

# THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

## AT **JOHNSON ELEMENTARY** SCHOOL

**2018-19**

37-68338-6039788  
CDS Code

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

**Principal:** Jenkins-Martin, Tracey

**Contact Person:** Jenkins-Martin, Tracey

**Position:** Principal

**Telephone Number:** 619-344-4900

**Address:** 1355 Kelton Rd, Johnson Elementary, San Diego, CA, 92114-1229,

**E-mail Address:** tjenkins-martin@sandi.net

**The following items are included:**

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

**Board Approval:** *Tuesday, June 26, 2018*

**SAN DIEGO UNIFIED SCHOOL DISTRICT**

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

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

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

SCHOOL NAME: Johnson  
SITE CONTACT PERSON: Dr. Jenkins-Martin  
PHONE: 619 344 4900 FAX: 619 344 4949 E-MAIL ADDRESS: fjenkins-martin@sandi.net

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

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

Title 1 Schoolwide Programs (SWP)

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

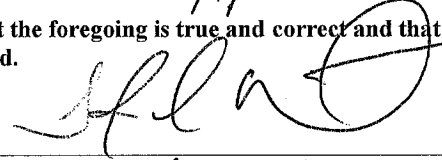
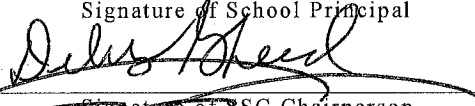
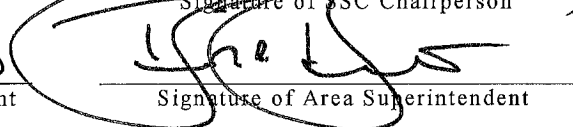
1. The SSC is correctly constituted, and was formed in accordance with SDUSD Board of Education policy and state law.
2. The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring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

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

- |  |   |
|--|---|
| <input type="checkbox"/> English Learner Advisory Committee (ELAC)                         | Date of presentation: _____                   |
| <input type="checkbox"/> Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: _____                   |
| <input type="checkbox"/> Gifted and Talented Education Program Advisory Committee (GATE)   | Date of presentation: _____                   |
| <input checked="" type="checkbox"/> Site Governance Team (SGT)                             | Date of presentation: <u>January 16, 2018</u> |
| <input checked="" type="checkbox"/> Other (list): <u>SSC</u>                               | Date of presentation: <u>3/21/18 #4/4/18</u>  |

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

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

<u>Dr. Jenkins-Martin</u> Type/Print Name of School Principal	 Signature of School Principal	<u>4/5/18</u> Date
<u>Delores Reed</u> Type/Print Name of SSC Chairperson	 Signature of SSC Chairperson	<u>4/5/18</u> Date
<u>Bruce Bivins</u> Type/Print Name of Area Superintendent	 Signature of Area Superintendent	<u>04/06/18</u> Date

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

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

The mission of the Johnson Magnet School for Science, Technology, Engineering, and Mathematics (**STEM**) is to foster an environment that demands academic excellence and social responsibility. One that promotes strong critical thinking and communication skills and prepares our students for a life of continued learning in a global society.

Johnson staff practices have changed as the result of a shift to the Common Core State Standards (CCSS). We realize that our students need extra support in transitioning to the new goals as they are more rigorous in nature. Our major ethnic populations are African American and Hispanic/Latino. We have set goals to help these populations and our entire student body in increasing their academic achievement in all areas, but especially in mathematics and reading and these two subject areas help with success in all content areas.

San Diego Unified School District (SDUSD) has been proactive in providing support for teachers, parents and students in implementing the new standards as students have moved to Smarter Balanced Assessment (SBAC), the standardized testing developed to measure academic progress associated with CCSS. Additionally, SDUSD has developed district interim benchmark assessments for CCSS.

Johnson will also continue the partnership with Diamond Educational Excellence Partnership (DEEP) which has an emphasis on literacy in grades Kindergarten through grade three. The goal is to ensure that all students are reading at grade level by the end of the third grade.

The contents of this SPSA include the 2018-2019 SSC approved categorical budget. The work toward approving this categorical budget was completed in the spring of 2018 in preparation for the upcoming school year. This document is contained in the appendix and has been updated to address the academic environment and academic goals for the Johnson student population. The rationales for each expense are identified in the budget.

**SCHOOL VISION AND REALITY**

Every student at Johnson Magnet for STEM will be educated every day in an environment where they are valued, respected and challenged academically. The Johnson Elementary school culture will be one which acknowledges student strengths and areas that need support. Staff works diligently to ensure the academic growth for of individual student. There is a culture that has high expectations for learning, social behavior and the physical learning environment. The ideal state is one that supports the district vision of developing a social and learning environment worthy of our students which includes: a clean and efficient learning environment, a classroom that supports learning, technology that is used in support and demonstration of learning, where learning goals are posted and can be articulated by students and where academic student engagement is a priority. The physical plant needs to be one that is appealing to the eye to all who enter, one in which all feel valued and welcomed from the time they step on the campus. A collaborative culture that embraces relationship building amongst all stakeholders is an important element that needs to be further developed, nurtured and sustained.

**CORE AND SUPPLEMENTAL SUPPORTS**

**TEACHER ALLOCATIONS:**

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

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

**NURSE:**

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

Enrollment/Days Per Week

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

**COUNSELOR**

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

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

**HEALTH TECHNCIAN**

Allocation is based on projected enrollment and managed centrally.

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

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

**PROFESSIONAL DEVELOPMENT**

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

With this understanding, professional development time is provided within the structure of Professional Learning Communities (PLC). At Johnson, our teachers meet together in PLC's regularly to learn about ways to improve our instructional practice and look at evidence of student learning.. On our minimum days that incorporate a professional development meeting, we meet whole staff. Certificated staff also meet in grade level team or vertical team meetings (which has a member of each grade level on that team) to discuss student academic progress.

Analysis of student data is through the lens of a student centered focus. We will continue to focus on student achievement in literacy and mathematics via our site based data protocol in our grade level and Professional Learning Communities.

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

**SPSA ALIGNMENT TO THE LEA PLAN**

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

**PROCESS FOR MODIFYING THE SPSA AND CONCLUSIONS**

The SSC has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet district and state growth targets. In order to achieve the SMART goals and implement the major strategies and action steps set forth in the plan the following related actions and expenditures have been adopted to raise the academic performance of student groups not meeting state standards.

Advisory groups were consulted during the SPSA development process.

**LCFF COMMUNITY AND STAFF ENGAGEMENT**

Community and staff engagement are important pieces to developing the site budget. There are multiple opportunities for staff, parents and community members to be part of the input process which include staff meetings, parent meetings, School Governance Team (SGT) meetings, School Site Council (SSC) meetings. This input is then taken into consideration for meeting the needs of the students at Johnson.



**SINGLE PLAN FOR STUDENT ACHIEVEMENT**

**Area 1: English/Language Arts**

**English/Language Arts SMART Goal:**

By June 2019, 40% (approx. 20, 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 31% (approx. 15, 5th graders) will meet or exceed standards in ELA on the SBAC exam.

**Closing the Gap SMART Goal:**

Subgroup: African American students

By June 2019, 35% (approx. 18, 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 25% (approx. 13, 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: English Learners students

By June 2019, 10% (approx. 5, 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 10% (approx. 5, 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Hispanic/Latino students

By June 2019, 30% (approx. 15, 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 15% (approx. 8, 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Students with Disabilities

By June 2019, 10% (approx. 2, 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 10% (approx. 2, 5th graders) will meet or exceed standards in ELA on the SBAC exam.

**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

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

**Other Assessments (Please Specify):**

Staff members will use grade level, individual classroom monitoring and PLC meetings to analyze: end of unit tests, writing samples, teacher generated tests, oral presentations, running records, anecdotal notes, and collaboration meetings in order to monitor student progress.

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

Teachers will meet by grade level and whole school meetings to analyze DRA and other formative/summative assessments at least 5 times per year. Teachers also meet weekly and monthly to plan and analyze student work. This analysis will inform subsequent instruction.



**Area 2: Mathematics**

**Mathematics SMART Goal:**  
 By June 2019, 50% (approx. 25, 3rd graders) will meet or exceed standards in Math on the SBAC exam.  
 By June 2019, 39% (approx. 20, 5th graders) will meet or exceed standards in Math on the SBAC exam.

**Closing the Gap SMART Goal:**  
 Subgroup: African American students  
 By June 2019, 40% (approx. 20, 3rd graders) will meet or exceed standards in Math on the SBAC exam.  
 By June 2019, 30% (approx. 15, 5th graders) will meet or exceed standards in Math on the SBAC exam.  
 Subgroup: English Learners students  
 By June 2019, 40% (approx. 20, 3rd graders) will meet or exceed standards in Math on the SBAC exam.  
 By June 2019, 10% (approx. 5, 5th graders) will meet or exceed standards in Math on the SBAC exam.  
 Subgroup: Hispanic/Latino students  
 By June 2019, 50% (approx. 25, 3rd graders) will meet or exceed standards in Math on the SBAC exam.  
 By June 2019, 25% (approx. 13, 5th graders) will meet or exceed standards in Math on the SBAC exam.  
 Subgroup: Students with Disabilities  
 By June 2019, 10% (approx. 2, 3rd graders) will meet or exceed standards in Math on the SBAC exam.  
 By June 2019, 10% (approx. 2, 5th graders) will meet or exceed standards in Math on the SBAC exam.

**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

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

**Other Assessments (Please Specify):**  
 Staff members will use: end of unit tests, math content writing samples, teacher generated tests, anecdotal notes, and collaboration meetings in order to monitor student progress.

**Progress and Growth Monitoring:** How and when will you monitor progress towards your Math goal?  
 Staff members will use grade level, individual classroom monitoring and PLC meetings to analyze: end of unit tests, number talk samples, teacher generated tests, oral answers given during the lesson, running records, anecdotal notes, and collaboration meetings in order to monitor student progress.

**Area 3: English Learner****English Learner SMART Goal:**

By June 2019, a minimum of 70% of Johnson's English Learner Potential Reclassification students will be reclassified using the Fall and/or Spring Reclassification Criteria or the Alternate Reclassification process for student who are dually-identified as receiving EL and Special Ed. services.

**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

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

**Other Assessments (Please Specify):**

Teacher records, ELD standards, oral presentations, writing samples, running records, DRA2.

**Progress and Growth Monitoring:** How and when will you monitor progress towards your English Learner goal?

Regular professional development and analysis of student work is provided within the structure of grade level and Professional Learning Communities (PLCs). We look at student work in order to see how they are moving toward reclassification for the point of the year being monitored. Our goal is to have students reclassify before they move on to the middle school level.

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

By June 2019, at least 30 % (approx. 15, 3<sup>rd</sup> graders) will meet or exceed level 38 in DRA.

By June 2019, at least 42% (approx. 26, 5th graders) will meet or exceed level 44 in DRA.

**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

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

**Other Assessments (Please Specify):**

Site based and end of unit assessments in ELA and Mathematics. We will also continue to use the Basic Phonics Skills Test (BPST) three times a year to measure growth in these basic skills in grades TK -3.

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

Teachers informally measure student progress monthly. We will meet by grade level/school wide to analyze student work/benchmark assessment at least 3 times per year. Analysis will inform subsequent instruction and focus students.

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

By June 2019, 100% (approx. 200 families) will receive information regarding academic and citizenship progress of their children.

By June 2019, at least 70% (approx. 140 families) will attend at least 1 training on literacy, math or science content strategies to increase the milestones necessary to help their students achieve academically in the current school year in addition to working toward meaningful graduation milestones.

**Targeted Population:**

All parents of students in Preschool through 5<sup>th</sup> grade are our target audience. We will continue to focus on increasing parent participation in our literacy courses for parents of student aged 0-5. We will also put an emphasis on the parents of students in 3<sup>rd</sup> through 5<sup>th</sup> grades through student led conferencing and other means of bringing parents on campus in support of student achievement.

**What data did you use to form these goals?**

Sign in sheets and teacher records.

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

Teachers and counselors will meet 3 times per year to analyze student progress using site developed criteria. Families are contacted based on progress.

Administration will identify specific audience and track attendance.

**BUDGET: Resources Aligned to Area Goals****Core Program:*****Universal Access to Strong Core Instructional Program (Tier 1)***

- All teachers will use the Common Core State Standards to design and differentiate strong Tier 1 instruction.
- Every English Learner will receive support based upon language proficiency level and will continue to receive language development that is integrated and supported throughout the day.
- Teachers will provide balanced literacy instruction- including daily small group reading support.
- Staff will use multiple measures of assessment (i.e., End of Unit Inquiry assessments, Benchmarks, teacher created assessments to monitor progress and adjust instruction based upon the needs of students.)
- Staff will analyze on demand and other student writing using grade level writing rubrics and provide students with concrete feedback and direction as it relates to grade level writing standards.
- Teachers will use graphic organizers such as Thinking Maps to support student understanding
- All English learners will be assessed using measures approved at the site, district and state levels.
- Speech and Language Pathologist will provide model lessons to improve student use of academic English in questioning and retelling.
- Counselor, nurse, guidance assistant and health assistant will facilitate medical, dental and mental health referrals to community agencies.
- Counselor, nurse, guidance assistant, health assistant, teachers and principal will monitor and follow up with student attendance needs.
- Community field trips and assemblies relevant to grade level standards will be provided to broaden experiences and build schema.
- Teachers will have the opportunity to work collaboratively to identify grade level proficiency using the results of district benchmarks and other assessments to plan instruction, monitor student progress, adjust instruction accordingly
- Teachers will participate in on site and district professional development to strengthen literacy instruction from the District Common Core Resource Teachers and from our educational community partners.

***Strategic Support (Tier 2)***

- Extended learning time (as funding permits) will be provided to address specific student needs as identified through teacher, grade level and site analysis.
- Targeted additional small flexible group instruction will be used to address specific needs in literacy.
- Teachers will make home contact i.e. progress report, phone call, home visit to discuss the progress of their at risk student. This is logged by teacher.
- Educational specialist will provide push in supplemental small group instruction for targeted students in need.
- Intensive, focused, small group direct instruction will be provided to students at their point of need, across content areas by classroom teacher.
- Students will engage in strategic computer intervention and media supports to accelerate, remediate and reteach concepts.
- Teachers or support staff (Power Team) will provide a Double Dose of daily reading/math support for targeted students.
- Teachers will keep small group of targeted students to provide additional focused support to strengthen and clarify understanding prior to sending students off to work independently.

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- Incorporate the support of Full Inclusion SEA/SET to provide extra teaching and clarifying of concepts during whole group and small group instruction

### ***Intensive Intervention (Tier 3)***

- Educational Specialists will provide supplemental small group instruction to targeted students and provide consultation support for their teachers
- Counselor and support mentors will provide check in time with at risk students
- Support by Support staff (when available) will meet with classroom teachers to address literacy needs of students who are two or more years below proficiency.
- Speech and language pathologist may provide supplemental support to English learners with language needs.
- Psychologist may push into classrooms, observe and collaborate with classroom teacher to assist with differentiating instruction based on student need.

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

The Guidance Assistant will assist students with their emotional needs so that they can focus on the learning inside the classroom. The inschool resource teacher will assist students in supporting literacy and math goals via the engineering curriculum. The position also teaches phonics and phonemic awareness strategies on a daily basis. Visiting teachers provide support for students in the classroom while the regular classroom teachers are getting support with pedagogy to help students meet ELA and Mathematics learning goals.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Interprogram Svcs/Duplicating		\$500.00	\$500.00	0157-30100-00-5721-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04, 05	Duplication of Literacy/Math resources for classroom teachers. Fliers/Newsletters may also be purchased from this account.
Supplies		\$34,570.00	\$34,570.00	0157-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Supplies to support curriculum including chart paper, pencils, notebooks.
Interprogram Svcs/Paper		\$1,500.00	\$1,500.00	0157-30100-00-5733-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Paper for duplication of classroom and intervention materials

### **How will you monitor these strategies/activities?**

We will look at student data, PLC notes, lesson study and conference reflections. We will look at teacher and grade level goals based upon the professional development given.

### **2. Strategies to meet ELA/Math/ELD goals (Closing the Gap) (7/1/2018 - 6/30/2019):**

The classroom assistant helps support students in the primary grades and English learners in foundational reading and language skills. The library assistant helps to support literacy by providing time to look for books in the library. The person in the position also does read alouds and book talks for students to support reading goals.

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Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Classroom Asst	0.3750	\$9,421.13	\$12,124.52	0157-30100-00-2101-1000-4760-01000-0000	Title I Basic Program	01, 02, 03, 04	Assists EL students and supports students in ELA and Mathematics
Classroom Teacher Hrly		\$500.00	\$601.95	0157-30100-00-1157-1000-1110-01000-0000	Title I Basic Program	01, 02	Extra help for targeted students before or after school
Interprogram Svcs/Field Trip		\$1,500.00	\$1,500.00	0157-30100-00-5735-1000-1110-01000-0000	Title I Basic Program	01, 02	Real world learning experiences for students.
Retired Clsrm Teacher Hrly		\$8,000.00	\$9,631.20	0157-30100-00-1189-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Pull out/push in support for target students.

**How will you monitor these strategies/activities?**

Teachers will turn in verification of the activities/professional development and planning done during the time they are being compensated after the regular work hours. Student progress as the result of the time spent planning will be monitored at PLC's and the monitoring meetings done during the school year.

**3. Strategies to meet ELA/Math/ELD goals (Professional Development) (7/1/2018 - 6/30/2019):**

We will continue our work with district resource teachers and educational community partners which helps teachers achieve capacity in foundational reading skills. Visiting teachers are essential towards helping to maintain the learning in classrooms while teachers are in Professional Learning Communities, Instructional Rounds or Conferences. While the visiting teachers are in the classrooms, the regular classroom teachers can add to their own learning.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Prof&Curriclm Dev Vist Tchr		\$10,000.00	\$12,039.00	0157-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Release time for teachers for PLCs and professional development
Conference Local		\$1,000.00	\$1,000.00	0157-30100-00-5209-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Professional development conferences for staff
Prof&Curriclm DevHrlyClsrmTchr		\$3,000.00	\$3,611.70	0157-30100-00-1170-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Teachers work after school hours for PLC time.

**How will you monitor these strategies/activities?**

We will monitor the lesson study time, planning time, PLC time via teacher and grade level agendas and notes. Student data which will be reviewed to see how students are progressing because of the time spent in these learning activities.

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**4. Strategies to meet graduation/promotion rates (Social/Emotional Supports) (7/1/2018 - 6/30/2019):**  
 The guidance assistant helps students emotional needs so they can spend more time on task in the classroom. The health technician helps students in the health office so that they students remain healthy enough to be in class every day. The health technician also assists the nurse with routine screenings which may help identify outside factors to learning deficits.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Health Technician	0.4000	\$13,647.20	\$26,340.76	0157-30100-00-2236-3140-0000-01000-0000	Title I Basic Program	04	Assists students in nurse's office so they can spend more time in class.
Guidance Asst	0.1225	\$3,488.56	\$4,489.60	0157-30100-00-2404-3110-0000-01000-0000	Title I Basic Program	04	Assists students in counseling center so they can focus on academic instruction.

**How will you monitor these strategies/activities?**  
 We will look at counseling center logs, referral logs, suspensions and expulsion rates to see how they are going up or down in number.

**5. Strategies to meet parent engagement goals (7/1/2018 - 6/30/2019):**  
 Childcare and translations are available for parents for when they attend meetings here on site. We also provide funds for parents to attend conferences so that they can learn more strategies to help their students at home. Supplies are also needed for parent engagement activities and meetings. We purchase their time through these funds.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Conference Local		\$200.00	\$200.00	0157-30103-00-5209-2495-0000-01000-0000	Title I Parent Involvement	05	Conferences for parents
Tech Professional OTBS Hrly		\$200.00	\$256.82	0157-30103-00-2455-2495-0000-01000-0000	Title I Parent Involvement	05	Translation services for parent events and meetings
Other Support Prsnl PARAS Hrly		\$400.00	\$513.64	0157-30103-00-2281-2495-0000-01000-0000	Title I Parent Involvement	05	Childcare services for parents during meetings
Inservice supplies		\$908.00	\$908.00	0157-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	05	Light refreshments and supplies for parent events and meetings

**How will you monitor these strategies/activities?**  
 Feedback from the parent meetings will be used to see how meaningful the meeting/conference topics were to the parents.



<b>Local Control Funding Formula Goals and Budget</b>
<p><b>Goal 1: Intervention Supports</b> Student learning is analyzed in real time, resulting in a plan that responds to identified needs, the supports are timely on-going and linked to the outcomes of the core instructional program, how will you utilize your funds to maximize results for students?</p>
<p><b>Intervention Support Goal::</b> All students in grades TK-5 will participate in a rigorous pathway of learning based upon the Common Core State Standards. All students, including English Learners, African American, Hispanic/Latino, students with special needs and those with low income families will all be a part of this pathway of learning. Students will be regularly assessed (with formative and summative assessments) and met at their point of need by the classroom teacher and other support staff on site so that each student makes at least one year of academic growth.</p> <p><b>Identified Need::</b> Our students need universal access to a strong core instructional program (Tier 1). Through the close monitoring of student progress, those who need additional support will get it through strategic Tier 2 or 3 supports. By implementing these supports for children, we will ensure that more students will master the content and thinking skills they need to progress to the next grade level and beyond.</p> <p><b>Target Group::</b> Our target groups are students not meeting grade level standard expectations.</p> <p><b>Monitoring::</b> Staff will use multiple measures to monitor student progress including DRA2, CELDT, teacher records and site and or district developed assessments in math and literacy.</p> <p><b>Personnel Responsible::</b> Teaching staff will be responsible for planning and teaching toward student mastery in the common core state standards through the use of ELA and Math Units of study. Additionally, teachers and educational support staff will work to improve academic and language proficiency for EL students daily. The site administrator will conduct regular walk throughs of classroom to monitor implementation of professional development strategies and to give feedback on instructional practice.</p>
<p><b>Goal 2: Classroom Supports</b> A variety of classroom supports expand or enhance core instructional programs, how do these supports align to your instructional program?</p>
<p><b>Classroom Support Goal::</b> Classroom supports will be put into place to assist students at their area of need. Teachers will give universal access to content for all students with a strong Tier 1 program (balanced literacy and mathematics program and language development). Specific needs in literacy and mathematics will be address in a small group setting. Acceleration and remediation will be addressed with teacher support and via online instructional supports. Students with special needs will be supported via the classroom teacher, SPED resource teacher (or Education Specialist) and other support staff (psychologist, counselor) and SPED classified support in either a push in/pull out model according to what is written in their IEP.</p> <p><b>Identified Need::</b></p> <p><b>Target Group::</b>Target groups are students who are not meeting grade level standards.</p>

**Monitoring::**

Student will be monitored on a regular basis to get a baseline of student performance. Teachers will begin here and work to move students at least one academic year. Teachers will use DRA2 and other site developed assessments. Teachers will meet regularly with the site administrator and with same grade and cross grade level colleagues to discuss student academic progress.

**Personnel Responsible::**

The persons responsible are: General and special education teachers, itinerant staff assigned to the site and the site administrator.

**Goal 3: Professional Development**

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

**Professional Development Goal:**

Professional Development is an important part of improving instructional practice in each classroom. Professional Development for staff needs to not only assist teachers in meeting district/state or school requirements for working with students and their achievement, but to also personalize the process in order to assist teachers at their point of need. Johnson staff will continue to work on the areas described in the four learning cycles (Environment, Differentiation, Collaborative Conversations and Personal engagement in learning). To add to this, we will continue our work with creating meaningful learning tasks for students and continuing to develop pedagogy and expectations which demands higher levels of thinking.

We will continue our work with district resource teachers and community partners in education which helps teachers increase their instructional practice and knowledge base in the content areas. Visiting teachers are essential towards helping to maintain the learning in classrooms while teachers are in Professional Learning Communities, Instructional Rounds or Conferences. While the visiting teachers are in the classrooms, the regular classroom teachers can add to their own learning.

**Identified Need::**

There are students at all grade levels who are not making grade level standards. Improving pedagogy and instructional practice will assist students in meeting grade level standards.

**Target Group::**

Students not meeting grade level standards.

**Monitoring::**

DRA2 scores, site and district developed assessments.

**Personnel Responsible::**

Site administrator, classroom and support teachers, instructional committees

## Johnson Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

<b>LCFF Intervention Supports</b>							
Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Contracted Svcs Less Than \$25K		\$16,000.00	\$16,000.00	0157-09800-00-5853-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2, LCFF 3	Assists/mentor students to help them focus on academics. The mentor assists students with social emotional goals to help them be prepared for the academics that happen in the classroom.
Software License		\$20,000.00	\$20,000.00	0157-09800-00-5841-1000-1110-01000-0000	LCFF Intervention Support	01, 04, LCFF 1, LCFF 2, LCFF 3	Software licenses such as Achieve 3000, Raz Kids, Brain Pop that will support student learning in the classroom.
Prof&Curriclm Dev Vist Tchr		\$2,000.00	\$2,407.80	0157-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 3	Visiting teachers to support teacher planning for students.
Supplies		\$1,268.00	\$1,268.00	0157-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	Supplies to assist student academic needs
Consultants <=\$25K		\$3,200.00	\$3,200.00	0157-09800-00-5801-1000-1110-01000-0000	LCFF Intervention Support	01, 04, LCFF 2, LCFF 3	NCUST leadership support for administrator to help student achievement and instructional practice in the classroom.
Retired Clsrm Teacher Hrly		\$6,000.00	\$7,223.40	0157-09800-00-1189-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	ELPAC testing

## **APPENDICES**

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

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

## APPENDIX A

### DATA REPORTS

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

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

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



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

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	188	27.1	184	29.3	180	29.4	2.3	0.1	187	18.2	184	26.1	170	36.5	18.3	10.4
Female	91	33.0	94	35.1	93	33.3	0.3	-1.8	90	22.2	94	26.6	90	35.6	13.4	9.0
Male	97	21.6	90	23.3	87	25.3	3.7	2.0	97	14.4	90	25.6	80	37.5	23.1	11.9
African American	76	26.3	80	27.5	74	31.1	4.8	3.6	75	17.3	80	25.0	70	30.0	12.7	5.0
Asian	2	-	0	-	0	-	-	-	2	-	0	-	0	-	-	-
Filipino	3	-	1	-	0	-	-	-	3	-	1	-	0	-	-	-
Hispanic	89	22.5	82	32.9	88	27.3	4.8	-5.6	89	13.5	82	25.6	82	37.8	24.3	12.2
Indochinese	2	-	3	-	2	-	-	-	2	-	3	-	2	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	1	-	2	-	-	-	0	-	1	-	2	-	-	-
White	2	-	1	-	0	-	-	-	2	-	1	-	0	-	-	-
Multiracial	14	35.7	16	18.8	14	35.7	0.0	16.9	14	28.6	16	31.3	14	57.1	28.5	25.8
English Learner	47	10.6	43	7.0	36	5.6	-5.0	-1.4	47	2.1	43	11.6	33	21.2	19.1	9.6
English-Speaking	141	32.6	141	36.2	144	35.4	2.8	-0.8	140	23.6	141	30.5	137	40.1	16.5	9.6
Reclassified†	22	54.5	12	58.3	28	53.6	-0.9	-4.7	22	36.4	12	50.0	28	60.7	24.3	10.7
Initially Eng. Speaking	119	28.6	129	34.1	116	31.0	2.4	-3.1	118	21.2	129	28.7	109	34.9	13.7	6.2
Econ. Disadv.*	188	27.1	160	25.6	163	28.8	1.7	3.2	187	18.2	160	22.5	153	34.6	16.4	12.1
Non-Econ. Disadv.	0	-	24	54.2	17	35.3	-	-18.9	0	-	24	50.0	17	52.9	-	2.9
Gifted	42	42.9	38	60.5	25	56.0	13.1	-4.5	42	40.5	38	47.4	25	56.0	15.5	8.6
Not Gifted	146	22.6	146	21.2	155	25.2	2.6	4.0	145	11.7	146	20.5	145	33.1	21.4	12.6
With Disabilities	22	4.5	0	-	0	-	-	-	22	0.0	0	-	9	-	-	-
WO Disabilities	166	30.1	166	32.5	161	32.9	2.8	0.4	165	20.6	166	28.9	161	37.3	16.7	8.4
Homeless	10	30.0	11	9.1	15	6.7	-23.3	-2.4	10	0.0	11	9.1	14	21.4	21.4	12.3
Foster	4	-	5	-	4	-	-	-	4	-	5	-	4	-	-	-
Military	11	27.3	13	46.2	5	-	-	-	11	27.3	13	53.8	5	-	-	-

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

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



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

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	65	27.7	70	30.0	62	30.6	2.9	0.6	64	21.9	70	38.6	54	50.0	28.1	11.4
Female	35	34.3	36	27.8	35	34.3	0.0	6.5	34	20.6	36	38.9	34	47.1	26.5	8.2
Male	30	20.0	34	32.4	27	25.9	5.9	-6.5	30	23.3	34	38.2	20	55.0	31.7	16.8
African American	24	25.0	33	27.3	27	33.3	8.3	6.0	23	17.4	33	42.4	24	37.5	20.1	-4.9
Asian	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Filipino	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Hispanic	31	22.6	28	32.1	28	28.6	6.0	-3.5	31	19.4	28	32.1	23	60.9	41.5	28.8
Indochinese	0	-	1	-	1	-	-	-	0	-	1	-	1	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	1	-	2	-	-	-	0	-	1	-	2	-	-	-
White	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Multiracial	8	-	7	-	4	-	-	-	8	-	7	-	4	-	-	-
English Learner	15	20.0	19	10.5	15	6.7	-13.3	-3.8	15	6.7	19	26.3	13	46.2	39.5	19.9
English-Speaking	50	30.0	51	37.3	47	38.3	8.3	1.0	49	26.5	51	43.1	41	51.2	24.7	8.1
Reclassified†	6	-	0	-	6	-	-	-	6	-	0	-	6	-	-	-
Initially Eng. Speaking	44	25.0	51	37.3	41	34.1	9.1	-3.2	43	20.9	51	43.1	35	42.9	22.0	-0.2
Econ. Disadv.*	65	27.7	54	20.4	56	30.4	2.7	10.0	64	21.9	54	29.6	48	50.0	28.1	20.4
Non-Econ. Disadv.	0	-	16	62.5	6	-	-	-	0	-	16	68.8	6	-	-	-
Gifted	11	27.3	12	50.0	4	-	-	-	11	36.4	12	66.7	4	-	-	-
Not Gifted	54	27.8	58	25.9	58	29.3	1.5	3.4	53	18.9	58	32.8	50	46.0	27.1	13.2
With Disabilities	5	-	0	-	0	-	-	-	5	-	0	-	9	-	-	-
WO Disabilities	60	30.0	63	33.3	54	35.2	5.2	1.9	59	23.7	63	42.9	54	50.0	26.3	7.1
Homeless	3	-	5	-	15	6.7	-	-	3	-	5	-	4	-	-	-
Foster	3	-	0	-	0	-	-	-	3	-	0	-	0	-	-	-
Military	3	-	4	-	2	-	-	-	3	-	4	-	2	-	-	-

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

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



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

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	58	15.5	64	20.3	60	20.0	4.5	-0.3	58	12.1	64	18.8	58	29.3	17.2	10.5
Female	23	26.1	35	28.6	28	21.4	-4.7	-7.2	23	26.1	35	14.3	26	30.8	4.7	16.5
Male	35	8.6	29	10.3	32	18.8	10.2	8.5	35	2.9	29	24.1	32	28.1	25.2	4.0
African American	21	9.5	25	20.0	27	22.2	12.7	2.2	21	14.3	25	16.0	26	26.9	12.6	10.9
Asian	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Filipino	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Hispanic	31	19.4	30	23.3	28	14.3	-5.1	-9.0	31	9.7	30	20.0	27	22.2	12.5	2.2
Indochinese	1	-	1	-	0	-	-	-	1	-	1	-	0	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
White	0	-	1	-	0	-	-	-	0	-	1	-	0	-	-	-
Multiracial	4	-	7	-	5	-	-	-	4	-	7	-	5	-	-	-
English Learner	19	5.3	15	0.0	12	0.0	-5.3	0.0	19	0.0	15	0.0	11	0.0	0.0	0.0
English-Speaking	39	20.5	49	26.5	48	25.0	4.5	-1.5	39	17.9	49	24.5	47	36.2	18.3	11.7
Reclassified†	7	-	6	-	7	-	-	-	7	-	6	-	7	-	-	-
Initially Eng. Speaking	32	18.8	43	25.6	41	22.0	3.2	-3.6	32	18.8	43	23.3	40	32.5	13.7	9.2
Econ. Disadv.*	58	15.5	63	19.0	53	17.0	1.5	-2.0	58	12.1	63	17.5	51	25.5	13.4	8.0
Non-Econ. Disadv.	0	-	1	-	7	-	-	-	0	-	1	-	7	-	-	-
Gifted	14	28.6	13	46.2	9	-	-	-	14	28.6	13	30.8	9	-	-	-
Not Gifted	44	11.4	51	13.7	51	11.8	0.4	-1.9	44	6.8	51	15.7	49	24.5	17.7	8.8
With Disabilities	8	-	0	-	0	-	-	-	8	-	0	-	4	-	-	-
WO Disabilities	50	18.0	59	22.0	54	22.2	4.2	0.2	50	14.0	59	20.3	54	29.6	15.6	9.3
Homeless	5	-	11	9.1	3	-	-	-	5	-	11	9.1	3	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	4	-	4	-	0	-	-	-	4	-	4	-	0	-	-	-

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

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





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

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	65	36.9	50	40.0	58	37.9	1.0	-2.1	65	20.0	50	18.0	58	31.0	11.0	13.0
Female	33	36.4	23	56.5	30	43.3	6.9	-13.2	33	21.2	23	26.1	30	26.7	5.5	0.6
Male	32	37.5	27	25.9	28	32.1	-5.4	6.2	32	18.8	27	11.1	28	35.7	16.9	24.6
African American	31	38.7	22	36.4	20	40.0	1.3	3.6	31	19.4	22	9.1	20	25.0	5.6	15.9
Asian	2	-	0	-	0	-	-	-	2	-	0	-	0	-	-	-
Filipino	1	-	1	-	0	-	-	-	1	-	1	-	0	-	-	-
Hispanic	27	25.9	24	45.8	32	37.5	11.6	-8.3	27	11.1	24	25.0	32	34.4	23.3	9.4
Indochinese	1	-	1	-	1	-	-	-	1	-	1	-	1	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
White	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Multiracial	2	-	2	-	5	-	-	-	2	-	2	-	5	-	-	-
English Learner	13	7.7	9	-	9	-	-	-	13	0.0	9	-	9	-	-	-
English-Speaking	52	44.2	41	46.3	49	42.9	-1.3	-3.4	52	25.0	41	22.0	49	34.7	9.7	12.7
Reclassified†	9	-	6	-	15	53.3	-	-	9	-	6	-	15	46.7	-	-
Initially Eng. Speaking	43	39.5	35	40.0	34	38.2	-1.3	-1.8	43	23.3	35	14.3	34	29.4	6.1	15.1
Econ. Disadv.*	65	36.9	43	41.9	54	38.9	2.0	-3.0	65	20.0	43	20.9	54	29.6	9.6	8.7
Non-Econ. Disadv.	0	-	7	-	4	-	-	-	0	-	24	50.0	4	-	-	-
Gifted	17	64.7	13	84.6	12	50.0	-14.7	-34.6	17	52.9	13	46.2	12	41.7	-11.2	-4.5
Not Gifted	48	27.1	37	24.3	46	34.8	7.7	10.5	48	8.3	37	8.1	46	28.3	20.0	20.2
With Disabilities	9	-	0	-	0	-	-	-	9	-	0	-	5	-	-	-
WO Disabilities	56	41.1	44	45.5	53	41.5	0.4	-4.0	56	23.2	44	20.5	53	32.1	8.9	11.6
Homeless	2	-	11	9.1	15	6.7	-	-2.4	2	-	11	9.1	7	-	-	-
Foster	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Military	4	-	5	-	2	-	-	-	4	-	5	-	2	-	-	-

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

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

**APPENDIX B****TITLE I PARENT INVOLVEMENT POLICY**



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

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*Johnson Magnet School for STEM*  
**TITLE I PARENT INVOLVEMENT POLICY**  
**2018-2019**

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

Johnson has developed a written Title I parental involvement policy with input from Title I parents. The policy is reviewed on an annual basis with input from stakeholder groups from the school site. The revised policy is then distributed to the families of the students within the first two months of the school year.

It has distributed the policy to parents of Title I students. The policy is distributed on or before the first school wide Open House event.

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 Johnson, 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. Parents are invited to a meeting each year to define what the Title I Program is and how being a Title I school affects funding and other resources on site. Parents are informed of their rights to ask for meetings, information regarding school progress and about the best ways to communicate with staff on campus.
- Johnson Magnet School for STEM will provide a flexible number of meetings to allow for parent involvement. These meetings will be scheduled by the school in the languages appropriate for the parent groups attending the meeting. Topics covered during the meetings will include:
  - Improving communication between the school and home;
  - Discussing current student assessment data and student progress
  - Providing information about school and district resources for student academic improvement.
  - Evaluating the effectiveness of the school's parent involvement policy to increase parent participation in Title I activities
  - Communicating with Staff
  - Providing training programs to help parents support and work with their children at home and at school.

- 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. Parents are invited to committee meetings where these topics are discussed.
- The school provides parents of Title I students with timely information about Title I programs. Parents are notified about Title I programs during parent meetings throughout the school year. The Title I parent involvement meeting at the beginning of the year is the first of these meetings on campus.
- 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 notified annually of individual student assessment results by the Assessment Services Department. Information is available in several languages.
- 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. Parental input from the parent meetings and training sessions will be shared with the School Site Council (SSC) to provide a responsive manner to involve parents in the planning, review and decision-making process for improvement of student achievement.

### **School-Parent Compact**

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

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

Johnson Magnet for STEM develops the policy with Title I parent input and distributes the policy to Title I parents within the first two months of the school year, usually at Open House.

### **Building Capacity for Involvement**

Johnson Magnet for STEM 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. This can happen at various types of venues on campus including parent teacher conferences, parent meetings or via newsletters.
- The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement. Parents are invited to workshops where they can get information to help their children. These meetings can be hosted by site teachers, site administration or by the District parent center by invitation of the school site.
- With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners. This happens at the parent workshops which are usually offered on a monthly basis.
- The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children. We coordinate with the district parent center to offer workshops for parents and offer our parent room as a place where parents can get information or volunteer at the school site for parental involvement in service of learning.
- 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. Every attempt is made to contact and communicate with parents in the language of the parents.

- The school provides support for parental involvement activities requested by Title I parents. Parents are asked what services or classes they would like to have on site to help them in educating their children. These ideas are then taken and implemented as the need arises and when the resources are available.

**Accessibility**

- Johnson Magnet for STEM provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents can understand. Translation services and facilities with wheelchair access are used for parent meetings so that parents and other stakeholders can participate in school activities to their fullest potential.

**APPENDIX C**

**HOME/SCHOOL COMPACT**



## HOME/SCHOOL COMPACT 2018-2019

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

### SCHOOL/STAFF RESPONSIBILITIES

#### **Johnson Magnet School will:**

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet California's CCSS student achievement standards as follows: Johnson Magnet School follows state standards in providing a well-balanced curriculum to address the needs of all students. Several initiatives have been put in place to support teaching and learning, responsive professional development, and using CCSS standards to support a balanced curriculum. The staff plans collaboratively in grade level teams to provide cohesive instruction within grade levels and throughout the school.
2. Discuss this Home School Compact early in the year at parent meetings such as Back to School Night and/or Parent Coffees. Staff will hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Official conferences will be scheduled twice during the school year (at the end of the first and second trimesters).
3. Provide parents with frequent reports on their child's progress. Standards Based Reports will be formally distributed at the end of each trimester.
4. Provide parents reasonable access to staff.
5. Welcome and encourage parents to express concerns and ask questions. Parents may request a meeting with any member of the staff. Teachers are available to meet with parents before and after school. In addition, teachers as well as parents may request a conference as needed.
6. Provide parents with opportunities to volunteer, participate in their child's class, and observe classroom activities. Parents are encouraged to volunteer throughout the year. A parent/volunteer room is designated to support different activities for parents in support of teaching and learning at Johnson. There are other scheduled activities throughout the year to support parental involvement. These include *Parent Chats*, *Family Fridays*, and *STEM Curriculum Nights*.



## **PARENT RESPONSIBILITIES**

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

- Ensuring my child is at school every day on time, rested and ready to go.
- Contacting the school when my child is absent to clear absence with the attendance clerk. I understand that there are only certain absences that are excused according to the State of California. Everything else is unexcused.
- Making certain that homework is complete.
- Monitoring the amount of television time my child watches.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my child's education.
- Working collaboratively with staff to support the academic, emotional, and social success of my child and all Johnson children. This promotes the quality of being a positive citizen amongst all students.
- Promoting positive use of my child's extracurricular time.
- Enforcing my child's compliance with the dress code of the school and district.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school and/or the school district either received from my child, school website, U.S. mail, email, phone calls, text and responding as appropriate.
- Serving, to the extent possible, on advisory groups such as the School Site Council, the District Advisory Council for Compensatory Education, The English Learner Advisory Committee, School Advisory groups, Site Governance Team or the Lincoln Cluster meetings; Instructional Leadership Team.

## **STUDENT RESPONSIBILITIES**

**We, as students, will share the responsibility to improve our academic & social standards and work to achieve or exceed CCSS.**

I will:

- Respect myself, my schoolmates, my teachers and all adults on campus.
- Follow all school, bus and classroom rules.
- Complete my homework every day and ask for help when I need it.
- Come to school on time prepared to learn.
- Stay informed about my own learning and education.
- Read at least 30 minutes every day outside of school time.
- Be on task and actively participate in the daily class learning objectives.
- Know, live and uphold the words of the Johnson Pledge.
- Come dressed properly in the school uniform.
- Give my parents or guardian all notices and information received by me from my school on the day they are given to me.

- Represent myself as a proud member of Johnson Magnet School and the school community at large.

**APPENDIX D**

**TITLE I/MPP BUDGET ALLOCATIONS SUMMARY GRID**

School	Resource	Account	ACT DESC	Job Code Title	Values Sum of Projected (Budget) FTE	Sum of Projected (Budget) Dollar Amount	
Johnson Elementary	09800	1189	Retired Clsrm Teacher Hrly			\$ 6,000.00	
		1192	Prof&Curriclm Dev Vist Tchr			\$ 2,000.00	
		3000	Employee Benefits			\$ 1,631.20	
		4301	Supplies			\$ 1,268.00	
		5801	Consultants <=\$25K			\$ 3,200.00	
		5841	Software License			\$ 20,000.00	
		5853	Contracted Svcs Less Than \$25K			\$ 16,000.00	
		<b>09800 Total</b>				<b>\$ 50,099.20</b>	
	30100	1157	Classroom Teacher Hrly				\$ 500.00
		1170	Prof&Curriclm DevHrlyClsrmTchr				\$ 3,000.00
		1189	Retired Clsrm Teacher Hrly				\$ 8,000.00
		1192	Prof&Curriclm Dev Vist Tchr				\$ 10,000.00
		2101	Classroom PARAS	Classroom Asst	0.3750	\$ 9,421.13	
		2236	Health Prsni PARAS	Health Technician	0.4000	\$ 13,647.20	
		2404	Guidance/Attendance Asst	Guidance Asst	0.1225	\$ 3,488.56	
		3000	Employee Benefits			\$ 20,781.84	
		4301	Supplies			\$ 34,570.00	
5209		Conference Local			\$ 1,000.00		
5721		Interprogram Svcs/Duplicating			\$ 500.00		
5733	Interprogram Svcs/Paper			\$ 1,500.00			
	5735	Interprogram Svcs/Field Trip			\$ 1,500.00		
	<b>30100 Total</b>			<b>0.8975</b>	<b>\$ 107,908.73</b>		
30103	2281	Other Support Prsni PARAS Hrly				\$ 400.00	
	2455	Tech Professional OTBS Hrly				\$ 200.00	
	3000	Employee Benefits				\$ 170.46	
	4304	Inservice supplies				\$ 908.00	
	5209	Conference Local				\$ 200.00	
	<b>30103 Total</b>				<b>\$ 1,878.46</b>		

**APPENDIX E**

**2018-19 SPSA ASSESSMENT AND EVALUATION**

**SINGLE PLAN FOR *STUDENT* ACHIEVEMENT**

**EVALUATION AND ASSESSMENT SURVEY SUMMARY**

**School Name:** Johnson Elementary  
*TYPE OR PRINT*

ANALYSIS OF SCORES FOCUS AREA	NOTES/ACTION/DECISIONS	
MAXIMIZING INSTRUCTIONAL TIME	We will continue to collect and make data public so it can be used to help students succeed. Staff wants to continue the student supports we have/learn how to better systemize our data protocols for better planning.	
CLOSING THE ACHIEVEMENT GAP	We want to improve our Tier 1 instruction, work to improve our small group Tier 1 & 2 small group work, use our pullout/coaching/volunteers better to allow student learning to accelerate.	
PROFESSIONAL DEVELOPMENT	Teachers want to continue being a part of the Professional Development plan. We will continue using our grade level/school wide time together to monitor student achievement. We will use ILT/SGT/SSC to week decisions.	
GRADUATION/PROMOTION	We will continue to select and monitor target students on each classroom for strengths/needs. We will develop school wide assessments to make sure students are on track for next grade level for graduation. We want all students to have choices in order to be college/career ready.	
PARENT ENGAGEMENT  Scores 4's & 5's	Parents felt that there are multiple opportunities for them to be involved, but many more need to take advantage of it (Parent education meetings, Parent Teacher Conferences, Curriculum Nights. Wonderings: How to get more parents on committees. We want to keep/enhance current partnerships.	