



School Plan for Student Achievement (SPSA)

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) follow the template in the SPSA Template instructions.

CSI Instruction:
The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Comprehensive Support and Improvement (CSI) planning requirements follow the template in the SPSA Template instructions.

ATSI Instruction:
The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Additional Targeted Support and Improvement (ATSI) planning requirements follow the template 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	10/21/2024	

Plan Description

Briefly describe your school's plan for effectively meeting the ESSA requirements (For CSI and/or ATSI, if applicable) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

The School Plan for Student Achievement (SPSA) is designed to meet the needs of all school-level planning requirement for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to improve student outcomes by creating a plan that maximizes the resources available to the school. The School Site Council (SSC) is utilized to develop and annually review the SPSA and make modification in the plan which reflect the changing needs of our school, pursuant to EC 52853(b) and 52885. The SPSA is used to document San Joaquin's approach to improving student outcomes through the use of additional funding sources.

This SPSA serves as the plan for using site allocated LCFF funds. The School goals and strategies are directly aligned with SUSD's Local Control Accountability Plan (LCAP) to ensure a clear alignment between the school site, district, and state priorities.

This SPSA meets all requirements to serve as the Title I Schoolwide Plan (SWP) and as the Additional Targeted Support Improvement (ATSI) plan.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

San Joaquin staff meet regularly with our School Site Council (SSC) to review CA Dashboard, iReady, PLUS Survey, Walkthrough Feedback, and other observation data based on the findings of our Comprehensive Needs Assessment. SSC engaged in dialogue on the progress of goals and strategies and provided feedback to help guide the implementation of the SPSA. Feedback from informational sessions with ELAC, parents, students, and staff were shared with SSC during the development of the SPSA to ensure that all educational partners were able to have a say in what San Joaquin's goals and strategies would be for the coming year.

School Site Council discussed SPSA review and development on the following days:

- January 22, 2024
- February 5, 2024
- March 4, 2024
- April 8, 2024
- October 21, 2024

Parents were engaged in the SPSA review and development during the following meetings and days:

Title 1 Parent Meeting - August 3, 2023

- Title 1 Parent Meeting - August 1, 2024
- Monthly Coffee Hour on September 6, 2024
- English Learner Advisory Committee on October 4, 2024
- Monthly Coffee Hour on October 4, 2024

Staff were engaged in SPSA review and development during the following meetings and days:

- Faculty Meeting on November 28, 2023
- Leadership Meeting on January 11, 2024
- Faculty Meeting on April 23, 2024
- Leadership Meeting on March 14, 2024
- Faculty Meeting on September 17, 2024

Resource Inequities (CSI and ATSI Only)

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

Differentiated Assistance: Stockton Unified School District is under Differentiated Assistance district wide for the following student groups and CA School Dashboard Indicators.

English Learners: ELA, Math, College Career (HS)

Foster Youth: ELA, Math, College Career (HS), Graduation Rate (HS)

Homeless Youth: Suspension Rate, College Career(HS)

Student with Disabilities: ELA, Math, Suspension Rate, College Career (HS), Graduation Rate (HS)

American Indian/Alaskan Native: ELA, Math, Suspension Rate, Absenteeism Rate (ELEM)

At San Joaquin, the student groups identified for Differentiated Assistance are performing as follows on the CA School Dashboard for 2023:

Student Group	ELA	Math	Suspension Rate	Absenteeism Rate (ELEM)	Graduation Rate (HS)	College Career (HS)
English Learner	88.4 points below standard (red)	103.4 points below standard (red)	X	X	X	N/A
Foster Youth	population too small, no indicator	population too small, no indicator	X	X	N/A	N/A

Homeless Youth	X	X	2.3% suspended at least one day (green)	X	X	N/A
Students with Disabilities	157.5 points below standard (red)	170.5 points below standard (orange)	5.4% suspended at least one day (yellow)	X	N/A	N/A
American Indian/ Alaskan Native	population too small, no indicator	population too small, no indicator	population too small, no indicator	population too small, no indicator	N/A	N/A

There is a high number of new teachers who have not received training on how to support English Learners impacting the amount of growth that these student groups would typically make in ELA and Math.

Credential programs do not prepare future teachers sufficiently to be able to reach students with disabilities through Tier1 instruction, causing much of the weight to fall on the SPED Case Manager, which leads to the students being pulled out of class more often and contributing to the gap in learning.

Parents many times are unable to participate at school and are unaware of the negative impact that chronic absenteeism has on their child's education, causing students to fall further below grade level as chronic absenteeism rates increase.

Students come to school with trauma due to inequities in their community, causing education to be lower on the list of needs, leading to behavioral issues and lack of connections with the school and staff.

Comprehensive Needs Assessment

Comprehensive Needs Assessment Summary

The Administrative Team met with the Leadership Team, Parent Coffee Hour parents, and School Site Council to review the 2023 California Dashboard (ELA, Math, ELPAC, Suspension, Absenteeism), I-Ready Diagnostic results, Accelerated Reader, PLUS survey, and other site observational data to closely examine subgroups and the factors that prevent them from achieving at grade level. See attached 2023 CA Dashboard Report at the end of the SPSA for current school performance in all areas. "The following student groups are performing in the Red or Orange Indicator on the CA School Dashboard for 2023.

Student Group	ELA	Math	Suspension Rate	Absenteeism Rate (ELEM)	Graduation Rate (HS)	College Career (HS)
All Students	53.1 points below standard (orange)					
Foster Youth						
English Learner	88.4 points below standard (red)	103.4 points below standard (red)				
Long Term English Learner						
Homeless Youth						
Socioeconomically Disadvantaged	65.9 points below standard (orange)					
Student with Disabilities	157.5 points below standard (red)	170.5 points below standard (orange)		40% chronically absent (orange)		
African American	99.5 points below standard (red)	121.2 points below standard (orange)				
American Indian/ Alaskan Native				49.4% chronically absent (orange)		
Asian				37.2% chronically absent (red)		
Filipino	14.6 points below standard (green)	6.8 points below standard (green)		15.3% chronically absent (orange)		
Hispanic	61.2 points below standard (orange)					

Two or More Races						
Pacific Islander/ Native Hawaiian						
White						

Major gaps were observed within the English Learner and Students with Disabilities student subgroups on the CA Dashboard Indicators for San Joaquin School.

Trend data was also reviewed year over year which resulted in observing that there has not been sufficient progress in English Learners with ELA or Math as well as Students with Disabilities in ELA, with little progress in Math and Absenteeism Rate. Data was reviewed utilizing a Decision Making Matrix to identify specific areas of need. The 5 Why's procedure was conducted with Educational Partners to identify the specific needs of our students. In this process, we identified English Learners and Students with Disabilities as an area of focus for this 2024-2025 school year due to a lack of growth and progress on the California Dashboard. When using the 5 Whys technique to analyze the lack of progress in performance, we discovered the following strategies to support schoolwide improvement:

- Teacher PD and Support for High Quality First Instruction
- Staff PD and Support to implement PLC to support Tier 1 and Tier 2 instruction and Engagement
- AVID to focus on researched based student engagement and Tier 1 instruction strategies.
- PBIS strategies to celebrate individual and group achievement to support student engagement and inclusivity.

Goals, Strategies/Activities, and Expenditures

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

Goal 1.1

Goal #	Description
Goal 1.1	School Goal for ELA/ELD: (Must be a SMART Goal) ELA: By Spring 2025, per I-Ready Diagnostic 3 Results Report, the total number of students performing 1 grade level below will decrease by 5% from 29% to 24% and 2 or more grade levels below will decrease by 5% from 25% to 20%, increasing the amount of students performing at grade level to 56% of students.
	School Goal for Math: (Must be a SMART Goal) MATH: By Spring 2025, per I-Ready Diagnostic 3 Results Report, the total number of students performing 1 grade level below will decrease by 5% from 40% to 35% and 2 or more grade levels below will decrease by 5% from 19% to 14%, increasing the amount of students performing at grade level to 51% of students.
	Reclassification School Goal for English Learners: (Must be a SMART Goal) EL: By EOY 2025, per a combination of ELPAC and/or I-Ready/SBAC results, increase the number of students who reclassify by 10 students from 30 to 40, as compared to EOY 2024.
	Reading School Goal for English Learners: (Must be a SMART Goal) EL: By Spring 2025, per I-Ready Diagnostic 3 Results Report, the total number of EL students performing 1 grade level below will decrease by 5% from 34% to 29% 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 38% of students.
	Math School Goal for English Learners: (Must be a SMART Goal) EL: By Spring 2025, per I-Ready Diagnostic 3 Results Report, the total number of EL 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 27% to 22%, increasing the amount of students performing at grade level to 36% of students.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Insufficient professional development and inequitable systems have led to a creation of students scoring below grade level on SBAC and I-Ready.

Large class sized lead several teachers to be unable to implement small groups effectively causing many students to fall below grade level.

Only 45% of parents responded favorably when asked about their perceptions of the overall social and learning climate of the school. Additional parents need to participate at school functions to learn more about what the school is doing and increase the connectedness between the home and the school, leading to an increase in student achievement and attendance, as well as lower behavior issues.

Only 47% of students in grades 6-8 responded favorably when asked about the school culture. Some students lack the tools necessary to make better connections, and less impulsive decisions, leading to behavior issues and a lack of connectedness.

Only 40% of students in grades 6-8 responded favorably when asked about their sense of belonging. Many students struggle with coming to school consistently or on time causing them to fall behind in their learning due to not feeling like they belong. The chronic absenteeism rate for our Asian subgroup increased and is categorized as very high according to CA Dashboard Indicators.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of students performing 1 grade level below	ELA 29% Math 40%	ELA 24% Math 35%
Number of students performing 2 or more grade levels below	ELA 25% Math 19%	ELA 20% Math 14%
Number of students reclassifying to fluent English proficient	30	40
Number of English Learners performing 1 grade level below	ELA 34% Math 47%	ELA 29% Math 42%
Number of English Learners performing 2 or more grade levels below	ELA 38% Math 27%	ELA 33% Math 22%

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1.1.1	<p>Career & Technical Education</p> <p>STEM and CTE Development: Provide students with access to hands on project-based learning connecting them to opportunities supporting college and career readiness. Develop STEM Programs and project resources for professional development in NGSS and to increase student science achievement. College and Career Readiness is inclusive of Career Technical Education (CTE) Pathway participation and completion, student apprenticeships with local business, increased dual enrollment course offerings.</p> <p>Providing students with virtual or in-person opportunities to attend hands-on learning experiences to supplement core instruction and promotion of College/ Career Readiness Program through field trips (The California Academy of Sciences in San Francisco, Robotix Lab at SJCOE, college tours, a tour of an Amazon facility, Zoos like Micke Grove, Oakland, Sacramento, San Francisco, Local Farms, Science Museums, Modesto Junior College, Science related, Wow Museum, Planetarium, Fog Willow Farm, Pumpkin Patches, AgVenture, Artists in Residence through SJCOE, Valley Days at San Joaquin Historical Museum, San Jose Exploratorium, Monterey Bay Aquarium, San Francisco Exploratorium, Science Museum in Sacramento, Sonoma Mission, General Vallejo's Home, Stockton Children's Museum, the TLJ Indoor Soccer Center, Destination Space Exhibit, Chabot Space and Science Center in Oakland, San Jose Tech Museum, the Jelly Belly Factory, Theatres/Plays, Theatre works, Roller skating rink for STEM learning, Port of Stockton, Fairytale Town, Haggin Museum, Outdoor Education (Science Camp), leadership related.</p> <p>Guest speakers (Gold Rush, Ancient Artifacts), Educational Consultants (SJCOE Artist in Residence Program), theater productions, etc.</p> <p>Metrics for Progress Monitoring: District definitions and observations of student engagement, student and teacher surveys, promotion of grit, tenacity, perseverance. California Healthy Kids Survey Report.</p> <p>Title I Funding Allocation: Fees: \$5,000 Field Trip District Transportation: \$10,000 Consultants-Instructional/Non-Instructional Materials: \$12,500</p> <p>LCAP 1.1 Career & Technical Education: No additional site LCFF is being allocated for this strategy.</p>	<p>English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>\$5,000</p> <p>\$10,000</p> <p>\$12,500</p>	<p>3010 - Title I</p> <p>3010 - Title I</p> <p>3010 - Title I</p>

1.1.2	<p>College Readiness</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.2 College Readiness: No additional site LCFF is being allocated for this strategy.</p>			
1.1.3	<p>A-G High School Courses</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.3 A-G High School Courses: No additional site LCFF is being allocated for this strategy.</p>			
1.1.4	<p>Bilingual Instructional Support</p> <p>San Joaquin utilizes a Bilingual Assistant (1.0 FTE Centralized Funded) who collaborates with EL Coordinator to provide support with intervention and rigorous first instruction , focused on increasing or improving the supplemental learning support provided within the classroom, during lessons and one-on-one or small group settings.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.4 Bilingual Instructional Support No additional site LCFF is being allocated for this strategy.</p>	English Learners, Foster Youth, Low Income, Students with Disabilities		
1.1.5	<p>English Learner Professional Development</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.5 English Learner Professional Development: No additional site LCFF is being allocated for this strategy.</p>			

1.1.6	<p>English Learner Programs and Supports</p> <p>Support for English Learners: Instructional support for English Learner students through increased teacher and paraprofessional professional development, bilingual instructional support, translation services and purchasing of supplemental materials for students/parents. Professional development and implementation of learning supports the district's English Learner master plan and direct supportive services by Language Development Office staff to increase or improve services for student achievement.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.6 English Learner Programs and Supports: No additional site LCFF is being allocated for this strategy.</p>	English Learners, Foster Youth, Low Income, Students with Disabilities		

1.1.7	<p>Teacher Collaboration, Professional Development, & Academic Support</p> <p>Academic Conferences are held twice per year for all teachers per grade level to review data, instructional/AVID strategies and identification of students needs for Tier 3 intervention. Teachers will be released from assigned duty to meet with grade level team, administrators, program specialist and instructional coach.</p> <p>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.</p> <p>In order to increase student achievement and meet our annual measurable outcomes, several approaches must be taken: Increase level of rigor provided through instruction, by attending additional training (Conferences, Webinars, institutes, workshops, etc.) through the San Joaquin County Office of Education (SJCOE), California Association for Bilingual Education (CABE), Get Your Teach On, Teach Your Heart Out and Solution Tree (RTI at Work Institute, Soluciones, Mathematics at Work, Yes we can! An Unprecedented Opportunity to Improve Special Education Outcomes, Summit on PLC at Work and Professional Learning Communities at Work Institute), CTA Fall Special Education Conference, Fall 2024 Good Teaching Conference, Every Child Counts Symposium) related to ELD curriculum, GLAD strategies, and other ways of reaching English Learners and students who receive special education for Administrators, Counselors, Teachers, Program Specialist, and Instructional Coach. Substitutes will be used to release Teachers to attend PD opportunities through outside consultancy, conferences, or in-district training.</p> <p>Title I Funding Allocation: Additional Substitute Teachers Compensation: \$5,000 Conferences / Webinars: \$39,500 Additional Program Specialist Compensation: \$600 Additional Instructional Coach Compensation: \$600</p> <p>LCAP 1.7 Teacher Collaboration, Professional Development, & Academic Support: Additional Teacher Compensation: \$5,000 Additional Counselor Compensation: \$786</p>	English Learners, Foster Youth, Low Income, Students with Disabilities	<p>\$5,000</p> <p>\$5,000</p> <p>\$600</p> <p>\$600</p> <p>\$786</p> <p>\$39,500</p>	<p>3010 - Title I Account Code: 1170 Teacher Salaries - Subs</p> <p>0100 - LCFF/S&C (site) Account Code: 1150 Teacher Salaries - Add Comp</p> <p>3010 - Title I</p> <p>3010 - Title I</p> <p>0100 - LCFF/S&C (site) Account Code: 1250 Cert Pupil Support - Add Comp</p> <p>3010 - Title I Account Code: 5215 Conf/Workshop Exp</p>
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1.1.8	<p>School Site Administrators Leadership Professional Development</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.8 School Site Administrators Leadership Professional Development: No additional site LCFF is being allocated for this strategy.</p>			
1.1.9	<p>Professional Learning Community Implementation, Professional Learning & Curriculum Implementation</p> <p>Professional Development and Collaboration: Professional development for school site administrators, teachers, and instructional staff focused on best practices, Professional Learning Communities and processes, instructional cycles and assessments, analysis of student data, and strengthening collaboration between educators and community supporting all student academic achievement.</p> <p>Professional development on-site provided by Solution Tree around Professional Learning Communities, data analysis, SMART goal creation, EL strategies. 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. Substitutes will be used to release Teachers to attend PD opportunities through outside consultancy, conferences, or in-district training.</p> <p>Metrics for Progress Monitoring: Students redesignated Fluent English Proficient: Number/percentage of students who are able to complete DOK 4 performance tasks at proficient level. Number/percentage of grade levels/courses that have developed a process for continuous monitoring of student growth and achievement that includes end-of-year targets.</p> <p>Title I Funding Allocation: Consultants-Instructional/Non-Instructional: \$35,000 Additional Substitute Teachers Compensation: \$10,000</p> <p>LCAP 1.9 Professional Learning Community Implementation, Professional Learning & Curriculum Implementation: No additional site LCFF is being allocated for this strategy.</p>	<p>English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>\$10,000</p> <p>\$35,000</p>	<p>3010 - Title I Account Code: 1000 Certificated Salaries</p> <p>3010 - Title I Account Code: 5810 Consultant-Instr</p>

1.1.10	<p>Data Analysis and Evaluation</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.10 Data Analysis and Evaluation: No additional site LCFF is being allocated for this strategy.</p>			
1.1.11	<p>Access to Foundational & Outdoor Learning Spaces</p> <p>Preschool Transition: Provide Preschool students opportunities to:</p> <ul style="list-style-type: none"> - 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 - 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. <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.11 Access to Foundational & Outdoor Learning Spaces: No additional site LCFF is being allocated for this strategy.</p>	English Learners, Foster Youth, Low Income, Students with Disabilities		
1.1.12	<p>Acceleration of Learning</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.12 Acceleration of Learning: No additional site LCFF is being allocated for this strategy.</p>			

<p>1.1.13</p>	<p>Literacy and Library Supports</p> <p>Library Media Assistants: (.375 FTE District Funded and .0625 FTE site LCFF) support student literacy by oversight of the school library through the acquisition, circulation, maintenance and distribution of library books and instructional materials at an assigned school site; assist students and teachers in the selection, location and use of library materials and equipment. Maintaining library functionality at the school site increases and improves unduplicated pupils' access to current and culturally relevant reading materials that support increased and improved student achievement</p> <p>Library Media Assistant -will provide students with support and direction in learning and accessing library resources. Library Media Assistant will also support students, especially students who are SED, SWD, ELLs, Asian Americans, and African Americans due to these groups being underserved, to select appropriately leveled reading books to meet their needs, model positive reading habits and conduct read alouds/read-alongs. In addition, the Library Media Assistant will support the use of Accelerated Reader. Accelerated Reader will be used to supplement and enrich reading for all students. This web based program also helps us in collecting data useful to level our kids according to their reading skill level. Library Media Assistant will also help provide students and site with Google log on issues while maintaining a system for Chromebook carts and a system for Chromebook checkouts with the Program Specialist.</p> <p>(If personnel are vacant for any portion of the school year, salary and additional compensation funds associated with these staff will be reallocated to alternate resources that achieve the objective of the original expenditure - such as instructional materials, equipment, consultants, additional compensation, etc.)</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.13 Literacy and Library Supports: Library Media Assistant Salary: \$2,600</p>	<p>English Learners, Foster Youth, Students with Disabilities, Low Income</p>	<p>\$2,600</p>	<p>0100 - LCFF/S&C (site)</p>
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<p>1.1.14</p>	<p>Advancement Via Individual Determination (AVID)</p> <p>AVID and WICOR Strategies: Advancement via Individual Determination Program (AVID): AVID program implementation and support for student groups focused on college, career, and community readiness skills aligned with academic growth and social-emotional development.</p> <p>Continued implementation of AVID program, including Writing, Inquiry, Collaboration, Organization and Reading strategies, as well as focused note-taking across grade levels. Professional development opportunities provided by AVID (Summer Institute, Conferences, Webinars) for administrators, teachers, program specialist, and instructional coach around strategies, such as: focused-note taking, Socratic seminars, philosophical chairs, data binders, use of planners, interactive notebooks, higher depth of knowledge levels, and other WICOR strategies to help enhance and implement the ELA/ELD, Math and Science district adopted curriculum. Substitutes will be used to release Teachers to attend PD opportunities through outside consultancy, conferences, or in-district training.</p> <p>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.</p> <p>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. Metrics for Progress Monitoring: AVID CCI tool and AVID instructional walkthroughs.</p> <p>Title I Funding Allocation: No additional site Title 1 funding has been allocated for this strategy.</p> <p>LCAP 1.14 Advancement Via Individual Determination (AVID):</p>	<p>English Learners, Foster Youth, Low Income, Students with Disabilities</p>		
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	No additional site LCFF is being allocated for this strategy.			
1.1.15	<p>Recapturing Learning Loss</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.15 Recapturing Learning Loss: No additional site LCFF is being allocated for this strategy.</p>			
1.1.16	<p>Outdoor Education/Science Camp</p> <p>5th grade students will have the opportunity to attend a 3 day 2 night Science Camp at Sky Mountain in Emigrant Camp (Centralized Funded).</p> <p>Students from all SUSD schools have the opportunity to attend Science Camp either at Sky Mountain Science Camp (SJCOE property) or another camp that the site arranges. Bussing, cabin leaders, teachers, and students' fees. The purpose of Science Camp for all is to ensure equity for all our students, providing an opportunity for all our students to attend Science Camp and participate in the same experiences as the rest of our students.</p> <p>Science Camp provides students with the opportunity to address any learning loss they have experiences in STEM subjects due to the pandemic, especially those focusing on the natural world environment. Additionally, it will provide students the opportunity to advance and learn more about the complex interactions between humans and the natural world. Science Camp gives the ability for students to get ahead in their science academic journey, as well as the benefits of nature on their social emotional health.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.16 Outdoor Education/Science Camp: No additional site LCFF is being allocated for this strategy.</p>	English Learners, Foster Youth, Low Income, Students with Disabilities		

Annual Review

SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

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

There have been several opportunities for professional development and several staff members have attended these opportunities. All staff have also been provided on site training about the PLC process, as well as some topics around AVID. Academic conferences have been held twice already and have produced positive outcomes around date and goal setting. A retired teacher was utilized at the beginning of the year to provide additional supports to students as well as small group instruction. The AVID/Leadership Team has met on a monthly basis to continue moving the school towards AVID certification as well as guiding best instructional practices. The Program Specialist was able to work with staff according to her job description as well as coordinating state and district assessments. The Library Media Assistant was able to provide support to students and staff in everything having to do with the library. Books, supplies, instructional materials, non-capital equipment and student licenses were purchased throughout the year to ensure students were receiving the opportunities needed to learn. Maintenance agreements and duplicating funds were used as needed to upkeep machines and make copies. Some guest speakers were brought in and pupil fees and transportation was used to some extent for field trips.

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

While there have been several opportunities for professional development, not everyone that might need to grow has taken this opportunity due to a lack of willingness or availability. Not many staff members have signed up for AVID or Special Education trainings causing the off-site trainings to be cancelled. Academic conferences were held but the format needed to be changed during the winter to ensure this was not simply a compliance piece but instead a conversation in the fashion of a true PLC in which questions were being asked regarding student progress and priority standards began being selected. Because the Library Media Assistant position was only part time, not every class and grade level were able to receive assistance from this employee to the degree that was needed. Even though the position of community assistant was advertised, there was little to no interest shown by candidates, causing the position to never be filled. There were very few field trips planned out for the school year due and only one guest speaker scheduled due to a lack of interest on staff's behalf.

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.

Instead of focusing more on off-site trainings, the on-site training opportunities will increase, making it easier for staff who would not typically sign up for a conference to attend during the work day. Dates and opportunities for off-site trainings will be offered as soon as they become available for staff interested in attending these opportunities. In order to increase the amount of students receiving help from the Library Media Assistant, the amount of hours will increase to a full time position. The Community Assistant position will no longer be created in order to increase the Library Media Assistant position to full time. Less funds will be allocated towards field trips, pupil fees and guest speakers.

Goal 2.1

Goal #	Description
Goal 2.1	School Goal for Suspension: By May of 2025, the student suspension rate will remain the same or will decrease by five students, from 21 to 16 students being suspended.
	School Goal for Attendance/Chronic Truancy: By May of 2025, the student attendance/chronic truancy rate will decrease by 5%, from 21.28% to 16.28% of students chronically truant.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Insufficient professional development and inequitable systems have led to a creation of students scoring below grade level on SBAC and I-Ready.

Large class sized lead several teachers to be unable to implement small groups effectively causing many students to fall below grade level.

Only 45% of parents responded favorably when asked about their perceptions of the overall social and learning climate of the school. Additional parents need to participate at school functions to learn more about what the school is doing and increase the connectedness between the home and the school, leading to an increase in student achievement and attendance, as well as lower behavior issues.

Only 47% of students in grades 6-8 responded favorably when asked about the school culture. Some students lack the tools necessary to make better connections, and less impulsive decisions, leading to behavior issues and a lack of connectedness.

Only 40% of students in grades 6-8 responded favorably when asked about their sense of belonging. Many students struggle with coming to school consistently or on time causing them to fall behind in their learning due to not feeling like they belong. The chronic absenteeism rate for our Asian subgroup increased and is categorized as very high according to CA Dashboard Indicators.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of students being suspended	21	16
Percent of students chronically truant	21.28%	16.28%

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
2.1.1	<p>Educational Equity, Diversity, and Inclusion</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.1 Educational Equity, Diversity, and Inclusion: No additional site LCFF is being allocated for this strategy.</p>			
2.1.2	<p>Ethnic Studies Program</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.2 Ethnic Studies Program: No additional site LCFF is being allocated for this strategy.</p>			
2.1.3	<p>Equity and Inclusion Training and Workshops</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.3 Equity and Inclusion Training and Workshops: No additional site LCFF is being allocated for this strategy.</p>			
2.1.4	<p>Cultural Relevance, Outreach, and Support</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.4 Cultural Relevance, Outreach, and Support: No additional site LCFF is being allocated for this strategy.</p>			

2.1.5	<p>Positive Behavior Interventions and Support (PBIS)</p> <p>In order to effectively create a positive school climate, the following strategies and resources must be provided: Having more fun activities and games that are not behavior based. Involvement of all staff instead of only the few who usually plan out events. Reach out to at least three different students on a daily basis and in a positive way by administrators, teachers, counselors, program specialist, instructional coaches, SPED assistants, campus safety assistants, and noon duties. Taking the time to establish a rapport with students by having classroom activities. Having school-wide Team building activities between staff and students. Sharing safety plans with staff, parents and students to ensure they feel safe at school. Continuation of counselors with social emotional learning (SEL) lessons in all classes.</p> <p>Professional development opportunities (such as the School Climate Conference in Temecula or other conferences, webinars) for administrator, teachers, and counselors to better provide services for students and increase school culture.</p> <p>Substitutes will be used to release Teachers to attend PD opportunities through outside consultancy, conferences, or in-district training.</p> <p>Metrics for Progress Monitoring: California Healthy Kids Survey Report and Panorama Survey. Number/percentage of students by subgroup that are receiving support or are involved in leadership opportunities.</p> <p>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.</p> <p>Increase and/or improve unduplicated pupil access to Multi-Tiered System of Supports (MTSS) to individual students, classrooms, school-wide efforts, families, and community. There will be a focus on high quality first instruction, systems, and practices to improve student responsiveness and alignment between academic, behavioral, and/or social emotional supports specific to their unique needs. Provide Positive Behavior Interventions and Support (PBIS) to impact positive relationship building, cultivate connectedness between students/family/school, and nurture student mental health and overall well-being.</p> <p>Implement a Character Program with recognition and incentive program.</p>	English Learners, Foster Youth, Low Income, Students with Disabilities	<p>\$13,776</p> <p>\$600</p> <p>\$19,000</p> <p>\$2,600</p> <p>\$1,000</p> <p>\$5,000</p>	<p>3010 - Title I</p> <p>3010 - Title I</p> <p>3010 - Title I</p> <p>3010 - Title I</p> <p>3010 - Title I</p> <p>3010 - Title I</p>
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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 and Counselors throughout the year. Additional compensation for Counselors and teachers for collaborating outside of contractual hours and providing PBIS training to staff. Middle school fun Fridays and school dances, field trips, PBIS incentives, caught being good tickets, school-wide assemblies. Incentives for challenges. Volunteers to assist with reading groups, testing, PE, field trips etc. Guest speakers.

Professional development opportunities (conferences, webinars such as: Behavior Solutions: A Practical Road Map for SEL Success in all Tiers Workshop) for Counselors, teachers and one administrator attending the 2024 California Association of School Counselors conference as well as the 2024 Social and Emotional Learning (SEL) Exchange hosted by CASEL.

Substitutes will be used to release Teachers to attend PD opportunities through outside consultancy, conferences, or in-district training.

Metrics for Progress Monitoring: Student suspension rates.
School attendance/chronic absenteeism rates.
California Healthy Kids Survey Report.
Number/percentage of students by grade level that are involved in leadership opportunities.

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.

Counselors: School counselors at all school sites provide increased or improved academic guidance, social-emotional support and services, career exploration experiences, and collaborative services in partnership with staff and families to address the academic and social emotional needs. Mental Health Clinicians: Provide increased or improved mental health direct services to students, families, and staff district wide.

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.

Metrics for Progress Monitoring: Student suspension rates.
Student expulsion rates.
Truancy rates.

	<p>California Healthy Kids Survey Report. Panorama Survey Report.</p> <p>Title I Funding Allocation: Consultants-Instructional/Non-Instructional: \$5,000 Additional Substitute Teacher Compensation: \$2,600 Conference / Webinars: \$13,776 Additional Counselor Compensation: \$600 Additional Teacher Compensation: \$1,000 Additional Conferences/ Webinars: 19,000</p> <p>LCAP 2.5 Positive Behavior Interventions and Support (PBIS): No additional site LCFF is being allocated for this strategy.</p>			
2.1.6	<p>Student Assistance Program Support (SAP)</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.6 Student Assistance Program Support (SAP): No additional site LCFF is being allocated for this strategy.</p>			
2.1.7	<p>Behavior Support Services</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.7 Behavior Support Services: No additional site LCFF is being allocated for this strategy.</p>			
2.1.8	<p>New Teacher Training and Support</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.8 New Teacher Training and Support: No additional site LCFF is being allocated for this strategy.</p>			
2.1.9	<p>Social Service Supports for Families in Transition</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.9 Social Service Supports for Families in Transition: No additional site LCFF is being allocated for this strategy.</p>			

2.1.10	<p>Central Enrollment Direct Services to Families</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.10 Central Enrollment Direct Services to Families: No additional site LCFF is being allocated for this strategy.</p>			
2.1.11	<p>Student Attendance and Truancy</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.11 Student Attendance and Truancy: No additional site LCFF is being allocated for this strategy.</p>			
2.1.12	<p>Health and Wellness Services and Supports</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.12 Health and Wellness Services and Supports: No additional site LCFF is being allocated for this strategy.</p>			
2.1.13	<p>Mental Health Resources and Supports for Students</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.13 Mental Health Resources and Supports for Students: No additional site LCFF is being allocated for this strategy.</p>			
2.1.14	<p>Social Emotional and Restorative Practices and Responsive Schools</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.14 Social Emotional and Restorative Practices and Responsive Schools: No additional site LCFF is being allocated for this strategy.</p>			

2.1.15	<p>School Connectedness</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.15 School Connectedness: No additional site LCFF is being allocated for this strategy.</p>			
2.1.16	<p>Assistant Principal Restoration at TK-8th Grade School Sites</p> <p>Assistant Principal Restoration At TK-8th Grade School Sites: Restoring Assistant Principal site leadership support at TK-8th grade school sites to support the development and implementation of programs, services, and resources focused on student academic achievement, social-emotional development, and family engagement.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.16 Assistant Principal Restoration at TK-8th Grade School Sites: No additional site LCFF is being allocated for this strategy.</p>			

<p>2.1.17</p>	<p>Additional School Site Support</p> <p>Instructional Coach (1 @ .5 FTE Instructional Coach - District Funded): Instructional Coaches supporting school sites providing high quality first instruction, English Language Development, and implementation of state-standards aligned curriculum through co-teaching, co-planning, or demo lessons in the classroom.</p> <p>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, especially students who are SED, SWD, ELLs, Asian Americans, and African Americans due to low performance in ELA and Math CA Indicators. For all local assessments (I-Ready), the PS and administration will create the testing master schedule, including identifying students who require special factors and/or makeups. The PS will oversee the EL and RFEP monitoring logs and coordinate / present training/professional development to teachers/staff with Instructional Coaches and LDO. The PS will assist with monitoring our progress in AVID as well as serve as AVID Coordinator and provide students and site with Google log on issues while maintaining a system for Chromebook carts and a system for Chromebook checkouts with the Library Media Assistant. Program Specialist will coordinate all state and district assessments such as ELPAC, CAASPP, and PSAT.</p> <p>Intervention Teacher: Provide students appropriate intervention supports to address Literacy, ELA/ELD, and Math learning gaps, differentiating to various subgroup needs as they advance toward academic achievement and grade level mastery.</p> <p>Intervention Teacher will provide support with phonemic awareness, phonics, high frequency words, Reading fluency Math fluency, to all K-4 students needing Tier 2/Tier 3 interventions, on six-to-ten-week cycles. Students' participation in these Tier 2/ Tier 3 groups will be based on relevant data.</p> <p>The Tier 3 supplemental support will be a push-in/pull-out program coordinated by the intervention teacher using SIPPS, as well as other relevant curriculum. The pull-out program will be coordinated by the Intervention Teacher to organize small group instruction and identify target students. The focus will be to support Tier 2/Tier 3 students who have not mastered essential learning outcomes in teacher led small groups. (1 FTE Intervention Teacher - District Funded).</p>	<p>English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>\$85,000</p> <p>\$85,000</p>	<p>3010 - Title I</p> <p>0100 - LCFF/S&C (site)</p>
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	<p>(If personnel are vacant for any portion of the school year, salary and additional compensation funds associated with these staff, funds will be reallocated to alternate resources that achieve the objective of the original expenditure - such as roving subs, instructional materials, web-based licenses, third-party agencies, equipment, consultants, professional development, additional compensation, student fieldtrips, supplemental material, 2:1 computers to student ratio, Third parity agencies to help organize recess and lunch recess activities/sports... etc.)</p> <p>Title I Funding Allocation: Program Specialist Salary and Benefits: \$85,000</p> <p>LCAP 2.17 Additional School Site Support: Program Specialist Salary and Benefits: \$85,000</p>			
2.1.18	<p>Instructional Minutes Above & Beyond the State Minimum for Extended Student Learning</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.18 Instructional Minutes Above & Beyond the State Minimum for Extended Student Learning: No additional site LCFF is being allocated for this strategy.</p>			
2.1.19	<p>Technology and Innovation Support</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.19 Technology and Innovation Support: No additional site LCFF is being allocated for this strategy.</p>			

2.1.20	<p data-bbox="254 159 548 191">Instructional Technology</p> <p data-bbox="254 224 1215 435">Instructional technologies provide unduplicated pupils with real-time two-way interactive, collaboration, and engagement allowing for feedback within the instructional program. Instructional monitoring and integration tools/applications promote unduplicated pupil safety and allows teachers to remotely monitor student learning. Instructional technology supports implementation of supplemental programs and foster high levels of student engagement, effective instructional practices, and application of Common Core state standards.</p> <p data-bbox="254 467 1215 654">Equipment- Teachers will use various instructional equipment like laminator, copier, duplo, poster maker, student laptops, tablet devices, Viewsonic SMART boards, doc camera, LCD projector, projectors bulbs, cables, cords, adapters, Interactive Projectors, HDMI Cords for computers and projectors, Headphones (with and without microphones), Cameras and speakers for desktops, Printers, Wireless speakers, accessories for technology for better instructional delivery.</p> <p data-bbox="254 686 1215 833">Supplemental Curriculum, Materials, and Programs to Support Improvement: In order to increase student achievement in ELA, ELD, and Math, additional resources should be allocated towards maintaining equipment, purchasing supplies and materials, and additional equipment to continue providing rigorous instruction.</p> <p data-bbox="254 865 1215 1474">Instructional Books, Supplies, Materials - Supplies to support the district adopted curriculum for ELA and Math, state/district testing, etc. (Supplies: 3 hole puncher, Batteries, Binders and dividers, Binder Clips, Books, Brass fasteners, Brushes, Butcher Paper Rolls, Calculators, Cardstock Paper, Chart paper, Cleaning wipes, Color Markers (Sharpie and regular), Color Pencils, Construction paper, Crayons, Dry Erase Markers, Easels, Electric air racer, End Tab Fastener File Folders, Erasers (regular and cap), Flashcards (multiplication / division), Folders (manila), Glue and Glue Sticks, Googly Eyes, Gravity Jousting Class Pack, Highlighters, Homework incentive charts, Human Brain Model, Journals/Journal Notebooks, Judo bots, Labels, Learning Games, Lincoln logs, Lined paper (sticky), Magnets, Money manipulatives, Notebooks, Organization bins, Paint, Painter's Tape, Paper clips, Paper plates, Pencils and sharpeners, Pencil Boxes/Pouches, Pens (Different colors), Pipe cleaners, Plastic bags, Playdough, Poly Folders, Popsicle sticks, Pop-Up Page Flags, Poster Maker Supplies, Printer ink, Printer paper, Privacy boards/dividers, Pushpins, Rubber bands/Big ones that attach to desk, Sandwich Bags, Scissors, Sheet Protectors, Shoe holder (storage for headphones), Staples, staplers and staple removers, STEM creator pack, Sticky Notes, Straws, Tape, Timer, Tinker toys, Washi Tape, Watercolors, Watercolor paper, Whiteboards, Whiteout (liquid and tape), World map.)</p>	English Learners, Foster Youth, Low Income, Students with Disabilities	<p data-bbox="1539 159 1638 191">\$15,000</p> <p data-bbox="1539 256 1629 289">\$7,500</p> <p data-bbox="1539 321 1638 354">\$11,356</p> <p data-bbox="1539 386 1629 418">\$5,000</p> <p data-bbox="1539 451 1617 483">\$500</p>	<p data-bbox="1772 159 1997 224">0100 - LCFF/S&C (site)</p> <p data-bbox="1808 256 1961 289">3010 - Title I</p> <p data-bbox="1808 321 1961 354">3010 - Title I</p> <p data-bbox="1808 386 1961 418">3010 - Title I</p> <p data-bbox="1808 451 1961 483">3010 - Title I</p>
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	<p>In order to increase student achievement in ELA, ELD, and Math, additional resources should be allocated towards maintaining equipment and duplicating to continue providing rigorous instruction.</p> <p>Maintenance Agreements - Teachers will use the following equipment: Copiers and printers, 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.</p> <p>Duplicating - Duplication expense will be used for materials printed in mass quantities for instructional purposes for student success and achievement.</p> <p>Provide students with opportunities to increase reading, math, and science proficiency through literacy programs such as the Renaissance Accelerated Reader program, Reflex/FRAX, ESGI (Easy Progress Monitoring), GimKit, Classkick, 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.</p> <p>Metrics for Progress Monitoring: Number/percentage of classrooms where students are engaged in speaking, small group discussions, problems, etc. at least 50% of the class time. Number/percentage of students who use technology tools as an ongoing part of instruction.</p> <p>Title I Funding Allocation: Books, Supplies, and Instructional Materials: \$11,356 Student License Agreement: \$7,500 Duplicating / Non- Instructional Materials: \$500 Maintenance and License Agreements: \$5,000</p> <p>LCAP 2.20 Instructional Technology: Equipment: \$15,000</p>			
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2.1.21	<p>Instruction and Teacher Staffing</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.21 Instruction and Teacher Staffing: No additional site LCFF is being allocated for this strategy.</p>			
2.1.22	<p>Recruit, Hire, Retain High Qualified Staff</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.22 Recruit, Hire, Retain Highly Qualified Staff: No additional site LCFF is being allocated for this strategy.</p>			
2.1.23	<p>School Facilities</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.23 School Facilities: No additional site LCFF is being allocated for this strategy.</p>			
2.1.24	<p>Student and Campus Safety</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.24 Student and Campus Safety: No additional site LCFF is being allocated for this strategy.</p>			

Annual Review

SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

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

Some home visits by Administration have occurred. Outreach has increased by the CARE Team (Administration, Counselors, CWA Representative) for students who are truant or are in danger of falling into this category. The incentive program has included some gifts for students who have improved their attendance. Most teachers have managed to create positive classroom cultures. Behavior assemblies were provided at the start of the school year. A character program and behavior contracts were implemented throughout the year. The PBIS program continues being implemented by the PBIS Team. PBIS Team provided presentation at a staff meeting about PBIS system and plan to move forward. Both counselors and one assistant principal attended the CASC conference.

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 majority of home visits have been made by the CWA Representative. Raffles and guest speakers, or motivational assemblies around attendance have not occurred due to attendance rates improving through the CARE process. The majority of incentives have not been around improved attendance. Some staff struggle with creating positive classroom cultures which leads to more students being sent to the office for minor infractions. The PBIS Rewards software was not purchased due to software permissions contradicting with district policies.

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.

The CARE Team must meet twice per month to create plans for students who are chronically truant. Behavior assemblies will be revisited halfway through the year as well as when needed on a case by case basis. The PBIS Team needs to meet at the start of the year and create a year-long schedule of events or activities to best provide student growth. If PBIS Rewards software is not allowable, work with IT to find an alternate for this software to track and monitor behavior points.

Goal 3.1

Goal #	Description
Goal 3.1	School Goal for Passions, Interest, and Talents of the Modern Student

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Large class sized lead several teachers to be unable to implement small groups effectively causing many students to fall below grade level.

Only 47% of students in grades 6-8 responded favorably when asked about the school culture. Some students lack the tools necessary to make better connections, and less impulsive decisions, leading to behavior issues and a lack of connectedness.

Only 40% of students in grades 6-8 responded favorably when asked about their sense of belonging. Many students struggle with coming to school consistently or on time causing them to fall behind in their learning due to not feeling like they belong. The chronic absenteeism rate for our Asian subgroup increased and is categorized as very high according to CA Dashboard Indicators.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
3.1.1	<p>Student Engagement and Leadership Opportunities</p> <p>Further development of Peer Leaders Uniting Students (PLUS) program to help with the creation of a positive climate school-wide. Increase and/or improve unduplicated pupil access to leadership experiences, career & technical student organizations, student clubs & activities, and collaborative academic learning focused on acquiring positive and inclusive experiences, developing leadership skills, and contributing to positive and equitable school cultures. Student Leadership & Engagement Experiences: Peer Leaders Uniting Students (PLUS) program experience provide increased or improved access to students focused on leadership skills, student engagement, positive and inclusive school culture and climate, providing students with opportunities to have their voices heard and be the drivers of developing academic learning environments that are inclusive and equitable focused on developing student leadership skills.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 3.1 Student Engagement and Leadership Opportunities: No additional site LCFF is being allocated for this strategy.</p>	English Learners, Foster Youth, Low Income, Students with Disabilities		
3.1.2	<p>Youth Engagement Activities and Athletic Programs</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 3.2 Youth Engagement Activities and Athletic Programs: No additional site LCFF is being allocated for this strategy.</p>			
3.1.3	<p>Arts Programming</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 3.3 Arts Programming: No additional site LCFF is being allocated for this strategy.</p>			

3.1.4	<p>Expanded Learning and Enrichment Opportunities</p> <p>Extended Learning Opportunities: Extended Day/Year Programs to increase and/or improve unduplicated pupil access to academic experiences and activities beyond the regular instructional day (before, after, intersession) and school year (summer). The expanded learning activities will be inclusive of tutoring (reading, writing, math, etc.) for Common Core standards mastery, enrichment activities, outdoor education/ elementary science camps, academic competitions, and athletics which will promote increased engagement, social emotional growth, accelerated learning, interventions, and support to students.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 3.4 Expanded Learning and Enrichment Opportunities: No additional site LCFF is being allocated for this strategy.</p>	English Learners, Foster Youth, Low Income, Students with Disabilities		

Annual Review

SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

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

Parent meetings were provided on topics that parents had expressed interest in, including technology, academics, attendance, discipline, etc. Parent surveys were conducted at the end of the school year to gather input for the following year. Purchase orders were created at different stores in order to purchase consumable items for parent meetings.

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

None.

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

None.

Goal 4.1

Goal #	Description
Goal 4.1	<p>School Goal for Meaningful Partnerships: By June 2025, increase parent involvement from 40% to include at least 45% of all Parents in attendance to at least one meeting, event or activity.</p> <p>Meaningful Partnerships: Based on sign-in sheets for Parent Connection Meetings, Parent Workshops and Trainings, Back to School Night, ELAC meeting, School Site Council, Promotion Ceremonies, and other informational parent nights.</p>

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Only 45% of parents responded favorably when asked about their perceptions of the overall social and learning climate of the school. Additional parents need to participate at school functions to learn more about what the school is doing and increase the connectedness between the home and the school, leading to an increase in student achievement and attendance, as well as lower behavior issues.

Only 47% of students in grades 6-8 responded favorably when asked about the school culture. Some students lack the tools necessary to make better connections, and less impulsive decisions, leading to behavior issues and a lack of connectedness.

Only 40% of students in grades 6-8 responded favorably when asked about their sense of belonging. Many students struggle with coming to school consistently or on time causing them to fall behind in their learning due to not feeling like they belong. The chronic absenteeism rate for our Asian subgroup increased and is categorized as very high according to CA Dashboard Indicators.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percent of parent participation	40%	45%

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
4.1.1	Family and Community Communication, Empowerment, and Engagement 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.	English Learners, Foster Youth, Low Income, Students with	\$4,217	3010 - Title I - Parent

<p>In order to increase meaningful partnerships and have at least 45% of EL parents join ELAC meetings throughout the year, a variety of strategies will be utilized: Providing parent meetings and training related to technology, attendance, discipline, academics, fitness, cooking, etc. Having parents bring another parent to a meeting in order to increase participation. Using translators provided by the LDO in order to provide translations and outreach to Spanish speaking parents.</p> <p>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.</p> <p>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.</p> <p>Metrics for Progress Monitoring: Possible data sources include parent involvement in district/school activities. Number/percentage of unduplicated parents participating in parent informational nights.</p> <p>Foster educational partnerships that target student and community needs and provide support services. Increase parent involvement, resulting in student success through access, awareness and connection between school and community. Provide opportunities, supports, resources, staff, and space for parents/guardians at the site, such as English Learner Advisory Committee (ELAC), School Site Council (SSC), and other Parent Advisory Committees, to contribute to the development and monitoring of various programs and supports made available to all students, staff and community Conduct parent trainings and school events that empower community in supporting student achievement and build capacity for school relations and partnership.</p> <p>In order to increase meaningful partnerships and have at least 45% of parents join back to school night and other meetings throughout the school year, a variety of strategies will be utilized: Having parent meetings at a time when parents are able to attend. Providing parent training related to technology, attendance, discipline, academics, fitness, cooking, etc. 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</p>	<p>Disabilities</p>		
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<p>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.</p> <p>Continued partnership with District departments and community agencies to increase parent participation. Having Kinder through Eighth 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.</p> <p>Provide snacks and drinks through a PO for Food 4 Less and S-Mart 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).</p> <p>Purchases for Parent Coffee Hour meetings, open houses, and other supplemental meetings and events increasing parental involvement include, which 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.</p> <p>Metrics for Progress Monitoring: Possible data sources include parent involvement in district/school activities. Number/percentage of unduplicated parents participating in parent informational nights.</p> <p>Title I Funding Allocation: Parent Meetings: \$4,217 -Title 1 Parent</p> <p>LCAP 4.1 Family and Community Communication, Empowerment, and Engagement: No additional site LCFF is being allocated for this strategy.</p>			
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4.1.2	District Strategic Planning and Communication Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 4.2 District Strategic Planning and Communication: NO additional site LCFF is being allocated for this strategy.			
4.1.3	Community Schools Supports and Resources Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 4.1 Community Schools Supports and Resources: No additional site LCFF is being allocated for this strategy.			
4.1.4	Parent Advisory Committee Supports and Resources Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 4.4 Parent Advisory Committee Supports and Resources: No additional site LCFF is being allocated for this strategy.			

Annual Review

SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

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

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

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.

Goal 5.1

Goal #	Description
Goal 5.1	

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Only 45% of parents responded favorably when asked about their perceptions of the overall social and learning climate of the school. Additional parents need to participate at school functions to learn more about what the school is doing and increase the connectedness between the home and the school, leading to an increase in student achievement and attendance, as well as lower behavior issues.

Only 47% of students in grades 6-8 responded favorably when asked about the school culture. Some students lack the tools necessary to make better connections, and less impulsive decisions, leading to behavior issues and a lack of connectedness.

Only 40% of students in grades 6-8 responded favorably when asked about their sense of belonging. Many students struggle with coming to school consistently or on time causing them to fall behind in their learning due to not feeling like they belong. The chronic absenteeism rate for our Asian subgroup increased and is categorized as very high according to CA Dashboard Indicators.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
5.1.1	<p>Expand MTSS Approaches Through Direct Student Resources and Supports to Narrow Achievement Gap</p> <p>Alignment of resources, staff, trainings, and services to unduplicated pupils that direct health and wellness, health care needs, support with outside agencies, culture and climate, mental health, academic & social-emotional supports, and various well-being health direct services to students' families, and staff districtwide focused on increasing and improving the learning experience.</p> <p>Counselors: School Counselors at all school sites provide increased or improved academic guidance, social-emotional support and services, career exploration experiences, and collaborative services in partnership with staff and families to address the academic and social emotional needs. Mental Health Clinicians: Provide increased or improved mental health direct services to students, families, and staff district wide.</p> <p>Mental Health Clinicians: Provide increased or improved mental health direct services to students, families, and staff district wide.</p> <p>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.</p> <p>Title I Funding Allocation: Consultants: \$5,000</p> <p>LCAP 5.1 Expand MTSS Approaches Through Direct Student Resources and Supports to Narrow Achievement Performance Gap: No additional site LCFF is being allocated for this strategy.</p>	English Learners, Foster Youth, Low Income, Students with Disabilities	\$5,000	3010 - Title I
5.1.2	<p>Developing Student Individual Transition Plans</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.2 Developing Student Individual Transition Plans: No additional site LCFF is being allocated for this strategy.</p>			

5.1.3	<p>Accelerate Learning for all SPED Students</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.3 Accelerate Learning for all SPED Students: No additional site LCFF is being allocated for this strategy.</p>			
5.1.4	<p>Culturally Responsive Professional Development</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.4 Culturally Responsive Professional Development: No additional site LCFF is being allocated for this strategy.</p>			
5.1.5	<p>Meaningful Student Experiences and Opportunities</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.5 Meaningful Student Experiences and Opportunities: No additional site LCFF is being allocated for this strategy.</p>			
5.1.6	<p>Recruit, Hire and Retain Student Support Personnel</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.6 Recruit, Hire, and Retain Student Support Personnel: No additional site LCFF is being allocated for this strategy.</p>			
5.1.7	<p>Parent and Family Supports and Resources</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.7 Parent and Family Supports and Resources: No additional site LCFF is being allocated for this strategy.</p>			

5.1.8	Enhancing School Engagement and Attendance for Students with Disabilities Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 5.8 Enhancing School Engagement and Attendance for Students with Disabilities: No additional site LCFF is being allocated for this strategy.			

Annual Review

SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

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

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

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.

Goal 6.1

Goal #	Description
Goal 6.1	

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Only 47% of students in grades 6-8 responded favorably when asked about the school culture. Some students lack the tools necessary to make better connections, and less impulsive decisions, leading to behavior issues and a lack of connectedness.

Only 40% of students in grades 6-8 responded favorably when asked about their sense of belonging. Many students struggle with coming to school consistently or on time causing them to fall behind in their learning due to not feeling like they belong. The chronic absenteeism rate for our Asian subgroup increased and is categorized as very high according to CA Dashboard Indicators.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
6.1.1	Student Achievement Plan Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 6.1 Student Achievement Plan: No additional site LCFF is being allocated for this strategy.			

6.1.2	<p>Strategic District level Student Achievement Plan Alignment with School Plan for Student Achievement (SPSA)</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.2 Strategic District level Student Achievement Plan Alignment with School Plan for Student Achievement (SPSA): No additional site LCFF is being allocated for this strategy.</p>			
6.1.3	<p>Educator Gap Equity Plan</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.3 Educator Gap Equity Plan: No additional site LCFF is being allocated for this strategy.</p>			
6.1.4	<p>BSAP Academic Supports: Culturally Responsive Unit Development, Individual Student Needs Assessment and Curriculum & Pedagogy</p> <p>San Joaquin will provide culturally responsive books to include within the library along with class sets of books that represent the diverse population of students on campus.</p> <p>Title I Funding Allocation: Books and Reference Materials: \$1,000</p> <p>LCAP 6.4 BSAP Academic Supports: Culturally Responsive Unit Development, Individual Student Needs Assessment and Curriculum & Pedagogy: No additional site LCFF is being allocated for this strategy.</p>	<p>English Learners, Foster Youth, Low Income, Students with Disabilities</p>	\$1,000	3010 - Title I
6.1.5	<p>BSAP Community Partnerships</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.5 BSAP Community Partnerships: No additional site LCFF is being allocated for this strategy.</p>			

6.1.6	<p>Development of an African American Studies Course</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.6 Development of an African American Studies Course: No additional site LCFF is being allocated for this strategy.</p>			
6.1.7	<p>BSAP School Climate & Wellness Personnel Support</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.7 BSAP School Climate & Wellness Personnel Support: No additional site LCFF is being allocated for this strategy.</p>			
6.1.8	<p>BSAP Community -Based Safety Pilots</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.8 BSAP Community-Based Safety Pilots: No additional site LCFF is being allocated for this strategy.</p>			

Annual Review

SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

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

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

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.

Budget Summary

Complete the Budget Summary Table Below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary Table

Description	Amount
Total Funds Provided to the School Through the ConApp	\$279,749.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$388,135.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
3010 - Title I	\$275,532.00
3010 - Title I - Parent	\$4,217.00

Subtotal of additional federal funds included for this school: \$279,749.00

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

State or Local Programs	Allocation (\$)
0100 - LCFF/S&C (site)	\$108,386.00

Subtotal of state or local funds included for this school: \$108,386.00

Total of federal, state, and/or local funds for this school: \$388,135.00

Addendums

2024-25 School Plan for Student Achievement

Recommendations and Assurances

Site Name: San Joaquin

The School Site Council (SSC) recommends this school plan and proposed expenditures(s) to the 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 materials changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC completed an Annual Evaluation/Review of the 2023-24 SPSA for overall effectiveness towards goals and identified possible modifications to consider as a result of the analysis.

01/22/2024

Date of Meeting

4. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

English Learner Advisory Committee

10/04/2024

Date of Meeting

5. The SSC reviewed the content requirements for school plans of programs included in the 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.
6. 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.

2024-25 SPSA was adopted by the SSC at a public meeting on 10/21/2024.

Date of Meeting

(Optional)

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

Committee

Date of Meeting

Attested:

Valente Aguilar, Jr.

Typed Name of School Principal

[Signature]

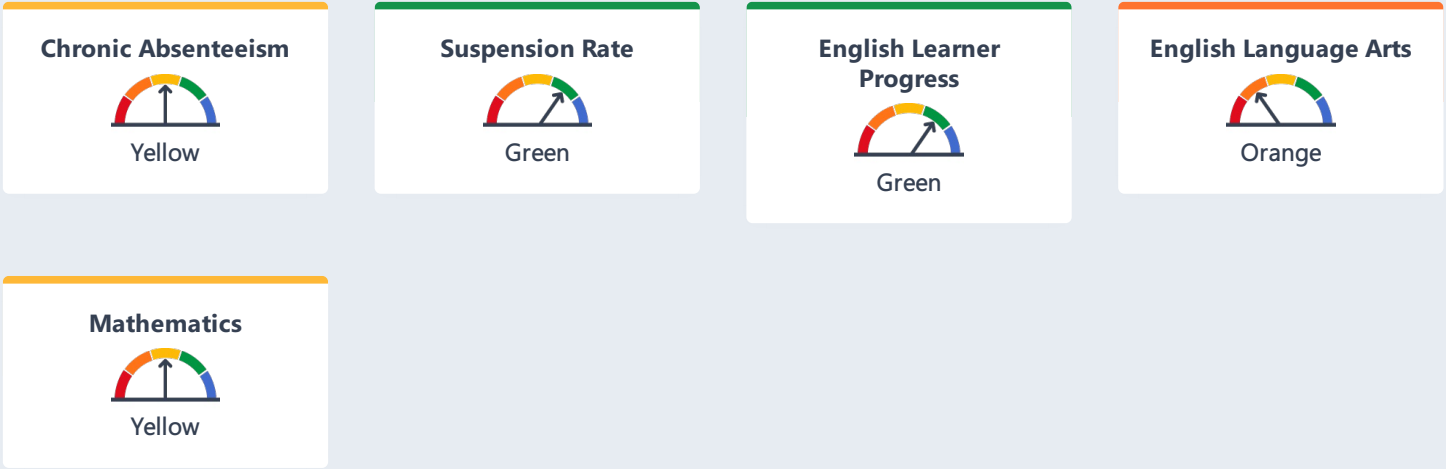
Signature of School Principal

11/5/24

Date

San Joaquin Elementary

Explore the performance of San Joaquin Elementary under California's Accountability System.

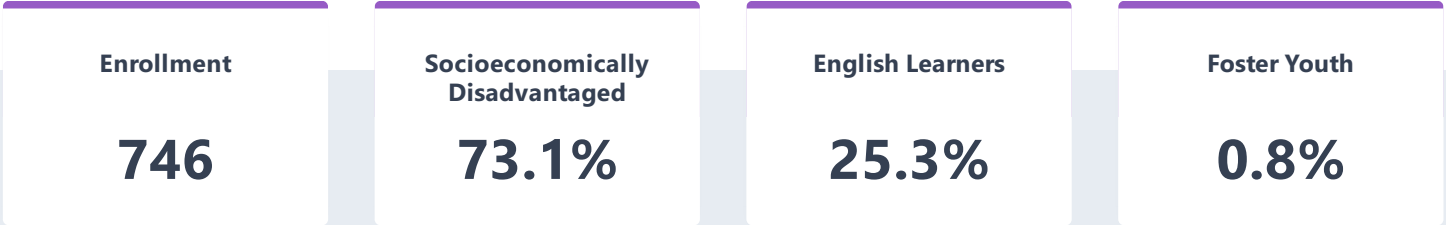


School Details

<div>NAME</div> <div>San Joaquin Elementary</div>	<div>ADDRESS</div> <div>2020 South Fresno Avenue Stockton, CA 95206-4633</div>	<div>WEBSITE</div> <div>N/A</div>	<div>GRADES SERVED</div> <div>K-8</div>
<div>CHARTER</div> <div>No</div>	<div>DASHBOARD ALTERNATIVE SCHOOLS STATUS</div> <div>No</div>		

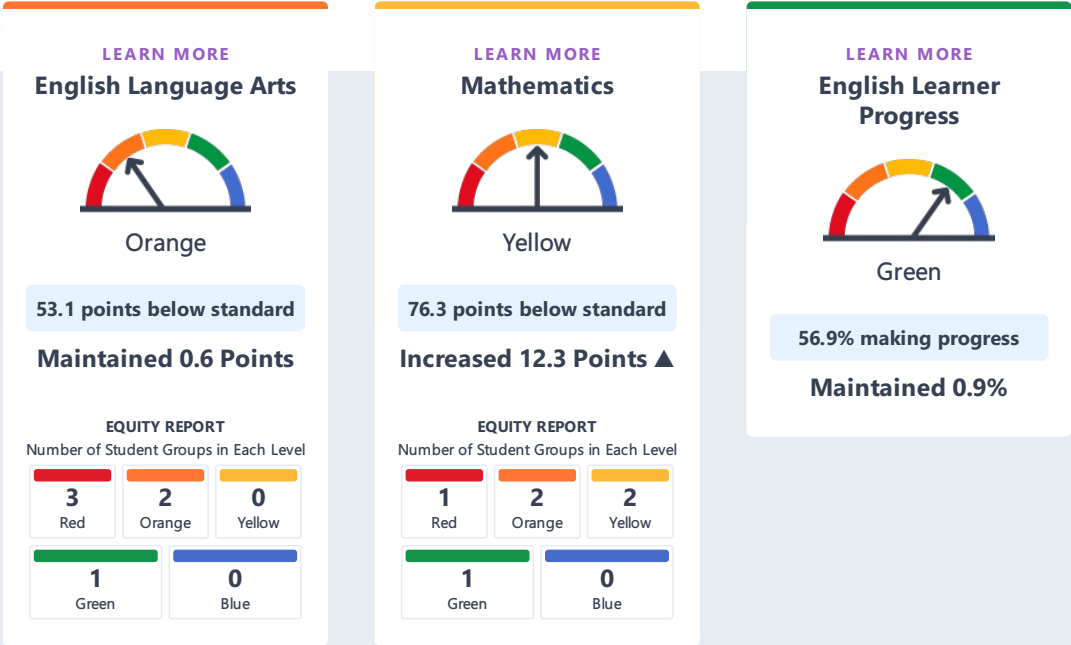
Student Population

Explore information about this school's student population.



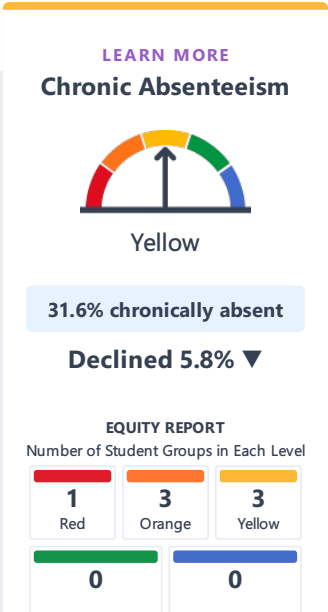
Academic Performance

View Student Assessment Results and other aspects of school performance.



Academic Engagement

See information that shows how well schools are engaging students in their learning.



SAN JOAQUIN ELEMENTARY

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

[LEARN MORE](#)

Suspension Rate



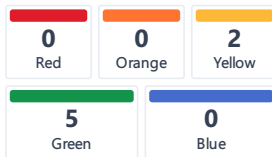
Green

2.6% suspended at least
one day

Declined 4.1% ▼

EQUITY REPORT

Number of Student Groups in Each Level



Academic Performance


View student assessment results and other aspects of school performance under the California Accountability System.

English Language Arts

All Students

Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students



Orange

53.1 points below standard

Maintained 0.6 Points

Number of Students: 480

Student Group Details

All Student Groups by Performance Level

13 Total Student Groups




Red

African American

English Learners


Students with Disabilities



Orange


Hispanic

Socioeconomically Disadvantaged




Yellow

No Student Groups




Green

Filipino



Blue

No Student Groups



No Performance Color

American Indian

Asian

Foster Youth

Homeless

Two or More Races

Pacific Islander

White

American Indian

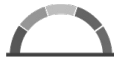


No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Asian



No Performance Color

40.7 points below standard

Increased 24 Points ▲

Number of Students: 26

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

Two or More Races



No Performance Color

32.7 points below standard

Increased 19 Points ▲

Number of Students: 18

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

African American



Red

99.5 points below standard

Declined 12.3 Points ▼

Number of Students: 51

English Learners



Red

88.4 points below standard

Declined 4.5 Points ▼

Number of Students: 134

Students with Disabilities



Red

157.5 points below standard

Declined 14 Points ▼

Number of Students: 61

Hispanic



Orange

61.2 points below standard

Declined 3.5 Points ▼

Number of Students: 317

Socioeconomically Disadvantaged



Orange

65.9 points below standard

Declined 5.1 Points ▼

Number of Students: 356

Filipino



Green

14.6 points above standard

Increased 14.2 Points ▲

Number of Students: 56

Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2022	2023
All Students	53.7 points below standard	53.1 points below standard

English Language Arts Data Comparisons: English Learners

Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in English Language Arts.

Current English Learners

125 points below standard

Increased 3.1 Points ▲

Number of Students: 85

Recently Reclassified English Learners

24.9 points below standard

Declined 4 Points ▼

Number of Students: 49

English Only

51.7 points below standard

Maintained 0.1 Points


Number of Students: 258

Mathematics

All Students

Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students


Yellow

76.3 points below standard


Increased 12.3 Points ▲


Number of Students: 480


Student Group Details

All Student Groups by Performance Level

13 Total Student Groups


Red


Orange


Yellow

English Learners

African American
Students with Disabilities

Hispanic
Socioeconomically Disadvantaged



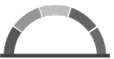
Green

Filipino



Blue

No Student Groups



No Performance Color

American Indian

Asian

Foster Youth

Homeless

Two or More Races

Pacific Islander

White



American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Asian



No Performance Color

92.8 points below standard

Increased 9.5 Points ▲

Number of Students: 26

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

Two or More Races



No Performance Color

59.7 points below standard

Increased 26.5 Points ▲

Number of Students: 18

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

English Learners



Red

103.4 points below standard

Declined 3.1 Points ▼

Number of Students: 134

African American



Orange

121.2 points below standard

Increased 16 Points ▲

Number of Students: 51

Students with Disabilities



Orange

170.5 points below standard

Increased 10.5 Points ▲

Number of Students: 61

Hispanic



Yellow

83.2 points below standard

Increased 7.7 Points ▲

Number of Students: 317

Socioeconomically Disadvantaged



Yellow

87.5 points below standard

Increased 9.1 Points ▲

Number of Students: 356

Filipino



Green

6.8 points below standard

Increased 26.1 Points ▲

Number of Students: 56

Distance From Standard (Mathematics)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2022	2023
All Students	88.6 points below standard	76.3 points below standard

Mathematics Data Comparisons: English Learners


Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in mathematics.

Current English Learners	Recently Reclassified English Learners	English Only
123.3 points below standard Increased 19 Points ▲ Number of Students: 85	68.8 points below standard Declined 27.8 Points ▼ Number of Students: 49	73.8 points below standard Increased 17 Points ▲ Number of Students: 258

English Learner Progress Indicator

All English Learner Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

[LEARN MORE](#)
English Learner Progress

Green

56.9% making progress towards English language proficiency

Maintained 0.9%

Number of EL Students: 153

Student English Language Acquisition Results Summative ELPAC

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

Academic Engagement


View data about academic participation.

Chronic Absenteeism

All Students

Explore information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled. Additional information on the counts and reasons for absences can be found on DataQuest on the Absenteeism by Reason reports: <https://dq.cde.ca.gov/dataquest/DQCensus/AttAbsByRsn.aspx?agglvl=School&cds=39686766116115&year=2022-23>

All Students



Yellow

31.6% chronically absent


Declined 5.8% ▼

Number of Students: 785

Student Group Details


All Student Groups by Performance Level

13 Total Student Groups



Red

Asian




Orange

African American

Filipino

Students with Disabilities




Yellow

English Learners


Hispanic

Socioeconomically Disadvantaged



Green

No Student Groups



Blue

No Student Groups

No Performance Color

American Indian

Foster Youth

Homeless

Two or More Races

Pacific Islander

White

American Indian

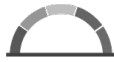


No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Foster Youth



No Performance Color

16.7% chronically absent

Number of Students: 12

Homeless



No Performance Color

50% chronically absent

Declined 18.8% ▼

Number of Students: 18

Two or More Races



No Performance Color

25% chronically absent

Increased 5% ▲

Number of Students: 32

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

White



No Performance Color

52.9% chronically absent

Declined 5% ▼

Number of Students: 17

Asian



Red

37.2% chronically absent

Increased 1.8% ▲

Number of Students: 43

African American



Orange

49.4% chronically absent

Declined 2% ▼

Number of Students: 83

Filipino



Orange

15.3% chronically absent

Maintained 0%

Number of Students: 85

Students with Disabilities



Orange

40% chronically absent

Declined 11.2% ▼

Number of Students: 90

English Learners



Yellow

25.7% chronically absent

Declined 9.8% ▼

Number of Students: 210

Hispanic



Yellow

30.1% chronically absent

Declined 9.4% ▼

Number of Students: 515

Socioeconomically Disadvantaged



Yellow

34.1% chronically absent

Declined 7.3% ▼

Number of Students: 592

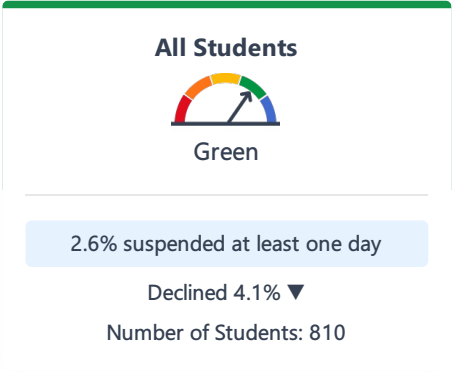
Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

Suspension Rate

All Students

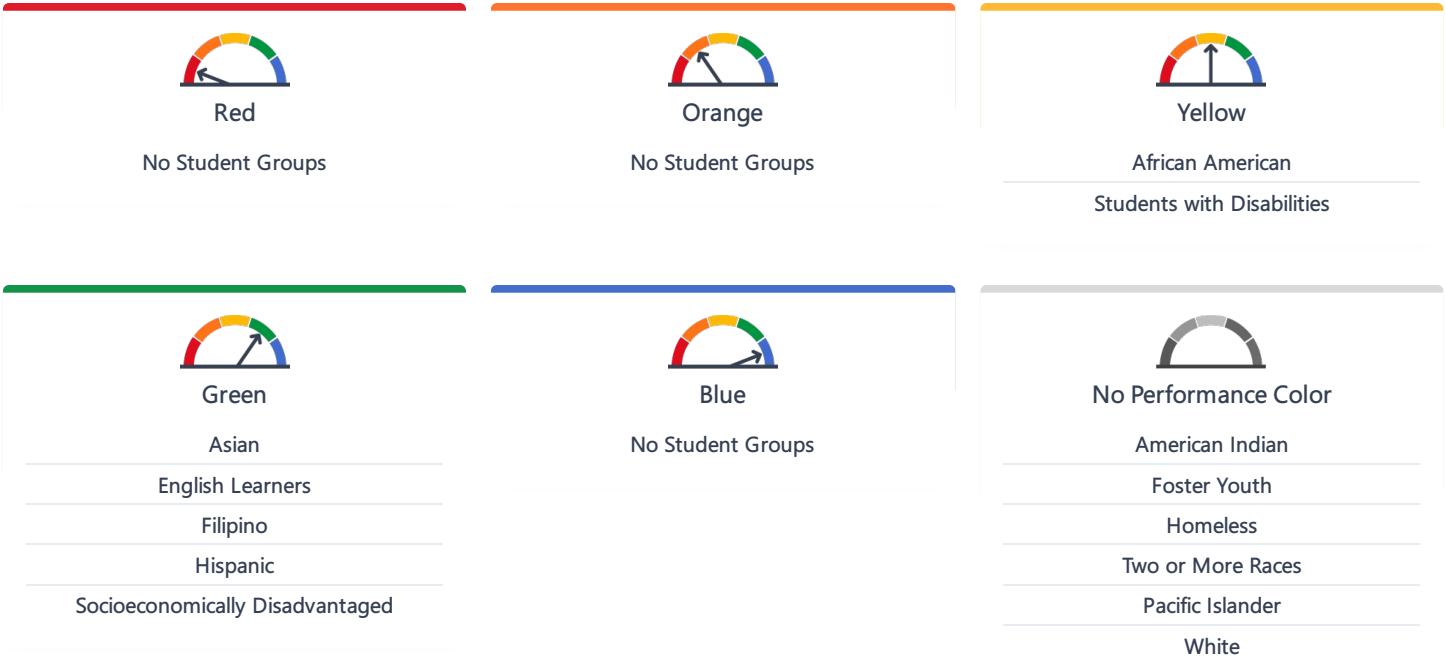
Explore information about the percentage of students in kindergarten through grade 12 who have been suspended for at least one aggregate day in a given school year. Students who are suspended multiple times or for multiple days are only counted once.



Student Group Details

All Student Groups by Performance Level

13 Total Student Groups



American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Foster Youth



No Performance Color

0% suspended at least one day

Number of Students: 13

Homeless



No Performance Color

5% suspended at least one day

Declined 0.3% ▼

Number of Students: 20

Two or More Races



No Performance Color

0% suspended at least one day

Declined 12% ▼

Number of Students: 33

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

White



No Performance Color

0% suspended at least one day

Declined 10.5% ▼

Number of Students: 18

African American



Yellow

3.4% suspended at least one day

Declined 9.8% ▼

Number of Students: 89

Students with Disabilities



Yellow

5.4% suspended at least one day

Declined 7.4% ▼

Number of Students: 93

Asian



Green

2.3% suspended at least one day

Declined 7.9% ▼

Number of Students: 43

English Learners



Green

2.3% suspended at least one day

Declined 4.9% ▼

Number of Students: 213

Filipino



Green

1.1% suspended at least one day

Declined 2.4% ▼

Number of Students: 88

Hispanic



Green

3% suspended at least one day

Declined 2.5% ▼

Number of Students: 529

Socioeconomically Disadvantaged



Green

3% suspended at least one day

Declined 4.3% ▼

Number of Students: 608

Suspension Rate By Year

Percentage of students who were suspended.

	2022	2023
Suspension Rate	6.7%	2.6%

Acronyms and Initialisms

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

A

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

B

Acronym	Description
BTSA	Beginning Teacher Support and Assessment

C

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

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

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

D

Acronym	Description
Dashboard	California School Dashboard
DASS	Dashboard Alternative School Status
DHCS	Department of Health Care Services
DOF	Department of Finance (Outside CDE Source)
DOL	U.S. Department of Labor (Outside CDE Source)
DSS	Department of Social Services (Outside CDE Source)

E

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

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

F

Acronym	Description
FASD	Fiscal and Administrative Services Division
FM	Fiscal Monitoring
FPM	Federal Program Monitoring
FRPM	Free or Reduced-Priced Meals
FTE	Full-time Equivalent
FY	Fiscal Year
FYS	Foster Youth Services

G

Acronym	Description
GAD	Government Affairs Division – CDE
GATE	Gifted and Talented Education
GED	General Educational Development Test

GEER	Governor's Emergency Education Relief Fund
GL	General Ledger
GMART	Grant Management and Reporting Tool
GPA	Grade Point Average

H

Acronym	Description
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I

Acronym	Description
IB	International Baccalaureate
IDEA	Individuals with Disabilities Education Act (Outside CDE Source)
IEP	Individualized Education Program
IS	Independent Study
ISSPO	Integrated Student Support and Programs Office

J

Acronym	Description
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K

Acronym	Description
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L

Acronym	Description
LAC	Legal, Audits, and Compliance Branch
LASSO	Local Agency Systems Support Office
LCAP	Local Control and Accountability Plan
LCFF	Local Control Funding Formula
LEA	Local Educational Agency
LTEL	Long-term English Learner

M

Acronym	Description
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MSD	Multilingual Support Division – CDE
MTSS	Multi-tiered System of Support (Outside CDE Source)

N

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

O

Acronym	Description
OMB	Office of the Management and Budget
OSE	Office of the Secretary of Education (Outside CDE Source)
OSHA	Occupational Safety and Health Administration (Outside CDE Source)

P

Acronym	Description
PCA	Program Cost Account
PFT	Physical Fitness Testing
PSAT	Preliminary Scholastic Achievement Test (Outside CDE Source)
PTA	Parent Teacher Association (State) (Outside CDE Source)

Q

Acronym	Description
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R

Acronym	Description
RFA	Request for Applications
RFP	Request for Proposals

ROCP	Regional Occupational Centers and Programs
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S

Acronym	Description
SACS	Standardized Account Code Structure
S and C Funds	Supplemental and Concentration Funds
SARB	School Attendance Review Board
SARC	School Accountability Report Card
SASD	Student Achievement and Support Division – CDE
SAT	Scholastic Achievement Test
SB	Senate Bill
SBE	State Board of Education
SBP	School Breakfast Program
SCO	State Controller's Office
SCOE	Sacramento County Office of Education
SDAIE	Specially Designed Academic Instruction in English
SDC	Special Day Class
SEA	State Educational Agency
SED	Special Education Division – CDE
SELPA	Special Education Local Plan Area
SELPA Content Leads	SELPA Content Leads https://www.cde.ca.gov/fg/fo/r18/selpacontentlead18fa.asp
SES	Supplemental Educational Services (Outside CDE Source)
SFSD	School Fiscal Services Division
SIG	School Improvement Grant
SIL	SELPA Systems Improvement Leads (Outside CDE Source)
SNP	School Nutrition Program
SnS	Supplement not Supplant
SpED	Special Education
SPSA	School-Plan for Student Achievement
SSC	Schoolsite Council

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

T

Acronym	Description
T5	Title 5, California Code of Regulations
TA	Technical Assistance
TAS	Targeted School Assistance
TSD	Technology Services Division
TSI	Targeted Support and Improvement
TUPE	Tobacco-Use Prevention Education

U

Acronym	Description
UC	University of California (Outside CDE Source)
UCOP	University of California Office of the President (Outside CDE Source)
UCP	Uniform Complaint Procedures
UGG	Uniform Grant Guidance
USDA	U.S. Department of Agriculture (Outside CDE Source)

V

Acronym	Description
VAPA	Visual and Performing Arts

W

Acronym	Description
WASC	Western Association of Schools and Colleges (Outside CDE Source)
WestEd	WestEd (Outside CDE Source)
WIC	Women, Infants, and Children (Outside CDE Source)

X, Y, Z

Acronym	Description
YRE	Year-round Education

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