

THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT JOYNER ELEMENTARY SCHOOL

2022-23

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: *January 24, 2023*

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.*

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT

RECOMMENDATIONS AND ASSURANCE

SCHOOL NAME: JOYNER ELEMENTARY PHONE: 619-640-4000 FAX: 619-640-4090

SITE CONTACT PERSON: KARA KUCHEMBA E-MAIL ADDRESS: kkuchemba@sandi.net

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

- Title I Schoolwide Programs (SWP) CSI School ATSI 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 composed correctly, and 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) (<i>delegated to SSC</i>) | Date of presentation: <u>9.29.22</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 checked="" type="checkbox"/> | Other (list): <u>SSC</u> | Date of presentation: <u>9.29.22</u> |

1. 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.
2. The site plan composition is rooted in 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.
3. The site plan or revisions to the site plan were adopted by the SSC on: 9.29.22

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 / 10.5.22
Signature of School Principal / Date

NOEMI VIZCARRA
Type/Print Name of SSC Chairperson

Noemi Vizcarra 10.5.22
Signature of SSC Chairperson / Date

Type/Print Name of ELAC Representative

Christina Casillas
Type/Print Name of Area Superintendent

Signature of ELAC Representative / Date

[Signature] 10.25.22
Signature of Area Superintendent / Date

Email & Submit Document with Original Signatures
Strategic Planning for Student Achievement Department
Eugene Brucker Education Center, Room 3126

Due October 7th 2022

TABLE OF CONTENTS

1. Introduction
2. Executive Summary
3. SPSA Template
4. Appendix
 - A. Budget Summary
 - B. Parent & Family Engagement Policy
 - C. School Parent Compact
 - D. Data Reports
 - E. 2021-22 SPSA Assessment and Evaluation

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 ATSI*. 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. 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 in order to provide a strong academic program. This also ensures 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.

ENGAGING EDUCATIONAL PARTNERS

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. During 2021-2022, stakeholders were involved in the FY 2023 budget development process via multiple meeting opportunities to dialogue and to solicit input. The budget development process included discussions on priorities and alignment to our strategies for the Strategic Plan for Student Achievement for the 2022-2023 school year. These included SGT, SSC, ELAC, Parent-Principal Meetings, and staff meetings held throughout the year.

Date	Meeting Type	Action
1/20/22	SSC	SSC reviews budget planning process for FY23 and begins to discuss how to incorporate alignment to SPSA and feedback from school community in the process
2/2022	Parent Survey	Parents were provided the opportunity to give feedback and input on budget priorities through a feedback form.

Joyner Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

2/9/2022	Staff Meeting	Review and discuss budget priorities aligned to achievement data
2/16/22	Staff Meeting, ILT Meeting	Reviewed and discussed budget priorities and school needs based upon comprehensive data review
2/17/22	SSC Meeting	Reviewed and discussed current and historical academic/achievement data to align budget priority feedback and strategies to school needs
2/22/22	SGT	Discussed current and future school priorities and alignment to FY23 budget
2/23/22	ILT	Discussed current and future school priorities and alignment to FY23 budget
2/24/22	SSC	SSC approves FY 23 budget
May 2022	ELAC	Delegates legal responsibilities to SSC for 2022-2023 school year
9/29/22	SSC	SSC reviewed SPSA goals and strategies, provided feedback and approved the 2022-23 SPSA.

RESOURCE INEQUITIES

Joyner's root cause analysis was completed by analyzing a variety of data sources to provide a well-rounded picture of the inequities that exist and how best to plan to respond to those inequities. The data sources include both quantitative data: enrollment, attendance, CAASPP, California Dashboard, and local school assessments completed in the spring of 2022. In addition, observational and/or qualitative data were also used where applicable and appropriate.

Joyner examined CAASPP data from the spring 2022 administration to determine trends and academic needs for our students and school community. Students in grades 3-5 participated in the spring 2022 administration of the CAASPP. This was the first time since 2019 that students participated in the standardized state assessments due to the pandemic. Historically, Joyner demonstrated below standard performance on the CAASPP from 2107 through 2019 in English Language Arts and Mathematics.

Joyner assessed 134 students in grades 3-5 in the ELA SBAC assessment. Overall, 84% of students fell below the standard and 16% of students met or exceeded the standard. Of the 84% of students that fell below the standard, 63% did not meet the standard and 21% nearly met the standard. Similar trends were observed in all cohorts of students. Below is the disaggregated data by cohort and proficiency level for all cohorts with 1 or more students.

Joyner Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Cohort	Not Met	Nearly Met	Met	Exceeded
ALL Students	63%	21%	9%	7%
Black/African American	57%	29%	14%	0%
Am. Indian/AK Native	100%	0%	0%	0%
Asian	30%	20%	20%	30%
Hispanic/Latino	67%	20%	8%	5%
White	0%	100%	0%	0%
2 or More Races	100%	0%	0%	0%
Socio-Economic Dis.	69%	19%	8%	4%
English Learner	91%	9%	0%	0%
Students with Disabilities	84%	16%	0%	0%
GATE	0%	0%	0%	100%

A similar trend was observed in the 2022 Math CAASPP data. Joyner assessed 139 students in grades 3-5 in the Math SBAC assessment. Overall, 87% of students fell below the standard and 13% of students met or exceeded the standard. Of the 87% of students that fell below the standard, 64% did not meet the standard and 23% nearly met the standard. Similar trends were observed in all cohorts of students. Below is the disaggregated data by cohort and proficiency level for all cohorts with 1 or more students.

Cohort	Not Met	Nearly Met	Met	Exceeded
ALL Students	64%	23%	8%	5%
Black/African American	71%	14%	14%	0%
Am. Indian/AK Native	100%	0%	0%	0%
Asian	20%	40%	10%	30%
Hispanic/Latino	67%	23%	7%	3%
White	50%	0%	50%	0%
2 or More Races	100%	0%	0%	0%
Socio-Economic Dis.	66%	24%	5%	5%
English Learner	81%	17%	0%	2%
Students with Disabilities	84%	8%	4%	4%
GATE	0%	0%	0%	100%

Based upon the CAASPP data for English Language Arts and Mathematics, inequities and achievement gaps were noted in the following cohorts: Black/African American, American Indian/Alaskan Native, Hispanic/Latino, 2 or more races, Socio-Economic Disadvantaged, English Learner, and Students with Disabilities.

Joyner analyzed local assessments in ELA and Math, which included the Fountas & Pinnell Benchmark Assessment, DEMI (math), and FastReading assessment. Fountas & Pinnell data was analyzed for students in grades UTK through second. Overall, 61.9% of students ended the 21-22 school year reading below grade level. 38.1% of students scored on grade level (28.1%) or above grade level (10%). Significant equity gaps were noted between our English Learners and the aggregate with 80.6% of English Learners scoring below grade level by the end of the year.

The DEMI assessed students in the areas of mathematical knowledge, application, and communication. Joyner students scored 46.6% and 46.1% demonstrated proficiency or strength in the areas of knowledge and application respectively. 41.5% of students demonstrated proficiency or strength in communication. Significant inequities were seen between our Students with Disabilities and English Learners and the aggregate. 76.2% of Students with Disabilities and 72.2% of English Learners demonstrated incomplete evidence on the spring 2022 DEMI assessment.

Similar trends were seen in the analysis of FAST reading data. 46.2% of students in grades 3 through 5 scored in the High Risk category. Inequities were seen between our Hispanic/Latino students, English Learners, and Students with Disabilities when compared to the aggregate. 51.9% of Hispanic/Latino students, 80.2% of English Learners, and 78.6% of Students with Disabilities scored at the High Risk level as measured by the spring 2022 FAST assessment.

School culture data was also examined to identify needs and resource inequities that exist in the areas of chronic absenteeism and our suspension rate. One of our key areas of school improvement will be reducing our chronic absentee rate by improving our students' and families' sense of belonging in our school community, creating opportunities to celebrate good attendance, and providing supports for our families experiencing housing insecurity or instability. Overall, Joyner demonstrated a 62% chronic absentee rate for school year 21-22. It is important to note that this rate was affected by the pandemic which increased student mobility and absentee rates. This was a considerable increase in the chronic absentee rate from previous years. In addition, inequities and gaps were noted among cohorts of students, specifically, our Black/African American (65%), Filipino (66%), Hispanic/Latino (83%), Native American (100%), and White (86%). Gaps were also identified in grades levels with our students in grades UTK through 3rd demonstrating much higher rates of chronic absenteeism than our students in the intermediate grades.

Per the California Dashboard (2019), Joyner's suspension rate is at 1.7% (students were suspended at least one time). Joyner's overall suspension rate for the 2021-2022 school year is 0.4%. This represents both in-school (0.2%) and out of school (0.2%) suspensions. However, while the suspension rate has improved dramatically, inequities still exist between the aggregate and cohorts of students. Specifically, Students with Disabilities have a 1.3% suspension rate and Hispanic/Latino students have a 0.4% suspension rate.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Angela Romero Tate	Parent
Kara Kuchemba	Principal
Pam Maidens Lhuillier	Classroom Teacher
Shirley Gonzalez	Parent
Noemi Vizcarra	Other School Representative
Francisco Alvarado	Parent
Frida Ramos	Parent
Maria Valdovinos	Parent
Allyson Martinez	Classroom Teacher
Maria Hernandez	Classroom Teacher

GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW**LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District****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.

Black Youth: Developing antiracist and restorative school communities.

District LCAP Goals

1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District - with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2021-22***Analysis**

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22 articulated goal(s).

The focus was to provide social-emotional, attendance, and school culture support for our school community. The strategies that were identified for SY21-22 was the use of the Guidance Assistant, School Counselor, increased communication with parents regarding absenteeism, and partnership with the Healthy Early Years Clinic (HEY) of San Diego State University. The School Counselor, alongside the Clerk Typist I, provided ongoing and daily communication to families of students who were absent. In addition, the team identified families for further intervention including the use of home visits to support improvement of student attendance and home-school communication. The School Counselor continued to provide monthly incentive programs for citizenship, attendance, and student of the month through our Positive Paws awards assembly. While this collaboration was key in establishing strong connections between home and school, school attendance and chronic absenteeism continued to be a challenge during the 21-22 school year. Covid illness protocols and actual illness were underlying issues for student absences throughout the 21-22 school year. In addition, the guidance assistant position was vacant due to an inability to hire candidates for the position. The work connected to that position was completed by the Student Success Team for attendance made up of our Clerk Typist and School Counselor.

***Major Differences**

Joyner Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

The major difference in implementation was the vacancy in the guidance assistant position. The vacancy in the position was created due to a transfer in the spring of 2021. The position was unable to be filled and remained as a vacancy due to a lack of interested candidates. The work of the guidance assistant did continue and was supported by the Clerk Typist and School Counselor.

***Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

The School Counselor position will continue to be funded as a fulltime position. In addition, to supporting the school culture work at Joyner, the School Counselor will also support the implementation of the Leader in Me program for the 2022-2023 school year. The School Counselor will also continue to provide support for our Student Council, Ally Action, Peacekeepers, and Restorative Justice work. Finally, the counselor will also manage the relationships between our outside mental health providers such as Cornerstone and the Healthy Early Years Clinic.

The Joyner community made the decision during budget planning to forgo the funding of the guidance assistant position for fiscal year 2023. The focus on attendance will continue and be supported by our Clerk Typist and School Counselor.

***Identified Need**

Attendance, specifically chronic absenteeism, has been a consistent challenge at Joyner Elementary School and one of the areas that led to the identification of Joyner as a CSI school for the 19-20 school year. Improvements were made over the 19-20 school year and Joyner was on a path to reducing chronic absenteeism. However, due to the school closures in spring 2020 and through fall/winter 2020-21, the validity of the chronic absentee rate must be considered when planning for improvements and support during the 21-22 school year. The average chronic absentee rate from 18-19 and 20-21 is approximately 32.5%. The average chronic absentee rate for the past three school years is approximately 26%. During the 2021-2022 school year, the challenges with attendance were exacerbated by the protocols to deal with student illness and the ongoing pandemic. The chronic absentee rate for the 2021-2022 school year was 62%. In addition, inequities were noted among cohorts of students in comparison to the aggregate. Therefore, we must be proactive in planning for addressing our average daily attendance rate, chronic absenteeism, and tardy students as we begin the school year. This is also the one area that continues to keep our school in ATSI status.

One of our key areas of school improvement will be reducing our chronic absentee rate by improving our students' and families' sense of belonging in our school community, creating opportunities to celebrate good attendance, and providing supports for our families experiencing shelter insecurity or instability. Per the California Dashboard (2019) Joyner is in the red in the following indicators: Chronic Absenteeism. The overall school chronic absenteeism rate is 62% for the 21-22 school year.

Chronic Absenteeism Rates (CA Dashboard):

Cohort	Attendance Rate
African-American	30.8%
English Learners	21.1%
Hispanic	26.1%
Students with Disabilities	22%
Homeless Students	34.1%
Asian	14.3%
Socio-economically Disadvantaged**	25.8%

***91.2% of Joyner's student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.*

Local School Chronic Absentee Data SY 21-22

Cohort	Chronic Absentee Rate
Overall	62%
African-American Students	65%
Hispanic Students	83%
Asian Students	53%
White Students	86%

Per the California Dashboard (2019), Joyner's suspension rate is at 1.7% (students were suspended at least one time). Joyner's overall suspension rate for the 2021-2022 school year is 0.4%. This represents both in-school (0.2%) and out of school (0.2%) suspensions. However, while the suspension rate has improved dramatically, inequities still exist between the aggregate and cohorts of students. Specifically, Students with Disabilities have a 1.3% suspension rate and Hispanic/Latino students have a 0.4% suspension rate.

Suspension Rates per CA Dashboard

Cohort	Suspension Rate
Overall	1.7%
Asian	0%
English Learners	2%
Hispanic Students	1.9%
Students with Disabilities	6%
African-American Students	4.1%
Homeless Students	2.8%
Socio-economically Disadvantaged Students**	1.9%

***91.2% of Joyner's student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.*

Joyner Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Per the 2022 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). 63 parents completed the survey for the 21-22 school year or a response rate of 26.3%.

Parent Involvement Data by Indicators

Indicator	Percent Favorable
Parent Involvement at School	28%
Parents feel welcome to participate at this school	40%
Promotion of parent involvement	47%
School actively seeks input of parents before making important decisions	40%
School encourages me to be an active partner	47%

***Goal 1 - Safe, Collaborative and Inclusive Culture**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	TK-5	Decrease the overall school wide chronic absenteeism rate.	62%	30%	Attendance	Trimester
June 2023	TK-5	Decrease the overall school wide suspension rate.	0.4%	0%	Suspension	Trimester
June 2023	TK-5	Increase the average parent involvement rate (“strongly agree” in each of the 4 indicators).	40.4%	50%	CAL-SCHLS (CSPS)	Annually

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

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	TK-5	Black or African American	Decrease chronic absenteeism rate	65%	35%	Attendance	Monthly
June 2023	TK-5	Hispanic or Latino	Decrease chronic absenteeism rate	83%	50%	Attendance	Monthly
June 2023	TK-5	English Learner	Decrease chronic absenteeism rate	66%	35%	Attendance	Monthly
June 2023	TK-5	Students with Disabilities	Decrease suspension rate.	1.3%	.4%	Suspension	Trimester
June 2023	TK-5	Hispanic or Latino	Decrease suspension rate	0.4%	0.2%	Suspension	Trimester

Supporting Black Youth - Additional Goals

- ✓ 1. Joyner ES Site Equity Team and/or pre-identified school committee will meet regularly to actualize the Black Youth Call to Action, SPSA equity goals and monitor student access to programs, learning, attendance and discipline data. The Site Equity Team will also monitor the staff diversity goal.
- ✓ 2. The staff diversity goal at Joyner ES is to maintain or increase the percentage of diverse educators and staff from the current year to the following year, including analysis of classified vs. certificated staff. [school name]’s site selection/hiring panel is strongly encouraged to complete anti-bias training before conducting any interviews. (LCAP 4)
- ✓ 3. In the 2022-23 school year, Joyner ES will develop and implement a system to monitor and analyze behavioral referrals, referrals to receive Special Education services and to determine if student groups are being disproportionately referred and the appropriate supports.
- ✓ 4. Joyner ES will create a process for ensuring all students can participate in restorative justice practices to support them through the suspension or expulsion process, which may include the assigning of a Student Champion.
- ✓ 5. Joyner ES’s Site Equity Team and/or pre-identified school committee will lead the review of data and dialogue in support of the development of safe, inclusive and culturally affirming workplaces for employees so that educators of color are retained.
- ✓ 6. Joyner ES will intentionally engage parents, staff and community members identifying as Black/African American through surveys and interviews to learn about their experiences and gain their input/feedback on site goals and actions.
- ✓ 7. Increase access to advanced classes--gate, seminar, advanced placement for black youth.
- ✓ 8. Joyner ES will study/learn culturally responsive instructional practices, [QLIs/QTPs, ethnic studies pedagogy] increasing engagement and achievement of black youth and other marginalized groups.

School 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 cohorts: 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 cohorts: Students with Disabilities, Black or African American students, and students who are considered Socioeconomically Disadvantaged.
 Note: 92.1% of Joyner’s student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.

***Strategy/Activity - Description**

The School Counselor will provide additional student supports in the area of social-emotional well-being, advocacy, and school culture & climate. This will allow students to maximize their learning time and academic progress in class. Also, 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 School Counselor will support chronic absenteeism, positive attendance, and suspension in the following ways:
 - Faciliate the School Attendance Team

Joyner Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

- Pilot and facilitate learning connected to the implementation of the Restorative Discipline Policy
- Promote a positive school culture using PBIS and Restorative Justice practices
- Facilitate small group and whole group social-emotional lessons
- Provide positive attendance supports and celebrations
- Coordinate student advocacy teams such as Ally Action and Peace Patrol to support student ownership of the school building
- Support and facilitate the RTI process
- Provide strategies and supports to families & students, including home visits, to decrease chronic absenteeism
- Coordinate wrap around supports for students and families

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F01301V	School Counselor -	0.40000	\$35,817.20	\$52,336.53	0130-09800-00-1210-3110-0000-01000-0000	LCFF Intervention Support	English Learners, Low-Income		School counselor will facilitate school culture and wrap around services supports to positively impact suspension and chronic absenteeism rates.
F01301W	School Counselor -	0.20000	\$17,908.60	\$26,168.25	0130-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	[no data]		School counselor will facilitate school culture and wrap around services supports to positively impact suspension and chronic absenteeism rates.
N0130A9	Counselor Hrly		\$1,800.00	\$2,228.58	0130-30100-00-1260-3110-0000-01000-0000	Title I Basic Program	[no data]		Provide supplemental funds for School Counselor position to support social-emotional learning and school culture. Counselor hourly can be used to cover any additional costs associated with the the counselor position as necessary.
N0130C0	Counselor Hrly		\$4,379.00	\$5,421.65	0130-09800-00-1260-3110-0000-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Provide supplemental funds for School Counselor position to support social-emotional learning and school culture. Counselor hourly can be used to cover any additional costs associated with the the counselor position as necessary.

***Additional Supports for this Strategy/Activity**

--

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 (Attendance Clerk), School Counselor, and main office staff will regularly review attendance data to provide positive supports and interventions to decrease chronic absenteeism and increase daily attendance. The Clerk Typist will make daily phone calls to families of absent students to coordinate support if needed.

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale

***Additional Supports for this Strategy/Activity**

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.

Joyner Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale

***Additional Supports for this Strategy/Activity**

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

LCAP 2 and 3: Access to Broad and Challenging Curriculum Accelerating Student Learning with High Expectations for All

Call to Action Belief Statements

ELA: 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.

Math: 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.

English Learners: 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.

Students with Disabilities: 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.

Graduation/Promotion Rate: 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. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District - with Equity at the Core and Support for the Whole Child
2. Access to Broad and Challenging Curriculum
3. Accelerating Student Learning With High Expectations for All
4. Quality Leadership, Teaching and Learning

Annual Review of This Goal: SPSA Reviewed 2021-22***Analysis**

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22 articulated goal(s).

Resources were allocated to fund the following:

- 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. The RT was also funded 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 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

In-School Resource Teacher (RT) supported classroom teachers with tier 1 instruction through facilitation of professional learning communities, profession learning sessions, and planning support. 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 the SSC to determine next steps for our professional learning plan.

PLCs were not consistently implemented through the use of visiting teachers. Challenges and constraints presented by the pandemic significantly impacted our ability to secure visiting teachers and provide common release time for our teachers. In order to provide a solution to this challenge, the SSC made the decision to transfer the funds into non-classroom hourly to ensure that teachers were able to conduct PLC time after the school day on a consistent basis.

***Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

In-School RT will continue to collaborate with administration and other support staff (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. The In-School RT will provide support of PLCs in grades 3-5 with a specific focus on conceptual development and application in mathematics. In addition, the ISRT will provide tier 2 small group support for students in grades 3-5 to support our English Learners.

Joyner Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

VAPA teachers will release classroom teachers in 1st & 2nd grades for monthly PLCs and lesson study in support of the Literacy Acceleration Plan. Teachers will work with an Okapi Literacy Consultant to strengthen tier 1 universal literacy instruction and tier 2 small group instruction in literacy. and work collaboratively with PE Prep teacher and other staff to engage students in physical education, health, and wellness learning. The school will also fund the VAPA/AEP program to provide release time one time per month to our teachers in UTK, K and grades 3-5.

*Identified Need - English Language Arts

Per the most recent CAASPP, 84% of students fell below the standard and 16% of students met or exceeded the standard. Of the 84% of students that fell below the standard, 63% did not meet the standard and 21% nearly met the standard. Similar trends were observed in all cohorts of students. Below is the disaggregated data by cohort and proficiency level for all cohorts with 1 or more students. Based upon the CAASPP data for English Language Arts, inequities and achievement gaps were noted in the following cohorts: Black/African American, American Indian/Alaskan Native, Hispanic/Latino, 2 or more races, Socio-Economic Disadvantaged, English Learner, and Students with Disabilities.

Cohort	Not Met	Nearly Met	Met	Exceeded
ALL Students	63%	21%	9%	7%
Black/African American	57%	29%	14%	0%
Am. Indian/AK Native	100%	0%	0%	0%
Asian	30%	20%	20%	30%
Hispanic/Latino	67%	20%	8%	5%
White	0%	100%	0%	0%
2 or More Races	100%	0%	0%	0%
Socio-Economic Dis.	69%	19%	8%	4%
English Learner	91%	9%	0%	0%
Students with Disabilities	84%	16%	0%	0%
GATE	0%	0%	0%	100%

Further, our students in grades K-2nd participated in the Fountas & Pinnell assessment three times through the school year. As a result of the consistent learning and teaching through the Literacy Acceleration Plan, our students demonstrated growth in proficiency and reading levels from the beginning to the end of the school year. (BOY = Beginning of the Year; EOY = End of the Year)

Grade Level	BOY On/Above	EOY On/Above	BOY Below	EOY Below
Kindergarten	35% (MOY)	32.3%	65%	67.6%
First	10%	33%	90%	67%
Second	10%	38.5%	90%	61.5%

Teachers will continue to provide literacy instruction using Benchmark Advance, the adopted guaranteed viable curriculum for the San Diego Unified School District. Professional Learning, Professional Learning Communities, and instructional observational foci will be aligned to support literacy acceleration in UTK-2nd, mathematics in 3-5, and language development across all grades per the Joyner Site Learning Plan. Teachers in 1st & 2nd grades will participate in monthly full day release days for PLC and Lesson Study events to build capacity in using data to plan rigorous, targeted

Joyner Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

universal tier 1 instruction. Teachers in grades UTK, K, and 3-5 will participate in monthly release days to participate in consistent professional learning communities.

Further, a school-wide assessment plan aligned to district-wide assessments will be used to provide summative performance data three times per year. Teachers in grades 3-5 will administer the FASTbridge reading assessment three times per year. Teachers in grades TK through 2nd will administer the Fountas & Pinnell Benchmark assessment three times per year.

*Goal 2 - English Language Arts

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	Increase the percentage of students meeting and exceeding grade level standards.	16%	26%	CAASPP ELA	Annually
June 2023	3-5	Decrease the percentage of students not meeting grade level standards	63%	55%	CAASPP ELA	Annually
June 2023	K-2nd	Increase percentage of students reading on or above grade level	38.1%	48.1%	Fountas and Pinnel	Trimester

*Annual Measurable Outcomes (Closing the Equity Gap) English Language Arts

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	Black or African American	Decrease percentage of students not meeting standards	57%	47%	CAASPP ELA	Annually
June 2023	3-5	Black or African American	Increase the percentage of students meeting or exceeding grade level standards	14%	22%	CAASPP ELA	Annually
June 2023	3-5	English Learner	Decrease the percentage of	0%	10%	CAASPP ELA	Annually

Joyner Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

			students not meeting grade level standards				
June 2023	3-5	English Learner	Increase percentage of students meeting or exceeding grade level standards	91%	81%	CAASPP ELA	Annually
June 2023	3-5	Students with Disabilities	Decrease the percentage of students not meeting grade level standards	84%	74%	CAASPP ELA	Annually
June 2023	3-5	Students with Disabilities	Increase percentage of students meeting or exceeding grade level standards	0%	5%	CAASPP ELA	Annually

*Identified Need - Math

Joyner assessed 139 students in grades 3-5 in the Math SBAC assessment. Overall, 87% of students fell below the standard and 13% of students met or exceeded the standard. Of the 87% of students that fell below the standard, 64% did not meet the standard and 23% nearly met the standard. Similar trends were observed in all cohorts of students. Based upon the CAASPP data for Mathematics, inequities and achievement gaps were noted in the following cohorts: Black/African American, American Indian/Alaskan Native, Hispanic/Latino, 2 or more races, Socio-Economic Disadvantaged, English Learner, and Students with Disabilities.

In addition, the DEMI assessed students in the areas of mathematical knowledge, application, and communication. Joyner students scored 46.6% and 46.1% demonstrated proficiency or strength in the areas of knowledge and application respectively. 41.5% of students demonstrated proficiency or strength in communication. Significant inequities were seen between our Students with Disabilities and English Learners and the aggregate. 76.2% of Students with Disabilities and 72.2% of English Learners demonstrated incomplete evidence on the spring 2022 DEMI assessment.

Joyner Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Goal 3 - Mathematics							
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency	
June 2023	3-5	Increase the percentage of students meeting and exceeding grade level standards.	13%	21%	CAASPP Math	Annually	
June 2023	3-5	Decrease the percentage of students not meeting grade level standards	64%	54%	CAASPP Math	Annually	
June 2023	3-5	Increase percentage of students demonstrating evidence of strength or evidence of proficiency in DEMI communication	41.8%	51.8%	DEMI	Bi-annually	
*Annual Measurable Outcomes (Closing the Equity Gap) - Math							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	Black or African American	Increase the percentage of students meeting and/or exceeding grade level standards	14%	22%	CAASPP Math	Annually
June 2023	3-5	Black or African American	Decrease percentage of students not meeting standards	71%	61%	CAASPP Math	Annually
June 2023	3-5	English Learner	Increase the percentage of students meeting and/or exceeding	2%	10%	CAASPP Math	Annually

Joyner Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

			grade level standards				
June 2023	3-5	English Learner	Decrease the percentage of students not meeting grade level standards	81%	71%	CAASPP Math	Annually
June 2023	3-5	Students with Disabilities	Increase the percentage of students meeting and/or exceeding grade level standards	8%	16%	CAASPP Math	Annually
June 2023	3-5	Students with Disabilities	Decrease the percentage of students not meeting grade level standards	84%	74%	CAASPP Math	Annually

***Identified Need - English Learners**

Demographically, English Learners make up approximately 50% of Joyner's student population. Historically, English Learners have scored far below the standard on state and local assessments in both ELA and Mathematics. Per Spring 2022 ELA CAASPP data, 100% of students identified as English Learners fell below the standard and scored in the not met (91%) or nearly met (9%) proficiency levels. This demonstrates a 16 percentage point gap when compared to the aggregate. The 2022 Math CAASPP data saw similar trends for English Learners. 98% of students identified as English Learners scored below the standard and scored in the not met (81%) and nearly met (17%) proficiency levels. This demonstrates a 13 percentage point gap when compared to the aggregate.

Similar trends were seen in our local school assessments -- DEMI (math) and FAST (reading). 72.2% of English Learners demonstrated incomplete evidence on the spring 2022 DEMI assessment. 80.2% of English Learner scored at the High Risk level as measured by the spring 2022 FAST assessment.

ELA 2022 SBAC Performance for English Learners

Standards Not Met	Nearly Met Standards	Met Standards	Exceeded Standards
91%	9%	0%	0%

Math 2022 SBAC Performance for English Learners

Standards Not Met	Nearly Met Standards	Met Standards	Exceeded Standards
81%	17%	0%	2%

Spring 2022 DEMI Mathematics Assessment (English Learners)

Joyner Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Proficiency Level	Knowledge	Application	Communication
Evidence of Strength	2.5%	1.3%	0%
Evidence of Proficiency	25.3%	29.1%	29.9%
Incomplete Evidence	72.2%	69.6%	70.1%

*Goal 4 - English Learners

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	UTK-5	English Learner	Increase percentage of English Learners that reclassify each year	16%	26%	Summative ELPAC	Annually
June 2023	K-2	English Learner	Increase percent of English Learners that score at or above grade level as measured by the F&P assessment.	19.4%	29.4%	Other (Describe in Objective)	Trimester

*Identified Need - Graduation/Promotion Rate

Joyner examined CAASPP data from the spring 2022 administration to determine trends and academic needs for our students and school community. Students in grades 3-5 participated in the spring 2022 administration of the CAASPP. This was the first time since 2019 that students participated in the standardized state assessments due to the pandemic. Historically, Joyner demonstrated below standard performance on the CAASPP from 2107 through 2019 in English Language Arts and Mathematics.

Joyner assessed 134 students in grades 3-5 in the ELA SBAC assessment. Overall, 84% of students fell below the standard and 16% of students met or exceeded the standard. Of the 84% of students that fell below the standard, 63% did not meet the standard and 21% nearly met the standard. Similar trends were observed in all cohorts of students. Below is the disaggregated data by cohort and proficiency level for all cohorts with 1 or more students.

A similar trend was observed in the 2022 Math CAASPP data. Joyner assessed 139 students in grades 3-5 in the Math SBAC assessment. Overall, 87% of students fell below the standard and 13% of students met or exceeded the standard. Of the 87% of students that fell below the standard, 64% did not meet the standard and 23% nearly met the standard. Similar trends were observed in all cohorts of students. Below is the disaggregated data by cohort and proficiency level for all cohorts with 1 or more students.

Based upon the CAASPP data for English Language Arts and Mathematics, inequities and achievement gaps were noted in the following cohorts: Black/African American, American Indian/Alaskan Native, Hispanic/Latino, 2 or more races, Socio-Economic Disadvantaged, English Learner, and Students with Disabilities.

Joyner Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Joyner analyzed local assessments in ELA and Math, which included the Fountas & Pinnell Benchmark Assessment, DEMI (math), and FastReading assessment. Fountas & Pinnell data was analyzed for students in grades UTK through second. Overall, 61.9% of students ended the 21-22 school year reading below grade level. 38.1% of students scored on grade level (28.1%) or above grade level (10%). Significant equity gaps were noted between our English Learners and the aggregate with 80.6% of English Learners scoring below grade level by the end of the year.

The DEMI assessed students in the areas of mathematical knowledge, application, and communication. Joyner students scored 46.6% and 46.1% demonstrated proficiency or strength in the areas of knowledge and application respectively. 41.5% of students demonstrated proficiency or strength in communication. Significant inequities were seen between our Students with Disabilities and English Learners and the aggregate. 76.2% of Students with Disabilities and 72.2% of English Learners demonstrated incomplete evidence on the spring 2022 DEMI assessment.

Similar trends were seen in the analysis of FAST reading data. 46.2% of students in grades 3 through 5 scored in the High Risk category. Inequities were seen between our Hispanic/Latino students, English Learners, and Students with Disabilities when compared to the aggregate. 51.9% of Hispanic/Latino students, 80.2% of English Learners, and 78.6% of Students with Disabilities scored at the High Risk level as measured by the spring 2022 FAST assessment.

*Goal 5- Graduation/Promotion Rate

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	TK-2nd	Increase the percentage of students reading at or above grade level as measured by the Fountas & Pinnell Benchmark Assessment	38.1%	48.1%	Other (Describe in Objective)	Trimester
June 2023	3-5	Increase the percentage of students reading at or above grade level	28%	38%	FAST aReading	Trimester
June 2023	3-5	Decrease the percentage of students scoring at the High Risk Level	46.2%	36.2%	FAST aReading	Trimester

Joyner Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Annual Measurable Outcomes (Closing the Equity Gap) - Graduation/Promotion Rate							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	Black or African American	Increase the percentage of students meeting and/or exceeding grade level standards on the CAASPP	14%	24%	CAASPP ELA	Annually
June 2023	3-5	English Learner	Increase percentage of students meeting and/or exceeding grade level standards as measured on the CAASPP	0%	10%	CAASPP ELA	Annually
June 2023	3-5	Students with Disabilities	Increase percentage of students meeting and/or exceeding grade level standards as measured by the CAASPP	0%	10%	CAASPP ELA	Annually
June 2023	3-5	Hispanic or Latino	Increase percentage of students meeting and/or exceeding grade level standards as measured by the CAASPP	13%	23%	CAASPP ELA	Annually

Optional School Goal(s)									
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency		
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 Arts, specifically the following cohorts: English Learners, Students with Disabilities, Black/African-American, Hispanic, and Socio-economically disadvantaged students.									
*Strategy/Activity - Description									
The In-School Resource Teacher (ISRT) will support classroom teachers by strengthening tier 1 instruction and universal supports for all students. The ISRT will do the following to support classroom teachers and positively impact student academic performance:									
<ul style="list-style-type: none"> - Plan and facilitate PLCs aligned to the Joyner Site Learning Plan for Literacy Acceleration for UTK-2nd grade and math focus for grades 3-5 - Support teachers in identifying and planning high-leverage strategies to support student mastery of grade level content - Support teachers in identifying and planning specific English Language Development strategies and language targets to support English Learners - Analyze formative and summative data in reading to support teachers in planning tier 1 and tier 2 instruction - Collaborate with the administration and other support staff including the Reading Support Teacher to strengthen the tier 1 instructional program - Provide direct small group instruction for English Learners - Provide support and coordination of ELPAC summative assessments with the support of Visiting Teachers to support assessments for English Learners 									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F01301X	Inschool Resource Tchr -	1.00000	\$98,916.00	\$142,490.73	0130-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	[no data]		Strengthening T1 and T2 instruction through PLC will support student achievement and build teacher capacity in reading and mathematics.
N01309H	Classroom Teacher Hrly		\$5,000.00	\$6,190.50	0130-30106-00-1157-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Provide instructional support to increase student achievement.

Joyner Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

N0130BZ	PullOut/Push in Hrly		\$2,164.00	\$2,679.25	0130-30100-00-1159-1000-1110-01000-0000	Title I Basic Program	[no data]		Provide curriculum and PLC support to increase student achievement. Pull out/Push in hourly can be used to cover any additional costs associated with the In School Resource Teacher position as necessary.
---------	----------------------	--	------------	------------	---	-----------------------	-----------	--	---

***Additional Supports for this Strategy/Activity**

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**

Instructional supplies and resources support the instructional program by providing high-quality materials for students to use during tier 1 and tier 2 instruction. Specially, teachers and students must have access to materials, programs, and high-quality literacy materials in order to support learning in the classroom.

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N013023	Supplies		\$32,288.00	\$32,288.00	0130-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Purchase instructional supplies to support the implementation of the guaranteed viable curriculum such as chart paper, markers, literacy supplemental materials.
N0130BV	Supplies		\$5,783.00	\$5,783.00	0130-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Purchase instructional supplies to support the implementation of the guaranteed viable curriculum such as chart paper, markers, literacy supplemental materials.

***Additional Supports for this Strategy/Activity**

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**

All teachers in grades TK-5th will participate in Professional Learning Communities or PLCs at least monthly or more frequently through the use of alternative strategies to provide release time such as visiting teachers and/or providing time outside of contractual hours. Joyner will utilize the AEP/VAPA program to provide 1/2 day release time for UTK, Kindergarten, and grades 3-5 one time per month. In addition, additional minimum days and the Literacy Acceleration Program will provide increased PLC time for all grades UTK through 5th. Professional Learning Communities will be focused on the following practices to plan effective Tier 1 and Tier 2 instruction to meet students' needs:

- Consistent content alignment on topics across grade levels with specific emphasis on literacy acceleration and/or math focus for 3-5
- Consistent analysis of formative and summative data sets to plan for effective whole group and small group instruction
- Collaborative professional learning structures such as text protocols, book studies, and lesson studies to build capacity

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01301Q	Non Clsrn Tch Hrly		\$10,000.00	\$12,381.00	0130-30106-00-1957-2490-0000-01000-0000	Title I Supplmnt Prog Imprvmt	[no data]		Provide additional release time for teachers to participate in PLC to analyze data, plan instruction, and positively impact student achievement.
N0130BX	Non Clsrn Tch Hrly		\$5,436.00	\$6,730.31	0130-30100-00-1957-2490-0000-01000-0000	Title I Basic Program	[no data]		Provide additional release time for teachers to participate in PLC to analyze data, plan instruction, and positively impact student achievement.
N0130BY	Interprogram Svcs/VAPA		\$30,000.00	\$30,000.00	0130-30106-00-5738-1000-1110-01000-1313	Title I Supplmnt Prog Imprvmt	[no data]		Provide additional release time for teachers to participate in PLC to analyze data, plan instruction, and positively impact student achievement.

***Additional Supports for this Strategy/Activity**

--	--	--	--	--	--	--	--	--	--

Progress Monitoring Using Consistent Assessments

***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**

Data-driven instruction is an important lever in providing rigorous, targeted, and differentiated learning opportunities for all students. Consistent school-wide assessments will be used across all grade levels to ensure appropriate progress monitoring of student mastery of standards. The following assessments will be used:

- DEMI Math Assessment (Grades 2-5)
- FASTbridge Reading (Grades 3-5)
- Fountas & Pinnell Benchmark (Grades TK-2nd)

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale

***Additional Supports for this Strategy/Activity**

Software Programs

***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**

Educational software programs will be purchased to support student small group learning and differentiation within the classroom, specifically during guided reading rotations.

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0130BW	Software License		\$3,005.00	\$3,005.00	0130-30100-00-5841-1000-1110-01000-0000	Title I Basic Program	[no data]		Provide differentiated support by purchasing enrichment software programs for students.

*Additional Supports for this Strategy/Activity									
English Learner Instructional Resource Teacher Support									
*Students to be served by this Strategy/Activity									
English Learners will benefit from this specific strategy.									
*Strategy/Activity - Description									
The English Learner Instructional Resource Teacher (ELIRT) will provide coaching, planning, and small group instructional support to students and teachers. The ELIRT will participate in monthly PLCs, informal observations in dELD and iELD instruction, and identify and provide support for English Learners in a small group setting. This support is providing through the Office of Language Acquisition and will be provided for the entire school year.									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
*Additional Supports for this Strategy/Activity									
Support is provided the the OLA office for the first semester of the school year.									
Co-Planning for Integration of Supports									
*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 and support co-planning with general education teachers. This support will provide appropriate scaffolds and supports in Tier1 and Tier 2 instruction in the general education setting. Education Specialists and/or Paras will provide targeted push-in support for students with disabilities focused on accessibility and mastery of grade-level standards.									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
*Additional Supports for this Strategy/Activity									

Paraeducator 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**

Paraeducators who provide direct support to students with disabilities will attend planning and collaboration sessions with the assigned Education Specialist. Paraeducators will be provided opportunities to attend all district-sponsored paraprofessional professional development sessions during the 21-22 school year.

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale

***Additional Supports for this Strategy/Activity**

Restorative Discipline Practices

***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 School Counselor will collaborate with district personnel, school staff, and admin to pilot Restorative Discipline Practices in order to decrease suspension rates of our Black Youth. The School Counselor will support facilitation of Restorative Discipline training and pilot of strategies through collaboration with the Youth Advocacy department.

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale

***Additional Supports for this Strategy/Activity**

The School Counselor will collaborate with the Youth Advocacy team at Central Office to support the pilot/rollout of RDP.

Literacy 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**

Classroom Teachers and Educational Specialists in grades UTK-2nd will participate in district-wide literacy acceleration professional learning. The professional learning sessions will focus on high-leverage strategies to strengthen tier 1 instruction and accelerate literacy achievement for all

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale

***Additional Supports for this Strategy/Activity**

Professional Learning sessions will be facilitated with support of central office personnel.

Support for English Learners Summative ELPAC Assessments

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

This strategy will support our students identified as English Learners.

***Strategy/Activity - Description**

Visiting teachers will be provided to support summative ELPAC evaluations. The visiting teachers will work one-on-one to administer ELPAC assessments to students identified as English Learners.

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01306G	Prof&Curriclm Dev Vist Tchr		\$10,000.00	\$12,381.00	0130-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners		Visiting teachers will support summative ELPAC assessments to support our English Learners.

***Additional Supports for this Strategy/Activity**

LCAP 5: Family and Community Engagement with Highly Regarded Neighborhood Schools

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 2021-22

***Analysis**

Describe the overall implementation of the 2020-21 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2020-21 articulated goal(s).

Parent meetings were provided on a monthly to bi-monthly basis virtually due to health & safety guidelines. Principal Coffee Chats were held via Zoom. However, the virtual format was not accessible for many of our families and attendance was low due to this accessibility issue. An in-person event was held in May 2022, which was more widely attended by our families.

***Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

Meeting times were varied throughout the day and month to allow for parents to participate. However, all meetings had to continue in a virtual format which significantly decreased attendance and engagement. Childcare was not needed due to the virtual format of the majority of the parent engagement meetings.

***Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

Joyner will continue to provide childcare for parent training/meetings when it is safe to provide in-person options for parents and families. In-person meeting options will resume to encourage and increase parent attendance. The School Counselor along with the school culture alignment team will provide support to include parents in virtual celebrations on a bi-monthly basis. The main office staff will provide a high-level of customer service to provide a welcoming environment for our families. 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.

***Identified Need**

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 19-20 school year. However, chronic absenteeism increased during the course of the 20-21 school year due to online learning and student & family mobility. This trend in chronic absenteeism continued in the 21-22 school year due to the illness mitigation policies and students on extended illness absences due to Covid. In order to positively impact our absentee rate, the office staff will work collaboratively and closely with the principal, school counselor, and certificated staff to monitor attendance and social-emotional needs. In addition, our goal is to increase parent engagement and strengthen the school-home relationships with families by hosting events in collaboration with our alignment teams and staff members.

School culture data for spring 2022 was also examined to identify needs and resource inequities that exist in the areas of chronic absenteeism and our suspension rate. One of our key areas of school improvement will be reducing our chronic absentee rate by improving our students' and families' sense of belonging in our school community, creating opportunities to celebrate good attendance, and providing supports for our families experiencing housing insecurity or instability. Overall, Joyner demonstrated a 62% chronic absentee rate for school year 21-22. It is important to note that this rate was affected by the pandemic which increased student mobility and absentee rates. This was a considerable increase in the chronic absentee rate from previous years. In addition, inequities and gaps were noted among cohorts of students, specifically, our Black/African American (65%), Filipino (66%), Hispanic/Latino (83%), Native American (100%), and White (86%). Gaps were also identified in grades levels with our students in grades UTK through 3rd demonstrating much higher rates of chronic absenteeism than our students in the intermediate grades.

Per the 2022 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). 63 parents completed the survey for the 21-22 school year or a response rate of 26.3%.

Parent Involvement Data by Indicators

Indicator	Percent Favorable
Parent Involvement at School	28%
Parents feel welcome to participate at this school	40%
Promotion of parent involvement	47%
School actively seeks input of parents before making important decisions	40%
School encourages me to be an active partner	47%

***Goal 6- Family Engagement**

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	Other (Describe in Objective)	Increase the number of parent participation from all parent groups.	26.3% (63 responses)	40%	CAL - SCHLS (CSPS)
June 2023	Other (Describe in Objective)	Increase the average percentage of parents	43.5%	53%	CAL - SCHLS (CSPS)

Joyner Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

		responding “Strongly Agree” in the area of parent involvement (average of 4 indicators) from all parent groups.			
*Annual Measurable Outcomes					
By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	Other (Describe in Objective)	Increase the percentage of parents responding “Strongly Agree” in Indicator 1: Parents feel welcome to participate at this school as measured by the California Schools Parent Survey (CSPS).	40%	50%	Other - Describe in Objective
June 2023	Other (Describe in Objective)	Increase the percentage of parents responding “Strongly Agree” in Indicator 2: Promotion of parent involvement as measured by the CSPS.	47%	57%	Other - Describe in Objective
June 2023	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 measured by CA Parent Survey.	40%	50%	Other - Describe in Objective
June 2023	Other (Describe in Objective)	Increase the percentage of parents responding “Strongly Agree” in	47%	57%	Other - Describe in Objective

Joyner Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

		Indicator 4: School encourages me to be an active partner as measured by the CSPS.							
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									
Parent and community meetings will be planned to increase the home-school connection and allow parents the opportunity to provide feedback and suggestions to our school program. Childcare will be provided for in-person parent training/meetings (when it is safe to do so). Subcommittees of the Climate and Communication alignment team 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. Also, Joyner will make a good faith effort to provide multiple ways of engagement in parent training/meetings such as dial-in or via Zoom, while health & safety guidelines limit in-person attendance.									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0130S	Inservice supplies		\$350.00	\$350.00	0130-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Provide light refreshments and supplies for parent meetings to encourage participation and involvement.
N01301C	Other Support Prsnl PARAS Hrly		\$700.00	\$959.07	0130-30103-00-2281-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Provide supervision of students for after school meetings to encourage parental involvement in school events.
N01308Y	Tech Professional OTBS Hrly		\$500.00	\$685.05	0130-30103-00-2455-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Provide interpretation services and supervision to encourage parental involvement.
*Additional Supports for this Strategy/Activity									
District-wide Zoom platform accounts									
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									

Joyner Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Funds will be allocated in support of the home-school connection and 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	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01309U	Postage Expense		\$200.00	\$200.00	0130-30103-00-5920-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Provide postage to communicate with parents via mail.

***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	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01309T	Interprogram Svcs/Paper		\$986.00	\$986.00	0130-30103-00-5733-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Provide paper for inservice parent events.

***Additional Supports for this Strategy/Activity**

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 Elementary Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application (30100, 30103)	\$ 186,482
Total Federal Funds Provided to the School from the LEA for CSI (31820)	\$ 0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (09800, 30100, 30103, 30106, 31820)	\$ 343,264

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)	\$ 80,860
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]

Subtotal of additional federal funds included for this school (30106): \$ 80,860

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)	\$ 75,922
[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): \$ 75,922

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$ 343,264

School	Resource Description	Job Code Title	Account Description2	Account Description	Projected (Budget) Dollar Amount	FTE	Budgeted Amount
Joyner Elementary	09800 LCFF Intervention Support	School Counselor	1210 Counselor	Counselor	35,817.20	0.4	\$35,817.20
Joyner Elementary			3000 Benefits			0	\$16,519.33
Joyner Elementary			School Counselor Total			0.4	\$52,336.53
Joyner Elementary		(blank)	1192 Prof&Curriclm Dev Vist Tchr	Prof&Curriclm Dev Vist Tchr	10,000.00	0	\$10,000.00
Joyner Elementary			1260 Counselor Hrly	Counselor Hrly	4,379.00	0	\$4,379.00
Joyner Elementary			3000 Benefits			0	\$3,423.65
Joyner Elementary			4301 Supplies	Supplies	5,783.00	0	\$5,783.00
Joyner Elementary			(blank) Total			0	\$23,585.65
Joyner Elementary	09800 LCFF Intervention Support Total					0.4	\$75,922.18
Joyner Elementary	30100 Title I Basic Program	Inschool Resource Tchr	1109 Pull/Out Push In	Pull/Out Push In	98,916.00	1	\$98,916.00
Joyner Elementary			3000 Benefits			0	\$43,574.73
Joyner Elementary			Inschool Resource Tchr Total			1	\$142,490.73
Joyner Elementary		School Counselor	1210 Counselor	Counselor	17,908.60	0.2	\$17,908.60
Joyner Elementary			3000 Benefits			0	\$8,259.65
Joyner Elementary			School Counselor Total			0.2	\$26,168.25
Joyner Elementary		(blank)	1159 PullOut/Push in Hrly	PullOut/Push in Hrly	2,164.00	0	\$2,164.00
Joyner Elementary			1260 Counselor Hrly	Counselor Hrly	1,800.00	0	\$1,800.00
Joyner Elementary			1957 Non Clsm Tchr Hrly	Non Clsm Tchr Hrly	5,436.00	0	\$5,436.00
Joyner Elementary			3000 Benefits			0	\$2,238.14
Joyner Elementary			5841 Software License	Software License	3,005.00	0	\$3,005.00
Joyner Elementary			(blank) Total			0	\$14,643.14
Joyner Elementary	30100 Title I Basic Program Total					1.2	\$183,302.12
Joyner Elementary	30103 Title I Parent Involvement	(blank)	2281 Other Support Prsnl PARAS Hrly	Other Support Prsnl PARAS Hrly	700	0	\$700.00
Joyner Elementary			2455 Tech Professional OTBS Hrly	Tech Professional OTBS Hrly	500	0	\$500.00
Joyner Elementary			3000 Benefits			0	\$444.12
Joyner Elementary			4304 Inservice supplies	Inservice supplies	350	0	\$350.00
Joyner Elementary			5733 Interprogram Svcs/Paper	Interprogram Svcs/Paper	986	0	\$986.00
Joyner Elementary			5920 Postage Expense	Postage Expense	200	0	\$200.00
Joyner Elementary			(blank) Total			0	\$3,180.12
Joyner Elementary	30103 Title I Parent Involvement Total					0	\$3,180.12
Joyner Elementary	30106 Title I Supplmnt Prog Imprvmnt	(blank)	1157 Classroom Teacher Hrly	Classroom Teacher Hrly	5,000.00	0	\$5,000.00
Joyner Elementary			1957 Non Clsm Tchr Hrly	Non Clsm Tchr Hrly	10,000.00	0	\$10,000.00
Joyner Elementary			3000 Benefits			0	\$3,571.50
Joyner Elementary			4301 Supplies	Supplies	32,288.00	0	\$32,288.00
Joyner Elementary			5738 Interprogram Svcs/VAPA	Interprogram Svcs/VAPA	30,000.00	0	\$30,000.00
Joyner Elementary			(blank) Total			0	\$80,859.50
Joyner Elementary	30106 Title I Supplmnt Prog Imprvmnt Total					0	\$80,859.50

APPENDIX B

PARENT & FAMILY ENGAGEMENT POLICY



San Diego Unified School District
Finance Division
Strategic Planning for Student Achievement Department

Joyner Elementary School

TITLE I PARENT & FAMILY ENGAGEMENT POLICY 2022-2023

2.0 With approval from the local governing board, Joyner Elementary School has jointly developed with, and distributed to, parents and family members of participating children a written parent and family engagement policy, agreed upon by such parents, and updated periodically to meet the changing needs of parents and the school. (EC Section 11503; 20 United States Code [U.S.C.] Section [§] 6318[b][1-4])

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/part of SSC), 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 during Back to School Night on September 21, 2022. In addition, the policy is available and posted in our main office for parents. The policy will be shared via School Messenger email for all parents.

- *Information is provided in both English and Spanish to ensure access for all of our families and community members.*
- *The policy is available and posted in our main office at the school site.*
- *The parent engagement policy is updated annually in collaboration with our School Site Council.*

2.1 INVOLVEMENT OF PARENTS IN THE TITLE I PROGRAM

The school-level parent and family engagement policy shall describe the means for how Joyner Elementary school shall carry out the following requirements: (20 U.S.C. § 6318[b][1])

- a) The school convenes an annual meeting, at a convenient time, to which all parents of participating children shall be invited to attend and encouraged to attend, to inform parents and family members of their school's participation in the Title I program and to explain the requirements, and the right of the parents to be involved. (20 U.S.C. § 6318[c][1])

Joyner Elementary held the annual Title I parent meeting during Back to School Night on September 21, 2022. Parents were invited via School Messenger parent message and the presentation was shared with families on Friday, September 23, 2022.

- b) The school offers a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parental involvement. (20 U.S.C. § 6318[c][2])
- *Morning meetings/parent input meetings with the Principal are offered throughout the year a varying times of the day*
 - *School Site Council Meetings are held monthly after school and parents are notified of the agenda and meetings in advance.*
 - *PTSA meetings are held regularly throughout the year.*
 - *Parent-Teacher conferences are held twice per year in the afternoon over the course of a week to update parents on students' progress academically and socially-emotionally.*
- c) The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan. (20 U.S.C. § 6318[c][3])
- *Parent representatives are members of the School Site Council to reach a quorum 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).*
- d) The school provides parents of participating children with the following:
- i. Timely information about the Title I program. (20 U.S.C. § 6318[c][4][A])
 - *Information regarding our Title I programs are provided in parent meetings, schoolwide events, via email through School Messenger, posted to individual & school Class Dojo sites (as applicable/necessary), and through mailings/flyers sent home throughout the year.*
 - ii. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards. (20 U.S.C. § 6318[c][4][B])
 - *Information regarding curriculum, assessments, and challenging state academic standards is shared during the Back to School Night event in September. Classroom teachers provide parents this information during their classroom meetings and through regular parent communication.*
 - *Parent-Teacher Conferences are held two times per year to share additional information on individual student academic and social-emotional progress.*
 - iii. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. (20 U.S.C. § 6318[c][4][C])
 - *Parent-teacher and parent-principal meetings are available upon the request of the parent.*

- *Parent-school counselor meetings are available upon request of the parent.*
- *Main office staff provide input forms to parents to share suggestions and concerns.*

e) If the schoolwide program (SWP) 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 (LEA). (20 U.S.C. § 6318[c][5])

- *The school will provide opportunities for parents to provide feedback and comments once the plan is submitted to the LEA.*
- *The school will provide opportunities for parent input in decision making and the schoolwide plan throughout the year. Parents will be able to provide feedback and comments on the school wide plan at this time.*

2.2 BUILDING CAPACITY FOR INVOLVEMENT

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under Title I, Part A shall carry out the following requirements: (20 U.S.C. § 6318[e])

a) The school provides assistance to parents of children served by the school or LEA, as appropriate, in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of Title I, Part A, and how to monitor a child's progress and work with educators to improve the achievement of their children. (20 U.S.C. § 6318[e][1])

- *Joyner provides parents opportunities to learn strategies to support their students by providing parent learning sessions through Principal Coffee Chats, Open Houses, and with our partner organizations.*
- *In addition to local school opportunities, additional learning opportunities for parents are provided through the Family and Community Engagement office. These opportunities are publicized and made available to parents throughout the year.*

b) The school provides materials and training to help parents work with their children to improve their children's achievement, as appropriate, to foster parental involvement. (20 U.S.C. § 6318[e][2])

- *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.*

c) The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (20 U.S.C. § 6318[e][3])

- *Joyner encourages teachers to engage parents in their child's education. Teachers are provided opportunities to schedule student-centered parent-teacher conferences, open houses, and parent association meetings.*
- *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.*
- *Teachers connect with parents via Class Dojo to ensure a strong home-school connection and consistent communication.*

d) The school, to the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. (20 U.S.C. § 6318[e][4])

- *Parents are welcomed onto campus as classroom volunteers to support our school and their child.*
- *Joyner ES provides two Universal Transitional Kindergarten classes to support our youngest learners and their families.*
- *Community partner events such as our partnerships with Cornerstone, HEY Clinic, and Dino Kids, provide parent engagement and learning sessions throughout the year.*

e) The school ensures that information related to school and parent programs, meetings, and other activities is sent to parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (20 U.S.C. § 6318[e][5])

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

f) The school provides such other reasonable support for parental involvement activities under this section as parents may request. (20 U.S.C. § 6318[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 (as part of the SSC).*

2.3 ACCESSIBILITY

In carrying out the parent and family engagement requirements of Title I, Part A, Joyner Elementary to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 of the ESEA (20 U.S.C. § 6311), as amended by ESSA, in a format and, to the extent practicable, in a language such parents understand. (20 U.S.C. § 6318[f])

- *Interpreters are available at all parent meetings and school-wide events.*
- *Information is disseminated in the home language of students and families.*

This policy was adopted by Joyner Elementary School on September 28, 2022 and will be in effect for the period of 2022-2023 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 7, 2022

APPENDIX C

SCHOOL PARENT COMPACT



San Diego Unified School District
Finance Division
Strategic Planning for Student Achievement Department

Title I School-Parent Compact 2022-2023
Joyner Elementary School

2.4 School-Parent Compact

As a component of the school-level parent and family engagement policy, each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The school-parent compact shall carry out the following requirements: (20 U.S.C. § 6318[d])

- a) Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I, Part A to meet the challenging state academic standards, as well as the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time. (20 U.S.C. § 6318[d][1])
- *Joyner parents and families are encouraged to form a strong connection between home and school to support an effective learning environment and their child's learning. Joyner provides the following to support and meet challenging academic standards for all students:*
 - *Implementation of a guaranteed viable curriculum as determined by San Diego Unified School District and supplemented with high quality learning resources and experiences*
 - *Opportunities to volunteer in the school community including in their child's classroom*
 - *Participation in parent committees such as the SSC or SGT to provide input and collaborate in decision-making to support the academic program*
 - *Opportunities to learn strategies to support their child at home through the use of planned Family Friday's and open house events*
 - *Academic information including information on the guaranteed viable curriculum provided through school-wide events such as parent-principal coffees and Family Friday activities*

b) Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum, the following: (20 U.S.C. § 6318[d][2])

1. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement. (20 U.S.C. § 6318[d][2][A])

- *Parent-Teacher conferences are scheduled two times per year. Parent-Teacher conferences take place in November and March of the school year. Teachers provide student-centered conferences to share goals and progress for student learning with parents and families.*

2. Frequent reports to parents on their children's progress. (20 U.S.C. § 6318[d][2][B])

- *Teachers provide regular updates regarding student achievement throughout the school year via Class Dojo and other forms of parent communication.*
- *Educational Specialists provide regular progress reports on mastery of IEP goals to families of students with disabilities.*

3. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities. (20 U.S.C. § 6318[d][2][C])

- *Joyner encourages parents to engage in their child's education through open houses including Back to School Night, parent meetings, Family Fridays, and by volunteering in their child's classroom.*
- *Parents are also encouraged to complete the volunteer application in order to participate in learning experiences outside of the classroom such as field trips*

4. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand. (20 U.S.C. § 6318[d][2][D])

Joyner staff and administration provides regular communication between school and families in the following ways:

- *Principal Friday parent message via email through School Messenger provided in primary language of the parent (most often Spanish, English, and Vietnamese)*
- *Teachers regularly communicate with families via Class Dojo to inform parents of class or school activities*
- *Phone and text messaging via School Messenger provides information to families in their home language*
- *Interpretation is available at school meetings so that family members can understand the content and fully communicate with the school community*

APPENDIX D

DATA REPORTS

Data Reports: Attached Data comes from https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school :ELA/Math Multi-year Demographic Summary. Additional data for schools can be found in:

- Illuminate
- California Dashboard

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



Home / Testing & Accountability / Accountability / California School Dashboard and System of Support / School Dashboard Additional Reports and Data

Joyner Elementary (San Diego, CA) San Diego Unified

[Return to Search](#)

Reporting Year:

[View other reports for this School](#)

This report displays the performance level (color) for each student group on all the state indicators.

Student Group Report for 2019

[Pivot Data by StudentGroups](#)

Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
All Students	Red	Green	None	None	Orange	Orange
English Learners	Red	Green	None	None	Orange	Orange
Foster Youth	None	None	None	None	None	None
Homeless	Red	Green	None	None	Yellow	Yellow
Socioeconomically Disadvantaged	Red	Green	None	None	Orange	Orange
Students with Disabilities	Orange	Orange	None	None	Orange	Orange
African American	Red	Yellow	None	None	None	None
American Indian or Alaska Native	None	None	None	None	None	None
Asian	Orange	Blue	None	None	None	None
Filipino	None	None	None	None	None	None
Hispanic	Red	Green	None	None	Orange	Orange
Native Hawaiian or Pacific Islander	None	None	None	None	None	None
White	None	None	None	None	None	None
Two or More Races	None	None	None	None	None	None



2016-2022 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	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	315	39.4	301	38.9	306	41.2	291	31.6	221	20.8	-18.6	-10.8	273	34.4	311	30.2	307	26.4	294	24.5	225	11.6	-22.8	-12.9
Female	155	38.1	156	44.2	162	46.9	150	40.7	113	27.4	-10.7	-13.3	140	28.6	161	31.1	164	28.7	153	26.8	117	9.4	-19.2	-17.4
Male	160	40.6	145	33.1	144	34.7	141	22.0	108	13.9	-26.7	-8.1	133	40.6	150	29.3	143	23.8	141	22.0	108	13.9	-26.7	-8.1
African American	31	48.4	26	57.7	22	45.5	14	35.7	12	8.3	-40.1	-27.4	28	46.4	28	28.6	20	40.0	14	21.4	12	16.7	-29.7	-4.7
Asian	2	-	1	-	3	-	21	61.9	17	64.7	-	2.8	2	-	1	-	3	-	21	47.6	17	47.1	-	-0.5
Filipino	2	-	1	-	1	-	1	-	1	-	-	-	2	-	1	-	1	-	1	-	1	-	-	-
Hispanic	247	36.4	244	36.1	249	36.9	241	27.0	183	17.5	-18.9	-9.5	210	29.0	251	28.7	252	23.8	244	20.9	187	8.0	-21.0	-12.9
Native American	0	-	0	-	0	-	0	-	2	-	-	-	0	-	0	-	0	-	0	-	2	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	3	-	4	-	5	-	6	-	3	-	-	-	1	-	4	-	5	-	6	-	3	-	-	-
Multiracial	8	-	7	-	9	-	8	-	3	-	-	-	9	-	7	-	9	-	8	-	3	-	-	-
English Learner	144	20.8	110	11.8	126	16.7	99	16.2	78	2.6	-18.2	-13.6	118	23.7	120	12.5	128	9.4	102	8.8	82	2.4	-21.3	-6.4
English-Speaking	171	55.0	191	54.5	180	58.3	192	39.6	143	30.8	-24.2	-8.8	155	42.6	191	41.4	179	38.5	192	32.8	143	16.8	-25.8	-16.0
Reclassified†	74	71.6	100	59.0	85	67.1	102	39.2	52	34.6	-37.0	-4.6	71	45.1	100	45.0	85	41.2	102	34.3	52	17.3	-27.8	-17.0
Initially Eng. Speaking	97	42.3	91	49.5	95	50.5	90	40.0	91	28.6	-13.7	-11.4	84	40.5	91	37.4	94	36.2	90	31.1	91	16.5	-24.0	-14.6
Econ. Disadv.*	300	39.3	282	37.6	284	39.8	265	30.6	190	21.6	-17.7	-9.0	258	34.1	292	28.8	282	25.2	267	23.2	192	10.4	-23.7	-12.8
Non-Econ. Disadv.	15	40.0	19	57.9	22	59.1	26	42.3	31	16.1	-23.9	-26.2	15	40.0	19	52.6	25	40.0	27	37.0	33	18.2	-21.8	-18.8
Gifted	54	64.8	29	62.1	21	76.2	14	64.3	2	-	-	-	51	60.8	29	55.2	21	66.7	14	85.7	2	-	-	-
Not Gifted	261	34.1	272	36.4	285	38.6	277	30.0	219	20.1	-14.0	-9.9	222	28.4	282	27.7	286	23.4	280	21.4	223	11.2	-17.2	-10.2
With Disabilities	52	5.8	50	10.0	49	6.1	56	3.6	41	2.4	-3.4	-1.2	9	-	50	6.0	49	2.0	56	3.6	41	4.9	-	1.3
WO Disabilities	263	46.0	251	44.6	257	47.9	235	38.3	180	25.0	-21.0	-13.3	264	34.8	261	34.9	258	31.0	238	29.4	184	13.0	-21.8	-16.4
Homeless	34	35.3	31	22.6	38	23.7	53	26.4	19	5.3	-30.0	-21.1	26	26.9	36	16.7	39	15.4	54	9.3	18	5.6	-21.3	-3.7
Foster	1	-	2	-	2	-	2	-	1	-	-	-	1	-	2	-	2	-	2	-	0	-	-	-
Military	3	-	1	-	1	-	3	-	3	-	-	-	2	-	1	-	1	-	3	-	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.



2016-2022 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	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	104	35.6	117	39.3	96	22.9	0	-	65	12.3	-23.3	-	89	47.2	121	38.0	98	21.4	93	24.7	66	12.1	-35.1	-12.6
Female	55	43.6	65	49.2	52	28.8	0	-	30	13.3	-30.3	-	51	41.2	66	42.4	53	26.4	46	23.9	31	6.5	-34.7	-17.4
Male	49	26.5	52	26.9	44	15.9	0	-	35	11.4	-15.1	-	38	55.3	55	32.7	45	15.6	47	25.5	35	17.1	-38.2	-8.4
African American	9	-	10	50.0	12	16.7	0	-	1	-	-	-	9	-	11	27.3	12	16.7	2	-	1	-	-	-
Asian	0	-	1	-	1	-	0	-	7	-	-	-	0	-	1	-	1	-	10	40.0	7	-	-	-
Filipino	1	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
Hispanic	83	34.9	94	35.1	76	19.7	0	-	55	7.3	-27.6	-	67	46.3	97	36.1	78	19.2	75	20.0	56	7.1	-39.2	-12.9
Native American	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	1	-	1	-	2	-	0	-	0	-	-	-	1	-	1	-	2	-	2	-	0	-	-	-
Multiracial	3	-	3	-	3	-	0	-	1	-	-	-	4	-	3	-	3	-	4	-	1	-	-	-
English Learner	65	32.3	62	16.1	51	13.7	0	-	27	0.0	-32.3	-	54	38.9	66	21.2	52	13.5	37	5.4	28	7.1	-31.8	1.7
English-Speaking	39	41.0	55	65.5	45	33.3	0	-	38	21.1	-19.9	-	35	60.0	55	58.2	46	30.4	56	37.5	38	15.8	-44.2	-21.7
Reclassified†	4	-	20	90.0	9	-	0	-	4	-	-	-	4	-	20	85.0	9	-	28	32.1	4	-	-	-
Initially Eng. Speaking	35	37.1	35	51.4	36	30.6	0	-	34	20.6	-16.5	-	31	54.8	35	42.9	37	27.0	28	42.9	34	17.6	-37.2	-25.3
Econ. Disadv.*	97	35.1	111	37.8	89	22.5	0	-	53	13.2	-21.9	-	82	47.6	115	37.4	89	21.3	83	22.9	53	9.4	-38.2	-13.5
Non-Econ. Disadv.	7	-	6	-	7	-	0	-	12	8.3	-	-	7	-	6	-	9	-	10	40.0	13	23.1	-	-16.9
Gifted	15	53.3	7	-	2	-	0	-	2	-	-	-	14	64.3	7	-	2	-	4	-	2	-	-	-
Not Gifted	89	32.6	110	36.4	94	22.3	0	-	65	12.3	-20.3	-	75	44.0	114	35.1	96	20.8	89	21.3	66	12.1	-31.9	-9.2
With Disabilities	52	5.8	14	0.0	15	13.3	0	-	5	-	-	-	2	-	14	7.1	15	0.0	19	5.3	5	-	-	-
WO Disabilities	86	43.0	103	44.7	81	24.7	0	-	60	13.3	-29.7	-	87	47.1	107	42.1	83	25.3	74	29.7	61	9.8	-37.3	-19.9
Homeless	12	33.3	12	33.3	14	14.3	0	-	6	-	-	-	9	-	15	26.7	15	26.7	19	10.5	6	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	1	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	1	-	0	-	-	-

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

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



2016-2022 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	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	90	32.2	98	28.6	110	41.8	0	-	76	18.4	-13.8	-	75	26.7	102	21.6	110	26.4	93	19.4	79	15.2	-11.5	-4.2
Female	46	30.4	48	33.3	57	52.6	0	-	44	27.3	-3.1	-	40	20.0	51	19.6	58	32.8	50	22.0	47	14.9	-5.1	-7.1
Male	44	34.1	50	24.0	53	30.2	0	-	32	6.3	-27.8	-	35	34.3	51	23.5	52	19.2	43	16.3	32	15.6	-18.7	-0.7
African American	13	46.2	7	-	4	-	0	-	5	-	-	-	11	45.5	8	-	3	-	9	-	5	-	-	-
Asian	1	-	0	-	2	-	0	-	3	-	-	-	1	-	0	-	2	-	3	-	3	-	-	-
Filipino	0	-	1	-	0	-	0	-	0	-	-	-	0	-	1	-	0	-	1	-	0	-	-	-
Hispanic	69	27.5	79	26.6	92	38.0	0	-	65	18.5	-9.0	-	57	19.3	81	21.0	93	22.6	76	18.4	68	14.7	-4.6	-3.7
Native American	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	1	-	2	-	2	-	0	-	2	-	-	-	0	-	2	-	2	-	2	-	2	-	-	-
Multiracial	3	-	2	-	3	-	0	-	0	-	-	-	3	-	2	-	3	-	2	-	0	-	-	-
English Learner	54	16.7	34	5.9	57	14.0	0	-	33	0.0	-16.7	-	43	16.3	38	0.0	58	6.9	39	15.4	36	0.0	-16.3	-15.4
English-Speaking	36	55.6	64	40.6	53	71.7	0	-	43	32.6	-23.0	-	32	40.6	64	34.4	52	48.1	54	22.2	43	27.9	-12.7	5.7
Reclassified†	13	69.2	33	36.4	24	87.5	0	-	13	38.5	-30.7	-	13	46.2	33	33.3	24	54.2	20	30.0	13	46.2	0.0	16.2
Initially Eng. Speaking	23	47.8	31	45.2	29	58.6	0	-	30	30.0	-17.8	-	19	36.8	31	35.5	28	42.9	34	17.6	30	20.0	-16.8	2.4
Econ. Disadv.*	83	31.3	91	28.6	103	40.8	0	-	65	18.5	-12.8	-	68	26.5	95	21.1	102	24.5	85	17.6	67	14.9	-11.6	-2.7
Non-Econ. Disadv.	7	-	7	-	7	-	0	-	11	18.2	-	-	7	-	7	-	8	-	8	-	12	16.7	-	-
Gifted	10	70.0	14	35.7	7	-	0	-	2	-	-	-	10	40.0	14	35.7	7	-	2	-	2	-	-	-
Not Gifted	80	27.5	84	27.4	103	38.8	0	-	76	18.4	-9.1	-	65	24.6	88	19.3	103	22.3	91	17.6	79	15.2	-9.4	-2.4
With Disabilities	20	10.0	16	12.5	15	0.0	0	-	20	0.0	-10.0	-	5	-	16	6.3	15	0.0	17	5.9	20	0.0	-	-5.9
WO Disabilities	70	38.6	82	31.7	95	48.4	0	-	56	25.0	-13.6	-	70	27.1	86	24.4	95	30.5	76	22.4	59	20.3	-6.8	-2.1
Homeless	8	-	10	20.0	13	23.1	0	-	7	-	-	-	4	-	11	9.1	13	7.7	19	10.5	6	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	1	-	0	-	0	-	1	-	-	-	0	-	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.



2016-2022 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	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	121	47.9	86	50.0	100	58.0	0	-	80	30.0	-17.9	-	109	29.4	88	29.5	99	31.3	108	28.7	80	7.5	-21.9	-21.2
Female	54	38.9	43	48.8	53	58.5	0	-	39	38.5	-0.4	-	49	22.4	44	27.3	53	26.4	57	33.3	39	5.1	-17.3	-28.2
Male	67	55.2	43	51.2	47	57.4	0	-	41	22.0	-33.2	-	60	35.0	44	31.8	46	37.0	51	23.5	41	9.8	-25.2	-13.7
African American	9	-	9	-	6	-	0	-	6	-	-	-	8	-	9	-	5	-	3	-	6	-	-	-
Asian	1	-	0	-	0	-	0	-	7	-	-	-	1	-	0	-	0	-	8	-	7	-	-	-
Filipino	1	-	0	-	1	-	0	-	1	-	-	-	1	-	0	-	1	-	0	-	1	-	-	-
Hispanic	95	44.2	71	47.9	81	51.9	0	-	63	25.4	-18.8	-	86	22.1	73	27.4	81	29.6	93	23.7	63	1.6	-20.5	-22.1
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	-	0	-	1	-	-	-	0	-	1	-	1	-	2	-	1	-	-	-
Multiracial	2	-	2	-	3	-	0	-	2	-	-	-	2	-	2	-	3	-	2	-	2	-	-	-
English Learner	25	0.0	14	7.1	18	33.3	0	-	18	11.1	11.1	-	21	0.0	16	6.3	18	5.6	26	3.8	18	0.0	0.0	-3.8
English-Speaking	96	60.4	72	58.3	82	63.4	0	-	62	35.5	-24.9	-	88	36.4	72	34.7	81	37.0	82	36.6	62	9.7	-26.7	-26.9
Reclassified†	57	71.9	47	61.7	52	61.5	0	-	35	34.3	-37.6	-	54	40.7	47	36.2	52	34.6	54	37.0	35	8.6	-32.1	-28.4
Initially Eng. Speaking	39	43.6	25	52.0	30	66.7	0	-	27	37.0	-6.6	-	34	29.4	25	32.0	29	41.4	28	35.7	27	11.1	-18.3	-24.6
Econ. Disadv.*	120	48.3	80	47.5	92	55.4	0	-	72	30.6	-17.7	-	108	28.7	82	25.6	91	29.7	99	28.3	72	6.9	-21.8	-21.4
Non-Econ. Disadv.	15	40.0	6	-	8	-	0	-	8	-	-	-	1	-	6	-	8	-	9	-	8	-	-	-
Gifted	29	69.0	8	-	12	75.0	0	-	2	-	-	-	27	66.7	8	-	12	58.3	8	-	2	-	-	-
Not Gifted	92	41.3	78	46.2	88	55.7	0	-	78	28.2	-13.1	-	82	17.1	80	26.3	87	27.6	100	25.0	78	6.4	-10.7	-18.6
With Disabilities	14	7.1	20	15.0	19	5.3	0	-	16	6.3	-0.8	-	2	-	20	5.0	19	5.3	20	0.0	16	0.0	-	0.0
WO Disabilities	107	53.3	66	60.6	81	70.4	0	-	64	35.9	-17.4	-	107	29.9	68	36.8	80	37.5	88	35.2	64	9.4	-20.5	-25.8
Homeless	14	50.0	9	-	11	36.4	0	-	6	-	-	-	13	38.5	10	10.0	11	9.1	16	6.3	6	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	0	-	1	-	0	-	2	-	-	-	1	-	0	-	1	-	1	-	2	-	-	-

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

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

APPENDIX E**2021-22 SPSA ASSESSMENT AND EVALUATION**

SCHOOL NAME: JOYNER ELEMENTARY

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES: 30100,30103,30106,31820

SCHOOL YEAR: 2021-22

Goal 1 - Safe, Collaborative and Inclusive Culture

Guidance Assistant Support

***Strategy/Activity - Description**

The Guidance Assistant will continue to support students' social-emotional well-being and school culture & climate needs to address our suspension and chronic absentee rate. The Guidance Assistant will have an intentional focus on providing SEL support through whole and small group social-emotional lessons, implementing strategies to decrease chronic absenteeism, and supporting the Restorative Discipline Policy and process. This work will allow students to maximize their learning time and academic progress in class by increasing attendance rates, decreasing chronic absenteeism, and decreasing suspension rates. The Guidance Assistant will complete the following to support a reduction in Chronic Absenteeism and Suspension:

- Collaborate with the School Counselor to identify supports for chronically absent students
- Monitor chronically absent students including those on quarantine and/or in isolation to provide outreach on a weekly basis
- Participate in the Attendance Team
- Plan "Positive Paws" attendance celebrations on a monthly basis in collaboration with the school counselor
- Provide small group and whole group SEL lessons to all students/classes
- Conduct home visits with certificated or classified staff to provide appropriate supports for chronically absent students
- Collaborate with the School Counselor to support the rollout of the Restorative Discipline Policy

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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey,	What is not working (ineffective indicators) and why? Include	Modifications based on qualitative and quantitative data.

Joyner Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Guidance Asst -	0.20000	\$15,151.15	30100-2404	The Guidance Assistant will support school culture and climate to positively impact our chronic absentee and suspension rates. Currently, our school is showing a 36% chronic absentee rate (during online and hybrid learning) and a 1.7% suspension rate.	Students demonstrated a 74.9% overall positive response rate as measured by the SEL Core assessment in the spring of 2022. Overall, students rated the following areas within the 70 th percentile for positive responses: growth mindset, self-management, social awareness, and culture and climate. Further, JME saw a decrease in the suspension rate in the aggregate (0.4%) and in each cohort of students due to the support of the social-emotional program	Students rated self-efficacy per the SEL Core less positively than the other social-emotional learning areas. This leads us to surmise that students do not necessarily feel in control of their ability to positively impact the school environment. In addition, chronic absenteeism increased to 62% overall for the 21-22 school year with all cohorts seeing significant increases in the rate of chronic absenteeism. The increase in chronic absenteeism may be due to the Covid	The guidance assistant position will no longer be funded in FY23.

Joyner Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					and full-time school counselor.	illness protocols that were in place during the 21-22 school year. In addition, due to transitions in staff members, the guidance assistant remained as a vacancy and the funding was transferred to other areas with SSC approval.	
Guidance Asst -	0.15000	\$11,363.38	30106-2404	The Guidance Assistant will support school culture and climate to positively impact our chronic absentee and suspension rates. Currently, our school is showing a 36% chronic absentee rate (during online and hybrid learning) and a 1.7% suspension rate.	Students demonstrated a 74.9% overall positive response rate as measured by the SEL Core assessment in the spring of 2022. Overall, students rated the following areas within the 70 th percentile for positive responses: growth mindset, self-management, social awareness, and culture and climate. Further, JME saw a decrease in the suspension rate in the aggregate (0.4%) and in each cohort of students due to the support of the social-	Students rated self-efficacy per the SEL Core less positively than the other social-emotional learning areas. This leads us to surmise that students do not necessarily feel in control of their ability to positively impact the school environment. In addition, chronic absenteeism increased to 62% overall for the 21-22 school year with all cohorts seeing significant increases in the rate of chronic absenteeism. The increase in chronic absenteeism may be	The guidance assistant position will no longer be funded for FY23.

Joyner Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					emotional program and full-time school counselor.	due to the Covid illness protocols that were in place during the 21-22 school year. In addition, due transitions in staff members, the guidance assistant remained as a vacancy and the funding was transferred to other areas with SSC approval.	
--	--	--	--	--	---	---	--

School Counselor

*Strategy/Activity – Description

The School Counselor will provide additional student supports in the area of social-emotional well-being, advocacy, and school culture & climate. This will allow students to maximize their learning time and academic progress in class. Also, 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 School Counselor will support chronic absenteeism, positive attendance, and suspension in the following ways:

- Facilitate the School Climate and Communication Team
- Pilot and facilitate learning connected to the implementation of the Restorative Discipline Policy
- Promote a positive school culture using PBIS and Restorative Justice practices
- Facilitate small group and whole group social-emotional lessons
- Provide positive attendance supports and celebrations
- Coordinate student advocacy teams such as Ally Action and Peace Patrol to support student ownership of the school building
- Facilitate the SST process
- Provide strategies and supports to families & students, including home visits, to decrease chronic absenteeism
- Coordinate wrap around supports for students and families

*Proposed Expenditures for this Strategy/Activity

Directions:

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

Guiding Questions:

Joyner Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
School Counselor	0.80000	\$99,647.82	30100-1210	The school counselor will support positive attendance supports to decrease chronic absenteeism and increase average daily attendance.	The school counselor was responsible for providing social emotional support and attendance support for our students to support a strong school culture. The SEL Core assessment for grades 4-5 demonstrated positive results in school culture. 74.9% of students in grades 4-5 rated the school culture as	Although the school counselor worked diligently to support consistent attendance, the JME chronic absentee rate increased for SY21-22 to 62%. Covid illness protocols may have contributed to this high rate of chronic absenteeism as many students were excused from school due to illness. Our families also saw	No modifications needed.

Joyner Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					<p>positive. In addition, most areas of school culture received positive ratings within the 70th percentile including growth mindset, self-management, social awareness, and culture and climate. The School Counselor facilitated weekly meetings with the principal to track attendance of chronically absent students. The school counselor coordinated with the clerk typist to facilitate outreach to parents including home visits, phone calls, and other forms of notifications to address the chronic absentee challenges.</p>	<p>increased mobility during the pandemic which impacted the chronic absentee rate.</p>	

Goal 2 - English Language Arts

Instructional Support and Curriculum Development

***Strategy/Activity - Description**

The In-School Resource Teacher (ISRT) will support classroom teachers by strengthening tier 1 instruction and universal supports for all students. The ISRT will do the following to support classroom teachers and positively impact student academic performance:

- Plan and facilitate PLCs aligned to the Joyner Site Learning Plan for Literacy Acceleration
- Support teachers in identifying and planning high-leverage strategies to support student mastery of grade level content
- Support teachers in identifying and planning specific English Language Development strategies to support English Learners
- Analyze formative and summative data in reading to support teachers in planning tier 1 and tier 2 instruction
- Collaborate with the administration and other support staff including the Reading Support Teacher to strengthen the tier 1 instructional program
- Provide direct small group instruction for English Learners

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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.

Joyner Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

In school Resource Tchr -	0.50000	\$67,368.91	30100-1109	Increase student achievement in reading and decrease the percentage of students not meeting standards by providing direct support to teachers and students in tier 1 and tier 2 instruction.	The ISRT supported Professional learning communities, English Learners, and instructional initiatives during the 21-22 school year. Our English Learners in grades 4 & 5 were provided targeted small group support through a pullout model. The ISRT also consistently supported teachers in providing individualized small group instruction. Joyner reclassified 26% of English Learners and demonstrated progress in increasing EL levels from year to year.	46.2% of students scored within the high-risk range as measured by the FAST. This was an increase of approximately 3 percentage points from the fall 2021 administration. Due to significant staff absences and the inability to provide visiting teachers for release time, PLCs were not consistent throughout the school year. Further, student absences prevented consistent small group instruction, at times, due to the stringent Covid protocols.	No modifications needed
------------------------------	---------	-------------	------------	--	--	---	-------------------------

Instructional Supplies

***Strategy/Activity - Description**

Instructional supplies and resources support the instructional program by providing high-quality materials for students to use during tier 1 and tier 2 instruction. Specifically, teachers and students must have access to materials, programs, and high-quality literacy materials in order to support learning in the classroom.

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

Directions:

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

Guiding Questions:

Joyner Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Contracted Svcs Less Than \$25K		\$15,000.00	30106-5853	Purchase a software program to promote student achievement in reading.	The contracted services were to support the procurement of the iReady program. Due to increased costs of the program, JME was unable to secure the contract.	The contracted services were to support the procurement of the iReady program. Due to increased costs of the program, JME was unable to secure the contract. The funding was reallocated to other areas of the budget per the approval and advise of the SSC.	Contracted services will not be funded due to increased costs. Funds for FY23 will be used to support other areas of teaching and learning such as professional learning communities, software programs, and/or supplies.
Software License		\$10,000.00	30106-5841	Provide teachers and students access to high-	100% of teachers/grade levels self-selected	The software programs that were purchased were	The overall allocation for software programs

Joyner Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				quality software programs to support academic growth and achievement.	software programs to support the core instructional program and provide enrichment activities for their students.	under allocation. Therefore, the SSC collaborated to transfer the balance to other areas of the budget to support the core instructional program.	will be reduced for the FY23 budget. Grade levels will be provided funds to purchase one software program of their choice to support core instruction and/or enrichment.
Supplies		\$11,244.00	30106-4301	Provide teachers and students access to high-quality instructional materials, literacy materials, and software programs to support academic growth and achievement.	Instructional supplies were purchased to support the core academic programs and student support and achievement. Increased materials for literacy instruction were purchased to allow teachers to differentiate instruction through guided reading. FAST data Spring 2022: 28% of students scored low risk/advanced on the spring 2022 FAST. DEMI Data Spring 2022: 46.6% of students demonstrated evidence of proficiency or strength in knowledge and	Although instructional materials were ordered to increase access to high quality literacy materials for guided reading and phonics/phonemic awareness instruction, FAST scores were stagnant over the course of the year. In addition, the SBAC data demonstrated the majority of students scoring below the standard in both ELA and mathematics.	No modifications needed

Joyner Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					46.1% of students demonstrated evidence of proficiency or strength in application. The most growth was seen in communication with 41.5% demonstrating evidence of proficiency or strength, which was a significant increase over fall 2021 DEMI scores. SBAC ELA 2022: 63% of student did not meet standards, 21% nearly met, 9% met standards, and 7% of students exceeded standards. SBAC Math 2022: 64% of students did not meet standards, 23% nearly met, 8% met standards, and 5% exceeded standards.		
--	--	--	--	--	---	--	--

Professional Learning Communities

*Strategy/Activity - Description

All teachers in grades TK-5th will participate in Professional Learning Communities or PLCs at least monthly or more frequently through the use of alternative strategies to provide release time such as visiting teachers and/or providing time outside of contractual hours. Professional Learning Communities will be focused on the following practices to plan effective Tier 1 and Tier 2 instruction to meet students' needs:

- Consistent content alignment on topics across grade levels with specific emphasis on literacy acceleration
- Consistent analysis of formative and summative data sets to plan for effective whole group and small group instruction

Joyner Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

- Collaborative professional learning structures such as text protocols, book studies, and lesson studies to build capacity

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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Prof&Curriclm Dev Vist Tchr		\$29,952.50	30106-1192	Provide visiting teachers for additional release time for teachers to participate in PLCs to build capacity and increase student achievement.	The intent was to schedule PLCs on a biweekly basis. Data demonstrated that some progress was made in both literacy and mathematics although students meeting standards was stagnant or decreased from	Visiting teachers were not readily available to schedule due to district-wide staffing shortages. Therefore, the SSC made the decision to transfer funds to other areas of the budget including non-classroom	Funds will be put into VAPA/AEP program and non-classroom teacher hourly to support bi-monthly PLC time without relying on visiting teachers for FY23.

Joyner Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					2019.	teacher hourly to support PLC work after hours.	
Prof&Curriclm DevHrlyClstrmTchr		\$17,971.50	30106-1170	Provide additional release time to participate in professional learning communities to build capacity and increase student achievement.	Additional time was provided for teachers to collaborate to increase student achievement through professional learning and PLC time.	The SSC made the decision to reallocate these funds to non-classroom hourly for teachers to participate in PLCs due to the lack of visiting teachers to provide release time.	Provide additional funds in VAPA/AEP program and non-classroom teacher hourly to support bi-monthly PLCs for FY23.
Prof&Curriclm Dev Vist Tchr		\$4,231.68	30100-1192	Provide visiting teachers for additional release time for teachers to participate in PLCs to build capacity and increase student achievement.	The intent was to schedule PLCs on a biweekly basis. Data demonstrated that some progress was made in both literacy and mathematics although students meeting standards was stagnant or decreased from 2019.	Visiting teachers were not readily available to schedule due to district-wide staffing shortages. Therefore, the SSC made the decision to transfer funds to other areas of the budget including non-classroom teacher hourly to support PLC work after hours.	Funds will be put into VAPA/AEP program and non-classroom teacher hourly to support bi-monthly PLC time without relying on visiting teachers for FY23.

Software Programs

***Strategy/Activity - Description**

Educational software programs will be purchased to support student small group learning and differentiation within the classroom. In addition, iReady will be used for assessment and instruction.

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

Directions:

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

Guiding Questions:

Joyner Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Software License	--	--	30106-5841	Support student mastery of ELA standards during small group instruction	100% of teachers/grade levels self-selected software programs to support the core instructional program and provide enrichment activities for their students. SBAC ELA 2022: 63% of student did not meet standards, 21% nearly met, 9% met standards, and 7% of students exceeded standards.	The software programs that were purchased were under allocation. Therefore, the SSC collaborated to transfer the balance to other areas of the budget to support the core instructional program.	The overall allocation for software programs will be reduced for the FY23 budget. Grade levels will be provided funds to purchase one software program of their choice to support core instruction and/or enrichment.

Joyner Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Contracted Svcs Less Than \$25K	--	--	30106-5853	Support student mastery of ELA standards using individualized software program	The contracted services were to support the procurement of the iReady program. Due to increased costs of the program, JME was unable to secure the contract.	The contracted services were to support the procurement of the iReady program. Due to increased costs of the program, JME was unable to secure the contract. The funding was reallocated to other areas of the budget per the approval and advise of the SSC.	Contracted services will not be funded due to increased costs. Funds for FY23 will be used to support other areas of teaching and learning such as professional learning communities, software programs, and/or supplies.
------------------------------------	----	----	------------	--	--	---	---

Goal 3 - Mathematics

Instructional Support and Curriculum Development

***Strategy/Activity - Description**

The In-School Resource Teacher (ISRT) will support classroom teachers by strengthening tier 1 instruction and universal supports for all students. The ISRT will do the following to support classroom teachers and positively impact student academic performance:

- Plan and facilitate PLCs aligned to the Joyner Site Learning Plan for focus Quality Teaching Practices
- Support teachers in identifying and planning high-leverage strategies to support student mastery of grade level content
- Support teachers in identifying and planning specific English Language Development strategies to support English Learners
- Analyze formative and summative data in reading to support teachers in planning tier 1 and tier 2 instruction
- Collaborate with the administration and other support staff to strengthen the tier 1 instructional program
- Provide direct small group instruction for English Learners

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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.

Joyner Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

In school Resource Tchr -	--	--	30100-1109	Increase student achievement in reading and decrease the percentage of students not meeting standards by providing direct support to teachers and students in tier 1 and tier 2 instruction.	The ISRT supported Professional learning communities, English Learners, and instructional initiatives during the 21-22 school year. Our English Learners in grades 4 & 5 were provided targeted small group support through a pullout model. The ISRT also consistently supported teachers in providing individualized small group instruction. Joyner reclassified 26% of English Learners and demonstrated progress in increasing EL levels from year to year. SBAC Math 2022: 64% of students did not meet standards, 23% nearly met, 8% met standards, and 5% exceeded standards.	46.2% of students scored within the high-risk range as measured by the FAST. This was an increase of approximately 3 percentage points from the fall 2021 administration. Due to significant staff absences and the inability to provide visiting teachers for release time, PLCs were not consistent throughout the school year. Further, student absences prevented consistent small group instruction, at times, due to the stringent Covid protocols.	No modifications needed
------------------------------	----	----	------------	--	---	---	-------------------------

Instructional Supplies

*Strategy/Activity - Description

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. Joyner will continue to purchase instructional supplies that support student learning in mathematics such

Joyner Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

- as:
- Math manipulatives
 - Organizational supplies such as binders for student math instruction and note taking
 - Chart paper for mathematics anchor charts

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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Supplies	--	--	30106-4301	Purchase math instructional supplies to support student learning and achievement	Instructional supplies were purchased to support the core academic programs and student support and achievement. DEMI Data Spring 2022: 46.6% of	Although instructional materials were ordered to increase access to high quality literacy materials for guided reading and phonics/phonemic	No modifications needed

Joyner Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					<p>students demonstrated evidence of proficiency or strength in knowledge and 46.1% of students demonstrated evidence of proficiency or strength in application. The most growth was seen in communication with 41.5% demonstrating evidence of proficiency or strength, which was a significant increase over fall 2021 DEMI scores. SBAC ELA 2022: 63% of student did not meet standards, 21% nearly met, 9% met standards, and 7% of students exceeded standards. SBAC Math 2022: 64% of students did not meet standards, 23% nearly met, 8% met standards, and 5% exceeded standards.</p>	<p>awareness instruction, FAST scores were stagnant over the course of the year. In addition, the SBAC data demonstrated the majority of students scoring below the standard in both ELA and mathematics.</p>	
Progress Monitoring Using Consistent Assessments							

Joyner Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

***Strategy/Activity - Description**

Teachers will use consistent school-wide assessments in mathematics to monitor student progress towards mastery of standards. Funds allocated to purchase the software licenses for all classroom teachers during small group instruction. i-Ready Diagnostic Assessment and online learning lessons will be utilized by all students (TK-5th grade). In addition, students will participate in the following district-wide summative assessments:

- DEMI Math Assessment (grades 3-5)
- FASTbridge Reading Assessment (grades 3-5)
- Fountas & Pinnell Benchmark Assessment (grades TK-2)

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

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

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Software License	--	--	30106-5841	Provide student-centered instructional software programs to differentiate	100% of teachers/grade levels self-selected software programs to support the core instructional	The software programs that were purchased were under allocation. Therefore, the SSC collaborated to	The overall allocation for software programs will be reduced for the FY23 budget. Grade levels will be

Joyner Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				small group learning time	program and provide enrichment activities for their students. SBAC Math: 64% of students did not meet standards, 23% nearly met, 8% met standards, and 5% exceeded standards	transfer the balance to other areas of the budget to support the core instructional program.	provided funds to purchase one software program of their choice to support core instruction and/or enrichment.
Contracted Svcs Less Than \$25K	--	--	30106-5853	Provide iReady assessment and instruction to provide individualized instruction and progress monitoring on mathematics concepts	The contracted services were to support the procurement of the iReady program. Due to increased costs of the program, JME was unable to secure the contract.	The contracted services were to support the procurement of the iReady program. Due to increased costs of the program, JME was unable to secure the contract. The funding was reallocated to other areas of the budget per the approval and advise of the SSC.	Contracted services will not be funded due to increased costs. Funds for FY23 will be used to support other areas of teaching and learning such as professional learning communities, software programs, and/or supplies.

Professional Learning Communities

***Strategy/Activity - Description**

All teachers in grades TK-5th will participate in Professional Learning Communities or PLCs at least monthly or more frequently through the use of alternative strategies to provide release time such as visiting teachers and/or providing time outside of contractual hours. Professional Learning Communities will be focused on the following practices to plan effective Tier 1 and Tier 2 instruction to meet students' needs:

- Consistent content alignment on topics across grade levels with specific emphasis on literacy acceleration
- Consistent analysis of formative and summative data sets to plan for effective whole group and small group instruction
- Collaborative professional learning structures such as text protocols, book studies, and lesson studies to build capacity

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

Joyner Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Prof&Curriclm Dev Vist Tchr	--	--	30106-1192	Provide visiting teachers for additional release time for teachers to participate in PLCs to build capacity and increase student achievement.	Additional time was provided for teachers to collaborate to increase student achievement through professional learning and PLC time.	The SSC made the decision to reallocate these funds to non-classroom hourly for teachers to participate in PLCs due to the lack of visiting teachers to provide release time.	Provide additional funds in VAPA/AEP program and non-classroom teacher hourly to support bi-monthly PLCs for FY23.
Prof&Curriclm Dev Vist Tchr	--	--	30100-1192	Provide visiting teachers for additional release	The intent was to schedule PLCs on a biweekly basis. Data demonstrated	Visiting teachers were not readily available to schedule due to	Funds will be put into VAPA/AEP program and non-classroom teacher

Joyner Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				time for teachers to participate in PLCs to build capacity and increase student achievement.	that some progress was made in both literacy and mathematics although students meeting standards was stagnant or decreased from 2019.	district-wide staffing shortages. Therefore, the SSC made the decision to transfer funds to other areas of the budget including non-classroom teacher hourly to support PLC work after hours.	hourly to support bi-monthly PLC time without relying on visiting teachers for FY23.
Prof&Curriclm DevHrlyClstrmTchr	--	--	30106-1170	Provide visiting teachers for additional release time for teachers to participate in PLCs to build capacity and increase student achievement.	Provide additional release time to participate in professional learning communities to build capacity and increase student achievement.	Additional time was provided for teachers to collaborate to increase student achievement through professional learning and PLC time.	The SSC made the decision to reallocate these funds to non-classroom hourly for teachers to participate in PLCs due to the lack of visiting teachers to provide release time.

Goal 4- Supporting English Learners

Instructional Support

***Strategy/Activity - Description**

The In-School Resource Teacher (ISRT) will support classroom teachers by strengthening tier 1 instruction and universal supports for all students. The ISRT will do the following to support classroom teachers and positively impact student academic performance:

- Plan and facilitate PLCs focused on looking at student work and data to develop strategic instructional plans
- Support teachers in identifying and planning high-leverage strategies to support student mastery of grade level content
- Support teachers in identifying and planning specific English Language Development strategies to support English Learners
- Analyze formative and summative data in reading to support teachers in planning tier 1 and tier 2 instruction
- Collaborate with the administration and other support staff including the Reading Support Teacher to strengthen the tier 1 instructional program
- Provide direct small group instruction for English Learners
- Provide support and coordination of ELPAC summative assessments with the support of Visiting Teachers to support assessments for English Learners

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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring	Modifications based on qualitative and quantitative data.

Joyner Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

In school Resource Tchr -	--	--	30100-1109	Provide support in instructional planning for iELD and dELD. Provide small group support in foundational literacy skills for English Learners.	The ISRT supported Professional learning communities, English Learners, and instructional initiatives during the 21-22 school year. Our English Learners in grades 4 & 5 were provided targeted small group support through a pullout model. The ISRT also consistently supported teachers in providing individualized small group instruction. Joyner reclassified 26% of English Learners and demonstrated progress in increasing EL levels from year to year. SBAC Math 2022: 64% of students did not meet standards, 23% nearly met, 8% met standards, and 5% exceeded standards.	results, etc.). 46.2% of students scored within the high-risk range as measured by the FAST. This was an increase of approximately 3 percentage points from the fall 2021 administration. Due to significant staff absences and the inability to provide visiting teachers for release time, PLCs were not consistent throughout the school year. Further, student absences prevented consistent small group instruction, at times, due to the stringent Covid protocols.	The ISRT supported Professional learning communities, English Learners, and instructional initiatives during the 21-22 school year. Our English Learners in grades 4 & 5 were provided targeted small group support through a pullout model. The ISRT also consistently supported teachers in providing individualized small group instruction. Joyner reclassified 26% of English Learners and demonstrated progress in increasing EL levels from year to year. SBAC Math 2022: 64% of students did not meet standards, 23% nearly met, 8% met standards, and 5% exceeded standards.
------------------------------	----	----	------------	---	---	---	---

Professional Learning Communities

***Strategy/Activity - Description**

All teachers in grades TK-5th will participate in Professional Learning Communities or PLCs at least monthly or more frequently through the use of

Joyner Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

alternative strategies to provide release time such as visiting teachers and/or providing time outside of contractual hours. Professional Learning Communities will be focused on the following practices to plan effective Tier 1 and Tier 2 instruction to meet students' needs:

- Consistent content alignment on topics across grade levels with specific emphasis on literacy acceleration, designated ELD, and integrated ELD
- Consistent analysis of formative and summative data sets for English Learners to plan for effective whole group and small group instruction
- Collaborative professional learning structures such as text protocols, book studies, and lesson studies to build capacity in providing high-leverage strategies for dELD and iELD

*Proposed Expenditures for this Strategy/Activity

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Prof&Curriclm Dev Vist Tchr	--	--	30106-1192	Provide alternative release time to support PLCs to build capacity in effective ELD	Provide visiting teachers for additional release time for teachers to participate in PLCs to build	The intent was to schedule PLCs on a biweekly basis. Data demonstrated that some progress was made in both literacy and	Visiting teachers were not readily available to schedule due to district-wide staffing shortages. Therefore, the SSC

Joyner Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				instruction	capacity and increase student achievement.	mathematics although students meeting standards was stagnant or decreased from 2019.	made the decision to transfer funds to other areas of the budget including non-classroom teacher hourly to support PLC work after hours.
Prof&Curriclm DevHrlyClsmTch r	--	--	30106-1170	Provide alternative release time to support PLCs to build capacity in effective ELD instruction	Provide additional release time to participate in professional learning communities to build capacity and increase student achievement.	Additional time was provided for teachers to collaborate to increase student achievement through professional learning and PLC time.	The SSC made the decision to reallocate these funds to non-classroom hourly for teachers to participate in PLCs due to the lack of visiting teachers to provide release time.

Goal 5 - Supporting Students with Disabilities

Professional Learning Communities

***Strategy/Activity - Description**

All teachers in grades TK-5th will participate in Professional Learning Communities or PLCs at least monthly or more frequently through the use of alternative strategies to provide release time such as visiting teachers and/or providing time outside of contractual hours. Professional Learning Communities will be focused on the following practices to plan effective Tier 1 and Tier 2 instruction to meet students' needs:

- Consistent content alignment on topics across grade levels with specific emphasis on literacy acceleration
- Consistent analysis of formative and summative data sets to plan for effective whole group and small group instruction including disaggregate data analysis
- Collaborative professional learning structures such as text protocols, book studies, and lesson studies to build capacity

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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Prof&Curriclm Dev Vist Tchr	--	--	30106-1192	Provide release time for general	Provide visiting teachers for	The intent was to schedule PLCs on a	Visiting teachers were not readily

Joyner Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				education teachers and Educational specialists to collaborate and plan using the PLC structure	additional release time for teachers to participate in PLCs to build capacity and increase student achievement.	biweekly basis. Data demonstrated that some progress was made in both literacy and mathematics although students meeting standards was stagnant or decreased from 2019.	available to schedule due to district-wide staffing shortages. Therefore, the SSC made the decision to transfer funds to other areas of the budget including non-classroom teacher hourly to support PLC work after hours.
Prof&Curriclm DevHrlyClstrmTch r	--	--	30106-1170	Provide release time for general education teachers and Educational specialists to collaborate and plan using the PLC structure	Provide additional release time to participate in professional learning communities to build capacity and increase student achievement.	Additional time was provided for teachers to collaborate to increase student achievement through professional learning and PLC time.	The SSC made the decision to reallocate these funds to non-classroom hourly for teachers to participate in PLCs due to the lack of visiting teachers to provide release time.

Goal 7 - Family Engagement

Parent/Community Meetings

***Strategy/Activity - Description**

Parent and community meetings will be planned to increase the home-school connection and allow parents the opportunity to provide feedback and suggestions to our school program. Childcare will be provided for in-person parent training/meetings (when it is safe to do so). Subcommittees of the Climate and Communication alignment team 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. Also, Joyner will make a good faith effort to provide multiple ways of engagement in parent training/meetings such as dial-in or via Zoom, while health & safety guidelines limit in-person attendance.

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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Tech Professional OTBS Hrly		\$445.00	30103-2455	Provide translation/interpr	Parent meetings were held throughout the year	Parent attendance at meetings was limited due to	No modifications needed.

Joyner Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				<p>etation services for community meetings to increase welcoming environment</p>	<p>on a monthly basis. Due to the online format of parent meetings, school staff was able to provide translation and support for Spanish speaking parents and community members. Due to these meetings 47% of parents positively rated that the school seeks their input in important decisions. In addition, 40% of parents felt welcomed. This was a slight increase over previous year's parent surveys.</p>	<p>access of the online format. Only 28% of parents rated family involvement positively per the CA Schools Parent Survey administered in the spring of 2022.</p>	
Other Support Prsnl PARAS Hrly		\$823.82	30103-2281	<p>Provide childcare for in-person meetings to increase parent engagement and participation.</p>	<p>Regular meetings were provided through principal coffees, back to school night, and one in person open house in the spring of 2022. These meetings were most often provided in the online format. Even with this format and limited attendance, 47% of parents felt that the school encouraged them to be active</p>	<p>Parent attendance at meetings was limited due to access of the online format. Only 28% of parents rated family involvement positively per the CA Schools Parent Survey administered in the spring of 2022.</p>	<p>No modifications needed.</p>

Joyner Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					partners. In addition, 47% of parents felt the school sought their input when making important decisions.		
Inservice supplies		\$350.00	30103-4304	Provide light refreshments to families who attend events to encourage engagement and participation in family events.	Regular meetings were provided through principal coffees, back to school night, and one in person open house in the spring of 2022. Light refreshments were offered for parent events to encourage participation. These meetings were most often provided in the online format. Even with this format and limited attendance, 47% of parents felt that the school encouraged them to be active partners. In addition, 47% of parents felt the school sought their input when making important decisions.	Parent attendance at meetings was limited due to access of the online format. Only 28% of parents rated family involvement positively per the CA Schools Parent Survey administered in the spring of 2022.	No modifications needed.
Family Communication							
*Strategy/Activity - Description							
Funds will be allocated in support of the home-school connection and 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							

Joyner Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Postage Expense		\$500.00	30103-5920	Use postage to provide varied methods of communication to all families to increase participation in school events and their child's education.	Postage was used to mail important documents home, so parents had vital information in hard copy such as IEP or attendance letters.	The majority of communication was provided through soft copy and parent portal.	No modifications needed.
Interprogram Svcs/Paper		\$1,000.00	30103-5733	Provide paper and informational flyers to parents to	Essential information was sent home in English and Spanish	This strategy worked effectively, and parents/families were able to access	No modifications needed.

Joyner Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				support family events.	in both soft and hard copy to ensure that parents and families were informed.	information easily when sent home in hard copy format.	

Goal 6 - Supporting Black Youth

Guidance Assistant Support

***Strategy/Activity - Description**

The Guidance Assistant will continue to support social-emotional well-being and school culture & climate needs to address our suspension and chronic absentee rate for our Black Youth. The Guidance Assistant will have an intentional focus on providing SEL support through whole and small group social-emotional lessons, implementing strategies to decrease chronic absenteeism, and supporting the Restorative Discipline Policy and process. This work will allow students to maximize their learning time and academic progress in class by increasing attendance rates, decreasing chronic absenteeism, and decreasing suspension rates. The Guidance Assistant will complete the following to support a reduction in Chronic Absenteeism and Suspension:

- Collaborate with the School Counselor to identify supports for chronically absent students
- Monitor chronically absent students including those on quarantine and/or in isolation to provide outreach on a weekly basis
- Participate in the Attendance Team
- Plan "Positive Paws" attendance celebrations on a monthly basis in collaboration with the school counselor
- Provide small group and whole group SEL lessons to all students/classes
- Conduct home visits with certificated or classified staff to provide appropriate supports for chronically absent students
- Collaborate with the School Counselor to support the rollout of the Restorative Discipline Policy

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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test,	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum	Modifications based on qualitative and quantitative data.

Joyner Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					progress monitoring results, etc.).	assessments, pre/post test, progress monitoring results, etc.).	
Guidance Asst -	--	--	30100-2404	Provide support for the school culture and climate by implementing SEL curriculum and the Restorative Discipline Policy to decrease suspension rates.	Students demonstrated a 74.9% overall positive response rate as measured by the SEL Core assessment in the spring of 2022. Overall, students rated the following areas within the 70 th percentile for positive responses: growth mindset, self-management, social awareness, and culture and climate. Further, JME saw a decrease in the suspension rate in the aggregate (0.4%) and in each cohort of students due to the support of the social-emotional program and full-time school counselor.	Students rated self-efficacy per the SEL Core less positively than the other social-emotional learning areas. This leads us to surmise that students do not necessarily feel in control of their ability to positively impact the school environment. In addition, chronic absenteeism increased to 62% overall for the 21-22 school year with all cohorts seeing significant increases in the rate of chronic absenteeism. The increase in chronic absenteeism may be due to the Covid illness protocols that were in place during the 21-22 school year. In addition, due transitions in staff members, the	The guidance assistant position will no longer be funded in FY23.

Joyner Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

						guidance assistant remained as a vacancy and the funding was transferred to other areas with SSC approval.	
Guidance Asst -	--	--	30106-2404	Provide support for the school culture and climate by implementing SEL curriculum and the Restorative Discipline Policy to decrease suspension rates.	Students demonstrated a 74.9% overall positive response rate as measured by the SEL Core assessment in the spring of 2022. Overall, students rated the following areas within the 70 th percentile for positive responses: growth mindset, self-management, social awareness, and culture and climate. Further, JME saw a decrease in the suspension rate in the aggregate (0.4%) and in each cohort of students due to the support of the social-emotional program and full-time school counselor.	Students rated self-efficacy per the SEL Core less positively than the other social-emotional learning areas. This leads us to surmise that students do not necessarily feel in control of their ability to positively impact the school environment. In addition, chronic absenteeism increased to 62% overall for the 21-22 school year with all cohorts seeing significant increases in the rate of chronic absenteeism. The increase in chronic absenteeism may be due to the Covid illness protocols that were in place during the 21-22 school year. In addition, due transitions in staff	The guidance assistant position will no longer be funded in FY23.

Joyner Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

							<p>members, the guidance assistant remained as a vacancy and the funding was transferred to other areas with SSC approval.</p>
--	--	--	--	--	--	--	--

School Counselor

***Strategy/Activity - Description**

The School Counselor will provide additional student supports in the area of social-emotional well-being, advocacy, and school culture & climate. This will allow students to maximize their learning time and academic progress in class. Also, 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 School Counselor will support chronic absenteeism, positive attendance, and suspension in the following ways:

- Facilitate the School Climate and Communication Team
- Pilot and facilitate learning connected to the implementation of the Restorative Discipline Policy
- Promote a positive school culture using PBIS and Restorative Justice practices
- Facilitate small group and whole group social-emotional lessons
- Provide positive attendance supports and celebrations
- Coordinate student advocacy teams such as Ally Action and Peace Patrol to support student ownership of the school building
- Facilitate the SST process
- Provide strategies and supports to families & students, including home visits, to decrease chronic absenteeism
- Coordinate wrap around supports for students and families

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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey,	What is not working (ineffective indicators) and why? Include	Modifications based on qualitative and quantitative data.
-----------------------	-----	----------------	----------------	-----------	---	---	---

Joyner Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
School Counselor	--	--	30100-1210	Use Restorative Discipline practices and SEL support in small/whole group to decrease suspension rates for our Black Youth	The school counselor was responsible for providing social emotional support and attendance support for our students to support a strong school culture. The SEL Core assessment for grades 4-5 demonstrated positive results in school culture. 74.9% of students in grades 4-5 rated the school culture as positive. In addition, most areas of school culture received positive ratings within the 70 th percentile including growth mindset, self-	Although the school counselor worked diligently to support consistent attendance, the JME chronic absentee rate increased for SY21-22 to 62%. Covid illness protocols may have contributed to this high rate of chronic absenteeism as many students were excused from school due to illness. Our families also saw increased mobility during the pandemic which impacted the chronic absentee rate.	No modifications needed.

Joyner Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					<p>management, social awareness, and culture and climate. The School Counselor facilitated weekly meetings with the principal to track attendance of chronically absent students. The school counselor coordinated with the clerk typist to facilitate outreach to parents including home visits, phone calls, and other forms of notifications to address the chronic absentee challenges.</p>		
--	--	--	--	--	---	--	--

What are my leadership strategies in service of the goals?

The site administrator will work alongside all members of the Instructional Leadership Team (ILT) 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.
- A consistent Site Learning Plan that provides alignment between school/site needs and key instructional initiatives structures such as PLCs, Professional Learning, and the ILT
- 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
- Frequent informal classroom observations are conducted to monitor the implementation of the curriculum, school-wide strategies, and the quality of student learning.
- All staff know students' learning needs and can recognize if the instruction is impacting learning.
- Reflect on our work as educators and equity for ALL STUDENTS.

The site administrator along with the ILT will continue to focus on creating a collaborative risk-taking environment for teachers and students, and 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.

- Professional Learning opportunities will be aligned to the instructional focus as outlined in the Site Learning Plan.
- The school's focus on literacy acceleration, 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.
- Models learner-orientation and reflectiveness to learn alongside teachers in professional learning communities
- Supports and cultivates decision-making from an asset-based lens for students and staff
- 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 with all stakeholders.
- 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, 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 through key partnerships.

SCHOOL NAME: JOYNER ELEMENTARY

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800

SCHOOL YEAR: 2021-22

Goal 1 - Safe, Collaborative and Inclusive Culture

Guidance Assistant Support

***Strategy/Activity - Description**

The Guidance Assistant will continue to support students' social-emotional well-being and school culture & climate needs to address our suspension and chronic absentee rate. The Guidance Assistant will have an intentional focus on providing SEL support through whole and small group social-emotional lessons, implementing strategies to decrease chronic absenteeism, and supporting the Restorative Discipline Policy and process. This work will allow students to maximize their learning time and academic progress in class by increasing attendance rates, decreasing chronic absenteeism, and decreasing suspension rates. The Guidance Assistant will complete the following to support a reduction in Chronic Absenteeism and Suspension:

- Collaborate with the School Counselor to identify supports for chronically absent students
- Monitor chronically absent students including those on quarantine and/or in isolation to provide outreach on a weekly basis
- Participate in the Attendance Team
- Plan "Positive Paws" attendance celebrations on a monthly basis in collaboration with the school counselor
- Provide small group and whole group SEL lessons to all students/classes
- Conduct home visits with certificated or classified staff to provide appropriate supports for chronically absent students
- Collaborate with the School Counselor to support the rollout of the Restorative Discipline Policy

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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey,	What is not working (ineffective indicators) and why? Include	Modifications based on qualitative and quantitative data.

Joyner Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Guidance Asst -	0.20000	\$15,151.15	09800-2404	The Guidance Assistant will support school culture and climate to positively impact our chronic absentee and suspension rates. Currently, our school is showing a 36% chronic absentee rate (during online and hybrid learning) and a 1.7% suspension rate.	Students demonstrated a 74.9% overall positive response rate as measured by the SEL Core assessment in the spring of 2022. Overall, students rated the following areas within the 70 th percentile for positive responses: growth mindset, self-management, social awareness, and culture and climate. Further, JME saw a decrease in the suspension rate in the aggregate (0.4%) and in each cohort of students due to the support of the social-emotional program	Students rated self-efficacy per the SEL Core less positively than the other social-emotional learning areas. This leads us to surmise that students do not necessarily feel in control of their ability to positively impact the school environment. In addition, chronic absenteeism increased to 62% overall for the 21-22 school year with all cohorts seeing significant increases in the rate of chronic absenteeism. The increase in chronic absenteeism may be due to the Covid	The Guidance Assistant position will not be funded during FY23.

Joyner Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					and full-time school counselor.	illness protocols that were in place during the 21-22 school year.	

Goal 2 - English Language Arts

Instructional Support and Curriculum Development

***Strategy/Activity - Description**

The In-School Resource Teacher (ISRT) will support classroom teachers by strengthening tier 1 instruction and universal supports for all students. The ISRT will do the following to support classroom teachers and positively impact student academic performance:

- Plan and facilitate PLCs aligned to the Joyner Site Learning Plan for Literacy Acceleration
- Support teachers in identifying and planning high-leverage strategies to support student mastery of grade level content
- Support teachers in identifying and planning specific English Language Development strategies to support English Learners
- Analyze formative and summative data in reading to support teachers in planning tier 1 and tier 2 instruction
- Collaborate with the administration and other support staff including the Reading Support Teacher to strengthen the tier 1 instructional program
- Provide direct small group instruction for English Learners

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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.

Joyner Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

In School Resource	0.50000	\$67,368.91	09800-1109	Increase student achievement in reading and decrease the percentage of students not meeting standards by providing direct support to teachers and students in tier 1 and tier 2 instruction.	The ISRT supported Professional learning communities, English Learners, and instructional initiatives during the 21-22 school year. Our English Learners in grades 4 & 5 were provided targeted small group support through a pullout model. The ISRT also consistently supported teachers in providing individualized small group instruction. Joyner reclassified 26% of English Learners and demonstrated progress in increasing EL levels from year to year.	46.2% of students scored within the high-risk range as measured by the FAST. This was an increase of approximately 3 percentage points from the fall 2021 administration. Due to significant staff absences and the inability to provide visiting teachers for release time, PLCs were not consistent throughout the school year. Further, student absences prevented consistent small group instruction, at times, due to the stringent Covid protocols.	No modifications needed
--------------------	---------	-------------	------------	--	--	---	-------------------------

Goal 3 - Mathematics

Instructional Support and Curriculum Development

***Strategy/Activity - Description**

The In-School Resource Teacher (ISRT) will support classroom teachers by strengthening tier 1 instruction and universal supports for all students. The ISRT will do the following to support classroom teachers and positively impact student academic performance:

- Plan and facilitate PLCs aligned to the Joyner Site Learning Plan for focus Quality Teaching Practices
- Support teachers in identifying and planning high-leverage strategies to support student mastery of grade level content
- Support teachers in identifying and planning specific English Language Development strategies to support English Learners
- Analyze formative and summative data in reading to support teachers in planning tier 1 and tier 2 instruction
- Collaborate with the administration and other support staff to strengthen the tier 1 instructional program
- Provide direct small group instruction for English Learners

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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.

Joyner Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

<p>Inschool Resource Tchr -</p>	<p>--</p>	<p>--</p>	<p>09800-1109</p>	<p>Increase student achievement in reading and decrease the percentage of students not meeting standards by providing direct support to teachers and students in tier 1 and tier 2 instruction.</p>	<p>The ISRT supported Professional learning communities, English Learners, and instructional initiatives during the 21-22 school year. Overall, our students demonstrated growth in communication as measured by the DEMI assessment. 0% of students were demonstrating strength or proficiency in communication per the Fall 2021 assessment results. This increased to 41.8% of students demonstrating a strength or proficiency in communication. The ISRT also consistently supported teachers in providing individualized small group instruction. Joyner reclassified 26% of English Learners and demonstrated progress in</p>	<p>Due to significant staff absences and the inability to provide visiting teachers for release time, PLCs were not consistent throughout the school year. Further, student absences prevented consistent small group instruction, at times, due to the stringent Covid protocols. DEMI data shows an increase in students demonstrating incomplete evidence in the areas of knowledge and application per 2022 results. 50% and 44% of students demonstrated incomplete evidence in the areas of knowledge and application respectively during the Fall 2021 administration of the DEMI assessment. This increased to 53.8% and 58.3% in knowledge and</p>	<p>Mathematics focus in professional learning and PLC time for SY 22-23.</p>
---------------------------------	-----------	-----------	-------------------	---	--	---	--

Joyner Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					increasing EL levels from year to year	application during the spring administration and demonstrates an increase in students demonstrating an incomplete understanding.	
--	--	--	--	--	--	--	--

--	--	--	--	--	--	--	--

Goal 4- Supporting English Learners

Instructional Support

***Strategy/Activity - Description**

The In-School Resource Teacher (ISRT) will support classroom teachers by strengthening tier 1 instruction and universal supports for all students. The ISRT will do the following to support classroom teachers and positively impact student academic performance:

- Plan and facilitate PLCs focused on looking at student work and data to develop strategic instructional plans
- Support teachers in identifying and planning high-leverage strategies to support student mastery of grade level content
- Support teachers in identifying and planning specific English Language Development strategies to support English Learners
- Analyze formative and summative data in reading to support teachers in planning tier 1 and tier 2 instruction
- Collaborate with the administration and other support staff including the Reading Support Teacher to strengthen the tier 1 instructional program
- Provide direct small group instruction for English Learners
- Provide support and coordination of ELPAC summative assessments with the support of Visiting Teachers to support assessments for English Learners

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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring	Modifications based on qualitative and quantitative data.

Joyner Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

						results, etc.).	
Prof&Curriclm Dev Vist Tchr		\$10,249.75	09800-1192	Support Summative ELPAC testing to provide one-on- one testing sessions for English Learners	98% of EL students were assessed using the ELPAC summative assessment through the support of our visiting teacher.	Efforts to provide one on one testing were effective.	No modifications needed
Inschool Resource Tchr –	--	--	09800-1109	Provide support in instructional planning for iELD and dELD. Provide small group support in foundational literacy skills for English Learners.	The ISRT provided focused support for small group instruction of English Learners. 26% of English Learners were able to reclassify based upon 2022 summative ELPAC results. English Learners also demonstrated increase in communication as measured by the DEMI from 0% to 29% in showing evidence of proficiency.	Chronic absenteeism hindered regular, consistent small group instruction for some of our students. Overall, JME had a 62% chronic absentee rate for SY 21-22, which impacted students' ability to access tier 1 and tier 2 instruction.	No modifications needed

Goal 6 - Supporting Black Youth

Guidance Assistant Support

***Strategy/Activity - Description**

The Guidance Assistant will continue to support social-emotional well-being and school culture & climate needs to address our suspension and chronic absentee rate for our Black Youth. The Guidance Assistant will have an intentional focus on providing SEL support through whole and small group social-emotional lessons, implementing strategies to decrease chronic absenteeism, and supporting the Restorative Discipline Policy and process. This work will allow students to maximize their learning time and academic progress in class by increasing attendance rates, decreasing chronic absenteeism, and decreasing suspension rates. The Guidance Assistant will complete the following to support a reduction in Chronic Absenteeism and Suspension:

- Collaborate with the School Counselor to identify supports for chronically absent students
- Monitor chronically absent students including those on quarantine and/or in isolation to provide outreach on a weekly basis
- Participate in the Attendance Team
- Plan "Positive Paws" attendance celebrations on a monthly basis in collaboration with the school counselor
- Provide small group and whole group SEL lessons to all students/classes
- Conduct home visits with certificated or classified staff to provide appropriate supports for chronically absent students
- Collaborate with the School Counselor to support the rollout of the Restorative Discipline Policy

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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test,	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum	Modifications based on qualitative and quantitative data.

Joyner Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					progress monitoring results, etc.).	assessments, pre/post test, progress monitoring results, etc.).	
Guidance Asst -	--	--	09800-2404	Provide support for the school culture and climate by implementing SEL curriculum and the Restorative Discipline Policy to decrease suspension rates.	Students demonstrated a 74.9% overall positive response rate as measured by the SEL Core assessment in the spring of 2022. Overall, students rated the following areas within the 70 th percentile for positive responses: growth mindset, self-management, social awareness, and culture and climate. Further, JME saw a decrease in the suspension rate in the aggregate (0.4%) and in each cohort of students due to the support of the social-emotional program and full-time school counselor.	Students rated self-efficacy per the SEL Core less positively than the other social-emotional learning areas. This leads us to surmise that students do not necessarily feel in control of their ability to positively impact the school environment. In addition, chronic absenteeism increased to 62% overall for the 21-22 school year with all cohorts seeing significant increases in the rate of chronic absenteeism. The increase in chronic absenteeism may be due to the Covid illness protocols that were in place during the 21-22 school year. In addition, the GA position was left vacant due to a lack	The Guidance Assistant position will not be funded in FY23.

						of applicants and was unable to be filled for the 21-22 school year.	
<p>What are my leadership strategies in service of the goals?</p>							
<p>Targeted Professional Learning and Implementation The site administrator along with the ILT will continue to focus on creating a collaborative risk-taking environment for teachers and students, and 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:</p> <ul style="list-style-type: none"> • Professional Learning opportunities will be aligned to the instructional focus as outlined in the Site Learning Plan and Literacy Acceleration Plan • The school’s focus on literacy acceleration, common pedagogy, professional learning, and teacher collaboration are evident in all classrooms. <p>Interpersonal Skills</p> <ul style="list-style-type: none"> • 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. • Model learner-orientation and reflectiveness to learn alongside teachers in professional learning communities and professional learning sessions • Support and cultivate decision-making from an asset-based lens for students and staff • Celebrate and acknowledge small wins to encourage investment and buy-in. <p>Organizational Leadership</p> <ul style="list-style-type: none"> • Develop and maintain clear systems to organize and maximize resources and operations. • Establish clear lines of communication with all stakeholders. • Cultivate staff leadership to allow time for the site administrator to focus on student learning in the classrooms. <p>Parents/ Community</p> <ul style="list-style-type: none"> • Cultivate positive relationships with parents and the community. • Implement systems and structures that engage, teach, 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 through key partnerships. 							
Empty space for additional content							