



2017-2020

Single Plan for Student Achievement (SPSA)

Site Strategic Plan

School:	San Joaquin Elementary School
Address:	2020 S. Fresno Avenue Stockton CA 95206
CDS Code:	6116115
District:	Stockton Unified School District
Principal:	Vendetta Dozier Brown
Revision Date:	February 15, 2018
District Governing Board approved:	April 10, 2018

For additional information on school programs and how you may become involved locally, please contact the following person:

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SECTION I: BACKGROUND

Purpose/Intent

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for Single Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

Recommendations and Assurances

Recommendations and Assurances

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 Single 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 **(Check those that apply)**:

State Compensatory Education Advisory Committee

English Learner Parent Involvement Committee

Special Education Advisory Committee

Gifted and Talented Education Program Advisory Committee

District/School Liaison Team for schools in Program Improvement

Compensatory Education Advisory Committee

Departmental Advisory Committee (secondary)

Other committees established by the school or district (list):

Signature _____
Alma Gozaly
 Signature _____
 Signature _____
 Signature _____
 Signature _____
 Signature _____
 Signature _____

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.

6. This SPSA was adopted by the SSC at a public meeting on February 15, 2018

Attested:

Vendetta Brown
 Typed Name of School Principal

Vendetta Brown
 Signature of School Principal

4/5/18
 Date

Jennifer Wheeler
 Typed Name of SSC Chairperson

Jennifer Wheeler
 Signature of SSC Chairperson

4/5/18
 Date

Mission

Insert the school site's mission.

The purpose of San Joaquin Elementary School is to provide a professional learning community where high expectations and rigorous learning opportunities prepare all students to meet or exceed grade level standards, as well as meet the future demands of our 21st Century global community.

Vision

Insert the school site's vision.

The purpose of San Joaquin Elementary School is to provide a professional learning community where high expectations and rigorous learning opportunities prepare all students to meet or exceed grade level standards, as well as meet the future demands of our 21st Century global community.

School Site Story

Briefly describe the students and community and how the school site serves them, include student demographic data and specialized programmatic information.

San Joaquin educators, support staff and administrators are committed to ensuring that teaching excellence and student learning are assigned the highest priority, while at the same time maintaining a safe, secure and efficiently managed educational environment. As part of San Joaquin's professional learning community (PLC, adults work collaboratively to acquire deeper knowledge about research proven instructional practices, analyze and act upon pupil assessment data, and make decisions which positively impact student learning. Our expectation at San Joaquin Elementary school is that every student demonstrates exponential academic growth and meets or exceeds grade level standards, as demonstrated by the results of district and state assessments. Teachers collaboratively plan instruction which is tailored to students' diverse learning styles and present levels of performance. In this way, teachers are able to connect with pupils in the way they learn best. San Joaquin affords students the opportunity to explore learning through a variety of lens. STEM (science, technology, engineering, and mathematics), hands-on activities, discovery learning, artistic expression, library, health, physical fitness, informational assemblies, field trips, and leadership opportunities are the many means by which students' educational experiences are enhanced at San Joaquin Elementary School.

SAN JOAQUIN ELEMENTARY'S 10-POINT PLAN FOR IMPROVED STUDENT ACHIEVEMENT IS AS FOLLOWS:

1. Every pupil will meet or exceed his or her ELA, Science (grades 5 & 8), and Mathematics target goals by as measured by the Spring 2018 Measures of Academic Progress (MAP) Tests.
2. Every pupil will meet or exceed grade level standards in Reading, Science (Gr. 5 & 8), and Mathematics, as measured by Spring 2018 SBAC results.
3. By the end of the 2018-2019 academic year, every English learner (EL) will advance by at least one achievement level on the English Language Proficiency Assessments for California (ELPAC).
4. By the end of third grade, every student will read fluently and with comprehension as per grade level standards, and as measured by Spring 2018 MAP and Spring 2018 SBAC test results.
5. Every member of San Joaquin's professional learning community (PLC) is committed to high student achievement, as demonstrated by PLC members' participation in ongoing and consistent collaborative efforts to improve student learning. PLC members are comprised of teachers, certificated support personnel, classified staff, parents, pupils, administrators, and members of the community.
6. PLC members are committed to the utilization of data to improve teaching and instruction, including:
 - Analysis of student assessment data, as demonstrated by PLC members' ongoing and consistent collaborative involvement in the evaluation of student work products, as well as by the analysis of informal, formative, summative, and norm-referenced (MAP & SBAC) test results.
 - PLC members' ongoing and consistent efforts to work collaboratively in order to arrive at solutions to problems which impede student academic success.
 - PLC members' commitment to personal and professional growth in order to improve student achievement.
 - PLC members' commitment to improve teaching and learning through the implementation of research-derived Best Instructional Practices.
7. Grade-level-appropriate Advancement Via Individual Determination (AVID) strategies will be implemented at every grade level in order to improve student achievement, as well as provide viable opportunities for a path to success beyond high school.
8. Professional development at San Joaquin Elementary will focus on student data analysis, school-wide data analysis, research-based Best Instructional Practices, refinement of the PLC model, school safety, and positive behavior intervention strategies (PBIS).
9. San Joaquin's PLC members recognize the importance of improving the school climate and student success through implementation of the PBIS model, and PLC members work collaboratively to ensure that the PBIS model is utilized at every grade level.
10. San Joaquin Elementary is committed to increasing parental involvement by:
 - Inviting parents to participate in the school's decision-making and problem-solving processes.
 - Inviting parents to be a part of school committees.
 - Increasing opportunities for parents to volunteer on campus.

- Ensuring that parents receive timely information about school meetings, activities, or events.
- Creating a warm and welcoming environment for parents.

2018-19 Student Enrollment by Sub Group

Sub Group	Percent of Total Enrollment
Black or African American	11
Filipino	13
Hispanic or Latino	63
White	3
Other	5
Socioeconomically Disadvantaged	79
English Learners	25
Students with Disabilities	9

SECTION II: EVALUATION

Plan Priorities

- Identify 2-3 top priorities of the 2016-2017 Single Plan for Student Achievement.
- Identify the major expenditures supporting these priorities.

Priority #1: By August 2018, the percentage of all students (grades 3-8) meeting their expected Mathematics growth on the Smarter Balanced Assessment Consortium (SBAC) also referred to as CAASPP will increase by 10 percentage points of the percentage of students and shall have no less than 20 percent proficient in Math.

By August 2018, the percentage of all students (grades K-8) meeting their expected Mathematics growth on the Measures of Academic Progress (MAP) will increase by 10 percentage points of the percentage of students and shall have no less than 20 percent proficient in Math.

To address this issue the following 10 strategies will be implemented:

1. Adherence to the Units of Study ELA, ELD and Math curricula with fidelity.
2. Adherence to the ELD Master Schedule.
3. Adherence to the Direct Interactive Instructional (DII) sequence with high student engagement.
4. Professional Development in classroom management strategies that support teaching and learning and help advance student success.
5. Monitoring of the 6th & 7th grade instructional programs, pedagogy, and classroom management strategies on a consistent basis by SJE administrators to ensure adherence to DII instructional sequence and effective implementation of the instructional program.
6. Instructional coach will provide support in modeling, research-based instruction, professional development, and analysis of student data.
7. Teachers will be provided PD to create and utilize common formative assessments (CFAs) to measure student growth and plan instruction that will address academic deficits.
8. Data Analysis will include evaluation of student work, the critiquing and scoring of student writing, and analysis of results from CFAs, summative, and norm-referenced tests.
9. Academic Conferences will be conducted at least two times per year to analyze student data and to develop strategies which will improve student learning outcomes.
10. Daily Writing Across the Curriculum that supports SBAC assessments.

Major Expenditure/s Supporting this Priority:

- Instructional Coach
- Program Specialist
- Substitute Teachers for Academic Conferences and Planning
- Professional development
- Technology-based instruction hardware and software programs
- Parent/Teacher Conferences
- Parent Education
- ELA and Math supplemental workbooks, resources and materials
- Extended learning field trips to museums and other academically-based venues
- Accelerated Reader license enables students to access more reading materials and to monitor their own reading progress.

Priority #2:

By August 2018, the percentage of all students (grades 3-8) meeting their expected English Language Arts growth on the Smarter Balanced Assessment Consortium (SBAC) also referred to as CAASPP will increase

by 10 percentage points of the percentage of students and shall have no less than 20 percent proficient in ELA.

By August 2018, the percentage of all students (grades K-8) meeting their expected READING growth on the Measures of Academic Progress (MAP) will increase by 10 percentage points of the percentage of students and shall have no less than 20 percent proficient in ELA.

To address this issue the following 10 strategies will be implemented:

1. Adherence to the Units of Study ELA, ELD and Math curricula with fidelity.
2. Adherence to the ELD Master Schedule.
3. Adherence to the Direct Interactive Instructional (DII) sequence with high student engagement.
4. Implementation of classroom management strategies that support teaching and learning which help advance student success.
5. Monitoring of the K-1 instructional program, pedagogy, and classroom management strategies on a consistent basis by SJE administrators to ensure adherence to DII instructional sequence and effective implementation of the instructional program.
6. Instructional coach provide support in modeling, research-based instruction, professional development, and data analysis.
7. Teachers will be provided PD to create and utilize common formative assessments (CFAs) to measure student growth and plan instruction that will address academic deficits.
8. Data Analysis will include evaluation of student work, the critiquing and scoring of student writing, and analysis of results from CFAs, summative, and norm-referenced tests.
9. Academic Conferences will be conducted at least two times per year to analyze student data and to develop strategies which will improve student learning outcomes.
10. Daily Writing Across the Curriculum

Major Expenditure/s Supporting this Priority:

- Instructional Coach
- Program Specialist
- Substitute Teachers for Academic Conferences and Planning
- Professional development
- Technology-based instruction hardware and software programs
- Parent/Teacher Conferences
- Parent Education
- ELA and Math supplemental workbooks, resources and materials
- Extended learning field trips to museums and other academically-based venues
- Accelerated Reader license enables students to access more reading materials and to monitor their own reading progress.

Priority #3:

By August 2018, the percentage of EL students meeting/exceeding ELA and Math performance standards will grow by no less than 10 percent over the prior year in SBAC.

By August 2018, the percentage of LTELs (AMAO 2, more than 5 years) will decrease by 10 percent over the prior year.

By August 2018, the percentage of reclassified (RFEP) students will increase by 2 percent.

Major Expenditure/s Supporting this Priority:

- Instructional Coach
- Program Specialist
- Teacher professional development
- Parent Education and Training

- Parent-Teacher Conferences
- Technology-based parent education programs, software, and computer equipment.
- Rosetta Stone language support for Level 1, Level 2, and Level 3 English learners.
- Books, resources and materials which support improved oral, written and spoken English.
- After-School tutoring
- Extended learning opportunities for English learners, such as field trips and after-school educational activities.

Plan Implementation

- Identify strategies in the 2016-2017 Single Plan for Student Achievement (SPSA) that were fully implemented as described in the plan.
- Identify strategies in the 2016-2017 SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.
- What specific actions related to those strategies were eliminated or modified during the year?
- Identify barriers to full or timely implementation of the strategies identified above.
- What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?
- What impact did the lack of full or timely implementation of these strategies have on student outcomes?
- What data did you use to come to this conclusion?

Strategies which were fully implemented:

1. Adherence to School-Wide Master Schedule
2. Adherence to ELD Master Schedule
3. Supplemented ELA & Math Core curricula with Imagine Learning, ST Math, & AR instructional technology.
4. Instructional coach provided support to teachers via PD, demo lessons, and instructional planning.
5. Teacher PD in CCCS, District UOSs', and research-based instructional strategies.
6. Parent education.
7. Parent-teacher conferences re: student progress.
8. Utilized technology to improve student learning and achievement.

Strategies which were not implemented:

1. All teachers did not take full advantage of instructional coach services.
2. Some teachers had difficulty navigating the Units of Study and locating appropriate instructional materials.
3. Inconsistent creation of Common Formative Assessments at each grade level.

Specific actions related to those strategies that were eliminated or modified during the year:

1. Teachers received additional professional development in Common Core implementation.
2. Teacher collaboration time has a standard structured format which focuses only on analysis of student assessment data, modification or elimination of non-effective teaching strategies, and creation of common formative assessments.

Barriers:

1. Teachers' lack of expertise in data analysis.
2. Teachers' lack of expertise in the creation of common formative assessments.

Actions taken to mitigate these barriers:

1. PD in Data Analysis with monitoring, feedback, and support from site administrators and instructional coach.
2. PD in CFA development with monitoring, feedback and support from site administrators and instructional coach.

Impact the lack of full or timely implementation of these strategies had on student outcomes:

1. Within grade levels lack of CFAs development made it difficult, if not impossible to accurately compare student assessment data.
2. Some teachers' lack of expertise in data analysis compromises their ability to plan effective Multiple Tiered Systems of Support (MTSS) for Tier 2 and Tier 3 interventions.

Data used to come to this conclusion:

SBAC data indicated the following:

- 2016-2017 SBAC data indicated that 28% of students in Grades 3-8 met or exceeded grade-level standards in English Language Arts.
- 2016-2017 SBAC data indicated that 23% of students in Grades 3-8 met or exceeded grade-level standards in Mathematics.

Strategies and Activities

- Identify those strategies or activities that were particularly effective in improving student achievement.
- What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?
- Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.
- Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement

Strategies which were Effective in Improving Student Achievement

STRATEGY	IMPACT ON STUDENT ACHIEVEMENT	EVIDENCE
Professional Development	<ol style="list-style-type: none"> 1. Teachers received training in deconstructing the CCSS' in order to identify essential standards. 2. Teachers received training in SBAC-prep strategies. 3. Teachers were invited to visit classrooms which modeled effective instructional practices. 	<ol style="list-style-type: none"> 1. Monitoring of the instructional program demonstrated that many teachers (albeit not all) implement these strategies throughout the instructional day. 2. SBAC-prep strategies are observed during monitoring of the instructional program by administrators. 3. Substitute teachers were hired in order to allow teachers to observe other classrooms.

Teacher Collaboration	Teachers plan effective classroom strategies, based on student assessment data.	Collaboration agendas, notes & sign-in sheets
Level 2 Multi-Tiered System of Support (MTSS)	Title One funds were used to hire an intervention substitute teacher to help intermediate students meet grade-level ELA academic goals.	<ol style="list-style-type: none"> 1. Student list generated from student MAP data. 2. Pre-Assessment ELA data 3. Mid-Assessment ELA data. 4. Post-Assessment, at the end of intervention.
Instructional Coach	<ol style="list-style-type: none"> 1. Instructional coach provides teacher professional development, one-on-one coaching, modeling, and arrangement for off-site trainings. 2. Teachers were provided one-on-one coaching, classroom demos and professional development support. 	<ol style="list-style-type: none"> 1. Instructional coach's schedule submitted to principal via email each week. 2. Instruction coach log. 3. Agendas and sign-in sheets from PD.
Program Specialist	<ol style="list-style-type: none"> 1. Ensures compliance with ELD program requirements. 2. Provides ELD parent training. 3. Provides professional development for teachers in ELPAC, MAP & SBAC assessments. 4. Compiles and consolidates student assessment data. 	<ol style="list-style-type: none"> 1. ELD and ELPAC documentation. 2. Agendas and Sign-In Sheets 3. Principal's Data Binder
Field Trips	Field trips to the San Francisco Exploratorium and Science camp were effective in helping to improve 2017 MAP and SBAC scores for fifth grade pupils	2017 Spring MAP and SBAC assessment results for Grade 5 indicates that students' scores improved by 3% over those of 2016.

Strategies Which Were Not as Effective in Improving Student Achievement

Strategy	Evidence	Reason
Teacher Professional Development	Teachers have not become fully adept at creating Common Formative Assessments at each grade level.	<ol style="list-style-type: none"> 1. The principal has not fully enforced accountability measures, such as requiring the demonstration of CFA creation and use at least once every 2 weeks. 2. In addition, continued professional development in CFA creation and use is necessary.
Instructional Coaching	<ol style="list-style-type: none"> 1. Some teachers continue to struggle with classroom management and instructional planning. This has significantly impacted student achievement in those respective grade levels. 	<ol style="list-style-type: none"> 1. Some teachers do not take full advantage of coaching opportunities. Follow-through has been a challenge.
Teacher Collaboration	Not all teachers consistently use collaboration time to analyze data, plan effective instructional strategies or create common formative assessments.	<ol style="list-style-type: none"> 1. Administrators' walk-throughs during teacher collaboration indicate that the practice of data analysis is not consistent. 2. Accountability measures must be more consistent on the part of administrators.

Based on the analysis of these practices, the recommendations are to continue the plan with the following modifications:

Teacher Professional Development:

1. Teacher professional development must consistently focus upon the creation and use of CFA's.
2. With respect to CFA's administrators must consistently require that accountability standards be met.
3. Teacher professional development must be followed up with administrator monitoring of instructional practices that are presented during PD sessions.
4. Administrators must provide constructive feedback to help teachers become more effective at their craft.

Teacher Collaboration:

Teacher collaboration time will be used only for:

- Analysis of student assessment data.
- Development of Common Formative Assessments.
- Lesson Planning
- Discussion of Effective instructional strategies.
- Professional Development and Training.
- Addressing the needs of Tier 2 and Tier 3 pupils.
- SBAC-prep planning

Field Trips:

- All K-8 students shall be afforded the opportunity to participate in extended learning opportunities through educational field trips.

Instructional Coach:

- Instructional coach will continue to provide modeling, professional development and one-on-one coaching to K-8 teachers.
- Instructional coach will continue to provide a documented coaching calendar and activity log.

Involvement/Governance

- How was the School Site Council (SSC) involved in development of the plan?
- How were advisory committees involved in providing advice to the SSC?
- How was the plan monitored during the school year?
- What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

- SJE's School Site Council (SSC) met monthly over the course of one academic year to develop the Single Plan for Student Achievement (SPSA).
- The ELAC parent membership provided input to the SPSA. This information was then communicated to the SSC.
- The SPSA was re-evaluated, updated, and monitored by SSC during the school year, as noted in SSC minutes.
- To involve all stakeholders, teachers must involve their students in the analysis and monitoring of their own academic progress.

Outcomes

- Identify any goals in the 2016-2017 Single Plan for Student Achievement (SPSA) that were met.
- Identify any goals in the 2016-2017 SPSA that were not met, or were only partially met.
- List any strategies related to this goal that were identified above as “not fully implemented” or “ineffective” or “minimally” effective.
- Based on this information, what might be some recommendations for future steps to meet this goal?

Goals Met:

1. San Joaquin RFEP 21% (47 students) of EL students which was more than the 2% increase in the LEA Goal.

Goals Partially Met:

1. Grades 4,5,6,8 made LEA Goal of no less than 20% proficient in ELA SBAC.
2. Grades 4,5,6,8 made LEA Goal of no less than 20% proficient in Math SBAC.
3. Grades K,1,2,3,4 made LEA Goal of no less than 20% proficient in Math MAP in Fall 2017.
4. Grades K,1,2,3,4,5,6,8 made LEA Goal of no less than 20% proficient in ELA MAP in Fall 2017.

Goals Not Met:

1. Grades 3-8 did not meet the 10-percentage point increase in ELA or Math SBAC.
2. Grades 4,5,6,7,8 did not meet the 10-percentage point increase in Reading or Math MAP.

Goals not fully implemented:

1. Teacher collaboration which has 100% focus on student academic achievement.
2. School-wide many teachers do not create common formative assessments.
3. CCSS strategies acquired from professional development not implemented with fidelity in the classroom.

Goals which were ineffective:

1. Intersession/After-school instructional support

Goals which were minimally effective:

100% implementation of CCSS instructional strategies.

Recommendations for future steps to meet this goal

1. More ongoing teacher professional development is needed in the areas of:
 - Data Analysis
 - Creating Common Formative Assessments (CFA's)
 - CCSS instructional strategies implementation
2. Consistent monitoring and support by administration of CFA creation and implementation.
3. Teacher collaboration must focus only on student academic achievement, including analysis of student data, data-driven instructional strategies, CFA creation, and instructional planning.

Summary of Review of Overall Performance

Greatest Progress

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, what progress is the school proudest of, and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

San Joaquin has made progress in building effective support systems to strengthen teaching and learning practices for all students. This is especially evident in San Joaquin's commitment to address the academic and social-emotional needs of our English Learners (25%) and Socioeconomically Disadvantaged students (79%) which make up the majority of our school's population.

Teachers have been trained in and utilizing ELD strategies to provide scaffolding and access to rigorous Common Core Standards in ELA/Literacy and math. During the 2016-17 school year, grade level teams collaborated as Professional Learning Communities (PLCs) to provide differentiated instruction for ELA/literacy through Strategic Support times, and for ELD with daily Designated English Language Development instruction (30 minutes for K-6, and 50 minutes for grades 7-8).

For Designated ELD, English Learners are flexibly grouped based on CELDT and other formative assessments given throughout the year to strengthen reading, writing, speaking and listening skills through targeted instruction. During the 2016-17 school year, San Joaquin utilized data to inform instructional and intervention needs as well. The Instructional Coach and Program Specialist worked with teachers to provide small group differentiated instruction and intervention in ELA/Literacy during Strategic Support time. In addition, San Joaquin offered tutoring and enrichment opportunities in reading and writing during the school day through intervention pull out tutoring for grades 3-5.

There was significant progress within the 3rd grade team who differentiated instruction for ELA/Literacy and math by utilizing data to inform instruction and intervention throughout the 2016-17 school year. This team's CAASPP results showed significant growth in both areas as a result of this collaborative approach. The percentage of 3rd grade students who either met or exceeded proficiency in ELA/Literacy and Math for the 2016-17 school year is 33%. The percentage of 8th grade students who either met or exceeded proficiency in math for the 2016-17 school year is 24%. This is an increase of 3% from the CAASPP results from the 2015-16 school year.

San Joaquin will build upon this progress school wide by utilizing a best practice model for teaching and learning centered in data informed instruction and flexible grouping.

San Joaquin has also made progress in building school wide systems to foster social-emotional development in the students during the 2016- 17 school year. We used strategies from the "PBIS program" to promote positive behavior and increase self-regulation, thus decreasing loss of instructional time due to disruptive behaviors. San Joaquin also strengthened their CARE-SST process during the 2016-17 year to address Tier 2 and 3 academic and social-emotional needs of the students. During the 2017-18 school year, San Joaquin will continue to build upon this progress through an MTSS model that works to align school wide systems and services to District support

systems. San Joaquin's PLCs are committed to ongoing professional development to strengthen teaching and learning practices. We will utilize data to inform instruction and intervention.

Greatest Needs

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category. Additionally, identify any areas that the school has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

The greatest need at San Joaquin to achieve academic success is to reinforce the acquisition of academic English through a rigorous approach to both integrated and designated English Language Development. After examining the 2016-17 CAASPP data, we found between 67 and 82% of San Joaquin's 3rd-8th graders had not met the standards for ELA, and 64-88% had not met grade level standards for Math. Because 25% of San Joaquin's students are designated as English Language Learners, academic language acquisition is essential to access rigorous Common Core Standards in reading, writing and also math, due to the complex, multi-step word problems.

The need for increased academic English language development is also confirmed by the 2016-17 CELDT data which shows only 1% of 3rd graders as early advanced or advanced, 2% of 4th graders as early advanced or advanced, 1% of 5th graders as early advanced or advanced, 1% of 6th graders as early advanced or advanced and 3% of 8th graders as early advanced or advanced.

However, during the 2016-17 school year, only 23% of the English Learners in grades 3-8 were reclassified with the revised MAP Score criteria (48 of the 209 ELs in grades 3-8), a percentage that San Joaquin will work to increase during the 2017-18 school year.

Another high need that impacts academic achievement is in the area of social-emotional needs. The San Joaquin community has a high percentage of referrals to counseling and therapy, illustrating the high percentage of students and families who are dealing with trauma for a variety of reasons including substance abuse, domestic violence, mental health issues, abandonment and or immigration concerns.

Not Met:

3rd grade: ELA/Literacy – 67%; Math – 65%

Not Met:

4th grade: ELA/Literacy - 67%; Math – 70%

Not Met:

5th grade: ELA/Literacy - 70%; Math – 81%

Not Met:

6th grade: ELA/Literacy - 82%; Math – 90%

Not Met:

7th grade: ELA/Literacy - 90%; Math – 75%

Not Met:

8th grade: ELA/Literacy - 75%; Math – 76%

2017-18 School Year, Current Students EL CELDT Levels

K– Int/Early Int – 38.7%; Beg. – 61.2%

1 – Int/Early Int – 65.8%; Beg. – 34.1%

2 – Early Adv – 13%; Int/EI – 73.9%; Beg. – 13%

3 – EA/Adv. – 3.7%; Int/EI – 77.7%; Beg.-18.5%

4 - EA/Adv – 8%; Int/EI – 60%; Beg. - 32%

5 - EA/Adv – 4.3%; Int/EI – 86.9%; Beg. - 8.6%

6 - EA/Adv – 9%; Int/EI – 63.9%; Beg. - 27.2%

7 - EA/Adv – 0%; Int/EI – 70.5%; Beg. 29.4%

8- EA/Adv – 27%; Int/EI – 63.6%; Beg. 9%

NECESSARY AREAS OF FOCUS TO IMPROVE STUDENT LEARNING OUTCOMES:

1. Data-driven instructional practices for Tier 2 and Tier 3 students.
2. Creation and implementation of CFA within each grade level and content area.
3. Daily monitoring of instructional program by principal and assistant principal.
4. Writing across the curriculum.
5. Daily designated and integrated ELD instruction with high student engagement.
6. Increased professional development and support in effective classroom management strategies.
7. Improve school climate through implementation of PBIS and restorative justice practices.
8. Full implementation of the CARE process.
9. Differentiation of instruction for students at Tiers 1, 2, and 3.
10. Increasing opportunities for parent education and involvement in the education of their children.

Performance Gaps

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. Additionally, identify any areas in which the school has determined there are significant performance gaps based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these performance gaps?

LCFF-Designated Achievement Levels within Student Sub-Groups

- Hispanic or Latino - 64%
- English Learners - 43%
- Socioeconomically Disadvantaged - 85%
- Student with Disabilities 12%
- Black or African American-10%.

NOTE: Achievement levels for each of these subgroups were “at or above” the achievement levels of all students at SJE. None fell below this level.

As previously mentioned in greatest needs discussion, San Joaquin staff will focus on strengthening teaching and learning practices that are responsive and restorative through data-driven instruction, ongoing reflection and collaboration and professional development to strengthen teaching and learning practices school wide throughout the day.

As a community of learners and PLCs we will focus on high leverage, research based instructional practices with differentiated instructional strategies to foster language and literacy development aligned with Common Core Standards.

Emphasis will be on a balanced literacy approach that includes reading, writing, listening, speaking across all content areas. ELD focus includes both designated ELD and integrated ELD to support language development and access to rigorous standards across content areas.

Teachers will utilize district adopted resources, assessments & technology to promote high student engagement and achievement, utilizing data to inform and refine instruction.

San Joaquin staff will also work collaboratively to implement measures to improve overall school climate and student resiliency such as discipline, attendance and parent involvement. Effective implementation of school wide restorative discipline practices will be attained through school wide training, common agreements, collaboration, to strengthen responsive & restorative teaching & learning practices that contribute to social-emotional development for students.

Staff will work to strengthen MTSS for academic and behavior support, with special emphasis on training to strengthen Tier 1 strategies that teach students skills for positive and peaceful problem solving. Emphasis on Tier 1 strategies to redirect and refocus students within the classroom and throughout the school in a positive discipline model will also result in reduced loss of instructional minutes due to time spent out of the classroom for behavior. Attention to this area will also help develop student resiliency, self-control, personal responsibility, and civic awareness. In addition, San Joaquin is working to strengthen the CARE-SST process to support students' Tier 2 and 3 needs.

San Joaquin considers the families the most essential partners in achieving goals within the SPSA. The San Joaquin staff will cultivate meaningful partnerships and authentic family engagement through healthy communication venues such as SSC, ELAC and PTA, as well as school events and family education opportunities and other forums for families to contribute to the educational opportunities for their children.

SECTION III: STAKEHOLDER OUTREACH

Stakeholder Involvement

Describe how the plan was developed with parents, community members, teachers, principals, other school leaders, secondary students, paraprofessionals, and other interested individuals or groups as determined by the school. (20 U.S.C. §6314(b)(2).) Include the stakeholder group and applicable meeting dates.

Since the plan is a living and working document, under constant review, as new needs arise, suggestions are made on how to address these needs on an ongoing basis. SSC and ELAC members have numerous opportunities to contribute to and review the SPSA at monthly meetings to address the needs of the school. In addition, the school Leadership Teams and staff also have numerous opportunities to contribute to and review the SPSA to address current needs. The Parent Involvement Policy and Parent Compact have been reviewed and will be posted on the school website.

The SPSA is a living document which is under constant and revision by all stakeholders. Opportunities to review the plan take place during leadership team meetings, staff meetings, and parent meetings including ELAC and SSC. Because San Joaquin is home to over 25% English Learners, it is especially important to get the input of the EL families through ELAC. Ongoing communication is ensured between the SSC and ELAC Boards by hosting these two meetings and utilizing the ELAC's input to share ideas with SSC.

SSC has met on the following dates:

ELAC has met on the following dates: October 19, 2017 - January 18, 2018 - February 16, 2018

SECTION IV: STRATEGIC PLAN – EDUCATIONAL STRATEGIES ALIGNED TO LCAP GOALS

Strategic Planning Details and Accountability

LCAP Goal 1: Student Achievement

SUSD will provide all students with a well-rounded educational experience, the delivery of high quality instruction, and exposure to rigorous and relevant curriculum to become life-long learners.

Strategic Area of Focus

Academic Student Achievement

- Tier 1
 - English Language Arts and English Learners
 - Mathematics
 - Social Studies
 - Science

Student Interventions

- Tier 2
 - English Learners
 - After School
 - Tier 3

Preschool Transition, 8th grade Transition, & College and Career Preparatory Opportunities

- Preschool Transitional
- 8th Grade Transitional
- Career and College
- A-G Course Completion

Year 1: July 1, 2017 – June 30, 2018

Area of Focus	2017-18 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
<p>1.1 Academic Student Achievement</p>	<p>Professional Development for Teachers will Focus upon:</p> <ul style="list-style-type: none"> -Effective classroom management strategies that support teaching and learning. -DII instruction. -Research-based instruction -Analysis of student assessment data. -CFA development -Instructional coaching which focuses upon research-based instruction, modeling, and analysis of including ELD strategies -Academic Conferences 	<ul style="list-style-type: none"> -Evaluation of student work based on Units of Study Post-Tests and Performance Tasks. -Critiquing of pre-, mid-year, and - post writing assessments. -Analysis of results from ELA Common Formative Assessments, Winter Map and Spring MAP data. -Number of teachers attending professional development. 	<p>Every 8 weeks.</p>	<p>\$6,748 \$8,589 (Teacher Additional Comp) \$53,602 (Salary/Benefits)</p>	<p>Title I LCFF</p>	<p>11500 19101</p>
<p>1.2 Student Intervention</p>	<p>To provide students identified needing Tier 2 and Tier 3 intervention supports such as - Substitute teacher will provide supplemental academic support to MTSS Level 2 student groups in K-6.</p> <ul style="list-style-type: none"> -Extended Day/Extended Year, including Saturday School supplemental 	<p>Pre- & Post-Assessments</p>	<p>Every 8 weeks</p>	<p>\$10,000 (Teacher Additional Comp)</p>	<p>Title I</p>	

	<p>instruction for MTSS Levels 2 & Level 3 students.</p> <p>-Small group instruction for MTSS Level 2 & Level 3 pupils.</p>					
1.3 Academic Student Achievement	<p>To provide EL students with resources and supports such as Daily writing across the curriculum.</p> <p>-After-School Rosetta Stone for Levels 1 & 2 ELD students.</p> <p>-Books, instructional materials, technology, & resources which provide supplemental language support.</p>	<p>Assessments: Pre- and Post-tests; MAP; UOS Performance Tasks, and CFAs.</p>	<p>Every 8 weeks.</p>	<p>\$134,004 (Salary/Benefits)</p> <p>\$500 (Books)</p> <p>\$70,000 (Instructional Materials)</p> <p>\$500 (Duplicating)</p>	<p>Title I LCFF</p>	<p>19101</p>
1.4 Academic Student Achievement	<p>Provide students with opportunities to increase reading proficiency through literacy programs (e.g. Accelerated Reader, etc.), level books (in classroom and at home), and in an atmosphere that conducive to literacy.</p>	<p># of student showing growth... AR test data points # of students increasing Lexile levels</p>	<p>8 weeks</p>	<p>\$45,299 (Salary/Benefits)</p> <p>\$1,500 (Books)</p> <p>\$10,000 (License Agreement)</p>	<p>Title I LCFF</p>	<p>24101</p>
1.5 Academic Student Achievement	<p>Supplemental materials, equipment, resources, and technology to support core instruction such as project material (e.g. chart paper, manipulatives, whiteboards, expo markers, graph paper, headphones, etc.), books,</p>			<p>\$98,190 (Instructional Materials)</p> <p>\$500 (Duplicating)</p> <p>\$4,450 (Equipment)</p> <p>\$14,600 (Maintenance Agreement)</p>		

	technology/equipment (e.g. iPads, poster maker, chromebooks, etc.), web-based programs, project-based learning materials/supplies, etc.					
1.6 Academic Student Achievement	Provide students with hands on experiential learning opportunities to supplement core instruction and promotion of college/career readiness through field trips (including college fields trips), guest speakers, traveling exhibits, college readiness workshops (e.g., mock college admission events, lessons pertaining to A-G, college research, etc.), etc.	# of field trips # of guest speakers # of mock college admission events pre/post assessment culminating project	Trimester	\$10,000 (Field Trip - District Trans) \$2,000 (Pupil Fees)	Title I	

Proposed: Year 2: July 1, 2018 – June 30, 2019

Area of Focus	2018-19 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
<p>2.1 Academic Student Achievement</p>	<p>Professional Development for Teachers will Focus upon:</p> <ul style="list-style-type: none"> -Effective classroom management strategies that support teaching and learning. -DII instruction. -Research-based instruction -Analysis of student assessment data. -CFA development -Instructional coaching which focuses upon research-based instruction, modeling, and analysis of including ELD strategies -Academic Conferences 	<p>-Evaluation of student work based on Units of Study Post-Tests and Performance Tasks.</p> <p>-Critiquing of pre-, mid-year, and -post writing assessments.</p> <p>-Analysis of results from ELA Common Formative Assessments, Winter Map and Spring MAP data.</p> <p>-Number of teachers attending professional development.</p>	<p>Every 8 weeks.</p>	<p>\$6,748 \$8,589 (Teacher Additional Comp) \$53,602 (Salary/Benefits)</p>	<p>Title I LCFF</p>	<p>11500 19101</p>
<p>2.2 Student Intervention</p>	<p>To provide students identified needing Tier 2 and Tier 3 intervention supports such as - Substitute teacher will provide supplemental academic support to MTSS Level 2 student groups in K-6.</p> <ul style="list-style-type: none"> -Extended Day/Extended Year, including Saturday School supplemental 	<p>Pre- & Post-Assessments</p>	<p>Every 8 weeks</p>	<p>\$10,000 (Teacher Additional Comp)</p>	<p>Title I</p>	

	<p>instruction for MTSS Levels 2 & Level 3 students.</p> <p>-Small group instruction for MTSS Level 2 & Level 3 pupils.</p>					
2.3 Academic Student Achievement	<p>To provide EL students with resources and supports such as Daily writing across the curriculum.</p> <p>-After-School Rosetta Stone for Levels 1 & 2 ELD students.</p> <p>-Books, instructional materials, technology, & resources which provide supplemental language support.</p>	<p>Assessments: Pre- and Post-tests; MAP; UOS Performance Tasks, and CFAs.</p>	<p>Every 8 weeks.</p>	<p>\$134,004 (Salary/Benefits)</p> <p>\$500 (Books)</p> <p>\$70,000 (Instructional Materials)</p> <p>\$500 (Duplicating)</p>	<p>Title I LCFF</p>	<p>19101</p>
2.4 Academic Student Achievement	<p>Provide students with opportunities to increase reading proficiency through literacy programs (e.g. Accelerated Reader, etc.), level books (in classroom and at home), and in an atmosphere that conducive to literacy.</p>	<p># of student showing growth... AR test data points</p> <p># of students increasing Lexile levels</p>	<p>8 weeks</p>	<p>\$45,299 (Salary/Benefits)</p> <p>\$1,500 (Books)</p> <p>\$10,000 (License Agreement)</p>	<p>Title I LCFF</p>	<p>24101</p>
2.5 Academic Student Achievement	<p>Supplemental materials, equipment, resources, and technology to support core instruction such as project material (e.g. chart paper, manipulatives, whiteboards, expo markers, graph paper, headphones, etc.),</p>			<p>\$98,190 (Instructional Materials)</p> <p>\$500 (Duplicating)</p> <p>\$4,450 (Equipment)</p> <p>\$14,600 (Maintenance Agreement)</p>		

	books, technology/equipment (e.g. iPads, poster maker, chromebooks, etc.), web-based programs, project-based learning materials/supplies, etc.					
2.6 Academic Student Achievement	Provide students with hands on experiential learning opportunities to supplement core instruction and promotion of college/career readiness through field trips (including college fields trips), guest speakers, traveling exhibits, college readiness workshops (e.g., mock college admission events, lessons pertaining to A-G, college research, etc.), etc.	# of field trips # of guest speakers # of mock college admission events pre/post assessment culminating project	Trimester	\$10,000 (Field Trip - District Trans) \$2,000 (Pupil Fees)	Title I	

Proposed: Year 3: July 1, 2019 – June 30, 2020

Area of Focus	2019-20 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
<p>3.1 Academic Student Achievement</p>	<p>Professional Development for Teachers will Focus upon:</p> <ul style="list-style-type: none"> -Effective classroom management strategies that support teaching and learning. -DII instruction. -Research-based instruction -Analysis of student assessment data. -CFA development -Instructional coaching which focuses upon research-based instruction, modeling, and analysis of including ELD strategies -Academic Conferences 	<ul style="list-style-type: none"> -Evaluation of student work based on Units of Study Post-Tests and Performance Tasks. -Critiquing of pre-, mid-year, and -post writing assessments. -Analysis of results from ELA Common Formative Assessments, Winter Map and Spring MAP data. -Number of teachers attending professional development. 	<p>Every 8 weeks.</p>	<p>\$6,748 \$8,589 (Teacher Additional Comp) \$53,602 (Salary/Benefits)</p>	<p>Title I LCFF</p>	<p>11500 19101</p>
<p>3.2 Student Intervention</p>	<p>To provide students identified needing Tier 2 and Tier 3 intervention supports such as - Substitute teacher will provide supplemental academic support to MTSS Level 2 student groups in K-6.</p> <ul style="list-style-type: none"> -Extended Day/Extended Year, including Saturday School supplemental 	<p>Pre- & Post-Assessments</p>	<p>Every 8 weeks</p>	<p>\$10,000 (Teacher Additional Comp)</p>	<p>Title I</p>	

	<p>instruction for MTSS Levels 2 & Level 3 students.</p> <p>-Small group instruction for MTSS Level 2 & Level 3 pupils.</p>					
3.3 Academic Student Achievement	<p>To provide EL students with resources and supports such as Daily writing across the curriculum.</p> <p>-After-School Rosetta Stone for Levels 1 & 2 ELD students.</p> <p>-Books, instructional materials, technology, & resources which provide supplemental language support.</p>	<p>Assessments: Pre- and Post-tests; MAP; UOS Performance Tasks, and CFAs.</p>	<p>Every 8 weeks.</p>	<p>\$134,004 (Salary/Benefits)</p> <p>\$500 (Books)</p> <p>\$70,000 (Instructional Materials)</p> <p>\$500 (Duplicating)</p>	<p>Title I LCFF</p>	<p>19101</p>
3.4 Academic Student Achievement	<p>Provide students with opportunities to increase reading proficiency through literacy programs (e.g. Accelerated Reader, etc.), level books (in classroom and at home), and in an atmosphere that conducive to literacy.</p>	<p># of student showing growth... AR test data points</p> <p># of students increasing Lexile levels</p>	<p>8 weeks</p>	<p>\$45,299 (Salary/Benefits)</p> <p>\$1,500 (Books)</p> <p>\$10,000 (License Agreement)</p>	<p>Title I LCFF</p>	<p>24101</p>
3.5 Academic Student Achievement	<p>Supplemental materials, equipment, resources, and technology to support core instruction such as project material (e.g. chart paper, manipulatives, whiteboards, expo markers, graph paper, headphones, etc.),</p>			<p>\$98,190 (Instructional Materials)</p> <p>\$500 (Duplicating)</p> <p>\$4,450 (Equipment)</p> <p>\$14,600 (Maintenance Agreement)</p>		

	books, technology/equipment (e.g. iPads, poster maker, chromebooks, etc.), web-based programs, project-based learning materials/supplies, etc.					
3.6 Academic Student Achievement	Provide students with hands on experiential learning opportunities to supplement core instruction and promotion of college/career readiness through field trips (including college fields trips), guest speakers, traveling exhibits, college readiness workshops (e.g., mock college admission events, lessons pertaining to A-G, college research, etc.), etc.	# of field trips # of guest speakers # of mock college admission events pre/post assessment culminating project	Trimester	\$10,000 (Field Trip - District Trans) \$2,000 (Pupil Fees)	Title I	

LCAP GOAL 2: Safe and Healthy Learning Environments

SUSD will promote a safe and healthy learning environment to enhance the social emotional and academic learning for all students, necessary to become productive members of society.

Strategic Area of Focus

School Climate

- Peer Leaders Uniting Students (PLUS)
- Attendance
- Positive Behavior Interventions and Support (PBIS)
- Discipline

Year 1: July 1, 2017 – June 30, 2018

Area of Focus	2017-18 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
1.1 School Climate	Provide students with social and emotional supportive resources that positively impacts student learning through program such as PBIS, PLUS program, Student Council, counseling, structured student engagement activities, etc. to decrease discipline and improve attendance.	# of student attending school # of student attending on time # of discipline referrals # of students suspended	Trimester	\$0		

Proposed: Year 2: July 1, 2018 – June 30, 2019

Area of Focus	2018-19 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
2.1 School Climate	Provide students with social and emotional supportive resources that positively impacts student learning through program such as PBIS, PLUS program, Student Council, counseling, structured student engagement activities, etc. to decrease discipline and improve attendance.	# of student attending school # of student attending on time # of discipline referrals # of students suspended	Trimester	\$0		

Proposed: Year 3: July 1, 2019 – June 30, 2020

Area of Focus	2019-20 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
3.1 School Climate	Provide students with social and emotional supportive resources that positively impacts student learning through program such as PBIS, PLUS program, Student Council, counseling, structured student engagement activities, etc. to decrease discipline and improve attendance.	# of student attending school # of student attending on time # of discipline referrals # of students suspended	Trimester	\$0		

LCAP Goal 3: Meaningful Partnerships

Together, SUSD, families and community will commit to meaningful partnerships that enhance student achievement, necessary to become successful members of society.

Strategic Area of Focus

Parent, Student, and School Engagement

- Parent
- Staff
- Student
- Community

Year 1: July 1, 2017 – June 30, 2018

Area of Focus	2017-18 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
1.1 Parent, Student, and School Engagement	Provide parents with support and resources that empowers them be engaged in their student's learning such as parent/teacher conferences, communication, after school academic focused activities, parent meetings (e.g., Parent Coffees, etc.), etc.	# of meetings coordinated # of parents attending # of parents attending parent/teacher conferences # of parents attending parent trainings	Trimester	\$2,719 \$40 \$600 (Parent Meeting) \$500 (Duplicating) \$1,000 (Licensing Agreement)	Title I LCFF	

Proposed: Year 2: July 1, 2018 – June 30, 2019

Area of Focus	2018-19 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
2.1 Parent, Student, and School Engagement	Provide parents with support and resources that empowers them be engaged in their student's learning such as parent/teacher conferences, communication, after school academic focused activities, parent meetings (e.g., Parent Coffees, etc.), etc.	# of meetings coordinated # of parents attending # of parents attending parent/teacher conferences # of parents attending parent trainings	Trimester	\$2,719 \$40 \$600 (Parent Meeting) \$500 (Duplicating) \$1,000 (Licensing Agreement)	Title I LCFF	

Proposed: Year 3: July 1, 2019 – June 30, 2020

Area of Focus	2019-20 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
3.1 Parent, Student, and School Engagement	Provide parents with support and resources that empowers them be engaged in their student's learning such as parent/teacher conferences, communication, after school academic focused activities, parent meetings (e.g., Parent Coffees, etc.), etc.	# of meetings coordinated # of parents attending # of parents attending parent/teacher conferences # of parents attending parent trainings	Trimester	\$2,719 \$40 \$600 (Parent Meeting) \$500 (Duplicating) \$1,000 (Licensing Agreement)	Title I LCFF	

Section V: School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current makeup of the SSC is as follows:

Name of Members	Start Term	End Term	Principal	Classroom Teacher	Other School Staff	Parent or Community Member
Vendetta Brown	July 2011		X			
Gloria Duarte	Dec 2017	Aug 2019			X	
Maria Abernathy	Aug 2017	Aug 2019		X		
Jennifer Wheeler	Aug 2016	August 2018		X		
Sean Greene	Aug 2017	August 2019		X		
Yvonne Duarte	Nov 2017	Nov 2019				X
Mary Gomez	Aug 2017	Aug 2019				X
Crystal Tayamen	Nov 2017	Nov 2019				X
Victor Rubio	Aug 2017	Aug 2019				X
Tammy Engaling	Aug 2017	Aug 2019				X
Numbers of members of each category:			1	3	1	5

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Section VI: Budget Allocation Spreadsheets

SCHOOL NAME: SAN JOAQUIN ELEMENTARY
Revised Preliminary Allocations 2017-18 with 2016-17 Carryover
2017-2018

Object	Description	FTE	Title 1 50647	Title 1 50643	Title 1 50645	TOTAL BUDGET	SPSA Alignment (Goal - Line)
			Parent Involvement	Instructional- General	Extended Day /Year		
Personnel Cost-Including Benefits							
11500	Teacher - Add Comp			6,748	10,000	\$ 16,748.00	Goal 1 - 1; Goal 1 - 2
11700	Teacher Substitute					\$ -	
12151	Counselor					\$ -	
13201	Assistant Principal					\$ -	
19101	Program Specialist					\$ -	
19101	Instructional Coach			53,602		\$ 53,602.00	Goal 1 - 1
19500	Instr. Coach-Add Comp					\$ -	
21101	Instructional Assistant					\$ -	
21101	CAI Assistant					\$ -	
21101	Bilingual Assistant					\$ -	
24101	Library Media Clerk					\$ -	
29101	Community Assistant					\$ -	
	Additional Comp/Hourly					\$ -	
						\$ -	
	TOTAL PERSONNEL COST		\$ -	\$ 60,350.00	\$ 10,000.00	\$ 70,350.00	
Books & Supplies							
42000	Books					\$ -	
43110	Instructional Materials			98,190		\$ 98,190.00	Goal 1 - 2
43200	Non-Instructional Materials					\$ -	
43400	Parent Meeting		2,759			\$ 2,759.00	Goal 3 - 1
44000	Equipment			4,450		\$ 4,450.00	Goal 1 - 5
43150	Software					\$ -	
	Sub-Total-Supplies		\$ 2,759.00	\$ 102,640.00	\$ -	\$ 105,399.00	
Services							
57150	Duplicating		500	500		\$ 1,000.00	Goal 3 - 1; Goal 1 - 5
57250	Field Trip-District Trans			10,000		\$ 10,000.00	Goal 1 - 5
57160	Nurses					\$ -	
57400	CorpYard					\$ -	
56590	Maintenance Agreement			14,600		\$ 14,600.00	Goal 1 - 5
56530	Equipment Repair					\$ -	
52150	Conference					\$ -	
59140	Telephone					\$ -	
58450	License Agreement		1,000	10,000		\$ 11,000.00	Goal 3 - 1; Goal 1 - 4
58720	Field Trip-Non-District Trans					\$ -	
58920	Pupil Fees			2,000		\$ 2,000.00	Goal 1 - 5
58100	Consultants-instructional					\$ -	
58320	Consultants-Noninstructional					\$ -	
	Sub-total-Services		\$ 1,500.00	\$ 37,100.00	\$ -	\$ 38,600.00	
	Total		\$ 4,259.00	\$ 200,090.00	\$ 10,000.00	\$ 214,349.00	
	Differential		-	-		-	
	2016-17 Carryover		40	57,105		57,145	
	Revised 2017-18 Allocation		4,219	152,985		157,204	
			4,259	210,090		214,349	

SCHOOL NAME: SAN JOAQUIN ELEMENTARY
Preliminary Budget Allocation - LCFF
2017-2018

Object	Description	FTE	LCFF/SCE 23030	LCFF/SCE 23031	TOTAL BUDGET	SPSA Alignment (Goal - Line)
			Instructional-L-SC E/General	Extended Day/Year		
Personnel Cost-Including Benefits						
11500	Teacher - Add Comp		8,589		\$ 8,589.00	Goal 1 - 1
11700	Teacher Substitute				\$ -	
12151	Counselor				\$ -	
13201	Assistant Principal				\$ -	
19101	Program Specialist		134,004		\$ 134,004.00	Goal 1 - 3
19101	Instructional Coach				\$ -	
19500	Instr. Coach-Add Comp				\$ -	
21101	Instructional Assistant				\$ -	
21101	CAI Assistant				\$ -	
21101	Bilingual Assistant				\$ -	
24101	Library Media Clerk		45,299		\$ 45,299.00	Goal 1 - 4
29101	Community Assistant				\$ -	
	Additional Comp/Hourly				\$ -	
					\$ -	
	TOTAL PERSONNEL COST		\$ 187,892.00	\$ -	\$ 187,892.00	
Books & Supplies						
42000	Books		2,000		\$ 2,000.00	Goal 1 - 3, 4
43110	Instructional Materials		70,000		\$ 70,000.00	Goal 1 - 3
43200	Non-Instructional Materials				\$ -	
43400	Parent Meeting		600		\$ 600.00	Goal 3 - 1
44000	Equipment				\$ -	
43150	Software				\$ -	
	Sub-Total-Supplies		\$ 72,600.00	\$ -	\$ 72,600.00	
Services						
57150	Duplicating		500		\$ 500.00	Goal 1 - 3
57250	Field Trip-District Trans				\$ -	
57160	Nurses				\$ -	
57400	CorpYard				\$ -	
56590	Maintenance Agreement				\$ -	
56530	Equipment Repair				\$ -	
52150	Conference				\$ -	
59140	Telephone				\$ -	
58450	License Agreement				\$ -	
58720	Field Trip-Non-District Trans				\$ -	
58920	Pupil Fees				\$ -	
58100	Consultants-instructional				\$ -	
58320	Consultants-Noninstructional				\$ -	
	Sub-total-Services		\$ 500.00	\$ -	\$ 500.00	
	Total		\$ 260,992.00	\$ -	\$ 260,992.00	
	Differential		-		-	
	Allocations		260,992		260,992	