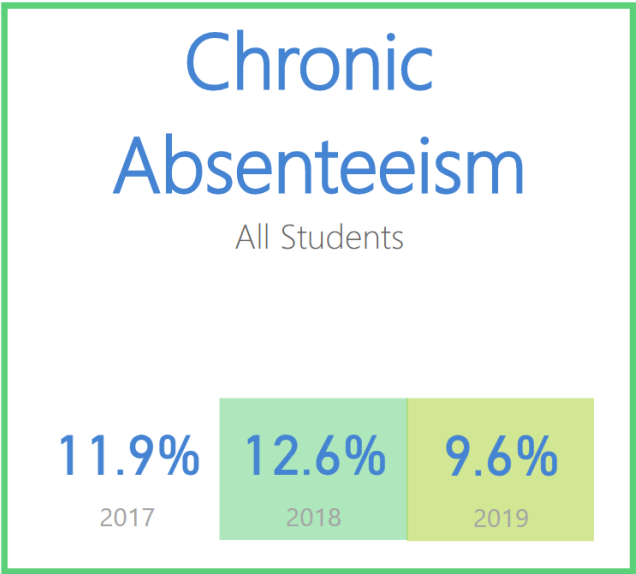
2019: 9.6% chronically absent with a decline of 3.1% (green)



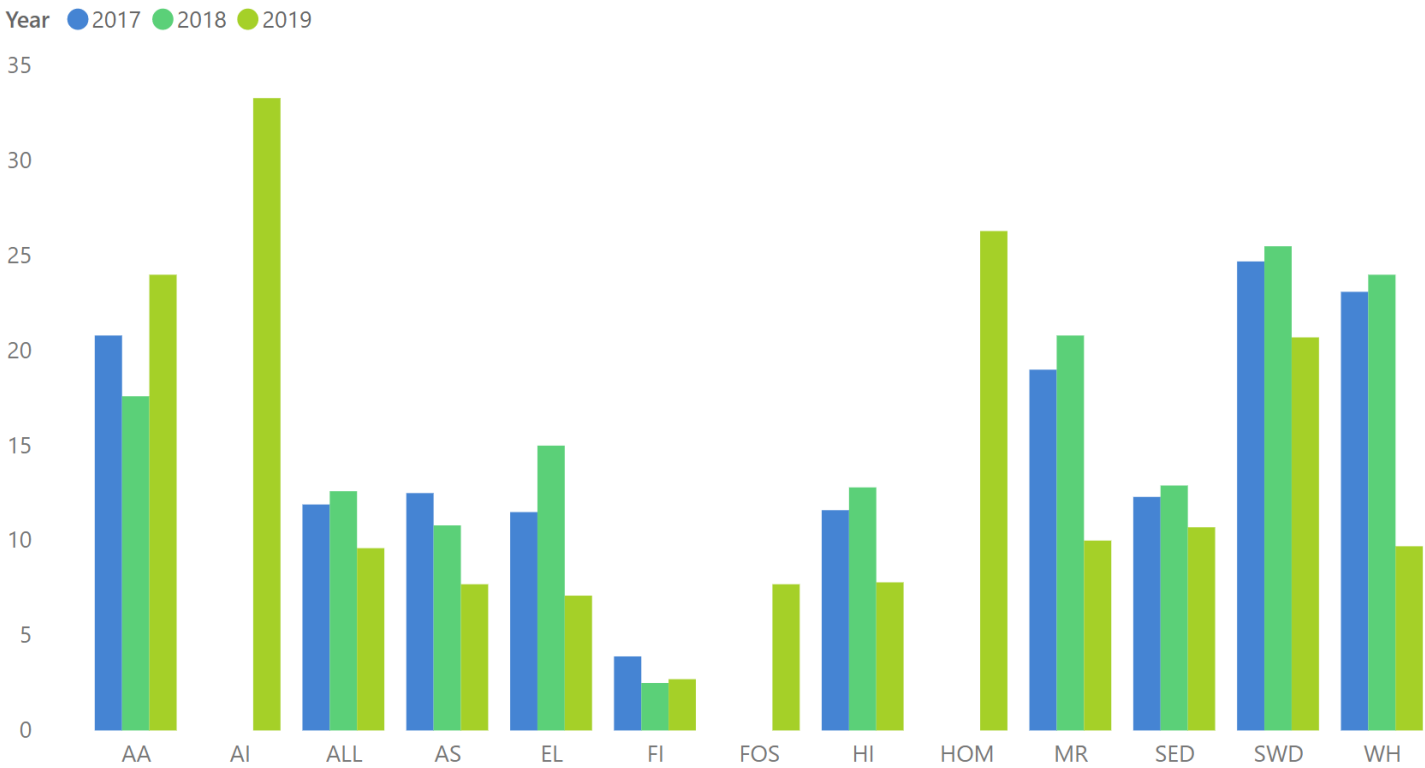
Suspension Rate: Student Group

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 LOW INCOME	STUDENT ACHIEVEMENT ENGLISH LEARNERS	LEARNING ENVIRONMENT NEW COST CENTER	MEANINGFUL PARTNERSHIPS 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



## Version 2

The purpose of this amendment will reflect programmatic and budgetary adjustments resulting from COVID-19 restrictions requiring distance learning and virtual interactive opportunities. San Joaquin's School Site Council (SSC) reviewed and approved the changes which have been detailed in their minutes.

Other adjustments reflected are business as usual modifications to cover the cost of minor transactions based on actual costs, such as maintenance agreements or salary adjustments, and/or correction to object code assignment.

DATE	AMOUNT	FROM	TO	BUDGET
9/18/2020	\$ 1,442.00	SUPPLIES	PROGRAM SPEC. SALARIES	LCFF
1/7/2020	\$ 975.00	CONFERENCE	ADD COMP	TITLE 1

Furthermore, San Joaquin's Parent Involvement 1% allocation has increased. The funds have been reviewed and approved by the School Site Council.

SPSA: Goal 1, Strategy 1:

Title I –

**\$6,360 – 11500 – Teacher Additional Comp:** Reduced funds due to COVID-19 restrictions pertaining to distance learning, additional compensation was not needed. In addition, due to the district after-school program providing funding for after-school tutoring, the number of four Teachers dropped down to only one Teacher, reducing the amount allocated.

**\$1,904 – 11700 – Teacher Substitutes:** Reduced funds due to COVID-19 restrictions pertaining to distance learning, students are not physically on campus and the need for substitutes was less than expected.

**\$4,025 – 52150 – Conferences:** Reduced funds due to COVID-19 restrictions pertaining to social distancing and travel policies, in-person conferences will not be attended.

**\$4,025 – 52170 – Webinar Training:** Reallocated funds to provide virtual professional development opportunities as conferences and training that are provided only virtually due to COVID-19 restrictions pertaining to social distancing and travel policies.

SPSA: Goal 1, Strategy 2:

Title I –

**\$6,000 – 11700 – Teacher Substitutes:** Reduced funds due to COVID-19 restrictions pertaining to distance learning, students are not physically on campus and the need for substitutes was less than expected.

**\$2,000 – 57150 – Duplicating:** Reduce funds due to COVID-19 restriction pertaining to distance learning, in-person instructional is not able to be conducted; therefore, duplication of materials is not necessary.

SPSA: Goal 1, Strategy 3:

Title I –

**\$3,063 – 58450 – License Agreement:** Reduce fund as the final license agreement quote was less than what was allocated, due to COVID-19 restrictions pertaining to social distancing and distance learning as students are not physically on campus and the need for license agreements was not as great as expected.

SPSA: Goal 1, Strategy 4:

Title I –

**\$2,000 – 57250 – Field Trip District Transportation:** Reduced funds due to COVID-19 restrictions pertaining to social distancing and travel policies, in-person conferences will not be attended.

**\$1,000 – 58920 – Pupil Fees:** Reduced funds due to COVID-19 restrictions pertaining to social distancing and travel policies, in-person conferences will not be attended.

SPSA: Goal 1, Strategy 5:

Title I –

**\$7,600 – 11700 – Teacher Substitutes:** Reduced funds due to COVID-19 restrictions pertaining to distance learning, students are not physically on campus and the need for substitutes was less than expected.

SPSA: Goal 1, Strategy 6:

Title I –

**\$5,000 – 52150 – Conferences:** Reduced funds due to COVID-19 restrictions pertaining to social distancing and travel policies, in-person conferences will not be attended.

**\$5,000 – 52170 – Webinar Training:** Reallocated funds to provide virtual professional development opportunities as conferences and training that are provided only virtually due to COVID-19 restrictions pertaining to social distancing and travel policies.

**\$29,927 – 44000 – Equipment:** Reallocated funds to purchase equipment to visual and blended learning strategies through AVID along with the integration of math and science: 10 Doc Cameras, 10 LCD Projectors, 9 Interactive Short Throw Projectors, Wallmounts and Touch Modules, 5 Lulzbot Mini 2 Desktop 3D Printers with Enclosures. Effectiveness will be monitored: Data collected to ensure

strategy is effective will include feedback from staff, student survey results, and an overall analysis of equipment being used. Data will be analyzed during Administrative meeting, Leadership meeting, School Site Council meeting, ELAC meeting, and Parent Connection meeting on a quarterly basis. All data collected will be in support of our comprehensive needs assessment.

SPSA: Goal 3, Strategy 1:

Due to a funding increase from the State in the District's 2020-2021 Title I allocation, San Joaquin is receiving additional monies in Parent Involvement (Cost Center: 50647). San Joaquin's revised Parent Involvement as of 12/2020 is shaded yellow. This increase will be distributed to object code 43200 – Non-Instructional Materials/Supplies for the purchase of hands-on materials supporting math, English and science skills taught to parents to support their student. Including headphones to provide parent with focusing learning and participation during online training and workshops.

School	Enrollment (CalPADS 12/16/19)	Eligible Students F/R Meals (CalPADS 12/16/19)	Poverty Rate (Oct 2019)	School Allocation	Revised Parent Involvement 12/2020	TOTAL SCHOOL PRELIMINARY ALLOCATION	Original Parent Involvement 07/2020	Increase of:
SAN JOAQUIN	783	573	73.2%	\$ 156,377	\$ 3,481	\$ 159,858	\$ 3,117.00	\$ 364.00

**\$3,117 – 43400 – Parent Meeting (50647):** Reduced funds due to COVID-19 restrictions pertaining to social distancing policies in-person parent meetings are not able to be conducted.

**\$2,700 – 44000 – Equipment (50647):** Reallocated funds to purchase equipment to support parent participation during meetings and workshops. Equipment may include a document camera and projector.

**\$417 – 43200 – Non-Instructional Materials/Supplies (50647):** Reallocated funds for the purchase of hands-on materials supporting math, English and science skills taught to parents to support their student. Including headphones to provide parent with focusing learning and participation during online training and workshops.

# San Joaquin Elementary – Amendments

SAN JOAQUIN 279

SN JOAQUIN 279

7/28/2020

INITIAL BUDGET/DATE

3/9/2021

REVISED BUDGET/DATE

50647 - inc. by \$364

TITLE I		TOTAL ALLOCATION		\$ 156,377		LCFF		TOTAL ALLOCATION		\$ 148,980		TITLE I - PARENT - 50647		TOTAL ALLOCATION		\$ 3,481					
		TOTAL BUDGET DISTRIBUTED BELOW		\$ 156,377				TOTAL BUDGET DISTRIBUTED BELOW		\$ 148,980				TOTAL BUDGET DISTRIBUTED BELOW		\$ 3,481					
		TO BE BUDGETED (Should be \$0.)		0				TO BE BUDGETED (Should be \$0.)		0				TO BE BUDGETED (Should be \$0.)		0					
Object	Description	FTE	ACHIEVEMENT				LEARNING ENVIRONMENT				PARTNERSHIPS				TOTAL FTE	TOTAL BUDGET					
			50643 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	23030 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	50650 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	23020 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	50671 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	23034 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE			50672 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS	FTE	23035 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS	FTE	50647 GOAL #3 MEANINGFUL PARTNERSHIPS PARENTS
Personnel Cost-Including Benefits																					
11500	Teacher - Add Comp (incl benefits)	0.000	\$ 3,841	0.000		0.000		0.000		0.000		0.000	\$ 7,040	0.000		0.000		0.000		0.000	\$ 10,881
11700	Teacher Substitute (incl benefits)	0.000	\$ 4,096	0.000		0.000	\$ -	0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ 4,096
12151	Counselor	0.000		0.000		0.000		0.450		0.000		0.000		0.000		0.000		0.000		0.450	\$ 0
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
12500	Counselor-add Comp (incl benefits)	0.000	\$ 225	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
13201	Assistant Principal	0.000	\$ 250	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ 250
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
19101	Program Specialist	0.430	\$ 45,007	0.570	\$ 61,186	0.000		0.000		0.000		0.000		0.000		0.000		0.000		1.000	\$ 106,194
30000	Statutory Benefits	0.000	\$ 19,032	0.000	\$ 25,442	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
19500	Prog Spec-Add Comp (incl benefits)	0.000	\$ 425	0.800	\$ -	0.000		0.000		0.000		0.000	\$ 1,720	0.000		0.000		0.000		0.800	
19101	Instructional Coach	0.000	\$ -	0.000	\$ -	0.000	\$ -	0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
19500	Instr Coach-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
21101	Instructional Asst/CAI	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
21500	Inst Asst/CAI -Add Comp(incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
21101	Bilingual Assistant	0.000		0.000		0.000		0.000	\$ -	0.000		0.000		0.000		0.000		0.000		0.000	\$ -
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
21500	Bil Asst-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
22601	Library Media Assistant	0.000		0.750	\$ 23,997	0.000		0.000	\$ -	0.000		0.000		0.000		0.000		0.000		0.750	\$ 23,998
30000	Statutory Benefits	0.000		0.000	\$ 29,595	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
22500	Lib Med Asst-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
22901	Community Assistant	0.000		0.000		0.000		0.000	\$ -	0.000		0.000		0.000		0.000		0.000		0.000	\$ -
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
22500	Comm Asst-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
29101	Parent Liaison	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
29500	Par Lia-Add Comp (incl benefits)	0.000	\$ -	0.000	\$ -	0.000		0.000	\$ -	0.000		0.000		0.000		0.000		0.000		0.000	\$ -
Sub Total - Personnel/Benefits			\$ 72,876		\$ 140,220		\$ -		\$ -		\$ -		\$ 8,760		\$ -		\$ -		\$ -		\$ 145,419
Books & Supplies																					
42000	Books		\$ 2,000		\$ -			\$ -										\$ -			\$ 2,000
43110	Instructional Materials		\$ 21,099		\$ -		\$ -	\$ -				\$ -				\$ -		\$ -			\$ 21,099
43200	Non-Instructional Materials		\$ -		\$ -		\$ -	\$ -		\$ 2,500		\$ -						\$ 781			\$ 3,281
43400	Parent Meeting											\$ -		\$ -				\$ -			\$ -
44000	Equipment		\$ 29,927															\$ 2,700			\$ 32,627
Sub Total - Books & Supplies			\$ 53,026		\$ -		\$ -	\$ -		\$ 2,500		\$ -		\$ -		\$ -		\$ -		\$ 3,481	\$ 59,007
Services																					
57150	Duplicating		\$ -																		\$ -
57250	Field Trip-District Trans		\$ -																		\$ -
56590	Maintenance Agreement		\$ 8,563			\$ -															\$ 8,563
52150	Conference		\$ -																		\$ -
52170	Webinar Training		\$ 9,025																		\$ 9,025
58450	License Agreement		\$ 10,387			\$ -															\$ 10,387
58720	Field Trip-Non-District Trans																				\$ -
58920	Pupil Fees		\$ -																		\$ -
58100	Consultants-Instructional																				\$ -
58320	Consultants-Noninstructional																				\$ -
Sub Total - Services			\$ 27,975		\$ -		\$ -	\$ -		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -	\$ 27,975
GRAND TOTAL			\$ 153,877		\$ 140,220		\$ -	\$ -		\$ 2,500		\$ 8,760		\$ -		\$ -		\$ -		\$ 3,481	

## **Version 3 (Final 2020-2021 Version)**

The purpose of the Version and SPSA adjustment is to incorporate changes to the 2021-2021 Title I Allocation, additional/adjustment to 2020-2021 strategies/activities based on the changes of COVID-19 restrictions, and the continuation of the SPSA for the upcoming 2021-2022 school year.

### **2020-2021 Title I Allocation Revision Statement**

There are two reasons for the adjustment.

Reason 1: The district's overall Title I allocation increased, which resulted in an increase of Parent Involvement (50643) funds. This increase was communicated and captured through the Mid-Year SPSA change process for most school sites. However, due to changes based on Reason 2, further adjusted allocations again. State & Federal Programs is implementing funding alternatives to ensure schools will not be negatively impacted.

Reason 2: The district's 2020-2021 Title I allocation was calculated using the most current 2019-2020 CALPADS data available at the time of the CONAPP application submission, prompting the release of the 2020-2021 preliminary allocations. Since that time, the district's closure of Tyler Elementary and the subsequent opening of Mata Elementary school resulted in a shift of students attending the new school. Because of the shift in students, the 2019-2020 (previous year's CALPADS data) cannot be used. The most current and available CALPADS data is 2020-2021, resulting in allocation adjustment to all school sites. Unfortunately, the initial calculation was not favorable to school sites, meaning the new allocations were less than the preliminary budget allocations. Realizing the hardships this would cause, State and Federal Programs modified the per pupil rate to ensure schools would not be negatively affected.

### **2021-2022 SPSA Continuation Statement**

The 2021-2022 SPSA Update has been incorporated in this version as a continuation update. The "final" 2021-2022 SPSA will be completed as a stand-alone plan following a review of October 2021 student enrollment data. Furthermore, sites may experience the need for re-evaluation of proposed strategies/activities due to instructional transitioning from distance learning, hybrid, and in-person. This re-evaluation may adjust the strategies/activities and their subsequent proposed expenditure of funds.

## 2021-2022 School/SMART Goals

### Goal 1:

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

ELA: By EOY 2022, per iReady Diagnostic 3 Results Report, the total number of students performing 1 grade level below will decrease by 5% from 30% to 25% and 2 or more grade levels below will decrease by 5% from 36% to 31%, increasing the amount of students performing at grade level to 44% of students.

School Goal for English Learners: (Must be a SMART Goal)

EL: By EOY 2022, per ELPAC, increase the number of students who reclassify by 15 students. By EOY 2022, per iReady Diagnostic 3 Results Report, the total number of EL students performing 1 grade level below will decrease by 5% from 27% to 22% and 2 or more grade levels below will decrease by 5% from 56% to 51%, increasing the amount of students performing at grade level to 27% of students.

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

MATH: By EOY 2022, per iReady Diagnostic 3 Results Report, the total number of students performing 1 grade level below will decrease by 5% from 38% to 33% and 2 or more grade levels below will decrease by 5% from 29% to 24%, increasing the amount of students performing at grade level to 43% of students.

### Strategy/Activity 1

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

To increase student academic achievement through an increase in instructional leadership on campus through collaboration and professional learning, supporting staff on instructional strategies that streamlines and alleviates barriers in transitioning from distance learning, hybrid learning, and in-person learning that builds capacity of staff. This also includes techniques to increase and reengage student participation and set-up and usage of instructional technologies. The focus will be on staff collaborating around AVID strategies learned by attending the AVID National Conference and AVID Digital XP this June, EL strategies learned by attending the CAFE Conference, equity in teaching strategies learned by attending the UnBound Ed Conference this June, PBIS strategies learned by attending PBIS meetings throughout the school year and PD provided to staff three times this Spring, collaboration around school-wide strategies discussed while attending monthly Leadership and School Site Council meetings and training provided for the rest of the staff outside of contractual hours.

Existing Allocation:

Reallocate \$2,690.00 - Teacher Salaries - Subs (11700) into Teacher Salaries - Add Comp. (11500)

Reallocate \$2,000.00 - Books/Reference Materials (42000) into Teacher Salaries - Add Comp. (11500)

Reallocate \$1,718.00 - Instructional Materl/Supplies (43110) into NonInstr-Material/Supplies (43200)

Reallocate \$864.00 - License Agreement (58450) into Teacher Salaries - Add Comp. (11500)

Reallocate \$300.00 - Webinar Training (52170) into Teacher Salaries - Add Comp. (11500)

Reallocate \$193.00 - NonCaptlEquipment (44000) into Teacher Salaries - Add Comp. (11500)

New Allocation:

\$35,653.00 (41000) out of Title1, Goal#3 MP, Instruction

Reallocated as follows:

Teacher Additional Comp (11500) -- \$25,410.00 (Teachers)

Cert Pupil Support – Add Comp (12500) -- \$228.00 (Counselors)

Cert Supv/Admin – Add Comp (19500) -- \$2,530.00 (Program Specialist)

Other Cert – Add Comp (19500) -- \$1,760.00 (Instructional Coaches)

Assistant Principal – Add Comp (13201) -- \$1,925.00

Principal – Add Comp (13500) -- \$3,800.00

2021-2022 Strategy Update

In order to increase student achievement and meet our annual measurable outcomes, several approaches must be taken: Increase level of rigor provided through instruction, by attending additional training (Conferences, Webinars, institutes, workshops, etc.) through the Language Development Office (LDO), San Joaquín County Office of Education and Solution Tree related to ELD curriculum, GLAD strategies, and other ways of reaching English Learners for administrators, teachers, program specialist, and instructional coaches. Benchmark infused in training when possible.

Professional development (conferences, webinars, institutes, workshops, etc.) for administrators, teachers, program specialist, instructional coaches and counselors from Solution Tree around Professional Learning Communities, data analysis, SMART goal creation, EL strategies, etc. Opportunity to attend The Summit on PLC at Work and Professional Learning Communities at Work Institute. Professional development opportunities provided by instructional coaches and program specialist for administrators, teachers, program specialist, and instructional coaches around English Language Arts, ELD and Mathematics. Platooning at each grade level is necessary to better differentiate instruction for different levels of English Learners based on ELPAC scores. Additional training for effective platooning needs to be held for administrators and Designated ELD teachers.



Teacher Additional Compensation for attending PD and collaboration after school (11500) - \$3,258.00 – Title I

Instructional Coaches – Additional Comp (19500) -- 20 hours for supporting teacher with PD, planning and collaboration after school- \$1,100.00 – Title I

Program Specialist -- Additional Comp (19500) -- 9 hours for supporting teacher with PD, planning and collaboration after school- \$550.00 – Title I

Conferences (52150) or Webinars (52170) -- \$12,000.00 – Title I

Academic Conferences will be held 2 times per year for each teacher in each grade level to review data, instructional/avid strategies and identification of students needs for tier 3 intervention. Teachers will be released from assigned duty to meet with grade level team, admin, program specialist and instructional coaches.

Substitute Teachers for Teacher release time and Academic Conferencing (11700) - \$600.00 – Title I

Teachers, administrators, program specialists and coaches will meet monthly for Leadership/AVID team meetings to discuss data and strategies/activities that enhance student achievement, including AVID implementation and instructional walkthroughs. This team will review curriculum implementation and effectiveness of current programs, and make suggestions or appropriate changes to increase student achievement.

Teacher Additional Comp for attending Leadership and collaboration (11500) - \$4,500 – Title I

Instructional Coaches -- Additional Comp for attending Leadership and collaboration (19500) -- 10 hours - \$1,100.00 – Title I

Program Specialist Additional Comp for serving as the AVID Coordinator and attending Leadership and collaboration (19500)--10 hours -- \$550.00 – Title I

Counselor Additional Comp for attending Leadership and collaboration (12500) - \$4,500 – Title I

After school tutoring and intervention cohorts for students who are below grade level, specifically English Learners and students with an IEP, as well as students who score below grade level in iReady diagnostic. Use of Rosetta Stone program for ELs who are level one or two on the ELPAC. Tutoring to run from September to April by four Teachers two hours each week.

Teacher Additional Comp for Tutoring -- 2 Teachers x 2 hours per week x 30 weeks -- (11500) - \$6,000 – Title I

A Bilingual Assistant must be hired to provide additional support to students during designated and integrated ELD instructional time.

.4375 Bilingual Assistant (21101) -- 3.5 hr \$27,453 – LCFF

Additional practice tests and time needs to be offered for ELs, throughout the school year, related to taking the ELPAC. Opportunities for Students to speak during ELD time using academic language to better develop academic speaking skills. Use of sentence frames to facilitate this. Summer Learning Academy for students who are below grade level or who are considered Long Term English Learners (LTEs). A template or outline needs to be created and shared with teachers, helping them focus on specific skills which will help students' chances of becoming reclassified fluent English proficient.

The Program Specialist will assist with implementing the SPSA goals including working with teachers around the data cycle for analyzing student assessment results. The program specialist assists and



organizes with facilitation of Academic Conferences 3 times per year with every grade level. This includes goal setting and identification of students for tier 3 intervention. For all local assessments (iReady), the PS and AP will create the testing master schedule, including identifying students who require special factors and/or makeups. The PS will oversee the EL and RFEP monitoring logs and coordinate/present training/professional development to teachers/staff with instructional coaches and LDO. The PS will assist with monitoring our progress in AVID as well as serve as AVID Coordinator and provide students and site with GOOGLE log on issues while maintaining a system for chromebook carts and a system for chromebook checkouts with the Library Media Clerk. Program Specialist will coordinate all state and district assessments such as ELPAC, CAASPP, and PSAT.

.51 Program Specialist (19101) -- \$78,384 – Title I

.49 Program Specialist (19101) -- \$74,806 – LCFF

#### 2021-2022 Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

##### Fund Source - Title I:

\$ Amount(s)	Object Code	Description
100,542	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
12,000	5000 Series	Services

##### Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
74,806	1000 Series	Certificated Personnel Costs (including benefits)
27,453	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

##### Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

### CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

## Strategy/Activity 2

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

In order to increase student achievement and meet our annual measurable outcomes, several approaches must be taken: Training, conferences, webinars (CTA 2021 Fall Special Education Conference, 2022 Good Teaching Conference, Every Child Counts Symposium) for administrators, teachers, program specialist, instructional coaches, and paraprofessionals on topics related to best practices for students with an IEP.

Vertical teaming in which students are placed in a grade level class closer to the one in which they are performing. Individualized instruction, one-on-one support, small group instruction from teachers and paraprofessionals. Improved coordination between resource specialist and classroom teachers to

better work together to meet a child's needs. Make students aware of their goals by using Xello, with the assistance of Counselors, and creating a multi-year plan that can be revisited at the end of each trimester and each year. Teacher awareness of what the child's IEP consists of and participation in the IEP meetings, as well as additional training for administrators, teachers, program specialist, instructional coaches, and paraprofessionals on how to meet IEP goals. Use of a substitute teacher one day per week to release teachers to attend IEP meetings. Use of a substitute one day per month to release teachers to attend CARE meetings.

Substitute Teachers to release Teachers for IEP and CARE meetings (11700) - \$2,300.00 – Title I

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

Maintenance Agreements (56590) - \$6,000.00 -- Title 1

Duplicating - Duplication expense will be used for materials printed in mass quantities for instructional purposes for student success and achievement.

Duplicating (57150) \$1,250.00 -- Title 1

Instructional Books, Supplies, Materials - Additional Chromebook computers will be purchased to ensure that all students have access to the curriculum. Supplies to support the district adopted curriculum for ELA and Math, state/district testing, etc.

Books, Supplies, Materials (43110) \$10,000 -- Title 1

Equipment- Teachers will use various instructional equipment like laminator, copier, duplo, poster maker, doc camera, LCD projector, bulbs, cables, cords, adapters, Interactive Projectors, Mini Desktop, 3D printers with Enclosures, accessories for technology for better instructional delivery.

Non Capital Equipment (44000) --\$20,000 -- Title 1

## 2021-2022 Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
2,300	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
30,000	4000 Series	Books & Supplies

\$ Amount(s)	Object Code	Description
7,250	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not Applicable.

### Strategy/Activity 3

2020-2021 Strategy Adjustment

None.

### 2021-2022 Strategy Adjustment

In order to increase student achievement and meet our annual measurable outcomes, several approaches must be taken: A phonics program needs to be implemented across grade levels to better prepare students to be ready for the next grade level. Newer teachers need additional support and professional development working with younger students. Grade level consistency: sentence patterning charts where parts of speech are color coded.

AVID's instructional strategies and processes (daily writing across the curriculum, scaffolding, close reading, quickwrites, sentence patterning charts, interactive KWL charts, text reconstruction / deconstruction, unpacking sentences, running dictation, text organization matrix, sentence combining, text puzzles, interactive notebooks, etc.) will be used to enhance and increase school-wide student achievement through the use of school-wide AVID implementation. Students will be provided planners at the start of the year (through the duplicating/reprographics department) to assist with organizational skills, as well as other materials and supplies, including: notebooks, highlighters, expo markers, erasers, chart paper, index cards, white boards, etc.

Other supplemental instructional materials being purchased specific to the classroom, delivery of instruction and intervention include: Binders, chart paper, chart pockets, composition books, dry erase boards, ear buds, headphones, easel pads, graph paper, highlighters, index cards, play money, planners, poster boards, protractors, rulers, tag boards, sentence strips, yardsticks, etc.

IntrPrgm-Printing (57150) -- \$500.00 – Title I

Supplemental Instructional-Materl/Supplies (43110) -- \$3,155.00 – Title 1

Continued implementation of AVID program, including Writing, Inquiry, Collaboration, Organization and Reading strategies, as well as focused note-taking across grade levels. Professional development opportunities provided by AVID (Summer Institute, Conferences, Webinars) for administrators, teachers, program specialist, and instructional coaches around strategies, such as: focused-note taking, Socratic seminars, philosophical chairs, data binders, use of planners, interactive notebooks, and other WICOR strategies to help enhance and implement the ELA/ELD, Math and Science district adopted curriculum. Substitutes will be used to release Teachers to attend PD opportunities through outside consultancy, conferences, or in-district training.

AVID Summer Institute 2022 or District offered pathways Conference (52150) or Webinars (52170)- \$8,000 – Title 1

Substitutes (11700) -- \$2,000.00 – Title I

Library Media Assistant -will provide students with support and direction in learning and accessing library resources. Library Media Assistant will also support students to select appropriately leveled reading books to meet their needs, model positive reading habits and conduct read alouds/read-alongs. In addition, the Library Media Assistant will support the use of Accelerated Reader.

Accelerated Reader will be used to supplement and enrich reading for all students. This web based

program also helps us in collecting data useful to level our kids according to their reading skill level. Library Media Assistant will also help provide students and site with GOOGLE log on issues while maintaining a system for chromebook carts and a system for chromebook checkouts with the Program Specialist.

.75 FTE Library Media Assistant - (22601) --6 hr. \$62,661.00 -- LCFF

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

Renaissance Accelerated Reader Student License Agreement (58450) --\$6,000.00 -- Title 1

Providing students with virtual or in-person opportunities to attend hands-on learning experiences to supplement core instruction and promotion of college/career readiness through field trips (eg: Outdoor Education, Haggin Museum, Exploratorium Museum, Court Day Experience), guest speakers, workshops, etc.

Fees (Pupil Particip) (58920) -- \$2,403.00 – Title I

Field Trip District Transportation (57250) -- \$2,000.00 – Title I

### 2021-2022 Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

#### Fund Source - Title I:

\$ Amount(s)	Object Code	Description
2,000	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
3,155	4000 Series	Books & Supplies
18,903	5000 Series	Services

#### Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)

\$ Amount(s)	Object Code	Description
62,661	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

## Strategy/Activity 4

### 2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

### 2021-2022 Strategy Adjustment

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.

### 2021-2022 Proposed Expenditures for this Strategy/Activity 4

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

#### Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

#### Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies



\$ Amount(s)	Object Code	Description
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 4

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

## Goal 2:

School Goal for Suspension:

By June of 2022, the student suspension rate will remain the same or will decrease -0.3 to get to 8.8 to attain orange.

School Goal for Attendance/Chronic Truancy:

By June of 2022, the student attendance/chronic truancy rate will decrease by -0.5 to get to 12.1 to attain yellow.

### Strategy/Activity 1

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

In order to decrease chronic absenteeism and meet school goals, a variety of strategies must be utilized and resources provided: Increase in home visits by Child Welfare and Attendance and Administration to address students who are absent more than ten percent of the time. Increase in outreach by administrators, counselors, teachers of students who are in danger of becoming truant.

Additional motivational assemblies and/or rallies related to the importance of attending school consistently and on time. Increased communication via Blackboard, email, Remind App, Class Dojo, Jupiter Ed, email, marquee, parent bulletin board, text and phone calls from none-district phone numbers, etc.

Growth of incentives program for student recognition of perfect attendance, improved attendance, etc. Distribute Amazon gift cards, meal vouchers, prizes, etc., for students who have good attendance or who have demonstrated adequate growth.

2021-2022 Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)

\$ Amount(s)	Object Code	Description
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

## Strategy/Activity 2

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

In order to decrease suspension rates and meet school goals, a variety of strategies must be utilized and resources provided: Create positive classroom cultures in order to reduce suspensions and visits to the office. Consistent reminders to students by teachers, counselors, campus safety assistants, noon duties, administrators of rules and expectations for classroom and school-wide behavior.

Sharing discipline rubrics with staff, parents and students to ensure that they know what the rules to be followed at school are as well as consequences.

Implement a Character Program with recognition and incentive program. Implement behavior contracts indicating rules and consequences for breaking rules. Continued Positive Behavior Interventions and Supports (PBIS) program, using STOIC process, with additional training for administrators, teachers, counselors, program specialist, instructional coaches, paraprofessionals, campus safety assistants, and noon duties throughout the year. Additional compensation for administrators, teachers, counselors, program specialist, instructional coaches, paraprofessionals, campus safety assistants, and noon duties for collaborating around the topics learned from PBIS training, including classroom management strategies.

Teacher Additional Compensation (15500) -- \$5,000.00 – Title I

Instructional Coach (19500) -- \$660.00 – Title I

Counselor Additional Compensation (12500) -- \$600.00 – Title I

Professional development opportunities (conferences, webinars) and additional compensation time for collaboration for members of the PBIS team (administrators, teachers, counselors, program specialist, instructional coaches, paraprofessionals, campus safety assistants, and noon duties) to better provide services for the rest of the staff. Additional compensation for members of the PBIS team for collaborating around the implementation of the PBIS program and training for staff.

Teacher Additional Compensation (15500) -- \$6,600.00 -- Title I

Instructional Coach (19500) -- \$660.00 – Title I

Counselor Additional Compensation (12500) -- \$600.00 – Title I

## 2021-2022 Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

### Fund Source - Title I:

\$ Amount(s)	Object Code	Description
14,120	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

### Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

### Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

### Strategy/Activity 3

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

In order to effectively create a positive school climate, the following strategies and resources must be provided: Staff speaking with students and treating them as individuals, while reminding them that their opinions are important and that sharing out is acceptable. Staff start all students' days by asking them how they are doing, as well as if they have any questions, concerns, or simply asking how they feel. Doing emotional well-being check-ins to help students who are dealing with new emotions or feelings that accompany them getting older.

Reminding all students that we care about them and that they matter to us. Having more fun activities and games that are not behavior based. Involvement of all staff instead of only the few who usually plan out events.

Providing assemblies around the topics of bullying and other SEL topics.

Reach out to at least three different students on a daily basis and in a positive way by administrators, teachers, counselors, program specialist, instructional coaches, paraprofessionals, campus safety assistants, and noon duties. Taking the time to establish a rapport with students by having classroom activities. Having school-wide Team building activities between staff and students. Sharing safety plans with staff, parents and students to ensure they feel safe at school. Continuation of counselors with social emotional learning (SEL) lessons in all classes. Further development of Peer Leaders Uniting Students (PLUS) program to help with the creation of a positive climate school-wide. Professional development opportunities (conferences, webinars) for members of the PLUS team (administrators, teachers, counselors, program specialist, instructional coaches, paraprofessionals, campus safety assistants, and noon duties) to better provide services for the rest of the staff. Additional compensation for members of the PLUS team for collaborating around the implementation of the PLUS program and training for staff. Additional compensation for members of the PLUS team for collaborating around the implementation of the PLUS program and training for staff during staff meetings.

Teacher Additional Compensation (15500)--\$1,000.00 -- Title I

Counselor Additional Compensation (12500)--\$760.00 – Title I

### 2021-2022 Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

#### Fund Source - Title I:

\$ Amount(s)	Object Code	Description
1,760	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

#### Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.



## Goal 3:

School Goal for Meaningful Partnerships:

By June 2022, increase parent involvement to include at least 50% of all Parents in attendance to at least one meeting or event.

Meaningful Partnerships: Based on sign-in sheets for Parent Connection Meetings, Parent Workshops and Trainings, back to school night, ELAC meeting, School Site Council, and other informational parent nights.

### Strategy/Activity 1

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

In order to increase meaningful partnerships and have at least 10% of EL parents join virtual or in-person ELAC meetings, when it is allowed, a variety of strategies will be utilized:

Providing parent meetings and training related to technology, attendance, discipline, academics, fitness, cooking, etc.

Having parents bring another parent to a meeting in order to increase participation.

Using translators provided by the LDO or hiring a bilingual assistant in order to provide translations and outreach to Spanish speaking parents.

Providing English as a second language (ESL) classes (through the Family Engagement and Education Office) at San Joaquín in the late afternoon or evening hours for parents.

Providing Rosetta Stone program (provided by the Language Development Office) for parents to assist them with learning English and participating in their child's education.

Conducting annual parent surveys at the beginning of the school year and at the end of the school year to determine what they or their child need and how effectively we fulfilled that need.

Increased parent communication in multiple languages and opportunities for participation by purchasing Remind App or Class Dojo across grade levels to remind parents of all upcoming meetings.

2021-2022 Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)

\$ Amount(s)	Object Code	Description
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

## Strategy/Activity 2

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

Additional funds allocated to enhance non-instructional material supports.

Total for Goal 3, Strategy 1 in Title I Parent Involvement funds is \$3,578.

2021-2022 Strategy Adjustment

In order to increase meaningful partnerships and have at least 5% of parents join virtual or in-person meetings, when it is allowed, a variety of strategies will be utilized: Having parent meetings at a time when parents are able to attend. Providing parent training related to technology, attendance, discipline, academics, fitness, cooking, etc.

Continued partnership between San Joaquín and Family Engagement and Education Office (FEEO) and Parent Liaison to increase parent participation. Having Kinder through Second grade students participate in talent showcases. Having parents volunteering in different classrooms after being cleared through the appropriate protocols. Conducting annual parent surveys at the beginning of the school year and at the end of the school year to determine what they or their child need and how effectively we fulfill that need.

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 material (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 using to learn so that they can provide support for them at home.

Parent Meetings (43400) - \$3,563 – Title 1

2021-2022 Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
\$3,563.00	4000 Series	Parent Meetings
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)

\$ Amount(s)	Object Code	Description
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

### Strategy/Activity 3

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

In order to increase meaningful partnerships and have at least 15% of parents join virtual or in-person back to school night, when it is allowed, a variety of strategies will be utilized: Having Back to School Night at a time when parents are able to attend. Providing parent training related to technology, attendance, discipline, academics, fitness, cooking, etc. Providing additional publicity for parent meetings and training through the distribution of flyers, marquee, Blackboard messages, teacher messages, social media, etc.

Providing a list of all the meetings at the beginning of the school year, with an update at the end of each trimester, through the use of our website, newsletter sent home, Blackboard, teacher messages, social media, etc. Having raffle prizes and offering snacks and drinks at each parent meeting and holding them after 4:00 PM to increase attendance. Having a Loteria or Bingo night, with information, as well as prizes for parents to increase parental participation. Conducting annual parent surveys at the beginning of the school year and at the end of the school year to determine what they or their child need and how effectively we fulfill that need.

2021-2022 Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)

\$ Amount(s)	Object Code	Description
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

## 2020-2021 Budget Spreadsheet

SAN JOAQUIN 279

7/28/2020

INITIAL BUDGET/DATE

3/9/2021

REVISED BUDGET/DATE

50647 - inc. by \$364

TITLE I		TOTAL ALLOCATION		\$ 192,030		LCFF		TOTAL ALLOCATION		\$ 148,980		TITLE I - PARENT - 50647		TOTAL ALLOCATION		\$ 3,578				
TOTAL BUDGET DISTRIBUTED BELOW		\$ 192,030				TOTAL BUDGET DISTRIBUTED BELOW		\$ 148,980				TOTAL BUDGET DISTRIBUTED BELOW		\$ 3,578						
TO BE BUDGETED (Should be \$0.)		0				TO BE BUDGETED (Should be \$0.)		0				TO BE BUDGETED (Should be \$0.)		0						
Object	Description	FTE	ACHIEVEMENT						LEARNING ENVIRONMENT				PARTNERSHIPS				TOTAL FTE	TOTAL BUDGET		
			50643 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	23030 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	50650 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	23020 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	50671 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	23034 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	50672 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/P ARENTS	FTE			23035 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/P ARENTS	FTE
Personnel Cost-Including Benefits																				
11500	Teacher - Add Comp (incl benefit)	0.000	\$ 30,241	0.000		0.000		0.000		0.000		\$ 7,040	0.000		0.000		0.000		0.000	\$ 37,281
11700	Teacher Substitute (incl benefit)	0.000	\$ 4,096	0.000		0.000	\$ -	0.000		0.000			0.000		0.000		0.000		0.000	\$ 4,096
12151	Counselor	0.000		0.000		0.000		0.450		0.000			0.000		0.000		0.000		0.450	\$ 0
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000			0.000		0.000		0.000		0.000	
12500	Counselor-add Comp (incl benefit)	0.000	\$ 453	0.000		0.000		0.000		0.000			0.000		0.000		0.000		0.000	
13201	Principal	0.000		0.000		0.000		0.000		0.000			0.000		0.000		0.000		0.000	\$ -
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000			0.000		0.000		0.000		0.000	
13500	Principal-add Comp (incl benefit)	0.000	\$ 3,800	0.000		0.000		0.000		0.000			0.000		0.000		0.000		0.000	
13201	Assistant Principal	0.000		0.000		0.000		0.000		0.000			0.000		0.000		0.000		0.000	\$ -
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000			0.000		0.000		0.000		0.000	
13500	Assistant Principal-add Comp (incl benefit)	0.000	\$ 2,175	0.000		0.000		0.000		0.000			0.000		0.000		0.000		0.000	
19101	Program Specialist	0.430	\$ 45,007	0.570	\$ 61,186	0.000		0.000		0.000			0.000		0.000		0.000		1.000	\$ 106,194
30000	Statutory Benefits	0.000	\$ 19,032	0.000	\$ 25,442	0.000		0.000		0.000			0.000		0.000		0.000		0.000	
19500	Prog Spec-Add Comp (incl benefit)	0.000	\$ 2,625	0.800	\$ -	0.000		0.000		0.000		\$ 1,720	0.000		0.000		0.000		0.800	
19101	Instructional Coach	0.000	\$ -	0.000	\$ -	0.000	\$ -	0.000		0.000			0.000		0.000		0.000		0.000	\$ -
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000			0.000		0.000		0.000		0.000	
19500	Instr Coach-Add Comp (incl benefit)	0.000	\$ 1,100	0.000		0.000		0.000		0.000			0.000		0.000		0.000		0.000	\$ 1,100
21101	Instructional Asst/CAI	0.000		0.000		0.000		0.000		0.000			0.000		0.000		0.000		0.000	\$ -
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000			0.000		0.000		0.000		0.000	
21500	Inst Asst/CAI-Add Comp (incl benefit)	0.000		0.000		0.000		0.000		0.000			0.000		0.000		0.000		0.000	
21101	Bilingual Assistant	0.000		0.000		0.000		\$ -		0.000			0.000		0.000		0.000		0.000	\$ -
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000			0.000		0.000		0.000		0.000	
21500	Bi Asst-Add Comp (incl benefit)	0.000		0.000		0.000		0.000		0.000			0.000		0.000		0.000		0.000	
22601	Library Media Assistant	0.000		0.750	\$ 23,997	0.000		0.000	\$ -	0.000			0.000		0.000		0.000		0.750	\$ 23,998
30000	Statutory Benefits	0.000		0.000	\$ 29,595	0.000		0.000		0.000			0.000		0.000		0.000		0.000	
22500	Lib Med Asst-Add Comp (incl benefit)	0.000		0.000		0.000		0.000		0.000			0.000		0.000		0.000		0.000	
22901	Community Assistant	0.000		0.000		0.000		0.000	\$ -	0.000			0.000		0.000		0.000		0.000	\$ -
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000			0.000		0.000		0.000		0.000	
22500	Comm Asst-Add Comp (incl benefit)	0.000		0.000		0.000		0.000		0.000			0.000		0.000		0.000		0.000	
29101	Parent Liaison	0.000		0.000		0.000		0.000		0.000			0.000		0.000		0.000		0.000	\$ -
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000			0.000		0.000		0.000		0.000	
29500	Par Lia-Add Comp (incl benefit)	0.000	\$ -	0.000	\$ -	0.000		0.000	\$ -	0.000			0.000		0.000		0.000		0.000	\$ -
Sub Total - Personnel/Benefits			\$ 108,529		\$ 140,220		\$ -		\$ -		\$ -	\$ 8,760		\$ -		\$ -		\$ -		\$ 172,669
Books & Supplies																				
42000	Books		\$ 2,000		\$ -			\$ -										\$ -		\$ 2,000
43110	Instructional Materials		\$ 21,099		\$ -		\$ -	\$ -				\$ -				\$ -				\$ 21,099
43200	Non-Instructional Materials		\$ -		\$ -		\$ -	\$ -		\$ 2,500		\$ -						\$ 878		\$ 3,378
43400	Parent Meeting											\$ -		\$ -				\$ -		\$ -
44000	Equipment		\$ 29,927															\$ 2,700		\$ 32,627
Sub Total - Books & Supplies			\$ 53,026		\$ -		\$ -		\$ -	\$ 2,500		\$ -		\$ -		\$ -		\$ 3,578		\$ 59,104
Services																				
57150	Duplicating		\$ -																	\$ -
57250	Field Trip-District Trans		\$ -																	\$ -
56590	Maintenance Agreement		\$ 8,563				\$ -													\$ 8,563
52150	Conference		\$ -																	\$ -
52170	Webinar Training		\$ 9,025																	\$ 9,025
58450	License Agreement		\$ 10,387				\$ -													\$ 10,387
58720	Field Trip-Non-District Trans																			\$ -
58920	Pupil Fees		\$ -																	\$ -
58100	Consultants-Instructional																			\$ -
58320	Consultants-Noninstructional																			\$ -
Sub Total - Services			\$ 27,975		\$ -		\$ -		\$ -		\$ -	\$ -		\$ -		\$ -		\$ -		\$ 27,975
GRAND TOTAL			\$ 189,530		\$ 140,220		\$ -		\$ -		\$ 2,500	\$ 8,760		\$ -		\$ -		\$ 3,578		



# 2021-2022 Budget Spreadsheet
















2021-2022 BUDGET  
SAN JOAQUIN - 279 - S1  
PRELIMINARY - 04/16/2021

TITLE I		TOTAL ALLOCATION		\$ 192,030		LCFF		TOTAL ALLOCATION		\$ 164,920		TITLE I - PARENT - 50647		TOTAL ALLOCATION		\$ 3,578			
TOTAL BUDGET DISTRIBUTED BELOW		\$ 192,030				TOTAL BUDGET DISTRIBUTED BELOW		\$ 164,920				TOTAL BUDGET DISTRIBUTED BELOW		\$ 3,578					
TO BE BUDGETED (Should be \$0.)		0				TO BE BUDGETED (Should be \$0.)		0				TO BE BUDGETED (Should be \$0.)		0					
Object	Description	ACHIEVEMENT								LEARNING ENVIRONMENT				PARTNERSHIPS				TOTAL FTE	TOTAL BUDGET
		50643 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	23030 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	50650 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	23020 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	50671 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	23034 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	50672 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS	23035 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS	50647 GOAL #3 MEANINGFUL PARTNERSHIPS PARENTS									
Personnel Cost-Including Benefits																			
* 11500	Teacher - Add Comp (incl benefits)	0.000	\$ 13,758	0.000		0.000		0.000	\$ 12,600	0.000		0.000		0.000		0.000	\$ 26,358		
11700	Teacher Substitute (incl benefits)	0.000	\$ 4,900	0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ 4,900		
12151	Counselor (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	-		
12500	Counselor-add Comp (incl benefits)	0.000		0.000		0.000	\$ 4,500	0.000	\$ 1,960	0.000		0.000		0.000		0.000	6,460		
13201	Assistant Principal (incl benefits)			0.000				0.000		0.000				0.000			-		
13201	Assistant Principal-add Comp (incl benefits)			0.000				0.000		0.000				0.000			-		
19101	Program Specialist (incl benefits)	0.000	\$ 78,384	0.000	\$ 74,806	0.000		0.000		0.000		0.000		0.000		0.000	153,190		
19500	Prog Spec-Add Comp (incl benefits)	0.000		0.000		0.000	\$ 1,100	0.000		0.000		0.000		0.000		0.000	1,100		
19101	Instructional Coach (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	-		
19500	Instr Coach-Add Comp (incl benefits)	0.000		0.000		0.000	\$ 2,200	0.000	\$ 1,320	0.000		0.000		0.000		0.000	3,520		
21101	Instructional Asst/CAI (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	-		
21500	Instr Asst/CAI-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	-		
21101	Bilingual Assistant (incl benefits)			0.000		0.000	\$ 27,453	0.000		0.000		0.000		0.000		0.000	27,453		
21500	BI Asst-Add Comp (incl benefits)			0.000		0.000		0.000		0.000		0.000		0.000		0.000	-		
22601	Library Media Assistant (incl benefits)			0.000	\$ 62,661	0.000		0.000		0.000		0.000		0.000		0.000	62,661		
22500	Lib Med Asst-Add Comp (incl benefits)			0.000		0.000		0.000		0.000		0.000		0.000		0.000	-		
22901	Community Assistant (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	-		
22500	Comm Asst-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	-		
29101	Parent Liaison (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	-		
29500	Parent Liaison-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	-		
Sub Total - Personnel/Benefits			\$ 97,042		\$ 137,467		\$ 7,800		\$ 27,453		\$ 15,880		\$ -		\$ -		\$ 285,642		
Books & Supplies																			
** 43110	Books/Supplies/Materials (less than \$500 per item)		\$ 13,155														\$ 13,155		
43400	Parent Meeting															\$ 3,578	\$ 3,578		
44000	Equipment (\$500 - \$4999.99 per item)		\$ 20,000														\$ 20,000		
Sub Total - Books & Supplies			\$ 33,155		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -	\$ 3,578	\$ 36,733		
Services																			
57150	Duplicating		\$ 1,750														\$ 1,750		
57250	Field Trip-District/Non-District Trans		\$ 2,000														\$ 2,000		
56590	Maintenance Agreement		\$ 6,000														\$ 6,000		
52150	Conference		\$ 20,000														\$ 20,000		
58450	License Agreement		\$ 6,000														\$ 6,000		
58920	Pupil Fees		\$ 2,403														\$ 2,403		
58100	Consultants-Instructional/Non-Instructional																-		
Sub Total - Services			\$ 38,153		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -		\$ 38,153		
GRAND TOTAL			\$ 168,350		\$ 137,467		\$ 7,800		\$ 27,453		\$ 15,880		\$ -		\$ -	\$ 3,578			
Assumptions:																			
* State and Federal Programs will have final determination to cover additional compensation in the event the projection was underestimated and may require a budget adjustment from another object code. Staff must be identified in the SPSSA.																			
** State and Federal Programs will have final determination of instructional, non-instructional, books categorization for the object code. For the purpose of the SPSSA and budget, supplies/materials will be identified as 43110.																			
***State and Federal Programs will have final determination of District/Non-District categorization for the object code. For the purpose of the SPSSA and budget, Field Trip-District/Non-District Trans will be identified as 57250.																			
****State and Federal Programs will have final determination of in-person or virtual categorization for the object code. For the purpose of the SPSSA and budget, professional learning will be identified as 52150.																			
***** State and Federal Programs will have final determination of instructional or non-instructional categorization for the object code. For the purpose of the SPSSA and budget consultants will be identified as 58100.																			

# 2021-2022 Staffing Overview

The following staffing projections were made during the Winter 2021 in preparation of the 2021-2022 school year.

## Stockton Unified School District State & Federal Strategic Preliminary Action List

LOCATION: S1		SAN JOAQUIN K-8										
RETAIN	ELIMINATE	FUND CHANGE	INCREASE FTE	DECREASE FTE	PCN	POSITION	RESC	ORG KEY	OBJ	FTE	PCT	
					27203248	PROGRAM SPEC	0090	12303021S1	19101	0.5700	0.5700	
					27203248	PROGRAM SPEC	3010	15064321S1	19101	0.4300	0.4300	
					64167875	LIBRARY MEDIA ASSISTANT	0090	12303024S1	22601	0.7500	1.0000	
TOTALS, THIS LOCATION:										279	1.7500	

RETAIN = No changes / Personnel Authorization not needed.

ELIMINATE = Route Personnel Authorization form to assigned State & Federal Program Technician, before January 22, 2021.

FUND CHANGE = Route Personnel Authorization form to assigned State and Federal Program Technician when SPSA is approved by SSC and uploaded to Title1Crate.

Fund Change for PCN \_\_\_\_\_ New Fund \_\_\_\_\_

Fund Change for PCN \_\_\_\_\_ New Fund \_\_\_\_\_

Fund Change for PCN \_\_\_\_\_ New Fund \_\_\_\_\_

INCREASE FTE, DECREASE FTE = Route Personnel Authorization form to assigned State and Federal Program Technician when SPSA is approved by SSC and uploaded to Title1Crate.

### NEW POSITIONS:

	POSITION	FTE	ORG KEY & OBJECT
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____

NEW POSITIONS = Route Personnel Authorization form to assigned State and Federal Program Technician when SPSA is approved by SSC and uploaded to Title1Crate.

On 01/25/2021 School Site Council reviewed and preapproved the staffing plan for LCFF & Title 1 funded positions for the 2021/2022 school year.

Site Administrator's Approval: \_\_\_\_\_

DATE: 01/25/2021

Report ID: Staff\_Position\_Listing\_NO\_SALARY\_STATE\_FED\_Landsca  
Report Location: CDD \ Accounting\ State and Federal  
User ID: TOWNLEY, KELLY LEIGH

Current Date: 12/14/2020  
Current Time: 04:05:14  
Page #: 30

## **2020-2021 SPSA Evaluation**

Area of Focus	Year 2 2020-21-Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	A. Implementation Of the strategy identified, what was implemented and how was it implemented?	B. Effectiveness Of what was implemented, how effective was it?	C. Significant Material Difference Of the strategy identified, did something significant change?	D. Future Changes Of the strategy identified, what might change for the future?  Of the strategy implemented, are there changes for the future, enhancements, adjustments?
Goal 1 – Student Achievement							
				Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future
1.1 Student Achieve ment	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.	Conference/We binar collaboration timesheets and meeting presentations, tutoring timesheets, student attendance of students attending tutoring, completion of monitoring forms for ELL and RFEP students.	Quarterly and Monthly	a. The leadership team was established, including one teacher from each grade level, instructional coaches, program specialist, and administrators who met on a monthly basis to collaborate around the coaching model.	a. Implementation of the Leadership team was effective and meetings were held consistently on a monthly basis. Teachers on the team provided feedback from each grade level based on PLC/collaboration meetings, but the walkthrough process was not effective due to it not being utilized with fidelity. Coaching model was also not effective since this was the first year of the Leadership team being established and distance learning did not allow for better collaboration.	a. The coaching model was not utilized by Leadership Team members to provide individual teacher support. Webinar training was offered instead of in-person training/conferences.	a. Provide additional training for Leadership Team and rest of staff around Coaching model.
	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	Collaboration timesheets, PD presentations, staff attendance and feedback.	Quarterly and Monthly	b. PD was offered by ELA and Math instructional coaches, around GLAD and Math strategies, for teachers, program specialist and instructional coaches on a monthly basis. Leadership Team provided feedback on	b. PD around GLAD and Math strategies was effective and well attended by 20 teachers each time, program specialists and instructional coaches during non-contractual hours. Two staff who attended the CABE conference presented	b. Not all trainings were offered due to COVID restrictions. Substitutes were not used to release teachers for training and to conduct walkthroughs.	b. Provide PD calendar (provided by Instructional Coaches) for the entire year to facilitate Teachers signing up. Consistent follow-through with

Area of Focus	Year 2 2020-21-Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	A. Implementation Of the strategy identified, what was implemented and how was it implemented?	B. Effectiveness Of what was implemented, how effective was it?	C. Significant Material Difference Of the strategy identified, did something significant change?	D. Future Changes Of the strategy identified, what might change for the future?  Of the strategy implemented, are there changes for the future, enhancements, adjustments?
	<p>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.</p> <p>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</p>	Monitoring forms, action plans, assessment completion report, data reports.	As needed, each Trimester, yearly	<p>alignment of site-adopted strategies at monthly meetings. One teacher and program specialist attended the CABE conference, collaborated and presented at a staff meeting. Staff did not attend Solution Tree or Yes We Can Institute/conference due to COVID closures. Substitutes were not used to release teachers to attend PD since it was offered during non-instructional time. Leadership team was also not released by substitutes for walkthroughs since walkthroughs were not implemented.</p> <p>c. The PS used distributed and collected monitoring forms to/from Teachers of ELLs and recent RFEP students, as well as developing action plans with teachers for students who were falling behind. The PS administered the Initial and Annual ELPAC to ELLs and assisted with the administration of the iReady</p>	<p>new knowledge at a staff meeting, allowing other teachers to learn the same strategies.</p> <p>c. Collection of monitoring forms was effective in that it allowed teachers, program specialist, and administration to verify which students were on track and which students were falling behind, allowing staff to develop an action plan. All EL and RFEP monitoring forms were turned in at the end of each trimester.</p>	<p>c. The CAASPP was not used to assess students due to a waiver being filed by the district.</p>	<p>walkthroughs by Leadership team.</p> <p>c. Implement the English Learner Appraisal Team (ELAT), consisting of Administration, ELA Instructional Coach, and ELD Teachers, to better monitor ELL at risk of falling below grade level. Provide training for ELAT members.</p>

Area of Focus	Year 2 2020-21-Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	A. Implementation Of the strategy identified, what was implemented and how was it implemented?	B. Effectiveness Of what was implemented, how effective was it?	C. Significant Material Difference Of the strategy identified, did something significant change?	D. Future Changes Of the strategy identified, what might change for the future? Of the strategy implemented, are there changes for the future, enhancements, adjustments?
	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.			diagnostic, which took the place of the CAASPP.	Administration of the ELPAC was effective in assessing ELLs for English proficiency. All 165 EL students were assessed using the ELPAC.		
	After-school tutoring will be available for students who are not in the after-school program, including English Learners, depending on their grade and EL 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.	Tutoring timesheets, student attendance of students attending tutoring,	Monthly	d. One teacher provided tutoring for students who were not in the ASP program and were below grade level. Two teachers and a program specialist provided tutoring for ELLs starting in the fall and finishing in the spring	d. Tutoring was effective in providing additional assistance for students who were below grade level. Nine students participated in the after school tutoring program and demonstrated growth of more than 15 points overall through the iReady diagnostic. ELL tutoring occurred through the ELAH and in two of the three tutoring classes, student attended regularly, demonstrating growth in academics.	d. Only one teacher offered tutoring since there were others who offered it through the after-school program. One of the ELAH tutoring groups was terminated since students stopped attending virtual tutoring for it.	d. Start ELAH at the beginning of the year and focused on Long Term English Learners (LTEs) to focus on reclassification strategies. Increase the opportunity for additional teachers to provide tutoring on same metrics.
1.2 Student Achievement	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. 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	Collaboration timesheets, PD presentations, staff attendance and feedback, SAP referrals.	Quarterly and Monthly	a. SAP team did consist of counselors, CWA representative and administrators and they met twice a month. Counselors provided training at the staff meeting around the SAP process.	a. Teacher training around SAP strategies was effective as noticed by positive feedback and engagement from staff meeting, as well as an increase in SAP referrals.	a. Additional Chromebooks were not purchased due to a shortage in supply and the district providing additional Chromebooks to the site. Teachers were not released by substitutes to receive training on SAP strategies since training took place during staff meetings. Teachers were not part of the SAP team due to a lack of substitute availability.	a. Provide SAP training at the beginning and middle of the school year. Ensure Teacher participation on SAP team and provide substitute for release.



Area of Focus	Year 2 2020-21-Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	A. Implementation Of the strategy identified, what was implemented and how was it implemented?	B. Effectiveness Of what was implemented, how effective was it?	C. Significant Material Difference Of the strategy identified, did something significant change?	D. Future Changes Of the strategy identified, what might change for the future?  Of the strategy implemented, are there changes for the future, enhancements, adjustments?
	<p>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.</p>						
	<p>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.</p>	Maintenance agreements, purchase receipts	As needed	<p>b. Maintenance agreements for copy machines and other equipment were paid for in order to upkeep machinery use.</p>	<p>b. Purchase of agreements were effective since staff continued using equipment throughout the school year and equipment was accessible and working at any given time.</p>	<p>b. None</p>	<p>b. None</p>
	<p>Duplicating - \$2,000: Duplication expense will be used for materials printed in mass quantities for instructional purposes for</p>	District report from reprographics department	Yearly	<p>c. Duplicating was mainly completed on site due to a low number of teachers and staff requiring mass quantity print jobs.</p>	<p>c. Duplicating was ineffective due to not being used.</p>	<p>c. Duplicating was not used as was expected.</p>	<p>c. Reduce amount of funds allocated for duplicating purposes.</p>

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	student success and achievement.						
1.3 Student Achievement							
	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.	AR reports and book checkout reports	Monthly	a. Because students were in distance learning for most of the school year, while it was available to all students, AR was not used school wide as it had been used in prior years.	a. The use of AR was limited due to distance learning, so it's effectiveness was also limited since it was not utilized across grade levels as it had been used previously.	a. AR use was not used to the degree that was expected.	a. Provide survey to Teachers asking who will be using AR the following year to allocate appropriate amount of funds.
	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.	Book checkout reports, student library sign-in sheets, AR reports, Book Fair attendance	Monthly, yearly	b. LMA provided support for students who wanted access to virtual books since students were in distance learning for most of the school year. LMA also set up a book fair at the end of the school year for students to attend.	b. The use of the Library Media Assistant to check out books was not effective since students were not allowed to check out books. LMA was effective in supporting students virtually with AR and setting up a book fair.	b. None	b. Have LMA do in-class presentations, at the beginning of the year, to inform students of resources that are available through the library.
	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.	Book purchase receipts, reports indicating addition of new books to the library catalog.	Monthly, yearly	c. School purchased additional books for the library around culturally relevant topics that would be reflective of students at school.	c. The purchase of additional books was effective as demonstrated by students' ability to check out books once in-person instruction resumed.	c. None	c. Purchase additional books reflective of student identities and interests (send out student survey to identify reading interests).



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1.4 Student Achieve ment	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. Field Trips include, but are not limited to: Exploratorium Museum of Science, County Court House, Haggin Museum.	Field trip attendance reports, Teacher sign-up sheets	As needed	a. In-person field trips, guest speakers, and workshops were not permitted due to distance learning. Virtual field trips, such as Science Camp and Farm Day, were provided to all of fifth grade.	a. In-person field trips, guest speakers and workshops were ineffective due to COVID restrictions. Virtual field trips were well-received by students and teachers.	a. In-person field trips, guest speakers and workshops were not used due to COVID restrictions.	a. Provide additional opportunities for more students to attend virtual/in-person field trips throughout the school year, as well as bringing in guest speakers.
1.5. Student Achieve ment	Professional Development for Teachers will focus on: 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, modeling, and analysis of ELD (GLAD) and AVID strategies. 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.	Collaboration timesheets, PD presentations, staff attendance and feedback.	As needed	a. PD was provided for teachers around strategies that supported teaching and learning, including GLAD and AVID strategies. Substitutes were not utilized since training was held during non-instructional time.	a. PD provided for staff was effective as demonstrated by positive feedback from trainings, as well as observation of strategy implementation into classroom instruction.	a. None	a. Provide opportunities for differentiated PD based on school-wide goals and teacher need, including Academic Language and Literacy (ALL). Create strategy binder with reproducibles for teachers based on effective AVID and ELD strategies.

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	<p>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 for every Teacher on campus. Substitutes will be used for three days each trimester to release staff to attend the academic conferences. 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.</p> <p>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.</p>	<p>Academic conference notes, data reports, SMART Goals, lesson plans, data cycle sheets, data reports.</p> <p>Summit notes, data reports, SMART Goals, lesson plans, data cycle sheets, data reports.</p>	<p>Each of the first two trimesters</p> <p>Once each trimester</p>	<p>b. Academic conferences were held each of the first two trimesters in order to analyze iReady data and establish SMART goals for each grade level.</p> <p>c. Grade level summits did not take place since this work was completed during PLC/Collaboration time. CAASPP was not administered due to the iReady diagnostic taking its place.</p>	<p>b. Academic conferences were effective in analyzing data, and creating SMART goals for each grade level.</p> <p>c. Grade level summits did not take place and as a result were ineffective.</p>	<p>b. Substitutes were not used since this took place during non-instructional time.</p> <p>c. Grade level summits did not take place since this work was completed during PLC/Collaboration time. CAASPP was not administered due to the iReady diagnostic taking its place.</p>	<p>b. Add in a third opportunity for academic conference or time for teachers to collaborate at the end of the school year around successes and improvements. Provide training around data cycles through instructional coaches.</p> <p>c. Provide opportunities for summits to take place after contractual hours. Provide PLC PD across grade levels.</p>

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	<p>Utilization of technology to support ELA/Math skills and experiences.</p> <p>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.</p>	<p>CAASPP data reports.</p> <p>Jupiter Ed. Use reports, license agreements, report of parent communication.</p>	<p>Yearly</p>	<p>d. Jupiter Ed was not purchased for the middle school team since not all 7-8 grade teachers decided to use this program.</p>	<p>d. Purchase of Jupiter Ed. Was not made so this was ineffective.</p>	<p>d. Jupiter Ed was not purchased for the middle school team since not all 7-8 grade teachers decided to use this program.</p>	<p>d. Send Junior High Teachers end of year survey to determine whether Jupiter Ed will be used next school year to allocate funds.</p>
1.6 Student Achieve ment	<p>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, other supplies will be purchased for students to demonstrate AVID organizational strategies. Teachers will increase the use of resources and AVID strategies. Teachers will implement AVID Focused Note-Taking strategies, Socratic Seminars, Philosophical Chairs, Data Binders, Planners, Interactive Notebooks and WICOR strategies to help enhance</p>	<p>Lesson plans, sample planners and notebooks, supply lists, focused-note samples, etc.</p>	<p>As needed</p>	<p>a. AVID instructional strategy use was increased overall at the school-wide level. Supplies were distributed to students at the start of the year. Focused-note taking and WICOR became a site-goal for AVID certification.</p>	<p>a. The increased use of AVID strategy use school-wide was widely noticeable and its effectiveness was most noted by the school becoming AVID certified for the first time.</p>	<p>a. Planners were not provided due to COVID restrictions. Other strategies were not utilized due to most of the year being distance learning. Webinar training was offered in place of in-person training/conferences. Additional equipment was purchased for visual and blended learning strategies through AVID along with the integration of math and science.</p>	<p>a. Create planners with WICOR and ALL strategies for student organizational use at every grade level.</p>

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	<p>and implement ELA/ELD and Math curriculum.</p> <p>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 in October 2021 attended by two teachers and one assistant principal to include additional compensation around collaboration. AVID Digital XP in June 2021 attended by the principal and seven teachers to include</p>	PD Powerpoint presentations, conference attendance list.	As needed	b. All staff were trained twice during staff meetings on Focused-note taking and SEL strategies. Two teachers and one assistant principal attended the AVID virtual national conference in October and a team of eight will attend in June 2021 the AVID Digital XP.	b. Substitutes were not necessary and were ineffective for this strategy. Staff trainings during staff meetings were effective since strategies were observed during instruction, Staff attending AVID Webinars was also effective since the knowledge learned was brought back to be presented at the next staff meeting.	b. Substitutes were not used to release teachers for PD since PD was held during staff meetings or during non-instructional time.	b. Have every Teacher who attends optional PD not only present at a staff meeting, but also provide an example within one month of PD of how strategies are being used in the classroom.

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	additional compensation around collaboration.												
1.7 Student Achieve ment	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.	N/A	N/A	N/A				N/A		N/A		N/A	

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Goal 2 – School Climate							
				Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future
2.1 School Climate	Clearly articulate and enforce/reinforce student expectations and code of conduct, while incentivizing positive behavior. Use of Behavior Agreement / Contract for students in grades 7-8 to reward students for monthly reward events (dances, activities, etc.)	Code of conduct posters, incentives program information and raffle results. Behavior contracts.	As needed	a. Teachers articulated student expectations through distance learning.	a. Effectiveness of Teachers articulating expectations was measured by the low quantity of behavior issues that were reported during distance learning.	a. Behavior contracts were not implemented due to distance learning reducing behavior issues.	a. Create a more structured incentives program with monthly raffles for prizes.
	Instructional Materials and supplies were purchased (notebooks, highlighters, expo markers and erasers, chart paper, index cards, white boards) which helped 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	Supplies lists distributed to students for PBIS/PLUS/ST UCO purposes	Yearly	b. Materials and supplies were purchased and distributed by PLUS, PBIS and Student Council, as well as by counselors.	b. Materials were purchased and distributed throughout the school year, effectively promoting social and emotional student learning.	b. None	b. None

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	discipline issues and improving attendance.  Use of "Caught Being Good" tickets for incentives for students K-6.	Caught-being-good tickets	As needed	c. Caught being good tickets were not implemented since students were in distance learning.	c. Not effective.	c. Caught being good tickets were not implemented since students were in distance learning.	c. Change the name to Jaguar Paws.
2.2 School Climate	Re-establish school site PBIS team to include administration, teachers, other staff and parents and provide training for members of the team.	PBIS meeting agendas and powerpoint presentations.	Monthly	a. PBIS team was re-established, including one assistant principal, teacher, resource teacher, counselor, CWA case manager, and CSA.	a. PBIS Team was effective as measured by the consistency in which they met, the outcome of the collaboration when they met, and the three trainings that the Team was able to provide the rest of the staff.	a. The PBIS Team did not include other staff members nor parents due to distance learning and COVID restrictions.	a. The PBIS Team will need to include additional stakeholders in the form of parents and other staff members. A Character Education Program will need to be developed as a next step.
2.2 School Climate	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 - Grade 8. The research-based Bullying	Training powerpoint presentaitons, as well as lesson plans.	As needed	b. Counselors presented at staff meetings around restorative practices, as well as continuing to deliver lessons virtually about SEL, Second Step and Bullying.	b. Training for staff was effective largely in part to students being in distance learning for most of the school year, drastically reducing the number of behavior issues. Teacher received the information from trainings well.	b. None.	b. Training needs to be provided at the beginning of the school year with reviews at the middle of the school year. Additional assemblies around bullying prevention and Social Emotional Learning need to be provided throughout the school year

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



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Goal 3 – Meaningful Partnerships							
3.1 Meaning ful Partners hips	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, 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/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, Parent Coffee	Parent/Teacher conference attendance sheets, meeting sign-in sheets.	Monthly	a. Parent/Teacher conferences were held by Teachers virtually. In-person activities were held virtually due to COVID restrictions.	a. Parent/Teacher conferences were effective and Teachers met with Parents through a virtual format whenever their child was in danger of falling behind multiple times throughout the year.	a. Student-led conferences did not take place due to distance learning and difficulty with contacting parents at times. Additional equipment was purchased to support parent participation during meetings and workshops. Additional hands-on materials were purchased to help parents support their child's learning.	a. Discontinue the use of student-led conferences and instead focus on Teacher input necessary to improve child's learning.
		Volunteer applications and sign-in sheets.	Yearly	b. Strategy to involve volunteers was not implemented due to COVID restrictions.	b. Not effective.	b. Volunteer opportunities were not available due to COVID restrictions.	b. None.
		Event pictures, flyers, sign-in sheets, meeting agendas.	Monthly	c. All events were held virtually, including Back to school night, student recognition award assemblies, Parent Coffee Hour, ELAC and SSC meetings.	c. Virtual parent engagement activities were effective in some cases (Back to School Night, SSC) due to a high number of parents attending (100 parents attended Back to School and 40 parents attended SSC throughout the year).	c. Most parent engagement activities included very few parents participating due to distance learning model and COVOD restrictions.	c. Increase amount of parent involvement events offered on site, making them available during different times of the day (including morning and evening).

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	<p>Hour, ELAC and SSC Meetings.</p> <p>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/opportunities.</p> <p>Conduct LCAP parent survey regarding effectiveness of school communication, parent's needs, etc.</p>	<p>Messages, message logs, flyers, website, social media posts, translated documents. Calendars.</p> <p>Survey results.</p>	<p>Yearly</p> <p>Yearly</p>	<p>d. Communications were sent home through all the formats listed and were translated into Spanish for parents who speak that language.</p> <p>e. LCAP parent surveys were distributed requesting parent input on their child's educational needs.</p>	<p>d. Communications sent home were very effective since this was completed in a variety of ways and in multiple languages. Over 60% of parents were reached as shown by Blackboard summary reports and social media accounts.</p> <p>e. The LCAP survey was partially effective with 39 parents completing the survey.</p>	<p>d. None.</p> <p>e. None.</p>	<p>d. Include phone calls to parents from a non-district phone number to increase the number of parents answering calls made home.</p> <p>e. Increase communication and opportunities for parents to take the LCAP survey. Include a paper option for non-technologically proficient parents.</p>

## **Comprehensive School Profile Data:**

San Joaquín - Continuous Improvement: Decision Making Model -- Essential Questions

--- CONFIRMS WHY ---			CONFIRMS HOW	--- CONFIRMS WHAT ---	
Current Performance Level	Gap Analysis Results	Cause Analysis Results	Design & Improvement	Success Assurances	Implementation & Evaluation
<i>Do I know where I am?</i>	<i>Do I know the gap between where I am and where I want to be?</i>	<i>Do I know what's causing me to be where I am?</i>	<i>Do I know what I need to do to get where I want to be?</i>	<i>Do I know what I need to do to assure that what I do works?</i>	<i>Do I know what I need to do to confirm what I do works?</i>
<b><u>Student Population 19-20</u></b> Enrollment: 783 Socioeconomically Disadvantaged: 73.8% English Learners: 21.6% Students with Disabilities: 8.9%	Informational only.	Informational only.	Informational only.	Informational only.	Informational only.
<b><u>Student Population Currently (20-21)</u></b> Enrollment: 765 Socioeconomically Disadvantaged: 569 74.58%	Maintain/increase enrollment numbers so as to not lose additional staff.	Possible causes could include distance learning causing parents to send their children to other districts for in-person instruction, moving due to financial hardships, Centralized Enrollment placing students to balance out schools, parents placing students in smaller (Private or	Organize a group or committee to investigate the reasons for a loss of 18 students from last year to this year and determine causes for leaving. Learn from this information.  Increase level of rigor provided through instruction and parent training on technology.	Follow up with SSC with information regarding reasons for students who did not return this school year and analyze data.  Explore the level of rigor through the Leadership Team and create a plan for parent training.	Review enrollment data on a monthly basis to determine whether enrollment numbers are being maintained or are dropping or rising.  Set agendas relative to increasing rigor in instruction.

		Charter) more rigorous schools, inabilities of students and parents to use technology, collapse of 4th grade last year.	Increase parent communication and opportunities for participation to boost feelings of belonging.	Create a plan to increase parent communication and opportunities on multiple interest levels.	Review parent attendance logs.  Send out a parent interest survey at the beginning of the school year to plan meetings/training for the rest of the year.
<b><u>Student Population</u></b> <b><u>Currently (20-21)</u></b> English Learners: 168 (21.96%)	Reduce percent of ELLs to 19.8% through reclassification process.	<p>Lack of Annual ELPAC/SBAC did not allow for reclassifications last school year.</p> <p>Virtual ELPAC assessment difficulties reduce RFEP this year.</p> <p>Distance Learning is hindering student learning, making it difficult for ELLs to grasp concepts, increasing obstacles for reclassification.</p> <p>Students are mixed</p>	<p>Additional Teacher training through the LDO and SJCOE on ELD curriculum, GLAD strategies, etc. Need more practice pieces for the test, other than what is on the ELPAC website.</p> <p>Return to in-person assessments.</p> <p>Return to in-person instruction, including after school tutoring specific to ELL learning.</p> <p>Platooning at each</p>	<p>Create a balanced budget with built in funding for training opportunities (Teachers, Prog. Spec., Inst. Coach, Admin.).</p> <p>Ensure that all safety precautions are followed keeping students/staff safe.</p> <p>Ensure that all safety precautions are followed keeping students/staff safe.</p> <p>Teacher buy-in for</p>	<p>Consistent walkthroughs, paired with constructive feedback (walkthrough tool), of Designated and Integrated ELD to ensure strategies learned are being implemented, along with ELD curriculum.</p> <p>Follow all rules and procedures in place by the district and SJ Public Health Dept.</p> <p>Engage each PLC in</p>

		<p>by all ELL levels, not allowing enough time during ELD to individualize instruction.</p> <p>Bilingual Aides are no longer available at our site.</p> <p>Language issues are exacerbated by distance learning, not fully allowing for SDAIE strategies to take place. Monitoring and fully engaging students (with practice for oral speaking) through distance learning is difficult.</p> <p>ELLs are not attending designated ELD time, causing them to miss strategies. ELLs are missing school due to distance learning, vacations.</p> <p>Parents are unable to help their students improve English skills. Limited social</p>	<p>grade level with specific ELL training for Designated ELD Teachers.</p> <p>Hiring of Bilingual Aide or use of Bilingual volunteers.</p> <p>Need to return to in-person instruction either in hybrid or full model when safe.</p> <p>Return to in-person instruction while also providing additional engagement opportunities for students attending ELD.</p> <p>Provide additional opportunities for parent engagement,</p>	<p>platooning process as well as PD around this concept.</p> <p>Hire a Bilingual Aide whose job description will include providing support to ELLs.</p> <p>Continue following all safety procedures in place by district.</p> <p>Continue following all safety procedures in place by district.</p> <p>Continuously monitor parent engagement and conduct multiple</p>	<p>discussions around platooning, pointing out benefits to students.</p> <p>Evaluation, monitoring and providing guidance and direction to Bilingual Aide.</p> <p>Analyze reports from the district and Public Health Dept.</p> <p>Analyze reports from the district and Public Health Dept.</p> <p>Analyze interest surveys, sign-in sheets, and speak to parents about</p>
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		opportunities, never having been to school.	including ESL classes and other meetings with topics on how to help their children.	interest surveys throughout the year.	additional needs.
<p><b><u>Student Population Currently (20-21)</u></b> Students with Disabilities: 88 (11.6%)</p> <p><b><u>iReady diagnostic</u></b> Students with IEPs at grade level: 8%</p> <p>One year below grade level: 18%</p> <p>Two or more years below grade level: 74%</p>	<p>Decrease percent of students with IEP by 1.6% down to 10%.</p> <p>Increase iReady diagnostic scores as follows:</p> <p>Students with IEPs at grade level: 15%</p> <p>One year below grade level: 25%</p> <p>Two or more years below grade level: 60%</p>	<p>Over-testing and lack of following appropriate procedures for IEP testing. Lack of RTI model.</p> <p>Many classes in college/credential programs do not touch heavily on SPED and how GENED Teachers can be better prepared for helping students.</p> <p>Goals make it difficult to achieve grade-level performance.</p> <p>Each student is at</p>	<p>Training or PD on how to best support students with IEP. Additional communication with Case Managers and General Education teachers.</p> <p>Provide vertical teaming where students are placed in grade level they are performing in.</p> <p>Goals must be attainable and GENED Teachers must participate in the IEP process to provide input.</p> <p>Teachers must</p>	<p>Get input from staff regarding how to best support students with IEPs. Work closely with the SPED department for PD opportunities.</p> <p>Provide opportunities for training during staff meetings on specific ways to help students with IEPs as well as providing collaboration time specific to SPED.</p> <p>Provide training and support to case managers on goal development.</p> <p>Provide additional training and support</p>	<p>Analyze iReady data for students with IEPs throughout the year and monitor for growth.</p> <p>Collect and analyze department agendas and training PPT.</p> <p>Continue attending IEPs to observe the presentation of goals.</p> <p>Walkthroughs of</p>

		<p>different levels, but Teachers teach whole group.</p> <p>Many different Teachers in RSP roles.</p>	<p>provide individualized instruction/support, one on one, or small group instruction.</p> <p>Better coordination between RSP Teacher and classroom Teacher. Teachers must be aware of what is in student's IEP. Having consistent staff in RSP.</p>	<p>to GENED teachers on how to provide small group instruction. Ensure RSP and Paraprofessional are pushing into GENED class.</p> <p>Develop a system of a shared folder where student IEP information can be more readily accessible.</p>	<p>GENED classes while pushin is occurring.</p> <p>Consistently update shared folder and ensure it is being accessed by Teachers and Case Managers.</p>
<p><b><u>Academic Performance</u></b></p> <p><b><u>All Students</u></b>  <b>SBAC Scores 18-19</b>            ELA: 48.1 points below standard            Math: 75.2 points below standard</p> <p>EL Progress: 55.4% making progress towards English Language proficiency</p>	<p>Data outdated due to COVID school closures in 19-20. Goal was to be 10 points closer to standard for all students.</p> <p>EL Progress: 60.4% making progress toward English Language proficiency.</p>	<p>Distance learning prevented State Assessments from being administered.</p> <p>Inconsistencies among integrated and designated ELD instruction. ELLs struggle with phonics and need extra support to become proficient.</p>	<p>A good phonics program could help increase this percentage.</p> <p>Teachers need additional support in working with</p>	<p>Work with curriculum department to select phonics program for primary grades.</p> <p>Work with LDO, SJCOE, etc., to</p>	<p>Data analysis of student performance prior to phonics program as compared to after it has been implemented for the year.</p>



		<p>High percentage of Intern or Prob. Teachers.</p> <p>Lack of staff training from LDO on ELD/ SDAIE strategies. LDO has not provided training for staff. Lack of focus on Long Term ELs.</p> <p>Additional assistance for middle school Teachers, making them aware that students are not at grade level.</p>	<p>younger students.</p> <p>Offer SDAIE strategies: signage, repetition, translation. Platooning would help (grouping students by grade and ability level). In-person EL instruction to provide oral speaking practice. Intervention cohorts. Grade level consistency: Sentence patterning chart where parts of speech are color coded. Opportunities to speak during ELD. Teacher training with LDO. Training with County infused with Benchmark Advance. Summer school program.</p>	<p>create PD Map on SDAIE strategies, platooning, etc.</p> <p>Teacher buy-in for platooning process as well as PD around this concept.</p> <p>Provide additional compensation for Teachers to collaborate on best practices for ELLs.</p> <p>Work with LDO and SJCOE to provide EL training to all Teachers.</p>	<p>Review training decks and sign-in sheets of PD attended, as well as conduct walkthroughs during ELD to determine if strategies learned are being utilized in the classroom.</p> <p>Collect product deliverables from Teachers receiving additional compensation for collaboration purposes.</p> <p>Monitoring of sign-in sheets and staff presentation of content learned during staff meetings.</p>
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<b>iReady Diagnostic 19-20 (Grade Level)</b> ELA Fall: 17.6% Winter: 18.9% Math Fall: 10.2% Winter: 13.4%	ELA Fall: 27.6% Winter: 28.9% Spring: 30.9% Math Fall: 20.2% Winter: 23.4% Spring: 25.4%	Virtual iReady diagnostic difficulties compared to in-person assessment. Distance learning negatively impacts learning.	Provide iReady diagnostic in person to get better measure of student scores. Return to in-person instruction.	Comparison of data from iReady administered through distance learning to in-person.	Data analysis through PLC process.
<b>iReady Diagnostic 20-21 (Grade Level)</b> ELA On Track Fall: 43% Winter: 41% Math On Track Fall: 30% Winter: 27% Spring: Pending		Virtual administration of iReady does not allow staff to determine the amount of help being received by students.	Provide iReady diagnostic in person to get better measure of student scores. Return to in-person instruction.	Comparison of data from iReady administered through distance learning to in-person.	Data analysis through PLC process.
<b>English Language Learners</b> <b>ELPAC 19-20</b> Scores available for Grades 3-8 only (94 students) Level 1=22 Level 2=38 Level 3=30 Level 4=4  <b>ELPAC 20-21</b> Pending <b>Reclassification currently: 6</b>	Reclassification of 17 ELLs reducing percent to 19.8%.	COVID closures did not permit more ELLs to be reclassified. Testing this year has been slow due to virtual administration and students not attending testing sessions.	Creation of a template or outline on what Teachers should focus on to increase student learning and chance of meeting RFEP criteria. Training with ELD curriculum, writing, reading WICOR, AVID strategies, PLC training to analyze data. GLAD training through conference	Calibration between state resources and local outline provided to Teachers.  Inclusive PD Map to be followed throughout the school year.	Ensure LDO and site ELL Team are working together to develop outline and templates for Teachers.  Review training decks and sign-in sheets of PD attended, as well as conduct walkthroughs during ELD to determine if

			and Instructional Coach led. Platooning based on ELPAC level per grade level. Use of volunteers in classrooms. Training through SJCOE.	Teacher buy-in for platooning process as well as PD around this concept.	strategies learned are being utilized in the classroom.
<b><u>Academic Engagement</u></b> <b><u>Chronic Absenteeism 19-20</u></b> 9.9% (75 count)					
<b><u>Chronic Absenteeism 20-21</u></b> August: 10.34% September: 6.41% October: 7.96% November: 6.78% December: 6.49% January: 7.65% February: 7.87% March: 8.33% April: Pending May: Pending Average: 7.67%	Continue decrease in Chronic Absenteeism to 7%.	Attendance inconsistencies due to COVID closure.  Students logging in briefly, parent contact, or asynchronous work could lead to false reporting data.  Students disengaged from distance learning due to lack of peer interaction or appropriate work	Knocking on parents' doors. Having district police make home visits. Holding "Scared Straight" rallies. Return of Truancy officers to make home visits. Faster response and contact time from CWA. Counselors should reach out more often after Teachers have already reached out.  Rewards/ incentives,	Paper logs and documentation within Synergy to ensure that student homes are being visited. Structured CARE Team meetings in place on a monthly basis with clear procedures.  Set aside funding to	Inform Teachers and all other staff on the appropriate procedures of when home visits should be made, by whom, and where to document in Synergy. Clear procedures communicated regarding CARE referrals.  Clear process to be

		space at home.	such as individual recognitions. School wide incentives.	purchase student incentives. Create a school-wide incentives program with input from all stakeholders.	followed for Incentives program, using "Jaguar Paws" to identify students who should be incentivized.
<p><b><u>Conditions and Climate</u></b></p> <p><b><i>Suspension Rates 19-20</i></b> 3.5% suspended at least once</p> <p><b><i>Suspension Rates 20-21</i></b> Pending</p>	Continue decrease in suspension rates to 3% after students return to in-person instruction.	<p>Distance learning causing zero suspensions. This number could spike when in-school instruction resumes due to students being out of social setting for over one year.</p> <p>Students being excited to return could improve behavior.</p> <p>Being overly excited could result in difficulty concentrating and staying on task, increasing behavior issues.</p>	<p>Creating a positive classroom culture can help reduce suspensions. Classroom management and procedures need to be in place.</p> <p>Consistent reminder of rules and expectations for classroom behavior and schoolwide; Character program. Inform students of protocols and procedures.</p> <p>Behavior contracts which indicate that if rules are not followed during hybrid learning, they will return to distance learning.</p>	<p>Ensure Teachers are trained on positive classroom culture creation, classroom management, etc.</p> <p>Start the year with assemblies dealing with behavior, expectations, rules, etc.</p> <p>Develop a character program with the PBIS and PLUS Teams.</p> <p>Creation of behavior contracts to be utilized with students who have behavior issues.</p>	<p>Identification of appropriate PD opportunities and monitoring of sign-in sheets, classroom walkthroughs.</p> <p>Feedback surveys from students around learning of rules, expectations, etc.</p> <p>Assign task to PBIS/PLUS team and advertise character words. School-wide campaign.</p> <p>Ensure contracts are shared with counselors, teachers, students and parents after</p>

			<p>STOIC/PBIS.</p> <p>Additional counseling needs to be provided for students who are showing issues.</p>	<p>PD for staff regarding counseling procedures and referral process.</p>	<p>being signed.</p> <p>PD sign-in sheets and CFU during PD/staff meetings throughout the year.</p>
<p><b>PLUS School Climate Survey Results: 2 - 4th Grade and 95 - 6-8 Grade</b></p> <p>At my school, there is a Teacher or other adult who believes that I will be a success: 81.4%</p> <p>At my school, there is a Teacher or other adult who really cares about me: 75.3%</p> <p>I feel like I am part of this school: 70.1%</p> <p>I feel like my voice matters to adults at my school: 66.0%</p> <p>I feel safe in my</p>	<p>At least 150 students take the survey.</p> <p>Increase to 86.4%</p> <p>Increase to 80.3%</p> <p>Increase to 75.1%</p> <p>Increase to 71.0%</p> <p>Increase to 85.4%</p>	<p>Distance learning causes a low number of surveys to be taken.</p> <p>Lack of personal connections due to Distance learning.</p> <p>Lack of personal connections due to Distance learning</p> <p>Lack of personal connections due to Distance learning</p> <p>Lack of personal connections due to Distance learning</p> <p>Lack of personal</p>	<p>Talking and treating students as individuals, reminding them that their opinions are important and that it's ok to share ideas and reach out.</p> <p>Asking students how they are doing and if they have any questions, concerns, or how their emotions are lately.</p> <p>Doing emotional well-being check-ins to help them deal with processing new emotions and feelings that come along with getting older.</p> <p>Reminding students</p>	<p>Provide additional staff training on Social Emotional Learning and STOIC procedures.</p> <p>Provide additional staff training on Social Emotional Learning and STOIC procedures.</p> <p>Provide additional staff training on Social Emotional Learning and STOIC procedures.</p> <p>Provide additional</p>	<p>Walkthroughs, trainings throughout the year during staff meeting and after contracted time. Monitor additional survey results indicating how students are feeling throughout the school year.</p> <p>Walkthroughs, trainings throughout the year during staff meeting and after contracted time. Monitor additional survey results</p>

<p>school: 80.4%</p> <p>I have been cyberbullied in the last 30 days: 4.2%</p> <p>There is a lot of tension at my school between different cultures, races, or ethnicities: 14.7%</p>	<p>Decrease to 3.2%</p> <p>Decrease to 11.7%</p>	<p>connections due to Distance learning</p> <p>Lack of personal connections due to Distance learning</p> <p>Lack of personal connections due to Distance learning</p>	<p>that we care about them and they matter to us.</p> <p>Have more fun things: activities, games. All staff must be involved versus the same people who normally organize events.</p> <p>Teachers can make a conscious effort to reach out to three students to build a rapport. Acknowledge three students daily.</p> <p>Safety school plan shared with students and families. Assemblies around relevant topics.</p> <p>Continue with Cyberbullying lessons and counselors can do multiple lessons in all classrooms. Teacher lessons are also available. Counselors can do lessons in class.</p>	<p>staff training on Social Emotional Learning and STOIC procedures.</p> <p>Create a committee in charge of running activities and events for students and families to participate in.</p> <p>Provide additional staff training on Social Emotional Learning and STOIC procedures.</p> <p>Include safety plan in back to school night as well as throughout the year.</p> <p>Develop a school-wide calendar of when lessons will be provided to each grade level.</p>	<p>indicating how students are feeling throughout the school year.</p> <p>Variety of stakeholders on committee with different input.</p> <p>Walkthroughs, trainings throughout the year during staff meeting and after contracted time. Monitor additional survey results indicating how students are feeling throughout the school year.</p> <p>Walkthroughs, trainings throughout the year during staff meeting and after contracted time. Monitor additional survey results indicating how students are feeling throughout the school year.</p>
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<p><b><u>Parent Involvement</u></b> Below is a breakdown of parent participation in monthly Parent Connection meetings, quarterly ELAC meetings and Back to School Night this year:</p> <p><b><u>ELAC</u></b> October: 16 December: 5 February: 4 May: TBD Total: 25 (%)</p> <p><b><u>Parent Connection</u></b> August: 4 September: 6 October: 0 November: 0 December: 4 January: 2 February: 0 March: 4 April: TBD May: TBD Total: 20 (%)</p> <p><b><u>Back to School Night</u></b> August 6th: 100</p>	<p>We would like at least 10% (9) of EL parents joining Virtual or in-person meetings when it is allowed at each ELAC meeting.</p> <p>We would like at least 5% (39) of all parents joining Virtual or in-person meetings when it is allowed.</p> <p>We would like at least 15% (117) of parents joining Virtual or in-person</p>	<p>Lack of personal connections due to Distance learning.</p> <p>Translators are not always available, which causes Parents to not understand the content being delivered at meetings, leading to a decrease in participation.</p>	<p>Use of Remind App of Class Dojo school-wide to remind parents of all meetings.</p> <p>Have Parents bring-a-friend to increase attendance</p> <p>Use of translators provided from the Language Development Office (LDO) or hiring a Bilingual Aide.</p> <p>Bring back ESL and Rosetta Stone classes to SJ for parents.</p> <p>Have Kinder - 2 students perform a short song or other activity to bring in parents (Talent showcase).</p> <p>Partnership between site and Family Engagement and Education Office and Parent Liaison to increase Parent participation.</p> <p>Provide more publicity through</p>	<p>Purchase Remind app for grade levels that wish to use them. Make sure parents sign up for it.</p> <p>Advertisements asking Parents for assistance.</p> <p>Contact LDO in advance to provide translators for meetings. Hire a Bilingual Aide.</p> <p>Work with FEEQ to start ESL classes at San Joaquín.</p> <p>Advertise with primary grade parents that children will be performing.</p> <p>Meetings each trimester with FEEQ and San Joaquín staff on ideas to improve parent participation.</p> <p>Ensure one staff</p>	<p>Analyze usage report from programs being purchased.</p> <p>Monitor sign-in sheets.</p> <p>Monitor responses from LDO for translators. Evaluation for Bilingual Aide.</p> <p>Have parents sign up for ESL classes at San Joaquín.</p> <p>Monitor sign-in sheets and create calendar by grade level of performances.</p> <p>Meeting agendas and minutes reviewed.</p> <p>Clear</p>
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	meetings when it is allowed.		<p>distribution of flyers, marquee, Parent Connect messages, Teacher messages, etc. Provide a list of all meetings at the beginning of the year through our website, mailer, school messenger and sent out by Teachers.</p> <p>Have raffle prizes at each meeting.</p> <p>Have a <u>Loteria</u> or Bingo Night (with information) with prizes.</p> <p>Have parent meetings after 4:00 and offer snacks from Panera or Togos).</p>	<p>member is in charge of messages, flyer creation, webpage, social media accounts, etc.</p> <p>Set aside budget to purchase raffle prizes.</p> <p>Advertise event in outdoor venue for parents.</p> <p>Plan out meetings for the entire trimester or year and inform parents as soon as school begins.</p>	<p>communication with Information Designee, monitoring of website and social media.</p> <p>Keep concise log of raffle winners.</p> <p>Monitor sign-in sheets and raffle log.</p> <p>Parent survey results to indicate if time of meetings and events is still working for them.</p>
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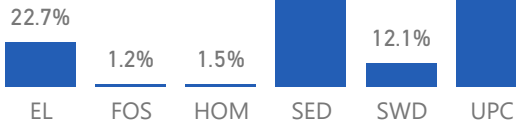
**Overview:** The 2021 progress report provides 2020-2021 data for Stockton Unified and all schools in the areas of academics, engagement, and school climate. Reports include: overall progress, enrollment, chronic absenteeism, iReady, curriculum assessments, ELPAC initial assessments, RFEPs, MDTP, HS report card, and PLUS survey. Measures are reported for all students and student groups. Summarized data is provided by CWA, PLUS, and Research. Reports are updated as information is available. SUSD RA v1.1

January



## 753

Enrollment



Winter

## Academics



Participation

### 98%

ELA: K-11

On-Track

### 41%

Percent



Participation

### 99%

Math: K-8

On-Track

### 27%

Percent



Participation

### (Blank)

MDTP-Fall

Nearly + Ready

### (Blank)

Percent-Fall

High School: No Credits Earned



December

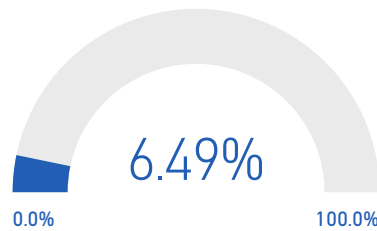
## Engagement



CWA

## 23

Parent Outreach



Chronic Absenteeism

## English Learners

ELPAC IA

### 96%

Percent GL Tested

ELPAC IA

### 25

Total Tested

Reclassification



RFEP ● Eligible

## Curriculum:

Tests Administered Through January

Benchmark

### 1531

Total Test Count

Ready Class

### 2124

Total Test Count

Saavas

### 206

Total Test Count



Plus Survey

## School Climate

22.5%

### 77.5%

23.5%

### 76.5%



At my school, there is a teacher or other adult who really cares about me.

I feel like I am part of this school.

# Enrollment

school search

San Joaquin Elementary

Month

All

Student G...

All

2020-2021

## Change: All Enrollment

(current-previous month)

0

Dec-Jan change

01-Aug

750

Enrollment

06-Jan

753

Enrollment

02-Sep

759

Enrollment

03-Oct

758

Enrollment

04-Nov

755

Enrollment

05-Dec

753

Enrollment

SUSD RA v1.1

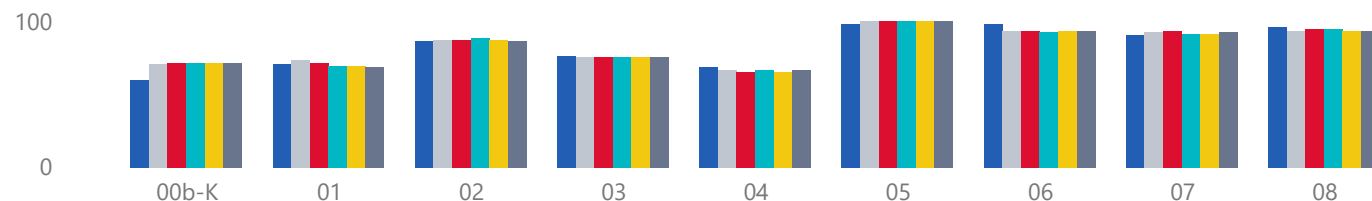
**Overview:** Enrollment data includes the monthly TK-12 school enrollment count by student group, program participation/eligibility, and grade level. Reports includes all active students in Synergy on date reports were extracted.

**Navigation:** All months and students groups are on display, use month and/or student group filters to change displays. Ctrl for multiple selections.

**Source:** Synergy, LCAP Monthly Reports; **Frequency:** Reports are updated monthly; **Updated:** 01-06-2021

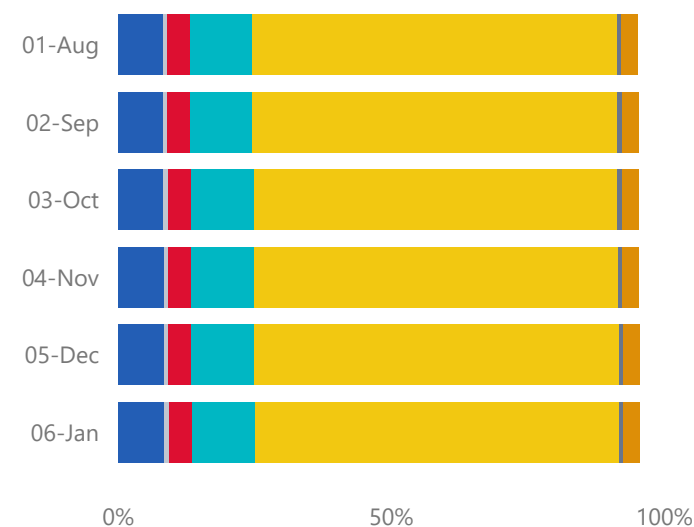
### Grade Level: Student Count

Month ● 01-Aug ● 02-Sep ● 03-Oct ● 04-Nov ● 05-Dec ● 06-Jan



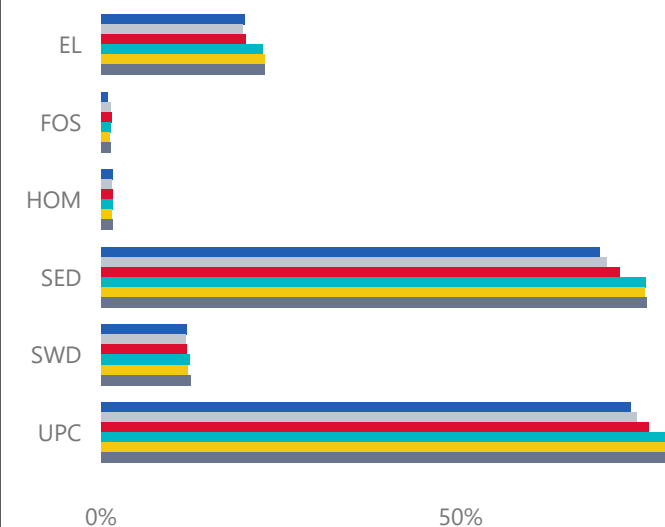
### Race/Ethnicity: Percent

Student Group ● AA ● AI ● AS ● FI ● HI ● PI ● WH



### Student Groups: Percent

Month ● 01-Aug ● 02-Sep ● 03-Oct ● 04-Nov



# Engagement

school search

San Joaquin Elementary

Month

All

2020-2021

Connections

Rate Change:  
Chronic Abs

0

Nov - Dec change

01-Aug

10.34%

Rate

01-Aug

78

Count

02-Sep

6.41%

Rate

02-Sep

49

Count

03-Oct

7.96%

Rate

03-Oct

61

Count

04-Nov

6.78%

Rate

04-Nov

52

Count

05-Dec

6.49%

Rate

05-Dec

50

Count

SUSD RA v1.1

**Overview:** Student Engagement data includes the monthly Tk-12 chronic absenteeism rate, and is reported as the count of students considered chronically absent (absent for 10% or more of the days they were expected to attend).

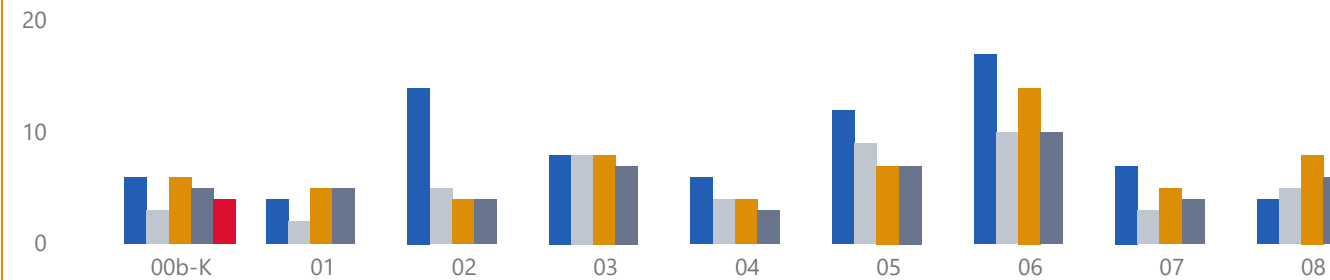
**CWA outreach** includes: **CWA Parent Outreach** (parent calls, conference, home visits, presentation), and **Tier 2:** student check in, attendance contracts, referrals for services. .

**Navigation:** All months and students groups are on display, use month filter to change displays. Ctrl for multiple selections.

**Source:** Student Support Services; **Frequency:** Reports are updated monthly; **Updated:** January 2021

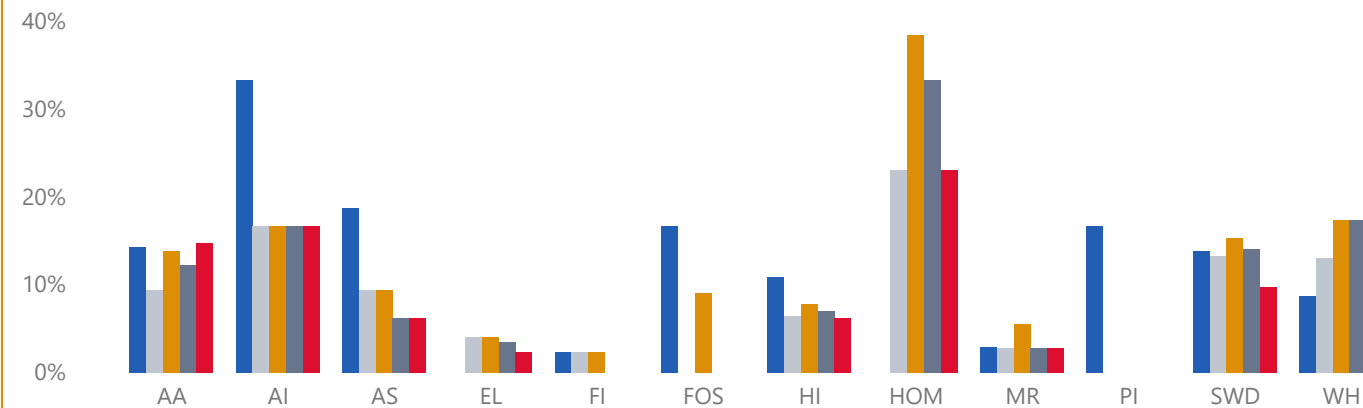
Chronic Absenteeism: Student Group

Month ● 01-Aug ● 02-Sep ● 03-Oct ● 04-Nov ● 05-Dec



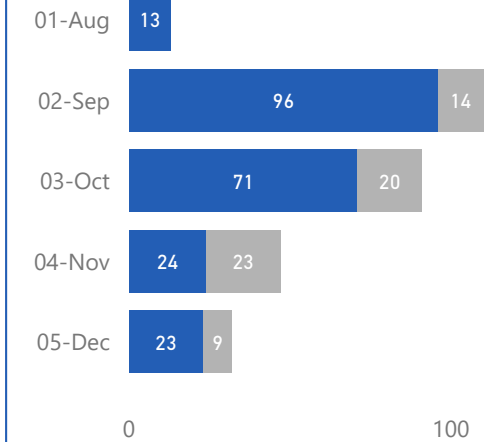
Chronic Absenteeism: Student Group

Month ● 01-Aug ● 02-Sep ● 03-Oct ● 04-Nov ● 05-Dec



CWA Connections

SubCategory ● Parent Outreach ● Tier 2



counselors : coming soon!

Participation

96%

Fall

98%

Winter

Spring

Overview:

Interim Assessments reports include participation and academic progress results from SUSD's interrim/diagnostic assessments:

\* iReady (ELA K-11, Math K-8): iReady is administered three (K-8) and two (9-12) times per year, and progress is reported as:

1. On-Track for Grade Level:

percent of students on track to score grade level at the end of the year if they meet the typical growth target.

2. Two or More Years Below:

(2 + Below) percent of students who are 2 or more years below grade level.

3. No Growth:

(0 Growth) percent of students who showed no growth since the Winter 2019 diagnostic

Navigation:

Use Filters to select ELA or Math; Term/Student Group; Focus:

Right corner arrow

Source:

Research; Program Exports

Frequency:

Reports are updated after assessment administration;

Updated:

January 2021 - winter.

High School Data Currently Not Reported

SUSD RA v1.1

On Track

43%

Fall

41%

Winter

Spring

2+ Below

42%

Fall

36%

Winter

Spring

No Gro...

31%

All

27%

Winter

Spring

iReady Percent On-Track

Student Group	Diagnostic	01-Fall	02-Winter
00	90%	81%	
01	53%	38%	
02	30%	25%	
03	31%	34%	
04	47%	45%	
05	42%	40%	
06	29%	37%	
07	30%	31%	
08	43%	47%	
AA	27%	36%	
AI	50%		
ALL	43%	41%	
AS	43%	35%	
EL		22%	
FI	66%	62%	
HI	39%	38%	
MR	54%	50%	
PI	33%	67%	
SBAC	37%	39%	
SED	38%	38%	
SWD			
WH	55%	36%	

iReady Percent Two or More Years Below Grade Level

Student Group	Diagnostic	01-Fall	02-Winter
01			
02	43%	25%	
03	40%	36%	
04	23%	23%	
05	52%	48%	
06	68%	60%	
07	68%	63%	
08	57%	49%	
AA	57%	53%	
AI	50%	80%	
ALL	42%	36%	
AS	43%	39%	
EL	66%	50%	
FI	23%	18%	
HI	45%	38%	
MR	34%	24%	
PI	17%	17%	
SBAC	53%	48%	
SED	42%	39%	
SWD	79%	72%	
WH	36%	36%	

iReady Percent No Growth (since Winter 2019)

Student Group	Diagnostic	01-Fall	02-Winter
01			
02	20%		
03	21%	16%	
04	37%	30%	
05	34%	34%	
06	30%	20%	
07	50%	51%	
08	47%	41%	
AA	34%	37%	
AI	50%	50%	
ALL	31%	27%	
AS	27%	19%	
EL	26%	22%	
FI	26%	21%	
HI	31%	27%	
MR	31%	21%	
PI	25%	50%	
SBAC	37%	33%	
SED	30%	26%	
SWD	34%	35%	
WH	56%	35%	

F-W Growth

49%

All

F-S Growth

iReady F-W Typical Growth

Student Group	Typical Growth
00	38%
01	37%
02	51%
03	52%
04	52%
05	46%
06	64%
07	46%
08	52%
AA	58%
AI	25%
ALL	49%
AS	53%
EL	38%
FI	53%
HI	47%
MR	39%
PI	83%
SBAC	52%
SED	49%
SWD	48%
WH	57%

**Overview:** Curriculum Assessment data reporting metrics is dependent on the availability of data and/or curriculum, and include:

\* **Total Test Count:** Cumulative count of test administered online in the curriculum portals (ReadyMath, Saavas, and Benchmark).

\* **Average Test Administered:** Of students who have completed at least one test in the system, the average number of tests administered by grade level (ReadyMath, MyPerspectives, and Benchmark).

\* **Progress/Proficiency:** achievement (HS Math - midterm/final; Primary - Fluency)

Online Instruction: completion and engagement in iReady Online Instructional learning pathways.

\* 30 minutes: percent of students averaging 30 minutes per subject per week

\* Passed Lesson: percent of students passing online instruction (<70%)

**Navigation:** N/A

**Source:** Research; Curriculum Exports, Illuminate

**Frequency:** Reports are updated periodically; **Updated:** November 2020

January 2021

Curriculum Assessments

Ready Class

2124

Total Test Count

Saavas

206

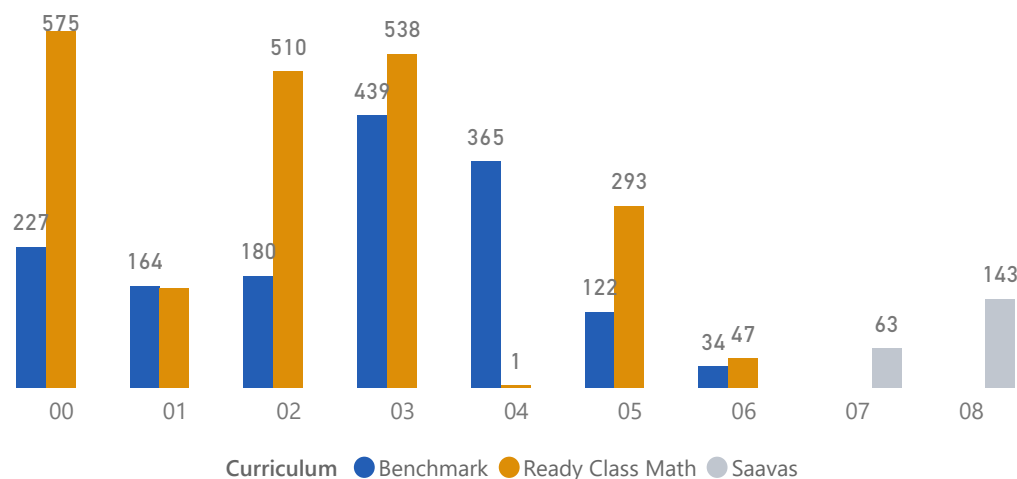
Total Test Count

Benchmark

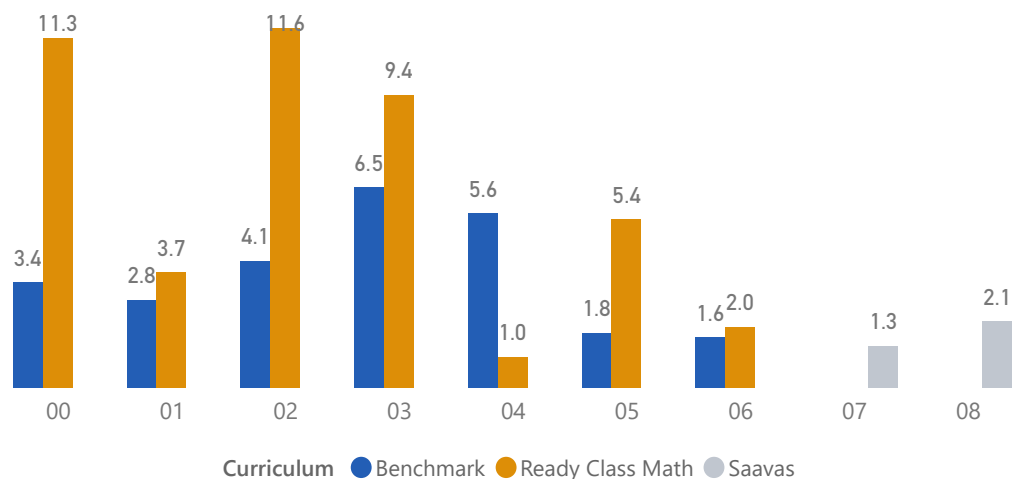
1531

Total Test Count

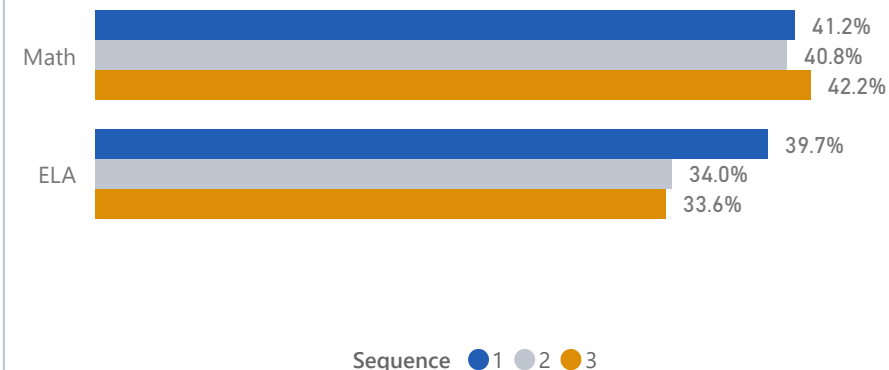
## Curriculum: Test Count



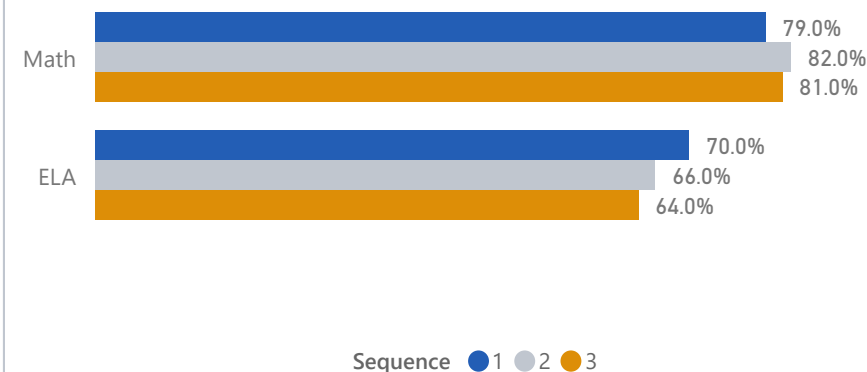
## Curriculum: Average Test Count



## Online Instruction: 30+ minutes



## Online Instruction: Passed Lessons 70%+



Sequence: 1. Sep 28; 2. Nov 9; 3. Jan 11

**Overview:** English Learners' progress is reported through the Initial ELPAC (IA ELPAC) and RFEP eligibility.

\* **IA ELPAC:** The Initial ELPAC is administered once to students in grades K-12 whose primary language is not English to determine their English language proficiency. Overall Performance is reported as a scale score and categorized as:

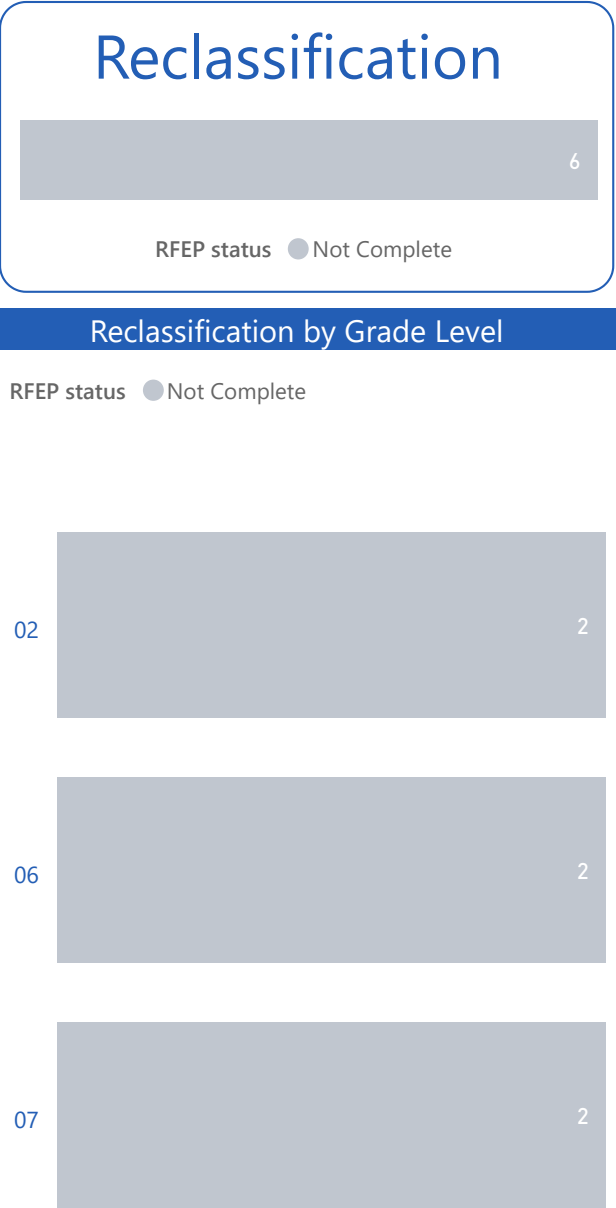
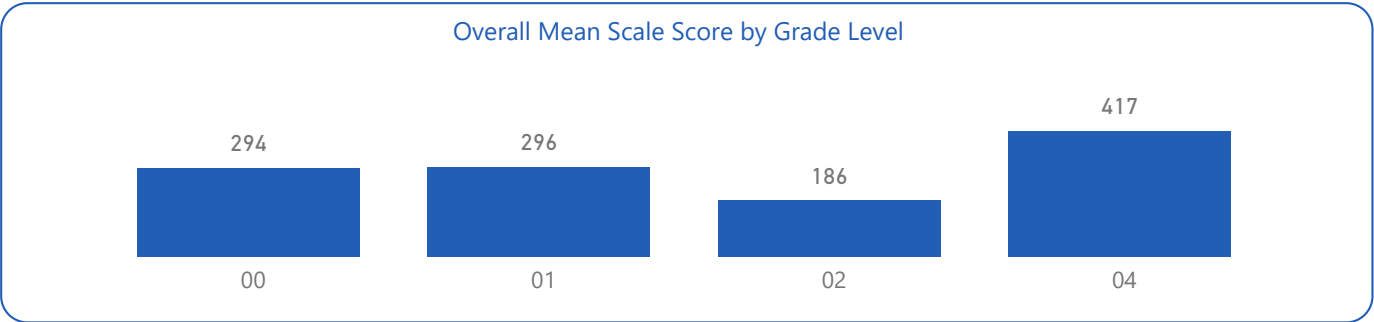
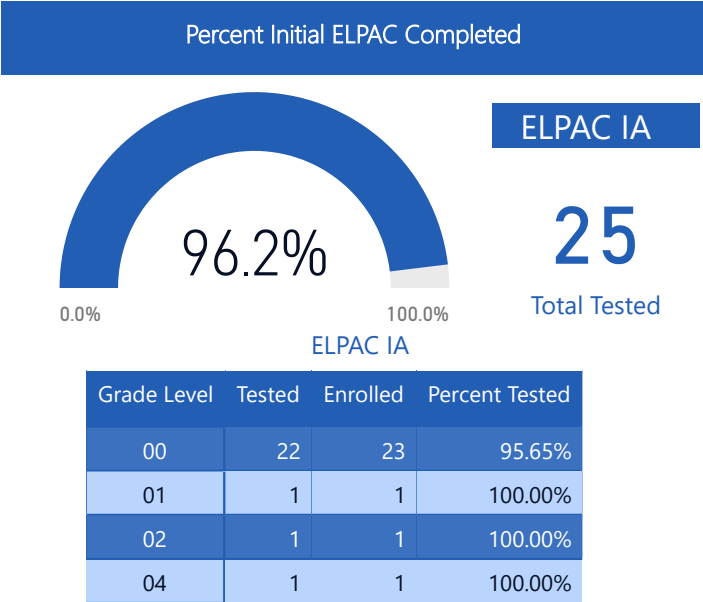
**IFEP:** Initial Fluent English Proficient  
**Intermeidate English Learner,** and **Novice English Learner.**

Overall Performance is comprised of, Oral Language and Written Language, each domain is categorized as: Well Developed, Moderately Developed, and Minimally Developed.

\* **RFEP Eligibile:** Count of all English Learners eligible for reclassification: and have met the 4 criteria to be designated as Reclassified Fluent English Proficient (RFEP) are reported as:

1. Not Completed (met all criteria), documents not processed, designation is not complete
2. Completed: documentation has been processed and students are designated as RFEP.

**Navigation:** NA  
**Source:** Research; ELPAC; Illuminate  
**Frequency:** Reports are updated periodically;  
**Updated:** January 2021



# School Climate

school search  
San Joaquin Elementary

Grade Span  
All

2020-2021

Question Priority  
All

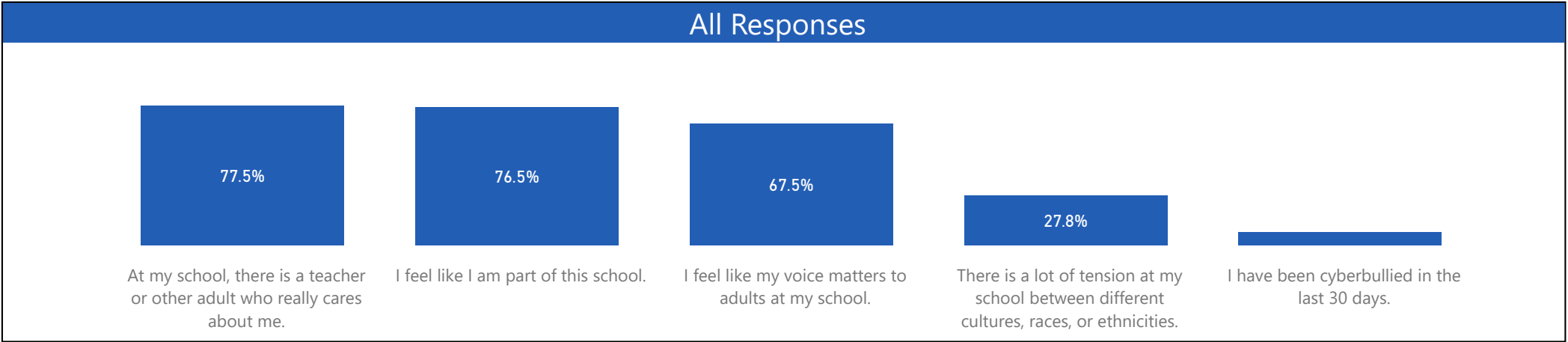
Term  
1-Fall

**Overview:** School climate data is reported from the School Climate Survey administered through the PLUS Program. The survey is conducted three times per year for students in grades 4-12. The school climate data collected is used for PLUS team actions, site/district program development and accountability, LCAP , CA Dashboard, PBIS teams, and program progress.

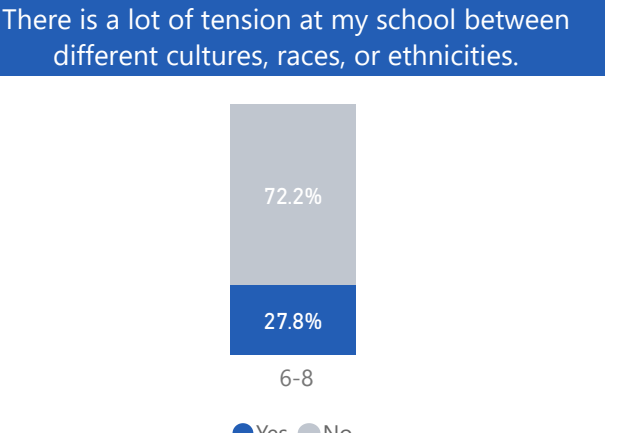
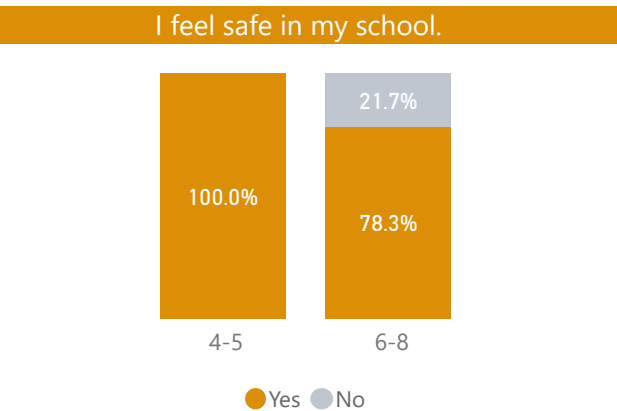
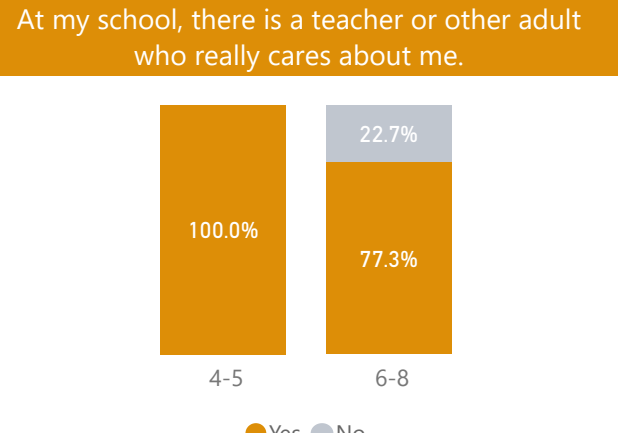
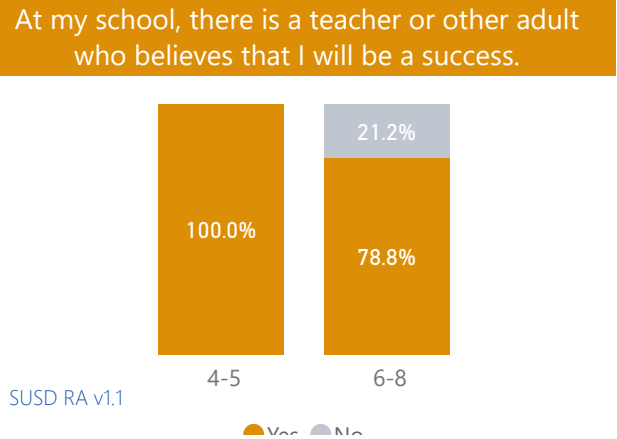
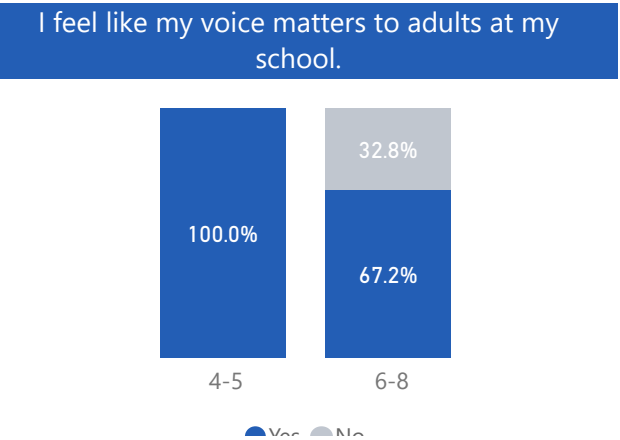
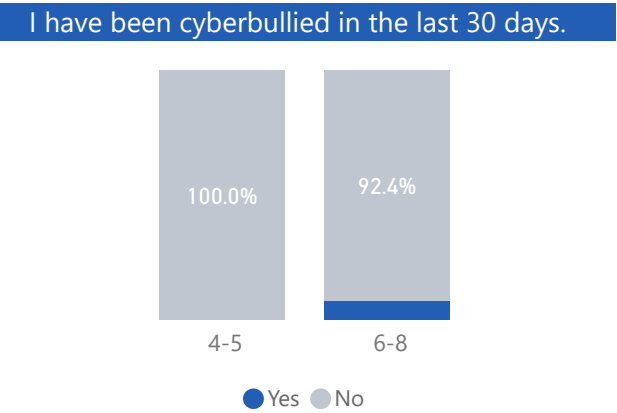
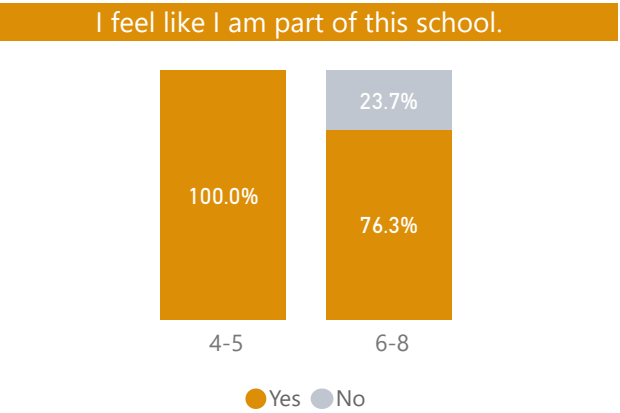
**Navigation:** NA

**Source:** Student Support Services - PLUS program

**Frequency:** Reportts are updated after survey administration (3x a year); **Updated:** Fall 2020



Count	Count	Count
2	198	(Bla...
Grade 4-5	Grades 6-8	Grades 9-12



Grade Distribution and Term

Overview: Distribution of transcript grades reported by grade, course, and credits earned.

Transcript Grades:

\* Non-Passing Grades: Grade marks of F, Not Completed (NC), No Marks (NM), and Not Reported (NR)

\* Credits Earned: Credits earned as indicated on transcript

Credit Attempted/Earned: Count of students meeting the credit attempted and earned categories for the most recent grading period.

\* All: all credits attempted were earned

\* Half: more than half of credits attempted were earned

\* Less than half: less than half of credits attempted were earned

\* None: no attempted credits were earned

\*MDTP (9-11): The Mathematics Diagnostic Testing Project (MDTP) is a diagnostic tool designed to support secondary math programs in CA schools. MDTP is administered at the beginning of term and indicates students readiness for currently enrolled math course.

Readiness is indicated as Near/Ready: Ready (<67/68/69-100%), Nearly Ready (51-69), Not Ready (31-50), and Far from Ready (>30)

Navigation: NA; Source: Research; IS, Synergy  
Frequency: Reports are updated after at end of term,

Participation Fall

Near/Ready

(Blank)

Percent

(Blank)

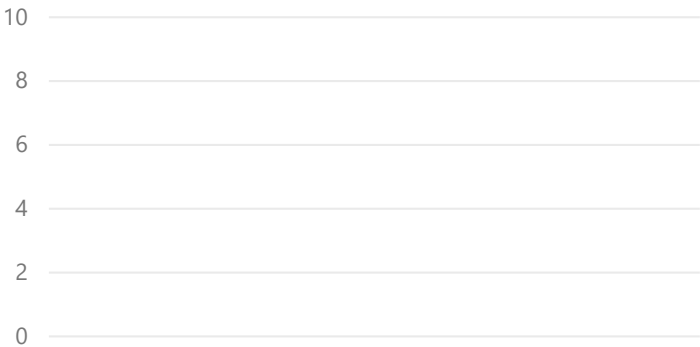
All

MDTP: Fall Diagnostic

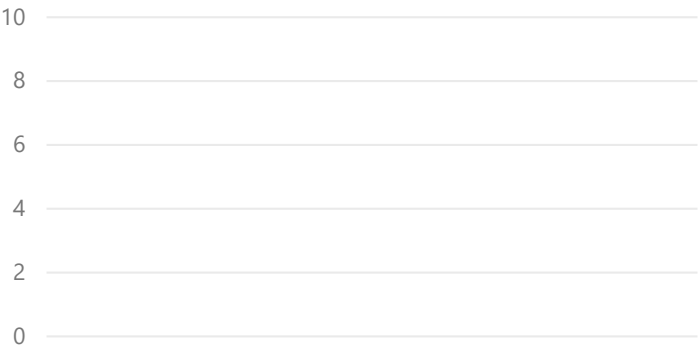
Subject and Non-Passing Grades

MDTP: Fall Diagnostic

Credits Earned (October)



Credits Earned (December)





## Report Log

- \* v1 01122021: preliminary review
- \* v1.1 01212021 administrators - published

**Feedback Suggestions Comments**  
**Questions Ideas**  
Share your thoughts with our team!

## Report Content

### Student Level Reports

- \* [iReady](#) (portal), [Student Level](#) (Illuminate)
- \* [RFEP eligibility](#) (Illuminate)
- \* [ELPAC IA testing list](#)
- \* [Benchmark Universe](#)
- \* MDTP
- \* [Saavas](#) (portal)

## Acronyms

### Student Groups

ALL – all students  
AA – Black/African American  
AI-American Indian/Native Alaskan  
AS-Asian  
FI-Filipino  
HI-Hispanic  
MR-Two or More  
PI-Pacific Islander/Native Hawaiian  
WH-White  
EL-English Learner  
FOS-Foster Youth  
HOM-Homeless Youth  
SED-socioeconomically disadvantaged, SWD-students with disabilities.

### Metrics

## Participation

97%

Fall

99%

Winter

Spring

## On Track

30%

Fall

27%

Winter

Spring

**Overview:** Interim Assessments reports include participation and academic progress results from SUSD's interrim/diagnostic assessments:

\* **iReady** (ELA K-11, Math K-8): iReady is administered three (K-8) and two (9-12) times per year, and progress is reported as:

1. **On-Track for Grade Level:** percent of students on track to score grade level at the end of the year if they meet the typical growth target.

2. **Two or More Years Below:** (2 + Below) percent of students who are 2 or more years below grade level.

3. **No Growth:** (0 Growth) percent of students who showed no growth since the Winter 2019 diagnostic

**Navigation:** Use Filters to select ELA or Math; Term/Student Group; Focus: Right corner arrow

**Source:** Research; Program Exports

**Frequency:** Reports are updated after assessment administration; **Updated:** January 2021 - winter.

High School Data Currently Not Reported

SUSD RA v1.1

## 2+ Below

40%

Fall

34%

Winter

Spring

## No Gro...

38%

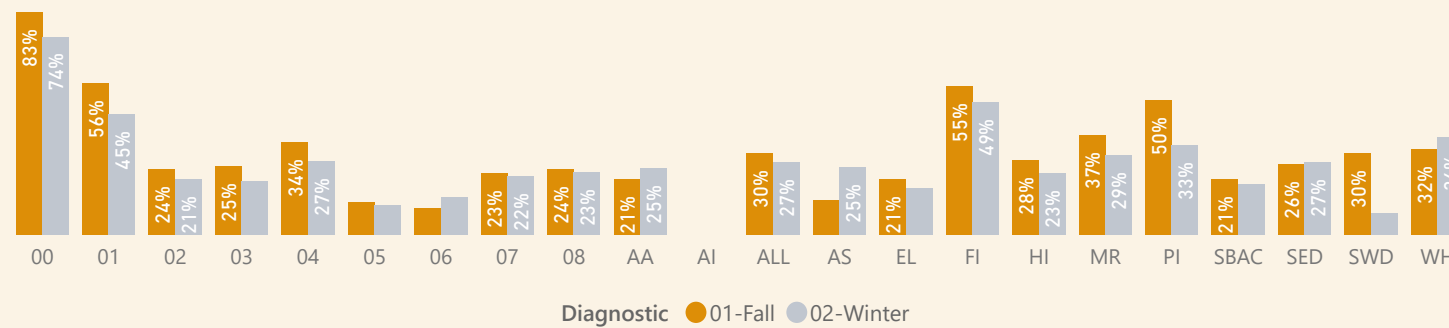
All

29%

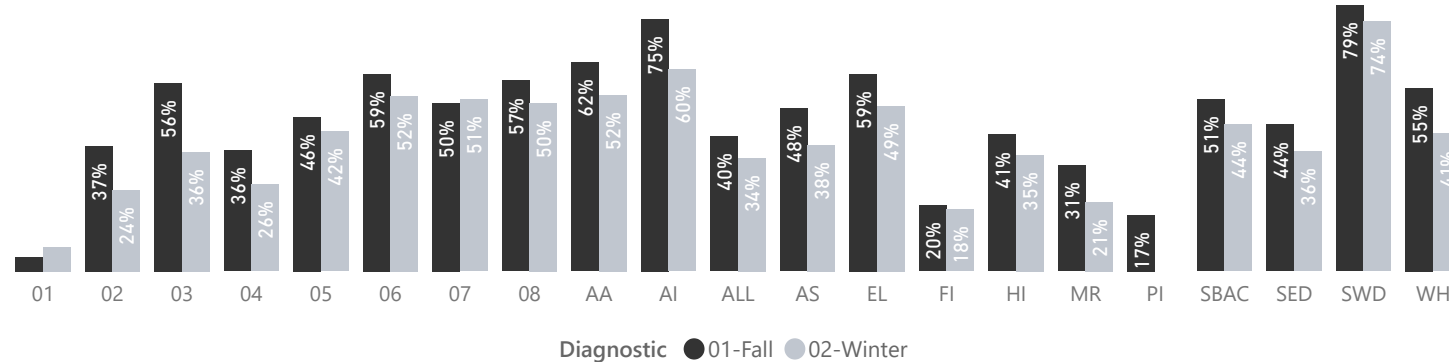
Winter

Spring

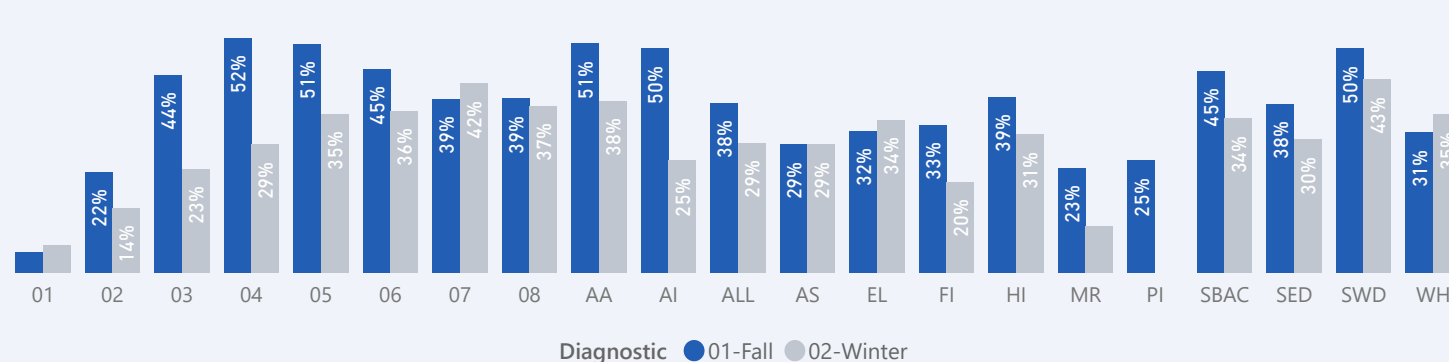
## iReady Percent On-Track



## iReady Percent Two or More Years Below Grade Level



## iReady Percent No Growth (since Winter 2019)



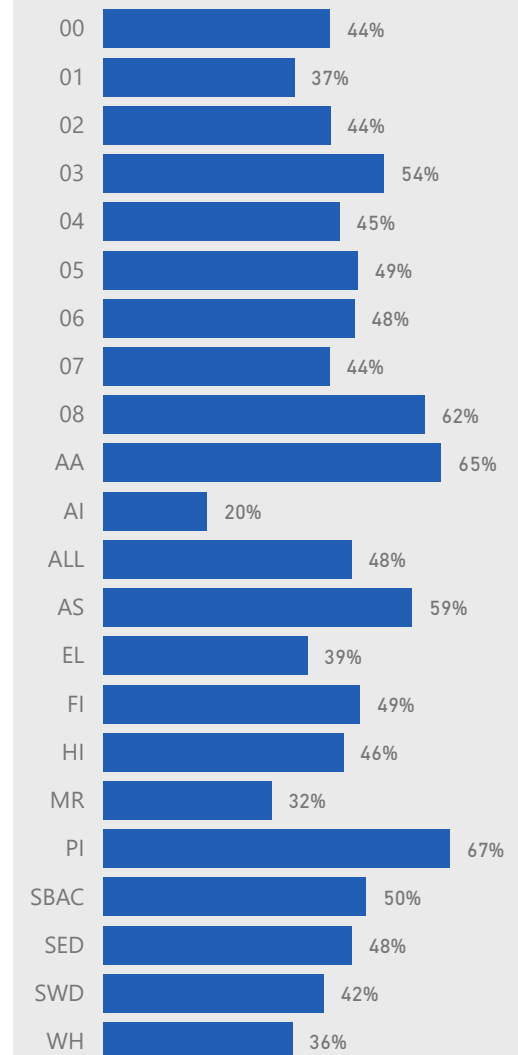
## F-W Growth

48%

All

## F-S Growth

## iReady F-W Typical Growth



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