

THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT JOYNER ELEMENTARY SCHOOL

2020-21

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: Kuchemba, Kara

Contact Person: Kuchemba, Kara

Position: Principal

Telephone Number: (619) 640-4000;

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

E-mail Address: kkuchemba@sandi.net

The following items are included:

- Recommendations and Assurances
- Data Reports
- SPSA Assessment and Evaluation Summary
- Parent & Family Engagement Policy
- School Parent Compact

Board Approval: 12/15/2020

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.

**2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES**

SCHOOL NAME: Joyner Elementary School

DUE: October 5, 2020

SITE CONTACT PERSON: Kara Kuchemba

PHONE: 202-640-4400

FAX:

E-MAIL ADDRESS:

Indicate which of the following federal and state programs are consolidated in this SPSA (Check all that apply):

- Title 1 Schoolwide Programs (SWP) CSI School

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>9/29/20</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 type="checkbox"/> Site Governance Team (SGT) | Date of presentation: _____ |
| <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: September 29, 2020

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.

_____ /Kara Kuchemba/
Type/Print Name of School Principal

_____ /Kara Kuchemba/ 10/4/20
Signature of School Principal / Date

Richard Gijon
Type/Print Name of SSC Chairperson

_____ /Richard Gijon/ 10/5/20
Signature of SSC Chairperson / Date

Noemi Vizcarra
Type/Print Name of ELAC Chairperson

_____ /Noemi Vizcarra/ 10/5/20
Signature of ELAC Chairperson / Date

Christina Casillas
Type/Print Name of Area Superintendent

Christina Casillas 10/28/20
Signature of Area Superintendent / Date

Submit Document With Electronic Signatures To:
Financial Planning, Monitoring and Accountability Department
Eugene Bruckner Education Center, Room 3126

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SCHOOL PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY**PURPOSE AND DESCRIPTION**

This School Plan for Student Achievement fulfills the requirements of *Title I Schoolwide Program and Comprehensive Support and Improvement*. The staff at Joyner Elementary strives for excellence in meeting the needs of all students. School programs are strategically designed to engage students and staff in teaching and learning. To provide a strong academic program, the staff at Joyner work collaboratively to provide opportunities for students to develop appropriate social, critical thinking, and problem-solving skills to promote life-long learning; and to ensure that all students have access to a high-quality education that includes rigorous, standards-based lessons.

This School Plan for Student Achievement includes goals and strategies that will improve student achievement, attendance, and suspension rates. The goal is to cultivate a safe, supportive, and collaborative learning environment for all stakeholders.

PURPOSE AND DESCRIPTION (ESSA REQUIREMENTS)

All goals contained in the SPSA are directly linked to the SDUSD's LCAP goals 1-5 as outlined below. All LCAP goals contained in this plan directly support the ESSA requirements to close academic achievement gaps for all students.

LCAP Goal 1: Closing the achievement gap with high expectations for all.

LCAP Goal 2: Access to broad and challenging curriculum.

LCAP Goal 3: Quality leadership, teaching and learning

LCAP Goal 4: Positive school environment, climate, and culture – with equity at the core and support for the whole child.

LCAP Goal 5: Family and community engagement with highly regarded neighborhood schools that serve students, families and communities.

STAKEHOLDER INVOLVEMENT (REQUIRED)

At Joyner, our community engaged in a collaborative process in the development of the SPSA. It is essential to involve all members of our learning community to create a culture of achievement. In 2019-2020, stakeholders were involved in the 2020-2021 budget development process via multiple meeting opportunities to dialogue and to solicit input. These included SGT, SSC, ELAC, PTSA, and staff meetings held throughout the year.

-February 5, 2020 -- SSC reviewed and approved the 20-21 budget.

-September 28, 2020 - Annual Title I Parent Meeting

-September 29, 2020- SSC provided input and approved 2019-2020 SPSA, Parent Involvement Policy, and Parent Compact

-October 1, 2020 - ELAC provided input regarding goals for English Language Learners.

-October 2, 2020 - All Staff Meeting

RESOURCE INEQUITIES

Joyner's root cause analysis involved examining data from CAASPP, the California Dashboard, California Healthy Kids Survey, California Parent Survey, site data; and a review of the 2017-18 SPSA. An analysis of the student groups (3rd-5th) CAASPP results indicate overall growth in the area of ELA.

The 2015-2016 3rd grade student group met or exceeded grade-level standards at 35% (ELA) and 47% (Math). The same group of students moved up to 4th grade in 2016-2017 and their performance in met or exceeded was at 28.57% (ELA) and 21.57% (Math). During the 2017-2018 school year, their performance in ELA met or exceeded grade-level standards was at 58% (ELA) and 31.31% (Math). This specific group of students grew 23 percentage points in ELA and dropped 15.69% in Math.

The 2016-2017 3rd grade student group met or exceeded grade-level standards at 39.32% (ELA) and 38.03% (Math). When this group of students moved to 4th grade in the 2017-18 school year, their performance at the met or exceeded grade-level standards was at 41.82% (ELA) and 26.36% (Math). This is a 2.5% increase in ELA and an 11.67% drop in Math. The 2018-19 SPSA was focused on ELA and funding supported ELA development.

The school's overall data for the 2017 school year indicates 38.87% of 3rd-5th grade students met or exceeded standards in ELA. In the 2018 school year, the data indicates 41.2% of 3rd-5th grade students met or exceeded grade-level standards in ELA. There was a slight gain of 2.8% in the area of ELA from 2017 to 2018. Based on the data, we need to continue the focus on improving student achievement and closing the achievement gap specifically with our English Learners and students with disabilities. The data also indicates that there is an achievement gap with socioeconomically disadvantaged students. Over 93% of Joyner's student population is considered socioeconomically disadvantaged.

As a result of this focus, there are inequities in the area of math. When examining the groups of students as they move from 3rd to 5th grade both groups of students dropped in met or exceeded grade-level standards. The overall school data indicates a small percentage growth from 2014 (21.6%) to 2018 (26.4%). This is a slight gain of 4.8% in math. To support student progress in both ELA and Math, professional development will focus on studying and gaining an in-depth understanding of common core standards (teachers will participate in bi-weekly PLCs while students have opportunities to engage in physical education, health, and wellness learning). Supporting student progress in ELA and Math will also include strengthening tier one instruction by integrating lesson studies and lesson design throughout the school year for all classroom teachers and Education Specialists. Additionally, administering common diagnostic *iReady* (3 times a year) and common formative assessments (for all TK-5th grade students) and monitoring student progress together as a grade-level team on a bi-weekly basis. The *i-Ready* online program also contains an intervention program to target skills deficits in both ELA and Math.

Based on the California Dashboard, there are also inequities in the areas of chronic absenteeism and suspension rates (both areas are red). The school community has done extensive work in iMTSS and has put systems and structures in place to address and decrease chronic absenteeism and suspension rates. The office staff will work collaboratively and closely with the principal, school counselor, guidance assistant, and certificated staff to monitor attendance and social-emotional needs. There will be consistent weekly home visits (when it is safe to do so) and communication with families to ensure that students are in school. Also, the goal is to increase parent engagement and strengthen the home-school relationships with families. The school community recognizes the importance of a positive, safe, supportive, and inclusive school environment; the community will continue to implement PBIS and iMTSS school-wide to cultivate a positive school culture for all stakeholders.

Upon reviewing the California Dashboard and CAASP data for 2018-2019, there continues to be a need to focus on chronic absenteeism, academics, and student achievement for the aggregate and specific subgroups at Joyner. Joyner demonstrated growth in decreasing the suspension rate taken together (suspensions decreased 2.3%) and almost all subgroups except Students with Disabilities, which saw an increase of 1.2% in the suspension rate. Chronic absenteeism continues to be a challenge for Joyner with the aggregate and almost all subgroups demonstrating an increase in chronic

absenteeism for the 2018-2019 school year. Overall, 25.2% of students were considered chronically absent, which was an increase of 3.3% over the previous year.

Joyner continues to demonstrate challenges and inequities in English Language Arts and Mathematics as measured by the 2019 CAASP. In ELA, 25% of students in grades 3-5 met or exceeded achievement standards. 75% scored below a level 4 and 50% of those students scored at a level 1 (standard not met). Overall, students in grades 3-5 performed 46.5 points below standard, a decrease of 14.5 points from 2018. In addition, almost all subgroups demonstrated decreases in performance except Students with Disabilities and Homeless students, which saw increases of 3.1 pts and 8.4 points respectively. Similarly in Mathematics, 24% of students met or exceeded achievement standards, and 76% scored below a level 4 and 45.9% of those students scored at a level 1 (standard not met). Overall, students in grades 3-5 performed 54.9 points below the standard on average, a decrease of 6.1 points from 2018.

Considerations have been made for online learning for the 2020-2021 school year to support achievement in mathematics and reading. All teachers were provided district-wide access and training on a guaranteed viable curriculum, Benchmark for use during the 20-21 school year. Also, teachers were provided and are using the SDUSD mathematics scope and sequence to provide targeted learning opportunities in all of the priority standards over the course of the year. Students and teachers will continue to use the iReady software program for intervention and support of student achievement in mathematics and reading for the 20-21 school year. In addition, targeted professional development focused on a high-quality online learning program aligned to the Quality Learning Interactions and Quality Teaching Practices will be offered throughout the first semester. Professional Learning Communities (PLC) will continue on a bi-weekly schedule throughout the online learning period.

SCHOOL SITE COUNCIL MEMBERSHIP	
Member Name	Role
Amparo Reyes	Parent
Kara Kuchemba	Principal
Allyson Martinez	Teacher
Monalisa Caldwell	Teacher
Vanessa Zuniga	Teacher
Richard Gijon	Other School Staff
Shirley Gonzalez	Parent
Phennie Flores	Parent
Alicia Hernandez	Parent
Sara Welton	Parent

GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

Goal 1 - Safe, Collaborative and Inclusive Culture

Call to Action Belief Statement

Our work is about widening the sphere of success by engineering equitable learning conditions for all students. We believe classrooms can be places of hope where teachers and students imagine the kind of society we could live in and where educators design meaningful and inclusive education experiences in order for students to be agents of change and make this hope a reality.

District LCAP Goals

4. Positive school environment, climate, and culture – with equity at the core and support for the whole child.

Annual Review of This Goal: SPSA Reviewed 2019-20

***Analysis**

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

Before online learning beginning in March 2020, the Guidance Assistance consistently worked with small groups of students to address social-emotional needs. In addition, restorative justice practices were implemented with consistency to include: opportunities to resolve issues with peers with adult support, building independence, focus on resolutions with fewer consequences, and skill-building to develop strategies and supports to move on from a conflict. Data was regularly checked via Powerschool related to behavior infractions and responses. Joyner implemented attendance home visits for attendance in support of decreasing the chronic absentee rate for the 2019-2020 school year.

***Major Differences**

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

There were no major differences in the implementation of this activity. The guidance assistance worked with families and students to address social-emotional needs and reduce the chronic absentee rate.

***Changes**

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.

This goal will remain the same, as the Joyner community will continue to use the guidance assistance to provide outreach to families experiencing chronic absenteeism. In addition, once Joyner returns to on-site learning, the guidance assistance will offer targeted social-emotional support to individuals and groups of students to support the continued decrease of the aggregate and subgroup rates of suspension.

Joyner Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Goal 1 - Safe, Collaborative and Inclusive Culture						
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	Decrease the overall school wide chronic absenteeism rate.	21.9%	11.9%	Attendance	Trimester
June 2021	TK-5	Decrease the overall school wide suspension rate.	4%	2%	Suspension	Trimester
June 2021	TK-5	Increase the average parent involvement rate ("strongly agree" in each of the 4 indicators).	40.25%	50.25%	CAL-SCHLS (CSPS)	Annually

***Identified Need**

On the California Dashboard (2019), Joyner is in the red in the following indicators: Chronic Absenteeism. The overall school chronic absenteeism rate is 25.2% (an increase of 3.3% from 2018).

Chronic Absenteeism Rates (subgroups):

African American students=30.8%

English Learners= 21.1%

Hispanic students= 26.1%

Students with Disabilities = 22% (Orange)

Homeless students = 34.1%

Asian students = 14. 3% (Orange)

Socioeconomically Disadvantaged= 25.8% (Over 93% of Joyner's student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.)

According to the California Dashboard (2019), Joyner's suspension rate is at 1.7% (students were suspended at least one time). Joyner is rated as Green for this metric, which is an improvement over the 2017-2018 school year.

Suspension Rates (subgroups):

Asian= 0%

English Learners= 2%

Hispanic students= 1.9%

Students with Disabilities= 6%

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African-American Students = 4.1%

Homeless Students = 2.8%

Socioeconomically Disadvantaged students= 1.9% (Over 93% of Joyner’s student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.)

According to the 2018 California School Parent Survey (CSPS), the average parent involvement rate is at 40.25% (with the response of “strongly agree” in each of the indicators (see below). 287 parents completed the survey in a student population of 558 students (as of July 19, 2019).

Parent Involvement (indicators):

-The school allows input and welcomes parents’ contributions=37%

-The school encourages me to be an active partner with the school in educating my child=43%

-School actively seeks the input of parents before making important decisions=36%

-Parents feel welcome to participate at this school=45%

*Online Learning Implications

Online learning create a unique situation to address social-emotional services and wraparound support in a virtual setting. Joyner will focus on providing Social and Emotional Learning (SEL) that is embedded into the instructional core during online and onsite learning. Further, teachers will provide community building/team building time at the start of their online learning day in the form of a morning meeting to check-in and gauge students social-emotional wellness.

Further, Joyner has created a Student Success Team comprised of the School Counselor, Guidance Assistant, PE Prep Teacher, and Attendance Clerk Typist tp assist in identifying and supporting families in need with wraparound of student services. The Student Success Team monitors student attendance daily and works with families to continue to support the reduction in chronically absent students during online learning.

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	Black or African American	Decrease chronic absenteeism rate	30.9%	20.9%	Attendance	Bi-Weekly
June 2021	TK-5	Students with Disabilities	Decrease chronic absenteeism rate	23.1%	13.1%	Attendance	Bi-Weekly
June 2021	TK-5	Hispanic or Latino	Decrease chronic absenteeism rate	22.3%	12.3%	Attendance	Bi-Weekly
June 2021	TK-5	English Learner	Decrease chronic absenteeism rate	19.9%	9.9%	Attendance	Bi-Weekly
June 2021	TK-5	Hispanic or Latino	Decrease suspension rate.	3.7%	2%	Suspension	Trimester
June 2021	TK-5	Asian	Decrease	2%	1%	Suspension	Trimester

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			suspension rate.				
June 2021	TK-5	English Learner	Decrease suspension rate.	3.1%	1.5%	Suspension	Trimester
June 2021	TK-5	Students with Disabilities	Decrease suspension rate.	4.8%	2.4%	Suspension	Trimester

Guidance Assistant Support

*Students to be served by this Strategy/Activity

All students at the school will benefit from this strategy/activity in the area of **Chronic Absenteeism**, specifically the following subgroups: African American, English Learners, Hispanic, students with disabilities, and students who are considered Socioeconomically Disadvantaged.

All students at the school will benefit from this strategy/activity in the area of **Suspensions**, specifically the following subgroups: Hispanic, Asian, English Learners, students with disabilities, and students who are considered Socioeconomically Disadvantaged.

Note: Over 93% of Joyner's student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.

*Strategy/Activity - Description

The Guidance Assistant will continue to support students' social and emotional well-being and needs. This will allow students to maximize their learning time and academic progress in class. In addition, the Guidance Assistant will work collaboratively with students, parents, principal, district counselor, office staff, nurse, health technician, classroom teachers, and support staff to implement strategies that will decrease chronic absenteeism and suspension rates. The Guidance Assistant will conduct weekly home visits with a certificated or support staff to ensure families receive the supports they need to get their children to school every day and on time (when it is safe to do so). The Guidance Assistant will also be an active member of the PBIS team and/or other subcommittees as needed to support the positive school culture. In addition, the Guidance Assistant will collaborate with the Student Success Team to convene student support meetings with families to identify and propose available wraparound support services.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F01301V	Guidance Asst	0.60000	\$19,509.60	\$44,572.44	0130-30100-00-2404-3110-0000-01000-0000	Title I Basic Program			The Guidance Assistant will be a member of the PBIS and Student Success Teams. In addition, the Guidance Assistant will provide targeted support to students and their families demonstrating chronic absenteeism and/or social-emotional support needs.

Counselor

*Students to be served by this Strategy/Activity

All students at the school will benefit from this strategy/activity in the area of **Chronic Absenteeism**, specifically the following subgroups: African American, English Learners, Hispanic, students with disabilities, and students who are considered Socioeconomically Disadvantaged.

All students at the school will benefit from this strategy/activity in the area of **Suspensions**, specifically the following subgroups: Hispanic, Asian, English Learners, students with disabilities, and students who are considered Socioeconomically Disadvantaged.

*Strategy/Activity - Description

The School Counselor will provide additional student supports in the area of social and emotional well-being. This will allow students to maximize their learning time and academic progress in class. In addition, the counselor will work collaboratively with students, parents, community partners, principal, office staff, nurse, health technician, classroom teachers, and support staff to implement strategies that will decrease chronic absenteeism and suspension rates. The counselor will conduct home visits with a certificated or support staff to ensure families receive the supports they need to get their children to school every day and on time (when it is safe to do so). The counselor will also be an active member of the PBIS team and/or other subcommittees as needed to support the positive school culture.

Further, the School Counselor will be an integral member of the Student Success Team and collaborate with families to identify solutions and potential wraparound resources to address social-emotional and attendance challenges during the 2020-21 school year.

Absenteeism Parent Communication

*Students to be served by this Strategy/Activity

All students at the school will benefit from this strategy/activity in the area of **Chronic Absenteeism**, specifically the following subgroups: African American, English Learners, Hispanic, students with disabilities, and students who are considered Socioeconomically Disadvantaged.

*Strategy/Activity - Description

Clerk Typist I and main office staff will regularly review attendance data. The Clerk Typist will collaborate with the Student Success Team to support families in maintaining consistent attendance.

Healthy Years

*Students to be served by this Strategy/Activity

All students at the school will benefit from this strategy/activity in the area of **Chronic Absenteeism**, specifically the following subgroups: African American, English Learners, Hispanic, students with disabilities, and students who are considered Socioeconomically Disadvantaged.

All students at the school will benefit from this strategy/activity in the area of **Suspensions**, specifically the following subgroups: Hispanic, Asian, English Learners, students with disabilities, and students who are considered Socioeconomically Disadvantaged.

*Strategy/Activity - Description

Healthy Early Years Mental Health Clinician will provide wraparound support services for individuals and groups of students. Telehealth services will be provided during online learning. Clinicians will also provide professional development for staff and parent training (strategies to support students in class and at home). The clinician will work collaboratively with the principal, counselor, guidance assistant, office staff, and certificated staff to help improve attendance (decrease chronic absenteeism rate) and promote positive school culture (decrease suspension rate). This will support the effort to close the achievement gap.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Guidance Asst				0130-30100-00-2404-3110-0000-01000-0000	Title I Basic Program		Goal 1 - Safe, Collaborative and Inclusive Culture Ref Id : F01301V	The Guidance Assistant will be a member of the PBIS and Student Success Teams. In addition, the Guidance Assistant will provide targeted support to students and their families demonstrating chronic absenteeism and/or social-emotional support needs.

*Additional Supports for this Strategy/Activity

This activity is supported through a donation to the HEY Clinic from a private donor.

Attendance Team

*Students to be served by this Strategy/Activity

All students at the school will benefit from this strategy/activity in the area of **Chronic Absenteeism**, specifically the following subgroups: African American, English Learners, Hispanic, students with disabilities, and students who are considered Socioeconomically Disadvantaged.

All students at the school will benefit from this strategy/activity in the area of **Suspensions**, specifically the following subgroups: Hispanic, Asian, and English Learners, students with disabilities, and students who are considered Socioeconomically Disadvantaged.

*Strategy/Activity - Description

Visiting teachers are essential for certificated staff to be released from their regular classroom responsibilities to participate in professional development with support staff such as the district counselor, mental health clinician, restorative practices district resource teachers, and community partners to improve the following: Attendance (reduce chronic absenteeism rate); School culture (reduce suspension rate); Family engagement (provide parent classes/support). This will support the efforts to close the achievement gap.

Goal 2 - English Language Arts

Call to Action Belief Statement

We believe that literacy serves as a key gateway to social justice. Assuring that each and every student is proficient in reading, writing, listening and speaking is, therefore, our moral imperative. We believe that when students are not learning it is our shared responsibility to adjust the frequency, duration, structure and intensity of instruction.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

Resources were allocated to fund the following:

Magnet Resource Teacher (MRT) to support classroom teachers with tier 1 instruction and support struggling students with tier 2 interventions; Provide support for English Learners in acquiring English and accessing grade-level content; Collaborate with teachers to impact the effectiveness of the teacher in providing more individualized instruction and supports for students in ELA and other content areas; Support professional development.

In-School Resource Teacher (RT) to support classroom teachers with tier 1 instruction and supports struggling students with tier 2 interventions. The collaboration includes support in academics, social/emotional, assessments, direct instruction to the potential at-risk LTELs. RT to help facilitate professional development in all grade levels and work directly with parents and ELAC.

Visiting teachers to release classroom teachers from the classroom for professional development/collaboration to design lessons, analyze student work/data, and improve instructional strategies.

*Major Differences

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

Magnet Resource Teacher (MRT) supported classroom teachers with tier 1 instruction but did not support all struggling students with tier 2 interventions. MRT wrote a curriculum that integrated ELD supports for English Learners (MicroSociety Magnet Lessons). MRT supported and collaborated with teachers to impact teacher effectiveness by providing more differentiated and supports for students. MRT also supported professional development.

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In-School Resource Teacher (RT) supported classroom teachers with tier 1 instruction and supported struggling students with tier 2 interventions. RT collaborated with classroom teachers and other support staff in the areas of academics, social/emotional needs, assessments. RT facilitated professional development in all grade levels and worked directly with parents and ELAC.

Visiting teachers released classroom teachers for professional learning communities (PLCs) but it was inconsistent due to visiting teachers not picking up assignments promptly or canceling the assignment on the morning of the professional development. This impacted classroom teachers' actual time in the PLCs. Not all teachers had the opportunity to participate in lesson studies.

*Changes

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.

MRT will help classroom teachers in planning and implementing differentiated instruction and supports for struggling students (tier 1 instruction). MRT will also continue to support professional development (plan, organize, and facilitate) in both ELA and Math. In addition, MRT will work directly with community partners, students and families to enhance the school's magnet program and to increase family engagement which will positively impact attendance, school culture and academic progress.

In-School RT will continue to collaborate with administration and other support staff (Magnet RT, Physical Education Coach, Ed. Specialists, Counselor, Guidance Assistant, School Psychologist, Speech Pathologists, and Occupational Therapist in order to help accomplish the following: increase academic achievement; create meaningful ongoing formative assessments; monitor student progress; support social/emotional needs; provide direct instruction to potential at risk LTELs.

Visiting teachers will release classroom teachers for bi-weekly PLCs and work collaboratively with PE Prep teacher and other staff to engage students in physical education, health, and wellness learning.

*Goal 2 - English Language Arts

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	Increase the percentage of students meeting and exceeding grade level standards.	22.9%	32.9%	CAASPP ELA	Annually
June 2021	4	Increase the percentage of students meeting and exceeding grade level standards.	41.8%	51.8%	CAASPP ELA	Annually
June 2021	5	Increase the percentage of students meeting and exceeding grade level standards.	58%	68%	CAASPP ELA	Annually

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June 2021	3-5	Increase the percentage of students meeting and exceeding grade level standards.	41.2%	51.2%	CAASPP ELA	Annually
*Identified Need						
<p>The school’s overall data for the 2017 school year indicates 38.87% of 3rd-5th grade students met or exceeded standards in ELA. In the 2018 school year, the data indicates 41.2% of 3rd-5th grade students met or exceeded grade level standards in ELA. There was a slight gain of 2.8% in the area of ELA from 2017 to 2018. Based on the data, we need to continue the focus on improving student achievement and closing the achievement gap specifically with our English Learners and students with disabilities. The data also indicates there is an achievement gap with students who are socioeconomically disadvantaged. Over 93% of Joyner’s student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.</p> <p>The 2015-2016 3rd grade student group met or exceeded grade level standards at 35% (ELA). The same group of students moved up to 4th grade in 2016-2017 and their performance in met or exceeded was at 28.57% (ELA). During the 2017-2018 school year, their performance in ELA met or exceeded grade level standards was at 58% (ELA). This specific group of students grew 23 percentage points in ELA.</p> <p>The 2016-2017 3rd grade student group met or exceeded grade level standards at 39.32% (ELA). When this group of students moved to 4th grade in the 2017-18 school year, their performance at the met or exceeded grade level standards was at 41.82% (ELA). This is a 2.5% increase in ELA. The 2018-19 SPSA was focused on ELA and funding supported ELA development.</p> <p>Upon reviewing the California Dashboard and CAASP data for 2018-2019, there continues to be a need to focus on chronic absenteeism, academics, and student achievement for the aggregate and specific subgroups at Joyner. Joyner demonstrated growth in decreasing the suspension rate taken together (suspensions decreased 2.3%) and almost all subgroups with the exception of Students with Disabilities, which saw an increase of 1.2% in the suspension rate. Chronic absenteeism continues to be a challenge for Joyner with the aggregate and almost all subgroups demonstrating an increase in chronic absenteeism for the 2018-2019 school year. Overall, 25.2% of students were considered chronically absent, which was an increase of 3.3% over the previous year.</p> <p>Joyner continues to demonstrate challenges and inequities in English Language Arts and Mathematics as measured by the 2019 CAASP. In ELA, 25% of students in grades 3-5 met or exceeded achievement standards. 75% scored below a level 4 and 50% of those students scored at a level 1 (standard not met). Overall, students in grades 3-5 performed 46.5 points below standard, a decrease of 14.5 points from 2018. In addition, almost all subgroups demonstrated decreases in performance with the exception of Students with Disabilities and Homeless students, which saw increases of 3.1 pts and 8.4 points respectively. Similarly in Mathematics, 24% of students met or exceeded achievement standards and 76% scored below a level 4 and 45.9% of those students scored at a level 1 (standard not met). Overall, students in grades 3-5 performed 54.9 points below the standard on average, a decrease of 6.1 points from 2018.</p> <p>Considerations have been made for online learning for the 2020-2021 school year to support achievement in mathematics and reading. All teachers were provided district-wide access and training on a guaranteed viable curriculum, Benchmark for use during the 20-21 school year. In addition, teachers were provided and are using the SDUSD mathematics scope and sequence to provide targeted learning opportunities in all of the priority standards over the</p>						

Joyner Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

course of the year. Students and teachers will continue to use the iReady software program for intervention and support of student achievement in mathematics and reading for the 20-21 school year. In addition, targeted professional development focused on a high-quality online learning program aligned to the Quality Learning Interactions and Quality Teaching Practices will be offered throughout the first semester. Professional Learning Communities (PLC) will continue on a bi-weekly schedule throughout the online learning period.

To continue to support student progress in ELA, professional development will focus on studying and gaining an in-depth understanding of common core standards (teachers will participate in bi-weekly PLCs while students have opportunities to engage in physical education, health, and wellness learning). ELA support will also strengthening tier one instruction by integrating lesson studies and lesson design throughout the school year for all classroom teachers and Education Specialists. Additionally, administering common diagnostic *i-Ready* (3 times a year) and common formative assessments (for all TK-5th grade students) and monitoring student progress together as a grade level team on a bi-weekly basis. The *i-Ready* online program also contains an intervention program to target skills deficits in ELA.

*Online Learning Implications

The following strategies will be used to address the implications of online learning for the Joyner school community:

- Flexibility for teachers to provide both whole group, small group, and individual instruction based upon a common school-wide schedule for synchronous and asynchronous learning
- Professional development for educators aligned to Quality Teaching Practices and Quality Learning Interactions for online or onsite learning
- English Language Development - Both Integrated and Designated, in addition to strategies for differentiation and scaffolding

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	Hispanic or Latino	Increase the percentage of students meeting and exceeding grade level standards.	19.7%	29.7%	CAASPP ELA	Annually
June 2021	3	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards.	13.3%	23.3%	CAASPP ELA	Annually
June 2021	3	English Learner	Increase the percentage of students meeting and exceeding	13.7%	23.7%	CAASPP ELA	Annually

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			grade level standards.				
June 2021	4	Hispanic or Latino	Increase the percentage of students meeting and exceeding grade level standards.	38%	48%	CAASPP ELA	Annually
June 2021	4	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards.	6.1%	16.1%	CAASPP ELA	Annually
June 2021	4	English Learner	Increase the percentage of students meeting and exceeding grade level standards.	14%	24%	CAASPP ELA	Annually
June 2021	5	Hispanic or Latino	Increase the percentage of students meeting and exceeding grade level standards.	51.9%	62.9%	CAASPP ELA	Annually
June 2021	5	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards.	5.3%	15.3%	CAASPP ELA	Annually
June 2021	5	English Learner	Increase the percentage of students meeting	33.3%	43.3%	CAASPP ELA	Annually

Joyner Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

			and exceeding grade level standards.				
June 2021	3-5	Black or African American	Increase the percentage of students meeting and/or exceeding grade level standards.	35.7%	45.7%	CAASPP ELA	Annually

Instructional Support

*Students to be served by this Strategy/Activity

All students at the school will benefit from this strategy/activity in the area of English Language Art, specifically the following subgroups: Hispanic, English Learners, students with disabilities, Black/African-American, and students who are considered Socioeconomically Disadvantaged. Over 93% of Joyner's student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.

*Strategy/Activity - Description

Magnet Resource Teacher (MRT) will continue to support and collaborate with classroom teachers to affect teacher effectiveness. MRT will help classroom teachers in planning and implementing differentiated instruction and supports for struggling students (tier 1 instruction). MRT along with the Magnet Committee will continue to write and revise curriculum that integrates ELD supports for English Learners (Micro-Society Magnet Lessons). MRT will also continue to support professional development (plan, organize, and facilitate) in both ELA and Math. In addition, MRT will work directly with community partners, students and families to enhance the school's magnet program and to increase family engagement, which will positively impact attendance, school culture and academic progress.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F01301Y	Inschool Resource Tchr	0.20000	\$19,017.40	\$27,078.04	0130-09800-00-1109-1000-1110-01000-3104	LCFF Intervention Support	English Learners, Low-Income		The MRT will collaborate with teachers to plan and implement differentiated instruction. The MRT will facilitate the Magnet Alignment Team to write and revise curriculum that integrates ELD supports for English Learners, i.e., Micro-Society Magnet Lessons. MRT will support professional development in ELA and Math and serve as a liaison between community partners and families to support and enhance the school's magnet program.
F01301Z	Inschool Resource Tchr	0.30000	\$28,526.10	\$40,617.05	0130-30100-00-1109-1000-	Title I Basic Program			The MRT will collaborate with teachers to plan and implement differentiated instruction. The MRT will facilitate the Magnet

Joyner Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

					1110-01000-0000				Alignment Team to write and revise curriculum that integrates ELD supports for English Learners, i.e., Micro-Society Magnet Lessons. MRT will support professional development in ELA and Math and serve as a liaison between community partners and families to support and enhance the school's magnet program.
F013020	Inschool Resource Tchr	0.50000	\$47,543.50	\$67,695.08	0130-30106-00-1109-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt			The MRT will collaborate with teachers to plan and implement differentiated instruction. The MRT will facilitate the Magnet Alignment Team to write and revise curriculum that integrates ELD supports for English Learners, i.e., Micro-Society Magnet Lessons. MRT will support professional development in ELA and Math and serve as a liaison between community partners and families to support and enhance the school's magnet program.

Instructional Support and Curriculum Development

*Students to be served by this Strategy/Activity

All students at the school will benefit from this strategy/activity in the area of English Language Art, specifically the following subgroups: Hispanic, English Learners, students with disabilities, Black/African-American, and students who are considered Socioeconomically Disadvantaged.

*Strategy/Activity - Description

In-School RT will continue to support classroom teachers with tier 1 instruction and specific instructional practices based on needs (lesson studies throughout the school year). In-School RT will also support classroom teachers by researching and ensuring that they have appropriate instructional materials to support struggling students with tier 2 interventions (specifically English Learners and students with disabilities). RT collaboration and support will affect teacher effectiveness in providing more differentiated instruction and supports for students in both ELA and Math. In-School RT will continue to collaborate with administration and other support staff (Magnet RT, Physical Education Coach, Education Specialists, Counselor, Guidance Assistant, School Psychologist, Speech Pathologists, and Occupational Therapist to help accomplish the following: Increase academics; Create meaningful ongoing formative assessments; Monitor student progress; Support social/emotional needs; Provide direct instruction to the potential at-risk LTELs.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F013023	Inschool Resource Tchr	0.40000	\$38,034.80	\$54,156.07	0130-09800-00-1109-1000-1110-01000-3104	LCFF Intervention Support	English Learners, Low-Income		In-School RT will: ensure appropriate instructional materials to support struggling students with tier 2 interventions (specifically English Learners and students with disabilities; collaborate with administration and other support staff.
F013024	Inschool Resource	0.60000	\$57,052.20	\$81,234.11	0130-30100-00-	Title I Basic	[no data]		In-School RT will: ensure appropriate instructional

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	Tchr				1109-1000-1110-01000-0000	Program			materials to support struggling students with tier 2 interventions (specifically English Learners and students with disabilities; collaborate with administration and other support staff.
N0130C2	Prof&Curriclm DevHrlyClsrmTchr		\$8,000.00	\$9,783.20	0130-09800-00-1170-2100-0000-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low- Income		Teachers will receive hourly compensation to participate in instructional planning outside of the normal tour of duty to provide additional analysis and individualized instructional support for all students.

Instructional Supplies

*Students to be served by this Strategy/Activity

All students at the school will benefit from this strategy/activity in the area of English Language Art, specifically the following subgroups: Hispanic, English Learners, students with disabilities, Black/African-American, and students who are considered Socioeconomically Disadvantaged.

*Strategy/Activity - Description

Continue to allocate funds to purchase instructional supplies. Preparation of instructional supplies is a critical part of teaching and learning to maximize instructional time, help close the achievement gap, and provide for quality professional development.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0130AX	Supplies		\$13,881.00	\$13,881.00	0130-30100-00-4301-1000-1110-01000-0000	Title I Basic Program			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. Supplies to support reading and writing instruction such as personal whiteboards, journals, and writing materials will be purchased.

Strategy/Activity 4

*Students to be served by this Strategy/Activity

All students at the school will benefit from this strategy/activity in the area of English Language Art, specifically the following subgroups: Hispanic, English Learners, students with disabilities, and students who are considered Socioeconomically Disadvantaged.

*Strategy/Activity - Description

Visiting teachers are essential for classroom teachers to be released from the classrooms to participate in professional development with support staff to work on the following to improve instructional practices: Lesson design, Lesson studies, and Cross-classroom visits. All classroom teachers and Education Specialists will have opportunities to participate in lesson studies with the resource teacher as a coach during the upcoming school year.

Professional Learning Communities									
*Students to be served by this Strategy/Activity									
All students at the school will benefit from this strategy/activity in the area of English Language Art, specifically the following subgroups: Hispanic, English Learners, students with disabilities, and students who are considered Socioeconomically Disadvantaged.									
*Strategy/Activity - Description									
Students will participate in physical and health education activities while teachers are released from the classrooms to participate in professional development (PLCs)/collaboration rotations with support staff to work on the following: Analyze student work to gather patterns and trends (data); Adjust lessons to improve instructional practices; Create common formative assessments based on common core state standards/critical concepts and learning targets.									
Progress Monitoring									
*Students to be served by this Strategy/Activity									
All students at the school will benefit from this strategy/activity in the area of English Language Art, specifically the following subgroups: Hispanic, English Learners, students with disabilities, and students who are considered Socioeconomically Disadvantaged.									
*Strategy/Activity - Description									
i-Ready Diagnostic Assessment and online learning lessons for all students (TK-5th grade).									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01309L	Contracted Svcs Less Than \$25K		\$2,874.00	\$2,874.00	0130-09800-00-5853-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Low-Income		Provide additional funds for support of the iReady software licenses and contracts.
N0130C3	Contracted Svcs Less Than \$25K		\$16,570.00	\$16,570.00	0130-30106-00-5853-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt			The iReady diagnostic will be used to assess students in ELA and mathematics three times per year. This diagnostic will provide specific achievement data to support/inform instructional planning for individual student needs. In addition, the diagnostic will ensure that students are receiving differentiated instruction while using the iReady instructional platform.

Goal 3 - Mathematics

Call to Action Belief Statement

All students engage in rigorous and relevant mathematics to solve problems associated with personal, civic and professional contexts and are able to effectively explain and communicate their reasoning to a variety of audiences.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

Both Resource Teachers were to support classroom teachers with strengthening tier 1 instruction in both ELA and Math; Collaborate with teachers to affect the effectiveness of the teacher in providing more individualized instruction and supports for students, and Support professional development.

*Major Differences

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

Resource teachers supported classroom teachers with strengthening tier 1 instruction but not in both ELA and Math. More emphasis was placed on ELA. Also, the school did not have school-wide common diagnostic and formative assessments in the area of Math.

*Changes

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.

MRT and RT will support classroom teachers with the following: Strengthening tier 1 instruction in both ELA and Math; Strengthening instructional practices by implementing lesson studies; Researching and ensuring that classroom teachers have appropriate instructional materials to support struggling students with tier 2 interventions. Both resource teachers will work with other support staff to accomplish the following: Increase academic achievement; Create meaningful and ongoing formative assessments; Monitor student progress; Support social/emotional needs, and Provide direct instruction to the potential at-risk LTELs. A common diagnostic assessment (i-Ready) will also be in place for all students (TK-5th).

*Goal 3 - Mathematics						
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	Increase the percentage of students meeting and exceeding grade level standards.	21.4%	31.4%	CAASPP Math	Annually
June 2021	4	Increase the percentage of students meeting and exceeding grade level standards.	26.4%	36.4%	CAASPP Math	Annually
June 2021	5	Increase the percentage of students meeting and exceeding grade level standards.	31.3%	42.3%	CAASPP Math	Annually
June 2021	3-5	Increase the percentage of students meeting and exceeding grade level standards.	26.39%	36.39%	CAASPP Math	Annually

***Identified Need**

The school's overall data for the 2017 school year indicates 30.22% of 3rd-5th grade students met or exceeded standards in Math. In the 2018 school year, the data indicates 26.39% of 3rd-5th grade students met or exceeded grade-level standards in Math. There was a drop of 3.83% in the area of Math from 2017 to 2018. Based on the data, we need to continue the focus on improving student achievement and closing the achievement gap specifically with our English Learners and students with disabilities. The data also indicates that there is an achievement gap with socioeconomically disadvantaged students. Over 93% of Joyner's student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.

The 2015-2016 3rd grade student group met or exceeded grade-level standards at 47% (Math). The same group of students moved up to 4th grade in 2016-2017 and their performance in met or exceeded was at 21.57% (Math). During the 2017-2018 school year, their performance in met or exceeded grade-level standards was at 31.31% (Math). This specific group of students dropped 15.69% in Math.

The 2016-2017 3rd grade student group met or exceeded grade-level standards at 38.03% (Math). When this group of students moved to 4th grade in the 2017-18 school year, their performance at the met or exceeded grade-level standards was at 26.36% (Math). This is an 11.67% drop in Math. The 2018-19 SPSA was focused on ELA and funding supported ELA development.

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As a result, of this focus, there are inequities in the area of math. When examining the groups of students as they moved from 3rd to 5th grade both groups of students dropped in met or exceeded grade-level standards. The overall school data indicates a small percentage growth from 2014 (21.6%) to 2018 (26.4%). This is a slight gain of 4.8% in math. To support student progress in Math, professional development will focus on studying and gaining an in-depth understanding of common core standards (teachers will participate in bi-weekly PLCs). Math support will also, strengthening tier one instruction by integrating lesson studies and lesson design throughout the school year for all classroom teachers and Education Specialists. Additionally, administering common diagnostic *i-Ready* (3 times a year) and common formative assessments (for all TK-5th grade students) and monitoring student progress together as a grade-level team on a bi-weekly basis. The *i-Ready* online program also contains an intervention program to target skills deficits in Math.

Joyner continues to demonstrate challenges and inequities in Mathematics as measured by the 2019 CAASP. Almost all subgroups demonstrated decreases in performance except Students with Disabilities and Homeless students, which saw increases of 3.1 pts and 8.4 points respectively. 24% of students met or exceeded achievement standards and 76% scored below a level 4 and 45.9% of those students scored at a level 1 (standard not met). Overall, students in grades 3-5 performed 54.9 points below the standard on average in mathematics, a decrease of 6.1 points from 2018.

*Online Learning Implications

The following strategies will be used to address the implications of online learning for the Joyner school community:

- Flexibility for teachers to provide both whole group, small group, and individual instruction based upon a common school-wide schedule for synchronous and asynchronous learning
- Professional development for educators aligned to Quality Teaching Practices and Quality Learning Interactions for online or onsite learning
- English Language Development - Both Integrated and Designated, in addition to strategies for differentiation and scaffolding

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	Hispanic or Latino	Increase the percentage of students meeting and exceeding grade level standards.	19.2%	29.9%	CAASPP Math	Annually
June 2021	3	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards.	2%	4%	CAASPP Math	Annually
June 2021	3	English Learner	Increase the percentage of	13.5%	23.5%	CAASPP Math	Annually

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			students meeting and exceeding grade level standards.				
June 2021	4	Hispanic or Latino	Increase the percentage of students meeting and exceeding grade level standards.	22.6%	32.6%	CAASPP Math	Annually
June 2021	4	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards.	2%	4%	CAASPP Math	Annually
June 2021	4	English Learner	Increase the percentage of students meeting and exceeding grade level standards.	6.9%	16.9%	CAASPP Math	Annually
June 2021	5	Hispanic or Latino	Increase the percentage of students meeting and exceeding grade level standards.	29.6%	39.6%	CAASPP Math	Annually
June 2021	5	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards.	5.3%	15.3%	CAASPP Math	Annually
June 2021	5	English Learner	Increase the	5.6%	15.6%	CAASPP Math	Annually

Joyner Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

			percentage of students meeting and exceeding grade level standards.				
June 2021	3-5	Black or African American	Increase the percentage of students meeting and/or exceeding grade level standards	21.4%	31.4%	CAASPP Math	Annually

Instructional Support

*Students to be served by this Strategy/Activity

All students at the school will benefit from this strategy/activity in the area of Math, specifically the following subgroups: Hispanic, English Learners, students with disabilities, Black/African-American, and students who are considered Socioeconomically Disadvantaged. Over 93% of Joyner's student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.

*Strategy/Activity - Description

Magnet Resource Teacher (MRT) will continue to support and collaborate with classroom teachers to affect teacher effectiveness. MRT will help classroom teachers in planning and implementing differentiated instruction and supports for struggling students (tier 1 instruction). MRT along with the Magnet Committee will continue to write and revise the curriculum that integrates ELD supports for English Learners (Micro-Society Magnet Lessons). MRT will also continue to support professional development (plan, organize, and facilitate) in both ELA and Math. In addition, MRT will work directly with community partners, students, and families to enhance the school's magnet program and to increase family engagement, which will positively impact attendance, school culture, and academic progress.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Inschool Resource Tchr				0130-09800-00-1109-1000-1110-01000-3104	LCFF Intervention Support	English Learners, Low-Income	Goal 2 - English Language Arts Ref Id : F01301Y	The MRT will collaborate with teachers to plan and implement differentiated instruction. The MRT will facilitate the Magnet Alignment Team to write and revise curriculum that integrates ELD supports for English Learners, i.e., Micro-Society Magnet Lessons. MRT will support professional development in ELA and Math and serve as a liaison between community partners and families to support and enhance the school's magnet program.

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Inschool Resource Tchr				0130-30100-00-1109-1000-1110-01000-0000	Title I Basic Program		Goal 2 - English Language Arts Ref Id : F01301Z	The MRT will collaborate with teachers to plan and implement differentiated instruction. The MRT will facilitate the Magnet Alignment Team to write and revise curriculum that integrates ELD supports for English Learners, i.e., Micro-Society Magnet Lessons. MRT will support professional development in ELA and Math and serve as a liaison between community partners and families to support and enhance the school's magnet program.
Inschool Resource Tchr				0130-30106-00-1109-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt		Goal 2 - English Language Arts Ref Id : F013020	The MRT will collaborate with teachers to plan and implement differentiated instruction. The MRT will facilitate the Magnet Alignment Team to write and revise curriculum that integrates ELD supports for English Learners, i.e., Micro-Society Magnet Lessons. MRT will support professional development in ELA and Math and serve as a liaison between community partners and families to support and enhance the school's magnet program.

Instructional Support and Curriculum Development

*Students to be served by this Strategy/Activity

All students at the school will benefit from this strategy/activity in the area of Math, specifically the following subgroups: Hispanic, English Learners, Black/African-American, students with disabilities, and students who are considered Socioeconomically Disadvantaged.

*Strategy/Activity - Description

In-School RT will continue to support classroom teachers with tier 1 instruction and specific instructional practices based on needs (lesson studies throughout the school year). In-School RT will also support classroom teachers by researching and ensuring that they have appropriate instructional materials to support struggling students with tier 2 interventions (specifically English Learners and students with disabilities). RT collaboration and support will affect teacher effectiveness in providing more differentiated instruction and supports for students in both ELA and Math. In-School RT will continue to collaborate with administration and other support staff (Magnet RT, Physical Education Coach, Education Specialists, Counselor, Guidance Assistant, School Psychologist, Speech Pathologists, and Occupational Therapist to help accomplish the following: Increase academics; Create meaningful and ongoing formative assessments; Monitor student progress; Support social/emotional needs; Provide direct instruction to the potential at-risk LTELs.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Inschool Resource Tchr				0130-09800-00-1109-1000-1110-01000-3104	LCFF Intervention Support	English Learners, Low-Income	Goal 2 - English Language Arts Ref Id : F013023	In-School RT will: ensure appropriate instructional materials to support struggling students with tier 2 interventions (specifically English Learners and students with disabilities; collaborate with administration and other support staff.
	Inschool Resource				0130-30100-00-	Title I Basic		Goal 2 - English	In-School RT will: ensure appropriate instructional

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	Tchr				1109-1000-1110-01000-0000	Program		Language Arts Ref Id : F013024	materials to support struggling students with tier 2 interventions (specifically English Learners and students with disabilities; collaborate with administration and other support staff.
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Instructional Supplies

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

All students at the school will benefit from this strategy/activity in the area of Math, specifically the following subgroups: Hispanic, English Learners, Black/African-American, students with disabilities, and students who are considered Socioeconomically Disadvantaged.

***Strategy/Activity - Description**

Continue to allocate funds to purchase instructional supplies. Preparation of instructional supplies is a critical part of teaching and learning to maximize instructional time, help close the achievement gap, and provide for quality professional development.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Supplies				0130-30100-00-4301-1000-1110-01000-0000	Title I Basic Program		Goal 2 - English Language Arts Ref Id : N0130AX	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. Supplies to support reading and writing instruction such as personal whiteboards, journals, and writing materials will be purchased.

Progress Monitoring

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

All students at the school will benefit from this strategy/activity in the area of Math, specifically the following subgroups: Hispanic, English Learners, Black/African-American, students with disabilities, and students who are considered Socioeconomically Disadvantaged.

***Strategy/Activity - Description**

Funds allocated to purchase the software licenses for all classroom teachers. i-Ready Diagnostic Assessment and online learning lessons will be utilized by all students (TK-5th grade).

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Contracted Svcs Less Than \$25K				0130-30106-00- 5853-1000- 1110-01000- 0000	Title I Supplmnt Prog Imprvmt		Goal 2 - English Language Arts Ref Id : N0130C3	The iReady diagnostic will be used to assess students in ELA and mathematics three times per year. This diagnostic will provide specific achievement data to support/inform instructional planning for individual student needs. In addition, the diagnostic will ensure that students are receiving differentiated instruction while using the iReady instructional platform.

Professional Development

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

All students at the school will benefit from this strategy/activity in the area of Math, specifically the following subgroups: Hispanic, English Learners, Black/African-American, students with disabilities, and students who are considered Socioeconomically Disadvantaged.

***Strategy/Activity - Description**

Visiting teachers are essential for classroom teachers to be released from the classrooms to participate in professional development with support staff to work on the following to improve instructional practices: lesson design, lesson studies, and cross-classroom visits.

Professional Learning Communities

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

All students at the school will benefit from this strategy/activity in the area of Math, specifically the following subgroups: Hispanic, English Learners, Black/African-American, students with disabilities, and students who are considered Socioeconomically Disadvantaged.

***Strategy/Activity - Description**

Students will participate in physical and health education activities while teachers are released from the classrooms to participate in professional development (PLCs)/collaboration rotations with support staff to work on the following: analyze student work to gather patterns and trends (data); adjust lessons to improve instructional practices; create common formative assessments based on common core state standards/critical concepts and learning targets.

Goal 4- Supporting English Learners

Call to Action Belief Statement

We believe in the power of multilingualism because languages are connections to culture, history, people and knowledge. Our English Learners deserve educational opportunities, which honor their rich lived experiences and unique identities as valued members of society. Schools and classrooms should foster language acquisition and literacy development as a means for students to leverage their identity, exercise their voice and transform their world today to influence the future of tomorrow.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

Resources were allocated to fund the following:

Magnet Resource Teacher (MRT) to support classroom teachers with tier 1 instruction and support struggling students with tier 2 interventions; Provide support for English Learners in acquiring English and accessing grade-level content; Collaborate with teachers to impact the effectiveness of the teacher in providing more individualized instruction and supports for students in ELA and other content areas; Support professional development.

In-School Resource Teacher (RT) to support classroom teachers with tier 1 instruction and supports struggling students with tier 2 interventions. The collaboration includes support in academics, social/emotional, assessments, direct instruction to the potential at-risk LTELs. RT to help facilitate professional development in all grade levels and work directly with parents and ELAC.

*Major Differences

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

Magnet Resource Teacher (MRT) supported classroom teachers with tier 1 instruction but did not support all struggling students with tier 2 interventions. MRT wrote a curriculum that integrated ELD supports for English Learners (Micro-Society Magnet Lessons). MRT supported and collaborated with teachers to affect teacher effectiveness by providing more differentiated instruction and supports for students. MRT also supported professional development.

In-School Resource Teacher (RT) supported classroom teachers with tier 1 instruction and supported struggling students with tier 2 interventions. RT collaborated with classroom teachers and other support staff in the areas of academics, social/emotional needs, assessments. RT facilitated professional development in all grade levels and worked directly with parents and ELAC.

***Changes**

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.

MRT will help classroom teachers in planning and implementing differentiated instruction and supports for struggling students (tier 1 instruction). MRT will also continue to support professional development (plan, organize, and facilitate) in both ELA and Math. Also, MRT will work directly with community partners, students, and families to enhance the school's magnet program and to increase family engagement which will positively impact attendance, school culture, and academic progress.

In-School RT will continue to support classroom teachers with tier 1 instruction and specific instructional practices based on needs (lesson studies throughout the school year). In-School RT will also support classroom teachers by researching and ensuring that they have appropriate instructional materials to support struggling students with tier 2 interventions (specifically English Learners and students with disabilities). In-School RT will continue to collaborate with administration and other support staff (Magnet RT, Physical Education Coach, Education Specialists, Counselor, Guidance Assistant, School Psychologist, Speech Pathologists, and Occupational Therapist to help accomplish the following: increase academic achievement; create meaningful and ongoing formative assessments; monitor student progress; support social/emotional needs; provide direct instruction to the potential at-risk LTELs.

The goal will be to increase the number of students that are moving up to the expected annual growth rate. Taking into consideration issues such as date entered the US, attendance, or any other circumstances; we would like to see all students making annual expected growth. Data from 18-19 will serve as a baseline due to significant changes in the scale score ranges from 17-18.

***Integrated English Language Development**

All professional development will include Quality Teaching for English Learners (QTEL) strategies. Classroom teachers will participate in QTEL strategies during professional development and integrate them into classroom instruction. Magnet Resource Teacher (MRT) and Magnet committee will continue to write Micro-Society Magnet lessons that include support for English Learners. Classroom walkthroughs will be conducted to show evidence of integrated ELD.

***Designated English Language Development**

Professional Development will include specific topics for Designated ELD. Teachers will meet in bi-weekly PLCs to analyze data (with an emphasis on target students, students with disabilities, and English Learners). Classroom teachers will adjust lessons and instructional practices as needed to support student learning. Common formative assessments will be created based on standards/critical concepts. Setting Language goals and targets will be a common practice in all PLCs. Classroom walkthroughs will be conducted to show evidence of Designated ELD. Each classroom will dedicate at least 35 minutes of Designated ELD on the daily schedule.

*Goal 4 - English Learners							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2020	3-5	English Learner	Increase the percentage of students meeting and exceeding grade level standards in ELA.	16.7%	26.7%	CAASPP ELA	Annually
June 2020	3-5	English Learner	Increase the percentage of students meeting and exceeding grade level standards in MATH.	9.4%	19.4%	Other (Describe in Objective)	Annually
June 2020	K-5	English Learner	Increase a minimum of one performance level.	No Baseline due to changes in the scale score ranges from 17-18	90%	Summative ELPAC	Annually

***Identified Need**

English Learner students make up 55.8% of the overall student population. According to the CA Dashboard, English Learner students are performing 59.3 points below standards in ELA and 64 points below standards in Math. According to the K-5 Summative ELPAC data, there are 28 students performing at Level 4 (well developed), 77 students performing at Level 3 (moderately developed), and 62 students performing at Level 2 (somewhat developed), and 45 students performing at a Level 1 (minimally developed).

***Online Learning Implications**

In order to address the online learning implications for 2020-2021 the following will be considered:

- The district will provide students with targeted small group support through a push-in integrated model.
- Professional development will also be offered to teachers across the district serving this English Learner group

Joyner Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Annual Measurable Outcomes (Closing the Equity Gap)							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	English Learner	Increase the percentage of students meeting and exceeding grade level standards in ELA.	13.7%	23.7%	CAASPP ELA	Annually
June 2021	4	English Learner	Increase the percentage of students meeting and exceeding grade level standards in ELA.	14%	24%	CAASPP ELA	Annually
June 2021	5	English Learner	Increase the percentage of students meeting and exceeding grade level standards in ELA.	33.3%	43.3%	CAASPP ELA	Annually
June 2021	3	English Learner	Increase the percentage of students meeting and exceeding grade level standards in MATH.	13.5%	23.5%	CAASPP Math	Annually
June 2021	4	English Learner	Increase the percentage of students meeting and exceeding grade level standards in MATH.	6.9%	16.9%	CAASPP Math	Annually

Joyner Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2021	5	English Learner	Increase the percentage of students meeting and exceeding grade level standards in MATH.	5.6%	15.6%	CAASPP Math	Annually
June 2021	2-5	English Learner	Increase percentage of English Learners eligible for reclassification reclassify.	88.9%	95%	Summative ELPAC	Annually

Instructional Support

*Students to be served by this Strategy/Activity

All students at the school will benefit from this strategy/activity, specifically English Learner students.

*Strategy/Activity - Description

Magnet Resource Teacher (MRT) will continue to support and collaborate with classroom teachers to impact teacher effectiveness. MRT will help classroom teachers in planning and implementing differentiated instruction and supports for struggling students (tier 1 instruction). MRT along with the Magnet Committee will continue to write and revise the curriculum that integrates ELD supports for English Learners (Micro-Society Magnet Lessons). MRT will also continue to support professional development (plan, organize, and facilitate) in both ELA and Math. In addition, MRT will work directly with community partners, students, and families to enhance the school's magnet program and to increase family engagement, which will positively impact attendance, school culture, and academic progress.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Inschool Resource Tchr				0130-09800-00-1109-1000-1110-01000-3104	LCFF Intervention Support	English Learners, Low-Income	Goal 2 - English Language Arts Ref Id : F01301Y	The MRT will collaborate with teachers to plan and implement differentiated instruction. The MRT will facilitate the Magnet Alignment Team to write and revise curriculum that integrates ELD supports for English Learners, i.e., Micro-Society Magnet Lessons. MRT will support professional development in ELA and Math and serve as a liaison between community partners and families to support and enhance the school's magnet program.
	Inschool Resource				0130-30100-	Title I Basic		Goal 2 - English	The MRT will collaborate with teachers to plan and implement

Joyner Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

	Tchr				00-1109-1000-1110-01000-0000	Program		Language Arts Ref Id : F01301Z	differentiated instruction. The MRT will facilitate the Magnet Alignment Team to write and revise curriculum that integrates ELD supports for English Learners, i.e., Micro-Society Magnet Lessons. MRT will support professional development in ELA and Math and serve as a liaison between community partners and families to support and enhance the school's magnet program.
	Inschool Resource Tchr				0130-30106-00-1109-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt		Goal 2 - English Language Arts Ref Id : F013020	The MRT will collaborate with teachers to plan and implement differentiated instruction. The MRT will facilitate the Magnet Alignment Team to write and revise curriculum that integrates ELD supports for English Learners, i.e., Micro-Society Magnet Lessons. MRT will support professional development in ELA and Math and serve as a liaison between community partners and families to support and enhance the school's magnet program.

Instructional Support

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

All students at the school will benefit from this strategy/activity, specifically English Learner students.

***Strategy/Activity - Description**

In-School RT will continue to support classroom teachers with tier 1 instruction and specific instructional practices based on needs (lesson studies throughout the school year). In-School RT will also support classroom teachers by researching and ensuring that they have appropriate instructional materials to support struggling students with tier 2 interventions (specifically English Learners and students with disabilities). In-School RT will continue to collaborate with administration and other support staff (Magnet RT, Physical Education Coach, Education Specialists, Counselor, Guidance Assistant, School Psychologist, Speech Pathologists, and Occupational Therapist to help accomplish the following: increase academic achievement; create meaningful and ongoing formative assessments; monitor student progress; support social/emotional needs; provide direct instruction to the potential at-risk LTELs.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Inschool Resource Tchr				0130-09800-00-1109-1000-1110-01000-3104	LCFF Intervention Support	English Learners, Low-Income	Goal 2 - English Language Arts Ref Id : F013023	In-School RT will also support classroom teachers by researching and ensuring that they have appropriate instructional materials to support struggling students with tier 2 interventions (specifically English Learners and students with disabilities). RT collaboration and support will affect teacher effectiveness in providing more differentiated instruction and supports for students in both ELA and Math.
	Inschool Resource Tchr -				0130-30100-00-1109-1000-1110-01000-0000	Title I Basic Program		Goal 2 - English Language Arts Ref Id : F013024	In-School RT will also support classroom teachers by researching and ensuring that they have appropriate instructional materials to support struggling students with tier 2 interventions (specifically English Learners and students with disabilities). RT collaboration and support will impact teacher effectiveness in providing more differentiated instruction and supports for students in both ELA and Math.

Professional Learning Communities									
*Students to be served by this Strategy/Activity									
All students at the school will benefit from this strategy/activity, specifically English Learner students.									
*Strategy/Activity - Description									
Visiting teachers are essential for classroom teachers to be released from the classrooms to participate in professional development with support staff to work on the following to improve instructional practices: Lesson design, Lesson studies, and Cross-classroom visits. Also, all classroom teachers and Education Specialists will have opportunities to participate in lesson studies with the resource teacher as a coach.									
Professional Development									
*Students to be served by this Strategy/Activity									
All students at the school will benefit from this strategy/activity, specifically English Learner students.									
*Strategy/Activity - Description									
Students will participate in physical and health education activities while teachers are released from the classrooms to participate in professional development (PLCs)/collaboration rotations with support staff to work on the following: Analyze student work to gather patterns and trends (data); Adjust lessons to improve instructional practices; Create common formative assessments based on common core state standards/critical concepts and learning targets.									
Progress Monitoring									
*Students to be served by this Strategy/Activity									
All students at the school will benefit from this strategy/activity, specifically English Learner students.									
*Strategy/Activity - Description									
Funds allocated to purchase the software licenses for all classroom teachers. i-Ready Diagnostic Assessment and online learning lessons will be utilized by all students (TK-5th grade).									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Contracted Svcs Less Than \$25K				0130-30106- 00-5853-1000- 1110-01000- 0000	Title I Supplmnt Prog Imprvmnt		Goal 2 - English Language Arts Ref Id : N0130C3	The iReady diagnostic will be used to assess students in ELA and mathematics three times per year. This diagnostic will provide specific achievement data to support/inform instructional planning for individual student needs. In addition, the diagnostic will ensure that students are receiving differentiated instruction while using the iReady instructional platform.

Goal 5 - Supporting Students with Disabilities

Call to Action Belief Statement

Ownership: Principals, teachers, and support staff take ownership of all their students, including students with disabilities.

Access: Students with disabilities are general education students first and should have access to a meaningful course of study.

Instruction: All teachers will design instruction and create learning environments that meet students' individualized learning needs.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

***Analysis**

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

The activities identified were to provide professional development support to teachers and paraprofessionals. Also, teachers began to implement the iReady online instructional program in both reading and math. Per a review of the goals, before the school closure in March 2020, implementation of the iReady program and support through professional development for teachers was consistent and provided teachers with the knowledge they need to use the report tool as well as implement the common assessment. Further, 10 Tuesdays were set aside during the 2019-2020 school year for PARA monthly training and Ed Specialists met with PARAs monthly to conduct training specific to their roles.

***Major Differences**

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

Due to the school closure in March 2020, the final diagnostic for the iReady program was not administered. This was due in part to inconsistent attendance, technological challenges, confidentiality, and accuracy of results of providing the diagnostic in the online learning environment.

***Changes**

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

Due to the differences in implementation, the following adjustments were made to the strategies/activities:

- Online administration of the diagnostic was started at the beginning of the school and is referenced in strategy 1
- Continued training on iReady during non-contractual hours was completed in 2019-2020 and therefore removed from strategy 1
- Collaboration is the focus for Ed Specialists and PARAs to ensure an integrated team approach
- Planning and collaboration between Ed Specialists and Grade Level Teams was increased to move towards an integrated approach

***Goal 5- Students with Disabilities**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	Increase the percentage of students meeting and exceeding grade level standards in ELA as measured by CAASPP.	6.1%	16.1%	Other (Describe in Objective)	Annually
June 2021	3-5	Increase the percentage of students meeting and exceeding grade level standards in MATH as measured by CAASPP.	2.0%	12%	Other (Describe in Objective)	Annually

***Identified Need**

According to the California Dashboard, students with disabilities are performing 129 points below standards in ELA and 119.3 points below standards in Math. While some growth was noted, Students with Disabilities continue to score far below the standard and are disproportionately below the standard as compared to the aggregate and subgroup performance. *Note: Goals under Annual Measurable Outcomes are limited by accessible data.

***Online Learning Implications**

The following considerations were made due to online learning implications for our students with disabilities:

- Implementation of IEP Services in Online Learning Setting
- Educators will be receiving professional learning on how to implement IEP services online as well as how to implement a robust educational plan in an online learning platform with specific examples for the role of each educator (SLP, Ed Specialist, etc).
- The integrated team will consist of general education teachers, educational specialists, related services providers, and para educators.

Joyner Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Annual Measurable Outcomes							
By Date	Grade	Student Subgroup	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards in ELA as measured by CAASPP.	13.3%	23.3%	Other (Describe in Objective)	Annually
June 2021	4	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards in ELA as measured by CAASPP.	6.1%	16.1%	Other (Describe in Objective)	Annually
June 2021	5	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards in ELA as measured by CAASPP.	5.3%	15.3%	Other (Describe in Objective)	Annually
June 2021	3	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards in MATH as measured by	2.0%	4.0%	Other (Describe in Objective)	Annually

Joyner Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2021	4	Students with Disabilities	CAASPP. Increase the percentage of students meeting and exceeding grade level standards in MATH as measured by CAASPP.	2.0%	4.0%	Other (Describe in Objective)	Annually
June 2021	5	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards in MATH as measured by CAASPP.	5.3%	10.3%	Other (Describe in Objective)	Annually

Co-Planning

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

All students at the school will benefit from this strategy/activity, specifically students with disabilities.

***Strategy/Activity - Description**

Education Specialists will collaborate, plan, and facilitate lessons with the general education teacher. Education Specialists and/or Paras will provide targeted push-in support for students with disabilities focused on accessibility and mastery of grade-level standards.

Para Educator Support

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

All students at the school will benefit from this strategy/activity, specifically students with disabilities.

***Strategy/Activity - Description**

Para educators who provide direct support to students with disabilities will attend planning and collaboration sessions with the assigned Education Specialist. Para educators will attend professional development (specifically related to special education) that will be facilitated by an Education Specialist throughout the school year.

Instructional Supplies

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

All students at the school will benefit from this strategy/activity, specifically students with disabilities.

***Strategy/Activity - Description**

Funds to purchase instructional supplies. Preparation of instructional supplies is a critical part of teaching and learning to maximize instructional time, help close the achievement gap, and provide for quality professional development.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Supplies				0130-30100-00-4301-1000-1110-01000-0000	Title I Basic Program		Goal 2 - English Language Arts Ref Id : N0130AX	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. Supplies to support reading and writing instruction such as personal whiteboards, journals, and writing materials will be purchased. In addition, Educational Specialists will purchased individualized materials to support their students.

Progress Monitoring									
*Students to be served by this Strategy/Activity									
All students at the school will benefit from this strategy/activity, specifically students with disabilities.									
*Strategy/Activity - Description									
i-Ready Diagnostic Assessment and online learning lessons for all students (TK-5th grade).									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Contracted Svcs Less Than \$25K				0130-30106-00-5853-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt		Goal 2 - English Language Arts Ref Id : N0130C3	The iReady diagnostic will be used to assess students in ELA and mathematics three times per year. This diagnostic will provide specific achievement data to support/inform instructional planning for individual student needs. In addition, the diagnostic will ensure that students are receiving differentiated instruction while using the iReady instructional platform.
Instructional Support									
*Students to be served by this Strategy/Activity									
All students at the school will benefit from this strategy/activity, specifically students with disabilities.									
*Strategy/Activity - Description									
Students will participate in physical and health education activities while teachers and Education Specialists are released from the classrooms to participate in professional development (PLCs)/collaboration rotations with support staff to work on the following: analyze student work to gather patterns and trends (data); adjust lessons to improve instructional practices; create common formative assessments based on common core state standards/critical concepts and learning targets.									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Inschool Resource Tchr				0130-09800-00-1109-1000-1110-01000-3104	LCFF Intervention Support	English Learners, Low-Income	Goal 2 - English Language Arts Ref Id : F013023	In-School RT will also support classroom teachers by researching and ensuring that they have appropriate instructional materials to support struggling students with tier 2 interventions (specifically English Learners and students with disabilities). RT collaboration and support will impact teacher effectiveness in providing more differentiated instruction and supports for students in both ELA and

Joyner Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

									Math.
Inschool Resource Tchr				0130-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts Ref Id : F013024	In-School RT will also support classroom teachers by researching and ensuring that they have appropriate instructional materials to support struggling students with tier 2 interventions (specifically English Learners and students with disabilities). RT collaboration and support will impact teacher effectiveness in providing more differentiated instruction and supports for students in both ELA and Math.	

Professional Learning Communities

*Students to be served by this Strategy/Activity

All students at the school will benefit from this strategy/activity, specifically students with disabilities.

*Strategy/Activity - Description

Visiting teachers are essential for classroom teachers and Education Specialists to be released from the classrooms to participate in professional development with support staff to work on the following to improve instructional practices: lesson design, lesson studies, and cross classroom visits.

Goal 6 - Supporting Black Youth

Call to Action Belief Statement

Developing antiracist and restorative school communities.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

*Goal 6- Supporting Black Youth

By Date	Grade	Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	African-American	Decrease percentage of African-American students being suspended at least once	4.1%	2%	Suspensions (Classroom and School)	Yearly

*Goal 6 Supporting Black Youth - Additional Goals

- ✓ 1. Beginning in the Fall of 2020, the Joyner ES site selection/hiring panel will complete anti-bias training before conducting any interviews.
- ✓ 2. In the 2020-21 school year, Joyner ES will develop and implement a site-specific system for tracking classroom referrals.
- ✓ 3. Joyner ES will create a process for ensuring a student is assigned a Student Champion (staff member) to help them through any suspension or expulsion process.
- ✓ 4. Joyner ES will develop a Site Equity Team that meets quarterly throughout the school year to monitor attendance and grades with a focus on Black Youth as well as staff diversity goals.
- ✓ 5. In the 2020-21 school year, Joyner ES will develop and implement a site-specific system for tracking school police detainments.
- ✓ 6. The staff diversity goal at Joyner ES is to maintain or increase the percentage of diverse educators from the current year to the following year.

***Identified Need**

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Joyner continues to demonstrate challenges and inequities in English Language Arts and Mathematics as measured by the 2019 CAASP. In ELA, 25% of students in grades 3-5 met or exceeded achievement standards. 75% scored below a level 4 and 50% of those students scored at a level 1 (standard not met). Overall, students in grades 3-5 performed 46.5 points below standard, a decrease of 14.5 points from 2018. Joyner demonstrates inequities in performance for our African-American students. African-American students make up 6.3% of our student body per the 2019 data available on the CA Dashboard. Based upon the 2019 CAASP data, 35.7% of African-American students in grades 3-5 meet or exceed the standard in ELA. 21.4% of African-American students in grades 3-5 meet or exceed the grade-level standards in mathematics. Overall, Joyner has a chronic absentee rate of 25.2%, however, the rate of chronic absenteeism for African-American students is 30.8%. In addition, while Joyner suspended 1.7% of students once during 2019; 4.1% of African-American students were suspended at least once for the same period. These data points identify the need to address these inequities and ensure that African-American students are not disproportionately affected by policies and procedures at our school.

***Online Learning Implications**

In addressing the online learning implications during the 2020-2021 school year, Joyner has made the following considerations:

- Creating a wraparound of student services through building a strong healthy foundation for learning, trusting relationships, identifying trauma, and ensuring student needs are met in and out of the classroom, especially for those of high risk.

Guidance Assistant Support

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

All students will be served by this strategy with a specific focus on African-American students.

***Strategy/Activity - Description**

The Guidance Assistant will continue to support students' social and emotional well-being and needs. This will allow students to maximize their learning time and academic progress in class. Also, the Guidance Assistant will work collaboratively with students, parents, principal, district counselor, office staff, nurse, health technician, classroom teachers, and support staff to implement strategies that will decrease chronic absenteeism and suspension rates. The Guidance Assistant will conduct weekly home visits with a certificated or support staff to ensure families receive the supports they need to get their children to school every day and on time (when it is safe to do so). The Guidance Assistant will also be an active member of the PBIS team and/or other subcommittees as needed to support the positive school culture. In addition, the Guidance Assistant will collaborate with the Student Success Team to convene student support meetings with families to identify and propose available wraparound support services.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Guidance Asst				0130-30100-00-2404-3110-0000-01000-0000	Title I Basic Program		Goal 1 - Safe, Collaborative and Inclusive Culture Ref Id : F01301V	The Guidance Assistant will be a member of the PBIS and Student Success Teams. In addition, the Guidance Assistant will provide targeted support to students and their families demonstrating chronic absenteeism and/or social-emotional support needs.

Culturally Responsive Professional Development

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

All students will be served by this strategy with a specific focus on African-American students.

***Strategy/Activity - Description**

All staff members will engage in culturally responsive training via the school district and site-specific professional development throughout the 20-21 school year. This training will specifically be focused on the understanding bias, implicit and explicit, to support developing a culturally responsive school community.

Goal 7 - Family Engagement

Call to Action Belief Statement

Partnering With Parents in the Education of Their Children: We believe families contribute to improving student learning outcomes when engagement is integrated into district/school goals and initiatives as well as trusting relationships grounded in home-school activities.

District LCAP Goals

5. Family and community engagement with highly regarded neighborhood schools that serve students, families and communities

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

For parents to be involved, parents often request childcare support. This allows our parents to receive training so they can directly support their children at home and school.

*Major Differences

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

Childcare was provided for parent training and meetings. However, the number of parents who attended training/meetings and utilized this support was minimal.

*Changes

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.

Continue to provide childcare for parent training/meetings. Also, the subcommittees of PBIS will plan and facilitate events that will increase parent involvement. Classroom teachers and staff will make an effort to directly connect with families to invite and encourage them to attend training and meetings. All staff will work collaboratively to increase parent awareness of the importance and impact of parent involvement and academic achievement.

*Goal 7- Family Engagement					
By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	Other (Describe in Objective)	Increase the number of parent participation from all parent groups.	287	300	CAL - SCHLS (CSPS)
June 2021	Other (Describe in Objective)	Increase the average percentage of parents responding "Strongly Agree" in the area of parent involvement (average of 4 indicators) from all parent groups.	40.25%	50.25%	CAL - SCHLS (CSPS)
*Identified Need					
<p>Based on the 2019 California Dashboard, there are inequities in the areas of chronic absenteeism (Red). The school community has done extensive work in iMTSS and has put systems and structures in place to address and decrease chronic absenteeism and suspension rates during the 2018-2019 school year. The office staff will work collaboratively and closely with the principal, school counselor, guidance assistant, and certificated staff to monitor attendance and social-emotional needs. There will be consistent weekly home visits and communication with families to ensure that students are in school. In addition, the goal is to increase parent engagement and strengthen the school-home relationships with families. The school community recognizes the importance of a positive, safe, supportive, and inclusive school environment. Additionally, Joyner will continue to implement PBIS and IMTSS school-wide to cultivate a positive school culture.</p> <p>According to the 2018 California School Parent Survey (CSPS), the average parent involvement rate is at 40.25% (see indicators below). *Note: The percentages only include the response of "Strongly Agree." 287 parents completed the survey in a student population of 558 students.</p> <p>Parent Involvement (indicators) that include only "Strongly Agree" responses:</p> <ul style="list-style-type: none"> -The school allows input and welcomes parents' contributions=37% -The school encourages me to be an active partner with the school in educating my child=43% -School actively seeks the input of parents before making important decisions=36% -Parents feel welcome to participate at this school=45% <p>Parent Involvement (indicators) that include both "Strongly Agree" and "Agree" responses:</p> <ul style="list-style-type: none"> -The school allows input and welcomes parents' contributions (37% 55%=92%) -The school encourages me to be an active partner with the school in educating my child (43% 52%=95%) -School actively seeks the input of parents before making important decisions (36% 52%=88%) -Parents feel welcome to participate at this school (45% 50%=95%)? 					

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*Online Learning Implications					
The following considerations were made for online learning implications:					
-A Welcome Week will be hosted for educators, students, and families in which virtual lessons, training, and professional development will be offered for all.					
-All Students will receive a district issued device to ensure access to curriculum while in a distance learning format.					
*Annual Measurable Outcomes					
By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	Other (Describe in Objective)	Increase the percentage of parents responding “Strongly Agree” in Indicator 1: School allows input and welcomes parents’ contributions from all parent groups as measured by CA Parent Survey.	37%	47%	Other - Describe in Objective
June 2021	Other (Describe in Objective)	Increase the percentage of parents responding “Strongly Agree” in Indicator 2: School encourages me to be an active partner with the school in educating my child from all parent groups as measured by CA Parent Survey.	43%	53%	Other - Describe in Objective
June 2021	Other (Describe in Objective)	Increase the percentage of parents responding “Strongly Agree” in Indicator 3: School actively seeks the input of parents before making important decisions from all parent groups as	36%	46%	Other - Describe in Objective

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		measured by CA Parent Survey.			
June 2021	Other (Describe in Objective)	Increase the percentage of parents responding "Strongly Agree" in Indicator 4: Parents feel welcome to participate at this school from all parent groups as measured by CA Parent Survey.	45%	55%	Other - Describe in Objective

Parent/Community Meetings

*Families to be served by this Strategy/Activity

All families and students at the school will benefit from this strategy/activity.

*Strategy/Activity - Description

Provide childcare for in-person parent training/meetings (when it is safe to do so). Subcommittees of PBIS will plan and facilitate events that will increase parent involvement. Classroom teachers and staff will make an effort to directly connect with families to invite and encourage them to attend training and meetings. In addition, Joyner will make a good faith effort to provide multiple ways of engagement in parent training/meetings such as dial-in or via Zoom.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01303M	Other Support Prsnl PARAS Hrly		\$761.00	\$1,010.54	0130-30103-00-2281-2495-0000-01000-0000	Title I Parent Involvement			Provision of childcare during school-wide parent engagement events will promote increased attendance for our families who may experience challenges with childcare for evening activities.
N0130C5	Tech Professional OTBS Hrly		\$500.00	\$663.95	0130-30103-00-2455-2495-0000-01000-0000	Title I Parent Involvement			Parent events will be planned through different subcommittees. Funding will provide translation services to ensure equitable access to all parent involvement/school-wide engagement activities.

*Additional Supports for this Strategy/Activity

District-wide Zoom platform accounts

Parent In-Service									
*Families to be served by this Strategy/Activity									
All families and students at the school will benefit from this strategy/activity.									
*Strategy/Activity - Description									
Allocate funds for In-service supplies for parent meetings and workshops.									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N013044	Interprogram Svcs/Paper		\$1,452.00	\$1,452.00	0130-30103-00-5733-2495-0000-01000-0000	Title I Parent Involvement			Supplies/paper will ensure parents have access to informational materials for all events and in the home language of our students and families. This will also support dissemination of information in multiple formats to reach a broader audience.
Family Communication									
*Families to be served by this Strategy/Activity									
All families and students at the school will benefit from this strategy/activity.									
*Strategy/Activity - Description									
Allocate funds for School/Home communication. Postage is necessary to consistently inform parents of individual or school-wide matters. This will keep our parents informed and supportive of the work at school.									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01305W	Postage Expense		\$120.00	\$120.00	0130-30103-00-5920-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Postage will be used to ensure that the school is providing communication to families and our school community through a variety of modes including through the postal service.
*Additional Supports for this Strategy/Activity									
Consistently use the School Messenger communication tool to communicate in multiple ways.									

In-Service Supplies

***Families to be served by this Strategy/Activity**

All families and students at the school will benefit from this strategy/activity.

***Strategy/Activity - Description**

Allocate funds to purchase paper for in-service and meetings for parents and School/Home communication.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Interprogram Svcs/Paper				0130-30103-00-5733-2495-0000-01000-0000	Title I Parent Involvement		Goal 7 - Family Engagement Ref Id : N013044	Supplies/paper will ensure parents have access to informational materials for all events and in the home language of our students and families. This will also support dissemination of information in multiple formats to reach a broader audience.

Guidance Assistant Support

***Families to be served by this Strategy/Activity**

All families and students at the school will benefit from this strategy/activity.

***Strategy/Activity - Description**

The Guidance Assistant and School Counselor will continue to support students’ social and emotional well-being and needs. This will allow students to maximize their learning time and academic progress in class and foster strong, collaborative relationships with parents and families. Also, the Guidance Assistant will work collaboratively with students, parents, principal, district counselor, office staff, nurse, health technician, classroom teachers, and support staff to implement strategies that will decrease chronic absenteeism and suspension rates. The Guidance Assistant will conduct weekly home visits with a certificated or support staff to ensure families receive the supports they need to get their children to school every day and on time. The Guidance Assistant and School Counselor will also be active members of the Student Success Team, which will collaborate with parents to provide support and access to resources within and outside of the school building.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Guidance Asst - Cato, Shawnte				0130-30100-00-2404-3110-0000-01000-0000	Title I Basic Program	[no data]	Goal 1 - Safe, Collaborative and Inclusive Culture Ref Id : F01301V	The Guidance Assistant will be a member of the PBIS and Student Success Teams. In addition, the Guidance Assistant will provide targeted support to students and their families demonstrating chronic absenteeism and/or social-emotional support needs.

Professional Development***Families to be served by this Strategy/Activity**

Support closing the achievement gap and increase parent engagement.

***Strategy/Activity - Description**

Visiting teachers are essential for certificated staff to be released from their regular classroom responsibilities to participate in professional development with support staff such as the district counselor, mental health clinician, restorative practices district resource teachers, and community partners to improve the following: attendance (reduce chronic absenteeism rate); school culture (reduce suspension rate); family engagement (provide parent classes). This will support the efforts to close the achievement gap.

Goal 8- Graduation/Promotion Rate

Call to Action Belief Statement

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.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

Resources were allocated to fund the following:

Magnet Resource Teacher (MRT) to support classroom teachers with tier 1 instruction and support struggling students with tier 2 interventions; Provide support for English Learners in acquiring English and accessing grade-level content; Collaborate with teachers to impact the effectiveness of the teacher in providing more individualized instruction and supports for students in ELA and other content areas; Support professional development.

In-School Resource Teacher (RT) to support classroom teachers with tier 1 instruction and supports struggling students with tier 2 interventions. The collaboration includes support in academics, social/emotional, assessments, direct instruction to the potential at-risk LTELs. RT to help facilitate professional development in all grade levels and work directly with parents and ELAC.

Visiting teachers to release classroom teachers from the classroom for professional development/collaboration to design lessons, analyze student work/data, and improve instructional strategies.

*Major Differences

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

Magnet Resource Teacher (MRT) supported classroom teachers with tier 1 instruction but did not support all struggling students with tier 2 interventions. MRT wrote a curriculum that integrated ELD supports for English Learners (MicroSociety Magnet Lessons). MRT supported and collaborated with teachers to impact teacher effectiveness by providing more differentiated and supports for students. MRT also supported professional development. Clarity of specific duties and planned implementation when working with EL and reading at grade level would promote further success.

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In-School Resource Teacher (RT) supported classroom teachers with tier 1 instruction and supported struggling students with tier 2 interventions. RT collaborated with classroom teachers and other support staff in the areas of academics, social/emotional needs, assessments. RT facilitated professional development in all grade levels and worked directly with parents and ELAC. The next steps, as identified by the SPSA evaluation for 2019, are to provide support in students setting personal learning goals and building in time for teacher/student conferences.

Visiting teachers released classroom teachers for professional learning communities (PLCs) but it was inconsistent due to visiting teachers not picking up assignments promptly or canceling the assignment on the morning of the professional development. This impacted classroom teachers' actual time in the PLCs. All teachers did not have the opportunity to participate in lesson studies.

*Changes

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.

MRT will help classroom teachers in planning and implementing differentiated instruction and supports for struggling students (tier 1 instruction). MRT will also continue to support professional development (plan, organize, and facilitate) in both ELA and Math. Also, MRT will work directly with community partners, students, and families to enhance the school's magnet program and to increase family engagement which will positively impact attendance, school culture, and academic progress.

In-School RT will continue to collaborate with the administration and other support staff (Magnet RT, Physical Education Coach, Ed. Specialists, Counselor, Guidance Assistant, School Psychologist, Speech Pathologists, and Occupational Therapist to help accomplish the following: increase academic achievement; create meaningful ongoing formative assessments; monitor student progress; support social/emotional needs; provide direct instruction to the potential at-risk LTELs.

Visiting teachers will release classroom teachers for bi-weekly PLCs and work collaboratively with PE Prep teachers and other staff to engage students in physical education, health, and wellness learning.

*Goal 8- Graduation/Promotion Rate

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	Increase the percentage of students reading at or above grade level as measured by the DRA2.	41.93%	51.93%	Grade 3 ELA Reading	Trimester
June 2021	5	Increase the percentage of students reading at or above grade level as measured by the DRA2.	59.25%	69.25%	Grade 5 ELA Reading	Trimester

***Identified Need**

The 2016-2017 3rd grade students met or exceeded grade-level standards was at 39.32% (ELA). When this group of students moved to 4th grade in the 2017-18 school year, their performance at the met or exceeded grade-level standards was at 41.82% (ELA). This is a 2.5% increase in ELA. The 2018-19 SPSA was focused on ELA and funding supported ELA development. The school's overall data for the 2017 school year indicated 38.87% of 3rd-5th grade students met or exceeded standards in ELA. In the 2018 school year, the data indicated 41.2% of 3rd-5th grade students met or exceeded grade-level standards in ELA. There was a slight gain of 2.8% in the area of ELA from 2017 to 2018. Based on the data, we need to continue the focus to improve student achievement and close the achievement gap specifically with our English Learners and students with disabilities.

The CA Dashboard for 2019 indicates continued inequities in student achievement for both the aggregate and all subgroups as measured by the CAASP. Students in grades 3-5 are performing, 46.5 points on average, below the standard and demonstrated a decrease of 14.5 points over the 2018 CAASP achievement data for English Language Arts. In the area of math, students in grades 3-5 are performing 54.9 points below the standard and demonstrated a decrease of 6.1 points on average. There are achievement inequities between subgroups and the aggregate for ELA and Mathematics. In addition, the overall percentage of students meeting and exceeding grade-level standards is 25% and 24% in ELA and Math respectively. A significant percentage of students that are not meeting standards (level 1) in both subject areas (50% in ELA and 45.6% in Math).

***Online Learning Implications**

The following considerations were made for online learning implications:

- Counselors ensure that students experiencing academic and personal/social barriers to learning receive guidance and information to ensure success in student attendance, behavior, and graduation.

***Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	English Learner	Increase the percentage of students reading at or above grade level as measured by the DRA2.	36.92%	46.92%	Grade 3 ELA Reading	Trimester
June 2021	3	Students with Disabilities	Increase the percentage of students reading at or above grade level as measured by the DRA2.	11.11%	21.11%	Grade 3 ELA Reading	Trimester
June 2021	5	English Learner	Increase the percentage of	53.75%	63.75%	Grade 5 ELA Reading	Trimester

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			students reading at or above grade level as measured by the DRA2.				
June 2021	5	Students with Disabilities	Increase the percentage of students reading at or above grade level as measured by the DRA2.	17.39%	27.39%	Grade 5 ELA Reading	Trimester
June 2021	3-5	Black or African American	Increase the percentage of students meeting and/or exceeding grade level standards on the CAASP	35.7%	45.7%	CAASPP ELA	Annually

Instructional Support

*Students to be served by this Strategy/Activity

All students at the school will benefit from this strategy/activity in the area of ELA, specifically the following grade levels: 3rd and 5th-grade students.

*Strategy/Activity - Description

Magnet Resource Teacher (MRT) will continue to support and collaborate with classroom teachers to impact teacher effectiveness. MRT will help classroom teachers in planning and implementing differentiated instruction and supports for struggling students (tier 1 instruction). MRT along with the Magnet Committee will continue to write and revise the curriculum that integrates ELD supports for English Learners (Micro-Society Magnet Lessons). MRT will also continue to support professional development (plan, organize, and facilitate) in both ELA and Math. Also, MRT will work directly with community partners, students, and families to enhance the school's magnet program and to increase family engagement which will positively impact attendance, school culture, and academic progress.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Inschool Resource Tchr				0130-09800-00-1109-1000-1110-01000-	LCFF Intervention Support	English Learners, Low-Income	Goal 2 - English Language Arts Ref Id : F01301Y	The MRT will collaborate with teachers to plan and implement differentiated instruction. The MRT will facilitate the Magnet Alignment Team to write and revise curriculum that integrates ELD

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				3104					supports for English Learners, i.e., Micro-Society Magnet Lessons. MRT will support professional development in ELA and Math and serve as a liaison between community partners and families to support and enhance the school's magnet program.
Inschool Resource Tchr				0130-30100-00-1109-1000-1110-01000-0000	Title I Basic Program			Goal 2 - English Language Arts Ref Id : F01301Z	The MRT will collaborate with teachers to plan and implement differentiated instruction. The MRT will facilitate the Magnet Alignment Team to write and revise curriculum that integrates ELD supports for English Learners, i.e., Micro-Society Magnet Lessons. MRT will support professional development in ELA and Math and serve as a liaison between community partners and families to support and enhance the school's magnet program.
Inschool Resource Tchr				0130-30106-00-1109-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt			Goal 2 - English Language Arts Ref Id : F013020	The MRT will collaborate with teachers to plan and implement differentiated instruction. The MRT will facilitate the Magnet Alignment Team to write and revise curriculum that integrates ELD supports for English Learners, i.e., Micro-Society Magnet Lessons. MRT will support professional development in ELA and Math and serve as a liaison between community partners and families to support and enhance the school's magnet program.

Instructional Supplies

*Students to be served by this Strategy/Activity

All students at the school will benefit from this strategy/activity in the area of ELA, specifically the following grade levels: 3rd and 5th-grade students.

*Strategy/Activity - Description

Continue to allocate funds to purchase instructional supplies. Preparation of instructional supplies is a critical part of teaching and learning to maximize instructional time, help close the achievement gap, and provide for quality professional development.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Supplies				0130-30100-00-4301-1000-1110-01000-0000	Title I Basic Program		Goal 2 - English Language Arts Ref Id : N0130AX	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. Supplies to support reading and writing instruction such as personal whiteboards, journals, and writing materials will be purchased.

Professional Learning Communities

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

All students at the school will benefit from this strategy/activity in the area of ELA, specifically the following grade levels: 3rd and 5th grade students.

***Strategy/Activity - Description**

Visiting teachers are essential for classroom teachers to be released from the classrooms to participate in professional development with support staff to work on the following to improve instructional practices: Lesson design, Lesson studies, and Cross-classroom visits. In addition, all classroom teachers and Education Specialists will have opportunities to participate in lesson studies with the resource teacher as a coach.

Professional Development

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

All students at the school will benefit from this strategy/activity in the area of ELA, specifically the following grade levels: 3rd and 5th-grade students.

***Strategy/Activity - Description**

Students will participate in physical and health education activities while teachers are released from the classrooms to participate in professional development (PLCs)/collaboration rotations with support staff to work on the following: Analyze student work to gather patterns and trends (data); Adjust lessons to improve instructional practices; Create common formative assessments based on common core state standards/critical concepts and learning targets.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Inschool Resource Tchr				0130-09800-00-1109-1000-1110-01000-3104	LCFF Intervention Support	English Learners, Low-Income	Goal 2 - English Language Arts Ref Id : F013023	In-School RT will also support classroom teachers by researching and ensuring that they have appropriate instructional materials to support struggling students with tier 2 interventions (specifically English Learners and students with disabilities). RT collaboration and support will affect teacher effectiveness in providing more differentiated instruction and supports for students in both ELA and Math.
	Inschool Resource Tchr				0130-30100-00-1109-1000-1110-01000-0000	Title I Basic Program		Goal 2 - English Language Arts Ref Id : F013024	In-School RT will also support classroom teachers by researching and ensuring that they have appropriate instructional materials to support struggling students with tier 2 interventions (specifically English Learners and students with disabilities). RT collaboration and support will affect teacher effectiveness in providing more differentiated instruction and supports for students in both ELA and Math.

Instructional Support-2

*Students to be served by this Strategy/Activity

All students at the school will benefit from this strategy/activity in the area of ELA, specifically the following grade levels: 3rd and 5th-grade students.

*Strategy/Activity - Description

In-School RT will continue to support classroom teachers with tier 1 instruction and specific instructional practices based on needs (lesson studies throughout the school year). In-School RT will also support classroom teachers by researching and ensuring that they have appropriate instructional materials to support struggling students with tier 2 interventions (specifically ELs and students with disabilities). RT collaboration and support will affect teacher effectiveness in providing more differentiated instruction and supports for students in both ELA and Math. In-School RT will continue to collaborate with administration and other support staff (Magnet RT, Physical Education Coach, Education Specialists, Counselor, Guidance Assistant, School Psychologist, Speech Pathologists, and Occupational Therapist to help accomplish the following: Increase academics; Create meaningful ongoing formative assessments; Monitor student progress; Support social/emotional needs; Provide direct instruction to the potential at-risk LTELs.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Inschool Resource Tchr				0130-09800-00-1109-1000-1110-01000-3104	LCFF Intervention Support	English Learners, Low-Income	Goal 2 - English Language Arts Ref Id : F013023	In-School RT will also support classroom teachers by researching and ensuring that they have appropriate instructional materials to support struggling students with tier 2 interventions (specifically English Learners and students with disabilities). RT collaboration and support will affect teacher effectiveness in providing more differentiated instruction and supports for students in both ELA and Math.
	Inschool Resource Tchr				0130-30100-00-1109-1000-1110-01000-0000	Title I Basic Program		Goal 2 - English Language Arts Ref Id : F013024	In-School RT will also support classroom teachers by researching and ensuring that they have appropriate instructional materials to support struggling students with tier 2 interventions (specifically English Learners and students with disabilities). RT collaboration and support will affect teacher effectiveness in providing more differentiated instruction and supports for students in both ELA and Math.

School Leadership Actions

Leadership Practice

The administrator leads with a clear rationale, vision, high expectations for achievement, and immediacy for change. The administrator collaborates with and motivates staff through providing support, sharing leadership, paying attention to the work and magnifying new learning. The administrator monitors belief systems and teaches the importance of embracing diversity and respecting all cultures. The staff knows why change is important, and collectively acts to propel it through seeking out new learning.

Leading, Implementing, Monitoring, and Actualizing a Coherent Plan

In reviewing the current data and root cause analysis, the following strategies and leadership actions will be implemented school-wide at Joyner Elementary to meet or exceed the SPSA goals.

Monitoring Instructional Content, Pedagogy, and Student Engagement

The site administrator will work alongside all members of the Integrated Multi-Tiered System of Support (IMTSS) team to ensure that the following are in place at the school:

- A guaranteed and viable curriculum in every classroom including the use of Benchmark and Envision Math.
- All teachers are implementing a set of school-wide agreed upon instructional expectations and strategies focused on student engagement and learning regardless of learning format (online or on-site).
- Create a school culture in which teachers feel safe in making their practice public and are accustomed to visitors and receiving feedback to strengthen their practice by providing specific time for collegial collaboration and 360-degree feedback loops including upward feedback loops.
- Daily classroom observations are conducted in order to monitor the implementation of the curriculum, school-wide strategies, and the quality of student learning.
- All staff knows students' learning needs and can recognize if the instruction is affecting learning.

Monitoring Student Learning and Providing Support

The site administrator and all staff members will take responsibility for monitoring student learning and providing appropriate support:

- Develop and fine-tune a comprehensive assessment system.
- Implement three- to six-week data cycles to closely monitor student mastery of standards throughout the year.
- Administer common formative and summative assessments and utilize the data to lead teacher teams (PLCs) in designing effective lessons and targeted interventions based on student needs.
- Ensure that reteach and reassessment opportunities are provided to students.
- Ensure that all students have access to rigorous and standards-based lessons.

Targeted Professional Learning and Implementation

The site administrator along with the IMTSS team will continue to focus on creating a collaborative risk-taking environment for teachers and students, leads an instructional leadership team, and aligns systems and structures for cultivating teacher leadership. The site administrator will ensure the

following takes place at the school:

- Data from classroom observations and common assessments will be used to inform professional learning opportunities.
- Identify teacher's practices as well as developing multiple and differentiated professional learning opportunities grounded in current research and based on students' needs.
- The school's focus, common pedagogy, professional learning, and teacher collaboration are evident in all classrooms.

Interpersonal Skills

- Model positive and productive relationships with staff, students, parents, and the community.
- Create a safe, supportive, and collaborative school culture where all staff feels supported and can have honest and trusting conversations about the work.
- Value mutual respect, multiple cultural perspectives, and experiences.
- Views work through an appreciative lens and focus on what is working at the school.
- Celebrate and acknowledge small wins to encourage investment and buy-in.

Organizational Leadership

- Develop and maintain clear systems to organize and maximize resources and operations.
- Establish clear lines of communication.
- Cultivate staff leadership to allow time for the site administrator to focus on student learning in the classrooms.

Parents/ Community

- Cultivate positive relationships with parents and the community.
- Implement systems and structures that engage, teach, and support parents/community.
- Have clear and open communication with parents/community.
- Communicate with parents and community members in a variety of ways, i.e., paper, email, phone, and in-person (when safe to do so)
- Help parents understand their child's learning successes and needs.
- Provide resources to support parents.

Leading for Second-Order Change

- Strengthen and fine-tune current instructional practices.
- Study our instructional practices publicly (within grade levels and vertical alignment). Participate in lesson studies.
- Professional Development focused on Tier 1 Instruction, Data Analysis, Instructional Practices, Balanced Literacy, Attendance, and Social-Emotional learning (safe, supportive, and collaborative school culture).
- Ensure all learning goals and targets are aligned with Critical Concepts/Common Core Standards & based on student data.
- Reflect on our work as educators and equity for ALL STUDENTS.
- Be comfortable with Being Uncomfortable
- Provide opportunities for honest reflection that will lead to positive learning outcomes for both students and staff.

Outcomes:

Professional Learning Outcomes: Teachers will move from theory to application in regards to acquiring **and responding to** evidence of student understanding by:

- Strong knowledge of the standards.
- A deeper understanding of the vertical alignment of critical concepts between grade levels.
- Application of teaching practices that impact student achievement.
- Demonstrating reflective practice in identifying their individual strengths and areas of growth.

Teaching Outcomes: Teachers will move from theory to application in regards to acquiring **and responding to** evidence of student understanding, building upon learning from the previous year, as evidenced by:

- Daily monitoring of student progress towards a learning goal as well as specific targets.
- Providing clear success criteria for all learning experiences.
- Use effective and well-planned checks for understanding in order to adjust instruction in the moment based on what students are controlling and approximating
- Team analysis of student work and next steps on a biweekly basis (PLC).

Planning Outcomes: Teachers will move from theory to application in regards to acquiring **and responding to** evidence of student understanding by:

- Starting with student assessment and critical concept (standards) and making decisions around how they will use critical literacy units in a balanced literacy approach.
- Planning learning goals based on critical concepts and breaking them down into smaller targets (kid-friendly, replicable, and measurable) to meet the goal.
- Understanding what students will need to know and be able to do per grade-level standards to make instructional adjustments during planning and implementation
- Engage in feedback loops with students to address individual and class misconceptions and move students toward mastery of grade-level standards.

Professional Development Plan and Progression of Learning:**Progression of Learning**

- Vertical alignment of critical concepts.
- Starting with student assessment and critical concepts to make decisions about units using balanced literacy.
- Designing quality assessment to inform learning goals and setting learning targets based on assessment and critical concepts.
- PLC/Lesson Study/PD (Ongoing formative assessment - Making decisions about what, who, why) .
- Monitoring/analyzing and responding lessonly, daily, weekly (common/PLCs).
- Developing systems for monitoring.

Professional Development Goals

- Build Understanding of Vertical Alignment of Standards.
- Set learning goals and targets (standards).

- Use qualitative and quantitative data to make instructional decisions (revisit targets).
- Increase student active engagement and empower students to drive their learning and mastery
- Increase teacher knowledge of best practices to shift ownership of learning from the teacher to the student (teacher as facilitator)
- Understand and use best practices including Quality Learning Interactions and Quality Teaching Practices, in online and on-site learning.

Professional Development Structures:**PLC (bi-weekly per grade level)****PLC Guiding Questions:**

- What do students need to know and be able to do (per grade-level standards)?
- How will we know they have learned it (common exit slip/formative assessment data)?
- How will students evaluate their own learning (success criteria/common rubrics)?
- What will remediate if they do not meet learning targets?
- What will extend learning?

PLC Process:

- Analyze grade-level standards to understand what students need to know and be able to do to demonstrate mastery.
- Bring common current exit slip and/or formative assessment to analyze student data and calibrate scoring.
- Identify key student misconceptions and the highest leverage instructional strategy to move students towards mastery
- Use information from the analysis of exit slips and/or formative assessment to plan for upcoming learning.
- Design next common exit slip, formative assessment, and success criteria.

Lesson Study**Focus:**

- Instructional Practices/Balanced Literacy
- Lift and shift - planning for and responding to evidence of understanding in the moment.

Process:

- Plan a lesson as a team
- Teach
- Debrief
- Teach again
- Debrief
- Reflect

Focused Observations/ Feedback**Lift and Shift:**

- What is the learning target?
- What are students doing concerning the targets?
- How are students responding?

Guiding Questions:

- What opportunity was provided in the moment for students to demonstrate understanding?
- What are students saying about meaning? About strategy work?
- What was lifted? (meaning? strategy?)
- What was shifted? (meaning? strategy?)
- How did the teacher lift/shift (teacher response)? (Voice-over, summary, reread with a focus...)

APPENDICES

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

APPENDIX A

BUDGET SUMMARY

Joyner Budget Summary

DESCRIPTION

AMOUNT

Total Funds Provided to the School Through the Consolidated Application (30100, 30103)

\$ 183,551.09

Total Federal Funds Provided to the School from the LEA for CSI (31820)

\$ 0.00

Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (09800, 30100, 30103, 30106, 31820)

\$ 361,7070.48

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the school wide program. Adjust the table as needed. If the school is not operating a Title I school wide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I Supplemental (30106)	\$ 84,265.08
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]

Subtotal of additional federal funds included for this school (30106): \$ 84,265.08

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

State or Local Programs	Allocation (\$)
LCFF Intervention (09800)	\$93,891.31
[List state or local program here]	[\$[Enter amount here]]
[List state or local program here]	[\$[Enter amount here]]

Subtotal of state or local funds included for this school (09800): \$ 93,891.31

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$361,707.48

School	Resource Description	Job Code Title	Account	Account Description	FTE	Budgeted Amount
Joyner Elementary	09800 LCFF Intervention Support	Inschool Resource Tchr	1109	Pull/Out Push In	0.6000	\$ 57,052.20
		Inschool Resource Tchr	3000			\$ 24,181.91
			1170	Prof&Curriclm DevHrlyClstrmTchr		\$ 8,000.00
			1192	Prof&Curriclm Dev Vist Tchr		\$ -
			3000			\$ 1,783.20
			5853	Contracted Svcs Less Than \$25K		\$ 2,874.00
			09800 LCFF Intervention Support Total			0.6000
	30100 Title I Basic Program	Guidance Asst	2404	Guidance/Attendance Asst	0.6000	\$ 19,509.60
		Guidance Asst	3000			\$ 25,062.84
		Inschool Resource Tchr	1109	Pull/Out Push In	0.9000	\$ 85,578.30
		Inschool Resource Tchr	3000			\$ 36,272.86
			1192	Prof&Curriclm Dev Vist Tchr		\$ -
			2281	Other Support Prsnl PARAS Hrly		\$ -
			2456	Clerical Substitute Hrly		\$ -
			4301	Supplies		\$ 13,881.00
			5721	Interprogram Svcs/Duplicating		\$ -
			5842	License And Fees		\$ -
		30100 Title I Basic Program Total			1.5000	\$ 180,304.60
	30103 Title I Parent Involvement		2281	Other Support Prsnl PARAS Hrly		\$ 761.00
			2455	Tech Professional OTBS Hrly		\$ 500.00
		3000			\$ 413.49	
		4304	Inservice supplies		\$ -	
		5733	Interprogram Svcs/Paper		\$ 1,452.00	
	5920	Postage Expense		\$ 120.00		
	30103 Title I Parent Involvement Total				\$ 3,246.49	
30106 Title I Supplmnt Prog Imprvmnt	Inschool Resource Tchr	1109	Pull/Out Push In	0.5000	\$ 47,543.50	
	Inschool Resource Tchr	3000			\$ 20,151.58	
		4301	Supplies		\$ -	
		5853	Contracted Svcs Less Than \$25K		\$ 16,570.00	
	30106 Title I Supplmnt Prog Imprvmnt Total			0.5000	\$ 84,265.08	
Grand Total				2.6000	\$ 361,707.48	

APPENDIX B

PARENT & FAMILY ENGAGEMENT POLICY



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

Joyner Microsociety Magnet Elementary School
TITLE I PARENT & FAMILY ENGAGEMENT POLICY 2020-2021

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

Joyner Elementary School has developed a written Title I parent & family engagement policy with input from Title I parents.

Parent involvement was solicited to inform the policy through the School Site Council (SSC), English Language Advisory Council (ELAC), and other parent engagement opportunities and meetings such as Parent-Principal monthly meetings.

Joyner has distributed the policy to parents of Title I students. The policy was reviewed during the Annual Title I Parent Meeting and a recording of the meeting will be provided to all families via email. In addition, the policy is available and posted in our main office for parents. The policy will be shared via email (due to the school closure) for all parents.

This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements pursuant to ESSA Section 1116(c).

Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). How are parents notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand? How is the policy made available to the local community? How and when is the policy updated periodically to meet the changing needs of parents and the school (ESSA Section 1116[b][1])?

- Parents are notified of the policy during the Annual Title I Parent Meeting at the beginning of the school year. Information is provided in both English and Spanish to ensure access for all of our families and community members.
- The policy is available on file and posted in our main office at the school site.
- The parent engagement policy is updated annually in collaboration with our School Site Council and School Governance Team.

To involve parents in the Title I, Part A programs, the following practices have been established:

- Input from parents through the School Site Council, School Governance Team, and English Learner Advisory Committee
- Parent surveys
- Collaboration and engagement opportunities through monthly Principal-Parent engagement workshops/meetings

The school convenes an annual meeting to inform parents about Title I, Part A requirements and about the right of parents to be involved in the Title I, Part A program (ESSA Section 1116[c][1]). Add details about the annual meetings in the box below:

- This meeting occurs at Back to School Night annually.
- During online learning this meeting occurred virtually on September 28, 2020 and a video recording of the slide presentation will be made available to all families via email.

The school offers a flexible number of meetings for Title I, Part A parents, such as meetings in the morning or evening (ESSA Section 1116[c][2]). Add details about the meetings in the box below:

- Morning meetings/parent input meetings with the Principal are offered throughout the year on a monthly basis
- Parent Connection Academies were offered bi-weekly through September 2020 to support families with online learning and technology support.
- School Site Councils are held after school 8 times per year.
- School Governance Team meetings are held after school.
- PTSA meetings are held after school 5 times per year.
- Parent-Teacher conferences are held twice per year in the afternoon over the course of a week to update parents on student progress academically and social-emotionally

The school involves parents of Title I, Part A students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the Title I, Part A parent involvement policy (ESSA Section 1116[c][3]). How does the school involve parents?

- Parent representatives are members of the School Site Council to reach a quorum and review and approve the Title I Parent Engagement Policy annually.
- Parent representatives, as part of the SSC, review, provide input, and approve the annual School Plan for Student Achievement (SPSA).

The school provides parents of Title I, Part A students with timely information about Title I, Part A programs (ESSA Section 1116[c)(4)[A]). How does the school provide the information?

- Information regarding our Title I programs are provided in parent meetings, schoolwide events, via email through School Messenger, posted to individual Class Dojo sites (as applicable/necessary), and through mailings/flyers sent home throughout the year.

The school provides parents of Title I, Part A 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 (ESSA Section 1116[c][4][B]). How does the school provide the information?

- Information regarding these items is shared during Back to School Night in September.
- Parents-Teacher Conferences are held two times per year to share additional information on individual student academic and social-emotional progress.

If requested by parents of Title I, Part A students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children (ESSA Section 1116[c][4][C]). How does the school provide the opportunities?

- Parent/teacher and parent/principal meetings are available upon the request of the parent.
- Parent/counselor meetings are available upon request of the parent.
- Parent conferences and annual and/or additional IEP meetings provide the parent to provide input into their child's education.
- Parent-Teacher Conferences can be scheduled upon request and outside of the regularly scheduled conference opportunities.
- The Student Success Team solicits parent input in addressing social-emotional and attendance challenges.

The school engages Title I, Part A parents in meaningful interactions with the school. The Compact 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, Part A parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]).

- Parent-Principal meetings are used to share academic information related to content standards and assessments.
- Parent-Teacher Conferences are provided twice yearly to update parents on their child's progress and provide information on content standards, assessments, monitoring, and achievement.

The school provides Title I, Part A parents with materials and training to help them work with their children to improve their children's achievement (ESSA Section 1116[e][2]).

Joyner provides parents opportunities to learn strategies to support their students by providing parent learning sessions such as the Student Connection Academy and Open Houses (when safe to do so). In addition, additional learning opportunities available from the Family and Community Engagement are publicized and made available to parents throughout the year.

With the assistance of Title I, Part A parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners (ESSA Section 1116[e][3]).

- School encourages parents to engage in their child's education through open houses (when safe to do so), parent meetings, and volunteering in their child's classroom.
- Parent-Staff connections and relationships including consistent communication strategies are highlighted, modeled, and encouraged for all staff members during staff meetings and professional development sessions.

The school coordinates and integrates the Title I, Part A 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 (ESSA Section 1116[e][4]).

- During on-site learning, there is a specific room set aside for parent engagement, support, and use.
- Parent Connection Academies were offered on a bi-weekly basis to support parents during online learning.
- Principal-Parent Coffee Hours are provided monthly via Zoom during online learning. (offered onsite when it is safe to do so)

The school distributes Information related to school and parent programs, meetings, and other activities to Title I, Part A parents in a format and language that the parents understand (ESSA Section 1116[e][5]).

- Interpreters are available for all parent meetings and school-wide events.
- School Messenger is delivered in Spanish and English on a weekly basis.
- Mailings, flyers, and presentation information is sent home in both English and Spanish.

The school provides support for parental involvement activities requested by Title I, Part A parents (ESSA Section 1116[e][14]).

- Parent input is encouraged and sought out through on-going, regularly scheduled meetings of the School Site Council, School Governance Team, and English Learner Advisory Committee

The school provides opportunities for the participation of all Title I, Part A 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 (ESSA Section 1116[f]).

- Interpreters are available at all parent meetings and school-wide events.
- Information is disseminated the home language.

If the school wide program plan is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency.

This policy was adopted by Joyner Elementary School on September 29, 2020 and will be in effect for the period of 2020-2021 school year.

The school will distribute the policy to all parents of students participating in the Title I, Part A program on, or before: October 30, 2020 via email and school website.

Kara Kuchemba
Principal

Approved by SSC: September 29, 2020

APPENDIX C**SCHOOL PARENT COMPACT**



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

JOYNER MICROSOCIETY MAGNET ELEMENTARY SCHOOL

TITLE I SCHOOL PARENT COMPACT

This School Parent Compact is in effect year 2020-2-21.

Joyner Elementary School distributes to parents and family members of Title I, Part A students, a school-parent compact (Compact). This 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. This Compact describes specific ways the school and families will partner to help children achieve the state’s high academic standards. This Compact addresses the following legally required items, as well as other items suggested by parents and family members of students Title I, Part A students:

REQUIRED SCHOOL PARENT COMPACT PROVISIONS

- The school’s responsibility to provide high-quality curriculum and instruction The ways parents and family members will be responsible for supporting their children’s learning (ESSA Section 1116[d][1]).
- The importance of ongoing communication between parents and family members, and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents and family members to volunteer and participate in their child’s class; and opportunities to observe classroom activities (ESSA Section 1116[d][2]).
- Parent-teacher conferences in elementary schools, at least annually, during which the Compact shall be discussed as it relates to the individual child’s achievement (ESSA Section 1116 [d][2][A]).
- Frequent reports to parents and family members on their children’s progress (ESSA Section 1116[d][2][B]).
- Reasonable access to staff, opportunities for parents and family members to volunteer and participate in their child’s class, and observation of classroom activities (ESSA Section 1116[d][2][C]).

How does the school address this?

- Monthly principal-parent engagement meetings provided each month throughout the year
- Parent Connection Academies provided bi-weekly in the first month of the school year during online learning
- PTSA meetings offered five times per year
- Parent-Teacher Conferences offered two times per year in the fall and spring semesters to share academic and social-emtional learning progress
- Back to School Night (via Zoom for online learning) in September
- Annual Title I Parent Meeting provided with presenation recording on September 28, 2020
- SSC meetings held after school throughout the year

- SGT meetings held after school throughout the year
- ELAC meetings held after school throughout the year
- Parents are encouraged to attend all parent-principal meetings and school-wide family engagement events
- Open houses provided and facilitated by the principal (when it is safe to do so and not provided during online learning)
- Teachers are encouraged to on-going, consistent parent communication via multiple modes such as Class Dojo, email, phone, and in-person (when safe to do so due to the pandemic).

The school engages Title I, Part A parents and family members to improve the achievement of their children in meaningful interactions with the school. This Compact supports a partnership among staff, parents and family members, 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, Part A parents and family members with assistance in understanding the state’s academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]) in which ways?

- Academic information including information on the guaranteed viable curriculum are provided during parent events such as Back to School Night, Parent Academies, and Principal-Parent conversation opportunities
- Teachers regularly share achievement information through on-going communication and student-centered conferences two times per year (fall and spring semester)

The school provides Title I, Part A parents and family members with materials and training to help them improve the achievement of their children (ESSA Section 1116[e][2]) in which ways?

Joyner provides parents opportunities to learn strategies to support their students by providing parent learning sessions such as the Student Connection Academy and Open Houses (when safe to do so). In addition, additional learning opportunities available from the Family and Community Engagement are publicized and made available to parents throughout the year.

With the assistance of Title I, Part A parents and family members, the school educates staff members in the value of parent and family member contributions, and how to work with parents and family members as equal partners (ESSA Section 1116[e][3]) in which ways?

- Parent/teacher and parent/principal meetings are available upon the request of the parent
- Parent-Staff connections and relationships including consistent communication strategies are highlighted, modeled, and encouraged for all staff members during staff meetings and professional development sessions.
- Joyner encourages parents to engage in their child’ education through open houses (when safe to do so), parent meetings, and volunteering in their child’s classroom.

The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as resource centers, to encourage and support parents and family members in more fully participating in the education of their children (ESSA Section 1116[e][4]) in which ways?

- Joyner encourages parents to engage in their child' education through open houses (when safe to do so), parent meetings, and volunteering in their child's classroom.
- During on-site learning, there is a specific room set aside for parent engagement, support, and use.

The school distributes information related to school and parent programs, meetings, and other activities to Title I, Part A parents and family members in a format and language that the parents and family members can understand (ESSA Section 1116[e][5]) in which ways?

- Interpreters are available for all parent meetings and school-wide events.
- School Messenger is delivered in Spanish and English on a weekly basis.
- Mailings, flyers, and presentation information is sent home in both English and Spanish.

The school provides support for parent and family member involvement activities requested by Title I, Part A parents and family members (ESSA Section 1116[e][14]) in which ways?

- Input is solicited from parents through participation in SSC, SGT, ELAC, and PTSA meetings throughout the school year
- Principal-Parent Coffee Hours are provided monthly via Zoom during online learning. (offered onsite when it is safe to do so)

The school provides opportunities for the participation of all Title I, Part A parents and family members, including those with limited English proficiency, disabilities, and migratory students; and that the information and school reports are provided in a format and language that parents and family members can understand (ESSA Section 1116[f]) in which ways?

- Interpreters are available for all parent meetings and school-wide events.
- School Messenger is delivered in Spanish and English on a weekly basis.
- Mailings, flyers, and presentation information is sent home in both English and Spanish.

This Compact was adopted by the Joyner Microsociety Magnet Elementary School on September 29, 2020, and will be in effect for the period of the 2020-2021 school year.

The school will distribute the Compact to all parents and family members of students participating on, or before: October 30, 2020.

Kara Kuchemba
Principal

SSC approved: September 29, 2020

APPENDIX D

DATA REPORTS

Data Reports can be retrieved from

https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school

- ELA/Math Multi-year Demographic Summary 2015-2019
- CHKS 2018-2019
- CSPA 2018-2019

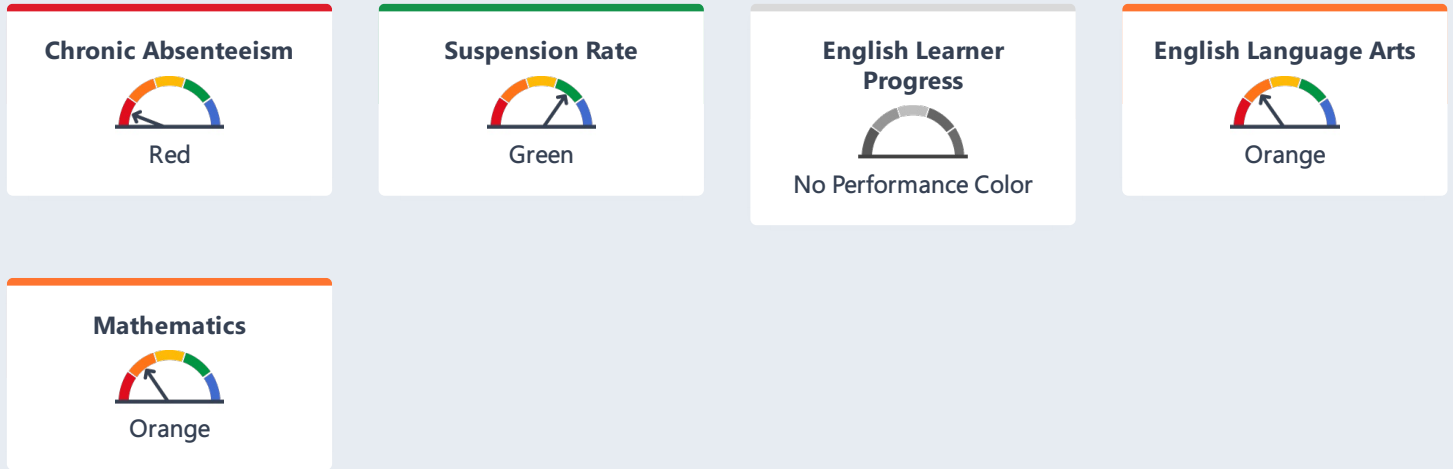
Reclassification data results can be requested from the school site.

Additional data for schools can be retrieved from the California Dashboard for 2017-2019.

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

Joyner Elementary

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

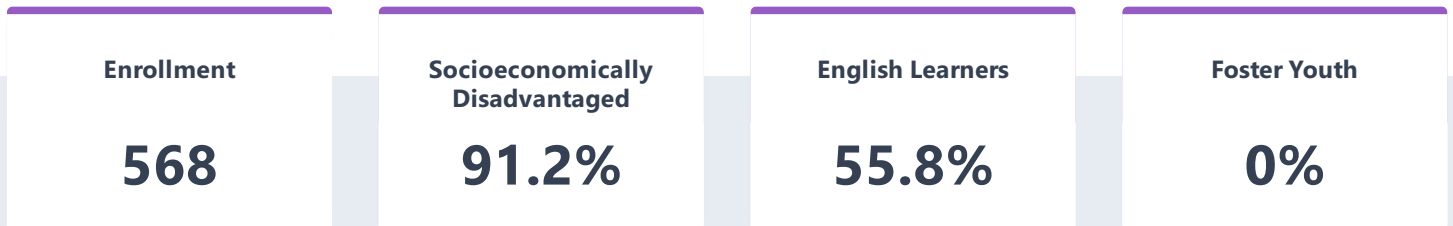


School Details

NAME Joyner Elementary	ADDRESS 4271 Myrtle Avenue San Diego, CA 92105-3426	WEBSITE N/A	GRADES SERVED K-5
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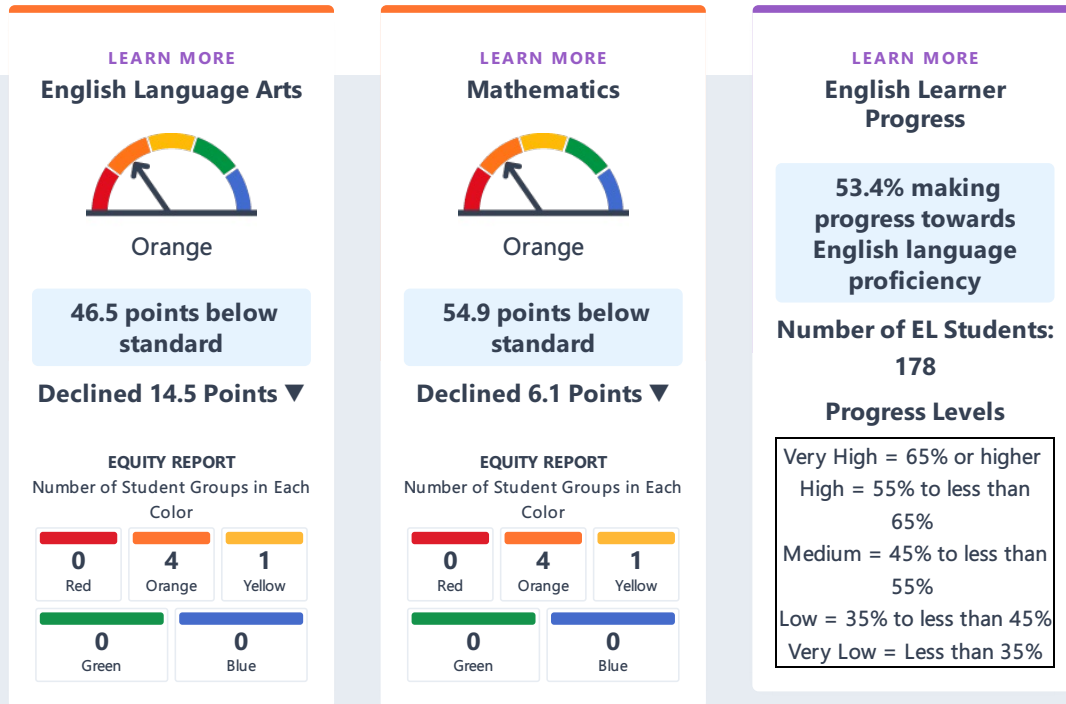
Student Population

Explore information about this school's student population.



Academic Performance

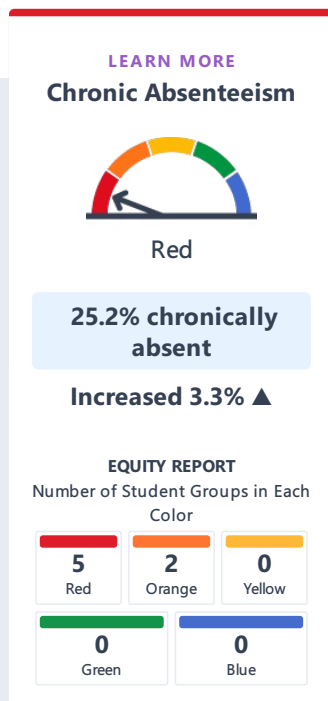
View Student Assessment Results and other aspects of school performance.



JOYNER ELEMENTARY

Academic Engagement

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




Conditions & Climate

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

[LEARN MORE](#)

Suspension Rate



Green

1.7% suspended at least once

Declined 2.3% ▼

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	1 Orange	1 Yellow
4 Green	1 Blue	

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

46.5 points below standard

Declined 14.5 Points ▼

Number of Students: 282

Student Group Details

All Student Groups by Performance Level

5 Total Student Groups



Red

No Students



Orange

English Learners

Hispanic

Socioeconomically Disadvantaged

Students with Disabilities



Yellow

Homeless



Green

No Students



Blue

No Students



No Performance Color

African American

Asian

Filipino

Two or More Races

White

African American



No Performance Color

60.9 points below standard

Declined 40 Points ▼

Number of Students: 14

Asian



No Performance Color

18.3 points above standard

Declined 11.3 Points ▼

Number of Students: 21

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

English Learners



Orange

59.3 points below standard

Declined 13.5 Points ▼

Number of Students: 192

Hispanic



Orange

55.3 points below standard

Declined 13.2 Points ▼

Number of Students: 232

Socioeconomically Disadvantaged



Orange

49.5 points below standard

Declined 13.3 Points ▼

Number of Students: 269

Students with Disabilities



Orange

129 points below standard

Increased 3.1 Points ▲

Number of Students: 53

Homeless



Yellow

59.2 points below standard

Increased 8.4 Points ▲

Number of Students: 51

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.

2017

2018

2019

All Students

29.8 points below standard

32 points below standard

46.5 points below standard

English Language Arts Data Comparisons: English Learners

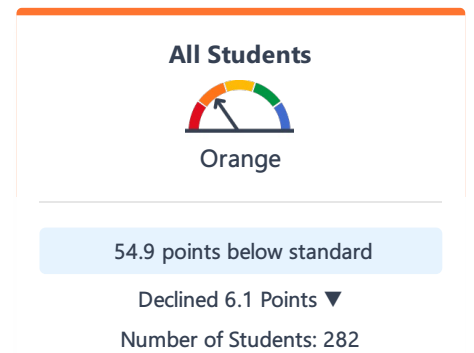
Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

Current English Learners	Reclassified English Learners	English Only
78.5 points below standard	39.3 points below standard	33.6 points below standard
Maintained 1.7 Points	Declined 41.1 Points ▼	Declined 20.4 Points ▼
Number of Students: 98	Number of Students: 94	Number of Students: 68

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.



Student Group Details

All Student Groups by Performance Level

5 Total Student Groups

 <p>Red</p> <p>No Students</p>	 <p>Orange</p> <p>English Learners</p> <p>Hispanic</p> <p>Socioeconomically Disadvantaged</p> <p>Students with Disabilities</p>	 <p>Yellow</p> <p>Homeless</p>
 <p>Green</p> <p>No Students</p>	 <p>Blue</p> <p>No Students</p>	 <p>No Performance Color</p> <p>African American</p> <p>Asian</p>



African American



No Performance Color

50.4 points below standard

Declined 12.2 Points ▼

Number of Students: 14

Asian



No Performance Color

9.4 points below standard

Declined 8.2 Points ▼

Number of Students: 21

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

English Learners



Orange

64 points below standard

Declined 6.7 Points ▼

Number of Students: 192

Hispanic



Orange

62.2 points below standard

Declined 6.7 Points ▼

Number of Students: 232

Socioeconomically Disadvantaged



Orange

56 points below standard

Declined 5.1 Points ▼

Number of Students: 269

Students with Disabilities



Orange

119.3 points below standard

Increased 13.5 Points ▲

Number of Students: 53

Homeless



Yellow

68.5 points below standard

Increased 11.4 Points ▲

Number of Students: 51

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.

	2017	2018	2019
All Students	37.1 points below standard	48.7 points below standard	54.9 points below standard

Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics.

Current English Learners	Reclassified English Learners	English Only
80.7 points below standard	46.6 points below standard	47.1 points below standard
Maintained -1.5 Points	Declined 19.5 Points ▼	Declined 7.5 Points ▼
Number of Students: 98	Number of Students: 94	Number of Students: 68

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.

Assessments: ELs take the ELPAC exam to measure progress towards English language proficiency. The ELPAC has 4 levels.

Accountability: The 4 ELPAC levels were divided into 6 ELPI levels to determine whether ELs made progress toward English language proficiency.

[LEARN MORE](#)

English Learner Progress

53.4% making progress towards English language proficiency

Number of EL Students: 178

Performance Level
Medium

Student English Language Acquisition Results

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.

ELs Who Decreased at Least One ELPI Level	20.2%
ELs who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H	26.4%
ELs who Maintained ELPI Level 4	0.5%
ELs Who Progressed at Least One ELPI Level	52.8%

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.

All Students



Red

25.2% chronically absent

Increased 3.3% ▲

Number of Students: 595

Student Group Details

All Student Groups by Performance Level

7 Total Student Groups



Red

African American

English Learners

Hispanic

Homeless

Socioeconomically Disadvantaged



Orange

Asian

Students with Disabilities



Yellow

No Students



Green

No Students



Blue

No Students



No Performance Color

American Indian

Filipino

Foster Youth

Pacific Islander

Two or More Races

White

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

Two or More Races



No Performance Color

27.3% chronically absent

Declined 1.3% ▼

Number of Students: 22

White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 10

African American



Red

30.8% chronically absent

Maintained -0.1%

Number of Students: 39

English Learners



Red

21.1% chronically absent

Increased 1.2% ▲

Number of Students: 342

Hispanic



Red

26.1% chronically absent

Increased 3.8% ▲

Number of Students: 476

Homeless



Red

34.1% chronically absent

Increased 3% ▲

Number of Students: 88

Socioeconomically Disadvantaged



Red

25.8% chronically absent

Increased 3.5% ▲

Number of Students: 562

Asian



Orange

14.3% chronically absent

Increased 7.6% ▲

Number of Students: 42

Students with Disabilities



Orange

22% chronically absent

Declined 1.1% ▼

Number of Students: 91

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 at least once in a given school year. Students who are suspended multiple times are only counted once.

All Students



Green

1.7% suspended at least once

Declined 2.3% ▼

Number of Students: 743

Student Group Details

All Student Groups by Performance Level

7 Total Student Groups



Red

No Students



Orange

Students with Disabilities



Yellow

African American



Green

English Learners

Hispanic

Homeless

Socioeconomically Disadvantaged



Blue

Asian



No Performance Color

American Indian

Filipino

Foster Youth

Two or More Races

White



American Indian

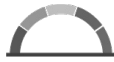


No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Two or More Races



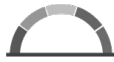
No Performance Color

0% suspended at least once

Declined 4.2% ▼

Number of Students: 27

White



No Performance Color

0% suspended at least once

Declined 15.4% ▼

Number of Students: 13

Students with Disabilities



Orange

6% suspended at least once

Increased 1.2% ▲

Number of Students: 117

African American



Yellow

4.1% suspended at least once

Declined 1.2% ▼

Number of Students: 49

English Learners



Green

2% suspended at least once

Declined 1.1% ▼

Number of Students: 406

Hispanic



Green

1.9% suspended at least once

Declined 1.9% ▼

Number of Students: 593

Homeless



Green

2.8% suspended at least once

Declined 2% ▼

Number of Students: 108

Socioeconomically Disadvantaged



Green

1.9% suspended at least once

Declined 2.2% ▼

Number of Students: 696

Asian



Blue

0% suspended at least once

Declined 2% ▼

Number of Students: 52

Suspension Rate By Year

Percentage of students who were suspended.

	2017	2018	2019
Suspension Rate	2%	4%	1.7%



2015-2019 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		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	332	26.5	315	39.4	301	38.9	306	41.2	291	31.6	5.1	-9.6	332	21.4	273	34.4	311	30.2	307	26.4	294	24.5	3.1	-1.9
Female	163	30.7	155	38.1	156	44.2	162	46.9	150	40.7	10.0	-6.2	163	16.6	140	28.6	161	31.1	164	28.7	153	26.8	10.2	-1.9
Male	169	22.5	160	40.6	145	33.1	144	34.7	141	22.0	-0.5	-12.7	169	26.0	133	40.6	150	29.3	143	23.8	141	22.0	-4.0	-1.8
African American	29	27.6	31	48.4	26	57.7	22	45.5	14	35.7	8.1	-9.8	29	31.0	28	46.4	28	28.6	20	40.0	14	21.4	-9.6	-18.6
Asian**	1	-	2	-	1	-	3	-	21	61.9	-	-	2	-	2	-	1	-	3	-	21	47.6	-	-
Filipino	1	-	2	-	1	-	1	-	1	-	-	-	1	-	2	-	1	-	1	-	1	-	-	-
Hispanic	261	24.9	247	36.4	244	36.1	249	36.9	241	27.0	2.1	-9.9	260	17.3	210	29.0	251	28.7	252	23.8	244	20.9	3.6	-2.9
Indochinese**	27	29.6	22	45.5	18	50.0	17	70.6	-	-	-	-	27	37.0	21	57.1	19	42.1	17	41.2	-	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
White	4	-	3	-	4	-	5	-	6	-	-	-	4	-	1	-	4	-	5	-	6	-	-	-
Multiracial	8	-	8	-	7	-	9	-	8	-	-	-	8	-	9	-	7	-	9	-	8	-	-	-
English Learner	171	6.4	144	20.8	110	11.8	126	16.7	99	16.2	9.8	-0.5	172	11.6	118	23.7	120	12.5	128	9.4	102	8.8	-2.8	-0.6
English-Speaking	161	47.8	171	55.0	191	54.5	180	58.3	192	39.6	-8.2	-18.7	160	31.9	155	42.6	191	41.4	179	38.5	192	32.8	0.9	-5.7
Reclassified†	79	57.0	74	71.6	100	59.0	85	67.1	102	39.2	-17.8	-27.9	79	38.0	71	45.1	100	45.0	85	41.2	102	34.3	-3.7	-6.9
Initially Eng. Speaking	82	39.0	97	42.3	91	49.5	95	50.5	90	40.0	1.0	-10.5	81	25.9	84	40.5	91	37.4	94	36.2	90	31.1	5.2	-5.1
Econ. Disadv.*	332	26.5	300	39.3	282	37.6	284	39.8	265	30.6	4.1	-9.2	332	21.4	258	34.1	292	28.8	282	25.2	267	23.2	1.8	-2.0
Non-Econ. Disadv.	0	-	15	40.0	19	57.9	22	59.1	26	42.3	-	-16.8	0	-	15	40.0	19	52.6	25	40.0	27	37.0	-	-3.0
Gifted	60	46.7	54	64.8	29	62.1	21	76.2	14	64.3	17.6	-11.9	60	56.7	51	60.8	29	55.2	21	66.7	14	85.7	29.0	19.0
Not Gifted	272	22.1	261	34.1	272	36.4	285	38.6	277	30.0	7.9	-8.6	272	13.6	222	28.4	282	27.7	286	23.4	280	21.4	7.8	-2.0
With Disabilities	47	2.1	52	5.8	50	10.0	49	6.1	56	3.6	1.5	-2.5	45	4.4	9	-	50	6.0	49	2.0	56	3.6	-0.8	1.6
WO Disabilities	285	30.5	263	46.0	251	44.6	257	47.9	235	38.3	7.8	-9.6	287	24.0	264	34.8	261	34.9	258	31.0	238	29.4	5.4	-1.6
Homeless	31	22.6	34	35.3	31	22.6	38	23.7	53	26.4	3.8	2.7	30	23.3	26	26.9	36	16.7	39	15.4	54	9.3	-14.0	-6.1
Foster	2	-	1	-	2	-	2	-	2	-	-	-	2	-	1	-	0	-	2	-	2	-	-	-
Military	4	-	3	-	0	-	1	-	3	-	-	-	4	-	2	-	0	-	1	-	3	-	-	-

* 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.

** Beginning in 2019, Indochinese is included in the Asian ethnic group.



2015-2019 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		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	98	17.3	104	35.6	117	39.3	96	22.9	92	25.0	7.7	2.1	98	27.6	89	47.2	121	38.0	98	21.4	93	24.7	-2.9	3.3
Female	48	16.7	55	43.6	65	49.2	52	28.8	45	31.1	14.4	2.3	47	19.1	51	41.2	66	42.4	53	26.4	46	23.9	4.8	-2.5
Male	50	18.0	49	26.5	52	26.9	44	15.9	47	19.1	1.1	3.2	51	35.3	38	55.3	55	32.7	45	15.6	47	25.5	-9.8	9.9
African American	14	14.3	9	-	10	50.0	12	16.7	2	-	-	-	14	28.6	9	-	11	27.3	12	16.7	2	-	-	-
Asian**	0	-	0	-	1	-	1	-	10	60.0	-	-	1	-	0	-	1	-	1	-	10	40.0	-	-
Filipino	0	-	1	-	0	-	0	-	0	-	-	-	0	-	1	-	0	-	0	-	0	-	-	-
Hispanic	76	17.1	83	34.9	94	35.1	76	19.7	74	17.6	0.5	-2.1	75	22.7	67	46.3	97	36.1	78	19.2	75	20.0	-2.7	0.8
Indochinese**	4	-	7	-	8	-	2	-	-	-	-	-	4	-	7	-	8	-	2	-	-	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	1	-	1	-	1	-	2	-	2	-	-	-	1	-	1	-	1	-	2	-	2	-	-	-
Multiracial	3	-	3	-	3	-	3	-	4	-	-	-	3	-	4	-	3	-	3	-	4	-	-	-
English Learner	68	10.3	65	32.3	62	16.1	51	13.7	36	2.8	-7.5	-10.9	69	20.3	54	38.9	66	21.2	52	13.5	37	5.4	-14.9	-8.1
English-Speaking	30	33.3	39	41.0	55	65.5	45	33.3	56	39.3	6.0	6.0	29	44.8	35	60.0	55	58.2	46	30.4	56	37.5	-7.3	7.1
Reclassified†	5	-	4	-	20	90.0	9	-	28	39.3	-	-	5	-	4	-	20	85.0	9	-	28	32.1	-	-
Initially Eng. Speaking	25	24.0	35	37.1	35	51.4	36	30.6	28	39.3	15.3	8.7	24	33.3	31	54.8	35	42.9	37	27.0	28	42.9	9.6	15.9
Econ. Disadv.*	98	17.3	97	35.1	111	37.8	89	22.5	82	23.2	5.9	0.7	98	27.6	82	47.6	115	37.4	89	21.3	83	22.9	-4.7	1.6
Non-Econ. Disadv.	0	-	7	-	6	-	7	-	10	40.0	-	-	0	-	7	-	6	-	9	-	10	40.0	-	-
Gifted	10	20.0	15	53.3	7	-	2	-	4	-	-	-	10	70.0	14	64.3	7	-	2	-	4	-	-	-
Not Gifted	88	17.0	89	32.6	110	36.4	94	22.3	88	22.7	5.7	0.4	88	22.7	75	44.0	114	35.1	96	20.8	89	21.3	-1.4	0.5
With Disabilities	16	6.3	52	5.8	50	10.0	15	13.3	19	0.0	-6.3	-13.3	15	13.3	2	-	14	7.1	15	0.0	19	5.3	-8.0	5.3
WO Disabilities	82	19.5	86	43.0	103	44.7	81	24.7	73	31.5	12.0	6.8	83	30.1	87	47.1	107	42.1	83	25.3	74	29.7	-0.4	4.4
Homeless	8	-	12	33.3	12	33.3	14	14.3	18	27.8	-	13.5	8	-	9	-	15	26.7	15	26.7	19	10.5	-	-16.2
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	1	-	0	-	0	-	1	-	-	-	0	-	1	-	0	-	0	-	1	-	-	-

* 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.

** Beginning in 2019, Indochinese is included in the Asian ethnic group.



2015-2019 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		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	126	22.2	90	32.2	98	28.6	110	41.8	92	29.3	7.1	-12.5	125	19.2	75	26.7	102	21.6	110	26.4	93	19.4	0.2	-7.0
Female	57	19.3	46	30.4	48	33.3	57	52.6	49	36.7	17.4	-15.9	57	14.0	40	20.0	51	19.6	58	32.8	50	22.0	8.0	-10.8
Male	69	24.6	44	34.1	50	24.0	53	30.2	43	20.9	-3.7	-9.3	68	23.5	35	34.3	51	23.5	52	19.2	43	16.3	-7.2	-2.9
African American	9	-	13	46.2	7	-	4	-	9	-	-	-	9	-	11	45.5	8	-	3	-	9	-	-	-
Asian**	1	-	1	-	0	-	2	-	3	-	-	-	1	-	1	-	0	-	2	-	3	-	-	-
Filipino	1	-	0	-	1	-	0	-	1	-	-	-	1	-	0	-	1	-	0	-	1	-	-	-
Hispanic	100	20.0	69	27.5	79	26.6	92	38.0	75	25.3	5.3	-12.7	99	16.2	57	19.3	81	21.0	93	22.6	76	18.4	2.2	-4.2
Indochinese**	11	18.2	3	-	7	-	7	-	-	-	-	-	11	27.3	3	-	8	-	7	-	-	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	1	-	1	-	2	-	2	-	2	-	-	-	1	-	0	-	2	-	2	-	2	-	-	-
Multiracial	3	-	3	-	2	-	3	-	2	-	-	-	3	-	3	-	2	-	3	-	2	-	-	-
English Learner	74	2.7	54	16.7	34	5.9	57	14.0	38	31.6	28.9	17.6	73	5.5	43	16.3	38	0.0	58	6.9	39	15.4	9.9	8.5
English-Speaking	52	50.0	36	55.6	64	40.6	53	71.7	54	27.8	-22.2	-43.9	52	38.5	32	40.6	64	34.4	52	48.1	54	22.2	-16.3	-25.9
Reclassified†	22	63.6	13	69.2	33	36.4	24	87.5	20	20.0	-43.6	-67.5	22	45.5	13	46.2	33	33.3	24	54.2	20	30.0	-15.5	-24.2
Initially Eng. Speaking	30	40.0	23	47.8	31	45.2	29	58.6	34	32.4	-7.6	-26.2	30	33.3	19	36.8	31	35.5	28	42.9	34	17.6	-15.7	-25.3
Econ. Disadv.*	126	22.2	83	31.3	91	28.6	103	40.8	85	28.2	6.0	-12.6	125	19.2	68	26.5	95	21.1	102	24.5	85	17.6	-1.6	-6.9
Non-Econ. Disadv.	0	-	7	-	7	-	7	-	7	-	-	-	0	-	7	-	7	-	8	-	8	-	-	-
Gifted	27	33.3	10	70.0	14	35.7	7	-	2	-	-	-	27	44.4	10	40.0	14	35.7	7	-	2	-	-	-
Not Gifted	99	19.2	80	27.5	84	27.4	103	38.8	90	28.9	9.7	-9.9	98	12.2	65	24.6	88	19.3	103	22.3	91	17.6	5.4	-4.7
With Disabilities	14	0.0	20	10.0	16	12.5	15	0.0	17	11.8	11.8	11.8	13	0.0	5	-	16	6.3	15	0.0	17	5.9	5.9	5.9
WO Disabilities	112	25.0	70	38.6	82	31.7	95	48.4	75	33.3	8.3	-15.1	112	21.4	70	27.1	86	24.4	95	30.5	76	22.4	1.0	-8.1
Homeless	16	31.3	8	-	10	20.0	13	23.1	19	26.3	-5.0	3.2	15	40.0	4	-	11	9.1	13	7.7	19	10.5	-29.5	2.8
Foster	2	-	0	-	0	-	0	-	0	-	-	-	2	-	0	-	0	-	0	-	0	-	-	-
Military	2	-	0	-	0	-	0	-	1	-	-	-	2	-	0	-	0	-	0	-	1	-	-	-

* 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.

** Beginning in 2019, Indochinese is included in the Asian ethnic group.



2015-2019 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		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	108	39.8	121	47.9	86	50.0	100	58.0	107	39.3	-0.5	-18.7	109	18.3	109	29.4	88	29.5	99	31.3	108	28.7	10.4	-2.6
Female	58	53.4	54	38.9	43	48.8	53	58.5	56	51.8	-1.6	-6.7	59	16.9	49	22.4	44	27.3	53	26.4	57	33.3	16.4	6.9
Male	50	24.0	67	55.2	43	51.2	47	57.4	51	25.5	1.5	-31.9	50	20.0	60	35.0	44	31.8	46	37.0	51	23.5	3.5	-13.5
African American	6	-	9	-	9	-	6	-	3	-	-	-	6	-	8	-	9	-	5	-	3	-	-	-
Asian**	0	-	1	-	0	-	0	-	8	-	-	-	0	-	1	-	0	-	0	-	8	-	-	-
Filipino	0	-	1	-	0	-	1	-	0	-	-	-	0	-	1	-	0	-	1	-	0	-	-	-
Hispanic	85	37.6	95	44.2	71	47.9	81	51.9	92	35.9	-1.7	-16.0	86	14.0	86	22.1	73	27.4	81	29.6	93	23.7	9.7	-5.9
Indochinese**	12	50.0	12	66.7	3	-	8	-	-	-	-	-	12	41.7	11	72.7	3	-	8	-	-	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
White	2	-	1	-	1	-	1	-	2	-	-	-	2	-	0	-	1	-	1	-	2	-	-	-
Multiracial	2	-	2	-	2	-	3	-	2	-	-	-	2	-	2	-	2	-	3	-	2	-	-	-
English Learner	29	6.9	25	0.0	14	7.1	18	33.3	25	12.0	5.1	-21.3	30	6.7	21	0.0	16	6.3	18	5.6	26	3.8	-2.9	-1.8
English-Speaking	79	51.9	96	60.4	72	58.3	82	63.4	82	47.6	-4.3	-15.8	79	22.8	88	36.4	72	34.7	81	37.0	82	36.6	13.8	-0.4
Reclassified†	52	51.9	57	71.9	47	61.7	52	61.5	54	46.3	-5.6	-15.2	52	28.8	54	40.7	47	36.2	52	34.6	54	37.0	8.2	2.4
Initially Eng. Speaking	27	51.9	39	43.6	25	52.0	30	66.7	28	50.0	-1.9	-16.7	27	11.1	34	29.4	25	32.0	29	41.4	28	35.7	24.6	-5.7
Econ. Disadv.*	108	39.8	120	48.3	80	47.5	92	55.4	98	38.8	-1.0	-16.6	109	18.3	108	28.7	82	25.6	91	29.7	99	28.3	10.0	-1.4
Non-Econ. Disadv.	0	-	15	40.0	6	-	8	-	9	-	-	-	0	-	1	-	6	-	8	-	9	-	-	-
Gifted	23	73.9	29	69.0	8	-	12	75.0	8	-	-	-	23	65.2	27	66.7	8	-	12	58.3	8	-	-	-
Not Gifted	85	30.6	92	41.3	78	46.2	88	55.7	99	37.4	6.8	-18.3	86	5.8	82	17.1	80	26.3	87	27.6	100	25.0	19.2	-2.6
With Disabilities	17	0.0	14	7.1	20	15.0	19	5.3	20	0.0	0.0	-5.3	17	0.0	2	-	20	5.0	19	5.3	20	0.0	0.0	-5.3
WO Disabilities	91	47.3	107	53.3	66	60.6	81	70.4	87	48.3	1.0	-22.1	92	21.7	107	29.9	68	36.8	80	37.5	88	35.2	13.5	-2.3
Homeless	7	-	14	50.0	9	-	11	36.4	16	25.0	-	-11.4	7	-	13	38.5	10	10.0	11	9.1	16	6.3	-	-2.8
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	2	-	0	-	0	-	1	-	1	-	-	-	2	-	1	-	0	-	1	-	1	-	-	-

* 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.
 ** Beginning in 2019, Indochinese is included in the Asian ethnic group.

APPENDIX E

2020-21 SPSA ASSESSMENT AND EVALUATION

<p style="text-align: center;">School Name: Joyner Evaluation of Title I Funded (30100, 30103, 30106, 31820)of Actions/Activities SPSA School Year Evaluated: 2019-20</p>						
Goals	Actions/Activities (Strategies) List all activities/actions funded by Title I. Must be evidence-based intervention designed to improve academic achievement.	<p style="text-align: center;">Analysis:</p> <p style="text-align: center;">Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.</p> <p style="text-align: center;">Description:</p> <p style="text-align: center;">Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 50%;">What is working (effective) and why?</td> <td style="width: 50%;">What is not working (ineffective) and why?</td> </tr> </table>	What is working (effective) and why?	What is not working (ineffective) and why?	<p style="text-align: center;">Modification based on evaluation results.</p> <p style="text-align: center;">What are my goals between now and the next quarterly check in to meet the identified goals in the SPSA?</p> <p style="text-align: center;">What are my leadership strategies in service of my goals?</p>	
What is working (effective) and why?	What is not working (ineffective) and why?					
<p>Area Goal 1: Safe, Collaborative, and Inclusive Culture</p>	<p>Activity 1: The Guidance Assistant will continue to support students' social and emotional well-being and needs. This will allow students to maximize their learning time and academic progress in class. In addition, the Guidance Assistant will work collaboratively with students, parents, principal, district counselor, office staff, nurse, health technician, classroom teachers, and support staff to implement strategies that will decrease chronic absenteeism and suspension rates. The Guidance Assistant will conduct weekly home visits with a certificated or support staff to ensure families receive the supports they need to get their children to school every day and on time. The Guidance Assistant will also be an active member of the PBIS team and/or other subcommittees as needed to support the positive school culture.</p>					
	<p>ce Assistant – 30100/2404</p>	<ul style="list-style-type: none"> ● Consistently works with small groups to address 	<ul style="list-style-type: none"> ● Scheduling-groups can be difficult. More open slots 			

	<ul style="list-style-type: none"> ● Safe, Supportive and Collaborative School Culture; Decrease chronic absenteeism. 	<p>social emotional needs (2nd Steps)</p> <ul style="list-style-type: none"> ○ Positive feedback from staff, parents, and students ○ Began in Oct.-the number of referrals have declined, specifically in first grade <ul style="list-style-type: none"> ● Daily Restorative Justice Implementation around appropriate and inappropriate behaviors <ul style="list-style-type: none"> ○ Opportunities to resolve issues with support, building independence. Less consequences and an increase in resolution. Decrease in suspensions. Skill building and learning how move on from conflict. <ul style="list-style-type: none"> ● Data collection for PowerSchool <ul style="list-style-type: none"> ○ Tracking behavior and entry to Power School <ul style="list-style-type: none"> ● Attendance Home visits <ul style="list-style-type: none"> ○ Overall attendance is improving. ○ Chronic Absenteeism has 	<p>need to be taken into account for new student groups. Time after recess and PE to address concerns or incident.</p> <ul style="list-style-type: none"> ● Restorative Justice: <ul style="list-style-type: none"> ○ Add detail in Power School Entries ○ Formal training for Guidance Assistant and all teachers ○ The process is time consuming and more teachers being trained will assist with the overall positive implementation ● Data Collection <ul style="list-style-type: none"> ○ Increase communication with teachers on specific incident in order to implement the appropriate intervention. ○ In addition, increase communication on resolution and/or consequences. 	
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		<p>decreased 21% to 15% as of Oct 2019</p> <ul style="list-style-type: none"> ○ Uses teacher data from google docs to target families which need to be connected with a home visit 	<ul style="list-style-type: none"> ● Home Visits <ul style="list-style-type: none"> ○ Coordinating at least two staff to attend the home visit 	
<p>Activity 2: The counselor will provide additional student supports in the area of social and emotional well-being. This will allow students to maximize their learning time and academic progress in class. In addition, the counselor will work collaboratively with students, parents, community partners, principal, office staff, nurse, health technician, classroom teachers, and support staff to implement strategies that will decrease chronic absenteeism and suspension rates. The counselor will conduct home visits with a certificated or support staff to ensure families receive the supports they need to get their children to school every day and on time. The counselor will also be an active member of the PBIS team and/or other subcommittees as needed to support the positive school culture.</p>				
	<p>Counselor Hrly-31820/1260</p> <ul style="list-style-type: none"> ● Safe, Supportive and Collaborative School Culture; Decrease chronic absenteeism. 	<ul style="list-style-type: none"> ● Small Group and 2nd step <ul style="list-style-type: none"> ○ Focus ○ Monitoring and implementing Restorative Justice as well as behavioral incidence ● Home Visits <ul style="list-style-type: none"> ○ Decrease in chronic absenteeism 	<ul style="list-style-type: none"> ● Small Group and 2nd step <ul style="list-style-type: none"> ○ Ensure formal training in Restorative Justice Practices ● Home Visits <ul style="list-style-type: none"> ○ Increase the amount of home visits counselor is participating in collaboration with the Guidance Assistant. ○ Increase communication with teachers, administration as well as with team 	

			member (Guidance Assistant)	
<p>Activity 3: Hourly time for office staff to review attendance data and implement a plan to decrease chronic absenteeism rate (SARB, parent connection, school/home communication).</p>				
<p>Clerical OTBS Hrly- 31820/2451</p> <ul style="list-style-type: none"> Decrease chronic absenteeism rate (SARB, parent communication, school/home communication) 	<ul style="list-style-type: none"> No specific trends are evident 	<ul style="list-style-type: none"> Knowing how much money is in account 2451 in order to create a schedule to implement parent connection and school/home communication with fidelity 		
<p>Activity 4: Additional Guidance Assistant Hourly time to support students' social and emotional well-being and needs. This will allow students to maximize their learning time and academic progress in class. In addition, the Guidance Assistant will work collaboratively with students, parents, principal, district counselor, office staff, nurse, health technician, classroom teachers, and support staff to implement strategies that will decrease chronic absenteeism and suspension rates. The Guidance Assistant will conduct weekly home visits with a certificated or support staff to ensure families receive the supports they need to get their children to school every day and on time. The Guidance Assistant will also be an active member of the PBIS team and/or other subcommittees as needed to support the positive school culture.</p>				
<p>Guidance/Attend Asst/Hrly- 31820/2454</p> <ul style="list-style-type: none"> Safe, Supportive and Collaborative School Culture; Decrease chronic absenteeism. 	<ul style="list-style-type: none"> Works additional 4 hour a week with small groups This is an extension of the above work. Implementation is consistent 	<ul style="list-style-type: none"> No specific trends are evident for improvement in addition to the above 		
<p>Activity 5: Healthy Early Years Mental Health Clinician will be onsite 5 days a week to provide direct social-emotional support to students. Clinician will also provide professional development for staff and parent trainings (strategies to support students in class and at home). Clinician will work collaboratively with principal, counselor, guidance assistant, office staff, and</p>				

	<p>certificated staff to help improve attendance (decrease chronic absenteeism rate) and promote positive school culture (decrease suspension rate). This will support the effort to close the achievement gap.</p>			
	<p>Contracted Services >\$25K-31820/5100</p> <ul style="list-style-type: none"> ● Safe, Supportive and Collaborative School Culture; Decrease chronic absenteeism and suspension rates. 	<ul style="list-style-type: none"> ● Consistently works with student on a daily basis ● Works with individual student and their families-works on families dynamics which impacts student attendance, suspensions, and parent communication ● Provides PD for staff on social emotional needs ● Counsels teacher on stress management to ensure they are able to support students in a positive manner ● Participates in home visits as needed 	<ul style="list-style-type: none"> ● Needed the Healthy Early Year counselor to be bilingual <ul style="list-style-type: none"> ○ Added an addition person and time to address the bilingual needs ● Additional personnel to address the needs of Joyner 	
	<p>Activity 6: Visiting teachers are essential for certificated staff to be released from their regular classroom responsibilities to participate in professional development with support staff such as the district counselor, mental health clinician, restorative practices district resource teachers, and community partners to improve the following: Attendance (reduce chronic absenteeism rate); School culture (reduce suspension rate); Family engagement (provide parent classes/support). This will support the efforts to close the achievement gap.</p>			
	<p>Prof&Curriclm Dev Vist Tchr-31820/1192</p> <ul style="list-style-type: none"> ● Safe, Supportive and Collaborative School Culture; Decrease chronic absenteeism and suspension rates. 	<ul style="list-style-type: none"> ● Visiting Teachers are consistently taking jobs ● Time for PLCs is short but frequent ● Teacher responsiveness is positive and engaging 	<ul style="list-style-type: none"> ● There are no concerns at this time 	

Notes and Reminders:

Area Goal 2:
English
Language
Arts

Activity 1:
Magnet Resource Teacher (MRT) will continue to support and collaborate with classroom teachers to impact teacher effectiveness. MRT will help classroom teachers in planning and implementing differentiated instruction and supports for struggling students (tier 1 instruction). MRT along with the Magnet Committee will continue to write and revise curriculum that integrates ELD supports for English Learners (MicroSociety Magnet Lessons). MRT will also continue to support professional development (plan, organize, and facilitate) in both ELA and Math. In addition, MRT will work directly with community partners, students and families to enhance the school's magnet program and to increase family engagement, which will positively impact attendance, school culture and academic progress.

Inschool Resource Teacher-
30100, 30106/1109

- Support closing the achievement gap in ELA and Math:
English Learners:
Graduation.

- Coordinates Micro Society school wide
 - Activities and job duties for students school wide
- Coordinates ASB

- Specific duties when working with EL and reading at grade level need to be clarified and planned implementation

Activity 2:
Funding has been allocated to purchase license and fees for software and/or online reading resources. Each classroom teacher will select either RAZ-KIDS or Scholastic News to support student learning in literacy. RAZ-Kids: Grade level appropriate instructional materials that enhance necessary skills for effective reading instruction. Scholastic News: Important news stories to build non-fiction reading skills, increase content-area knowledge and inspire a love of learning.

License and Fees-
30100/5842

- Support closing the achievement gap in ELA

- Supplemental supports are being implemented with fidelity and useful

- Principal needs to implement a monitoring system for the use of programs to benefit students and ensure money is well spent

Activity 3:
Continue to allocate funds to purchase instructional supplies. 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.

<p>Supplies-30100, 30106/4301</p> <ul style="list-style-type: none"> Support closing the achievement gap 	<ul style="list-style-type: none"> System in google docs has been established for teacher to request instructional supplies to support lessons and academic activities 	<ul style="list-style-type: none"> Not trends are evident at this time 	
<p>Activity 6: In-School RT will continue to support classroom teachers with tier 1 instruction and specific instructional practices based on needs (lesson studies throughout the school year). In-School RT will also support classroom teachers by researching and ensuring that they have appropriate instructional materials to support struggling students with tier 2 interventions (specifically English Learners and students with disabilities). RT collaboration and support will impact teacher effectiveness in providing more differentiated instruction and supports for students in both ELA and Math. In-School RT will continue to collaborate with administration and other support staff (Magnet RT, Physical Education Coach, Education Specialists, Counselor, Guidance Assistant, School Psychologist, Speech Pathologists, and Occupational Therapist in order to help accomplish the following: Increase academics; Create meaningful ongoing formative assessments; Monitor student progress; Support social/emotional needs; Provide direct instruction to potential at risk LTELs.</p>			
<p>Contracted Services-30100/5853</p> <ul style="list-style-type: none"> Support closing the achievement gap in ELA and Math: English Learners: Graduation. 	<ul style="list-style-type: none"> PLC, PD, Lesson Studies, Literacy/Math coaching cycles implementation is consistent and high quality, the entire year has been planned out and student need centered 	<ul style="list-style-type: none"> No trends are evident at this time 	
<p>Activity 7: i-Ready Diagnostic Assessment and online learning lessons for all students (TK-5th grade).</p>			
<p>Software License-31820/5841</p> <ul style="list-style-type: none"> Support closing the achievement gap/assessment 	<ul style="list-style-type: none"> Positive feedback Access from home and school Assists with grouping students for intervention Supports teachers with small group instruction in the area of math 	<ul style="list-style-type: none"> Training for parents on how to understand reports 	

	<p>Activity 8: Professional development for all classroom teachers and Educational Specialists on how to maximize the i-Ready Diagnostic and online learning web tool. i-Ready professional development will be provided three times throughout the school year. Professional development topics include the following: How to use and maximize the tool; Data collection and next steps; What does our data indicate and what we need to do to ensure students make academic progress.</p>		
	<p>Contracted Services-31820/5853</p> <ul style="list-style-type: none"> Support closing the achievement gap/professional development 	<ul style="list-style-type: none"> Implementation has been consistent and has provided teachers with the knowledge they need to use the report tool as well as implement the common assessment 	<ul style="list-style-type: none"> Students need to learn set learning personal goals Build in teacher/student conferences
	<p>Activity 9: Teacher will participate in i-Ready Assessment/Progress Monitoring and Online Learning workshop/professional development during non-contracted hours. Teachers will write grade level specific ELA curriculum that meet common core state standards.</p>		
	<p>Prof&Curriclm Dev Clssrm Tchr-31820/1170</p> <ul style="list-style-type: none"> Support closing the achievement gap/professional development 	<ul style="list-style-type: none"> Implementation has been consistent and has provided teachers with the knowledge they need to use the report tool as well as implement the common assessment 	<ul style="list-style-type: none"> No trends are evident at this time
<p>Notes and Reminders:</p>			
<p>Area Goal 3: Mathematics</p>	<p>1: Magnet Resource Teacher (MRT) will continue to support and collaborate with classroom teachers to impact teacher effectiveness. MRT will help classroom teachers in planning and implementing differentiated instruction and supports for struggling students (tier 1 instruction). MRT along with the Magnet Committee will continue to write and revise curriculum that integrates ELD supports for English Learners (MicroSociety Magnet Lessons). MRT will also continue to support professional development (plan, organize, and facilitate) in both ELA and Math. In addition, MRT will work directly with community partners, students and families to enhance the school's magnet program and to increase family engagement, which will positively impact attendance, school culture and academic progress.</p>		
	<p>Inschool Resource Teacher-30100, 30106/1109</p> <ul style="list-style-type: none"> Support closing the achievement gap in 	<ul style="list-style-type: none"> Coordinates Micro Society school wide 	<ul style="list-style-type: none"> Specific duties when working with EL and reading at grade level

<p>ELA and Math: English Learners: Graduation.</p>	<ul style="list-style-type: none"> ○ Activities and job duties for students school wide ● Coordinates ASB 	<p>need to be clarified and planned implementation</p>	
<p>Activity 2: In-School RT will continue to support classroom teachers with tier 1 instruction and specific instructional practices based on needs (lesson studies throughout the school year). In-School RT will also support classroom teachers by researching and ensuring that they have appropriate instructional materials to support struggling students with tier 2 interventions (specifically English Learners and students with disabilities). RT collaboration and support will impact teacher effectiveness in providing more differentiated instruction and supports for students in both ELA and Math. In-School RT will continue to collaborate with administration and other support staff (Magnet RT, Physical Education Coach, Education Specialists, Counselor, Guidance Assistant, School Psychologist, Speech Pathologists, and Occupational Therapist in order to help accomplish the following: Increase academics; Create meaningful and ongoing formative assessments; Monitor student progress; Support social/emotional needs; Provide direct instruction to potential at risk LTELs.</p>			
<p>Inschool Resource Teacher-30100, 30106/1109</p> <ul style="list-style-type: none"> ● Support closing the achievement gap in ELA and Math: English Learners: Graduation. 	<ul style="list-style-type: none"> ● Implementation has been consistent and has provided teachers with the knowledge they need to use the report tool as well as implement the common assessment 	<ul style="list-style-type: none"> ● Students need to learn set learning personal goals ● Build in teacher/student conferences 	
<p>Activity 3: Continue to allocate funds to purchase instructional supplies. 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.</p>			
<p>Supplies-30100, 31820/4301</p> <ul style="list-style-type: none"> ● Closing the achievement gap. 	<ul style="list-style-type: none"> ● System in google docs has been established for teacher to request instructional supplies to support lessons and academic activities 	<ul style="list-style-type: none"> ● No trends are evident at this time 	
<p>Activity 4: Teacher will participate in i-Ready Assessment/Progress Monitoring and Online Learning workshop/professional development during non-contracted hours. Teachers will write grade level specific Math curriculum that meet common core state standards. Education Specialists will plan and facilitate professional development for para educators who directly supports students with disabilities.</p>			

<p>Prof&Curriclm Dev Clssrm Tchr-31820/1170</p> <ul style="list-style-type: none"> Support closing the achievement gap/professional development 	<ul style="list-style-type: none"> Implementation has been consistent and has provided teachers with the knowledge they need to use the report tool as well as implement the common assessment 	<ul style="list-style-type: none"> No trends are evident at this time 	
<p>Activity 5: Funds allocated to purchase software license for all classroom teachers. i-Ready Diagnostic Assessment and online learning lessons will be utilized by all students (TK-5th grade).</p>			
<p>Software License-31820/5841</p> <ul style="list-style-type: none"> Support closing the achievement gap/assessment 	<ul style="list-style-type: none"> Positive feedback Access from home and school Assists with grouping students for intervention Supports teachers with small group instruction in the area of math 	<ul style="list-style-type: none"> Training for parents on how to understand reports 	
<p>Activity 6: Professional development for all classroom teachers and Education Specialists on how to maximize the i-Ready Diagnostic and online learning web tool. i-Ready professional development will be provided three times throughout the school year. Professional development topics include the following: How to use and maximize the tool; Data collection and next steps; Analysis of student data and progress monitoring.</p>			
<p>Contracted Svcs Less Than \$25K-31820</p> <ul style="list-style-type: none"> Support closing the achievement gap 	<ul style="list-style-type: none"> Implementation has been consistent and has provided teachers with the knowledge they need to use the report tool as well as implement the common assessment 	<ul style="list-style-type: none"> Students need to learn set learning personal goals Build in teacher/student conferences 	
<p>Notes and Reminders:</p>			

<p>Area Goal 4: English Learners</p>	<p>Activity 1. Magnet Resource Teacher (MRT) will continue to support and collaborate with classroom teachers to impact teacher effectiveness. MRT will help classroom teachers in planning and implementing differentiated instruction and supports for struggling students (tier 1 instruction). MRT along with the Magnet Committee will continue to write and revise curriculum that integrates ELD supports for English Learners (MicroSociety Magnet Lessons). MRT will also continue to support professional development (plan, organize, and facilitate) in both ELA and Math. In addition, MRT will work directly with community partners, students and families to enhance the school's magnet program and to increase family engagement, which will positively impact attendance, school culture and academic progress.</p>		
<p>Inschool Resource Teacher-30100, 30106/1109</p> <ul style="list-style-type: none"> ● Supports closing the achievement gap in ELA; Math; English Learners; Graduation 	<ul style="list-style-type: none"> ● Coordinates Micro Society school wide <ul style="list-style-type: none"> ○ Activities and job duties for students school wide ● Coordinates ASB 	<ul style="list-style-type: none"> ● Specific duties when working with EL and reading at grade level need to be clarified and planned implementation 	
<p>Activity 2: In-School RT will continue to support classroom teachers with tier 1 instruction and specific instructional practices based on needs (lesson studies throughout the school year). In-School RT will also support classroom teachers by researching and ensuring that they have appropriate instructional materials to support struggling students with tier 2 interventions (specifically English Learners and students with disabilities). In-School RT will continue to collaborate with administration and other support staff (Magnet RT, Physical Education Coach, Education Specialists, Counselor, Guidance Assistant, School Psychologist, Speech Pathologists, and Occupational Therapist in order to help accomplish the following: increase academic achievement; create meaningful and ongoing formative assessments; monitor student progress; support social/emotional needs; provide direct instruction to potential at risk LTELs.</p>			
<p>Inschool Resource Teacher-30100/1109</p> <ul style="list-style-type: none"> ● Support closing the achievement gap in ELA and Math: English Learners: Graduation. 	<ul style="list-style-type: none"> ● PLC, PD, Lesson Studies, Literacy/Math coaching cycles implementation is consistent and high quality, the entire year has been planned out and student need centered ● Teacher collaboration is consistent ● Teacher feedback is positive and they feel supported 	<ul style="list-style-type: none"> ● No trends are evident at this time 	
<p>Activity 3:</p>			

<p>Funding has been allocated to purchase license and fees for software and/or online reading resources. Each classroom teacher will select either RAZ-KIDS or Scholastic News to support student learning in literacy. RAZ-Kids: Grade level appropriate instructional materials that enhance necessary skills for effective reading</p>			
<p>License and Fees-30100/5842</p> <ul style="list-style-type: none"> Support closing the achievement gap in ELA 	<ul style="list-style-type: none"> Supplemental supports are being implemented with fidelity and useful 	<ul style="list-style-type: none"> Principal needs to implement a monitoring system for the use of programs to benefit students and ensure money is well spent 	
<p>Activity 6: Funds allocated to purchase software licenses for all classroom teachers. i-Ready Diagnostic Assessment and online learning lessons will be utilized by all students (TK-5th grade).</p>			
<p>Software License-31820/5841</p> <ul style="list-style-type: none"> Support closing the achievement gap/assessment 	<ul style="list-style-type: none"> Positive feedback Access from home and school Assists with grouping students for intervention Supports teachers with small group instruction in the area of math 	<ul style="list-style-type: none"> Training for parents on how to understand reports 	
<p>Activity 7: Professional development for all classroom teachers and Educational Specialists on how to maximize the i-Ready Diagnostic and online learning web tool. i-Ready professional development will be provided three times throughout the school year. Professional development topics include the following: How to use and maximize the tool; Data collection and next steps; What does our data indicate and what we need to do to ensure students make academic progress.</p>			
<p>Contracted Services Less Than \$25K-31820/5853</p> <ul style="list-style-type: none"> Support closing the achievement gap/professional development 	<ul style="list-style-type: none"> Implementation has been consistent and has provided teachers with the knowledge they need to use the report tool as well as implement the common assessment 	<ul style="list-style-type: none"> Students need to learn set learning personal goals Build in teacher/student conferences 	
<p>Activity 8:</p>			

	<p>Teacher will participate in i-Ready Assessment/Progress Monitoring and Online Learning workshop/professional development during non-contracted hours. Teachers will write grade level specific ELA curriculum that meet common core state standards.</p>	<ul style="list-style-type: none"> • Implementation has been consistent and has provided teachers with the knowledge they need to use the report tool as well as implement the common assessment 	<ul style="list-style-type: none"> • No trends are evident at this time 	
<p>Notes and Reminders:</p>				
<p>Area Goal 5: Students with Disabilities</p>	<p>Activity 1: Teacher will participate in i-Ready Assessment/Progress Monitoring and Online Learning workshop/professional development during non-contracted hours. Teachers will write grade level specific Math curriculum that meet common core state standards. Education Specialists will plan and facilitate professional development for para educators who directly supports students with disabilities.</p>	<ul style="list-style-type: none"> • Implementation has been consistent and has provided teachers with the knowledge they need to use the report tool as well as implement the common assessment 	<ul style="list-style-type: none"> • No trends are evident at this time 	
	<p>Activity 2: Para educators who provide direct support to students with disabilities will attend monthly professional development with certificated staff. Para educators will attend professional development (specifically related to special education) that will be facilitated by an Education Specialist throughout the school year.</p>			
<p>Other Support prsnl PARAS Hrly-31820/2281</p> <ul style="list-style-type: none"> • Closing the achievement gap/professional development 	<ul style="list-style-type: none"> • 10 Tuesdays are set aside for the 2019-20 school year • Educational Specialist meet with PARAs monthly on training 	<ul style="list-style-type: none"> • Agenda should be approved with administrator prior to PD. Minutes should be shared with administrator after 		

			the PD is provided to ensure quality training	
<p>Activity 3: Funds to purchase instructional supplies. 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.</p>				
No expenditure				
<p>Activity 4: i-Ready Diagnostic Assessment and online learning lessons for all students (TK-5th grade).</p>				
<p>Software License-31820/5841</p> <ul style="list-style-type: none"> Support closing the achievement gap/assessment 	<ul style="list-style-type: none"> Positive feedback Access from home and school Assists with grouping students for intervention Supports teachers with small group instruction in the area of math 		<ul style="list-style-type: none"> Training for parents on how to understand reports 	
<p>Activity 5: Professional development for all classroom teachers and Educational Specialists on how to maximize the i-Ready Diagnostic and online learning web tool. i-Ready professional development will be provided three times throughout the school year. Professional development topics include the following: How to use and maximize the tool; Data collection and next steps; What does our data indicate and what we need to do to ensure students make academic progress.</p>				
<p>Contracted Services Less Than \$25K-31820/5853</p> <ul style="list-style-type: none"> Support closing the achievement 	<ul style="list-style-type: none"> Implementation has been consistent and has provided teachers with the knowledge they need to use the report tool as 		<ul style="list-style-type: none"> Students need to learn set learning personal goals Build in teacher/student conferences 	

	<p>gap/professional development</p>	<p>well as implement the common assessment</p>		
<p>Activity 8: Funding has been allocated to purchase license and fees for software and/or online reading resources. Each classroom teacher will select either RAZ-KIDS or Scholastic News to support student learning in literacy. RAZ-Kids: Grade level appropriate instructional materials that enhance necessary skills for effective reading instruction. Scholastic News: Important news stories to build non-fiction reading skills, increase content-area knowledge and inspire a love of learning.</p>				
<p>License and Fees- 30100/5842</p> <ul style="list-style-type: none"> Support closing the achievement gap in ELA 		<ul style="list-style-type: none"> Supplemental supports are being implemented with fidelity and useful 	<ul style="list-style-type: none"> Principal needs to implement a monitoring system for the use of programs to benefit students and ensure money is well spent 	
<p>Notes and Reminders:</p>				
<p>Area Goal 6: Family Engagement</p>	<p>Activity 1. Provide childcare for parent trainings/meetings. Subcommittees of PBIS will plan and facilitate events that will increase parent involvement. Classroom teachers and staff will make an effort to directly connect with families to invite and encourage them to attend trainings and meetings.</p>			
<p>Other Support Prsnl PARAS Hrly- 30103/2281</p> <ul style="list-style-type: none"> Support closing the achievement gap and increase parent involvement 		<ul style="list-style-type: none"> Family events are implement (monthly family Friday, movie night, pizza night, harvest festival, winter fest, recognition assemblies) All parent meetings childcare has been established for the year with the SDUSD translation department 	<ul style="list-style-type: none"> Many of the family events are for the entire family and do not require childcare Parent meetings have not utilized childcare offered, but Joyner feels this continues to be a resource offered incase parents do not have childcare elsewhere 	

<p>Activity 2: Allocate funds for Inservice supplies for parent meetings and workshops.</p>			
<p>In-service Supplies – 30103/4304</p> <ul style="list-style-type: none"> Support closing the achievement gap and increase parent involvement 	<ul style="list-style-type: none"> Light refreshments are purchased for parent meetings Minimal in-services supplies are needed for parent meetings such as SSC, SGT, ELAC 	<ul style="list-style-type: none"> No trends are apparent at this time 	
<p>Activity 3: Allocate funds for School/Home communication. Postage is necessary in order to consistently inform parents of individual or school wide matters. This will keep our parents informed and supportive of the work at school.</p>			
<p>Postage Expense-30103/5920</p> <ul style="list-style-type: none"> Support closing the achievement gap and increase parent involvement 	N/A	<ul style="list-style-type: none"> Planning to purchase stamps for the remainder of the school year as it relates to parent communication 	
<p>Activity 4: Allocate funds to purchase paper for in-service and meetings for parents and School/Home communication.</p>			
<p>Interprogram Svcs/Paper- 30103/5733</p> <ul style="list-style-type: none"> Support closing the achievement gap and increase parent involvement 	N/A	<ul style="list-style-type: none"> Need to realign expenses to ensure paper is purchased out of the correct resource for parent communication 	
<p>Activity 5: The Guidance Assistant will continue to support students’ social and emotional well-being and needs. This will allow students to maximize their learning time and academic progress in class. In addition, the Guidance Assistant will work collaboratively with students, parents, principal, district counselor, office staff, nurse, health technician, classroom teachers, and support staff to implement strategies that will decrease chronic absenteeism and suspension rates. The Guidance Assistant will conduct weekly home visits with a certificated or support staff to ensure families receive the supports they need to get their children to school every day and on time. The Guidance Assistant will also be an active member of the PBIS team and/or other subcommittees as needed to support the positive school culture.</p>			

<p>Guidance/Attend Asst Hrly-31820/2454</p> <ul style="list-style-type: none"> ● Support closing the achievement gap and increase parent involvement 	<ul style="list-style-type: none"> ● Data collection for PowerSchool <ul style="list-style-type: none"> ○ Tracking behavior and entry to Power School ● Attendance Home visits <ul style="list-style-type: none"> ○ Overall attendance is improving. ○ Chronic Absenteeism has decreased 21% to 15% as of Oct 2019 ● Uses teacher data from google docs to target families which need to be connected with a home visit 	<ul style="list-style-type: none"> ● Data Collection <ul style="list-style-type: none"> ○ Increase communication with teachers on specific incident in order to implement the appropriate intervention. ○ In addition, increase communication on resolution and/or consequences. ● Home Visits <ul style="list-style-type: none"> ○ Coordinating at least two staff to attend the home visit 	
<p>Activity 6: Healthy Early Years Mental Health Clinician will be onsite 5 days a week to provide direct social-emotional support to students. Clinician will also provide professional development for staff and parent trainings (strategies to support students in class and at home). Clinician will work collaboratively with principal, counselor, guidance assistant, office staff, and certificated staff to help improve attendance (decrease chronic absenteeism rate) and promote positive school culture (decrease suspension rate). This will support the effort to close the achievement gap.</p>			
<p>Contracted Services >\$25K-31820/5100</p> <ul style="list-style-type: none"> ● Support closing the achievement gap and increase parent involvement 	<ul style="list-style-type: none"> ● Consistently works with student on a daily basis ● Works with individual student and their families-works on families dynamics which impacts student attendance, suspensions, and parent communication ● Provides PD for staff on social emotional needs 	<ul style="list-style-type: none"> ● Needed the Healthy Early Year counselor to be bilingual <ul style="list-style-type: none"> ○ Added an addition person and time to address the bilingual needs 	

		<ul style="list-style-type: none"> ● Counsels teacher on stress management to ensure they are able to support students in a positive manner ● Participates in home visits as needed 	<ul style="list-style-type: none"> ● Additional personnel to address the needs of Joyner 	
<p>Activity 2: The counselor will provide additional student supports in the area of social and emotional well-being. This will allow students to maximize their learning time and academic progress in class. In addition, the counselor will work collaboratively with students, parents, community partners, principal, office staff, nurse, health technician, classroom teachers, and support staff to implement strategies that will decrease chronic absenteeism and suspension rates. The counselor will conduct home visits with a certificated or support staff to ensure families receive the supports they need to get their children to school every day and on time. The counselor will also be an active member of the PBIS team and/or other subcommittees as needed to support the positive school culture.</p>				
	<p>Counselor Hrly-31820/1260</p> <ul style="list-style-type: none"> ● Support closing the achievement gap and increase parent involvement 	<ul style="list-style-type: none"> ● Small Group and 2nd step <ul style="list-style-type: none"> ○ Focus ○ Monitoring and implementing Restorative Justice as well as behavioral incidence ● Home Visits <ul style="list-style-type: none"> ○ Decrease in chronic absenteeism 	<ul style="list-style-type: none"> ● Small Group and 2nd step <ul style="list-style-type: none"> ○ Ensure formal training in Restorative Justice Practices ● Home Visits <ul style="list-style-type: none"> ○ Increase the amount of home visits counselor is participating in collaboration with the Guidance Assistant. ○ Increase communication with teachers, administration as well as with team member 	

			(Guidance Assistant)	
<p>Activity 8: The Guidance Assistant will continue to support students' social and emotional well-being and needs. This will allow students to maximize their learning time and academic progress in class. In addition, the Guidance Assistant will work collaboratively with students, parents, principal, district counselor, office staff, nurse, health technician, classroom teachers, and support staff to implement strategies that will decrease chronic absenteeism and suspension rates. The Guidance Assistant will conduct weekly home visits with a certificated or support staff to ensure families receive the supports they need to get their children to school every day and on time. The Guidance Assistant will also be an active member of the PBIS team and/or other subcommittees as needed to support the positive school culture.</p>				
	<p>Guidance Asst-30100/2404</p> <ul style="list-style-type: none"> ● Support closing the achievement gap and increase parent involvement 	<ul style="list-style-type: none"> ● Consistently works with small groups to address social emotional needs (2nd Steps) <ul style="list-style-type: none"> ○ Positive feedback from staff, parents, and students ○ Began in Oct.-the number of referrals have declined, specifically in first grade ● Daily Restorative Justice Implementation around appropriate and inappropriate behaviors <ul style="list-style-type: none"> ○ Opportunities to resolve issues with support, building independence. Less consequences and an increase in resolution. Decrease in suspensions. Skill 	<ul style="list-style-type: none"> ● Scheduling-groups can be difficult. More open slots need to be taken into account for new student groups. Time after recess and PE to address concerns or incident. ● Restorative Justice: <ul style="list-style-type: none"> ○ Add detail in Power School Entries ○ Formal training for Guidance Assistant and all teachers ○ The process is time consuming and more teachers being trained will assist with the overall positive implementation ● Data Collection 	

		<p>building and learning how move on from conflict.</p> <ul style="list-style-type: none"> ● Data collection for PowerSchool <ul style="list-style-type: none"> ○ Tracking behavior and entry to Power School ● Attendance Home visits <ul style="list-style-type: none"> ○ Overall attendance is improving. ○ Chronic Absenteeism has decreased 21% to 15% as of Oct 2019 ● Uses teacher data from google docs to target families which need to be connected with a home visit 	<ul style="list-style-type: none"> ○ Increase communication with teachers on specific incident in order to implement the appropriate intervention. ○ In addition, increase communication on resolution and/or consequences. ● Home Visits <ul style="list-style-type: none"> ○ Coordinating at least two staff to attend the home visit 	
<p>Activity 9: Visiting teachers are essential for certificated staff to be released from their regular classroom responsibilities to participate in professional development with support staff such as the district counselor, mental health clinician, restorative practices district resource teachers, and community partners to improve the following: Attendance (reduce chronic absenteeism rate); School culture (reduce suspension rate); Family engagement (provide parent classes/support). This will support the efforts to close the achievement gap.</p>				
	<p>Prof&Curriclm Dev Vist Tchr-31820/1192</p> <ul style="list-style-type: none"> ● Support closing the achievement gap and increase parent involvement 	<ul style="list-style-type: none"> ● Visiting Teachers are consistently taking jobs ● Time for PLCs is short but frequent ● Teacher responsiveness is positive and engaging 	<ul style="list-style-type: none"> ● There are no concerns at this time 	
<p>Notes and Reminders:</p>				

Area Goal 7: Graduation/Promotion	Activity 1: Magnet Resource Teacher (MRT) will continue to support and collaborate with classroom teachers to impact teacher effectiveness. MRT will help classroom teachers in planning and implementing differentiated instruction and supports for struggling students (tier 1 instruction). MRT along with the Magnet Committee will continue to write and revise curriculum that integrates ELD supports for English Learners (MicroSociety Magnet Lessons). MRT will also continue to support professional development (plan, organize, and facilitate) in both ELA and Math. In addition, MRT will work directly with community partners, students and families to enhance the school's magnet program and to increase family engagement, which will positively impact attendance, school culture and academic progress.		
	Inschool Resource Teacher-30100, 30106/1109	<ul style="list-style-type: none"> Coordinates Micro Society school wide <ul style="list-style-type: none"> Activities and job duties for students school wide Coordinates ASB 	<ul style="list-style-type: none"> Specific duties when working with EL and reading at grade level need to be clarified and planned implementation
	Activity 2: Funding has been allocated to purchase license and fees for software and/or online reading resources. Each classroom teacher will select either RAZ-KIDS or Scholastic News to support student learning in literacy. RAZ-Kids: Grade level appropriate instructional materials that enhance necessary skills for effective reading instruction. Scholastic News: Important news stories to build non-fiction reading skills, increase content-area knowledge and inspire a love of learning.		
	License and Fees-30100/5842	<ul style="list-style-type: none"> Supplemental supports are being implemented with fidelity and useful 	<ul style="list-style-type: none"> Principal needs to implement a monitoring system for the use of programs to benefit students and ensure money is well spent
	Activity 3: Continue to allocate funds to purchase instructional supplies. 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.		
	Supplies-30106/4301	<ul style="list-style-type: none"> System in google docs has been established for teacher to request instructional 	<ul style="list-style-type: none"> Not trends are evident at this time

	graduation/promotion goals	supplies to support lessons and academic activities		
<p>Activity 6: In-School RT will continue to support classroom teachers with tier 1 instruction and specific instructional practices based on needs (lesson studies throughout the school year). In-School RT will also support classroom teachers by researching and ensuring that they have appropriate instructional materials to support struggling students with tier 2 interventions (specifically English Learners and students with disabilities). RT collaboration and support will impact teacher effectiveness in providing more differentiated instruction and supports for students in both ELA and Math. In-School RT will continue to collaborate with administration and other support staff (Magnet RT, Physical Education Coach, Education Specialists, Counselor, Guidance Assistant, School Psychologist, Speech Pathologists, and Occupational Therapist in order to help accomplish the following: Increase academics; Create meaningful ongoing formative assessments; Monitor student progress; Support social/emotional needs; Provide direct instruction to potential at risk LTELs.</p>				
	<p>Contracted Services-30100/5853</p> <ul style="list-style-type: none"> Support closing the achievement gap and increase graduation/promotion goals 	<ul style="list-style-type: none"> Implementation has been consistent and has provided teachers with the knowledge they need to use the report tool as well as implement the common assessment 	<ul style="list-style-type: none"> Students need to learn set learning personal goals Build in teacher/student conferences 	

Conclusion: A narrative describing what worked or did not work and the modifications or changes that the school has made to improve the programs to address the academic needs of Title I/all students.

Sample guiding questions to evaluate the effectiveness of programs funded with Title I funds:

- The district or a school allocates Title I/site funds to support the computer technician. Is this position based on the comprehensive needs assessment (or subsequent annual evaluations)? Does this position provide direct services to students? How does this position impact student learning and academic achievement? What data are you using to drive this discussion? If this program has helped improve student learning, what can be done to make it even better? If this expenditure has not had a positive impact on student achievement, what will be done to modify, change, or replace it?

- The district or a school allocates Title I/site funds for books and materials. Are they based on the comprehensive needs assessments (or subsequent annual evaluations)? Are these materials relevant, evidence-based intervention? How do they impact student learning and academic achievement? What data is this decision based on? If the usage of these materials has helped improve student learning, what can be done to make it even better? If this expenditure has not had a positive impact on student achievement, what will be done to modify, change, or replace it?

Sample guiding questions to determine the use of Title I /site funds to address the academic needs of Title I/all students, particularly those at risk of not meeting state academic content standards:

- Will this be a program based upon a thorough and comprehensive assessment of student needs?
- Will this program provide **direct services** to students?
- Is it reasonable and necessary to use Title I/site (funds to address this issue (is it something that cannot be provided through unrestricted funds)?
- Is this the best use of a limited categorical resource?
- Is this an evidence-based intervention designed to improve academic achievement for at-risk students? How do you know? Please see links at the end of this document.
- How and to what extent does this directly impact student learning, increase academic achievement, and close the achievement gap?
- How will the use of funds be monitored and evaluated for effectiveness?
- Is it approved by SSC and described in the SPSA for site funds and approved by the district for district funds?
- For personnel, are Time Accounting Records kept to document the hours worked showing **direct services** to students?

School Name: Joyner
Evaluation of Title I Funded (09800)of Actions/Activities
SPSA School Year Evaluated: 2019-20

Goals	Actions/Activities (Strategies) List all activities/actions funded by LCFF. Must be evidence-based intervention designed to improve academic achievement.	Analysis: Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal. Description: Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal. <table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">What is working (effective) and why?</td> <td style="width: 50%;">What is not working (ineffective) and why?</td> </tr> </table>	What is working (effective) and why?	What is not working (ineffective) and why?	Modification based on evaluation results. What are my goals between now and the next quarterly check in to meet the identified goals in the SPSA? What are my leadership strategies in service of my goals?
What is working (effective) and why?	What is not working (ineffective) and why?				

Area Goal 1: Safe, Collaborative, and Inclusive Culture	Activity 1: The school community will continue to support students' social and emotional wellbeing and needs. This will allow students to maximize their learning time and academic progress in class. With the support of outside agencies (Healthy Early Years, Bayside Social Service Support and School Link) parents and students will have access to supports to reduce chronic absenteeism. The guidance assistant will work with families on interventions to increase attendance of the students who are chronically absent (phone calls, home visits, ect.)		
	ce Assistant – 09800/2404 Safe, Supportive and Collaborative School	<ul style="list-style-type: none"> Consistently works with small groups to address social emotional needs (2nd Steps) 	<ul style="list-style-type: none"> Scheduling-groups can be difficult. More open slots need to be taken into account for new

	<p>Culture; Decrease chronic absenteeism.</p>	<ul style="list-style-type: none"> ○ Positive feedback from staff, parents, and students ○ Began in Oct.-the number of referrals have declined, specifically in first grade ● Daily Restorative Justice Implementation around appropriate and inappropriate behaviors <ul style="list-style-type: none"> ○ Opportunities to resolve issues with support, building independence. Less consequences and an increase in resolution. Decrease in suspensions. Skill building and learning how move on from conflict. ● Data collection for PowerSchool <ul style="list-style-type: none"> ○ Tracking behavior and entry to Power School ● Attendance Home visits <ul style="list-style-type: none"> ○ Overall attendance is improving. ○ Chronic Absenteeism has decreased 21% to 15% as of Oct 2019 ● Uses teacher data from google docs to target families which 	<p>student groups. Time after recess and PE to address concerns or incident.</p> <ul style="list-style-type: none"> ● Restorative Justice: <ul style="list-style-type: none"> ○ Add detail in Power School Entries ○ Formal training for Guidance Assistant and all teachers ○ The process is time consuming and more teachers being trained will assist with the overall positive implementation ● Data Collection <ul style="list-style-type: none"> ○ Increase communication with teachers on specific incident in order to implement the appropriate intervention. ○ In addition, increase communication on resolution and/or consequences. 	
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		need to be connected with a home visit	<ul style="list-style-type: none"> ● Home Visits <ul style="list-style-type: none"> ○ Coordinating at least two staff to attend the home visit 	
Notes and Reminders:				
Area Goal 2: English Language Arts	<p>Activity 3: Continue to allocate funds to purchase instructional supplies. 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.</p>			
	<p>Supplies-09800/4301</p> <ul style="list-style-type: none"> ● Support closing the achievement gap 	<ul style="list-style-type: none"> ● System in google docs has been established for teacher to request instructional supplies to support lessons and academic activities 	<ul style="list-style-type: none"> ● Not trends are evident at this time 	
	<p>Activity 4: Visiting teachers are essential for classroom teachers to be released from the classrooms to participate in professional development with support staff to work on the following to improve instructional practices: Lesson design, Lesson studies, and Cross-classroom visits. All classroom teachers and Education Specialists will have opportunities to participate in lesson studies with the resource teacher as a coach during the upcoming school year.</p>			
	<p>Prof&Curriclm Dev Vist Tchr-09800/1192</p> <ul style="list-style-type: none"> ● Support closing the achievement gap/profession al development 	<ul style="list-style-type: none"> ● Visiting Teachers are consistently taking jobs ● Time for PLCs is short but frequent ● Teacher responsiveness is positive and engaging 	<ul style="list-style-type: none"> ● There are no concerns at this time 	
<p>Activity 5: Students will participate in physical and health education activities while teachers are released from the classrooms to participate in professional development (PLCs)/collaboration rotations with support staff to work on the following: Analyze student work to gather patterns and trends (data); Adjust lessons to improve instructional practices; Create common formative assessments based on common core state standards/critical concepts and learning targets.</p>				

<p>Contracted Svcs Less Than \$25K-09800/5853</p> <ul style="list-style-type: none"> Support closing the achievement gap/professional development 	<p>All classroom teachers have an opportunity to meet 2 hours, every other week from the second week of school until the end of June.</p> <p>Teachers follow the PLC protocol with fidelity, which includes unpacking literacy learning standards, creating reading and writing learning targets, developing common formative assessments, analyzing student work, and developing a plan of action to address student learning goals.</p> <p>Education Specialists are an integral part of the PLC process. They share their expertise in the use of strategies to help students who need additional support to gain access to grade level literacy content.</p> <p>All work is documented and linked the Joyner Instructional Handbook.</p>	<p>The work of each grade level is to be shared and made public via the Instructional Leadership Team in order to increase and strengthen grade level/teacher accountability to the work.</p>	
<p>Activity 6: In-School RT will continue to support classroom teachers with tier 1 instruction and specific instructional practices based on needs (lesson studies throughout the school year). In-School RT will also support classroom teachers by researching and ensuring that they have appropriate instructional materials to support struggling students with tier 2 interventions (specifically English Learners and students with disabilities). RT collaboration and support will impact teacher effectiveness in providing more differentiated instruction and supports for students in both ELA and Math. In-School RT will continue to collaborate with administration and other support staff (Magnet RT, Physical Education Coach, Education Specialists, Counselor, Guidance Assistant, School Psychologist, Speech Pathologists, and Occupational Therapist in order to help accomplish the following: Increase academics; Create meaningful ongoing formative assessments; Monitor student progress; Support social/emotional needs; Provide direct instruction to potential at risk LTELs.</p>			
<p>Contracted Services-09800/5853</p> <ul style="list-style-type: none"> Support closing the 	<ul style="list-style-type: none"> PLC, PD, Lesson Studies, Literacy/Math coaching cycles implementation is consistent and high quality, the entire year has 	<p>No trends are apparent at this time</p>	

	<p>achievement gap in ELA and Math: English Learners: Graduation.</p>	<p>been planned out and student need centered</p> <ul style="list-style-type: none"> Teacher collaboration is consistent Teacher feedback is positive and they feel supported 		
<p>Notes and Reminders:</p>				
<p>Area Goal 3: Mathematics</p>	<p>Activity 2: In-School RT will continue to support classroom teachers with tier 1 instruction and specific instructional practices based on needs (lesson studies throughout the school year). In-School RT will also support classroom teachers by researching and ensuring that they have appropriate instructional materials to support struggling students with tier 2 interventions (specifically English Learners and students with disabilities). RT collaboration and support will impact teacher effectiveness in providing more differentiated instruction and supports for students in both ELA and Math. In-School RT will continue to collaborate with administration and other support staff (Magnet RT, Physical Education Coach, Education Specialists, Counselor, Guidance Assistant, School Psychologist, Speech Pathologists, and Occupational Therapist in order to help accomplish the following: Increase academics; Create meaningful and ongoing formative assessments; Monitor student progress; Support social/emotional needs; Provide direct instruction to potential at risk LTEs.</p>			
<p>Inschool Resource Teacher-09800/1109</p> <ul style="list-style-type: none"> Support closing the achievement gap in ELA and Math: English Learners: Graduation. 	<ul style="list-style-type: none"> PLC, PD, Lesson Studies, Literacy/Math coaching cycles implementation is consistent and high quality, the entire year has been planned out and student need centered Teacher collaboration is consistent Teacher feedback is positive and they feel supported 	<ul style="list-style-type: none"> No trends are evident at this time 		
<p>Activity 7: Visiting teachers are essential for classroom teachers to be released from the classrooms to participate in professional development with support staff to work on the following to improve instructional practices: lesson design, lesson studies, cross classroom visits.</p>				
<p>Prof&Curriclm Dev Vist Tchr-09800/1192</p> <ul style="list-style-type: none"> Support closing the achievement 	<ul style="list-style-type: none"> Visiting Teachers are consistently taking jobs Time for PLCs is short but frequent 	<ul style="list-style-type: none"> There are no concerns at this time 		

	<p>gap/professional development</p>	<ul style="list-style-type: none"> Teacher responsiveness is positive and engaging 		
<p>Activity 8: Students will participate in physical and health education activities while teachers are released from the classrooms to participate in professional development (PLCs)/collaboration rotations with support staff to work on the following: analyze student work to gather patterns and trends (data); adjust lessons to improve instructional practices; create common formative assessments based on common core state standards/critical concepts and learning targets.</p>				
	<p>Contracted Svcs Less Than \$25K-09800/5853</p> <ul style="list-style-type: none"> Support closing the achievement gap/professional development 	<p>All classroom teachers have an opportunity to meet 2 hours, every other week from the second week of school until the end of June.</p> <p>Teachers follow the PLC protocol with fidelity, which includes unpacking mathematics learning standards, creating mathematics learning targets, developing common formative assessments, analyzing student work, and developing a plan of action to address student learning goals.</p> <p>Education Specialists are an integral part of the PLC process. They share their expertise in the use of strategies to help students who need additional support to gain access to grade level mathematics content.</p> <p>All work is documented and linked the Joyner Instructional Handbook.</p>	<p>The work of each grade level is to be shared and made public via the Instructional Leadership Team in order to increase and strengthen grade level/teacher accountability to the work.</p>	
<p>Notes and Reminders:</p>				
<p>Area Goal 4: English Learners</p>	<p>Activity 2: In-School RT will continue to support classroom teachers with tier 1 instruction and specific instructional practices based on needs (lesson studies throughout the school year). In-School RT will also support classroom teachers by researching and ensuring that they have appropriate instructional materials to support struggling students with tier 2</p>			

	<p>interventions (specifically English Learners and students with disabilities). In-School RT will continue to collaborate with administration and other support staff (Magnet RT, Physical Education Coach, Education Specialists, Counselor, Guidance Assistant, School Psychologist, Speech Pathologists, and Occupational Therapist in order to help accomplish the following: increase academic achievement; create meaningful and ongoing formative assessments; monitor student progress; support social/emotional needs; provide direct instruction to potential at risk LTELs.</p>		
<p>Inschool Resource Teacher-09800/1109</p> <ul style="list-style-type: none"> Supports closing the achievement gap in ELA and Math; English Learners; Graduation. 	<ul style="list-style-type: none"> PLC, PD, Lesson Studies, Literacy/Math coaching cycles implementation is consistent and high quality, the entire year has been planned out and student need centered Teacher collaboration is consistent Teacher feedback is positive and they feel supported 	<ul style="list-style-type: none"> No trends are evident at this time 	
<p>Activity 4: Visiting teachers are essential for classroom teachers to be released from the classrooms to participate in professional development with support staff to work on the following to improve instructional practices: Lesson design, Lesson studies, Cross-classroom visits. In addition, all classroom teachers and Education Specialists will have opportunities to participate in lesson studies with the resource teacher as a coach.</p>			
<p>Prof&Curriclm Dev Vist Tchr-09800/1192</p> <ul style="list-style-type: none"> Support closing the achievement gap/professional development 	<ul style="list-style-type: none"> Visiting Teachers are consistently taking jobs Time for PLCs is short but frequent Teacher responsiveness is positive and engaging 	<ul style="list-style-type: none"> There are no concerns at this time 	
<p>Activity 5: Students will participate in physical and health education activities while teachers are released from the classrooms to participate in professional development (PLCs)/collaboration rotations with support staff to work on the following: Analyze student work to gather patterns and trends (data); Adjust lessons to improve instructional practices; Create common formative assessments based on common core state standards/critical concepts and learning targets.</p>			
<p>Contracted Svcs Less Than \$25K-09800/5853</p> <ul style="list-style-type: none"> Support closing the 	<p>All classroom teachers have an opportunity to meet 2 hours, every</p>	<p>The work of each grade level is to be shared and made public via the</p>	

	<p>achievement gap/professional development</p>	<p>other week from the second week of school until the end of June.</p> <p>Teachers follow the PLC protocol with fidelity, which includes unpacking learning standards, creating learning targets, developing common formative assessments, analyzing student work, and developing a plan of action to address student learning goals.</p> <p>In-School Resource Teachers/English Language Coordinator helps facilitate each PLC and prompts teachers to focus on the analysis of English language learning and integrated ELD strategies to embed in their instructional next steps and plan.</p> <p>All work is documented and linked the Joyner Instructional Handbook.</p>	<p>Instructional Leadership Team in order to increase and strengthen grade level/ teacher accountability to the work.</p>	
<p>Notes and Reminders:</p>				
<p>Area Goal 5: Students with Disabilities</p>	<p>Activity 5: Students will participate in physical and health education activities while teachers are released from the classrooms to participate in professional development (PLCs)/collaboration rotations with support staff to work on the following: Analyze student work to gather patterns and trends (data); Adjust lessons to improve instructional practices; Create common formative assessments based on common core state standards/critical concepts and learning targets.</p>			
	<p>Contracted Svcs Less Than \$25K-09800/5853</p> <ul style="list-style-type: none"> Support closing the achievement gap/professional development 	<p>All classroom teachers have an opportunity to meet 2 hours, every other week from the second week of school until the end of June.</p> <p>Teachers follow the PLC protocol with fidelity, which includes unpacking</p>	<p>The work of each grade level is to be shared and made public via the Instructional Leadership Team in order to increase and strengthen grade level/ teacher accountability to the work.</p>	

		<p>content learning standards, creating learning targets, developing common formative assessments, analyzing student work, and developing a plan of action to address student learning goals.</p> <p>Education Specialists are an integral part of the PLC process. They share their expertise in the use of strategies to help students who need additional support to gain access to grade level content.</p> <p>All work is documented and linked the Joyner Instructional Handbook.</p>		
	<p>Activity 7: Visiting teachers are essential for classroom teachers to be released from the classrooms to participate in professional development with support staff to work on the following to improve instructional practices: Lesson design, Lesson studies, and Cross-classroom visits. All classroom teachers and Education Specialists will have opportunities to participate in lesson studies with the resource teacher as a coach during the upcoming school year.</p>			
	<p>Prof&Curriclm Dev Vist Tchr-09800/1192</p> <ul style="list-style-type: none"> Support closing the achievement gap/professional development 	<ul style="list-style-type: none"> Visiting Teachers are consistently taking jobs Time for PLCs is short but frequent Teacher responsiveness is positive and engaging 	<ul style="list-style-type: none"> There are no concerns at this time 	
<p>Notes and Reminders:</p>				
<p>Area Goal 6: Family Engagement</p>	<p>N/A</p>			
<p>Notes and Reminders:</p>				

Area Goal 7: Graduation/Promotion	Activity 1: In-school Resource Teacher (RT) will support and collaborate with classroom teachers to impact teacher effectiveness. The RT will help classroom teachers in planning and implementing differentiated instruction and supports for struggling students (Tier I instruction). Within PLC's, STEAM RT will assist teachers in creating, planning and implementing differentiated instruction with STEAM units.			
	In-school Resource Teacher-09800/1109 <ul style="list-style-type: none"> Support closing the achievement gap and increase graduation/promotion goals. 	<ul style="list-style-type: none"> PLC, PD, Lesson Studies, Literacy/Math coaching cycles implementation is consistent and high quality, the entire year has been planned out and student need centered Teacher collaboration is consistent Teacher feedback is positive and they feel supported 	<ul style="list-style-type: none"> No trends are evident at this time 	
	Activity 3: Continue to allocate funds to purchase instructional supplies. 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.			
	Supplies-09800/4301 <ul style="list-style-type: none"> Support closing the achievement gap and increase graduation/promotion goals. 	<ul style="list-style-type: none"> System in google docs has been established for teacher to request instructional supplies to support lessons and academic activities 	<ul style="list-style-type: none"> Not trends are evident at this time 	
Activity 4: Visiting teachers are essential for classroom teachers to be released from the classrooms to participate in professional development with support staff to work on the following to improve instructional practices: Lesson design, Lesson studies, and Cross-classroom visits. All classroom teachers and Education Specialists will have opportunities to participate in lesson studies with the resource teacher as a coach during the upcoming school year.				
Prof&Curriclm Dev Vist Tchr-09800/1192 <ul style="list-style-type: none"> Support closing the achievement gap and 	<ul style="list-style-type: none"> Visiting Teachers are consistently taking jobs Time for PLCs is short but frequent 	<ul style="list-style-type: none"> There are no concerns at this time 		

<p>increase graduation/promotion goals.</p>	<ul style="list-style-type: none"> Teacher responsiveness is positive and engaging 		
<p>Activity 5: Students will participate in physical and health education activities while teachers are released from the classrooms to participate in professional development (PLCs)/collaboration rotations with support staff to work on the following: Analyze student work to gather patterns and trends (data); Adjust lessons to improve instructional practices; Create common formative assessments based on common core state standards/critical concepts and learning targets.</p>			
<p>Contracted Svcs Less Than \$25K-09800/5853</p> <ul style="list-style-type: none"> Support closing the achievement gap and increase graduation/promotion goals. 	<p>All classroom teachers have an opportunity to meet 2 hours, every other week from the second week of school until the end of June.</p> <p>Teachers follow the PLC protocol with fidelity, which includes unpacking learning standards, creating learning targets, developing common formative assessments, analyzing student work, and developing a plan of action to address student learning goals.</p> <p>In-School Resource Teachers/English Language Coordinator facilitates each PLC for all grade levels and prompts teachers to follow the PLC process listed above. In addition, the In-School Resource Teachers/English Language Coordinator collaborates with teachers to plan and develop differentiated instruction to help support all students, from those in need of additional support to those mastering content expectations.</p>	<p>The work of each grade level is to be shared and made public via the Instructional Leadership Team in order to increase and strengthen grade level/ teacher accountability to the work.</p>	

		<p>The In-School Resource teacher ensures all PLC work is documented and linked the Joyner Instructional Handbook.</p>		
<p>Activity 6: In-School RT will continue to support classroom teachers with tier 1 instruction and specific instructional practices based on needs (lesson studies throughout the school year). In-School RT will also support classroom teachers by researching and ensuring that they have appropriate instructional materials to support struggling students with tier 2 interventions (specifically English Learners and students with disabilities). RT collaboration and support will impact teacher effectiveness in providing more differentiated instruction and supports for students in both ELA and Math. In-School RT will continue to collaborate with administration and other support staff (Magnet RT, Physical Education Coach, Education Specialists, Counselor, Guidance Assistant, School Psychologist, Speech Pathologists, and Occupational Therapist in order to help accomplish the following: Increase academics; Create meaningful ongoing formative assessments; Monitor student progress; Support social/emotional needs; Provide direct instruction to potential at risk LTELs.</p>				
	<p>Contracted Services-09800/5853</p> <ul style="list-style-type: none"> Support closing the achievement gap and increase graduation/promotion goals. 	<ul style="list-style-type: none"> PLC, PD, Lesson Studies, Literacy/Math coaching cycles implementation is consistent and high quality, the entire year has been planned out and student need centered Teacher collaboration is consistent Teacher feedback is positive and they feel supported 	<ul style="list-style-type: none"> No trends are evident at this time 	

Conclusion: A narrative describing what worked or did not work and the modifications or changes that the school has made to improve the programs to address the academic needs of low income, English Learners, foster youth students.

Evaluation Template for Title I Funded Programs

Sample guiding questions to evaluate the effectiveness of programs funded with LCFF funds:

- The district or a school allocates Title I/site funds to support the computer technician. Is this position based on the comprehensive needs assessment (or subsequent annual evaluations)? Does this position provide direct services to students? How does this position impact student learning and academic achievement? What data are you using

to drive this discussion? If this program has helped improve student learning, what can be done to make it even better? If this expenditure has not had a positive impact on student achievement, what will be done to modify, change, or replace it?

- The district or a school allocates Title I/site funds for books and materials. Are they based on the comprehensive needs assessments (or subsequent annual evaluations)? Are these materials relevant, evidence-based intervention? How do they impact student learning and academic achievement? What data is this decision based on? If the usage of these materials has helped improve student learning, what can be done to make it even better? If this expenditure has not had a positive impact on student achievement, what will be done to modify, change, or replace it?

Sample guiding questions to determine the use of Title I /site funds to address the academic needs of Title I/all students, particularly those at risk of not meeting state academic content standards:

- Will this be a program based upon a thorough and comprehensive assessment of student needs?
- Will this program provide **direct services** to students?
- Is it reasonable and necessary to use Title I/site (funds to address this issue (is it something that cannot be provided through unrestricted funds)?
- Is this the best use of a limited categorical resource?
- Is this an evidence-based intervention designed to improve academic achievement for at-risk students? How do you know? Please see links at the end of this document.
- How and to what extent does this directly impact student learning, increase academic achievement, and close the achievement gap?
- How will the use of funds be monitored and evaluated for effectiveness?
- Is it approved by SSC and described in the SPSA for site funds and approved by the district for district funds?
- For personnel, are Time Accounting Records kept to document the hours worked showing **direct services** to students?