FC Joyce Elementary

School Site Council Agenda/Minutes

Agenda / Actas del Consejo Escolar

Date & Time *(Fecha & Hora)*

11/18/2026 2:30 PM

Location *(Ubicación)*

Zoom

Zoom Link *(Enlace de Zoom)*

https://twinriversusd-org.zoom.us/j/81837685129?from=addon

2026 - 2027, Elected SSC Members *Miembros Electos de SSC*

Non-staff: Parents/Community Member/Students *No Personal: Padres/Miembros de la Comunidad/Estudiantes*			**Present / Absent** *Presente/ Ausente*
Parent	Richard Hultgren	Year 2	
Parent	Barbara Williams	Year 1	
Parent	Carla Caesar	Year 2	
Parent	Farida Labib	Year 2	
Community Member	Kathleen Horsey	Year 1	
Alternates *(Alternativos)*:			

***Parents/Community Members that are employees of the school may not serve as a parent member of the site council. (Student reps are for secondary sites only)**

***Los Padres/Miembros de la Comunidad que son empleados de la escuela no pueden servir como padres miembros del consejo escolar. (Los representantes de alumnos son sólo para escuelas secundarias).**

Staff: Principal or Designee/Teachers/Other Staff *Personal: Director(a) o Designado(a)/ Maestros/ Otro Personal*			**Present / Absent** *Presente/ Ausente*
Principal/Designee: *Directora(a)/ Designado(a):*	Diana B. Davidson		
Teacher: *Maestro(a):*	Sherri Nelson	Year 1	
Teacher: *Maestro(a):*	Vanessa Ryley	Year 2	
Teacher: *Maestro(a):*	Buffy Schweiger	Year 2	
Other Staff*:Otro Personal:*	Danielle Jones	Year 2	
Alternates: *Alternativos:*			

***Teachers must be the majority** **Los maestros deben ser mayoría*

AGENDA

ITEM *ARTÍCULO*	**Facilitator** *Facilitador(a)*	**Minutes** *Minutas*
Call to Order / Sign in sheet *Orden del Día/ Hoja de Firmas* **Quorum** *Quórum* **(50% +1)**	**Chairperson** ***Presidente***	This meeting is called to order at: *Se abre la sesión a las* Total Members in Attendance: *Total de Miembros Presentes:* Quorum: *Quórum:*
Public Comment (2 minutes per speaker) *Comentarios del Público (2 minutos cada participante)*	**Chairperson** ***Presidente***	**Summary of Comments (***Resumen de Comentarios)*
Review Agenda *Repasar Agenda*	**Chairperson** ***Presidente***	**Summary of Comments (***Resumen de Comentarios)*
Review / approve minutes from last meeting *Revisar/aprobar el acta de la última reunión* See attached minutes from 10/14/26 1 📎 Previous Minutes	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* Person *Persona:* Second *Se secundó*: In favor *A favor* : Oppose *En contra*: Abstain *En abstención*: Motion: Pass or Fail: *Moción: Aprobada o Rechazada*

Council Business *Asuntos del Consejo*		
New Members (Nuevos Miembros) Introduce new members after resignations	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas*
N/A	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas*
N/A	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas*

Required Document Review & Approve: *Revisión y Aprobación de Documentos Requeridos:*		
Site Safety Plan (Plan de Seguridad del Centro) Review and approve 26-27 Site Safety Plan	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* Person *Persona:* Second *Se secundó*: In favor *A favor* : Oppose *En contra*: Abstain *En abstención*: Motion: Pass or Fail: *Moción: Aprobada o Rechazada*
N/A	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* Person *Persona:* Second *Se secundó*: In favor *A favor* : Oppose *En contra*: Abstain *En abstención*: Motion: Pass or Fail: *Moción: Aprobada o Rechazada*
N/A	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* Person *Persona:* Second *Se secundó*: In favor *A favor* : Oppose *En contra*: Abstain *En abstención*: Motion: Pass or Fail: *Moción: Aprobada o Rechazada*
N/A	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* Person *Persona:* Second *Se secundó*: In favor *A favor* : Oppose *En contra*: Abstain *En abstención*: Motion: Pass or Fail: *Moción: Aprobada o Rechazada*

Document Review: *Revisión y de Documentos*		
Other Review/Share Benchmark and Site Data	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas*
Other	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas*
School Plan For Student Achievement (SPSA) *Plan Escolar para el Rendimiento Académico de los Estudiantes (SPSA)*		
SPSA Addendum Review change in actual Title I Basic & Title I Parent/Family Involvement budget allocations. Title I Basic -$2295 Title I PFE -$511	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* Person *Persona:* Second *Se secundó*: In favor *A favor* : Oppose *En contra*: Abstain *En abstención*: Motion: Pass or Fail: *Moción: Aprobada o Rechazada*

Other Business: *Otros Asuntos:*		
ELAC Reporting *Informes ELAC* Report from Mrs. Davidson, Principal -1st ELAC meeting held 11/6/2026 - good turn out of 33 parents, nominations for members were solicited	**Chairperson** ***Presidente***	**Summary of Reporting (***Resumen de Informes)*
Committee Reports or Guest Presenters (PTA, DELAC, Other outside presenters) *Informes de Comités o Presentadores Invitados (PTA, DELAC, otros presentadores externos)*	**Chairperson** ***Presidente***	**Summary of Presentation (***Resumen de Presentación)*
Additional Information/New Business/Discussion *Información Adicional/Asuntos Nuevos/Conversación*	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas*
Adjournment: *Aplazamiento:*	**Chairperson** ***Presidente***	**Time**: *Hora:*

Next meeting date: 01/27/2027 2:30 PM
Fecha de próxima reunión:

FC Joyce Elementary

School Site Council Agenda/Minutes

Agenda / Actas del Consejo Escolar

Date & Time *(Fecha & Hora)*

10/14/2026 2:30 PM

Location *(Ubicación)*

Zoom

Zoom Link *(Enlace de Zoom)*

https://twinriversusd-org.zoom.us/j/81837685129?from=addon

2026 - 2027, Elected SSC Members *Miembros Electos de SSC*

Non-staff: Parents/Community Member/Students *No Personal: Padres/Miembros de la Comunidad/Estudiantes*			**Present / Absent** *Presente/ Ausente*
Parent	Angie Kolda	Year 2	Present
Parent	Barbara Williams	Year 1	Present
Parent	Brittani Stringer	Year 2	Absent
Parent	Ashley Rutherford	Year 2	Absent
Community Member	Kathleen Horsey	Year 1	Absent
Alternates *(Alternativos)*:			

***Parents/Community Members that are employees of the school may not serve as a parent member of the site council. (Student reps are for secondary sites only)**

***Los Padres/Miembros de la Comunidad que son empleados de la escuela no pueden servir como padres miembros del consejo escolar. (Los representantes de alumnos son sólo para escuelas secundarias).**

Staff: Principal or Designee/Teachers/Other Staff *Personal: Director(a) o Designado(a)/ Maestros/ Otro Personal*			**Present / Absent** *Presente/ Ausente*
Principal/Designee: *Directora(a)/ Designado(a):*	Diana B. Davidson		Present
Teacher: *Maestro(a):*	Sherri Nelson	Year 1	Present
Teacher: *Maestro(a):*	Vanessa Ryley	Year 2	Present
Teacher: *Maestro(a):*	Buffy Schweiger	Year 2	Present
Other Staff*:Otro Personal:*	Danielle Jones	Year 2	Present
Alternates: *Alternativos:*			

***Teachers must be the majority** **Los maestros deben ser mayoría*

AGENDA

ITEM *ARTÍCULO*	**Facilitator** *Facilitador(a)*	**Minutes** *Minutas*
Call to Order / Sign in sheet *Orden del Día/ Hoja de Firmas* **Quorum** *Quórum* **(50% +1)**	**Chairperson** ***Presidente***	This meeting is called to order at: *Se abre la sesión a las* 2:30 PM Total Members in Attendance: 8 *Total de Miembros Presentes:* Quorum: Yes (Si) *Quórum:*
Public Comment (2 minutes per speaker) *Comentarios del Público (2 minutos cada participante)*	**Chairperson** ***Presidente***	**Summary of Comments (***Resumen de Comentarios)* None
Review Agenda *Repasar Agenda*	**Chairperson** ***Presidente***	**Summary of Comments (***Resumen de Comentarios)* Reviewed
Review / approve minutes from last meeting *Revisar/aprobar el acta de la última reunión* See attached minutes from 5/20/26 1 Previous Minutes	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* Minutes/Actas Person *Persona:* Danielle Jones Second *Se secundó*: Vanessa Ryley In favor *A favor* : 8 Oppose *En contra*: 0 Abstain *En abstención*: 0 Motion: Pass or Fail: pass *Moción: Aprobada o Rechazada*

Council Business *Asuntos del Consejo*		
New Members (Nuevos Miembros) Introduce new members and term year	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas* Introductions made
Elect Officers (Elegir a Funcionarios)	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas* Chairperson - Sherri Nelson Vice chairperson - Buffy Schweiger Secretary - Diana Davidson
N/A	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas* N/A

Required Document Review & Approve: *Revisión y Aprobación de Documentos Requeridos:*		
Bylaws (Reglamentos) Review Bylaws, make additions/corrections if needed. 1📎 Attachment	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* Bylaws as presented Person *Persona:* Diana Davidson Second *Se secundó*: Buffy Schweiger In favor *A favor* : 8 Oppose *En contra*: 0 Abstain *En abstención*: 0 Motion: Pass or Fail: pass *Moción: Aprobada o Rechazada*
Parent Involvement (Participación de Padres) Review/revise parent involvement policy 1📎 Attachment	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* parent involvement policy as written and Person *Persona:* Sherri Nelson Second *Se secundó*: Buffy Schweiger In favor *A favor* : 8 Oppose *En contra*: 0 Abstain *En abstención*: 0 Motion: Pass or Fail: Pass *Moción: Aprobada o Rechazada*
School Compact (Compacto Escolar Review/revise School Compact 1📎 Attachment	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* the School Compact as written and shared Person *Persona:* Sherri Nelson Second *Se secundó*: Buffy Schweiger In favor *A favor* : 8 Oppose *En contra*: 0 Abstain *En abstención*: 0 Motion: Pass or Fail: Pass *Moción: Aprobada o Rechazada*
Other Voting on the length of the terms of officer positions.	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* keep terms as written in approved Bylaws Person *Persona:* Diana Davidson Second *Se secundó*: Buffy Schweiger In favor *A favor* : 8 Oppose *En contra*: 0 Abstain *En abstención*: 0 Motion: Pass or Fail: Pass *Moción: Aprobada o Rechazada*

Document Review: *Revisión y de Documentos*		
Other Review CAASSPP Data 1 Attachment	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas* Reviewed through the SPSA data.
Other Review SPSA Goals/Actions	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas* Reviewed, no questions.
School Plan For Student Achievement (SPSA) *Plan Escolar para el Rendimiento Académico de los Estudiantes (SPSA)*		
N/A	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* N/A Person *Persona:* Second *Se secundó*: In favor *A favor* : Oppose *En contra*: Abstain *En abstención*: Motion: Pass or Fail: *Moción: Aprobada o Rechazada*

Other Business: *Otros Asuntos:*		
ELAC Reporting *Informes ELAC*	**Chairperson** ***Presidente***	**Summary of Reporting (***Resumen de Informes)* N/A
Committee Reports or Guest Presenters (PTA, DELAC, Other outside presenters) *Informes de Comités o Presentadores Invitados (PTA, DELAC, otros presentadores externos)*	**Chairperson** ***Presidente***	**Summary of Presentation (***Resumen de Presentación)* N/A
Additional Information/New Business/Discussion *Información Adicional/Asuntos Nuevos/Conversación*	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas* n/A
Adjournment: *Aplazamiento:*	**Chairperson** ***Presidente***	**Time**: *Hora:* 3:05 PM

Next meeting date: 11/18/2026 2:30 PM
Fecha de próxima reunión:

FC Joyce Elementary

School Site Council Agenda/Minutes

Agenda / Actas del Consejo Escolar

Date & Time *(Fecha & Hora)*

05/20/2026 2:30 PM

Location *(Ubicación)*

Zoom

Zoom Link *(Enlace de Zoom)*

https://twinriversusd-org.zoom.us/j/83152543389?from=addon

2025 - 2026, Elected SSC Members *Miembros Electos de SSC*

Non-staff: Parents/Community Member/Students *No Personal: Padres/Miembros de la Comunidad/Estudiantes*		**Present / Absent** *Presente/ Ausente*
Parent	Barbara Williams	Absent
Parent	Ashley Rutherford	Absent
Parent	Angelique Kolda	Present
Parent	Britani Stringer	Absent
Community Member	Kathleen Horsey	Absent
Alternates *(Alternativos)*:		

***Parents/Community Members that are employees of the school may not serve as a parent member of the site council. (Student reps are for secondary sites only)**

***Los Padres/Miembros de la Comunidad que son empleados de la escuela no pueden servir como padres miembros del consejo escolar. (Los representantes de alumnos son sólo para escuelas secundarias).**

Staff: Principal or Designee/Teachers/Other Staff *Personal: Director(a) o Designado(a)/ Maestros/ Otro Personal*	**Present / Absent** *Presente/ Ausente*
Principal/Designee: *Directora(a)/ Designado(a):* Diana B. Davidson	Present
Teacher: *Maestro(a):* Chet Linton	Present
Teacher: *Maestro(a):* Johnnie Williams	Present
Teacher: *Maestro(a):* Gailene Solis	Present
Other Staff*:Otro Personal:* Danielle "Bucket" Jones	Present
Alternates: *Alternativos:*	
***Teachers must be the majority** **Los maestros deben ser mayoría*	

AGENDA

ITEM *ARTÍCULO*	**Facilitator** *Facilitador(a)*	**Minutes** *Minutas*
Call to Order / Sign in sheet *Orden del Día/ Hoja de Firmas* **Quorum** *Quórum* **(50% +1)**	**Chairperson** ***Presidente***	This meeting is called to order at: *Se abre la sesión a las* 2:32 PM Total Members in Attendance: 6 *Total de Miembros Presentes:* Quorum: Yes (Si) *Quórum:*
Public Comment (2 minutes per speaker) *Comentarios del Público (2 minutos cada participante)*	**Chairperson** ***Presidente***	**Summary of Comments (***Resumen de Comentarios)* No Public comment
Review Agenda *Repasar Agenda*	**Chairperson** ***Presidente***	**Summary of Comments (***Resumen de Comentarios)* Mrs. Davidson, principal, reviewed the agenda.
Review / approve minutes from last meeting *Revisar/aprobar el acta de la última reunión* Minutes from March 25, 2026 meeting attached 1 Previous Minutes	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* Minutes/Actas Person *Persona:* Johnnie Williams Second *Se secundó*: Chet Linton In favor *A favor* : 6 Oppose *En contra*: 0 Abstain *En abstención*: 0 Motion: Pass or Fail: Pass *Moción: Aprobada o Rechazada*

Council Business *Asuntos del Consejo*		
N/A	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas* N/A
N/A	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas* N/A
N/A	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas* N/A

Required Document Review & Approve: *Revisión y Aprobación de Documentos Requeridos:*		
N/A	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* N/A Person *Persona:* Second *Se secundó*: In favor *A favor* : Oppose *En contra*: Abstain *En abstención*: Motion: Pass or Fail: *Moción: Aprobada o Rechazada*
N/A	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* N/A Person *Persona:* Second *Se secundó*: In favor *A favor* : Oppose *En contra*: Abstain *En abstención*: Motion: Pass or Fail: *Moción: Aprobada o Rechazada*
N/A	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* N/A Person *Persona:* Second *Se secundó*: In favor *A favor* : Oppose *En contra*: Abstain *En abstención*: Motion: Pass or Fail: *Moción: Aprobada o Rechazada*
N/A	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* N/A Person *Persona:* Second *Se secundó*: In favor *A favor* : Oppose *En contra*: Abstain *En abstención*: Motion: Pass or Fail: *Moción: Aprobada o Rechazada*

Document Review: *Revisión y de Documentos*		
N/A	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas* N/A
N/A	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas* N/A
School Plan For Student Achievement (SPSA) *Plan Escolar para el Rendimiento Académico de los Estudiantes (SPSA)*		
Approve 26-27 SPSA Approve SPSA for the 26-27 School Year	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* 26-27 SPSA as shared/discussed. Person *Persona:* Johnnie Williams Second *Se secundó*: Chet Linton In favor *A favor* : 6 Oppose *En contra*: 0 Abstain *En abstención*: 0 Motion: Pass or Fail: Pass *Moción: Aprobada o Rechazada* 26-27 SPSA is approved.

Other Business: *Otros Asuntos:*		
ELAC Reporting *Informes ELAC* Still working to get an ELAC committee together. Suggestions for the 26-27 school year.	**Chairperson** ***Presidente***	**Summary of Reporting (***Resumen de Informes)* The principal shared about ELA meetings this school year, and plans to get more involvement from EL families in 26-27.
Committee Reports or Guest Presenters (PTA, DELAC, Other outside presenters) *Informes de Comités o Presentadores Invitados (PTA, DELAC, otros presentadores externos)* DELAC - 5/7/26 Report, Diana Davidson	**Chairperson** ***Presidente***	**Summary of Presentation (***Resumen de Presentación)* The principal shared information from the last DELAC. Focus was on needs assessment for hiring new superintendent.
Additional Information/New Business/Discussion *Información Adicional/Asuntos Nuevos/Conversación* Review Cell Phone Policy	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas* SSC reviewed the tentative District Cell Phone policy. All were in favor of what was written. Wanted to make sure that students could not bring headphones or earbuds from home as this would be difficult to monitor whether or not students were using the cell phone. Mr. Williams stated that he doesn't think students should be allowed to bring cell phones to school. He also stated that when students go to the restroom, that they should be required to set their cell phone on their desk, since some students need to take their backpack with them.
Adjournment: *Aplazamiento:*	**Chairperson** ***Presidente***	**Time**: *Hora:* 3:23 PM

Next meeting date: 09/23/2026 2:30 PM
Fecha de próxima reunión:

F.C. JOYCE SCHOOL
SCHOOL SITE COUNCIL BYLAWS

ARTICLE I

Duties of the School Site Council:

The School Site Council of F.C. Joyce School, hereinafter referred to as the council, shall carry out the following duties:

- Obtain recommendations for, and review of, the proposed Single Plan for Student Achievement (SPSA) from all school advisory committees.
- Participate in regular training on SSC roles and responsibilities.
- Develop and approve the SPSA and related categorical expenditures in accordance with all state and federal law and district regulations.
- Recommend the SPSA and categorical expenditures to the TRUSD Board of Education for approval.
- Provide ongoing review of the implementation of the SPSA with the principal, teachers, and other school staff members.
- Make modifications to the SPSA whenever the need arises.
- Submit the modified SPSA for district approval whenever a material change (as defined in district governing board policy) is made in planned activities for related categorical expenditures.
- Regularly evaluate academic data to determine the progress made toward school goals to raise the academic achievement of all students.
- Carry out all other duties assigned to the council by the TRUSD Board of Education and by state law.

ARTICLE II

Members

Section A: Composition*
The council shall be composed of at least 10 members, selected by their peers, as follows:

- ✓ Principal
- ✓ Classroom teachers
- ✓ "Other" school staff members (non classroom teaching staff)
- ✓ Parents or community members
- ✓ Students (secondary)

* *Elementary schools must have a minimum of ten (10) members.*

The school principal is a required member of the council. The principal shall attend all SSC meetings. Council members chosen to represent parents may be employees of the school district so long as they are not employed at this school.

Section B: Term of Office
Council members shall be elected *for 2 year terms*. Half, or the nearest approximation thereof, of each representative group shall be elected during odd years, and the remaining number of elected members during even years. At the first regular meeting of the council, each member's current term of office shall be recorded in the minutes of the meeting.

Section C: Voting Rights
Each member of the council is entitled to one vote and may cast that vote on any matter submitted to a vote of the council. **Absentee (proxy) and any electronic ballots shall not be permitted.**

Section D: Termination of Membership
The council may, by an affirmative vote of two-thirds of all its members, suspend or expel a member. Any elected member may terminate his or her membership by submitting a written letter of resignation to the council chairperson.

Section E: Transfer of Membership
Membership on the council may not be assigned or transferred.

Section F: Vacancy
Any vacancy on the council occurring during the term of duly elected member shall be filled by:

- An alternate designated during the annual election
- Nominated by current SSC and approved by majority of SSC membership.

The term will be for the remaining time left in the vacated seat.

ARTICLE III

Elections of Council Members

- The school principal is a standing member of the council.

- Classroom teacher elections will be held in *August*:
  - The certificated membership will be elected into rotational positions of *two years*.
  - Nominations and elections are conducted by the certificated staff.
  - If there are fewer or equal nominees than there are positions vacant, the nominees will automatically be accepted as representatives.

- "Other" staff elections will be held in *September*. The "other" position is filled by a non-classroom teacher. He/she may be a classified or certificated staff member.
  - The "other" staff membership will be elected into rotational positions of *two years*.
  - Nominations and elections will be conducted by the non classroom teaching classified and certificated staff.
  - If there are fewer or equal nominees than there are positions vacant, the nominees will automatically be accepted as representatives.

- Parent/Community Member representative elections will be conducted in *September*.
  - Nominations and elections will be conducted by the *school office staff*.
  - *Announcement of the nominations will be included in the May, June, and September issues of the school newsletter, website. The announcement will also be posted on the school marquee.*
  - Nominations will be accepted through the first *week of September*.
  - If there are fewer or equal nominees than there are positions vacant, the nominees will automatically be accepted as representatives.

All election ballots and result records will be maintained at the school site for seven (7) years.

ARTICLE IV

Officers

Section A: Officers
The officers of the council shall be a chairperson, vice-chairperson, secretary, and other officers the council deems desirable.

The chairperson shall:

- Collaborate with the principal in developing agendas and reviewing minutes prior to posting.
- Preside at all meetings of the council.
- Sign all letters, reports, and other communications of the council.
- Have other such duties as are prescribed by the council.

The vice-chairperson shall:

- Assist the chairperson in assigned duties.
- Substitute for the chairperson in his/her absence.

The secretary shall:

- Keep minutes and sign ins of all regular and special meetings of the council.
- Transmit true and correct copies of the minutes of such meetings to members of the council.
- Provide all notices in accordance with these bylaws.
- Keep a register of the names, addresses, and telephone numbers of each member of the council, the chairpersons of school advisory committees, and others with whom the council has regular dealings, as furnished by those persons.
- Perform other such duties as are assigned by the chairperson or the council.

Section B: Election and Terms of Office
The officers shall be elected annually, at the first or second meeting of the council, and shall serve for one year, or until each successor has been elected.

Section C: Reasons for Removal of Officers
Any officer may be removed from office by a two-thirds vote of all the members.

Section D: Vacancy
A vacancy in any office shall be filled at the earliest opportunity by a special election of the council for the remaining portion of the term of office or by placement of a properly elected alternate during the Fall election.

ARTICLE V

Committees

Section A: Sub-committees
The council may establish and abolish sub-committees of their own membership to perform duties as prescribed by the council. *At least one member representing teachers and one member representing parents shall make up the sub-committee*. No sub-committee may exercise the authority of the council.

Section B: Terms of Office
The council shall determine the terms of office for members of a committee.

Section C: Rules
Each committee may adopt rules for its own government not inconsistent with these bylaws or rules adopted by the council, or policies of the district governing board.

Section D: Quorum
A majority (51% or greater) of the members of the committee shall constitute a quorum. The act of a majority of the members present shall be the act of the committee, provided a quorum is present.

ARTICLE VI

Meetings of the Council

Section A: Meetings
The council shall meet regularly on Tuesdays *(at least 5 times per school year)*. Special meetings of the council may be called by the chairperson or by a majority vote of the council.

Section B: Place of Meetings
The council shall hold its regular meetings on Zoom, or at a facility provided by the school, unless such facility that is accessible to the public, including handicapped persons, is unavailable. Alternate meeting places may be determined by the chairperson or by majority vote of the council.

Section C: Notice of Meetings

1. Written public notice of all meetings shall be given a least 72 hours in advance of the meeting.
2. Changes in the established date, time, or location shall be given special notice.
3. All meetings shall be publicized in the following venues:
   __AERIES Parent Portal_____, __Front window of school.
4. All required notices shall be delivered to council and committee members no less than 72 hours, and no more than three days in advance of the meeting*, personally, or by mail or via e-mail.*

Section D: Quorum
The act of the majority of the members present shall be the act of the council, provided a quorum is in attendance, and no decision may otherwise be attributed to the council. A majority of the members of the council (51% or greater) shall constitute a quorum. No actions may be taken unless a quorum has been established.

Section E: Conduct of Meetings
Meetings of the council shall be conducted in accordance with the rules of order established by California Education Code Section 35147 © and with *Robert's Rules of Order* or adaption thereof approved by the council.

Section F: Meetings Open to the Public
All meetings of the council, and of committees established by the council, shall be open to the public. Notice of such meetings shall be provided in accordance with Section C of this article.

ARTICLE VII

Amendments
An amendment of these Bylaws may be made at any regular meeting of the council by a vote of two-thirds (2/3) of the members present. Written notice of the proposed amendment must be submitted to council members at least *7(seven) days* prior to the meeting at which the amendment is to be considered for adoption.

F. C. Joyce TK-8 School

TITLE I PARENT AND FAMILY ENGAGEMENT POLICY 2026-2027

F. C. Joyce TK-8 School has developed a written Title I parental involvement policy with input from Title I parents. This policy was developed with parents and staff. It was distributed to parents in AERIES Communicator. The policy describes the means for carrying out the following Title I parental involvement requirements *[20 USC* 6318 Section 1118(a)-(f) inclusive].

INVOLVEMENT OF PARENTS IN THE TITLE I PROGRAM:

To involve parents in the Title I program at F. C. Joyce TK-8 School, the following practices have been established:

The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.

The parents at F. C. Joyce TK-8 School are informed about the school's Title I requirements and the right to be involved in the Title I program at our annual Back-to-School Night, which is held within the first month of school.. After the classroom teachers and school staff are introduced at Back-to-School Night, the principal reviews the rights and requirements via a Google Slides presentation.

The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening.

Some Title I parents are a part of the School Site Council (SSC) and English Learner Advisory Committee (ELAC). Parents provide input about the most convenient meeting times for them, and scheduling takes place to meet their needs.

The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy.

Information is gathered at parent input meetings regarding the needs of the Title I students. Parents are an integral part of the development of the Single Plan for Student Achievement (SPSA). The SSC and ELAC conduct formal needs assessments during each school year, and these are used to develop the goals and strategies included in the SPSA.

The school provides parents of Title I students with timely information about Title I programs.

Parents are informed about information regarding Title I programs at meetings, Family Nights, and written correspondence sent through AERIES communicator (ParentSquare).

The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are

expected to meet.

Parents are informed about curriculum, assessments, and student progress and proficiency at Back-to-School Nights, Mid-Trimester Progress Reports, Parent Conferences, Report Cards, and Open House. Student Study Team and IEP Meetings are also held for at-risk and students with special needs..

If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children.

Parents can contribute to decisions related to the education of their child at parent-teacher conferences, meetings with the Principal, Student Study Team, and/or meetings with the Academic and Behavior Intervention team, when possible.

BUILDING CAPACITY FOR INVOLVEMENT:

F. C. Joyce TK-8 School engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children.

The state academic content standards and assessments are explained to parents by the classroom teacher at Back-to-School Night and Parent Conferences and at Academic Family Nights include what we are offering this year. Parents are provided with assistance in how to monitor and improve the achievement of their children with assistance from the classroom teacher. Teachers provide ongoing student assessment and achievement information to parents in AERIES Communicator, Google Classroom, via Mid-Trimester Progress Reports, and Report Cards. The monitoring and improvement of student achievement is also discussed in Student Study Team meetings, IEP meetings, and Professional Learning Community collaboration meetings

The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement.

Title I parents are provided with training and materials to work with their students at Back-to-School Nights, Family Nights, as well as Parent Teacher Conferences, Student Study Team meetings and informal parent meetings with the teacher.

With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and on how to work with parents as equal partners.

Parent Involvement is a primary focus at F. C. Joyce TK-8 School. It is a primary goal of the staff and classroom teachers to engage and involve parents in their child’s education. Parents are encouraged by the principal and the staff to volunteer. Parents are informed that they are an integral part of their child’s education.

The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource nights, to encourage and support parents in more fully participating in the education of their children.

Parents of Title I students are some of the same parents that are part of the School Site Council (SSC) and English Language Advisory Committee (ELAC). Most of the school activities, events, resources, and support are for all parents of students on campus.

The school distributes information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.

Parent information is distributed in everyday common language terms. Acronyms are spelled out and educational vernacular and academic language are rarely used. Written language flyers and correspondence are translated for parents who speak a language other than English, if it is a dominant language at the school site.

The school provides support for parental involvement activities requested by Title I parents.

The school provides many parent involvement activities requested by Title I, School Site Council, English Language Advisory Committee (ELAC) parents, Family Nights, Family Read-In, and daytime students assemblies that parents are invited to come to.

ACCESSIBILITY

F. C. Joyce TK-8 School provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migrant students. Information and school reports are provided in a format and language that parents understand.

All parents are provided opportunities to participate in our evening events, family nights, classroom activities, and field trips. Many of the parents have students that are Title I, English Learners, and/or a student with disabilities. Translation services are available to assist parents in communicating with school staff, teachers, and the principal. The district office provides translators upon request. Our office and the district office are also available to translate any forms or booklets to enhance school home communications. All flyers are sent home in both English and Spanish. Flyers and notes are sent digitally through a platform that provides translation in multiple languages. F. C. Joyce is a family-friendly school, where parent involvement, input, and access is highly valued.

FC Joyce Parent Compact 2026-2027

FC Joyce PK-8 School Mission:

- To have all students make at least one year's worth of academic gains annually.
- To provide a nurturing environment where ALL are respected and valued.
- To foster partnerships with families and the community that support students.

Parent Compact:

We fully commit to FC Joyce School in the following ways:

- We will make sure our child arrives on time by 8:30 A.M. (Monday – Friday).
- We will make arrangements so our child can remain at school until 3:12 P.M. (Monday, Tuesday, Thursday, and Friday) and until 1:12 P.M. on Wednesdays.
- We will always help our child in the best way we know how and we will do whatever it takes for him/her to learn. This means that we will check our child's homework every night and read with him/her every night.
- We will always make ourselves available to our children, the school, and address any concerns they may have. This means that if our child is going to miss school, we will notify the school as soon as possible, and we will carefully read all the papers that the school sends home to us.
- We will allow our child to go on field lessons.
- We understand that our child must follow the school's rules so as to protect the safety, interests, and rights of all individuals in the classroom.

FC Joyce Parent Compact 2026-2027

Pacto de padres del FC Joyce 2024-2025

Misión de la Escuela C Joyce PK-8:

- Que todos los estudiantes alcancen al menos un año de progreso académico anualmente.
- Brindar un ambiente acogedor donde TODOS sean respetados y valorados.
- Fomentar las alianzas con las familias y la comunidad que apoyan a los estudiantes.

Contrato de Padres:

Nos comprometemos plenamente con la Escuela FC Joyce de las siguientes maneras:

- Nos aseguraremos de que nuestro hijo/a llegue puntualmente a las 8:30 a. m. (de lunes a viernes).
- Haremos arreglos para que nuestro/a hijo/a pueda permanecer en la escuela hasta las 3:12 p. m. (lunes, martes, jueves y viernes) y hasta la 1:12 p. m. los miércoles.
- Siempre ayudaremos a nuestro/a hijo/a de la mejor manera posible y haremos todo lo posible para que aprenda. Esto significa que revisaremos sus tareas todas las noches y leeremos con él/ella todas las noches.
- Siempre estaremos disponibles para nuestros hijos/as, la escuela y atenderemos cualquier inquietud que puedan tener. Esto significa que si nuestro hijo va a faltar a la escuela, notificaremos a la escuela lo antes posible y leeremos atentamente todos los documentos que nos envíen.
- Permitiremos que nuestro hijo asista a las clases de campo.
- Entendemos que nuestro hijo debe seguir las normas de la escuela para proteger la seguridad, los intereses y los derechos de todos los alumnos del aula.

FC Joyce Parent Compact 2026-2027

قرارداد والدین باشگاه فوتبال جویس 2024-2025

ماموریت مدرسه جویس PK-8:

اینکه همه دانش‌آموزان سالانه حداقل به یک سال پیشرفت تحصیلی دست یابند.

فراهم کردن محیطی پرورش‌دهنده که در آن همه مورد احترام و ارزش قرار گیرند.

تقویت همکاری با خانواده‌ها و جامعه‌ای که از دانش‌آموزان حمایت می‌کند.

قرارداد والدین:

ما به روش‌های زیر کاملاً به مدرسه جویس متعهد هستیم:

ما اطمینان حاصل خواهیم کرد که فرزندمان رأس ساعت ۸:۳۰ صبح (دوشنبه تا جمعه) به موقع برسد.

ما ترتیب خواهیم داد که فرزندمان تا ساعت ۳:۱۲ بعد از ظهر (دوشنبه، سه‌شنبه، پنجشنبه و جمعه) و تا ساعت ۱:۱۲ بعد از ظهر چهارشنبه‌ها در مدرسه بماند.

ما همیشه به بهترین شکل ممکن به فرزندمان کمک خواهیم کرد و هر کاری که ممکن است برای اطمینان از یادگیری او انجام دهیم. این به معنای بررسی تکالیف او هر شب و مطالعه با اوست.

ما همیشه در دسترس فرزندانمان و مدرسه خواهیم بود و به هرگونه نگرانی که ممکن است داشته باشند رسیدگی خواهیم کرد. این بدان معناست که اگر فرزندمان قرار است از مدرسه غایب باشد، در اسرع وقت به مدرسه اطلاع خواهیم داد و تمام مدارک ارسالی به ما را با دقت مطالعه خواهیم کرد. ما به فرزندمان اجازه خواهیم داد تا در کلاس‌های میدانی شرکت کند. ما درک می‌کنیم که فرزندمان باید از قوانین مدرسه پیروی کند تا از ایمنی، منافع و حقوق همه دانش‌آموزان در کلاس درس محافظت شود.

School Year: **2026-27**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
F.C. Joyce TK-8	34765056033500	May 20, 2026	

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by F.C. Joyce TK-8 for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by F.C. Joyce TK-8 for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

☒ Schoolwide Program

To increase student achievement during the 2026–2027 school year, F.C. Joyce will focus on strengthening instruction, targeted interventions, and professional development in both English Language Arts (ELA) and Mathematics.

Academic Achievement (ELA & Math):

Our primary academic goal centers on improving outcomes in ELA and Math through consistent implementation of research-based strategies and supports:

* Continue implementation of the i-Ready program for ELA.
* Maintain the use of SWUN Math lesson design.
* Provide targeted, in-school ELA & Math interventions for students based on identified needs.
* Partner with the Sacramento County Office of Education to deliver ELA CORE professional development, with a focus on key standards and effective strategies to support English Language Learners.

Attendance and School Climate

We aim to reduce chronic absenteeism and improve student behavior through proactive systems and supports:

* Implement attendance incentives, strengthen communication, and increase family and community engagement.
* Reduce the number of students with severe behavior challenges through continued PBIS training and refinement of positive school climate practices.
* Ensure all teachers consistently implement the Safe and Civil Schools CHAMPS program to strengthen classroom management and student engagement.

Family and Community Engagement

We are committed to increasing parent and family involvement throughout the school year:

* Increase family participation at school and classroom events.
* Plan events in advance and communicate through multiple channels, including personalized outreach.
* Recognize and celebrate families who consistently participate.
* Maintain accurate records of attendance at all events through sign-in sheets.

Educational Partner Involvement

How, when, and with whom did F.C. Joyce TK-8 consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The school engaged in a year-long collaborative process involving the School Site Council (SSC), English Learner parents/guardians who attended scheduled English Learner Advisory Committee (ELAC) meetings, teachers, and the school leadership team. The school also partnered with the Sacramento County Office of Education (SCOE) to support student mental health services and AVID implementation.

The SSC met regularly from fall through spring to review student data, conduct a needs assessment, and develop and approve the Single Plan for Student Achievement (SPSA). The English Learner parents/guardians provided input and reviewed the final plan. Teachers and leadership analyzed student data throughout the year during PLCs and staff meetings, contributing recommendations during spring planning.

Notifications of ELAC meetings were sent to parents/guardians to generate interest in serving on the English Learner Advisory Committee (ELAC). One parent/guardian expressed interest in participating. The first ELAC meeting was scheduled for 12/5/2025 during the December Family Read-In in an effort to increase engagement among attending families. During this meeting, student data and services provided to English Learner students were shared, and a needs assessment was conducted. A second needs assessment was completed on 2/6/2026.

The final ELAC meeting of the 2025–2026 school year was held on 4/10/2026, with limited parent/guardian participation. At this meeting, two parents of English Learner students were invited to attend the District English Learner Advisory meeting with the principal. Follow-up phone calls were made to confirm attendance; however, despite initial agreement, neither parent attended.

This collaboration resulted in a focus on strengthening academic interventions and supporting English Learners through daily designated ELD instruction. The process was guided by state and local data, including the California School Dashboard, ensuring goals and strategies were data-driven and aligned with student needs.

During the 2025–2026 school year, School Site Council (SSC) meetings were held virtually on the following dates: 11/19/25, 1/28/26, 2/4/26, 3/25/26 and 5/20/26.

During the 2025–2026 school year, staff meetings were held monthly on the first Wednesday of each month. Needs assessments were conducted during the February and April meetings.

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

F. C. Joyce TK-8 School was designated as TSI due to the low performance of students that are in the Two or More Races subgroup. The following sub groups scored in the low or very low performing range Based on the California Dashboard for 2025:

African American:
Suspension Rate: Red – Very low performing Suspension Rate: 15.6%% suspended at least one day or more. Increased 4.8% from the previous year.

Asian:
Suspension Rate: Orange - Low performing Suspension Rate: 2.7% suspended at least one day or more. Increased 1.1% from the previous year.
Mathematics: Red – Very low performing. Declined 11.2 points from the previous year.

English Learners:
Mathematics: Orange – Low performing. Increased 11.9 points from the previous year.
Chronic Absenteeism: Red – very low performing. Increased 6.4% from the previous year.

Hispanic:
Mathematics: Orange – Low performing. Increased 9.2 points from the previous year.
Chronic Absenteeism: Red – Very low performing. Increased 7.4% from the previous year.

Homeless:
Suspension Rate: Orange - Low performing Suspension Rate: 2.7% suspended at least one day or more. Declined 3.7% from the previous year.
Mathematics: Orange – low performing. Increased 31.8 points from the previous year.

Long Term English Learners:
Suspension Rate: Orange - Low performing Suspension Rate: 6.5% suspended at least one day or more. Declines 2.1% from the previous year.
Mathematics: Orange – Low performing. Increased 49.8 points from the previous year.
English Learner Progress: Red – Very low performing. Declined 18.7% from the previous year.

Socioeconomically Disadvantaged:
Chronic Absenteeism: Red – very low performing. Increased 1.1% from the previous year.

Students with Disabilities:
Suspension Rate: Orange - Low performing Suspension Rate: 9.9% suspended at least one day or more. Declined 2.6% from the previous year.
ELA: Orange – Low performing, increased by 32 points from the previous year.
Mathematics: Orange – Low performing. Increased 22.2 points from the previous year.
Chronic Absenteeism: Red – Very low performing. Increased 2.2% from the previous year.

Two or More Races:
Suspension Rate: Orange - Low performing Suspension Rate: 6.1% suspended at least one day or more. Declined 6.4% from the previous year.
Chronic Absenteeism: Red – Very low performing. Maintained 0.3%

White:
Suspension Rate: Orange - Low performing Suspension Rate: 10.3% suspended at least one day or more. Declined 0.3% from the previous year.

Additional supports will improve student success and behavior. Stakeholders reviewed discipline data with School Site Council, English Language Advisory Committee, Instructional Leadership Team, and staff. Specific actions and services are included in SPSA Goal 3: Improve Culture and Climate through Increased Student Engagement.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

All student subgroups fell within the Red (Very Low Performance) or Orange (Low Performance) indicators for suspension rates.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

All student subgroups demonstrated improved performance in both English Language Arts and Mathematics, resulting in F. C. Joyce School earning a Yellow (Medium Performance) indicator on the California School Dashboard. However, English Learner Progress declined compared to the previous year landing in the Red (Very Low Performance).

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Ongoing challenges with chronic absenteeism and student suspensions significantly reduce students' access to daily standards-based instruction, limiting opportunities for academic success.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for F.C. Joyce TK-8. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	%	0.37%	0.19%		2	1
African American	13.06%	9.87%	10.55%	67	53	56
Asian	19.49%	24.95%	20.15%	100	134	107
Filipino	0.97%	0.93%	0.94%	5	5	5
Hispanic/Latino	34.11%	35.75%	38.23%	175	192	203
Pacific Islander	1.36%	1.86%	1.13%	7	10	6
White	17.74%	14.15%	14.69%	91	76	78
Multiple/No Response	8.77%	7.64%	9.23%	45	41	49
			Total Enrollment	513	537	531

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		24	20
Kindergarten	44	44	44
Grade 1	56	51	48
Grade 2	51	51	56
Grade3	52	54	53
Grade 4	45	52	53
Grade 5	70	65	56
Grade 6	51	75	70
Grade 7	58	57	75
Grade 8	62	64	56
Total Enrollment	513	537	531

Conclusions based on this data:

1. Enrollment increased by approximately 34 students between the 2023–2024 and 2024–2025 school years. However, F. C. Joyce experienced a slight decline of 6 students from the 2024–2025 school year to the 2025–2026 school year. Current enrollment stands at 531 students.

2. From the 2024–2025 school year to the 2025–2026 school year, the student population experienced slight demographic shifts. The percentage of African American students increased by 0.68%, while the Hispanic/Latino student population increased by 2.48%. The White student population also experienced a slight increase of 0.54%.

3. Grades 2, 4, and 7 experienced increases in student enrollment, while enrollment declined across all other grade levels. Overall enrollment decreased from 537 students in the 2024–2025 school year to 531 students in the 2025–2026 school year.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	199	217	201	38.1%	38.7%	37.9%
Fluent English Proficient (FEP)	44	40	43	8.1%	8.6%	8.1%
Reclassified Fluent English Proficient (RFEP)	30	21		4.90%	5.80%	

Conclusions based on this data:

1. From the 2024–2025 school year to the 2025–2026 school year, F. C. Joyce's English Learner population decreased by 16 students, representing a 0.8 percentage point decline.

2. The 2025–2026 school year showed a slight increase compared to the prior year. The Fluent English Proficient population at F. C. Joyce increased by 0.5%, representing an increase of 3 students.

3. Between the 2023–2024 and 2024–2025 school years, F. C. Joyce's Reclassified Fluent English Proficient (RFEP) population increased by 0.9%. RFEP data for the 2025–2026 school year is not currently available.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	47	54	54	45	53	54	45	53	54	95.7	98.1	100
Grade 4	58	47	56	57	45	54	57	45	54	98.3	95.7	96.4
Grade 5	55	66	65	52	63	60	52	63	60	94.5	95.5	92.3
Grade 6	60	52	71	60	51	68	60	51	68	100.0	98.1	95.8
Grade 7	73	60	61	65	54	56	65	53	56	89.0	90	91.8
Grade 8	46	59	62	44	57	60	44	57	60	95.7	96.6	96.8
All Grades	339	338	369	323	323	352	323	322	352	95.3	95.6	95.4

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2356.	2338.	2388.	8.89	3.77	11.11	4.44	3.77	20.37	31.11	26.42	22.22	55.56	66.04	46.30
Grade 4	2369.	2394.	2417.	8.77	8.89	11.11	3.51	11.11	18.52	15.79	11.11	18.52	71.93	68.89	51.85
Grade 5	2426.	2420.	2440.	7.69	3.17	10.00	11.54	9.52	16.67	23.08	26.98	16.67	57.69	60.32	56.67
Grade 6	2441.	2459.	2498.	6.67	1.96	8.82	8.33	25.49	30.88	28.33	25.49	23.53	56.67	47.06	36.76
Grade 7	2433.	2493.	2487.	1.54	5.66	5.36	13.85	20.75	21.43	20.00	32.08	35.71	64.62	41.51	37.50
Grade 8	2500.	2488.	2522.	4.55	1.75	10.00	20.45	22.81	26.67	34.09	24.56	21.67	40.91	50.88	41.67
All Grades	N/A	N/A	N/A	6.19	4.04	9.38	10.22	15.53	22.73	24.77	24.84	23.01	58.82	55.59	44.89

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	4.44	3.77	9.26	57.78	58.49	61.11	37.78	37.74	29.63
Grade 4	8.77	4.44	9.26	47.37	55.56	55.56	43.86	40.00	35.19
Grade 5	9.62	1.59	11.67	57.69	60.32	48.33	32.69	38.10	40.00
Grade 6	6.67	3.92	10.45	46.67	50.98	61.19	46.67	45.10	28.36
Grade 7	1.54	7.55	5.36	46.15	62.26	57.14	52.31	30.19	37.50
Grade 8	9.09	1.75	16.67	50.00	52.63	45.00	40.91	45.61	38.33
All Grades	6.50	3.73	10.54	50.46	56.83	54.70	43.03	39.44	34.76

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2.22	1.89	9.26	40.00	41.51	51.85	57.78	56.60	38.89
Grade 4	1.75	2.22	9.26	28.07	42.22	50.00	70.18	55.56	40.74
Grade 5	7.69	3.17	5.00	32.69	44.44	51.67	59.62	52.38	43.33
Grade 6	1.67	2.00	8.96	28.33	48.00	55.22	70.00	50.00	35.82
Grade 7	1.54	16.98	10.71	35.38	39.62	48.21	63.08	43.40	41.07
Grade 8	9.09	8.77	10.00	43.18	42.11	51.67	47.73	49.12	38.33
All Grades	3.72	5.92	8.83	34.06	42.99	51.57	62.23	51.09	39.60

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	6.67	3.77	5.56	57.78	75.47	77.78	35.56	20.75	16.67
Grade 4	3.51	4.44	7.41	61.40	62.22	72.22	35.09	33.33	20.37
Grade 5	11.54	3.17	10.00	71.15	73.02	75.00	17.31	23.81	15.00
Grade 6	5.00	3.92	10.45	63.33	70.59	80.60	31.67	25.49	8.96
Grade 7	3.08	1.89	8.93	61.54	67.92	66.07	35.38	30.19	25.00
Grade 8	9.09	12.28	8.33	68.18	66.67	66.67	22.73	21.05	25.00
All Grades	6.19	4.97	8.55	63.78	69.57	73.22	30.03	25.47	18.23

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2.22	3.77	9.26	66.67	45.28	64.81	31.11	50.94	25.93
Grade 4	0.00	2.22	7.41	57.89	66.67	59.26	42.11	31.11	33.33
Grade 5	9.62	4.76	10.00	50.00	58.73	61.67	40.38	36.51	28.33
Grade 6	6.67	3.92	11.76	63.33	70.59	66.18	30.00	25.49	22.06
Grade 7	4.62	5.66	8.93	41.54	64.15	58.93	53.85	30.19	32.14
Grade 8	9.09	8.77	10.00	70.45	61.40	71.67	20.45	29.82	18.33
All Grades	5.26	4.97	9.66	57.28	60.87	63.92	37.46	34.16	26.42

Conclusions based on this data:

1. Overall student achievement in ELA increased significantly during the 2024–2025 school year. Students exceeding standards increased by 5.34% from the 2023–2024 school year, while students meeting standards increased by 7.2%. Additionally, the percentage of students nearly meeting standards decreased by 1.83%, and the percentage of students not meeting standards decreased significantly by 10.7%.

2. Writing scores increased across all grade levels during the 2024–2025 school year. The percentage of students performing above standard increased by nearly 3 percentage points, while the percentage of students performing at or near standard increased by 8.58 percentage points. Consequently, the percentage of students performing below standard decreased by 7.74 percentage points, reflecting overall growth in student writing achievement schoolwide.

3. Student performance in all ELA domains improved during the 2024–2025 school year, with increases in the percentage of students performing above, at, or near standard, and corresponding decreases in the percentage of students performing below standard across all domains.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	48	54	54	48	54	54	48	54	54	100.0	100	100
Grade 4	60	47	56	58	46	56	58	46	56	96.7	97.9	100
Grade 5	55	66	65	55	64	63	55	64	63	100.0	97	96.9
Grade 6	60	53	71	60	51	69	60	51	69	100.0	96.2	97.2
Grade 7	73	59	61	69	58	61	69	58	61	94.5	98.3	100
Grade 8	46	59	62	45	57	61	45	57	61	97.8	96.6	98.4
All Grades	342	338	369	335	330	364	335	330	364	98.0	97.6	98.6

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2372.	2346.	2390.	6.25	3.70	14.81	18.75	18.52	20.37	16.67	14.81	18.52	58.33	62.96	46.30
Grade 4	2395.	2414.	2406.	1.72	6.52	8.93	13.79	13.04	14.29	25.86	21.74	23.21	58.62	58.70	53.57
Grade 5	2427.	2410.	2431.	3.64	3.13	7.94	5.45	6.25	12.70	30.91	20.31	17.46	60.00	70.31	61.90
Grade 6	2471.	2494.	2482.	11.67	11.76	10.14	11.67	19.61	17.39	30.00	29.41	31.88	46.67	39.22	40.58
Grade 7	2385.	2437.	2435.	0.00	1.72	0.00	2.90	8.62	14.75	17.39	25.86	21.31	79.71	63.79	63.93
Grade 8	2411.	2430.	2468.	4.44	1.75	4.92	4.44	5.26	6.56	6.67	19.30	27.87	84.44	73.68	60.66
Grade 11															
All Grades	N/A	N/A	N/A	4.48	4.55	7.69	9.25	11.52	14.29	21.79	21.82	23.63	64.48	62.12	54.40

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	12.50	11.11	20.37	37.50	29.63	38.89	50.00	59.26	40.74
Grade 4	1.72	15.22	12.50	36.21	26.09	32.14	62.07	58.70	55.36
Grade 5	3.64	6.25	12.70	40.00	29.69	30.16	56.36	64.06	57.14
Grade 6	10.00	15.69	15.94	40.00	47.06	47.83	50.00	37.25	36.23
Grade 7	0.00	1.72	3.28	24.64	25.86	31.15	75.36	72.41	65.57
Grade 8	4.44	1.75	4.92	17.78	31.58	37.70	77.78	66.67	57.38
Grade 11									
All Grades	5.07	8.18	11.54	32.84	31.52	36.54	62.09	60.30	51.92

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	8.33	5.56	9.26	37.50	29.63	38.89	54.17	64.81	51.85
Grade 4	3.45	4.35	8.93	31.03	36.96	37.50	65.52	58.70	53.57
Grade 5	1.82	4.69	9.52	45.45	34.38	34.92	52.73	60.94	55.56
Grade 6	11.67	13.73	5.80	50.00	43.14	43.48	38.33	43.14	50.72
Grade 7	0.00	1.72	1.64	31.88	43.10	34.43	68.12	55.17	63.93
Grade 8	2.22	1.75	3.28	31.11	56.14	47.54	66.67	42.11	49.18
All Grades	4.48	5.15	6.32	37.91	40.61	39.56	57.61	54.24	54.12

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	8.33	9.26	11.11	52.08	38.89	61.11	39.58	51.85	27.78
Grade 4	6.90	6.52	12.50	46.55	45.65	41.07	46.55	47.83	46.43
Grade 5	1.82	0.00	7.94	65.45	51.56	42.86	32.73	48.44	49.21
Grade 6	3.33	5.88	1.45	61.67	56.86	65.22	35.00	37.25	33.33
Grade 7	0.00	1.72	1.64	46.38	56.90	49.18	53.62	41.38	49.18
Grade 8	6.67	0.00	4.92	37.78	59.65	50.82	55.56	40.35	44.26
All Grades	4.18	3.64	6.32	51.94	51.82	51.92	43.88	44.55	41.76

Conclusions based on this data:

1. Overall student achievement in mathematics increased, with the percentage of students exceeding standards rising by 3.33% and the percentage of students meeting standards increasing by 2.77%. Correspondingly, the percentage of students not meeting standards decreased significantly by 7.72%.

2. In comparing the achievement scores of students in grades 3–6 with those of students in grades 7 and 8, both groups demonstrated similar levels of growth. This contrasts with the previous year, when the achievement scores of 7th and 8th grade students were not comparable to those of students in grades 3–6."

3.	Problem Solving, Modeling/Data Analysis, and Communicating Reasoning emerged as the primary areas of mathematical need for students in grades 3–8, demonstrating comparatively smaller growth than the other assessed domains.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data
Number of Students and Mean Scale Scores for All Students

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1466.3	1403.7	1429.8	1453.4	1414.1	1436.7	1496.2	1379.3	1413.3	22	34	19
1	*	1398.5	1412.9	*	1421.5	1429.4	*	1375.2	1395.8	8	12	26
2	1461.1	1445.8	1455.1	1482.9	1446.3	1452.2	1438.9	1444.9	1457.3	27	13	15
3	1459.5	1461.0	1490.3	1466.5	1479.0	1510.5	1452.0	1442.1	1469.5	23	29	15
4	1466.1	1483.1	1482.1	1450.0	1493.8	1485.6	1481.6	1472.0	1478.2	19	20	28
5	1488.2	1491.0	1493.1	1481.5	1514.9	1489.2	1494.3	1466.6	1496.4	19	27	29
6	1509.1	1515.2	1485.6	1514.0	1521.2	1465.5	1503.8	1508.9	1505.2	25	19	30
7	1508.5	1513.9	1496.6	1510.1	1530.8	1484.4	1506.4	1496.4	1508.2	38	25	25
8	1525.6	1542.1	1510.3	1529.8	1561.8	1497.1	1520.9	1522.0	1523.1	14	25	20
All Grades										195	204	207

Overall Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	36.36	5.88	15.79	18.18	35.29	47.37	40.91	35.29	21.05	4.55	23.53	15.79	22	34	19
1	*	0.00	7.69	*	16.67	11.54	*	33.33	53.85	*	50.00	26.92	*	12	26
2	0.00	0.00	0.00	48.15	38.46	20.00	40.74	46.15	60.00	11.11	15.38	20.00	27	13	15
3	13.04	3.45	13.33	13.04	27.59	40.00	21.74	37.93	40.00	52.17	31.03	6.67	23	29	15
4	10.53	0.00	3.57	5.26	40.00	32.14	31.58	40.00	35.71	52.63	20.00	28.57	19	20	28
5	10.53	7.41	10.34	21.05	37.04	20.69	36.84	33.33	37.93	31.58	22.22	31.03	19	27	29
6	16.00	21.05	0.00	20.00	31.58	30.00	40.00	21.05	40.00	24.00	26.32	30.00	25	19	30
7	18.42	36.00	12.00	21.05	28.00	28.00	28.95	8.00	16.00	31.58	28.00	44.00	38	25	25
8	28.57	20.00	0.00	21.43	32.00	30.00	21.43	32.00	35.00	28.57	16.00	35.00	14	25	20
All Grades	15.38	11.27	6.76	21.03	32.35	28.02	33.33	31.37	37.20	30.26	25.00	28.02	195	204	207

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	22.73	11.76	10.53	45.45	29.41	57.89	22.73	41.18	15.79	9.09	17.65	15.79	22	34	19
1	*	0.00	7.69	*	33.33	38.46	*	50.00	30.77	*	16.67	23.08	*	12	26
2	18.52	23.08	6.67	59.26	30.77	33.33	18.52	30.77	46.67	3.70	15.38	13.33	27	13	15
3	34.78	37.93	40.00	13.04	20.69	46.67	17.39	20.69	6.67	34.78	20.69	6.67	23	29	15
4	15.79	40.00	28.57	21.05	30.00	42.86	10.53	15.00	10.71	52.63	15.00	17.86	19	20	28
5	31.58	40.74	20.69	21.05	33.33	44.83	21.05	11.11	3.45	26.32	14.81	31.03	19	27	29
6	28.00	31.58	3.33	32.00	36.84	50.00	20.00	15.79	23.33	20.00	15.79	23.33	25	19	30
7	34.21	52.00	20.00	23.68	16.00	32.00	13.16	12.00	12.00	28.95	20.00	36.00	38	25	25
8	50.00	36.00	0.00	21.43	36.00	50.00	0.00	16.00	25.00	28.57	12.00	25.00	14	25	20
All Grades	27.69	31.86	14.98	29.23	28.92	43.96	17.95	22.55	18.36	25.13	16.67	22.71	195	204	207

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K		11.76	21.05		20.59	26.32		41.18	42.11		26.47	10.53		34	19
1		0.00	3.85		0.00	19.23		33.33	30.77		66.67	46.15		12	26
2		0.00	0.00		38.46	26.67		23.08	53.33		38.46	20.00		13	15
3		0.00	0.00		13.79	13.33		20.69	46.67		65.52	40.00		29	15
4		0.00	0.00		0.00	25.00		50.00	21.43		50.00	53.57		20	28
5		0.00	3.45		7.41	10.34		44.44	44.83		48.15	41.38		27	29
6	4.00	0.00	0.00	16.00	21.05	13.33	32.00	42.11	53.33	48.00	36.84	33.33	25	19	30
7	2.63	8.00	8.00	21.05	12.00	16.00	31.58	44.00	24.00	44.74	36.00	52.00	38	25	25
8	7.14	4.00	0.00	21.43	12.00	15.00	28.57	44.00	45.00	42.86	40.00	40.00	14	25	20
All Grades	7.18	3.43	3.86	14.87	13.73	17.87	35.38	38.73	39.13	42.56	44.12	39.13	195	204	207

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	9.09	8.82	21.05	81.82	70.59	73.68	9.09	20.59	5.26	22	34	19
1	*	25.00	34.62	*	58.33	42.31	*	16.67	23.08	*	12	26
2	0.00	15.38	13.33	92.59	69.23	66.67	7.41	15.38	20.00	27	13	15
3	13.04	24.14	20.00	43.48	48.28	53.33	43.48	27.59	26.67	23	29	15
4	15.79	20.00	21.43	68.42	70.00	57.14	15.79	10.00	21.43	19	20	28
5	5.26	25.93	10.34	73.68	62.96	68.97	21.05	11.11	20.69	19	27	29
6	16.00	21.05	3.33	40.00	47.37	60.00	44.00	31.58	36.67	25	19	30
7	13.16	16.00	16.00	50.00	60.00	48.00	36.84	24.00	36.00	38	25	25
8	7.14	16.00	15.00	57.14	56.00	70.00	35.71	28.00	15.00	14	25	20
All Grades	9.74	18.63	16.91	63.08	60.29	59.42	27.18	21.08	23.67	195	204	207

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	50.00	17.65	15.79	40.91	64.71	73.68	9.09	17.65	10.53	22	34	19
1	*	0.00	3.85	*	50.00	65.38	*	50.00	30.77	*	12	26
2	74.07	30.77	0.00	25.93	53.85	93.33	0.00	15.38	6.67	27	13	15
3	47.83	46.43	86.67	13.04	35.71	13.33	39.13	17.86	0.00	23	28	15
4	15.79	55.00	42.86	36.84	30.00	32.14	47.37	15.00	25.00	19	20	28
5	47.37	57.69	58.62	15.79	23.08	6.90	36.84	19.23	34.48	19	26	29
6	52.00	52.63	36.67	28.00	36.84	26.67	20.00	10.53	36.67	25	19	30
7	52.63	68.00	36.00	26.32	12.00	28.00	21.05	20.00	36.00	38	25	25
8	71.43	72.00	20.00	0.00	24.00	55.00	28.57	4.00	25.00	14	25	20
All Grades	49.74	46.53	33.82	26.15	36.14	40.58	24.10	17.33	25.60	195	202	207

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	36.36	5.88	5.26	59.09	64.71	89.47	4.55	29.41	5.26	22	34	19
1	*	0.00	3.85	*	41.67	53.85	*	58.33	42.31	*	12	26
2	3.70	7.69	20.00	59.26	46.15	60.00	37.04	46.15	20.00	27	13	15
3	0.00	0.00	0.00	30.43	34.48	40.00	69.57	65.52	60.00	23	29	15
4	10.53	0.00	0.00	42.11	40.00	53.57	47.37	60.00	46.43	19	20	28
5	5.26	0.00	6.90	52.63	40.74	48.28	42.11	59.26	44.83	19	27	29
6	4.00	0.00	0.00	28.00	52.63	30.00	68.00	47.37	70.00	25	19	30
7	5.26	4.00	12.00	34.21	48.00	32.00	60.53	48.00	56.00	38	25	25
8	14.29	8.00	10.00	35.71	28.00	25.00	50.00	64.00	65.00	14	25	20
All Grades	8.72	2.94	5.80	41.03	44.61	46.86	50.26	52.45	47.34	195	204	207

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	54.55	26.47	26.32	9.09	35.29	63.16	36.36	38.24	10.53	22	34	19
1	*	0.00	3.85	*	33.33	46.15	*	66.67	50.00	*	12	26
2	7.41	0.00	0.00	62.96	61.54	66.67	29.63	38.46	33.33	27	13	15
3	0.00	3.45	0.00	47.83	51.72	73.33	52.17	44.83	26.67	23	29	15
4	10.53	0.00	0.00	36.84	70.00	42.86	52.63	30.00	57.14	19	20	28
5	10.53	7.41	0.00	47.37	44.44	65.52	42.11	48.15	34.48	19	27	29
6	8.00	5.26	6.67	52.00	73.68	70.00	40.00	21.05	23.33	25	19	30
7	10.53	8.00	4.00	50.00	64.00	56.00	39.47	28.00	40.00	38	25	25
8	0.00	0.00	0.00	71.43	87.50	85.00	28.57	12.50	15.00	14	24	20
All Grades	12.31	7.39	4.35	47.18	57.14	61.84	40.51	35.47	33.82	195	203	207

Conclusions based on this data:

1. The total number of English Learner (EL) students tested increased by 4 students between the 2023–2024 and 2024–2025 school years.

2. From the 2023–24 school year to the 2024–25 school year, a slight increase was observed in the percentage of students scoring at Levels 1 and 2. However, overall performance on the ELPAC showed a decline, with Level 4 scores decreasing by 4.51% and Level 3 scores decreasing by 4.33%.

3. Student achievement across all ELPAC domains continues to show only minimal growth.

School and Student Performance Data

Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
537	**94.2%**	**40.4%**	**0.4%**
Total Number of Students enrolled in F.C. Joyce TK-8.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	217	40.4%
Foster Youth	2	0.4%
Homeless	92	17.1%
Socioeconomically Disadvantaged	506	94.2%
Students with Disabilities	87	16.2%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	53	9.9%
American Indian	2	0.4%
Asian	134	25%
Filipino	5	0.9%
Hispanic	192	35.8%
Two or More Races	41	7.6%
Pacific Islander	10	1.9%
White	76	14.2%

Conclusions based on this data:

1. English learners account for 40.4% of total school enrollment.

2. 17.1% of enrolled students are experiencing homelessness, and 94.2% are classified as socioeconomically disadvantaged.

3. Hispanic students make up the largest subgroup at 35.8%, followed by Asian students at 25%. White students represent 14.2% of the school population.

School and Student Performance Data

Overall Performance

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	**Chronic Absenteeism**  Red	**Suspension Rate**  Orange
Mathematics  Yellow		
English Learner Progress  Red		

Conclusions based on this data:

1. Performance in English Language Arts and Mathematics on the CA Dashboard has improved, moving from the lowest performance level (red) up two performance levels to yellow.
2. Suspension data falls within the orange, low performance level, indicating a relatively high number of students are receiving at least one-day suspensions.

3. Chronic absenteeism is a serious concern, with the CA Dashboard rating it in the lowest performance band (Red), indicating critical need for improvement.

School and Student Performance Data

Academic Performance
English Language Arts

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	8	0	0

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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Yellow	 Yellow	 Yellow
50.3 points below standard	58.4 points below standard	66.9 points below standard
Increased 25.8 points	Increased 35.9 points	Increased 45.2 points
327 Students	153 Students	30 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 Yellow	 Yellow
Fewer than 11 students - No Data for Privacy	60.3 points below standard	52.2 points below standard
2 Students	Increased 40.7 points	Increased 26.5 points
	55 Students	314 Students

Students with Disabilities	African American	American Indian
 Orange	 Yellow	 No Performance Color
92.5 points below standard	67.2 points below standard	Fewer than 11 students - No Data for Privacy
Increased 32 points	Increased 36.3 points	2 Students
71 Students	38 Students	

Asian	Filipino	Hispanic
 Yellow	 No Performance Color	 Yellow
59.5 points below standard	Fewer than 11 students - No Data for Privacy	51.7 points below standard
Increased 27.6 points	4 Students	Increased 22.2 points
76 Students		116 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Yellow
15.5 points below standard	Fewer than 11 students - No Data for Privacy	33.1 points below standard
Increased 29.3 points	5 Students	Increased 49.7 points
17 Students		51 Students

Conclusions based on this data:

1. English Language Arts performance increased across all significant student subgroups.
2. Long-term English Learners showed the greatest gains in English Language Arts performance, increasing by 45.2 points, followed by homeless youth, who increased by 40.7 points.
3. All significant student subgroups are currently in the yellow performance level, although each subgroup is showing progress.

School and Student Performance Data

Academic Performance
Mathematics

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
1	5	3	0	0

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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Yellow	 Orange	 Orange
91.1 points below standard	103.9 points below standard	138.5 points below standard
Increased 11.7 points	Increased 11.9 points	Increased 49.8 points
338 Students	168 Students	30 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 Orange	 Yellow
Fewer than 11 students - No Data for Privacy	101.6 points below standard	92.7 points below standard
2 Students	Increased 31.8 points	Increased 13.6 points
	58 Students	325 Students

Students with Disabilities	African American	American Indian
 Orange	 Yellow	 No Performance Color
127.2 points below standard	78.1 points below standard	Fewer than 11 students - No Data for Privacy
Increased 22.2 points	Increased 62.8 points	2 Students
71 Students	37 Students	

Asian	Filipino	Hispanic
 Red	 No Performance Color	 Orange
96.3 points below standard	Fewer than 11 students - No Data for Privacy	98.7 points below standard
Declined 11.2 points	4 Students	Increased 9.2 points
84 Students		117 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Yellow
66.8 points below standard	Fewer than 11 students - No Data for Privacy	81.9 points below standard
Increased 30.1 points	5 Students	Increased 23.7 points
17 Students		53 Students

Conclusions based on this data:

1. The Asian subgroup showed a decline of 11.2 points in mathematics performance. All other significant subgroups showed an increase in mathematics performance.
2. The African American student subgroup showed the largest gain in Mathematics, increasing by 62.8 points, followed by long-term English learners, who increased by 49.8 points.
3. In Mathematics on the California School Dashboard, all student subgroups are currently performing in the yellow or lower performance bands.

School and Student Performance Data

Academic Performance
Science

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	3	0	0

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

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
		
Yellow	Yellow	No Performance Color
40.9 science points	37.6 science points	35.9 science points
Increased 7.2 points	Increased 6.9 points	Increased 9.3 points
115 Students	64 Students	16 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
		
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - No Data for Privacy	37.8 science points	40.1 science points
1 Student	Increased 11 points	Increased 6.7 points
	17 Students	109 Students

Students with Disabilities	African American	American Indian
		
No Performance Color	No Performance Color	No Performance Color
41.3 science points	35.5 science points	Fewer than 11 students - No Data for Privacy
Increased 10 points	Increased 8 points	1 Student
23 Students	11 Students	

Asian	Filipino	Hispanic
		
No Performance Color	No Performance Color	Yellow
37.2 science points	Fewer than 11 students - No Data for Privacy	41 science points
Increased 5.2 points	1 Student	Increased 5 points
29 Students		48 Students

Two or More Races	Pacific Islander	White
		
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	38.6 science points
7 Students	0 Students	Increased 4.9 points
		13 Students

Conclusions based on this data:

1. All significant student subgroups that took the CAST during the 2024–2025 school year demonstrated increases in science performance, with score gains ranging from 6 to 11 points.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
	
Red	No Performance Color
33.5 making progress.	26.1 making progress.
Number Students: 164 Students	Number Students: 23 Students

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

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
27.8%	38.9%	0%	33.3%

Conclusions based on this data:

1. 33.3% of English Learners showed progress, advancing one ELPI level.
2. 27.8% of students experienced a decline of one ELPI level.

School and Student Performance Data

Academic Performance
College/Career Report

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. N/A
2. N/A
3. N/A

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
5	4	1	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Red	 Red	 Yellow
28.7% Chronically Absent	21.7% Chronically Absent	16.1% Chronically Absent
Increased 1.4	Increased 6.4	Declined 1
582 Students	235 Students	31 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 Orange	 Red
Fewer than 11 students - No Data for Privacy	32.4% Chronically Absent	28.7% Chronically Absent
4 Students	Declined 7.6	Increased 1.1
	108 Students	554 Students

Students with Disabilities	African American	American Indian
 Red	 Orange	 No Performance Color
36.8% Chronically Absent	42.6% Chronically Absent	Fewer than 11 students - No Data for Privacy
Increased 2.2	Declined 8.8	2 Students
114 Students	61 Students	

Asian	Filipino	Hispanic
 Orange	 No Performance Color	 Red
15.2% Chronically Absent	Fewer than 11 students - No Data for Privacy	32.5% Chronically Absent
Increased 5	5 Students	Increased 7.4
138 Students		209 Students

Two or More Races	Pacific Islander	White
 Red	 No Performance Color	 Orange
31.5% Chronically Absent	41.7% Chronically Absent	26.8% Chronically Absent
Maintained 0.3	0	Declined 0.8
73 Students	12 Students	82 Students

Conclusions based on this data:

1. All students have a very high rate of chronic absenteeism at 28.7%, which represents an increase of 1.4%.
2. African-American students and students with disabilities show the highest rates of chronic absenteeism at 42.6% and 36.8%, respectively.
3. Chronic absenteeism decreased across all three student subgroups: Long-term English Learners by 1.0%, African-American students by 8.8%, and White students by 0.8%.

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. N/A
2. N/A
3. N/A

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
1	6	3	0	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Orange	 Yellow	 Orange
6.5% suspended at least one day	3.3% suspended at least one day	6.5% suspended at least one day
Declined 0.6%	Declined 0.9%	Declined 2.1%
618 Students	246 Students	31 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 Orange	 Yellow
Fewer than 11 students - No Data for Privacy	6.2% suspended at least one day	6.1% suspended at least one day
4 Students	Declined 3.7%	Declined 1.2%
	113 Students	590 Students

Students with Disabilities	African American	American Indian
 Orange	 Red	 No Performance Color
9.9% suspended at least one day	15.6% suspended at least one day	Fewer than 11 students - No Data for Privacy
Declined 2.6%	Increased 4.8%	2 Students
121 Students	64 Students	

Asian	Filipino	Hispanic
 Orange	 No Performance Color	 Yellow
2.7% suspended at least one day	Fewer than 11 students - No Data for Privacy	4.5% suspended at least one day
Increased 1.1%	5 Students	Declined 0.3%
146 Students		221 Students

Two or More Races	Pacific Islander	White
 Orange	 No Performance Color	 Orange
6.1% suspended at least one day	0% suspended at least one day	10.5% suspended at least one day
Declined 6.4%	12 Students	Declined 0.3%
82 Students		86 Students

Conclusions based on this data:

1. The suspension rate for all students is currently in the orange (high) band, reflecting a 0.6% decrease.
2. The two subgroups with the largest decreases in suspension rates were students identifying as Two or More Races, with a 6.4% decline, and Homeless students, with a 3.7% decline.
3. The subgroup with the highest suspension rate was the African American subgroup, at 15.6%, which also saw an increase of 4.8%.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Increase Academic Achievement & Decrease Disproportionalities
During the 2026-2027 school year the percentage of students scoring at proficient or advanced in ELA and Math on the CAASPP will increase by 5%.
During the 2026-2027 school year, the percentage of English Language Learners at level 4 (well developed) will increase by 5%

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Increase Academic Achievement & Decrease Disproportionalities

Identified Need

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

As indicated on the CA Dashboard, F. C. Joyce is currently in the yellow (medium) performance level for both Mathematics and English Language Arts, indicating that schoolwide improvement is needed.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
5% annual increase in students scoring proficient on ELA SBAC testing (grades 3-8).	15.4%	20.4%
5% annual increase in students scoring proficient on Math SBAC testing (grades 3-8).	6.3%	10.3%
5% annual increase in English Language Learners scoring at Level 4 (well-developed) as measured by ELPAC	-18.7%	5.0%

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Provide a 0.43 FTE part-time Student Support Teacher to support improved student achievement through targeted small-group instruction.	School-wide across all student subgroups, with particular emphasis on English Learner (EL) and low socio-economic status (SES) student groups.	48,365 Title I Basic 1000-1999: Certificated Personnel Salaries 10872 Title I Basic

			3000-3999: Employee Benefits
1.2	Provide professional development opportunities for teachers, counselors, and administrative staff focused on: (1) increasing staff knowledge of Designated ELD practices and strategies, and (2) strengthening Professional Learning Communities (PLCs), with an emphasis on data analysis and data-driven inquiry and instruction for all certificated staff.	School-wide across all student subgroups, with particular emphasis on English Learner (EL) and low socio-economic status (SES) student groups.	6000 Title I Basic 5000-5999: Operating Expenditures Travel & Conference
1.3	Purchase materials and supplies to support and enhance the core curriculum.	School-wide across all student subgroups, with particular emphasis on English Learner (EL) and low socio-economic status (SES) student groups.	6151 Title I Basic 4000-4999: Materials and Supplies
1.4	Invest in technology and software to support effective instruction and enhance student learning.	School-wide across all student subgroups, with particular emphasis on English Learner (EL) and low socio-economic status (SES) student groups.	5000 Title I Basic 5000-5999: Operating Expenditures
1.5	Invest in library books and other reference materials that strengthen instruction and support student learning, with an emphasis on expanding multicultural titles that reflect our diverse student population, as well as books that promote problem-solving and critical thinking skills.	School-wide across all student subgroups, with particular emphasis on English Learner (EL) and low socio-economic status (SES) student groups.	1000 Title I Basic 4000-4999: Materials and Supplies
1.6	Engage students in field-based learning experiences that support mastery of core academic standards, social-emotional learning, and Positive Behavioral Interventions and Supports (PBIS) implementation.	Schoolwide with an emphasis on all Sub groups as well as our EL students.	2941 Title I Basic 5000-5999: Operating Expenditures

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

True school improvement is driven by staff development programs that provide teachers with the guidance and support needed to help students reach their fullest potential. At FC Joyce, teachers and staff have engaged in meaningful professional development—understood as a comprehensive, sustained, and intensive approach to strengthening instructional practice and improving principals' and teachers' effectiveness in raising student achievement. As a community, we have leveraged our collective expertise to clarify rigorous expectations and deepen student learning. We have also provided focused direction to establish clear cycles of collaborative inquiry, grounded in evidence of student learning outcomes. While we have seen gains in our metrics, progress has not yet reached the rate we had planned for.

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

The planned professional development was not fully implemented as budgeted.

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

No changes will be made this year. We will continue to monitor the progress of the current actions. With district-level professional development decreasing, this shift will also create additional opportunities to focus on site-based professional development.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Improve Culture and Climate through Increased Student Engagement
Decrease suspension rate from 7.1% to 6% and increase attendance rate from 93% to 95%

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Improve Culture and Climate through Increased Student Engagement

Identified Need

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

F. C. Joyce prioritizes safety and well-being for students, staff, and families. Meaningful learning cannot take place unless students and staff feel a strong sense of belonging, value, and care. Ensuring a safe and supportive environment for students, staff, and parents supports the recruitment and retention of highly qualified educators, ultimately leading to increased student achievement.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism Rate	25.69%	20%
Suspension Rate	36 Incidents	25 Incidents

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Academic and Behavior Intervention Assistant who will collaborate with students and families to improve attendance, support the principal in implementing behavior interventions, and facilitate the collection and analysis of PBIS and Aeries data.	Schoolwide with an emphasis on all Sub groups as well as our EL students.	42763 Title I Basic 2000-2999: Classified Personnel Salaries 16575 Title I Basic 3000-3999: Employee Benefits
2.2	Provide school-wide Social-Emotional Learning (SEL) assemblies that reinforce desired student behaviors and promote consistency in expectations across campus.	Schoolwide with an emphasis on all Sub groups as well as our EL students.	3000 Title I Basic 5000-5999: Operating Expenditures

2.3	Provide professional development for all staff focused on trauma-informed practices, strengthening PBIS implementation, and effective classroom management strategies to increase student engagement, improve academic success, and reduce suspensions and negative behavioral referrals.	Schoolwide with an emphasis on all Sub groups as well as our EL students.	10000 Title I Basic 1000-1999: Certificated Personnel Salaries Subs, release time 2248 Title I Basic 3000-3999: Employee Benefits

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Given the growing numbers of English-learning students, our school campus reflected on our cultural proficiency knowledge and skills. We believe that collaboration between school counselors, parents/guardians, teachers, student support staff, administrators, and community leaders guide a comprehensive school counseling program to further advocate for all students academic, career, and personal and social needs.This work has resulted in a reduction in our Chronic Absenteeism rate and a eduction in our suspension rate.

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

Participation in cultural proficiency work with our staff provided additional supports and learning.

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

No changes were made to this goal.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Improving Culture and Climate through increased Student Engagement
Increase student engagement and strengthen students' sense of belonging to foster a more welcoming and inclusive school culture and climate, while also reducing absenteeism, as measured by a 5% increase in the end of year Kelvin Pulse Survey, and a 5% decrease in chronic absenteeism,

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Improving Culture and Climate through increased Student Engagement

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Kelvin Pulse EOY 7-12 Screener for Student Participation	85%	90%
Kelvin Pulse EOY 7-12 Screener for Student Favorable Reponses	80%	85%
Chronic Absenteeism Rate	25.69%	20%

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Implement schoolwide restorative practices, including restorative circles and re-entry conferences, to reduce suspensions and address disciplinary disproportionality among African American students.	All student subgroups with a focus on the African American subgroup.	500 Title I Basic 5000-5999: Operating Expenditures
3.2	Implement targeted Tier 2 and Tier 3 behavioral supports, including check-in/check-out systems, counseling groups, and individualized behavior intervention plans, for students identified as being at risk for suspension.	All student subgroups with a focus on the African American subgroup.	500 Title I Basic 5000-5999: Operating Expenditures
3.3	Strengthen Tier 1 PBIS systems by consistently reinforcing schoolwide expectations, expanding positive behavior recognition, and fostering student	All student subgroups with a focus on the	1000 Title I Basic

	engagement, connection, and a sense of belonging.	African American subgroup.	5000-5999: Operating Expenditures Incentives
3.4	Provide ongoing professional development for staff in PBIS, culturally responsive practices, trauma-informed strategies, and effective classroom management to strengthen student behavior and engagement.	All student subgroups with a focus on the African American subgroup.	3000 Title I Basic 5000-5999: Operating Expenditures

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

F. C. Joyce School has a strong Check-In/Check-Out (CICO) system facilitated by the school counselor. Students who are referred to CICO have demonstrated improvement in behavior management and an overall more positive attitude toward school.

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

Restorative practices will be a key focus for supporting both students who have been harmed and those who have caused harm to others. Staff will be provided with professional development opportunities on restorative practices and restorative circles. While significant emphasis has been placed on Tier 1 interventions, the school will increase its Tier 2 and Tier 3 supports by strengthening our Student Study Process (SSP).

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

F. C. Joyce will send a team to the California PBIS Annual Conference, which is held locally. In addition, the school will partner with the Sacramento County Office of Education (SCOE) mental health clinician, who will provide professional development opportunities aimed at supporting culturally responsive practices and trauma-informed strategies for addressing student behavior and promoting overall student well-being. All of Goal 3 will support strengthening teacher efficacy and improved positive student behavioral outcomes.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Increase Parent Engagement
Foster a welcoming environment for families as equal partners in their children's education and provide opportunities for parents to gain the knowledge and skills needed to support learning at home and at school, as measured by a 5% increase on the end-of-year Kelvin Pulse Family Survey and the implementation of three parent workshops.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Increase Parent Engagement

Identified Need

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

Interest and involvement in F. C. Joyce's English Learner Advisory Committee (ELAC) was minimal during the 2025–2026 school year. Although meetings were held, a lack of parent participation resulted in an ELAC that was not fully established or sustained. The school also attempted, with support from its SCOE educational partner, to hold one parent workshop; however, no parents attended.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Kelvin Pulse Survey Spring Family Participation	16%	21%
Kelvin Pulse Survey Favorable Family Responses	90%	95%%
In conjunction with our SCOE educational partner, provide at least one parent workshop per trimester, with a minimum of five parents in attendance.	0	3
Form an English Language Advisory Committee (ELAC) that is elected according to CA State/TRUSD guidelines.	2025-2026 F. C. Joyce was unable to solicit nominations or hold elections.	Solicit nominations and hold elections.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Provide light refreshments at parent and family engagement meetings and events throughout the	Schoolwide with an emphasis on all Sub	2500 Title I Parent and Family Engagement

	year to support and increase family participation and engagement.	groups as well as our EL students	4000-4999: Materials and Supplies
4.2	Implement a monthly family newsletter distributed through Aeries Communication to strengthen school-to-home engagement, improve two-way communication, and ensure families are regularly informed about school initiatives, academic expectations, and student supports aligned with the SPSA and LCAP goals.	Schoolwide with an emphasis on all Sub groups as well as EL students.	688 Title I Parent and Family Engagement 4000-4999: Materials and Supplies
4.3	Purchase parent informational kiosk materials to increase family engagement and improve equitable access to school-wide information and resources.	Schoolwide with an emphasis on all Sub groups as well as EL students.	500 Title I Parent and Family Engagement 4000-4999: Materials and Supplies
4.4	In collaboration with educational partners, facilitate a minimum of four parent informational workshops designed to support student wellness, promote positive student behavior, strengthen family engagement, and enhance student academic achievement.	Schoolwide with an emphasis on all Sub groups as well as our EL students.	560 Title I Parent and Family Engagement 1000-1999: Certificated Personnel Salaries 126 Title I Parent and Family Engagement 3000-3999: Employee Benefits

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Monthly Family Read-In parent engagement events were held throughout the school year. Encouraging parent participation in school events has been challenging; however, participation appears to be increasing. We exceeded our goal of hosting at least four family engagement events during the 2025–2026 school year, and were able to offer our Family Read in events monthly throughout the 2025-2026 school year.

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

The Kelvin Pulse Survey showed a 90% favorable family rating; however, the family participation rate was only 16%. It is hoped that implementing multiple forms of communication will increase family participation in both school events and the Kelvin Survey process. In addition, incentives will be offered to encourage students to have their families complete the Kelvin Pulse Family Survey.

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

Continued outreach through electronic messaging alone has not proven to be effective in increasing parent and family involvement. During the 2026–2027 school year, Joyce School will work to improve family communication by

implementing paper-based communication in conjunction with digital communication methods. Goal 4.2 will support the implementation of multiple forms of communication. F. C. Joyce School will collaborate with our educational partner, the Sacramento County Office of Education (SCOE), to facilitate and implement at least one parent workshop per trimester during the 2026–2027 school year. Goal 4.4 will support the implementation of parent workshops.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$164,289
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$164,289.00
Total Federal Funds Provided to the School from the LEA for CSI	$0.00

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation ($)
Title I Basic	$159,915.00
Title I Parent and Family Engagement	$4,374.00

Subtotal of additional federal funds included for this school: $164,289.00

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

State or Local Programs	Allocation ($)

Subtotal of state or local funds included for this school: $

Total of federal, state, and/or local funds for this school: $164,289.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
Title I Basic	159,915.00
Title I Parent and Family Engagement	4,374.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	58,925.00
2000-2999: Classified Personnel Salaries	42,763.00
3000-3999: Employee Benefits	29,821.00
4000-4999: Materials and Supplies	10,839.00
5000-5999: Operating Expenditures	21,941.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I Basic	58,365.00
2000-2999: Classified Personnel Salaries	Title I Basic	42,763.00
3000-3999: Employee Benefits	Title I Basic	29,695.00
4000-4999: Materials and Supplies	Title I Basic	7,151.00
5000-5999: Operating Expenditures	Title I Basic	21,941.00
1000-1999: Certificated Personnel Salaries	Title I Parent and Family Engagement	560.00
3000-3999: Employee Benefits	Title I Parent and Family Engagement	126.00
4000-4999: Materials and Supplies	Title I Parent and Family Engagement	3,688.00

Expenditures by Goal

Goal Number	Total Expenditures

Goal 1	80,329.00
Goal 2	74,586.00
Goal 3	5,000.00
Goal 4	4,374.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Diana B. Davidson	Principal
Barbara Williams	Parent or Community Member
Angelique Kolda	Parent or Community Member
Ashley Rutherford	Parent or Community Member
Britani Springer	Parent or Community Member
Kathleen Horsey	Parent or Community Member
Chet Linton	Classroom Teacher
Johnnie Williams	Classroom Teacher
Gailene Solis	Classroom Teacher
Danielle Jones	Other School Staff

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

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 20, 2026.

Attested:

	Principal, Diana Davidson on May 20, 2026
	SSC Chairperson, Gailene Solis on May 20, 2026

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

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

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

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

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:
Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.
A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:
   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
      1. The comprehensive needs assessment of the entire school shall:
         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
            i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:
   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
   B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
    a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    b. Use methods and instructional strategies that:
        i. Strengthen the academic program in the school,
        ii. Increase the amount and quality of learning time, and
        iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
        i. Strategies to improve students' skills outside the academic subject areas;
        ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
    1. Ensure that those students' difficulties are identified on a timely basis; and
    2. Provide sufficient information on which to base effective assistance to those students.
G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (Se*ctions: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp
- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp
- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp
- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf
- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: https://www.cde.ca.gov/fg/aa/co/
- ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
- Available Funding: https://www.cde.ca.gov/fg/fo/af/

Updated by the California Department of Education, October 2023

School Year: **2026-27**

2026-27 School Plan for Student Achievement Addendum #1

School Name	County-District-School (CDS) Code	Site Council Meeting Date:	Local Board Approval Date
F.C. Joyce TK-8	34765056033500	11/18/2026	

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SPSA Modified Actions and/or Expenditures to Goal 1

Goal Statement
During the 2026-2027 school year the percentage of students scoring at proficient or advanced in ELA and Math on the CAASPP will increase by 5%. During the 2026-2027 school year, the percentage of English Language Learners at level 4 (well developed) will increase by 5%

Action/Services	Approved Expenditures			+/- Proposed Changes			Total Allocation
	Type	Funding Source	Amount	Type	Funding Source	Amount	
Provide a 0.43 FTE part-time Student Support Teacher to support improved student achievement through targeted small-group instruction.	1000-1999: 3000-3999:	Title I Basic Title I Basic	48,365 10872				
Provide professional development opportunities for teachers, counselors, and administrative staff focused on: (1) increasing staff knowledge of Designated ELD practices and strategies, and (2) strengthening Professional Learning Communities (PLCs), with an emphasis on data analysis and data-driven inquiry and instruction for all certificated staff.	5000-5999:	Title I Basic	6000				
Purchase materials and supplies to support and	4000-4999:	Title I Basic	6151				

Action/Services	Approved Expenditures			+/- Proposed Changes			Total Allocation
	Type	Funding Source	Amount	Type	Funding Source	Amount	
enhance the core curriculum.							
Invest in technology and software to support effective instruction and enhance student learning.	5000-5999:	Title I Basic	5000				
Invest in library books and other reference materials that strengthen instruction and support student learning, with an emphasis on expanding multicultural titles that reflect our diverse student population, as well as books that promote problem-solving and critical thinking skills.	4000-4999:	Title I Basic	1000				
Engage students in field-based learning experiences that support mastery of core academic standards, social-emotional learning, and Positive Behavioral Interventions and Supports (PBIS) implementation.	5000-5999:	Title I Basic	2941				

SPSA Modified Actions and/or Expenditures to Goal 2

Goal Statement
Decrease suspension rate from 7.1% to 6% and increase attendance rate from 93% to 95%

Action/Services	Approved Expenditures			+/- Proposed Changes			Total Allocation
	Type	Funding Source	Amount	Type	Funding Source	Amount	
Academic and Behavior Intervention Assistant who will collaborate with students and families to improve attendance, support the principal in implementing behavior interventions, and facilitate the collection and analysis of PBIS and Aeries data.	2000-2999: 3000-3999:	Title I Basic Title I Basic	42763 16575				
Provide school-wide Social-Emotional Learning (SEL) assemblies that reinforce desired student behaviors and promote consistency in expectations across campus.	5000-5999:	Title I Basic	3000				

Action/Services	Approved Expenditures			+/- Proposed Changes			Total Allocation
	Type	Funding Source	Amount	Type	Funding Source	Amount	
Provide professional development for all staff focused on trauma-informed practices, strengthening PBIS implementation, and effective classroom management strategies to increase student engagement, improve academic success, and reduce suspensions and negative behavioral referrals.	1000-1999: 3000-3999:	Title I Basic Title I Basic	10000 2248	1000-1999:	Title I Basic	-2295	7705

SPSA Modified Actions and/or Expenditures to Goal 3

Goal Statement
Increase student engagement and strengthen students' sense of belonging to foster a more welcoming and inclusive school culture and climate, while also reducing absenteeism, as measured by a 5% increase in the end of year Kelvin Pulse Survey, and a 5% decrease in chronic absenteeism,

Action/Services	Approved Expenditures			+/- Proposed Changes			Total Allocation
	Type	Funding Source	Amount	Type	Funding Source	Amount	
Implement schoolwide restorative practices, including restorative circles and re-entry conferences, to reduce suspensions and address disciplinary disproportionality among African American students.	5000-5999:	Title I Basic	500				
Implement targeted Tier 2 and Tier 3 behavioral supports, including check-in/check-out systems, counseling groups, and individualized behavior intervention plans, for students identified as being at risk for suspension.	5000-5999:	Title I Basic	500				
Strengthen Tier 1 PBIS systems by consistently reinforcing schoolwide expectations, expanding	5000-5999:	Title I Basic	1000				

Action/Services	Approved Expenditures			+/- Proposed Changes			Total Allocation
	Type	Funding Source	Amount	Type	Funding Source	Amount	
positive behavior recognition, and fostering student engagement, connection, and a sense of belonging.							
Provide ongoing professional development for staff in PBIS, culturally responsive practices, trauma-informed strategies, and effective classroom management to strengthen student behavior and engagement.	5000-5999:	Title I Basic	3000				

SPSA Modified Actions and/or Expenditures to Goal 4

Goal Statement
Foster a welcoming environment for families as equal partners in their children's education and provide opportunities for parents to gain the knowledge and skills needed to support learning at home and at school, as measured by a 5% increase on the end-of-year Kelvin Pulse Family Survey and the implementation of three parent workshops.

Action/Services	Approved Expenditures			+/- Proposed Changes			Total Allocation
	Type	Funding Source	Amount	Type	Funding Source	Amount	
Provide light refreshments at parent and family engagement meetings and events throughout the year to support and increase family participation and engagement.	4000-4999:	Title I Parent and	2500	4000-4999: Books	Title I Parent and	-511	1989
Implement a monthly family newsletter distributed through Aeries Communication to strengthen school-to-home engagement, improve two-way communication, and ensure families are regularly informed about school initiatives, academic expectations, and student supports aligned with the SPSA and LCAP goals.	4000-4999:	Title I Parent and	688				

Action/Services	Approved Expenditures			+/- Proposed Changes			Total Allocation
	Type	Funding Source	Amount	Type	Funding Source	Amount	
Purchase parent informational kiosk materials to increase family engagement and improve equitable access to school-wide information and resources.	4000-4999:	Title I Parent and	500				
In collaboration with educational partners, facilitate a minimum of four parent informational workshops designed to support student wellness, promote positive student behavior, strengthen family engagement, and enhance student academic achievement.	1000-1999: 3000-3999:	Title I Parent and Title I Parent and	560 126				

SPSA Modified Actions and/or Expenditures to Goal 5

Goal Statement

Action/Services	Approved Expenditures			+/- Proposed Changes			Total Allocation
	Type	Funding Source	Amount	Type	Funding Source	Amount	

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Expenditures by Funding Source

Approved Expenditures

Funding Source	Amount
Title I Basic	159,915.00
Title I Parent and Family Engagement	4,374.00

+/- Proposed Changes

Funding Source	Amount
Title I Basic	-2,295.00
Title I Parent and Family Engagement	-511.00

New Total

Funding Source	Amount
	157,620
	3,863

Expenditures by Goal

Approved Expenditures

+/- Proposed Changes

Goal Number	Total Expenditures	Goal Number	Total Expenditures
Goal 1	80,329.00		
Goal 2	74,586.00	Goal 2	-2,295.00
Goal 3	5,000.00		
Goal 4	4,374.00	Goal 4	-511.00