

2022-2023 School Plan for Student Achievement Recommendations and Assurances

Site Name: San Joaquin (S1 - 279)

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

Attested:

Valiente Aguiar
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	05/19/2022	06/28/2022

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 the Students with Disabilities (SWD) student group.

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.

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.

Engaging Educational Partners

Refer to the comprehensive needs assessment.

Resource Inequities

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

Refer to the comprehensive needs assessment.

Comprehensive Needs Assessment Process

Comprehensive Needs Assessment Process Summary

Staff Meetings are held twice a month (first and third Tuesday) with specific staff meetings set aside to analyze data as well as provide input for the comprehensive needs assessment. On September 21, 2021, staff met in order to review the 2022 Progress report, provided by the district, which included data analysis on enrollment, academics/assessments, engagement and school climate, which consisted of analyzing suspensions and results from the PLUS survey. At the November 16, 2021 staff meeting, the Team from iReady was invited to San Joaquin to help staff complete a full academic data dive, analyzing results from the first iReady window and helping staff prepare our students for the upcoming second iReady window. On January 4, 2022, staff once again did a data dive, this time analyzing results from the second iReady assessment window, comparing data from both windows and then going into breakout rooms to discuss where strengths and areas for growth were, as well as what needed to be done to continue improving academic performance. On February 1, 2022, last year's ELPAC data was discussed and analyzed by each grade-level in breakout rooms. Additional training was provided on best practices, which would result in an increase of reclassification rates, as well as on how to administer the upcoming annual ELPAC to English Learners. The PBIS Team also presented at this meeting regarding events that would be upcoming to increase school culture, as well as how Teachers could use incentives in their classrooms to build positive relationships and increase a sense of belonging. On March 1, 2022, staff watched a training video regarding how to identify and prevent bullying, discrimination and harassment, and then Teachers were placed in breakout rooms to discuss how these issues affect our students and school, as well as what preventative measures could be taken inside and outside of the classroom to see a decline and continue improving school culture. SBAC training was also provided to staff at this meeting and a short discussion about the most recent data (2018-2019) was held. At the March 29, 2022 staff meeting, one of our Teachers who attended GLAD training to learn strategies to better meet our English Learners' needs presented her findings to the staff, and included strategies that other Teachers could immediately use in their classroom to increase EL academic performance. Also, an AVID vertical alignment activity was held, which then became a gallery walk, to discuss best teaching strategies that are used at each grade level to raise student academic achievement. At the April 5, 2022 staff meeting, the PBIS Team presented again on upcoming events to increase attendance, positive behaviors, and iReady lesson completion, all of which increase academics and culture. Another of our Teachers who attended the GLAD training for EL strategies presented on best strategies to reach ELs. At the April 19, 2022 staff meeting, the final Teacher who attended the GLAD training presented her learning as well as strategies that all Teachers can use in their classrooms to improve EL achievement. The AVID CCI was also discussed, which consists of strategies, including: learning through writing, the writing process, focused note-taking, higher-level thinking, structures for inquiry, accessing digital information, technology as a tool for collaboration, structures for collaboration, organizational methods, organizational tools, the critical reading process, and WICOR strategies in general. At all staff meetings listed, data was discussed with staff but input was also provided by staff on how to develop the School Plan for Student Achievement. Strategies to increase student achievement, including professional development, programs and technology to be purchased, staff to be hired, activities to increase school culture and parent involvement, strategies to reduce suspensions and chronic absenteeism, were all provided by staff and included in this year's SPSA.

The AVID/Leadership Team met once every month of this school year and was also instrumental in providing recommendations about the SPSA. On August 12, 2021, the discussion revolved around how to improve our back-to-school parental involvement; how to refer students to the SAP/CARE process to help them academically, socially, behaviorally, and with attendance; as well as iReady data analysis, small group placement, and the PLC process which should be followed to take deeper looks into data. At the September 2, 2021 meeting, academic conferences were discussed, the process through which each grade level met with administration to discuss their grade level iReady data, SMART goals, and strategies used to increase academic achievement. Other items discussed included how to increase parent participation in Parent-Teacher conferences, Character Traits to help increase school culture, and a reminder about CARE meetings for struggling students. At the November 4, 2021 meeting, information was provided and input was received about academic conferences, the iReady Data Dive, and the upcoming iReady window. The December 2, 2021 meeting consisted of an analysis of the AVID program school-wide, SMART Goal development, visitation, vertical and horizontal articulation, and professional development, all of which affect student academic achievement. The January 6, 2022 meeting included discussions around school-wide strengths, areas for growth, and strategies (focused note-taking, learning objectives, essential questions, WICOR and academic language scripts) which are geared to increase academic achievement and access to learning. The February 3, 2022 meeting consisted of discussions about professional development needs, adopting a college/university, PBIS incentives, iReady lessons passed, and AVID certification, all having a direct impact on school culture and academics. The March 2, 2022 meeting consisted of going over current data regarding academics, attendance, school culture, and then making specific recommendations to include on the comprehensive needs assessment. All meetings listed included discussions around school needs as related to positive culture, academic achievement, and parental involvement, with input provided from the Team on what needed to happen to increase overall.

The English Learners Advisory Committee (ELAC) has meetings at least four times per year and is instrumental in providing recommendations about the SPSA, specific to English Language Learner achievement, reclassification, and parental involvement. At the September 17, 2021 ELAC meeting, several items were covered, including ELAC membership, training on duties and responsibilities, nominations for officers, elections of officers, and a review of ELAC bylaws. A SSC and DELAC report was also provided to those present. At the December 3, 2021 ELAC meeting, we discussed initial identification of ELs and parent notification of identification, ELPAC performance levels and testing, EL and IFEP status and placement into SEI or Mainstream, Parent waivers, ELAH, reclassification process and rates, goals and objectives for ELs per this year's SPSA, and a review of LCAP goals as related to ELs. At the February 4, 2022 ELAC meeting, attendance procedures and goals were discussed, as well as truancy rates, the distribution and collection of the EL Parent Comprehensive Needs Assessment was discussed, and data used in the SPSA was discussed to gather input from parent recommendations. Winter iReady results relative to ELs was also discussed. At the April 1, 2022 ELAC meeting, a review of EL Data, including student ELPAC levels, was conducted, followed by a review of this year's SPSA. Recommendations were made to SSC on what parents thought their kids and they needed. Parents were reminded that the EL Needs Assessment would be going home on Monday with all ELs to gather input for next year's SPSA. ELAC Parents were reminded of SSC meetings and were invited to attend to continue providing input about their child's education. A review of EL strategies and professional development for this year was completed and recommendations for next year were also discussed.

The School Site Council (SSC) meets regularly once per month and is the recommending body for the school plan for student achievement. At the September 16, 2021 SSC meeting, Title 1 Parent Meeting information was presented, including the Parent and Family Engagement Policy and Compact, Uniform Complaint Procedure process, followed by an overview of the current SPSA. At the October 21, 2021 SSC meeting, a review and approval of the school safety REMS plan was conducted, as well as reviewing the current SPSA implementation and effectiveness, as well as reviewing Fall iReady results to help develop goals for the following year's SPSA. ELAC and DELAC reports were provided by the Principal. At the December 16, 2021 SSC meeting, iReady and suspension data were analyzed in order to evaluate whether the strategies outlined in our SPSA were being effective. We also discussed professional development opportunities for teachers, according to SPSA Goal 1, Strategy/Activity 1, and how what was being learned was brought back to the rest of the staff. Also discussed was what non-capital equipment to purchase according to the SPSA Goal 1, Strategy 2. Title 1 and LCFF funded staffing for this year were discussed, including whether funds for a Bilingual aide vacancy should be reallocated to purchase additional technology, as well as funds used for our program specialist and library media assistant. At the January 20, 2022 SSC meeting, attendance data for August through December was discussed to determine whether strategies in SPSA were being effective. It was also decided the LCFF funds for the hiring of a Bilingual Aide would be reallocated, and a discussion was held on what to use these funds towards. At the February 24, 2022 SSC meeting, the preliminary budget for 2022-2023 was reviewed and discussed, as well as the district-funding of a full-time Bilingual Aide. A discussion followed regarding how much funds would be used for a .5 library media assistant and .5 parent liaison. The projected enrollment and staffing for next year was also reviewed and discussed. The decision making model was discussed, as well as school data and goals which would go on the SPSA. At the March 10, 2022 SSC meeting, the Parent and Family Engagement Policy and school compact were discussed, while providing an opportunity for input from parents and staff to increase parent participation or make changes to either document. The members were also reminded that certain Title 1 funds are set aside for parent participation and the council discussed ideas for spending funds. A brief overview of next year's SPSA was provided, including goals and strategies to meet these goals.

Staffing and Professional Development

Staffing and Professional Development Summary

All Teachers at San Joaquin have at least a Bachelor's degree. 25 Teachers have a clear credential. 5 Teachers have a preliminary credential. 2 Teachers have a Waiver. 2 Teachers are interns. 1 Teacher has 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 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 since it first opened 22 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 the following staff meeting the strategies they learned, which others could use immediately in their classroom. Teachers, our Program Specialist, Counselors, and Administration provide professional development internally throughout the year.

Needs Statements Identifying Staffing and Professional Development Needs

Needs Statement 1 (Prioritized): Teachers, Counselors, Program Specialist, and Administration must be provided additional time outside of and during the instructional day to attend PD opportunities to continue learning new strategies to meet student needs. **Root Cause/Why:** Staff are unable to 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. Also, substitutes are rarely available to release Teachers for PD opportunities.

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 random and provide immediate feedback to 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 recently for ELA, ELD, Math and Social Studies. Recommended instructional minutes are adhered to by each grade level. For grades K – 6: 30 minutes of ELD, at least 105 minutes of reading/language arts, and at least 90 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 determine 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 platooning process. 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 program specialist 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): Teachers on the AVID/Leadership team need to be released from assigned duty quarterly to conduct walkthroughs and provide input which will help create our professional development calendar. **Root Cause/Why:** Release of Teachers is difficult due to the substitute shortage. There needs to be a dedicated group of substitutes who can come in throughout the year to release Leadership Teachers.

Needs Statement 2 (Prioritized): One-on-One assessments and make-up assessments take months to complete due to program specialist being the main person in charge of completing this task so that Teachers can continue with instruction. **Root Cause/Why:** A substitute is required to assist with this process and help finish assessments on a more timely basis. so that data becomes more readily available before the end of the school year to determine whether what we are doing is working.

Needs Statement 3 (Prioritized): Not all Teachers platoon for ELD and intervention due to a lack of experience or willingness, making it difficult to provide intervention during the instructional day **Root Cause/Why:** A substitute which can assist twice per week to provide intervention would help students become more academically prepared.

Needs Statement 4 (Prioritized): One key point of input from primary Teachers is that the adopted curriculum lacks a phonics component necessary to help struggling students achieve grade level results. **Root Cause/Why:** Supplemental materials specific to phonics acquisition is required to supplement adopted curriculum.

Needs Statement 5 (Prioritized): About 30% of students are performing 2 or more grade levels below in ELA and Math. **Root Cause/Why:** Distance learning caused inconsistencies in student access to effective instruction. Teachers need additional resources for on-going instructional support and implementation of school programs.

Parental Engagement

Parental Engagement Summary

Parent Feedback - Survey provided at monthly Parent Connection Meetings

1. How did you hear about our Parent Connect Meetings? ¿Cómo se enteró de nuestras reuniones de Parent Connect?

Flyer/Poster

Social Media

School Website Calendar

All-Call (Phone)

2. Were the topics discussed at today's meeting relevant? ¿Fueron relevantes los temas discutidos en la reunión de hoy?

Yes

No

3. Do you have any topics or concerns that you would like addressed at future meetings? ¿Tiene algún tema o inquietud que le gustaría abordar en reuniones futuras?

4. Do you have any other comments, questions, or concerns? ¿Tiene algún otro comentario, pregunta o inquietud?

San Joaquín Elementary		
English Learner Parent Needs Survey		
Encuesta de Necesidades Para Padres de Aprendices de Ingles		
Question:	Pregunta:	Circle your answer / Circule su respuesta:
		1 = Strongly Agree / Totalmente de Acuerdo 2 = Agree / De Acuerdo 3 = Neutral / Neutral 4 = Disagree / En Desacuerdo 5 = Strongly Disagree / En Total Desacuerdo
1. I know what my child's curriculum consists of and what they should be learning each trimester.	1. Yo sé de qué consiste el currículo de mi hijo y que deben estar aprendiendo cada trimestre.	1 2 3 4 5
2a. I feel that my voice is heard at school and have good communication with Teachers.	2a. Yo siento que se escucha mi voz en la escuela y tengo buena comunicación con los maestros.	1 2 3 4 5
2b. I communicate with Teachers via:	2b. Yo me comunico con los maestros a través de:	Write in/Escriba: _____ _____
3. I know whether my child is an ENGLISH LEARNER or has been RECLASSIFIED.	3. Yo sé si mi hijo es APRENDIZ DE INGLES o ha sido RECLASIFICADO.	1 2 3 4 5
4. San Joaquin Staff (administration, office staff, teachers, etc.) treat me respectfully and listen to my needs.	4. El personal de San Joaquin (administración, personal de la oficina, maestros, etc.) me tratan con respeto y escuchan mis necesidades.	1 2 3 4 5
5. I know whether my child receives Special Education services, who their Case Manager is, and what their IEP consists of.	5. Yo sé si mi hijo recibe servicios de Educación Especial, quien maneja su caso, y de que consiste su IEP.	1 2 3 4 5
6. I would like the following extracurricular activities provided after school.	6. Me gustaría la siguientes actividades extracurriculares ofrecidas después de escuela.	Write in/Escriba: _____ _____
7. I feel that the parking lot is safe for my children at drop off and pick up times.	7. Yo siento que el estacionamiento es seguro para mis hijos al dejarlos y recogerlos.	1 2 3 4 5
8. I would be interested in San Joaquin becoming a dual immersion school (such as McKinley, Hong Kingston/Valenzuela, and Pittman).	8. Me interesaría que San Joaquin fuera una escuela de doble inmersión (como McKinley, Hong Kingston/Valenzuela, Pittman).	1 2 3 4 5
9. What additional resources do you need to support your child academically at home?	9. ¿Qué recursos adicionales necesita para apoyar académicamente a su hijo en casa?	Write in/Escriba: _____ _____
10. Are there any changes you would suggest to	10. ¿Hay algún cambio que le gustaría ver para mejorar la	Write in/Escriba: _____

Our school offers tutoring after-school from 2:00 – 3:30, three days a week, equaling 4.5 hours of tutoring, provided by nine teachers, benefiting 124 students, as well as two teachers providing tutoring after-school from 2:00 – 3:30 two days a week, specific to English Learners, benefiting 17 students. Students who are under-achieving are given priority to attend the tutoring program. Parents, Teachers, other staff members, and community 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 Connection meetings.

Parental Engagement Strengths

The San Joaquin community is a very small and tight-knit 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 Connection meetings, monthly School Site Council meetings, quarterly English Learner Advisory Committee meetings, 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 between them and 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): Meaningful partnerships between parents and the school have dropped since the pandemic began. Parent participation must increase in order to form a better working relationship between stakeholder groups, not only in educational events, but also in social events. **Root Cause/Why:** In-person meetings and events, due to the pandemic and social distancing, have had to be held virtually. Feedback from parents indicates that they prefer to meet in person, since it is more difficult to be at home caring for their families and participate in meetings.

Needs Statement 2 (Prioritized): Parent participation is low. While parents are interested in attending meetings about their child's education, parents also want to learn about other things in a more social setting while also coming to the school and being around their children. **Root Cause/Why:** Parents want to learn about how to help their child, academically, socially and emotionally. Guest speakers making presentations at parent meetings would benefit participation rates.

Needs Statement 3 (Prioritized): Parent communication is not always consistent even though Administration, Teachers and Staff attempt to communicate in every way possible. **Root Cause/Why:** The school needs a dedicated Parent Liaison that will be in charge of organizing Parent events and sending out Parent Newsletter, as well as making additional connections with Parents.

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.

Mark one answer on each line like this:

Not like this:

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

Mark one answer on each line like this:

Not like this:

1. I have been cyberbullied in the last 30 days.
2. I know how to report cyberbullying when it happens.
3. At home, there is an adult who helps me when I am having a hard time.
4. I know how to report bullying on campus.
5. I have been bullied on campus in the last 30 days.
6. I have friends my age that really care about me.
7. I feel like my voice matters to adults at my school.
8. There are activities here at school that I enjoy participating in.
9. I know an adult at school that I can talk with, if I need help.
10. The staff at my school treat students fairly.
11. At my school, there is a teacher or other adult who believes that I will be a success.
12. At my school, there is a teacher or other adult who really cares about me.
13. I feel safe in my school.
14. I feel like I am part of this school.
15. At my school, there is a teacher or other adult who tells me when I do a good job.
16. In the past 30 days I have smoked cigarettes at least once.
17. There is a lot of tension at my school between different cultures, races, or ethnicities.
18. In the past 30 days, I have used marijuana one or more times.
19. I have felt isolated/harassed at school because of my gender identification or gender expression within the last 30 days.
20. In the past 30 days, I have used an e-cigarette, hookah, e-hookah, e-pen, or other vaping device, with or without nicotine.

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): 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 or for repeated offenses. **Root Cause/Why:** Students sometimes lack the tools necessary to make better decisions about appropriate behavior at school and at home. An inability to hold in-person meetings for most of the school year has prevented the school from bringing in guest speakers to address bullying and behavior issues during student assemblies.

Needs Statement 2 (Prioritized): Some teachers send students out of their classroom for minor infractions instead of following the discipline matrix and handling issues within their classroom through appropriate classroom management and other tier 1 interventions. **Root Cause/Why:** Some teachers are unable to establish rapport with their students and could benefit from training dealing specifically with handling behavior issues in their classroom, positive relationship building, and tier 1 interventions.

Needs Statement 3 (Prioritized): The chronic absenteeism rate is high due to a combination of students having to quarantine due to tighter COVID regulations earlier in the year, as well as the number of students who are in virtual academy and are still being counted towards our absenteeism rate whenever they do not sign on or complete work. **Root Cause/Why:** Parents do not always consider the negative effects that missing school can have on their child. Students are sometimes absent because of COVID symptoms, when in reality parents report that their child has allergies.

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 2023, per iReady Diagnostic 3 Results Report, the total number of students performing 1 grade level below will decrease by 5% from 32% to 27% and 2 or more grade levels below will decrease by 5% from 38% to 33%, increasing the amount of students performing at grade level to 40% of students.

School Goal for English Learners: (Must be a SMART Goal) EL: By EOY 2023, per ELPAC, increase the number of students who reclassify by 10 students from 4 to 14. By EOY 2023, per iReady Diagnostic 3 Results Report, the total number of EL students performing 1 grade level below will decrease by 5% from 31% to 26% and 2 or more grade levels below will decrease by 5% from 52% to 47%, 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 2023, per iReady Diagnostic 3 Results Report, the total number of students performing 1 grade level below will decrease by 5% from 47% to 42% 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 31% of students.

Identified Need

Teachers, Counselors, Program Specialist, and Administration must be provided additional time outside of and during the instructional day to attend PD opportunities to continue learning new strategies to meet student needs.

Teachers on the AVID/Leadership team need to be released from assigned duty quarterly to conduct walkthroughs and provide input which will help create our professional development calendar.

About 30% of students are performing 2 or more grade levels below in ELA and Math.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of students performing 1 grade level below	ELA 32% Math 47%	ELA 27% Math 42%
Number of students performing 2 or more grade levels below	ELA 38% Math 32%	ELA 33% Math 27%
Number of students reclassifying to fluent English proficient	4	14

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

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 Joaquin County Office of Education and Solution Tree (RTI at Work Institute, Soluciones, Mathematics at Work: Best Practices for Teams Workshop) related to ELD curriculum, GLAD strategies, and other ways of reaching English Learners for administrators, teachers, program specialist, and instructional coach. Benchmark infused in training when possible.

Professional development (conferences, webinars, institutes, workshops, etc.) for administrators, teachers, program specialist, instructional coach 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. Additional training, conferences and webinars (Yes we can! An Unprecedented Opportunity to Improve Special Education Outcomes, CTA 2022 Fall Special Education Conference, 2023 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) -- \$12,000.00 - Title 1

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 coach.

Substitute Teachers for Teacher release time and Academic Conferencing (11700) - \$1,000.00 - 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) - \$4,500 - Title I

Program Specialist Additional Comp for serving as the AVID Coordinator and attending Leadership and collaboration (19500)--10 hours -- \$600.00 - Title I

Counselor Additional Comp for attending Leadership and collaboration (12500) - \$1,000 - Title I

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 (LTELs). 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 2 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.

.50 Program Specialist (19101) -- \$78,852 - Title I

.50 Program Specialist (19101) -- \$78,852 - LCFF

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)
\$12000	50643 - Title I
\$1000	50643 - Title I
\$4500	50643 - Title I
\$600	50643 - Title I
\$1000	50643 - Title I
\$78852	50643 - Title I
\$78852	23030 - LCFF (Site)

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

Strategy/Activity

In order to increase student achievement and meet our annual measurable outcomes, several approaches must be taken: Teachers' awareness of what the student's IEP consists of and participation in the IEP meetings, as well as additional training for administrators, teachers, program specialist, instructional coach, and paraprofessionals on how to meet IEP goals. Use of a substitute teacher two days per week to release teachers to attend IEP / CARE / SST meetings.

Substitute Teachers to release Teachers for IEP and CARE meetings (11700) - \$5,000.00 - 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) - \$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

Instructional Books, Supplies, Materials - Additional Chromebook computers may 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. (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) \$8,000 -- Title 1

Equipment- Teachers will use various instructional equipment like laminator, copier, duplo, poster maker, doc camera, LCD projector, projectors bulbs, cables, cords, adapters, Interactive Projectors, Mini Desktop, 3D printers with Enclosures, 3D printer supplies, a laminator for the B building, 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) --\$20,000 -- Title 1

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)
\$5000	50643 - Title I
\$5000	50643 - Title I
\$500	50643 - Title I
\$8000	50643 - Title I
\$20000	50643 - Title I

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

Strategy/Activity

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.

Books, Supplies, Materials (43110) -- \$6,134.00 - 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, 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 2023 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. \$65,806.00 -- LCFF

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), Classkick, GimKit, Vocabulary.com, 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

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 (Zoos like Micke Grove, Oakland, Sacramento, San Francisco, Local Farms, Science Museums, Modesto Junior College, Science related, Wow Museum, Planetarium, Fog Willow Farm, Animal related, Valley Days at San Joaquin Historical Museum, AgVenture at County Fairgrounds, San Jose Exploratorium, San Francisco Exploratorium, Science Museum in Sacramento, Sonoma Mission, General Vallejo's Home, Stockton Children's Museum, Destination Space Exhibit, Chabot Space and Science Center in Oakland, San Jose Tech Museum, Science Camp for 7th Graders, Haggin Museum, Outdoor Education. Guest speakers (Gold Rush, Ancient Artifacts, Jose Hernandez and Star Lab), etc.

Fees (Pupil Particip) (58920) -- \$10,000.00 - Title I
Field Trip District Transportation (57250) -- \$5,000.00 - Title I
Consultants-Instructional/Non-Instructional (58100) -- \$2,500.00 Title 1

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)
\$6134	50643 - Title I
\$8000	50643 - Title I
\$2000	50643 - Title I
\$65806	23030 - LCFF (Site)
\$5000	50643 - Title I
\$10000	50643 - Title I
\$5000	50643 - Title I
\$2500	50643 - Title I

Strategy/Activity 1.1.4

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: 2021-2022

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 additional training opportunities were attended by staff, including AVID training and GLAD Training. These strategies were effective not only for those who attended training, but also for the rest of the staff who learned new strategies when those who attended came back and presented what they learned. Academic conferences were held twice this year, shortly after each iReady window closed, to analyze data and create/review SMART goals. This was also effective since teachers were able to be released as a grade level and determine next steps for their students to take to increase academically. Monthly AVID/Leadership meetings were held to discuss school-wide practices which would help students develop. The degree of effectiveness was measured by the level of input provided surrounding student achievement. The Program Specialist assisted with EL Program, State Assessments, testing schedule, academic conferences, and AVID program. The use of a program specialist was effective since we managed to complete all state assessments and continue being AVID certified, as well as having successful academic conferences. Substitutes were requested weekly to release teachers to attend IEPs. This was not always effective due to the shortage in substitutes. Maintenance agreements were purchased and kept all technology working as appropriate. Equipment was also purchased and was effective, as determined by teacher and student use within the classroom. AVID strategies were implemented school-wide and supplies purchased were effectively used within this scope. Some teachers attended AVID training in-person as well as through webinars, effectively bringing back strategies learned to share with colleagues. The use of a library media assistant was also effective as measured by the amount of books checked out, as well as success of students able to utilize AR program.

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

The amount of PD opportunities attended were few due to COVID restrictions. After-school tutoring occurred, but was not funded by Title I. A bilingual assistant was unable to be hired so the funds were reallocated to purchase additional technology. A phonics program was not identified nor purchased. Guest speakers and field trips were not allowed through most of the year due to COVID restrictions.

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) ELA: By EOY 2023, per iReady Diagnostic 3 Results Report, the total number of students performing 1 grade level below will decrease by 5% from 32% to 27% and 2 or more grade levels below will decrease by 5% from 38% to 33%, increasing the amount of students performing at grade level to 40% of students.

School Goal for English Learners: (Must be a SMART Goal) EL: By EOY 2023, per ELPAC, increase the number of students who reclassify by 10 students from 4 to 14. 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 31% to 26% and 2 or more grade levels below will decrease by 5% from 52% to 47%, 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 2023, per iReady Diagnostic 3 Results Report, the total number of students performing 1 grade level below will decrease by 5% from 47% to 42% 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 31% of students.

The strategies/activities to achieve this goal will remain the same.

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 2023, the student suspension rate will remain the same or will decrease by five students, from 41 to 36 students being suspended.

School Goal for Attendance/Chronic Truancy: By June of 2023, the student attendance/chronic truancy rate will decrease by 5%, from 42.3% to 37.3% of students chronically absent.

Identified Need

Teachers, Counselors, Program Specialist, and Administration must be provided additional time outside of and during the instructional day to attend PD opportunities to continue learning new strategies to meet student needs.

Parent communication is not always consistent even though Administration, Teachers and Staff attempt to communicate in every way possible.

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 or for repeated offenses.

Some teachers send students out of their classroom for minor infractions instead of following the discipline matrix and handling issues within their classroom through appropriate classroom management and other tier 1 interventions.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percent of students chronically truant	42.3%	37.3%
Number of students being suspended	41	36

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) -- \$2,500.00 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.

License Agreement (58450) --\$5,000.00 -- Title 1

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.

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)
\$2500	50643 - Title I

\$5000	50643 - Title I
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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.

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. 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. New books for classroom library to promote independent reading. Guest speakers.

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

Professional development opportunities (conferences, webinars such as: Behavior Solutions: A Practical Road Map for SEL Success in all Tiers Workshop).

Conference (52150) or Webinars (52170)- \$8,311 - LCFF
Substitutes (11700) -- \$2,000.00 - Title I

Additional compensation for collaboration for members of the PBIS team (administrators, teachers, counselors, program specialist, 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.

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
\$2000	50643 - Title I
\$8311	23030 - LCFF (Site)

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, 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, paraprofessionals, campus safety assistants, and noon duties) to better provide services for the rest of the staff.

Conference (52150) or Webinars (52170)- \$8,311 - LCFF
Substitutes (11700) -- \$2,000.00 - Title I

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)
\$8311	23030 - LCFF (Site)
\$2000	50643 - Title I

Annual Review

SPSA Year Reviewed: 2021-2022

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.

Teachers, Counselors and Administration reached out more to parents of truant students. The incentives program grew and included recognition of improved attendance, celebrated through raffles held over the intercom, as well as Super recess being established for those with perfect attendance each month. An increase in positive classroom culture greatly reduced the number of students sent to the office for minor infractions. Discipline rubrics were shared with all stakeholders. A character program was implemented, as well as behavior contracts, PBIS, STOIC, and training for staff during staff meetings. Staff reached out to more than three students throughout the day in an encouraging and positive manner. Team-building between staff and students occurred. Safety plans were shared with stakeholders at different points in the year. Counselors continued providing SEL lessons to all classes.

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 assemblies, around bullying and other SEL topics, were not held due to COVID restrictions. Further development of the PLUS team did not occur, nor did the PLUS team provide PD for the rest of the staff.

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 June of 2023, the student suspension rate will remain the same or will decrease by five students, from 47 to 42 students being suspended.

School Goal for Attendance/Chronic Truancy: By June of 2023, the student attendance/chronic truancy rate will decrease by 5%, from 43.8% to 38.3% of students chronically absent.

Strategies/activities will remain unchanged.

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 2023, increase parent involvement from 10% 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, and other informational parent nights.

Identified Need

Meaningful partnerships between parents and the school have dropped since the pandemic began. Parent participation must increase in order to form a better working relationship between stakeholder groups, not only in educational events, but also in social events.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percent of parent participation	10%	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 20% of EL parents join virtual or in-person ELAC meetings, on a regular basis, 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 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 or Smart and Final for English Learner Advisory Committee meetings.

Parent Meetings (43400) - \$1,488 - Title 1

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)
\$1488	50647 - Title I - Parent

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 20% of parents join our meetings, 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 for Less or Smart and Final 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) - \$2,000 - Title 1

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)
\$2000	50647 - Title I - Parent

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: 2021-2022

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 throughout the year and consisted of trainings and discussion around technology, attendance, discipline, and academics. A translator through the LDO was used to translate at parent meetings. Parent surveys were conducted towards the middle of the Spring, as well as on a monthly basis during Parent Connection meetings. Meetings were held mainly in the afternoon so parents would be able to attend. Publicity for parents was increased by continuously updating the marquee, social media, and moving a glass case outside for parents to be able to read upcoming events and important announcements.

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

Parents were asked to bring another parent along to a meeting with little success. A bilingual assistant was unable to be hired to translate at meetings. ESL classes were not offered for non-native speaking parents. Rosetta Stone was not provided for parents. Remind App or Class Dojo were not purchased to increase parent communication. Talent showcases were not held for students in Kinder through second grade. Volunteers were not allowed on campus due to COVID restrictions until April, 2022. Since most meetings were virtual, items that would have been purchased, such as light refreshments, were not purchased per district regulations. The parent newsletter was not developed nor sent home as planned. Bingo night was not held due to COVID restrictions not allowing parent meetings to take place in person.

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 June 2023, 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 Connection Meetings, Parent Workshops and Trainings, back to school night, ELAC meeting, School Site Council, and other informational parent nights.

Strategies/activities will include more outreach through the hiring of a 3.5 Parent Liaison.

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	\$190674
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	\$351954

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	\$187186
50647 - Title I - Parent	\$3488

Subtotal of additional federal funds included for this school: \$190674

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)	\$161280
50334 - CSI	\$[Enter Amount here]
50039 - ELSB	\$[Enter Amount here]

Subtotal of state or local funds included for this school: \$161280

Total of federal, state, and/or local funds for this school: \$351954