

THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT JOHNSON ELEMENTARY SCHOOL

2014-16

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:

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
- Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
- Home/School Compact

Board Approval: June 23, 2015



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.



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

**2014-2016 (2 YEAR) SINGLE PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES**

SCHOOL NAME: Johnson Elementary

DUE March 13, 2015

SITE CONTACT PERSON: Tracey Jenkins-Martin

PHONE: 619-344-4900

FAX: 619-344-4949

E-MAIL ADDRESS: tjenkins-martin@sandi.net

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

- Quality Education Investment Act (QEIA)
- Title I Schoolwide Programs (SWP)
- Program Improvement (PI)
- Y1 Y2 Y3 Y4 Y5x Y5+

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 PRESENTATION TO SSC:

- English Learner Advisory Committee (ELAC) Date of presentation: 3/6/2015
- Community Advisory Committee for Special Education Programs (CAC) Date of presentation: _____
- Gifted and Talented Education Program Advisory Committee (GATE) Date of presentation: _____
- Site Governance Team (SGT) Date of presentation: _____
- Other (list): Literacy Night Date of presentation: 3/13/15

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: 3/13/2015

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.

Tracey Jenkins-Martin
Type/Print Name of School Principal

[Signature]
Signature of School Principal

3/13/2015
Date

Tauheedah Robinson
Type/Print Name of SSC Chairperson

[Signature]
Signature of SSC Chairperson

3/13/2015
Date

Shirley Wilson
Type/Print Name of Area Superintendent

[Signature]
Signature of Area Superintendent

3/19/15
Date

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

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SINGLE PLAN FOR STUDENT ACHIEVEMENT: INTRODUCTION

EC Section 64000 requires schools and districts that receive state and federal or other applicable funding through the district's Con App process to prepare a SPSA for any recipient school. The SPSA is a blueprint to improve the academic performance of all students to the level of the performance goals, including both the Academic Performance Index (API) and the Adequate Yearly Progress (AYP) measures.

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

Both 2014-15 and 2015-16 are addressed in this Single Plan for Student Achievement (SPSA) document. The nation's movement toward Common Core State Standards (CCSS) is reflected in changes to instructional practices as well as the way in which academic progress is measured. SDUSD has been proactive implementing CCSS as well as piloting Smarter Balanced Assessment (SBAC), the standardized testing developed to measure academic progress associated with CCSS. Additionally, SDUSD has developed internal benchmark assessments for CCSS.

The contents of this SPSA include the 2014-15 SSC approved categorical budget. The work toward approving the 2014-15 categorical budget was completed in the spring of 2014 in preparation for the 2014-15 school year. This document is contained in the appendix and has been updated to address the 2014-15 academic environment and academic goals. The rationales for each expense are identified in the budget.

SCHOOL VISION AND REALITY

Johnson Elementary school culture will be one in which acknowledges and works toward the goal of academic growth for all students. It is a culture that has high expectations for learning, social behavior and the physical learning environment.

The ideal state for Johnson students is one which 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. The Johnson staff is and will continually monitor each of these areas regularly so that we are cognizant of our areas of need. Our reality is that we are constantly working to improve in these areas to make Johnson the best educational environment for our students.

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
Grades K-3 with CSR:	1:22
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. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are:

Cycle I (August-November) - How do we develop an academic, social and physical environment worthy of our children?

Cycle 2 (November -February) - How do we create classrooms that are alive with collaborative conversations?

Cycle 3 (February - April) - How do we create the learning conditions that maximize the potential that is within the variability of all learners?

Cycle 4 (April - June) - How do we develop students that take an active stance in their own learning and the learning of others?

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

PROGRAM IMPROVEMENT SCHOOLS YEARS 4 AND 5 (+)

The four areas our site has chosen to work on are: Quality teaching, quality leadership, parent engagement and valuing diversity to make equity a reality. These areas will be supported through: site professional developments, professional learning communities, district supported trainings in cultural proficiency, continued support through NCUST for the site principal (funding allowing), daily monitoring of student needs and student achievement by classroom teachers and other support staff.

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 API and AYP 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 as documented on the Recommendations and Assurances page.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Tracey Jenkins-Martin	Principal
Theodora Long	Classroom Teacher
Tauheedah Robinson	Classroom Teacher
Casey Hickenbottom	Classroom Teacher
Gloria Parson	Other School Personnel
Hugh Palmer	Parent
Kelly Algeo	Parent
Kurt Carmody	Parent
Daisy Rios Ruby	Parent
Frederick Green	Parent

Area 1: English/Language Arts**English/Language Arts SMART Goal:**

* By 06/15/2016, 58 % of Johnson Elementary Students will meet Common Core grade-level standards on site-developed/identified common formative assessments

Closing the Gap SMART Goal:

* By 06/15/2016, 55 % of Johnson Elementary Black or African American, Students will meet Common Core grade-level standards on site-developed/identified common formative assessments

* By 06/15/2016, 45 % of Johnson Elementary English Learner, Students will meet Common Core grade-level standards on site-developed/identified common formative assessments

WHAT DATA DID YOU USE TO FORM THESE GOALS?

API AYP CAHSEE CELDT Other Interim Assessments End-Of-Course Exams

Other Assessments (Please Specify):

Staff members will use: end of unit tests, writing samples, teacher generated tests, running records, anecdotal notes, and collaboration meetings in order to monitor student progress.

Progress and Growth Monitoring:

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

Cycle I(August-November) - How do we develop an academic, social and physical environment worthy of our children?

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Cycle 3 (February - April) - How do we create the learning conditions that maximize the potential that is within the variability of all learners?

Cycle 4 (April - June) - How do we develop students that take an active stance in their own learning and the learning of others?

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

Area 2: Mathematics

Mathematics SMART Goal:
 * By 06/15/2016, 60 % of Johnson Elementary Students will meet Common Core grade-level standards on site-developed/identified common formative assessments

Closing the Gap SMART Goal:
 * By 06/15/2016, 48 % of Johnson Elementary English Learner, Students will meet Common Core grade-level standards on site-developed/identified common formative assessments
 * By 06/15/2016, 60 % of Johnson Elementary Black or African American, Students will meet Common Core grade-level standards on site-developed/identified common formative assessments

WHAT DATA DID YOU USE TO FORM THESE GOALS?

API AYP CAHSEE CELDT Other Interim Assessments End-Of-Course Exams

Other Assessments (Please Specify):

Staff members will use: end of unit tests, writing samples, teacher generated tests, anecdotal notes, and collaboration meetings in order to monitor student progress.

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

Area 3: English Learner

English Learner SMART Goal:
 * By 06/15/2016, 70 % of Johnson Elementary English Learner, Grade 1-5, Students will grow one proficiency level in ELD on site-developed/identified common formative assessments

Closing the Gap SMART Goal:

WHAT DATA DID YOU USE TO FORM THESE GOALS?

API
 AYP
 CAHSEE
 CELDT
 Other
 Interim Assessments
 End-Of-Course Exams

Other Assessments (Please Specify):

Teacher records, ELD standards.

Progress and Growth Monitoring:

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

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

Area 4: Graduation/Promotion Rate

Graduation Rate SMART Goal:
 * By 06/15/2016, 50 % of Johnson Elementary Grade 03, Students will meet Common Core grade-level standards on site-developed/identified common formative assessments

Closing the Gap SMART Goal:

WHAT DATA DID YOU USE TO FORM THESE GOALS?

API AYP CAHSEE CELDT Other Interim Assessments End-Of-Course Exams

Other Assessments (Please Specify):

DRA, site based and end of unit assessments in ELA and Mathematics.

Progress and Growth Monitoring:

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

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Cycle 4 (April - June) - How do we develop students that take an active stance in their own learning and the learning of others?

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

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

* By 06/15/2016, 90 % of Johnson Elementary Parents/Guardians will participate in 2 school events to support their child's learning in Parent and Community Engagement

Targeted Population:

All parents of students in Preschool through 5th grade. We will focus on increasing parent participation of students in 3rd through 5th grades.

What data did you use to form these goals?:

Sign in sheets

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

- All teachers will use the units of study in English Language Arts, ELA Framework and California grade level standards in designing and differentiating instruction.
- Every English Learner will receive 30 minutes of SELD instruction four times a week based upon language proficiency level and will continue to receive language development that is integrated and supported throughout the day.
- Teachers will provide balanced literacy instruction including daily guided reading.
- 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 and Thinking Maps to support student understanding
- All English learners will be assessed using CELDT and the Express Assessment from the SELD curriculum.
- 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

Strategic Support (Tier 2)

- Extended learning time (as funding permits) will be provided to address specific student needs as identified through teacher, grade level and site analysis.
- Targeted additional small flexible group instruction will be used to address specific needs in literacy
- Teachers will make a home contact i.e. progress report, phone call, home visit to discuss the progress of their at risk student. This is 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.

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- 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 guided reading 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.
- 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 monthly check in with at risk students
- Support by Support staff and Power Team (if available) to address literacy needs of students who are two or more years below proficiency.
- Speech and language pathologist will provide supplemental support to English learners with language needs.
- Psychologist will push into class, observe and collaborate with classroom teacher to assist with differentiating instruction based on student need.

SUPPLEMENTAL SUPPORTS

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Position Guidance Asst,	0.1225	\$3,453.89	0157-30100-00-2404-3110-0000-01000-0000	Title I Basic Program	01, 02, 03, 04, LCFF 1	Direct student service support for students not meeting grade level and or attendance standards
Position Inschool Resource Tchr,	0.6000	\$48,163.20	0157-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	01, 03, LCFF 1, LCFF 3	Support for English Learners; PD Support for teachers. Content support for STEM
Position Inschool Resource Tchr,	0.4000	\$32,108.80	0157-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	01, 02, 03	Support professional development to improve teaching and learning.
Conference Local	-	\$1,000.00	0157-30100-00-5209-1000-1110-01000-0000	Title I Basic Program	01, 02, LCFF 1, LCFF 3	Conferences to support academic progress for students
Supplies	-	\$15.00	0157-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	01, LCFF 2	Supplemental instructional supplies for academic support.
Prof&Curriclm Dev Vist Tchr	-	\$6,000.00	0157-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	01, 02, LCFF 1, LCFF 3	Collaboration time and monitoring meetings.
Conference Local	-	\$600.00	0157-30103-00-5209-2495-0000-01000-0000	Title I Parent Involvement	05, LCFF 1, LCFF 3	Conferences for parents to help their students achieve academically.
Tech Professional OTBS Hrly	-	\$200.00	0157-30103-00-2455-2495-0000-01000-0000	Title I Parent Involvement	01, 02, LCFF 3	Translation for parent meetings
Other Support Prsnl PARAS Hrly	-	\$200.00	0157-30103-00-2281-2495-0000-01000-0000	Title I Parent Involvement	01, 02, LCFF 3	Childcare for parent involvement meetings.
Inservice supplies	-	\$923.00	0157-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	05, LCFF 3	Supplies for parent involvement on campus, such as chart paper, writing utensils.

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Supplies	-	\$6,375.00	0157-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	01, 02, LCFF 2	Supplies for academic supports in ELA/Math such as journals, chart paper, manipulatives.
Classroom Teacher Hrly	-	\$2,000.00	0157-30106-00-1157-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	01, 02, LCFF 3	Hourly pay for teachers to plan and take part in parent PD/workshops.

Local Control Funding Formula Goals

Goal 1: Intervention Supports

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

Intervention Support Goal:

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.

Identified Need:

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.

Target Group:

Our target groups are students not meeting grade level standards.

Monitoring:

Staff will use multiple measures to monitor student progress including DRA and site and or district developed assessments.

Personnel Responsible:

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.

Goal 2: Classroom Supports

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

Classroom Support Goal

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.

Identified Need:

Target Group:

Target groups are students who are not meeting grade level standards.

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 DRA and other site developed assessments. Teachers will meet formally two-three times a year with the site administrator 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.

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:

DRA scores, site and district developed assessments.

Personnel Responsible:

Site administrator, classroom and support teachers, instructional committees

LCFF INTERVENTION SUPPORTS

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Position Library Asst,	0.2500	\$6,277.75	0157-09800-00-2231-2420-0000-01000-0000	LCFF Intervention Support	01, LCFF 2	Support student learning in the library.
Position Classroom Asst,	0.3750	\$9,253.13	0157-09800-00-2101-1000-4760-01000-0000	LCFF Intervention Support	01, 03, LCFF 1, LCFF 2	Support student learning in the classroom.

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Prof&Curriclm Dev Vist Tchr	-	\$9,800.00	0157-09800-00-1192-1000- 1110-01000-0000	LCFF Intervention Support	01, 02, 03, LCFF 3	To support English Learners via CELDT; Collaboration support for Common Core.
Classroom Teacher Hrly	-	\$6,188.00	0157-09800-00-1157-1000- 1110-01000-0000	LCFF Intervention Support	01, 02, 03, LCFF 1	Afterschool tutoring- Spring
Contracted Svcs Less Than \$25K	-	\$5,000.00	0157-09800-00-5853-1000- 1110-01000-0000	LCFF Intervention Support	01, LCFF 3	Continued coaching/PD support for classroom teachers via California Reading and Literacy Project.

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. Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
- B. Home/School Compact
- C. Categorical Budget Allocations Summary Grid (*provided by Financial Planning, Monitoring and Accountability Department*)
- D. 2014-15 SPSA Addendum
- E. Professional Development Expenditures for Program Improvement and Watch List Schools Only

APPENDIX A

**TITLE I PARENT INVOLVEMENT POLICY
OR
PARENT INVOLVEMENT POLICY
FOR NON-TITLE I SCHOOLS**
(Provided by the School Site)



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

Johnson Magnet School for STEM
TITLE I PARENT INVOLVEMENT POLICY
2015-2016

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 hear about 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 monthly meetings will be scheduled by the school in languages appropriate for the parent groups. 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 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 B**HOME/SCHOOL COMPACT**

(Provided by the School Site)



HOME/SCHOOL COMPACT 2015-2016

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 achieve CCSS.

I will:

- Respect myself, my schoolmates, 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 C**CATEGORICAL BUDGET ALLOCATIONS SUMMARY GRID**
(Provided by Financial Planning, Monitoring and Accountability Department)

San Diego Unified School District
 Site: 0157 Johnson Elementary
 As of Date 04-10-2015
 Extended Summary

Name	30100 Title I Basic Program		30103 Title I Parent Involvement		30106 Title I Supplmnt Prog Imprvmnt	
	FTE	TOTAL	FTE	TOTAL	FTE	TOTAL
		120,683.00		2,016.00		8,680.00
		120,683.29		2,016.20		8,679.60
		(0.29)		(0.20)		0.40
Certificated Salaries / Monthly	1.00	80,272.00	-	-	-	-
2040 Inschool Resource Tchr	1.00	80,272.00	-	-	-	-
Classified Salaries / Monthly	0.12	3,453.89	-	-	-	-
6425 Guidance Asst	0.12	3,453.89	-	-	-	-
Certificated Salaries		6,000.00		-		2,000.00
1157 Classroom Teacher Hrly		-		-		2,000.00
1192 Prof&Curriclm Dev Vist Tchr		6,000.00		-		-
Classified Salaries		-		400.00		-
2281 Other Support Prsnl PARAS Hrly		-		200.00		-
2455 Tech Professional OTBS Hrly		-		200.00		-
Employee Benefits		29,942.40		93.20		304.60
Books and Supplies		15.00		923.00		6,375.00
4301 Supplies		15.00		-		6,375.00
4304 Inservice supplies		-		923.00		-
Services and Other Operating		1,000.00		600.00		-
5209 Conference Local		1,000.00		600.00		-

APPENDIX D

2014-15 SPSA ADDENDUM

Johnson Elementary

Area Goals for 2014-15 SY	
English Language Arts:	By 07/21/2015, 54.32 % of Johnson Elementary Students will meet Common Core grade-level standards on site-developed/identified common formative assessments. By 07/21/2015, 50.8 % of Johnson Elementary Black or African American, Students will meet Common Core grade-level standards on site-developed/identified common formative assessments. By 07/21/2015, 42.88 % of Johnson Elementary English Learner, Students will meet Common Core grade-level standards on site-developed/identified common formative assessment
Mathematics	By 07/21/2015, 58.32 % of Johnson Elementary Students will meet Common Core grade-level standards on site-developed/identified common formative assessments. By 07/21/2015, 48.32 % of Johnson Elementary English Learner, Students will meet Common Core grade-level standards on site-developed/identified common formative assessments. By 07/21/2015, 56.08 % of Johnson Elementary Black or African American, Students will meet Common Core grade-level standards on site-developed/identified common formative assessments
English Language Development	By 07/19/2015, 80 % of Johnson Elementary Students, Grade 1-5, English Learner will grow one proficiency level in ELD on site-developed/identified common formative assessments.
Graduation/Promotion Rate	By 07/21/2015, 40.8 % of Johnson Elementary Grade 03, Students will meet Common Core grade-level standards on site-developed/identified common formative assessments.
Parent Involvement and Community Engagement	By 07/21/2015, 90 % of Johnson Elementary Parents/Guardians will participate in 2 school events to support their child's learning in Parent and Community Engagement.

Academic Program Description:	The budget listed below is supplemental to the base program. Please see the base program model in the following pages.
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* The following categorical budget was approved by the 2013-14 SSC for the 2014-15 SY and does not take into account budget transfers since board approval.

Name	30100 Title I Basic		30103	30106 Title		Rationale
	FTE	TOTAL	FTE	TOTAL		
		133,760.00		9,557.00		
2040 Inschool Resource Tchr	0.90	72,243.90	-	-		Works with students to improve student achievement in literacy and math within the content of Science.
2605 School Counselor	0.20	15,422.20	-	-		Instrumental in working with students and their parents in areas of attendance and emotional/social needs to support academic achievement.
6425 Guidance Asst	0.12	3,476.18	-	-		Assists the counselor in working with students, teachers and parents in the areas of attendance and emotional needs to support academic achievement.
1170 Prof&Curriclm DevHrlyClstrmTchr		2,200.00		-		Used to provide time for teachers to plan professional development opportunities for parents.
1192 Prof&Curriclm Dev Vist Tchr		3,672.00		8,487.00		Works in support of teachers in order to provide time for collaboration time, planning and monitoring meetings.
Employee Benefits		29,573.72		1,069.36		Mandated costs
4301 Supplies		5,672.00		-		To support student achievement. Items include chart paper, journals,
5209 Conference Local		1,500.00		-		Provide learning opportunities for staff to increase student student

2014-15 Elementary Core

TEACHER ALLOCATIONS:

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

Grades K-3:	1:25.5
Grades K-3 with CSR:	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 TECHNICIAN

Allocation is based on projected enrollment and managed centrally.

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

APPENDIX E

**PROFESSIONAL DEVELOPMENT EXPENDITURES FOR PROGRAM
IMPROVEMENT
& WATCH LIST SCHOOLS ONLY**



APPENDIX E

School Name: Johnson Elementary

SINGLE PLAN FOR STUDENT ACHIEVEMENT

2015-16 PROFESSIONAL DEVELOPMENT EXPENDITURES FOR PROGRAM IMPROVEMENT & WATCH LIST SCHOOLS ONLY

Enter Total Allocation: Resource 30100	\$120,683.00
Enter Total Allocation: Resource 30106	\$8,680.00
Sum or Resources 30100 & 30106	\$129,363.00
10% allocation needed for PD	\$12,936.30

Please check one: Watch List Year 1 Year 2 Year 3 Year 4 Year 5 Year 5+

Note: All schools in Program Improvement must set aside a minimum of 10% of their Title 1 allocation for Professional Development.

Resource	Acct	Description of how funds reserved for PD will be used to remove the school from PI status	Amount
<input checked="" type="checkbox"/> 30100 <input type="checkbox"/> 30106	1192	Collaboration time and monitoring meetings.	\$6,000.00
<input checked="" type="checkbox"/> 30100 <input type="checkbox"/> 30106	5209	Conferences to support academic progress for students	\$1,000.00
<input checked="" type="checkbox"/> 30100 <input type="checkbox"/> 30106	1109	Support professional development to improve teaching and learning.	\$32,108.00
<input type="checkbox"/> 30100 <input type="checkbox"/> 30106			\$0.00
<input type="checkbox"/> 30100 <input type="checkbox"/> 30106			\$0.00
Total Allocated - Must be at least 10% of the sum of 30100 and 30106			\$39,108.00
10 % allocation has been met			YES