

# 2023-2024 School Plan for Student Achievement Recommendations and Assurances

Site Name: \_\_\_\_\_

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

English Learner Advisory Committee

\_\_\_\_\_  
Date of Meeting

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on \_\_\_\_\_  
Date of Meeting

(Optional)

Other committees included in the Comprehensive Needs Assessment and SPSA review include:

\_\_\_\_\_  
Committee

\_\_\_\_\_  
Date of Meeting

\_\_\_\_\_  
Committee


\_\_\_\_\_  
Date of Meeting

\_\_\_\_\_  
Committee

\_\_\_\_\_  
Date of Meeting

Attested:

\_\_\_\_\_  
Typed Name of School Principal

  
\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date



## School Plan for Student Achievement (SPSA)

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
San Joaquin Elementary	39686766116115	05/18/2023	06/20/2023

### Purpose

(Only required for CSI, TSI, or ATSI campuses) Briefly describe the purpose of this plan.

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 for African Americans, Asian, English Learner, Socioeconomically Disadvantaged, Students with Disabilities (SWD) student groups.

### Description

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.

### Engaging Educational Partners

### Resource Inequities

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

# **Comprehensive Needs Assessment Process**

## **Comprehensive Needs Assessment Process Summary**

### **Surveys**

A variety of surveys were taken throughout the school year, including a Parent Coffee Hour Survey, an ELAC Needs Assessment, PLUS Surveys by students, and a San Joaquin Teacher Survey. See addendum.

### **Classroom Observations**

A walkthrough tool was developed between administration and the AVID/Leadership Team with the intent of informal walkthroughs taking place every week. Walkthroughs were inconsistent for various reasons, but the need to observe classroom instruction and implementation of AVID strategies is still there and will continue into the following school year. See addendum.

### **Analysis of Current Instructional Program**

Several meetings have been dedicated to discussing classroom instruction and curriculum implementation. See addendum.

### **Standards, Assessment, and Accountability**

Several staff, Parent Coffee Hour, ELAC and School Site Council meetings discussed various assessment and accountability pieces, including analyzing results from iReady, SBAC, and ELPAC. See addendum.

# Staffing and Professional Development

## Staffing and Professional Development Summary

All Teachers at San Joaquin have at least a Bachelor's degree. 24 Teachers have a clear credential. 4 Teachers have a preliminary credential. 3 Teachers are interns. 4 Teachers have a Teaching permit. All Teachers who do not possess a clear credential are evaluated each year using the California Standards for the teaching Profession, as well as going through the district's teacher Induction program. All staff are provided with opportunities for professional development throughout the year, through built in training at staff meetings, after-school opportunities, and by attending several webinars and conferences relative to content standards, social-emotional learning, best teaching practices, professional learning communities, etc. Teachers also have full access to all professional development provided by the curriculum department through in-service days. Instructional assistance is provided by the Program Specialist, Instructional Coach, as well as administration. The PLC process is also used not only for collaboration twice per month, but also for providing support by administration and colleagues, both horizontally and vertically. Teachers are released for academic conferences twice a year to meet with administration, develop SMART goals, and discuss options in which they can best be supported.

## Staffing and Professional Development Strengths

Even though there are several new Teachers each year at San Joaquin, most of the staff are veteran Teachers who have been at the school for more than 10 years, two of which have been here since it first opened 24 years ago. They are deeply committed to our students and school, so they never hesitate to reach out to newer staff and lend their expertise. Several of our staff are also induction mentors to new Teachers. New and experienced Teachers take turns attending professional development opportunities and then present at a future staff meeting the strategies they learned, which others could use immediately in their classroom. Teachers, our Program Specialist, Instructional Coach, Counselors, and Administration provide site-based professional development throughout the year.

## Needs Statements Identifying Staffing and Professional Development Needs

**Needs Statement 1 (Prioritized):** Teachers, Counselors, Program Specialist, Instructional Coach and Administration need additional time outside of and during the instructional day to attend PD opportunities to continue learning new strategies to meet student needs, especially students who are SED, SWD, ELLs, Asian Americans, and African Americans due to these groups being underserved and the school being in ATSI status. **Root Cause/Why:** Some staff members can not attend PD opportunities outside of school hours, including conferences or webinars, since they have busy lives outside of work, thus halting the direct learning process. It is difficult to allocate funds to send staff to outside PD while also securing substitutes to release Teachers for PD opportunities during the work day.

# Teaching and Learning

## Teaching and Learning Summary

Classroom observations of teachers being evaluated are done at least twice per year, with pre and post observation conferences held with teacher to discuss findings, as well as professional improvement plans if necessary. Administration also conduct walkthroughs of classrooms using an electronic tool developed jointly by administration and teachers on the leadership team. Walkthroughs are unannounced and provide immediate feedback to the teacher being visited. The instructional program in each classroom is analyzed in real time through walkthroughs and formal observations, as well as standards being used in each lesson. The program specialist and administration supervise assessments and accountability programs throughout the year, with input from teachers with the development of the internal assessment calendar. Accountability is measured by assessment results, including data from iReady, ELPAC, and CAASPP, as well as formative assessments within the classroom. Curriculum, instruction, and materials are aligned to content and performance standards as the curriculum department has purchased curriculum for ELA, ELD, Math and Social Studies. Recommended instructional minutes are adhered to by each grade level. For grades K – 6: 40 minutes of ELD, at least 105 minutes of reading/language arts, and at least 70 minutes of math. For grades 7 – 8: 50 minutes of ELD, 50 minutes of reading/language arts, and 50 minutes of math. Lesson pacing schedules are determined by each grade-level PLC, with input from administration and the curriculum department. The pacing provides for adequate time to share necessary resources and incorporate built-in intervention and enrichment for students in need. Standards-based instructional materials are available to all teachers and in turn, to all student groups, including English Learners and students with an IEP. Every grade-level fully implements SBE-adopted and standards-aligned instructional materials, with embedded intervention materials for students at Tier 1. Teachers at every grade level provide differentiated instruction for underperforming students to meet standards, as well as small group instruction through the platooning process, which occurs with some grade levels. All Teachers use district-adopted curriculum, as well as research-based supplemental materials, to raise student achievement.

## Teaching and Learning Strengths

Administration conducts walkthroughs randomly, providing immediate feedback through the walkthrough tool. Teachers receive training and conduct whole-group assessments (iReady, ELPAC and CAASPP), while the Program Specialist, Instructional Coach and Administration conduct the one-on-one testing. Teachers follow the adopted curriculum faithfully incorporating support materials as needed. Many of our Teachers are already platooning when it comes to ELD and Intervention or small group instruction. Most Teachers work well together within their grade-level to identify students who are in need of intervention and provide this support during platooning time.

## Needs Statements Identifying Teaching and Learning Needs

**Needs Statement 1 (Prioritized):** An intervention teacher or substitute (retired Teacher) is needed to provide additional support to students in small groups who are low-performing, while the Teacher focuses on providing rigorous instruction to the larger group, closing the gap further and moving students to being at grade level, especially students who are SED, SWD, ELLs, Asian Americans, and African Americans due to ATSI status. **Root Cause/Why:** Teachers find that it can be a struggle teaching the class as a whole group while also providing support to small groups. Platooning is not always practiced at every grade level, making the range of students' abilities too large to focus on grade level instruction while not contributing to an increase in the achievement gap.

# Parental Engagement

## Parental Engagement Summary

Several surveys are administered throughout the school year directly for parents to provide feedback

Our school offers tutoring after-school from 2:30 – 3:45, three days a week, equaling 3.75 hours of tutoring, provided by eight teachers, benefiting 120 students. Students who are under-achieving are given priority to attend the tutoring program. Parents, Teachers, and Staff members provide input to the planning, implementation and evaluation of consolidated application programs through their participation in staff meetings, parent education meetings, ELAC meetings, SSC meetings, AVID/Leadership meetings, and Parent Coffee Hours.

## Parental Engagement Strengths

The San Joaquin community is a very close community, with many parents coming to the school for meetings with teachers and administration, as well as for IEPs and SSTs. Parents also participate through attending Back to School Night, Parent-Teacher conferences, monthly Parent Coffee Hours, monthly School Site Council meetings, English Learner Advisory Committee meetings every other month, and Parent-Teacher Organization meetings. There are several parents that volunteer their time before, during, and after school hours doing a variety of activities. Parents are also engaged through communications with teachers, as well as with administration, through emails, phone calls, social media, electronic billboard, blackboard messages, Remind App, etc. While parent engagement has dropped since the pandemic, there is still a high number of parents who participate in their child's education.

## Needs Statements Identifying Parental Engagement Needs

**Needs Statement 1 (Prioritized):** The school needs a dedicated Community Assistant that will be in charge of two-way communications between parents and the school, gathering topics of interest for meetings and trainings, as well as acting as a bridge to communicate needs and wants from parents related to their child's education. **Root Cause/Why:** Meaningful partnerships between parents and the school are rising, contributing to the formation of better working relationship between stakeholder groups, not only educationally, but also socially. Parents have expressed interest in attending meetings about their child's educational and social well-being, based on a variety of topics, requiring a dedicated assistant to collect needed information.

# School Culture and Climate

## School Culture and Climate Summary

### PLUS Climate Survey - Grades 4 - 5

Think about your experience as you read each statement below. Then fill in the circle that best describes if you agree or disagree with each statement.

1. I stand up for myself without putting others down.
2. I know how to report bullying on campus.
3. I have been bullied on campus in the last 30 days.
4. I know how to report cyberbullying when it happens.
5. I have been cyberbullied in the last 30 days.
6. At home, there is an adult who helps me when I am having a hard time.
7. I have friends my age that really care about me.
8. There are activities here at school that I enjoy participating in.
9. I feel like my voice matters to adults at my school.
10. I know an adult at school that I can talk with, if I need help.
11. At my school, there is a teacher or other adult who really cares about me.
12. I feel safe in my school.
13. I feel like I am part of this school.
14. At my school, there is a teacher or other adult who believes that I will be a success.
15. At my school, there is a teacher or other adult who tells me when I do a good job.
16. The staff at my school treat students fairly.
17. If there was going to be a fight on campus, I would report it to a teacher or administrator.
18. If I saw another student on campus with a weapon I would report it.

### PLUS Climate Survey - Grades 6 - 8

Think about your experience as you read each statement below. Then fill in the circle that best describes if you agree or disagree with each statement.

1. I know how to report bullying on campus.
2. I have been bullied on campus in the last 30 days.
3. I know how to report cyberbullying when it happens.

4. I have been cyberbullied in the last 30 days.
5. At home, there is an adult who helps me when I am having a hard time.
6. I have friends my age that really care about me.
7. There are activities here at school that I enjoy participating in.
8. I feel like my voice matters to adults at my school.
9. I know an adult at school that I can talk with, if I need help.
10. At my school, there is a teacher or other adult who really cares about me.
11. I feel safe in my school.
12. I feel like I am part of this school.
13. At my school, there is a teacher or other adult who believes that I will be a success.
14. At my school, there is a teacher or other adult who tells me when I do a good job.
15. The staff at my school treat students fairly.
16. If there was going to be a fight on campus, I would report it to a teacher or administrator.
17. If I saw another student on campus with a weapon I would report it.
18. In the last 30 days, I have had at least 1 drink of alcohol.
19. In the past 30 days, I have smoked cigarettes at least once.
21. There is a lot of tension at my school between different cultures, races, or ethnicities.
22. In the past 30 days, I have used marijuana one or more times.
23. I have felt isolated/harassed at school because of my gender identification or gender expression within the last 30 days.
24. I have been encouraged by the school and the individual activity sponsors to participate in extracurricular activities.
25. I am part of extracurricular activities such as a club, sport, leadership program, or band here at school.

### **Mission Statement**

**Our purpose is to provide a safe and creative school climate by building positive relationships, resulting in high academic and social achievement for ALL students.**

### **Vision Statement**

**We believe it takes a village to prepare our students for success throughout their educational careers and their personal lives. Our Teachers, Staff, and Parents work together to create an inclusive school culture where ALL students can feel safe to learn at high levels and be ready for high school and life.**

## **ROAR Values and Beliefs**

**Rise to the challenge**

**On the path to success**

**Achieve greatness**

**Respect yourself and others**

### **School Culture and Climate Strengths**

The school culture and climate at San Joaquin is mostly positive. Students get along with each other during structured class time and organized activities outside of the classroom. Bullying is identified by students, parents, teachers, staff and administration, and addressed quickly and in an efficient manner. Interventions are in place by staff when a student issue arises, with the primary point of contact being the teacher and if unsuccessful, it is referred to counselors or administration. We have a very strong PBIS Team, which develops incentives and school-wide challenges, and presents at staff meetings on better ways of reaching students. The PBIS Team meets on a monthly basis and consists of administration, counselors, CWA representative, one teacher and one classified staff. Our counseling team is amazing in providing SEL lessons to students and staff, while also providing services to students who are having issues, mediation, reaching out to parents, and conducting student success team meetings. Counselors also provide training for staff on restorative practices and how these measures can prevent a student being sent to the office. For the most part, teachers are proactive within their classrooms, identifying potential student issues and mediating when possible, or referring to counselors or administration when necessary. Many possible fights are prevented before they occur by staff. Bullying instances are very low as reported to administration. There are many students who continue improving their attendance throughout the year to participate in PBIS incentives. Award assemblies are held each trimester and parents are able to attend virtually by watching their children receive awards through Instagram live.

### **Needs Statements Identifying School Culture and Climate Needs**

**Needs Statement 1 (Prioritized):** Students sometimes lack the tools necessary to make better decisions about appropriate behavior at school and at home. Funding needs to be allocated to bring in guest speakers on topics such as: bullying, behavior issues, and other social emotional topics. **Root Cause/Why:** While student issues almost never arise in the classroom or during structured outdoor activities, they continue occurring during lunch recess or after school, as well as through social media. Students are suspended for engaging in fights which could be avoided or for repeated offenses.

**Needs Statement 2 (Prioritized):** CARE Team meetings need to continue being held where Administration, Counselors, and CWA meet twice per month in order to discuss truant students as well as forming plans to continue supporting all students. Incentives need to be provided for students who improve their attendance as well as those who continue with good attendance. Funding allocated to bring in guest speakers related to PBIS. **Root Cause/Why:** Students are chronically absent due to a variety of students, such as COVID or other medical reasons, as well as other health and personal issues, including bullying and not feeling part of the school, as well as a lack of connection to the school.

# 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 Goal

Goal 1: Student Achievement Increase student achievement by providing high quality first instruction supported by a Multi-Tiered System of Supports (MTSS) to graduate every single youth college, career, and community ready.

## Goal 1.1

School Goal for ELA/ELD: (Must be a SMART Goal) School Goal for ELA/ELD: (Must be a SMART Goal) ELA: By EOY 2024, per iReady Diagnostic 3 Results Report, the total number of students performing 1 grade level below will decrease by 5% from 29% to 24% and 2 or more grade levels below will decrease by 5% from 25% to 20%, increasing the amount of students performing at grade level to 56% of students. School Goal for Math: (Must be a SMART Goal) MATH: By EOY 2024, 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 24% to 19%, increasing the amount of students performing at grade level to 48% of students. Reclassification School Goal for English Learners: (Must be a SMART Goal) EL: By EOY 2024, per a combination of ELPAC and/or iReady/SBAC results, increase the number of students who reclassify by 10 students from 30 to 40. Reading School Goal for English Learners: (Must be a SMART Goal) EL: By EOY 2024, per iReady Diagnostic 3 Results Report, the total number of EL students performing 1 grade level below will decrease by 5% from 41% to 36% 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 33% of students. Math School Goal for English Learners: (Must be a SMART Goal) EL: By EOY 2024, per iReady Diagnostic 3 Results Report, the total number of EL students performing 1 grade level below will decrease by 5% from 42% to 37% and 2 or more grade levels below will decrease by 5% from 32% to 27%, increasing the amount of students performing at grade level to 36% of students.

## Identified Need

Teachers, Counselors, Program Specialist, Instructional Coach and Administration need additional time outside of and during the instructional day to attend PD opportunities to continue learning new strategies to meet student needs, especially students who are SED, SWD, ELLs, Asian Americans, and African Americans due to these groups being underserved and the school being in ATSI status.

An intervention teacher or substitute (retired Teacher) is needed to provide additional support to students in small groups who are low-performing, while the Teacher focuses on providing rigorous instruction to the larger group, closing the gap further and moving students to being at grade level, especially students who are SED, SWD, ELLs, Asian Americans, and African Americans due to ATSI status.

The school needs a dedicated Community Assistant that will be in charge of two-way communications between parents and the school, gathering topics of interest for meetings and trainings, as well as acting as a bridge to communicate needs and wants from parents related to their child's education.

Students sometimes lack the tools necessary to make better decisions about appropriate behavior at school and at home. Funding needs to be allocated to bring in guest speakers on topics such as: bullying, behavior issues, and other social emotional topics.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of students performing 1 grade level below	ELA 29% Math 38%	ELA 24% Math 33%
Number of English Learners performing 1 grade level below	ELA 41% Math 42%	ELA 36% Math 37%
Number of students performing 2 or more grade levels below	ELA 25% Math 24%	ELA 20% Math 19%
Number of English Learners performing 2 or more grade levels below	ELA 36% Math 32%	ELA 31% Math 27%
Number of students reclassifying to fluent English proficient	30	40

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1.1.1

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

Professional Development, Collaboration, and Ongoing Instructional Support Plan 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 San Joaquin County Office of Education (SJCOE), Get Your Teach On, Teach Your Heart Out and Solution Tree (RTI at Work Institute, Soluciones, Mathematics at Work, ) related to ELD curriculum, GLAD strategies, and other ways of reaching English Learners for administrators, counselors, teachers, program specialist, and instructional coach. Professional development provided by 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. Additional training, conferences and webinars (Yes we can! An Unprecedented Opportunity to Improve Special Education Outcomes, CTA Fall Special Education Conference, Good Teaching Conference, Every Child Counts Symposium) for administrators, teachers, program specialist, instructional coach, and paraprofessionals on topics related to best practices for students with an IEP. Conferences (52150) or Webinars (52170) -- \$20,000.00 - 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 coach around strategies, such as: focused-note taking, Socratic seminars, philosophical chairs, data binders, use of planners, interactive notebooks, higher depth of knowledge levels, 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 2024 or District offered pathways Conference (52150) or Webinars (52170)- \$8,000 - Title 1 Substitutes (11700) -- \$2,000.00 - 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, administrators, program specialist and instructional coach. Substitute Teachers for Teacher release time and Academic Conferencing (11700) - \$1,000.00 - Title I Additional intervention is required throughout the day to provide students who are ELLs and RSP, as well as those who are struggling and in danger of being eligible for an IEP, additional supports through the use of a substitute teacher who is dedicated to grades K - 3 twice per week throughout the school year as determined by administration. Substitute Teachers for Intervention and Small Group Instruction (11700) - \$20,000.00 - Title I Teachers, administrators, program specialists and coach 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) - \$5,000.00 - Title I Program Specialist Additional Comp for serving as the AVID Coordinator and attending Leadership and collaboration (19500)--10 hours -- \$600.00 - Title I Instructional Coach Additional Comp for attending Leadership and collaboration (19500)--10 hours -- \$600.00 - Title I Counselor Additional Comp for attending Leadership and collaboration (12500) - \$600.00 - Title I Metrics for Progress Monitoring: Students redesignated Fluent English Proficient Number/percentage of students who are able to complete DOK 4 performance tasks at proficient level Number/percentage of grade levels/courses that have developed a process for continuous monitoring of student growth and achievement that includes end-of-year targets.

Proposed Expenditures for this Strategy/Activity

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.

Amount(s)	Source(s)
\$20,000	50643 - Title I
\$21,000	50643 - Title I
\$5,000	50643 - Title I
\$600	50643 - Title I
\$600	50643 - Title I
\$600	50643 - Title I
\$8,000	50643 - Title I
\$2,000	50643 - Title I

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1.1.2

Students to be Served by this Strategy/Activity

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

- All Students
- English Learners
- Foster Youth
- Low Income

Strategy/Activity

Support Staff Salary for Plan Implementation and Additional Instructional Supports The Program Specialist will assist with implementing the SPSPA 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 2 times per year with every grade level. This includes goal setting and identification of students for tier 3 intervention, especially students who are SED, SWD, ELLs, Asian Americans, and African Americans due to these groups being underserved and the school being in ATSI status. For all local assessments (iReady), the PS and administration 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 Assistant. Program Specialist will coordinate all state and district

assessments such as ELPAC, CAASPP, and PSAT. .50 Program Specialist (19101) -- \$84,000.00 - Title I .50 Program Specialist (19101) -- \$84,000.00 - LCFF Instructional coach (1 @ .5 FTE Instructional Coach - Centralized Service) will provide further support through co-teaching, co-planning, or demo lessons in the classroom. Library Media Assistant -will provide students with support and direction in learning and accessing library resources. Library Media Assistant will also support students, especially students who are SED, SWD, ELLs, Asian Americans, and African Americans due to these groups being underserved, 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. .4375 FTE Library Media Assistant - (22601) --3.5 hr. \$24,902.00 -- LCFF Community Assistant -will serve in a liaison capacity between the school and the community to increase parental involvement, as well as their understanding of school programs and objectives, as well as performing related duties as assigned. .4375 FTE Community Assistant - (22901) --3.5 hr. \$27,250.00 -- LCFF (If personnel are vacant for any portion of the school year, salary and additional compensation funds associated with these staff will be reallocated to alternate resources that achieve the objective of the original expenditure - such as instructional materials, equipment, consultants, additional compensation, etc.) San Joaquin will provide certificated and classified additional compensation/substitute costs needed for supplemental instruction, intervention, and enrichment. Metrics for Progress Monitoring: Number/percentage of teachers and administrators who understand the construction, formats, and student demands of SBAC. Number/percentage of teachers and administrators who understand the SBAC Achievement Level Descriptors for their grade level or grade span. Number/percentage of teachers using performance tasks with students.

Proposed Expenditures for this Strategy/Activity

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.

Amount(s)	Source(s)
\$84,000	50643 - Title I
\$84,000	23030 - LCFF (Site)
\$24,902	23030 - LCFF (Site)
\$27,250	23030 - LCFF (Site)
\$8,400	50643 - Title I Salary Contingency
\$12,669	23030 - LCFF Salary Contingency

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1.1.3

Students to be Served by this Strategy/Activity

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

- All Students
- English Learners
- Foster Youth
- Low Income

Strategy/Activity

Supplemental Curriculum, Materials, and Programs to Support Improvement In order to increase student achievement in ELA, ELD, and Math, additional resources should be allocated towards maintaining equipment, purchasing supplies and materials, and additional equipment to continue providing rigorous instruction. Instructional Books, Supplies, Materials - Supplies to support the district adopted curriculum for ELA and Math, state/district testing, etc. (Supplies: 3 hole puncher, Batteries, Binders and dividers, Binder Clips, Books, Brass fasteners, Brushes, Butcher Paper Rolls, Calculators, Cardstock Paper, Chart paper, Cleaning wipes, Color Markers (Sharpie and regular), Color Pencils, Construction paper, Crayons, Dry Erase Markers, Easels, Electric air racer, End Tab Fastener File Folders, Erasers (regular and cap), Flashcards (multiplication / division), Folders (manila), Glue and Glue Sticks, Googly Eyes, Gravity Jousting Class Pack, Highlighters, Homework incentive charts, Human Brain Model, Journals/Journal Notebooks, Judo bots, Labels, Learning Games, Lincoln logs, Lined paper (sticky), Magnets, Money manipulatives, Notebooks, Organization bins, Paint, Painter's Tape, Paper clips, Paper plates, Pencils and sharpeners, Pencil Boxes/Pouches, Pens (Different colors), Pipe cleaners, Plastic bags, Playdough, Poly Folders, Popsicle sticks, Pop-Up Page Flags, Poster Maker Supplies, Printer ink, Printer paper, Privacy boards/dividers, Pushpins, Rubber bands/Big ones that attach to desk, Sandwich Bags, Scissors, Sheet Protectors, Shoe holder (storage for headphones), Staples, staplers and staple removers, STEM creator pack, Sticky Notes, Straws, Tape, Timer, Tinker toys, Washi Tape, Watercolors, Watercolor paper, Whiteboards, Whiteout (liquid and tape), World map.) Books, Supplies, Materials (43110) \$10,000.00 -- Title 1 Equipment- Teachers will use various instructional equipment like laminator, copier, duplo, poster maker, student laptops, tablet devices, interactive SMARTboards, doc camera, LCD projector, projectors bulbs, cables, cords, adapters, Interactive Projectors, HDMI Cords for computers and projectors, Headphones (with and without microphones), Cameras and speakers for desktops, Printers, Wireless speakers, accessories for technology for better instructional delivery. Non Capital Equipment (44000) --\$18,000.00 -- Title 1 In order to increase student achievement and meet our annual measurable outcomes, several approaches must be taken: AVID's instructional strategies and processes (daily writing across the curriculum, scaffolding, close reading, quick writes, 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 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. Instructional Materials/Supplies (43110) -- \$5,000.00 - Title 1 Provide students with opportunities to increase reading, math, and science proficiency through literacy programs such as the Renaissance Accelerated Reader program, Reflex/FRAX, ESGI (Easy Progress Monitoring), GimKit, as well as level books (in classroom and at home), while creating an atmosphere conducive to literacy, math and science. 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. Student License Agreement (58450) --\$5,000.00 -- Title 1 Metrics for Progress Monitoring: Number/percentage of classrooms where students are engaged in speaking, small group discussions, problems, etc. at least 50% of the class time. Number/percentage of students who use technology tools as an ongoing part of instruction.

Proposed Expenditures for this Strategy/Activity

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.

Amount(s)	Source(s)
\$5,000	50643 - Title I
\$5,000	50643 - Title I
\$10,000	50643 - Title I
\$18,000	50643 - Title I

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1.1.4

Students to be Served by this Strategy/Activity

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

All Students English Learners Foster Youth Low Income
--

Strategy/Activity

Other Services and Operational Costs Associated with Plan Implementation In order to increase student achievement in ELA, ELD, and Math, additional resources should be allocated towards maintaining equipment and duplicating to continue providing rigorous instruction. 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) - \$5,000.00 -- Title 1 Duplicating - Duplication expense will be used for materials printed in mass quantities for instructional purposes for student success and achievement. Duplicating (57150) \$500.00 -- 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 (The California Academy of Sciences in San Francisco, a tour of an Amazon facility, Zoos like Micke Grove, Oakland, Sacramento, San Francisco, Local Farms, Science Museums, Modesto Junior College, Science related, Wow Museum, Planetarium, Fog Willow Farm, Pumpkin Patches, Animal related, Valley Days at San Joaquin Historical Museum, San Jose Exploratorium, Monterey Bay Aquarium, San Francisco Exploratorium, Science Museum in Sacramento, Sonoma Mission, General Vallejo's Home, Stockton Children's Museum, the TLJ Indoor Soccer Center, Destination Space Exhibit, Chabot Space and Science Center in Oakland, San Jose Tech Museum, the Jelly Belly Factory, Fairytale Town, Haggin Museum, Outdoor Education (Science Camp), Leadership related. Guest speakers (Gold Rush, Ancient Artifacts, Jose Hernandez and Star Lab), Educational Consultants (SJCOE Artist in Residence Program), theater productions, etc. Consultants-Instructional/Non-Instructional (58100) -- \$2,500.00 Title 1 Fees (Pupil Participation) (58920) -- \$5,000.00 - Title I Field Trip District Transportation (57250) -- \$10,000.00 - Title I Metrics for Progress Monitoring: District definitions and observations of student engagement, student and teacher surveys, promotion of grit, tenacity, perseverance. California Healthy Kids Survey Report.

Proposed Expenditures for this Strategy/Activity

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.

Amount(s)	Source(s)
\$5,000	50643 - Title I
\$500	50643 - Title I
\$5,000	50643 - Title I
\$10,000	50643 - Title I
\$2,500	50643 - Title I

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1.1.5

Students to be Served by this Strategy/Activity  
(Identify either All Students or one or more specific student groups)

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

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.

Amount(s)	Source(s)
In Place of the Add Fund Source	[Add source(s) here]

Annual Review

SPSA Year Reviewed: 2022-2023 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.

Staff have been able to attend and are schedule to attend several PD opportunities, learning how best to meet goals and bringing back what they have learned to impact their students as well as provide training for the rest of the staff. Academic conferences were held twice this year so that teachers and administration could meet, analyze data, review growth, and set new SMART goals for student achievement. Staff have been able to attend the monthly AVID/Leadership meetings to provide and receive information on school-wide strategies which increase student learning. The Program Specialist has lead several trainings regarding ELLs, ELPAC, SBAC, and iReady, as well as serving as the AVOD coordinator. Maintenance agreements have kept our technology working, allowing teachers to continue providing additional supports for students. Additional technological equipment has been purchased to replace broken technology, which allows teachers to continue delivering 21st century lessons as well as whole-group testing with the purchase of headphones. Several staff members have attended AVID training and will attend this summer. The library media assistant has lead to San Joaquin having the largest circulation in the district for two years in a row. The purchase of student licenses have lead to an increase in reading, as well as additional ways to reach students. There have been field trips schedule for every grade level to supplement the learning program, allowing students to see in real time what they learn about in class.

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

We have been unable to secure training from the LDO and the SJCOE for various reasons. The purchase of additional chromebooks has not been needed due to the district sending additional technology.

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.

School Goal for ELA/ELD: (Must be a SMART Goal) School Goal for ELA/ELD: (Must be a SMART Goal) ELA: By EOY 2024, per iReady Diagnostic 3 Results Report, the total number of students performing 1 grade level below will decrease by 10% from 35% to 25% and 2 or more grade levels below will decrease by 10% from 33% to 23%, increasing the amount of students performing at grade level to 52% of students. School Goal for English Learners: (Must be a SMART Goal) EL: By EOY 2024, per ELPAC, increase the number of students who reclassify by 10 students from 7 to 17. By EOY 2024, per iReady Diagnostic 3 Results Report, the total number of EL students performing 1 grade level below will decrease by 10% from 39% to 29% and 2 or more grade levels below will decrease by 10% from 49% to 39%, increasing the amount of students performing at grade level to 32% of students. School Goal for Math: (Must be a SMART Goal) MATH: By EOY 2024, per iReady Diagnostic 3 Results Report, the total number of students performing 1 grade level below will decrease by 10% from 48% to 38% and 2 or more grade levels below will decrease by 10% from 30% to 20%, increasing the amount of students performing at grade level to 42% of students.

## LCAP Goal

Goal 2: Safe and Healthy Learning Environments Provide equitable and healthy learning environments that enhance the social-emotional and academic learning for all students utilizing a Multi-Tiered System of Supports (MTSS).

## Goal 2.1

School Goal for Suspension: By June of 2024, the student suspension rate will remain the same or will decrease by five students, from 21 to 16 students being suspended. School Goal for Attendance/Chronic Truancy: By June of 2024, the student attendance/chronic truancy rate will decrease by 5%, from 30.74% to 25.74% of students chronically absent.

### Identified Need

Teachers, Counselors, Program Specialist, Instructional Coach and Administration need additional time outside of and during the instructional day to attend PD opportunities to continue learning new strategies to meet student needs, especially students who are SED, SWD, ELLs, Asian Americans, and African Americans due to these groups being underserved and the school being in ATSI status.

Students sometimes lack the tools necessary to make better decisions about appropriate behavior at school and at home. Funding needs to be allocated to bring in guest speakers on topics such as: bullying, behavior issues, and other social emotional topics.

CARE Team meetings need to continue being held where Administration, Counselors, and CWA meet twice per month in order to discuss truant students as well as forming plans to continue supporting all students. Incentives need to be provided for students who improve their attendance as well as those who continue with good attendance. Funding allocated to bring in guest speakers related to PBIS.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percent of students chronically truant	30.74%	25.74%
Number of students being suspended	21	16

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

#### Strategy/Activity 2.1.1

##### Students to be Served by this Strategy/Activity

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

All Students

##### Strategy/Activity

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 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, with built in raffles, featuring guest speakers, related to the importance of attending school consistently and on time, as well as Attendance, Bullying, SEL Topics, Smoking / drugs, such as Jon Pritikin, Kevin Bracy, Challenge Day, Athletes, Community Leaders, etc. Consultants-Instructional/Non-Instructional (58100) -- \$8,000.00 Title 1 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. Metrics for Progress Monitoring: Student suspension rates. Student expulsion rates. Truancy rates. California Healthy Kids Survey Report.

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

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.

Amount(s)	Source(s)
\$8,000	50643 - Title I

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

#### Strategy/Activity 2.1.2

##### Students to be Served by this Strategy/Activity

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

All Students

##### Strategy/Activity

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. 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 and PBIS Rewards software to keep track of PBIS points, using STOIC process, with additional training for administrators, teachers, counselors, program specialist, instructional coaches, SPED assistants, campus safety assistants, and noon duties throughout the year. Additional compensation for counselors for collaborating and providing PBIS training to staff. Middle school fun Fridays and school dances, field trips, PBIS incentives, caught being good tickets, School-wide assemblies. Incentives for challenges. Volunteers to assist with reading groups, testing, PE, field trips etc. Guest speakers. Counselor Additional Compensation (12500) -- \$600.00 - Title I License Agreement for PBIS Rewards (58450) -- \$1,500.00 - Title I Professional development opportunities (conferences, webinars such as: Behavior Solutions: A Practical Road Map for SEL Success in all Tiers Workshop) as well as one administrator and counselor attending the 2023 California Association of School Counselors conference. Conference (52150) or Webinars (52170)- \$8,459.00 - LCFF Substitutes (11700) -- \$2,615.00 - Title I Metrics for Progress Monitoring: Student suspension rates. School attendance/chronic absenteeism rates. California Healthy Kids Survey Report. Number/percentage of students by grade level that are involved in leadership opportunities.

### Proposed Expenditures for this Strategy/Activity

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.

Amount(s)	Source(s)
\$600	50643 - Title I
\$8,459	23030 - LCFF (Site)
\$2,615	50643 - Title I
\$1,500	50643 - Title I

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 2.1.3

#### Students to be Served by this Strategy/Activity

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

All Students

#### Strategy/Activity

In order to effectively create a positive school climate, the following strategies and resources must be provided: 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. 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, SPED assistants, 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 administrators, teachers, counselors, program specialist, SPED assistants, campus safety assistants, and noon duties to better provide services for students and increase school culture. Conference (52150) or Webinars (52170)- \$4,000.00 - LCFF Substitutes will be used to release Teachers to attend PD opportunities through outside consultancy, conferences, or in-district training. Substitutes (11700) -- \$600.00 - Title I Metrics for Progress Monitoring: California Healthy Kids Survey Report. Number/percentage of students by subgroup that are receiving support or are involved in leadership opportunities.

### Proposed Expenditures for this Strategy/Activity

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.

Amount(s)	Source(s)
\$4,000	23030 - LCFF (Site)
\$600	50643 - Title I

## Annual Review

**SPSA Year Reviewed: 2022-2023** 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.

Some motivational assemblies have been held to teach students the effects of bullying. Communications home have increased from the school as well as individual teachers. The incentives program has increased drastically to promote better attendance. PBIS system and supports have decreased the amount of suspensions and increased student participation throughout the year.

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

Motivational speakers were funded through student activities instead of Title 1 due to the amount of paperwork required to approve a "consultant". Most communication programs were either free or funded through the district. PBIS training was not provided outside of work hours; instead, counselors provided training during staff meetings. PD was not offered/available for this area. The PBIS Team met during work hours as well so funding was not used for this area. PLUS Team was not sent to PD since there were no opportunities available.

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.

School Goal for Suspension: By the EOY of 2024, the student suspension rate will remain the same or will decrease by five students, from 14 to 9 students being suspended. School Goal for Attendance/Chronic Truancy: By the EOY of 2024, the student attendance/chronic truancy rate will decrease by 5%, from 29.5% to 24.5% of students chronically absent.

LCAP Goal

Goal 3: Meaningful Partnerships Create a culture of inclusion and collaboration with families and community stakeholders that builds meaningful partnerships focused on increasing student engagement and family and community participation in support of developing leadership at all levels.

Goal 3.1

School Goal for Meaningful Partnerships: By June 2024, increase parent involvement from 39% to include at least 50% of all Parents in attendance to at least one meeting, event or activity. Meaningful Partnerships: Based on sign-in sheets for Parent Connection Meetings, Parent Workshops and Trainings, Back to School Night, ELAC meeting, School Site Council, Promotion Ceremonies, and other informational parent nights.

Identified Need

The school needs a dedicated Community Assistant that will be in charge of two-way communications between parents and the school, gathering topics of interest for meetings and trainings, as well as acting as a bridge to communicate needs and wants from parents related to their child's education.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percent of parent participation	39%	50%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 3.1.1

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

In order to increase meaningful partnerships and have at least 50% of EL parents join ELAC meetings throughout the year, 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 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 Joaquin 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. Provide snacks and drinks through a PO for Food for Less, Safeway, Smart and Final and WinCo for parent meetings, training, and parent involvement events. Parent Meetings (43400) - \$900.00 - Title 1 Parent Metrics for Progress Monitoring: Possible data sources include parent involvement in district/school activities. Number/percentage of unduplicated parents participating in parent informational nights.

Proposed Expenditures for this Strategy/Activity

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.

Amount(s)	Source(s)
\$900	50647 - Title I - Parent

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 3.1.2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

In order to increase meaningful partnerships and have at least 50% of parents join our meetings throughout the school year, 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 Joaquin and Family Engagement and Education Office (FEEO) and School 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. Provide snacks and drinks through a PO for Food 4 Less, Safeway, Smart and Final and WinCo for Family nights, Science night, Math night, Literature night, Movie night, School carnival, Parent classes/workshops (how to provide extra support at home). Provide Parent participation incentives (such as a bag of groceries or raffles for gift cards). Purchases for parent meetings, open houses, and other events increasing parental involvement include, can also include, 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) - \$2,865.00 - Title 1 Metrics for Progress Monitoring: Possible data sources include parent involvement in district/school activities. Number/percentage of unduplicated parents participating in parent informational nights.

**Proposed Expenditures for this Strategy/Activity**

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.

Amount(s)	Source(s)
\$2,865	50647 - Title I - Parent

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

**Strategy/Activity 3.1.3**

**Students to be Served by this Strategy/Activity**

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

All Students

**Strategy/Activity**

In order to increase meaningful partnerships and have at least 10% 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 either right after they drop off their children in the morning or 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.

**Proposed Expenditures for this Strategy/Activity**

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.

Amount(s)	Source(s)
In Place of the Add Fund Source	[Add source(s) here]

**Annual Review**

**SPSA Year Reviewed: 2022-2023** 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.

Parent meetings were held on a variety of topics and parents were constantly asked to bring another parent along to the meeting. Translators for all parent meetings were requested from the LDO. Parent surveys were sent out towards the end of the year asking for input from parents, as well as this being an ongoing topic during most parent meetings. Snacks and drinks were provided during ELAC and Parent Coffee Hour meetings. Parents were polled as to what time meetings were best and it was determined that right after student drop-off would yield the best results. Some late afternoon or evening meetings were held as well. Several parents volunteered in classrooms as well as during field trips throughout the year. Some talent showcases (Winter program) were completed with students in grades Kinder through Third. A school carnival is schedule for the end of May.

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

A full-time Bilingual assistant was hired using district funds. ESL classes were not able to be offered nor was Rosetta Stone purchased by the LDO for parent use. Family nights, Science night, Math night, Literature night, and Movie nights were not scheduled for this year.

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.

School Goal for Meaningful Partnerships: By the EOY 2024, increase parent involvement to include at least 50% of all Parents in attendance to at least one meeting, event or activity. Meaningful Partnerships: Based on sign-in sheets for Parent Coffee Hour, Parent Workshops and Trainings, Back to School Night, ELAC, School Site Council, and other informational parent nights.

# 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	\$228,280.00
Total Federal Funds Provided to the School from the LEA for CSI	\$ [Enter Amount here]
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$389,560.00

## 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 (\$)
50643 - Title I	\$216,115.00
50647 - Title I - Parent	\$3,765.00
50643 - Title I Salary Contingency	\$8,400.00

Subtotal of additional federal funds included for this school: \$228,280.00

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 (\$)
23030 - LCFF (Site)	\$148,611.00
23030 - LCFF Salary Contingency	\$12,669.00

Subtotal of state or local funds included for this school: \$161,280.00

Total of federal, state, and/or local funds for this school: \$389,560.00

# Acronyms and Initialisms

Commonly used acronyms and initialisms list (August 2021) used by the California Department of Education (CDE).

## A

Acronym	Description
AB	Assembly Bill
ACE	<a href="#">American Council on Education</a> (Outside CDE Source)
ACSA	<a href="#">Association of California School Administrators</a> (Outside CDE Source)
ACT	<a href="#">American College Testing</a> (Outside CDE Source)
ADAD	Assessment Development and Administration Division – CDE
AID	<a href="#">Audits and Investigations Division</a> – CDE
AIECE	<a href="#">American Indian Early Childhood Education</a>
AMARD	<a href="#">Analysis, Measurement, and Accountability Reporting Division</a> – CDE
AP	<a href="#">Advanced Placement</a>
API	<a href="#">Academic Performance Index</a>
ARP	<a href="#">American Rescue Plan Act of 2021 (Stimulus 3)</a>
APR	<a href="#">Accountability Progress Reporting</a>
ATSI	<a href="#">Additional Targeted Support and Improvement</a>
AVID	<a href="#">Advancement Via Individual Determination</a>

## B

Acronym	Description
BTSA	Beginning Teacher Support and Assessment

## C

Acronym	Description
CAASFEP	<a href="#">California Association of Administrators of State and Federal Education Programs</a> (Outside CDE Source)
CAASPP	California Assessment of Student Performance Data System
CABE	<a href="#">California Association of Bilingual Education</a> (Outside CDE Source)
CALPADS	<a href="#">California Longitudinal Pupil Achievement Data System</a>
CalSTRS	<a href="#">California State Teachers' Retirement System</a> (Outside CDE Source)
CalWORKS	<a href="#">California Work Opportunity and Responsibility to Kids</a>

CARES	<a href="#">Coronavirus Aid, Relief, and Economic Security Act (Stimulus 1)</a>
CARS	<a href="#">Consolidated Application and Reporting System</a>
CASBO	<a href="#">California Association of School Business Officials</a> (Outside CDE Source)
CBEDS	<a href="#">California Basic Educational Data System</a>
CBEST	<a href="#">California Basic Educational Skills Test</a> (Outside CDE Source)
CCC	<a href="#">California Community Colleges</a> (Outside CDE Source)
CCCCO	<a href="#">California Community Colleges Chancellor's Office</a> (Outside CDE Source)
CCEE	<a href="#">California Collaborative for Educational Excellence</a> (Outside CDE Source)
CCI	<a href="#">College/Career Indicator</a>
CCR	<a href="#">California Code of Regulations</a>
CCSESA	<a href="#">California County Superintendents Educational Services Association</a> (Outside CDE Source)
CCSS	<a href="#">Common Core State Standards</a>
CCSSO	<a href="#">Council of Chief State School Officers</a> (Outside CDE Source)
CCTD	<a href="#">Career and College Transition Division</a> – CDE
CDC	<a href="#">Centers for Disease Control and Prevention</a> (Outside CDE Source)
CDE	<a href="#">California Department of Education</a>
CDS Code	<a href="#">County/District/School Code</a>
CEI	<a href="#">Community Engagement Initiative</a> (Outside CDE Source)
CFIRD	<a href="#">Curriculum Frameworks, and Instructional Resources Division</a> – CDE
CFR	<a href="#">Code of Federal Regulations</a> (Outside CDE Source)
CFT	<a href="#">California Federation of Teachers</a> (Outside CDE Source)
CHKRC	<a href="#">California Healthy Kids Resource Center</a> (Outside CDE Source)
CHKS	California Healthy Kids Survey
CHSPE	<a href="#">California High School Proficiency Examination</a>
CLAD	<a href="#">Crosscultural, Language, and Academic Development</a> (Outside CDE Source)
CMD	<a href="#">Clearinghouse for Multilingual Documents</a>
CMT	<a href="#">California Department of Education Monitoring Tool</a>

CNIPS	<a href="#">Child Nutrition Information Payment System</a>
COE	County Office of Education
CPS	Child Protection Services
CSB	<a href="#">California School for the Blind</a>
CSBA	<a href="#">California School Boards Association</a> (Outside CDE Source)
CSEA	<a href="#">California State Employees Association</a> (Outside CDE Source)
CSI	<a href="#">Comprehensive Support and Improvement</a>
21CSLA	<a href="#">21st Century California School Leadership Academy</a>
CSU	<a href="#">California State University</a> (Outside CDE Source)
CTA	<a href="#">California Teachers Association</a> (Outside CDE Source)
CTC	<a href="#">Commission on Teacher Credentialing</a> (Outside CDE Source)
CTE	<a href="#">Career Technical Education</a>
CYA	<a href="#">California Youth Authority</a> (Outside CDE Source)

## D

Acronym	Description
Dashboard	<a href="#">California School Dashboard</a>
DASS	<a href="#">Dashboard Alternative School Status</a>
DHCS	<a href="#">Department of Health Care Services</a>
DOF	<a href="#">Department of Finance</a> (Outside CDE Source)
DOL	<a href="#">U.S. Department of Labor</a> (Outside CDE Source)
DSS	<a href="#">Department of Social Services</a> (Outside CDE Source)

## E

Acronym	Description
EANS	<a href="#">Emergency Assistance to Non-public schools</a>
EC	<a href="#">Education Code</a> (Outside CDE Source)
ED	<a href="#">U.S. Department of Education</a> (Outside CDE Source)
EDGAR	<a href="#">Education Department General Administrative Regulations</a> (Outside CDE Source)
EDMD	Educational Data Management Division – CDE
EEED	<a href="#">Educator Excellence and Equity Division</a> – CDE
EL	<a href="#">English learner</a>

ELA	English-language Arts
ELCD	<a href="#">Early Learning and Care Division</a> – CDE
ELD	<a href="#">Expanded Learning Division</a> – CDE
ELPAC	<a href="#">English Language Proficiency Assessments for California</a>
ELPI	<a href="#">English Learner Progress Indicator</a>
EL Roadmap	<a href="#">English Learner Roadmap Policy</a>
ELSB	<a href="#">Early Literacy Support Block</a>
ELSD	<a href="#">English Learner Support Division</a> – CDE
ESEA	<a href="#">Elementary and Secondary Education Act of 1965</a> (Outside CDE Source)
ESSA	<a href="#">Every Student Succeeds Act</a>
ESSER	<a href="#">Elementary and Secondary School Emergency Relief Fund</a>
ETS	<a href="#">Educational Testing Service</a> (Outside CDE Source)
EWIG	<a href="#">Educator Workforce Investment Grant</a>

## F

Acronym	Description
FASD	<a href="#">Fiscal and Administrative Services Division</a>
FM	Fiscal Monitoring
FPM	<a href="#">Federal Program Monitoring</a>
FRPM	Free or Reduced-Priced Meals
FTE	Full-time Equivalent
FY	Fiscal Year
FYS	<a href="#">Foster Youth Services</a>

## G

Acronym	Description
GAD	<a href="#">Government Affairs Division</a> – CDE
GATE	<a href="#">Gifted and Talented Education</a>
GED	<a href="#">General Educational Development Test</a>

GEER	<a href="#">Governor's Emergency Education Relief Fund</a>
GL	General Ledger
GMART	<a href="#">Grant Management and Reporting Tool</a>
GPA	Grade Point Average

## H

Acronym	Description
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## I

Acronym	Description
IB	International Baccalaureate
IDEA	<a href="#">Individuals with Disabilities Education Act</a> (Outside CDE Source)
IEP	Individualized Education Program
IS	<a href="#">Independent Study</a>
ISSPO	Integrated Student Support and Programs Office

## J

Acronym	Description
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## K

Acronym	Description
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## L

Acronym	Description
LAC	<a href="#">Legal, Audits, and Compliance Branch</a>
LASSO	<a href="#">Local Agency Systems Support Office</a>
LCAP	<a href="#">Local Control and Accountability Plan</a>
LCFF	<a href="#">Local Control Funding Formula</a>
LEA	Local Educational Agency
LTEL	Long-term English Learner

## M

Acronym	Description
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MSD	<a href="#">Multilingual Support Division</a> – CDE
MTSS	<a href="#">Multi-tiered System of Support</a> (Outside CDE Source)

## N

Acronym	Description
NBCT	<a href="#">National Board Certified Teacher</a>
NCBE	National Clearinghouse for Bilingual Education
NCLB	No Child Left Behind Act of 2001
NEA	<a href="#">National Education Association</a> (Outside CDE Source)
NGSS	<a href="#">Next Generation Science Standards</a> (Outside CDE Source)
NPS	Non-Public School
NSBA	<a href="#">National School Boards Association</a> (Outside CDE Source)
NSD	<a href="#">Nutrition Services Division</a> – CDE

## O

Acronym	Description
OMB	Office of the Management and Budget
OSE	<a href="#">Office of the Secretary of Education</a> (Outside CDE Source)
OSHA	<a href="#">Occupational Safety and Health Administration</a> (Outside CDE Source)

## P

Acronym	Description
PCA	Program Cost Account
PFT	<a href="#">Physical Fitness Testing</a>
PSAT	<a href="#">Preliminary Scholastic Achievement Test</a> (Outside CDE Source)
PTA	<a href="#">Parent Teacher Association (State)</a> (Outside CDE Source)

## Q

Acronym	Description
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## R

Acronym	Description
RFA	Request for Applications
RFP	Request for Proposals

ROCP	<a href="#">Regional Occupational Centers and Programs</a>
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## S

Acronym	Description
SACS	<a href="#">Standardized Account Code Structure</a>
S and C Funds	Supplemental and Concentration Funds
SARB	<a href="#">School Attendance Review Board</a>
SARC	School Accountability Report Card
SASD	<a href="#">Student Achievement and Support Division</a> – CDE
SAT	<a href="#">Scholastic Achievement Test</a>
SB	Senate Bill
SBE	<a href="#">State Board of Education</a>
SBP	<a href="#">School Breakfast Program</a>
SCO	State Controller's Office
SCOE	Sacramento County Office of Education
SDAIE	Specially Designed Academic Instruction in English
SDC	Special Day Class
SEA	State Educational Agency
SED	<a href="#">Special Education Division</a> – CDE
SELPA	<a href="#">Special Education Local Plan Area</a>
SELPA Content Leads	SELPA Content Leads <a href="https://www.cde.ca.gov/fg/fo/r18/selpacontentlead18rfa.asp">https://www.cde.ca.gov/fg/fo/r18/selpacontentlead18rfa.asp</a>
SES	<a href="#">Supplemental Educational Services</a> (Outside CDE Source)
SFSD	<a href="#">School Fiscal Services Division</a>
SIG	<a href="#">School Improvement Grant</a>
SIL	<a href="#">SELPA Systems Improvement Leads</a> (Outside CDE Source)
SNP	<a href="#">School Nutrition Program</a>
SnS	<a href="#">Supplement not Supplant</a>
SpED	Special Education
SPSA	<a href="#">School-Plan for Student Achievement</a>
SSC	Schoolsite Council

SSD	Single School District
SSI	School Support and Improvement
SSID	<a href="#">Statewide Student Identifier</a>
SSO	<a href="#">(Statewide) System of School Support</a>
SSPI	<a href="#">State Superintendent of Public Instruction</a>
SSSSD	<a href="#">State Special Schools and Services Division</a>
STAR	<a href="#">Standardized Testing and Reporting Program</a>
STEM	<a href="#">Science, Technology, Engineering, and Mathematics</a>
SWD	Students with Disabilities
SWP	<a href="#">Schoolwide programs</a>

## T

Acronym	Description
T5	Title 5, California Code of Regulations
TA	<a href="#">Technical Assistance</a>
TAS	<a href="#">Targeted School Assistance</a>
TSD	<a href="#">Technology Services Division</a>
TSI	<a href="#">Targeted Support and Improvement</a>
TUPE	<a href="#">Tobacco-Use Prevention Education</a>

## U

Acronym	Description
UC	<a href="#">University of California</a> (Outside CDE Source)
UCOP	<a href="#">University of California Office of the President</a> (Outside CDE Source)
UCP	<a href="#">Uniform Complaint Procedures</a>
UGG	Uniform Grant Guidance
USDA	<a href="#">U.S. Department of Agriculture</a> (Outside CDE Source)

## V

Acronym	Description
VAPA	<a href="#">Visual and Performing Arts</a>

## W

Acronym	Description
WASC	<a href="#">Western Association of Schools and Colleges</a> (Outside CDE Source)
WestEd	<a href="#">WestEd</a> (Outside CDE Source)
WIC	<a href="#">Women, Infants, and Children</a> (Outside CDE Source)

## X, Y, Z

Acronym	Description
YRE	<a href="#">Year-round Education</a>

Questions: Felicia Novoa | [fnovoa@cde.ca.gov](mailto:fnovoa@cde.ca.gov)