

THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT JOYNER ELEMENTARY SCHOOL

2018-19

37-68338-0114041
CDS Code

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program.
For additional information on school programs and how you may become involved, please contact the following person:

Principal: Penh, Rebecca

Contact Person: Penh, Rebecca

Position: Principal

Telephone Number: 619/640-4000

Address: 4271 Myrtle Av, Joyner Elementary, San Diego, CA, 92105,

E-mail Address: rpenh@sandi.net

The following items are included:

- Recommendations and Assurances
- Data Reports
- SPSA Assessment and Evaluation Summary
- Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
- Home/School Compact

Board Approval: *Tuesday, June 26, 2018*

SAN DIEGO UNIFIED SCHOOL DISTRICT

*All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed
in their choice of college and career in order to lead and participate in the society of tomorrow.*

San Diego City Schools
Financial Planning and Development
Financial Planning, Monitoring and Accountability Department

**2018-2019 SINGLE PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES**

SCHOOL NAME: Joyner Elementary
SITE CONTACT PERSON: Rebecca Penh

**DUE: April 6, 2018 (Traditional)
May 2, 2018 (Year Round)**

PHONE: (619) 640-4000 FAX: (619) 640-4090 E-MAIL ADDRESS: rpenh@sandi.net

Indicate which of the following Federal and State Programs are consolidated in this SPSA (Check all that apply):
 Title 1 Schoolwide Programs (SWP)

The School Site Council (SSC) recommends this school's site plan and its related expenditures to the district Board of Education for approval, and assures the Board of the following:

1. The SSC is correctly constituted, and was formed in accordance with SDUSD Board of Education policy and state law.
2. The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring Board approval.
3. The SSC sought and considered all recommendations from the following site groups or committees before adopting this plan.

CHECK ALL THAT APPLY TO YOUR SITE AND LIST THE DATE OF THE PRESENTATION TO SSC:

- | | |
|--|--------------------------------------|
| <input checked="" type="checkbox"/> English Learner Advisory Committee (ELAC) | Date of presentation: <u>2/7/18</u> |
| <input type="checkbox"/> Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: _____ |
| <input type="checkbox"/> Gifted and Talented Education Program Advisory Committee (GATE) | Date of presentation: _____ |
| <input checked="" type="checkbox"/> Site Governance Team (SGT) | Date of presentation: <u>4/18/18</u> |
| <input type="checkbox"/> Other (list): _____ | Date of presentation: _____ |

4. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
5. The site plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The site plan or revisions to the site plan were adopted by the SSC on: 5/1/18

The undersigned declare under penalty of perjury that the foregoing is true and correct and that these Assurances were signed in San Diego, California, on the date(s) indicated.

Rebecca Penh
Type/Print Name of School Principal


Signature of School Principal

5/1/18
Date

Richard Gijon
Type/Print Name of SSC Chairperson


Signature of SSC Chairperson

5/1/18
Date

Sofia Freire
Type/Print Name of Area Superintendent


Signature of Area Superintendent

5/1/18
Date

Submit Document With Original Signatures To:
Financial Planning, Monitoring and Accountability Department
Eugene Bruckner Education Center, Room 3209

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SINGLE PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY**INTRODUCTION**

The nation's movement and implementation of the Common Core State Standards (CCSS) is reflected in changes to instructional practices as well as the way in which academic progress is measured. SDUSD has been proactively implementing CCSS as well as administering Smarter Balanced Assessment (SBAC), the standardized testing developed to measure academic progress associated with CCSS.

The contents of this SPSA include categorical budget allocations and the rationale behind those expenditures that support district, area and site goals while at the same time adhering to categorical budget spending guidelines. The work toward approving the 2018-2019 categorical budget was completed in February 2018 in preparation for the 2018-2019 school year. This document is contained in the appendix and has been updated to address the 2018-2019 academic goals. The rationales for each expense are identified in the budget goals, actions and costs section of the SPSA.

SCHOOL VISION AND REALITY

At Joyner MicroSociety Magnet School we believe that students learn best by doing. Our mission is to create environments that motivate students to learn at high levels and become critical thinkers by engaging them in the connections between the classroom and the real world. All students deserve a world-class educational experience because it will provide opportunities for them to achieve their goals in life. Our school will provide equitable and quality instruction, rigorous curriculum, and an engaging learning environment for all students. In addition, we will teach our students to be critical thinkers and problem solvers who will make decisions that will have positive effects in society. Our ultimate goal is to produce students who are independent and have the tools to take control of their ambitions, goals, and future. We will enhance organizational capacity so that student learning and academic achievement are increased. We will create a learning community where members share a common mission, vision, and values; take actions and are willing to share and experiment with new ideas and learning. We will create a climate that fosters trust and collaboration among all stakeholders. It is our responsibility to create an environment and culture that emphasizes mutual cooperation, emotional support, and personal growth as all stakeholders work together to achieve a shared goal; and where all members are committed to continuous improvement and focus on data and results.

It is not enough that teachers believe that children can succeed; the students must believe in themselves as well. Students must be held to high expectations and encouraged to express critical thinking in and out of the classroom. All students must be given ample opportunities to have discussions and conversations where they can share and reflect on their thoughts. We will teach students to develop deeper thinking and make sense of the world around them. Students will be exposed to a learning environment that is safe, warm, and encouraging. In the classrooms, teachers will help students overcome many challenges such as lack of confidence and trust; and encourage them to take risks to exceed expectations. It is our obligation as educators to provide equitable and quality education for all students.

Teachers will have opportunities to reflect on their teaching and learning. They must be able to recognize and utilize best practices for each individual student because every child learns differently. All teachers must be able to accurately assess students' knowledge, identify and prescribe the best next steps. Teachers must be lifelong learners who search for, learn about, and implement best practices that enhance student achievement. By taking

leadership roles and being open to learning new ideas, teachers will build lasting relationships that will promote success for all. We will also create an academic, social, and physical environment that is worthy of all students.

Our Single Plan for Student Achievement fulfills this goal by emphasizing learning and the high expectations for all students. The School Site Council, with input from all stakeholders, based the 2018-2019 Single Plan for Student Achievement on a projected enrollment of 577 students (not including pre-school). Based on the previous years' populations, English learners are expected to make up approximately 63% of the total school population and Title 1 students are expected to make up approximately 94% of the total school population. The SPSA emphasizes strategies and supports that will accelerate the achievement of these specific subgroups.

Joyner staff and teachers believe in students' abilities to achieve high standards. Students work hard and want to excel academically and socially. The current work of Joyner's Professional Learning Communities (PLCs) is centered around analyzing student work and performance data in order to identify student strengths and needs to plan for specific and purposeful instruction that are aligned to the Common Core State Standards. The current school culture is that of a highly collaborative nature. Staff and teachers serve on committees and advisory groups and help make decisions that impact the operational, budgetary and instructional components of the school.

Staff understands that teaching our students to be grade level proficient readers is imperative and is a priority. There is a commitment to decreasing the number of potential at risk Long Term English Learners at Joyner. Based on classroom observations, teacher feedback, and collaborative work done in PLCs, it is evident that we need to place more emphasis in supporting our English Learners throughout the day and across all subject areas. Stakeholders at Joyner have identified the need for English language development for teachers and students. Our Single Plan for Student Achievement addresses these needs by providing resource teachers to support classroom teachers with tier 1 instruction and struggling students with tier 2 interventions. Resource teachers will coordinate English Language Learner program compliance, organize ELAC, and provide additional learning opportunities for students performing below proficient in language development. All resource teachers will work directly with students to increase student achievement. In addition, resource teachers will work alongside classroom teachers and administrator to provide professional development and build capacity school-wide and strengthen English Language development instruction, thus supporting our efforts in closing the achievement gap.

CORE AND SUPPLEMENTAL SUPPORTS

TEACHER ALLOCATIONS:

Teacher Allocations are based on dividing General Education Enrollment by the approved class size.

Grades K-3:	1:24
Grade 4-5:	1:32.13

NURSE:

Allocated to schools based on Contract and managed centrally. Schools at 60% FRL (Free and Reduced Lunch) or greater receive one additional day. K-8 schools are allocated nursing FTE based on contract.

Enrollment/Days Per Week

1-592	=	1 day per week
593-1,185	=	2 days per week
1,186-1,774	=	3 days per week

COUNSELOR

Allocated to schools based on Contract. FTE Allocations are calculated by taking the total enrollment at the school and divide by the ratio below to determine the number of FTE allocated to the site.

Enrollment	Days	Position Equivalent FTE
1-493	1	.2
494-726	1.5	.3
727-960	2.0	.4
961-1,195	2.5	.5
1,196-1,429	3.0	.6

HEALTH TECHNCIAN

Allocation is based on projected enrollment and managed centrally.

Enrollment	Days Per Week
1-374	1
375-1511	2
1512-2267	3

The categorical expenses identified in this SPSA are supplemental to these core academic staffing and supports.

PROFESSIONAL DEVELOPMENT

Professional learning is a top priority for our school community. We recognize universal high expectations for all students require ambitious and continual improvements in curriculum, instruction, assessment, leadership practices and support systems. These improvements require effective professional learning to expand educators' knowledge, skills, practices and dispositions. Schools demand effective professional learning focused on substantive results for themselves, their colleagues, and their students. We combine deep understanding and cultural responsiveness to the community we serve. We hold high expectations with support for adult learning by providing multiple structures for professional development in order to achieve

school goals. Professional learning is embedded into our vision by communicating, that it is a core function for improvement and by establishing and maintaining a public and persistent focus on educator professional learning.

With this understanding, professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal.

Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Council (SSC).

SPSA ALIGNMENT TO THE LEA PLAN

SDUSD's LEA goals (12 Quality Indicators for Success) are articulated throughout the SPSA. Each of the 5 Area Goals contained in the SPSA have Title I budgets allocated to supports identified within the LEA plan. Supports include but are not limited to CCSS curriculum alignment via PLC and professional development, extended and intensive learning opportunities, etc. as they are described in the "Budget: Resources Aligned to Area Goals" section of this plan.

PROCESS FOR MODIFYING THE SPSA AND CONCLUSIONS

The Site Governance Team (SGT) and School Site Council (SSC) have analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students who are not meeting API and AYP growth targets. In order to achieve the goals and implement the major strategies and action steps that are set forth in the plan, the following related actions and expenditures have been adopted to raise the academic performance of student groups not meeting state standards. Advisory groups were consulted during the SPSA development process.

LCFF COMMUNITY AND STAFF ENGAGEMENT

Parents, Community Members as well as school staff participated in the development of the site budget and through analysis of current realities and student performance data (SBAC, Formative Assessments, classroom observations, teacher feedback, and monthly DRA classroom reports) provided input for personnel, program, and materials allocations in order to support District, Area 4 and site level goals.

SCHOOL SITE COUNCIL MEMBERSHIP	
Member Name	Role
Amparo Reyes	Parent
Rebecca Penh	Principal
Ebony Bethany	Teacher
Monalisa Caldwell	Teacher
Chelsea Wilber	Teacher
Richard Gijon	Classified
Shirley Gonzalez	Parent
Tonya Gonzalez	Parent
Jesus Maldonado	Parent
Clara Melchor	Parent

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Area 1: English/Language Arts

English/Language Arts SMART Goal:

By June 2019, 44% (approx. 41- 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 55% (approx. 62- 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Closing the Gap SMART Goal:

*Add/delete appropriate subgroups for your school. (For example: Asian, Filipino, Foster Youth, Homeless, Socioeconomically Disadvantaged, White,.)

Subgroup: English Learners students

By June 2019, 38% (approx. 23- 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 48% (approx. 28- 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Hispanic/Latino students

By June 2019, 40% (approx. 29- 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 52% (approx. 48- 5th graders) will meet or exceed standards in ELA on the SBAC exam

Subgroup: Students with Disabilities

By June 2019, 11% (approx. 2- 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 19% (approx. 3- 5th graders) will meet or exceed standards in ELA on the SBAC exam.

WHAT DATA DID YOU USE TO FORM THESE GOALS?

- CELDT
 Interim Assessments
 End-Of-Course Exams
 SBAC
 DRA2
 SMI
 SRI
 KDS
 ELPAC
 ARI
 MDTP
 Report Cards
 End-Of-Unit Assessments
 PowerSchool
 Sign In Sheets
 Other

Other Assessments (Please Specify):

Formative Assessments

Progress and Growth Monitoring: How and when will you monitor progress towards your ELA goal?

Teachers will meet by grade level to analyze DRA 3 times per year. Teachers will monitor guided reading levels (monthly) and analyze running records. Analysis will inform subsequent instruction.

Area 2: Mathematics

Mathematics SMART Goal:

By June 2019, 43% (approx. 40- 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 35% (approx. 40- 5th graders) will meet or exceed standards in Math on the SBAC exam.

Closing the Gap SMART Goal:

*Add/delete appropriate subgroups for your school. (For example: Asian, Filipino, Foster Youth, Homeless, Socioeconomically Disadvantaged, White,).

Subgroup: English Learners students

By June 2019, 42% (approx. 26- 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 29% (approx. 17- 5th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: Hispanic/Latino students

By June 2019, 41% (approx. 30- 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 32% (approx. 30- 5th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: Students with Disabilities

By June 2019, 22% (approx. 3- 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 12% (approx. 2- 5th graders) will meet or exceed standards in Math on the SBAC exam.

WHAT DATA DID YOU USE TO FORM THESE GOALS?

- CELDT Interim Assessments End-Of-Course
 Exams SBAC DRA2 SMI SRI KDS ELPAC ARI MDTP Report Cards End-Of-Unit
 Assessments PowerSchool Sign In Sheets Other

Other Assessments (Please Specify):

Formative Assessments

Progress and Growth Monitoring: How and when will you monitor progress towards your Math goal?

Teachers will meet by grade level to analyze end of unit assessments at least 3 times per year. Analysis will inform subsequent instruction.

Area 3: English Learner

English Learner SMART Goal:
By June 2019, a minimum of 80% of our site’s English Learner Potential Reclassification students will be reclassified using the Fall and/or Spring Reclassification Criteria or the Alternate Reclassification process for student who are dually-identified as receiving EL and Special Ed. services.

Closing the Gap SMART Goal:

WHAT DATA DID YOU USE TO FORM THESE GOALS?

CELDT Interim Assessments End-Of-Course Exams SBAC DRA2 SMI SRI KDS ELPAC ARI MDTP Report Cards End-Of-Unit Assessments PowerSchool Sign In Sheets Other

Other Assessments (Please Specify):
Teacher recommendation

Progress and Growth Monitoring: How and when will you monitor progress towards your English Learner goal?
Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal.
Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

Area 4: Graduation/Promotion Rate**Graduation Rate SMART Goal:**

By June 2019, at least 43% (approx. 40- 3rd graders) will meet or exceed level 38 in DRA.

By June 2019, at least 52% (approx. 58- 5th graders) will meet or exceed level 44 in DRA.

Closing the Gap SMART Goal (Optional for Elementary schools):**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

CELDT Interim Assessments End-Of-Course
Exams SBAC DRA2 SMI SRI KDS ELPAC ARI MDTP Report Cards End-Of-Unit
Assessments PowerSchool Sign In Sheets Other

Other Assessments (Please Specify):

DRA2

Progress and Growth Monitoring: How and when will you monitor progress towards your Graduation/Promotion goal?

Teachers will meet in grade levels to analyze end of unit assessments DRA at least 3 times per year. Analysis will inform subsequent instruction.

Area 5: Parent Involvement and Community Engagement**Parent Involvement and Community Engagement SMART Goal:**

By June 2019, 100% of our families will receive information regarding academic and citizenship progress of their children.

By June 2019, at least 85% of our families will attend one or more trainings on literacy/math and/or school activities/events to increase the milestones necessary for meaningful graduation.

Targeted Population:

The targeted population will be all parents/guardians.

What data did you use to form these goals?:

Sign in sheets

Progress and Growth Monitoring: How and when will you monitor progress towards your Parent Involvement and Community goal?

Teachers and support staff will meet at least 3 times per year to analyze student progress using site developed criteria. Families are contacted based on progress. Administration will identify specific audience and track attendance (sign in sheets).

BUDGET: Resources Aligned to Area Goals**Core Program:**

Universal Access to Strong Core Instructional Program (Tier 1)

- All teachers will use the Critical Literacy Units of study, ELA Framework and California grade level content standards in designing and differentiating instruction.
- Every English Learner will receive 30 minutes of SELD instruction four times a week based upon language proficiency level and will continue to receive language development that is integrated and supported throughout the day.
- Resource Teachers will provide direct instructional support to targeted and/or intervention students.
- Teachers will provide balanced literacy instruction including daily guided reading.
- Staff will use multiple measures of assessment (i.e., teacher created assessments, exit slips, and other formative assessments to monitor progress and adjust instruction based upon the needs of students.)
- Staff will analyze on demand and other student writing (pre and post) using grade level writing rubrics and ELDPI and provide students with concrete feedback and directions as it relates to grade level writing standards.
- Teachers will use graphic organizers and Thinking Maps to support student understanding.
- All English learners will be assessed using ELPAC and the Express Assessment from the SELD curriculum.
- Speech and Language Pathologist will model lessons to improve student use of academic English in questioning and retelling.
- Counselor, nurse, guidance assistant and health assistant will facilitate medical, dental and mental health referrals to community agencies.
- Counselor, nurse, guidance assistant, health assistant, teachers and principal will monitor and follow up with student attendance needs.
- Community field trips and assemblies relevant to grade level standards will be provided to broaden experiences and build schema.
- Teachers will have the opportunity to work collaboratively to identify grade level proficiency using the results of assessments to plan instruction, monitor student progress, and adjust instruction accordingly.
- Teachers will participate in ongoing site and district professional development to strengthen literacy/math instruction (if funding permits).

Strategic Support (Tier 2)

- Extended learning time (as funding permits) will be provided to address specific student needs as identified through teacher, grade level and site analysis.
- Targeted additional small flexible group instruction will be used to address specific needs in literacy.
- Teachers will make a home contact (i.e. progress report, phone call, home visit) to discuss the progress of their at risk student. This is documented by teachers.
- Educational Specialist will provide push in/pull out supplemental small group instruction for targeted students in need.
- In School Resource Teachers will consult with teachers to strengthen the Tier 1 supports for targeted English Learners.
- Intensive, focused, small group direct instruction will be provided to students at their point of need, across content areas by classroom teacher.
- Students will engage in strategic computer intervention and media supports to accelerate, remediate and re-teach concepts.
- Incorporate the support of Full Inclusion SEA/SET to provide extra teaching and clarifying of concepts during whole group and small group instruction

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Intensive Intervention (Tier 3)

- Educational Specialists will provide supplemental small group instruction to targeted students and provide consultation support for teachers.
- In School Resource Teachers will consult with school staff to strengthen instruction of identified Beginner and Early Intermediate English learners.
- Counselor and support mentors will provide monthly check in with at risk students.
- Support by Support staff to address literacy needs of students who are two or more years below proficiency.
- Speech and language pathologist will provide supplemental support to English Learners with language needs.
- Psychologist will push into class, observe and collaborate with classroom teacher to assist with differentiating instruction based on student needs.

1. Strategies to meet ELA/Math/ELD goals (Maximizing Instructional Time) (7/1/2018 - 6/30/2019):

Continue to strengthen school-wide implementation of researched based instructional practices through supplemental materials and curriculum. Joyner Elementary has implemented Professional Learning Communities in order to provide responsive instruction that will accelerate student learning and close achievement gaps.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Inschool Resource Tchr	0.2000	\$17,787.60	\$25,118.48	0130-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04, LCFF 1, LCFF 2, LCFF 3	Supports classroom teachers with tier 1 instruction and supports struggling students with tier 2 interventions. Provides support for English in acquiring English and accessing grade level content. Collaboration w/teachers impacts the effectiveness of the teacher in providing more individualized instruction and supports for students in ELA and other content areas, thus supporting our efforts in closing the achievement gap. RT will also support professional development.
Supplies		\$6,179.22	\$6,179.22	0130-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04, LCFF 1, LCFF 2	Preparation of Instructional supplies is a critical part of teaching and learning in order to maximize instructional time, help close the achievement gap and provide for quality professional development.

How will you monitor these strategies/activities?:

- Regular classroom observations and feedback
- Bell to bell instruction
- Attendance
- Academic performance on assessments
- Review and analyze assessments (SBAC, DRAs, ELPAC, Writing Samples with staff, ILT, SGT, SSC, ELAC)

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2. Strategies to meet ELA/Math/ELD goals (Closing the Gap) (7/1/2018 - 6/30/2019):
 Continue to strengthen school-wide implementation of researched based instructional practices through supplemental materials and curriculum. Joyner Elementary has implemented Professional Learning Communities in order to provide responsive instruction that will accelerate student learning and close achievement gaps.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Inschool Resource Tchr -	1.0000	\$88,938.00	\$125,592.44	0130-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04, 05, LCFF 1, LCFF 2, LCFF 3	Supports classroom teachers with tier 1 instruction and supports struggling students with tier 2 interventions. Collaboration includes support in academics, social/emotional, assessments and direct instruction to potential at risk LTELs. Collaboration w/teachers impacts the effectiveness of the teacher in providing more individualized instruction and supports for students in ELA and other content areas, thus supporting our efforts in closing the achievement

How will you monitor these strategies/activities?:

- Regular classroom observations and feedback
- Bell to bell instruction
- Attendance
- Academic performance on assessments
- Review and analyze assessments (SBAC, DRAs, ELPAC, Writing Samples) with staff, ILT, SGT, SSC, ELAC
- Active participation before, during, and after Professional Learning Communities

3. Strategies to meet ELA/Math/ELD goals (Professional Development) (7/1/2018 - 6/30/2019):
 Professional development opportunities consist of regular PLCs and a Resource Teacher on site to provide professional development.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Prof&Curriclm Dev Vist Tchr		\$19,935.21	\$24,000.00	0130-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, LCFF 1, LCFF 2, LCFF 3	Visiting teachers are essential for classroom teachers the be released from the classroom for professional development collaboration in order to lesson design, analyze student work and data and improve instructional strategies and techniques.

How will you monitor these strategies/activities?:

- Agendas and minutes of Professional Learning Communities
- Active participation before, during, and after Professional Learning Communities
- Active participation in grade level planning
- Active participation and facilitation of monthly professional development
- Review and analyze assessments (SBAC, DRAs, ELPAC, Writing Samples) with staff, ILT, SGT, SSC, ELAC
- Classroom observations and feedback
- Bell to bell instruction

4. Strategies to meet graduation/promotion rates (Social/Emotional Supports) (7/1/2018 - 6/30/2019):

Active supervision is imperative to keep students safe, physically, socially and emotionally. Guidance assistant to provide interventions and support for students, parents, and teachers to assure correct student placement, provide small group/one on one problem solving and social intervention assistance in support of students' academic progress.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Guidance Asst -	0.6000	\$17,086.80	\$39,544.86	0130-30100-00-2404-3110-0000-01000-0000	Title I Basic Program	03, 04	The Guidance Assistant supports students mental and emotional well being which in turn allows students to maximize their learning time and progress academically.

How will you monitor these strategies/activities?:

- | | |
|--|---------------------|
| - Student referrals | - Observation notes |
| - Social and behavioral intervention plans | - Parent meetings |
| - Attendance | - Academic progress |

5. Strategies to meet parent engagement goals (7/1/2018 - 6/30/2019):

Child care services are provided to help increase parent engagement at Joyner MicroSociety Elementary. Parents are invited and highly encouraged to attend numerous parent engagement activities such as monthly Family Fridays and Coffee with the Principal, Curriculum Night/Back to School Night, Parent/Teacher Conferences, MicroNight, and 5th Grade Promotion. In addition, parents are encouraged to actively participate on committees/advisory groups such as SSC, SGT, GATE, ELAC, Wellness Council, and PTSA.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Other Support Prsnl PARAS Hrly		\$778.76	\$1,000.02	0130-30103-00-2281-2495-0000-01000-0000	Title I Parent Involvement	01, 02, 03, 05	In order for parents to be involved, parents often request for childcare support. This allows our parents to receive training so they can directly support their children at home and at school.
Inservice supplies		\$499.98	\$499.98	0130-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	01, 02, 03, 05	Inservice supplies for parent meetings and workshops.
Postage Expense		\$100.00	\$100.00	0130-30103-00-5920-2495-0000-01000-0000	Title I Parent Involvement	01, 02, 03, 05	Often times postage is necessary in order to inform parents of individual or school wide matters. This keeps our parents informed and supportive of our work.
Interprogram Svcs/Paper		\$2,072.00	\$2,072.00	0130-30103-00-5733-2495-0000-01000-0000	Title I Parent Involvement	01, 02, 03, 05	Paper for in-service and meetings for parents, home school communication.

How will you monitor these strategies/activities?:

- | | |
|------------------|-------------------------------|
| - Sign In Sheets | - Workshop/Training documents |
| - Parent surveys | |

Local Control Funding Formula Goals and Budget**Goal 1: Intervention Supports**

Student learning is analyzed in real time, resulting in a plan that responds to identified needs, the supports are timely on-going and linked to the outcomes of the core instructional program, how will you utilize your funds to maximize results for students?

Intervention Support Goal::

Students will receive direct instructional supports through additional small group instruction provided by an In-School Resource teacher.

Identified Need::

SBAC data indicates that at least 61% of Joyner students in grades 3-5 are currently performing below grade level in ELA and at least 69% of students in grades 3-5 are performing below grade level in mathematics.

Target Group::

Students in grades 2-5 who are in need of additional supports and identified as "Target/Intervention" by their classroom teachers based on formative and summative assessments.

Monitoring::

- Classroom observations and feedback
- Resource teacher support/intervention schedule
- Professional development agenda
- Monthly monitoring data for reading (DRA2)
- PLCs agendas and minutes

Personnel Responsible::

Classroom Teacher, In-School Resource Teacher, Support Staff/Related Services, Administration

Goal 2: Classroom Supports

A variety of classroom supports expand or enhance core instructional programs, how do these supports align to your instructional program?

Classroom Support Goal::

Students will receive direct classroom instructional supports through additional small group instruction in the areas of ELA and Math by In-School Resource Teachers.

Identified Need::

Interim data shows that at least 61% of Joyner students in grades 3-5 are performing below grade level in ELA and at least 69% are performing below grade level in Math.

Target Group::

Students that have been identified by teachers based on ELA and Math performance using both summative and formative assessments. These students are also known as our Intervention and Target Groups.

Monitoring::

- Classroom observations and feedback
- Resource teacher support/intervention schedule
- Professional development agenda
- Monthly monitoring data for reading
- PLCs agendas and minutes

Personnel Responsible::

Classroom Teacher, In-School Resource Teacher, Support Staff/Related Services, Administration

Goal 3: Professional Development

Professional learning is a response to student and adult need--according to your current reality, what type of teacher learning will you lead at your site and how will you utilize your funds to maximize results for students?

Professional Development Goal:

Classroom teachers, In-School Resource Teachers, Ed Specialists, and all related services personnel will participate in Professional Learning Communities to continue to strengthen their pedagogy and instructional practices that will meet the needs of all students in classrooms, especially in the content areas of Reading, Writing and Math. Teachers and staff will engage in analyzing student work and data in order to discuss and develop instructional interventions and supports for all students. Teachers will collaborate within and across grade levels to provide additional instructional supports and strategies that will address the needs of the Target and Intervention students.

Identified Need::

Based on classroom observations, teacher feedback, and collaborative work done in PLCs, it is evident that we need to place more emphasis in supporting our English Learners throughout the day and across all subject areas. Stakeholders at Joyner have identified the need for English language development instruction for teachers to support students' academic progress.

Target Group::

All Instructional Staff.

Monitoring::

- Classroom observations and feedback
- Resource teacher support/intervention schedule
- Professional development agenda
- Monthly monitoring data for reading
- PLCs agendas and minutes

Personnel Responsible::

Classroom Teacher, In-School Resource Teacher, Support Staff/Related Services, Administration

LCFF Intervention Supports							
Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Inschool Resource Tchr	0.8000	\$71,150.40	\$100,473.96	0130-09800-00-1109-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, 04, LCFF 2, LCFF 3	Supports classroom teachers with tier 1 instruction and supports struggling students with tier 2 interventions. Provides support for English in acquiring English and accessing grade level content. Collaboration w/teachers impacts the effectiveness of the teacher in providing more individualized instruction and supports for students in ELA and other content areas, thus supporting our efforts in closing the achievement gap. RT will also support professional development.
Supplies		\$12,336.03	\$12,336.03	0130-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, LCFF 2, LCFF 3	Preparation of Instructional supplies is a critical part of teaching and learning in order to maximize instructional time, help close the achievement gap and provide for quality professional development.
Prof&Curriclm Dev Vist Tchr		\$4,153.17	\$5,000.01	0130-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, LCFF 2, LCFF 3	Visiting teachers are essential for classroom teachers to be released from the classroom for professional development/collaboration in order to design lessons, analyze student work/data and improve instructional strategies.

APPENDICES

This section contains the following appendices that will assist the School Site Council in completing the Single Plan for Student Achievement (SPSA) and in maintaining a cycle of continuous improvement:

- A. Data Reports
- B. Title I Parent Involvement Policy
- C. Home/School Compact
- D. Title I/MPP Budget Allocations Summary Grid
- E. 2018-19 SPSA Assessment and Evaluation

APPENDIX A

DATA REPORTS

Data Reports: Attached Data comes from www.sandi.net/my-school :ELA/Math Multi-year Demographic Summary Additional data for schools can be found in:

- Illuminate
- CDE: <http://caaspp.cde.ca.gov/sb2017/Search>

* Enrollment, participation date, ethnicity demographics, and language demographics will impact the results of data. Data is organized and reported differently amongst the data sources above.



2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Joyner
All Grades Combined

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	332	26.5	315	39.4	301	38.9	12.4	-0.5	332	21.4	273	34.4	311	30.2	8.8	-4.2
Female	163	30.7	155	38.1	156	44.2	13.5	6.1	163	16.6	140	28.6	161	31.1	14.5	2.5
Male	169	22.5	160	40.6	145	33.1	10.6	-7.5	169	26.0	133	40.6	150	29.3	3.3	-11.3
African American	29	27.6	31	48.4	26	57.7	30.1	9.3	29	31.0	28	46.4	28	28.6	-2.4	-17.8
Asian	1	-	2	-	1	-	-	-	2	-	2	-	1	-	-	-
Filipino	1	-	2	-	1	-	-	-	1	-	2	-	1	-	-	-
Hispanic	261	24.9	247	36.4	244	36.1	11.2	-0.3	260	17.3	210	29.0	251	28.7	11.4	-0.3
Indochinese	27	29.6	22	45.5	18	50.0	20.4	4.5	27	37.0	21	57.1	19	42.1	5.1	-15.0
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
White	4	-	3	-	4	-	-	-	4	-	1	-	4	-	-	-
Multiracial	8	-	8	-	7	-	-	-	8	-	9	-	7	-	-	-
English Learner	171	6.4	144	20.8	110	11.8	5.4	-9.0	172	11.6	118	23.7	120	12.5	0.9	-11.2
English-Speaking	161	47.8	171	55.0	191	54.5	6.7	-0.5	160	31.9	155	42.6	191	41.4	9.5	-1.2
Reclassified†	79	57.0	74	71.6	100	59.0	2.0	-12.6	79	38.0	71	45.1	100	45.0	7.0	-0.1
Initially Eng. Speaking	82	39.0	97	42.3	91	49.5	10.5	7.2	81	25.9	84	40.5	91	37.4	11.5	-3.1
Econ. Disadv.*	332	26.5	300	39.3	282	37.6	11.1	-1.7	332	21.4	258	34.1	292	28.8	7.4	-5.3
Non-Econ. Disadv.	0	-	15	40.0	19	57.9	-	17.9	0	-	15	40.0	19	52.6	-	12.6
Gifted	60	46.7	54	64.8	29	62.1	15.4	-2.7	60	56.7	51	60.8	29	55.2	-1.5	-5.6
Not Gifted	272	22.1	261	34.1	272	36.4	14.3	2.3	272	13.6	222	28.4	282	27.7	14.1	-0.7
With Disabilities	47	2.1	52	5.8	50	10.0	7.9	4.2	45	4.4	9	-	50	6.0	1.6	-
WO Disabilities	285	30.5	263	46.0	251	44.6	14.1	-1.4	287	24.0	264	34.8	261	34.9	10.9	0.1
Homeless	31	22.6	34	35.3	31	22.6	0.0	-12.7	30	23.3	26	26.9	36	16.7	-6.6	-10.2
Foster	2	-	1	-	2	-	-	-	2	-	0	-	0	-	-	-
Military	4	-	3	-	0	-	-	-	4	-	2	-	0	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Joyner
Grade 3

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	98	17.3	104	35.6	117	39.3	22.0	3.7	98	27.6	89	47.2	121	38.0	10.4	-9.2
Female	48	16.7	55	43.6	65	49.2	32.5	5.6	47	19.1	51	41.2	66	42.4	23.3	1.2
Male	50	18.0	49	26.5	52	26.9	8.9	0.4	51	35.3	38	55.3	55	32.7	-2.6	-22.6
African American	14	14.3	9	-	10	50.0	35.7	-	14	28.6	9	-	11	27.3	-1.3	-
Asian	0	-	0	-	1	-	-	-	1	-	0	-	1	-	-	-
Filipino	0	-	1	-	0	-	-	-	0	-	1	-	0	-	-	-
Hispanic	76	17.1	83	34.9	94	35.1	18.0	0.2	75	22.7	67	46.3	97	36.1	13.4	-10.2
Indochinese	4	-	7	-	8	-	-	-	4	-	7	-	8	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
White	1	-	1	-	1	-	-	-	1	-	1	-	1	-	-	-
Multiracial	3	-	3	-	3	-	-	-	3	-	4	-	3	-	-	-
English Learner	68	10.3	65	32.3	62	16.1	5.8	-16.2	69	20.3	54	38.9	66	21.2	0.9	-17.7
English-Speaking	30	33.3	39	41.0	55	65.5	32.2	24.5	29	44.8	35	60.0	55	58.2	13.4	-1.8
Reclassified†	5	-	4	-	20	90.0	-	-	5	-	4	-	20	85.0	-	-
Initially Eng. Speaking	25	24.0	35	37.1	35	51.4	27.4	14.3	24	33.3	31	54.8	35	42.9	9.6	-11.9
Econ. Disadv.*	98	17.3	97	35.1	111	37.8	20.5	2.7	98	27.6	82	47.6	115	37.4	9.8	-10.2
Non-Econ. Disadv.	0	-	7	-	6	-	-	-	0	-	7	-	6	-	-	-
Gifted	10	20.0	15	53.3	7	-	-	-	10	70.0	14	64.3	7	-	-	-
Not Gifted	88	17.0	89	32.6	110	36.4	19.4	3.8	88	22.7	75	44.0	114	35.1	12.4	-8.9
With Disabilities	16	6.3	52	5.8	50	10.0	3.7	4.2	15	13.3	2	-	14	7.1	-6.2	-
WO Disabilities	82	19.5	86	43.0	103	44.7	25.2	1.7	83	30.1	87	47.1	107	42.1	12.0	-5.0
Homeless	8	-	12	33.3	12	33.3	-	0.0	8	-	9	-	15	26.7	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	0	-	1	-	0	-	-	-	0	-	0	-	0	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Joyner
Grade 4

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	126	22.2	90	32.2	98	28.6	6.4	-3.6	125	19.2	75	26.7	102	21.6	2.4	-5.1
Female	57	19.3	46	30.4	48	33.3	14.0	2.9	57	14.0	40	20.0	51	19.6	5.6	-0.4
Male	69	24.6	44	34.1	50	24.0	-0.6	-10.1	68	23.5	35	34.3	51	23.5	0.0	-10.8
African American	9	-	13	46.2	7	-	-	-	9	-	11	45.5	8	-	-	-
Asian	1	-	1	-	0	-	-	-	1	-	1	-	0	-	-	-
Filipino	1	-	0	-	1	-	-	-	1	-	0	-	1	-	-	-
Hispanic	100	20.0	69	27.5	79	26.6	6.6	-0.9	99	16.2	57	19.3	81	21.0	4.8	1.7
Indochinese	11	18.2	3	-	7	-	-	-	11	27.3	3	-	8	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
White	1	-	1	-	2	-	-	-	1	-	0	-	2	-	-	-
Multiracial	3	-	3	-	2	-	-	-	3	-	3	-	2	-	-	-
English Learner	74	2.7	54	16.7	34	5.9	3.2	-10.8	73	5.5	43	16.3	38	0.0	-5.5	-16.3
English-Speaking	52	50.0	36	55.6	64	40.6	-9.4	-15.0	52	38.5	32	40.6	64	34.4	-4.1	-6.2
Reclassified†	22	63.6	13	69.2	33	36.4	-27.2	-32.8	22	45.5	13	46.2	33	33.3	-12.2	-12.9
Initially Eng. Speaking	30	40.0	23	47.8	31	45.2	5.2	-2.6	30	33.3	19	36.8	31	35.5	2.2	-1.3
Econ. Disadv.*	126	22.2	83	31.3	91	28.6	6.4	-2.7	125	19.2	68	26.5	95	21.1	1.9	-5.4
Non-Econ. Disadv.	0	-	7	-	7	-	-	-	0	-	7	-	7	-	-	-
Gifted	27	33.3	10	70.0	14	35.7	2.4	-34.3	27	44.4	10	40.0	14	35.7	-8.7	-4.3
Not Gifted	99	19.2	80	27.5	84	27.4	8.2	-0.1	98	12.2	65	24.6	88	19.3	7.1	-5.3
With Disabilities	14	0.0	20	10.0	16	12.5	12.5	2.5	13	0.0	5	-	16	6.3	6.3	-
WO Disabilities	112	25.0	70	38.6	82	31.7	6.7	-6.9	112	21.4	70	27.1	86	24.4	3.0	-2.7
Homeless	16	31.3	8	-	10	20.0	-11.3	-	15	40.0	26	26.9	11	9.1	-30.9	-17.8
Foster	2	-	0	-	0	-	-	-	2	-	0	-	0	-	-	-
Military	2	-	0	-	0	-	-	-	2	-	0	-	0	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Joyner
Grade 5

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	108	39.8	121	47.9	86	50.0	10.2	2.1	109	18.3	109	29.4	88	29.5	11.2	0.1
Female	58	53.4	54	38.9	43	48.8	-4.6	9.9	59	16.9	49	22.4	44	27.3	10.4	4.9
Male	50	24.0	67	55.2	43	51.2	27.2	-4.0	50	20.0	60	35.0	44	31.8	11.8	-3.2
African American	6	-	9	-	9	-	-	-	6	-	8	-	9	-	-	-
Asian	0	-	1	-	0	-	-	-	0	-	1	-	0	-	-	-
Filipino	0	-	1	-	0	-	-	-	0	-	1	-	0	-	-	-
Hispanic	85	37.6	95	44.2	71	47.9	10.3	3.7	86	14.0	86	22.1	73	27.4	13.4	5.3
Indochinese	12	50.0	12	66.7	3	-	-	-	12	41.7	11	72.7	3	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
White	2	-	1	-	1	-	-	-	2	-	0	-	1	-	-	-
Multiracial	2	-	2	-	2	-	-	-	2	-	2	-	2	-	-	-
English Learner	29	6.9	25	0.0	14	7.1	0.2	7.1	30	6.7	21	0.0	16	6.3	-0.4	6.3
English-Speaking	79	51.9	96	60.4	72	58.3	6.4	-2.1	79	22.8	88	36.4	72	34.7	11.9	-1.7
Reclassified†	52	51.9	57	71.9	47	61.7	9.8	-10.2	52	28.8	54	40.7	47	36.2	7.4	-4.5
Initially Eng. Speaking	27	51.9	39	43.6	25	52.0	0.1	8.4	27	11.1	34	29.4	25	32.0	20.9	2.6
Econ. Disadv.*	108	39.8	120	48.3	80	47.5	7.7	-0.8	109	18.3	108	28.7	82	25.6	7.3	-3.1
Non-Econ. Disadv.	0	-	15	40.0	6	-	-	-	0	-	1	-	6	-	-	-
Gifted	23	73.9	29	69.0	8	-	-	-	23	65.2	27	66.7	8	-	-	-
Not Gifted	85	30.6	92	41.3	78	46.2	15.6	4.9	86	5.8	82	17.1	80	26.3	20.5	9.2
With Disabilities	17	0.0	14	7.1	20	15.0	15.0	7.9	17	0.0	9	-	20	5.0	5.0	-
WO Disabilities	91	47.3	107	53.3	66	60.6	13.3	7.3	92	21.7	107	29.9	68	36.8	15.1	6.9
Homeless	7	-	14	50.0	9	-	-	-	7	-	13	38.5	10	10.0	-	-28.5
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	2	-	0	-	0	-	-	-	2	-	1	-	0	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

APPENDIX B

TITLE I PARENT INVOLVEMENT POLICY



San Diego Unified School District
Financial Planning and Development
Financial Planning, Monitoring and Accountability Department

Joyner MicroSociety Elementary
TITLE I PARENT INVOLVEMENT POLICY
YEAR 2018-2019

In the fall, an annual meeting will be held to share with parents a description of the Title I program and its requirements.

Joyner MicroSociety Elementary has developed a written Title I parental involvement policy with input from Title I parents. Each year the Title I program and its requirement will be shared with parents at a public meeting. Joyner MicroSociety Elementary will provide a flexible number of meetings to allow for parent involvement. These meetings will be scheduled by the school to include all stakeholders. Joyner MicroSociety Elementary distributes the policy to parents of Title I students by sending the document home with students during the first week of school. In addition, the Title I information is distributed and shared at evening events, Family Fridays, Coffee with the Principal, and SSC.

The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

Involvement of Parents in the Title I Program:

To involve parents in the Title I program at **Joyner MicroSociety Elementary**, the following practices have been established:

- The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program by sending home the document with students during the first week of school and at events such as: Curriculum Night/Back to School Night, Family Fridays, Coffee with the Principal, SSC meetings, SGT, meetings, ELAC meetings, PTSA meetings, Parent Teacher Conferences...etc.
- The school offers a flexible number of meetings for Title I parents, such as meetings in the mornings or evenings: Curriculum Night/Back to School Night, Family Fridays, Coffee with the Principal, SSC meetings, SGT meetings, ELAC meetings, PTSA meetings, Parent Teacher Conferences...etc.
- The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, reviewing, and improving of the school's Title I programs and the Title I Parent Involvement Policy. Our parents are valuable stakeholders on School Site Council (SSC) and provide input regarding the school and students. Our goals are to improve communication between the school and home; Evaluate the effectiveness of the school's parent involvement policy to increase parent participation in Title I activities; Provide training programs to help parents support and work with their children at home and at school; Advocate for teachers and parents; and Value cultural diversity. Parental input from the parent meetings and training sessions will be shared with the school.
- The school provides parents of Title I students with timely information about Title I programs through meetings, School Messenger, school website, social media, and written communication. Information is sent home informing parents/community of all meetings of interest. For special meetings, targeted language groups receive a notice in their language. We also utilize a variety of methods to advertise parent meetings and training sessions offered at our school, at the District Advisory Council located at Harold J. Ballard Parent Center, and throughout the district. Every attempt is made to communicate with parents in their primary

language. Parents are notified annually of individual student assessment results by the Assessment Services Department. An explanation of the information is available in several languages.

- The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. During the annual Curriculum Night/Back to School Night, which occurs during the first month of the school year, teachers conduct classroom presentations for parent and explain the curriculum, assessments, classroom procedures, and ways to support students at home.
- If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children. During parent meetings, opportunities will be offered for parents to provide suggestions and feedback. Responses to their suggestions and feedback will be reviewed in a timely fashion, if possible, by the next scheduled meeting. Topics that are appropriate for SSC review/action will be placed on the agenda for the next regularly scheduled meeting by the school administration.

*****The policy must be updated periodically to meet changing needs of parents and the school. Our school has a process in place for involving parents in planning and designing the school's program. We may use that process if it includes adequate representation of parents of Title I children. [20 USC 6318 Section 1118(c) (3)]***

Home School-Parent Compact:

Joyner MicroSociety Elementary distributes to parents of Title I students a Home School-Parent Compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

- The school's responsibility to provide high-quality curriculum and instruction.
- The ways parents will be responsible for supporting their children's learning.
- The importance of ongoing communication between parents and teachers through annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities.

Building Capacity for Involvement:

Joyner MicroSociety Elementary engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

- The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children. At Joyner MicroSociety Elementary we have discussions regarding current student assessments, data, and progress; and provide information about school and district resources for students' academic improvements. During the annual Curriculum Night/Back to School Night, which occurs during the first month of the school year, teachers conduct classroom presentations for parent and explain the curriculum, assessments, classroom procedures, and ways to support students at home.
- The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement. Parent education and leadership courses are offered to Joyner families. These programs/courses provide parents with curriculum materials such as books, books on CDs, manipulatives for math...etc. Parents receive trainings on how to utilize the materials to support their children at home. In addition, book bags for reading and listening are available for parents to check out from our school's library.

- With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and how to work with parents as equal partners. Our goal is to increase teacher and parent partnerships through events like Curriculum Night/Back to School Night, MicroNight, Family Fridays, Coffee with the Principal, SSC, SGT, ELAC, PTSA, Parent Teacher Conferences...etc. We also utilize our School Messenger, school website, social media, and written documents to communicate information regarding parent meetings and trainings. For special meetings, targeted language groups receive notices in their language.
- The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children. Joyner encourages parents to actively participate in committees such as SSC, SGT, Wellness Council, ELAC, and PTSA. These committees give all stakeholders a voice in our students' educational experience. School Messenger, school website, social media, marquee, and written communications are utilized to advertise parent meetings and training sessions offered at our school and at the district level. Every attempt is made to communicate with parents in their primary language.
- The school distributes information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand. Parents are notified annually of individual student assessment results by the Assessment Services Department. An explanation of the information is made available in several languages. In addition, information is shared and distributed at events such as Curriculum Night/Back to School Night, parent-teacher conferences, Family Fridays, Coffee with the Principal, MicroNight, weekly morning assemblies...etc.
- The school provides support for parental involvement activities requested by Title I parents.

Accessibility

Joyner MicroSociety Elementary provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand. An explanation of the information is available in English and Spanish.

APPENDIX C

HOME/SCHOOL COMPACT



San Diego Unified School District
Financial Planning and Development
Financial Planning, Monitoring and Accountability Department

**JOYNER MICROSOCIETY ELEMENTARY
HOME/SCHOOL COMPACT**

Joyner MicroSociety Elementary and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA), agree that this compact outlines how the parents, the entire school staff, and the students will share responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve California's high standards.

This Home/School Compact is in effect during the **2018-2019** school year.

REQUIRED HOME/SCHOOL COMPACT PROVISIONS

SCHOOL RESPONSIBILITIES

Joyner MicroSociety Elementary will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet California's student academic achievement standards as follows:
 - Professional development/trainings for teachers to collaborate and align instruction to content standards.
 - Teaching and learning are aligned to the Common Core State Standards (CCSS).
 - Teachers provide English Language Learners with a supportive classroom environment that includes scaffolding content instruction, a print rich environment, reference charts, logical organization, and a variety of opportunities to use the English language in class.
 - English Learners receive focused English Language Development instruction in small groups.
 - GATE certified teachers for grades 3rd-5th.
 - GATE cluster classes are available for students in grades 3-5.
 - Use appropriate textbooks and support materials to provide high quality instruction.
 - Library, Computer, and Physical Education classes are available once a week to students.
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.
Joyner MicroSociety Elementary will conduct two parent-teacher conferences during the school year. The parent-teacher conferences will be held after the first and second reporting periods.
3. Provide parents with frequent reports on their child's progress.
Parents will receive reports of their child's progress during parent teacher-conferences. Parents will be updated throughout the school year from their child's teacher via telephone calls, emails, notes sent home, and mutually arranged conferences and forms of communication between the teacher and the parent in a language that parents can understand.
4. Provide parents reasonable access to staff.
 - Parents may contact staff by calling the office, sending a note, or emailing the teacher.
 - Parents may make appointments to meet with staff before and after school.
 - Parents may conference with staff when they are not supervising students.
 - Parents shall not text or call staff cell phones during the school day, but will contact the office to have urgent messages appropriately given to staff for the least disruption of instructional time.

- Parents may meet with the Principal on a regular basis at Family Fridays, Coffee with the Principal, before and after school, by appointments, and via phone/email.
 - Parents are highly encouraged to participate on committees such as SSC, SGT, ELAC, Wellness Council, Hoover Cluster, and PTSA.
5. Provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities, as follows:
 Parents may observe, and/or participate in their child’s classroom and/or activities as long as they have made an appointment with the teacher at least 24 hours in advance. ****Note: For the safety of our students and staff, all Parent Requests must be in writing and include a valid reason for the classroom visit. All requests must be submitted at least 48 hours in advance and approved by the principal. See our Elementary School Assistant for all request forms.*** Parent volunteers must complete a district volunteer application and have clearance to volunteer along with a current TB test on file. Parents have opportunities to go on field trips, attend assemblies/student shows and volunteer throughout the year. Visitors and volunteers must check in at the office and wear a “visitor” pass visibly while on campus during the school day. Visitors and volunteers are required to check out at the office upon departure.

PARENT RESPONSIBILITIES

We, as parents, will support our child’s learning by:

- Monitoring attendance.
- Making sure my child arrives on time and ready to learn.
- Making sure my child’s homework is completed correctly.
- Monitoring the amount of television my child watches.
- Volunteering in my child’s classroom, if possible.
- Participating, as appropriate, in decisions relating to my child’s education.
- Promoting and supporting good study habits.
- Promoting positive use of my child’s extracurricular time.
- Staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on advisory groups, such as the School Site Council (SSC), the District Advisory Council for Compensatory Education (DAC), the English Learners Advisory Committee (ELAC), the Parent Teacher Organization (PTSA), or other school advisory groups.
- Making sure the school office has my child’s updated information at all times (i.e. address, phone numbers, emergency contacts, medical info, etc.)
- Following site and district safety procedures while on campus and following safe driving rules for pick up and drop off of students.
- Bringing concerns about my child’s experience at school as soon as possible to our child’s teacher first, and working with school personnel to resolve any concerns.

STUDENT RESPONSIBILITIES

We, as students, will share the responsibility to improve our academic achievement and achieve California’s high standards:

- Do my homework every day and ask for help when I need it.
- Read every day outside of school time (according to the guidelines given me by my teacher).
- Give my parents or guardian all notices and information received by me from my school every day.
- Be a good citizen and follow school and classroom expectations.
- Eat healthy, exercise daily, and practice good study habits.



Joyner MicroSociety Elementary
4271 Myrtle Avenue
San Diego, CA 92105
619.640.400

Please complete and return this form to your child's teacher

by Wednesday, September 5, 2018

Our family has read and understands the Home and School Compact.

Student Grade: _____ Teacher: _____ Date: _____

Student Name: _____ Student Signature: _____

Parent Name: _____ Parent Signature: _____

APPENDIX D

TITLE I/MPP BUDGET ALLOCATIONS SUMMARY GRID

School	Resource	Account	ACT DESC	Job Code Title	Values Sum of Projected (Budget) FTE	Sum of Projected (Budget) Dollar Amount
Joyner Elementary	09800	1109	Pull/Out Push In	Inschool Resource Tchr	0.8000	\$ 71,150.40
		1192	Prof&Curriclm Dev Vist Tchr			\$ 4,153.17
		3000	Employee Benefits			\$ 30,170.40
		4301	Supplies			\$ 12,336.03
	09800 Total				0.8000	\$ 117,810.00
	30100	1109	Pull/Out Push In	Inschool Resource Tchr	1.2000	\$ 106,725.60
		1192	Prof&Curriclm Dev Vist Tchr			\$ 19,935.21
		2404	Guidance/Attendance Asst	Guidance Asst	0.6000	\$ 17,086.80
		3000	Employee Benefits			\$ 70,508.17
		4301	Supplies			\$ 6,179.22
	30100 Total				1.8000	\$ 220,435.00
	30103	2281	Other Support Prsnl PARAS Hrly			\$ 778.76
		3000	Employee Benefits			\$ 221.26
		4304	Inservice supplies			\$ 499.98
		5733	Interprogram Svcs/Paper			\$ 2,072.00
		5920	Postage Expense			\$ 100.00
	30103 Total					\$ 3,672.00

APPENDIX E

2018-19 SPSA ASSESSMENT AND EVALUATION

APPENDIX E
SINGLE PLAN FOR *STUDENT* ACHIEVEMENT

EVALUATION AND ASSESSMENT SURVEY SUMMARY

School Name: Joyner MicroSociety Magnet School

TYPE OR PRINT

ANALYSIS OF SCORES FOCUS AREA	NOTES/ACTION/DECISIONS
MAXIMIZING INSTRUCTIONAL TIME	<p>Substantially to Fully: -Common curriculum for core subjects such as ELA, Math and Science . -School wide assessments (DRA2, Pre & Post Writing, Formative & Summative Assessments). -Professional development for all teachers and support staff/PLCS (on going; based on school focus).</p> <p>Not at all to Partially: -Specific strategies for closing the achievement gap (struggling, English Learners, students with disabilities). -Intense interventions, assessments and monitoring of subgroups such as (English Learners, Hispanics, and Special Education).</p> <p>Action/Decisions: -Increase support for English Learners (specifically to students who are potentially at risk of being classified as Long Term English Learners-LTEs). -Consistent monitoring of all student progress (with an emphasis on the 3 sub groups listed above). -Resource teacher to provide direct student and teacher supports, build teacher capacity, and increase parent engagement (how to support students at home).</p>
CLOSING THE ACHIEVEMENT GAP	<p>Substantially to Fully: -Common curriculum for core subjects such as ELA, Math and Science. -School wide assessments are aligned (DRA2, Pre & Post Writing, Formative & Summative Assessments). -Professional development for all teachers and support staff/PLCs (on going; based on school focus).</p> <p>Not at all to Partially: -Specific strategies for closing the achievement gap (struggling and English Learners). -Intense interventions, assessments and monitoring of subgroups such as (English Learners, Hispanics, and Special Education).</p>

	<p>Action/Decisions:</p> <ul style="list-style-type: none"> -Increase support for English Learners (specifically to students who are potentially at risk of being classified as Long Term English Learners-LTEs). -Consistent monitoring of all student progress (with an emphasis on the 3 sub groups: English Learners, Hispanics and Special Education). -Resource teacher to provide direct student and teacher supports, build teacher capacity, and increase parent engagement (how to support students at home).
<p>PROFESSIONAL DEVELOPMENT</p>	<p>Partially to Fully:</p> <ul style="list-style-type: none"> -Ongoing professional development for all teachers (PLCs, Site and District PDs.) -Integrating professional reading and research during Professional Learning Communities (PLCs). -Analyze students writing to inform instructional next steps (in all subject areas). <p>Not at all to Minimally:</p> <ul style="list-style-type: none"> -Analyze students work intensely to inform instructional next steps (in all subject areas). <p>Action/Decisions:</p> <ul style="list-style-type: none"> -Include time/emphasis during PLCs/Professional Development to analyze student work (in all subject areas) to inform instructional next steps. -Continue to include professional reading and current research regarding best practices.
<p>GRADUATION/PROMOTION</p>	<p>Partially to Fully:</p> <ul style="list-style-type: none"> -Curriculum is aligned to Common Core State Standards. -Assessments and data are used to inform teaching and learning. -Stakeholders are focused on supporting and challenging all students to meet promotion goals.
<p>PARENT ENGAGEMENT</p>	<p>Partially to Fully:</p> <ul style="list-style-type: none"> -Families are involved in school decisions. -School regularly communicate to families who speak languages other than English. -Families participate in monthly Family Fridays, Coffee with the Principal, parent classes/trainings, SSC, SGT, and PTSA. -Partnerships with the community. <p>Action/Decisions:</p> <ul style="list-style-type: none"> -Increase parent engagement: Asian and African American...etc.