

# THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

## AT JOHNSON ELEMENTARY SCHOOL

**2022-23**

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
- Parent & Family Engagement Policy
- School Parent Compact

**Board Approval: *October 25, 2022***

**SAN DIEGO UNIFIED SCHOOL DISTRICT**

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

**2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT**

RECOMMENDATIONS AND ASSURANCE

SCHOOL NAME: Johnson Elementary PHONE: (619) 344-4900 FAX: (619) 344-4949  
 SITE CONTACT PERSON: Dr. T. Jenkins-Martin 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):

- Title I Schoolwide Programs (SWP)       CSI School       ATSI School

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

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

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

- |   |                                       |
|---|---------------------------------------|
| <input checked="" type="checkbox"/> English Learner Advisory Committee (ELAC)                       | Date of presentation: <u>10/10/22</u> |
| <input type="checkbox"/> Community Advisory Committee for Special Education Programs (CAC)          | Date of presentation: _____           |
| <input checked="" type="checkbox"/> Gifted and Talented Education Program Advisory Committee (GATE) | Date of presentation: <u>10/6/22</u>  |
| <input type="checkbox"/> Site Governance Team (SGT)   | Date of presentation: _____           |
| <input checked="" type="checkbox"/> Other (list): <u>Staff meeting</u>                              | Date of presentation: <u>9/20/22</u>  |

1. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
2. The site plan composition is rooted in thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
3. The site plan or revisions to the site plan were adopted by the SSC on: 9/17/22

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

Dr. Tracey Jenkins-Martin  
Type/Print Name of School Principal

[Signature] 10/6/2022  
Signature of School Principal / Date

Jose Arroyo  
Type/Print Name of SSC Chairperson

[Signature] 10/06/22  
Signature of SSC Chairperson / Date

TBA meeting will be held on 10/16/22  
Type/Print Name of ELAC Representative

\_\_\_\_\_  
Signature of ELAC Representative / Date

Bruce Bivins  
Type/Print Name of Area Superintendent

[Signature] 10/6/22  
Signature of Area Superintendent / Date

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

*me October 7th 2022*

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## **SCHOOL PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY**

### **PURPOSE AND DESCRIPTION**

This School Plan for Student Achievement fulfills the requirements of a Title I School wide Program and a Comprehensive Support and Intervention school. This School Plan for Student Achievement includes goals and strategies that will improve student achievement, increase attendance, and decrease suspension rates. The goal is to cultivate a safe, supportive, and collaborative learning environment for all stakeholders.

The mission of the Johnson Magnet School for Science, Technology, 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 continue to evolve and grow 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 learning goals as they are more rigorous in nature. Our major ethnic populations are Hispanic Latino and African American. We will monitor all of our student groups but will keep a close eye on our English Learners and our General Education students with Individual Education Plans (IEP's). 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 as these two subject areas help with success in all content areas.

### **PURPOSE AND DESCRIPTION (ESSA REQUIREMENTS)**

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

1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms & District - with Equity at the Core and Support for the Whole Child
2. Access to Broad and Challenging Curriculum
3. Accelerating Student Learning With High Expectations for All
4. Quality Leadership, Teaching and Learning
5. Parent and Community Engagement with Highly Regarded Neighborhood Schools that Serve Students, Families, and Communities

### **ENGAGING EDUCATIONAL PARTNERS**

At Johnson, our community engaged in a collaborative process in developing the SPSA. We involve our school community stakeholders' input to make sure that we have a cohesive and strong educational partnership. In 2021-2022, stakeholders were involved in the 2022-2023 budget development

## Johnson Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

process via multiple meeting opportunities to dialogue and solicit input. These included SGT, SSC/ELAC, and the staff and parent meetings which were held throughout the year.

- May 5, 2022- SSC/ELAC gave input and approved 2022-2023 Title 1 and CSI budgets.
- October 10, 2022 ELAC/GATE and Title 1 Parent Meeting- October 10, 2022
- April/May 2022- SSC/SGT/School Grade level Teams gave input and approved 2022-2023 SPSA.

### RESOURCE INEQUITIES

Our school community stakeholder groups examined several data points including: CAASPP, the California Dashboard, California Healthy Kids Survey, California Parent Survey, and site data. The information included within previous SPSAs was also used as a data source of information.

### Multiyear Summative Assessment Results

Year	ELA	Math
2018-2019	39.2%	32.3%
2020-2021	42^%	29.1%

Data analysis for Johnson students in grades 3 through 5 indicates overall growth in English Language Arts (ELA) but not in Mathematics. The Johnson staff has had intensive coaching in the areas of teaching foundational skills in literacy with our partnership with the California Reading and Literacy Project (CRLP). This relationship continued in the 2021-2022 school year and includes professional development and feedback to teachers and grade levels based on classroom visits. Based on the mathematics data, we will equalize the time spent between ELA and math to raise our students' understanding of mathematical concepts and increase their mathematic performance.

Based on the academic trends, it was decided that teachers needed more time in Professional Learning Committees (PLC's) and that students needed more opportunities for afterschool assistance from teachers. Allocations within the 2022-2023 budget were used to allow teachers to meet multiple times a month for the SPSA for 2022-2023 will continue to focus on providing support for teachers to provide time for analyzing classroom data regularly for ELA and Math. This will provide time for teachers to better plan, use class information to create student instructional groups, and think about what they need to do instructionally to accelerate student achievement. Additionally, teachers will use school and district purchased support programs to support and monitor student progress.

The 2019 California Dashboard showed inequities in the areas of chronic absenteeism and suspension rates (both red). The school teaching and support staff have worked extensively and intentionally to reduce both areas. The office and teaching staff will work collaboratively and closely with the principal, school counselor, guidance assistant, the Tariq Khamisa Mentor, and San Diego State University Healthy Early Years (HEY) Program to monitor attendance, academic and social emotional needs.

There will be regular communication with families to ensure that students are in school. The teaching staff, office staff along with the guidance assistant, school counselor, and the Tariq Khamisa Foundation (TKF) on site mentor, will be working closely with students and their families to give necessary support to ensure that students come to school on time ready to learn and have the skill set to work through emotional issues so that they stay at school. The school site continues to work with the SDSU HEY to support primary students in grades TK-5 to support social emotional learning. These supports were brought together to increase attendance at school and decrease time outside of the classroom.

The ESL assistant supports student groups in the classroom to support English Language Acquisition with the goal of reclassification by grade 3. Increasing parent engagement and strengthening the home-school relationships with families are two important goals at Johnson. In addition to our Tiger Team Talks and Content School Events. Through all of these efforts, the Johnson School Community wants to ensure that the school is a safe and welcoming place for students, staff, parents, and community members. Methods of involving parents during online learning will include virtual opportunities to engage with the school site and personnel.

**SCHOOL SITE COUNCIL MEMBERSHIP**

<b>Member Name</b>	<b>Role</b>
Tracey Jenkins-Martin	Principal
Theodora Long	Classroom Teacher
Tessa Castillo	Classroom Teacher
Frank Mbidi	Parent
Janet Staats	Classroom Teacher
Jose Arroyo	Parent
Kymerlee Reels	Community member
Ramon Stephens	Parent
Marie Saint Louis	Parent
Rosario Cintron	Other school personnel

**GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW****LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District****Call to Action Belief Statement**

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

Black Youth: Developing antiracist and restorative school communities.

**District LCAP Goals**

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

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

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

To support this goal, the school counselor, guidance assistant, or Tariq Khamisa Foundation mentor will facilitate: attendance groups, community circles, friendship groups, Place for Peace activities, and student meetings with individual or whole class groups for conflict resolution (attendance topics, home/community topics).

One or more members of the team will meet with the individual and or small groups of students to promote a safe and inclusive environment for all students.

The Principal, School Counselor, Grade level teams, Attendance Committee, and School Clerk will meet regularly to review attendance data. We will follow up with students/families to follow up and to promote positive attendance. Every trimester, students will be acknowledged for good and perfect attendance. Classrooms at each grade level with the best attendance will be acknowledged regularly. We will continue with Dr. Weber's Attendance Challenge for the 2022-23 school year if offered as an incentive for positive attendance and for little to no tardies to school. The importance of attending school every day and bell to bell attendance will also be included in school-to-home communication.



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The Johnson Staff will devote professional development time to supporting the whole child and their families, fostering resilient youth, and creating a trauma sensitive classroom and school environment. The staff will understand how their own experiences shape the actions and reactions to student behaviors. The staff will take time to build relationships with students in their own classrooms, but also get to know other students at varying grade levels through the Leader in Me Leadership Groups that we hope to reestablish this year.

The Staff also stated that socio-emotional learning is an important skill that is needed. Teachers have access to Second Steps- which is a program with lessons to teach students strategies to cope with emotions and working with others.

We will use what we learned in the previous school year to use technology as a tool to build more engaging classrooms and school environments. The intention is to keep Johnson as a place where students want to be at school every day and on time. We want to bring families into the school setting through academic and social functions at the school site to continue to build positive relationships. We will offer resources to families to help them so that students can be at school on time and daily. One example of this is our partnership with Primetime. The site administrator will look at the tardy and absentee rate for students, and those who have had a pattern of coming to school late have been offered morning Primetime slots. Primetime in the afternoon will also be offered again this school year.

### **\*Major Differences**

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

A safe working and learning environment continue to be areas that the staff, students and parents want to improve. We have increased the number of hours of our SDSU HEY counseling mentors and have stepped up the planning and training for Leader in Me program. The programs we have in place will continue with adjustments to meet the emotional needs of students.

### **\*Changes**

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

We added additional mental health counseling hours to support student social emotional health and to increase attendance.

### **\*Identified Need**

In 2021-2022, Hoonuit data showed that our overall Chronic Absenteeism rate was 57%. The overall attendance for the school year was 90.35%

#### **Chronic Absenteeism:**

The overall school chronic absenteeism rate at the end of 2021-2022: Chronically absent- 57% 25%, Nearly Chronic-7%; Trending Chronic-16%

## Johnson Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

### Suspension Rate:

Johnson did not have any in school or out of school suspensions in 2021-2022. We used the personnel on campus to help students manage their behavior and to redirect students toward more positive behavior outcomes.

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

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	TK-5	Decrease the overall school wide chronic absenteeism rate.	57%	25%	Attendance	Annually
June 2023	TK-5	Decrease the overall school wide suspension rate.	0%	2 percent or less	Suspension	Annually

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

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	TK-5	Black or African American	Decrease chronic absenteeism	58%	40.6%	Attendance	Annually
June 2023	TK-5	Black or African American	Decrease suspension rate	0%	2 percent or less	Suspension	Annually
June 2023	TK-5	English Learner	Decrease chronic Absenteeism	29%	20.3%	Attendance	Annually
June 2023	TK-5	Students with Disabilities	Decrease chronic absenteeism	29.5%	10%	Attendance	Annually
June 2023	TK-5	Homeless/Foster	Decrease chronic absenteeism	42.1%	29.47%	Attendance	Annually
June 2023	TK-5	Homeless/Foster	Decrease suspension rate	0%	2 percent or less	Suspension	Annually
June 2023	TK-5	Hispanic or Latino	Decrease chronic absenteeism	69%	48.3%	Attendance	Annually
June 2023	TK-5	Hispanic or Latino	Decrease suspension rate	7% (2019)	2 percent or less	Suspension	Annually
June 2023	TK-5	Socioeconomically Disadvantaged	Decrease chronic absenteeism	21.7%	15.1%	Attendance	Annually

## Johnson Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2023	TK-5	Socioeconomically Disadvantaged	Decrease suspension rate	0%	2 percent or less	Suspension	Annually
June 2023	TK-5	Students with Disabilities	Decrease suspension rate	0%	2 percent or less	Suspension	Annually

### Supporting Black Youth - Additional Goals

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

### Strategy/Activity 1

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

All students will be served by this strategy including: English Learners, Hispanic or Latino, African American, Students with Disabilities, Foster and Homeless Students.

#### \*Strategy/Activity - Description

To support this goal, the school counselor, guidance assistant or TKF mentor, and SDSU HEY Counselor will facilitate activities such as: attendance groups, community circles, friendship groups, Place for Peace activities, meetings with individual or whole class groups for conflict resolution (attendance topics, home/community topics).

One or more members of the team will meet with individual students and or small groups of students to promote a safe and inclusive environment for all students.

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The Principal, School Counselor, Grade level groups, Attendance Team, and the School Attendance Clerk, will meet regularly to review attendance data. We will follow up with students/families to recognize and promote positive attendance. Students will be acknowledged regularly for good and perfect attendance.

Classrooms at each grade level with the best attendance will be acknowledged regularly. If offered, we will continue to promote Dr. Weber's Attendance Challenge as an incentive for positive attendance and little to no tardies to school.

The importance of attending school every day and bell to bell attendance will also be included in school-to-home communications with families. Our partnership with DEEP (Diamond Educational Excellence Partnership) works with the school to develop strong habits of positive school attendance, parent involvement, and literacy.

The Johnson Staff will be devoting professional development time to learn about and help with developing the traits of resiliency with our students. In creating trauma-sensitive classrooms and school environments. The staff will understand how their own experiences shape the actions and reactions to student behaviors. The staff will take time to build relationships with students in their classrooms to create a sense of belonging and empathy towards others.

We are building more engaging classroom practices and school environments intending to encourage students to want to be in the school setting daily and on time. We want to bring families into the school setting through academic and social functions held by the school to continue to build positive relationships. They will be offered virtually and in person. We are also offering resources to families to help them so that students can be at school on time and daily. One example of this is our partnership with Primetime.

The site administrator will continue to look at the tardy and absentee rates for students. Those who have had a pattern of coming to school late have been offered morning Primetime slots. Primetime in the afternoon will be offered to more parents as space allows. Additionally, we will create methods for students and teachers to communicate with our counselors and our mental health partners through Google Forms to streamline the process of receiving assistance or giving information.

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F01571N	Guidance Asst	0.12250	\$4,221.96	\$5,794.98	0157-30100-00-2404-3110-0000-01000-0000	Title I Basic Program	[no data]		Guidance assistant will support individual and small group sessions around SEL and attendance
N01574H	Consultants <=\$25K		\$7,000.00	\$7,000.00	0157-09800-00-5801-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		SDSU Hey Contract for mental health services to support social emotional health for students

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N0157D1	Contracted Svcs > \$25K		\$27,216.00	\$27,216.00	0157-09800-00-5100-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		This organization works with individual and classes of students on social emotional topics and restorative practices
N0157D7	Contracted Svcs Less Than \$25K		\$17,000.00	\$17,000.00	0157-31820-23-5853-1000-1110-01000-0000	ESSA Schl Imp (CSI) Funding	[no data]		Tariq Khamisa contract to support student social emotional needs and restorative practices

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

In order to support a safe and collaborative atmosphere school staff will:

- Work on student engagement practices (for example; teachers will explore questions in the 5 Dimensions of teaching).
- Use PLC time to plan for best first instruction to attend to the needs of individual learners.
- Provide supports and make adjustments to lessons for students as they navigate the grade level curriculum.
- Use formative assessments with summative assessments to regularly monitor students.
- Continue professional development on fostering student resiliency and trauma sensitive classrooms.
- Establish and grow a culture within the teaching staff where all teachers are responsible for the social, emotional and academics for all students (EL's, Foster, Students with Disabilities).
- Examine how we can accelerate student learning with specific goals for each student.
- Provide time for Preschool and Special education support staff to participate in PLC's and PD's.
- Ensure that English Learners are provided with Integrated and Designated ELD time every day.
- Implement Social Emotional program school wide- Second Steps/TKF/SDSU HEY.
- Continue school wide assemblies and daily morning announcements to promote a positive school culture and recognize excellence.
- Improve communication for example by: providing time for teachers to make positive phone calls home and for meeting with selected student mentees for check ins. Use Class Dojo daily as a regular means of communication for families with the classroom teacher.
- Use social media and other forms of communication to establish and maintain positive communication with families (Class Dojo, Webpage, Tiger Talk Mondays, etc.).

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

### **Call to Action Belief Statements**

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

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

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

**Students with Disabilities: Ownership:** Principals, teachers, and support staff take ownership of all their students, including students with disabilities.  
**Access:** Students with disabilities are general education students first and should have access to a meaningful course of study. **Instruction:** All teachers will design instruction and create learning environments that meet students' individualized learning needs.

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

### **District LCAP Goals**

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

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

**\*Analysis**

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

To support ELA during the 2021-2022 school year, district resources were used to provide visiting teachers to the school site to provide classroom assistance to primary classrooms and to support Learning Labs. Regular meeting times were provided for PLCs (Professional Learning Communities) and for professional learning.

Teachers worked in collaboration to analyze student work and record data, design lessons and formative assessments based upon this data, strengthen Tier 1 instruction and design supports for both at grade level and for struggling students.

Professional learning also included support from the California Reading and Literacy Project (CRLP) to support classroom teachers and feedback sessions to improve reading for students in grades TK-3. The partnership with the Diamond Educational Excellence Partnership also offered Literacy Supports for families after school and during the summer.

Lead teachers at Johnson will support phonics/phonemic awareness coaching in SIPPS. Monetary resources were also used to purchase instructional materials to support guided reading and reading across the curriculum Pre-K through grade 5.

Outcomes/Effectiveness

	FAST Reading-Risk Levels
3 <sup>rd</sup> grade	High Risk (32.6%) Some (27.9%) Low (27.9%) Advanced (11.6%)
4 <sup>th</sup> grade	High Risk (21.1%) Some (24.1%) Low (20.7%) Advanced (13.8%)
5 <sup>th</sup> grade	High Risk (36.7%) Some (23.3%) Low (20%) Advanced (20%)

**\*Major Differences**

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

As a school identified as a Comprehensive School Improvement site, we have directed additional funds in order for teachers to have more PLC time to collaborate, plan, monitor student data and observe instruction on campus (virtually or in person).

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As a Focus School, the Diamond Educational Excellence Partnership will continue to support primary literacy via walkthroughs (virtually or in person) and professional development for teachers in reading comprehension strategies. Johnson will also receive a Literacy Coach this school year to help support students in the Literacy Block and support Guided Reading Groups.

The Literacy Support Coach along with trained CRLP substitutes helped to support the work in Tier 2 interventions. Preschool, UTK and Kindergarten teachers were trained in Heggerty literacy curriculum. This curriculum was introduced to students during the last trimester of 2021-2022 and will start right at the beginning of the school year in 2022-2023.

### **\*Changes**

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

District goals is to have students reading at grade level by the end of second grade. We also have a literacy resource coach this school year to support coaching and small group work. The Classroom Assistant will work more hours (funded by our DEEP Partners) to support the Tier 2 Literacy work in the primary classrooms.

The Arts Education Program (AEP) is scheduled to continue during the 2022-2023 school year to provide regular opportunities for teachers to meet in PLC and students the opportunity to additional instruction in the arts. The Elevo Program is new in the 2022-2023 school year and will offer an additional opportunity for grade level teachers to examine student work, plan for next best teaching and model best practices for each other. I Ready Assessments will be one measure used to measure the BOY, MOY and EOY goals.

### **\*Identified Need - English Language Arts**

Analysis of the latest FAST a Reading Data (Spring 2022), the percentage of students in low risk or advanced reading group is a combined 44.3%. We will continue to support our students by focusing on targeted small group instruction strategies during our adult professional development time. During professional learning times, we will focus on: Planning for strong Tier 1 instruction based upon teacher observation of student learning and assessments, increasing academic speaking and writing opportunities for students, providing designated ELD time and continuing to become more proficient in using the new adopted Benchmark Literacy and Heggerty Curriculum.

Each classroom teacher will closely monitor and plan for English Language Learners, African American and Hispanic/Latino students to ensure that they are making and accelerating (when possible) their academic progress.

To support ELA, professional learning will include: looking at trends and have discussions regarding next steps, share strategies that work with colleagues, how to foster resiliency and stamina within students, examining, noticing, and naming reading behaviors students are doing to plan for individual and groups of students, monitoring assessment data.

The PLC procedures and routines will be uniform so that students do not miss learning opportunities.



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<b>*Goal 2 - English Language Arts</b>							
<b>By Date</b>	<b>Grade</b>	<b>Objective</b>	<b>Baseline Percentage</b>	<b>Target Percentage</b>	<b>Measure of Success</b>	<b>Frequency</b>	
June 2023	3	Increase the percentage of students meeting and exceeding grade level standards on the I Ready Reading end of year assessment.	43% on F & P	50%	Other (Describe in Objective)	Annually	
June 2023	4	Increase the percentage of students meeting and exceeding grade level standards on the I Ready Reading end of year assessment.	73%	78%	Other (Describe in Objective)	Annually	
June 2023	5	Increase the percentage of students meeting and exceeding grade level standards on the I Ready Reading end of year assessment.	48%	58%	Other (Describe in Objective)	Annually	
June 2023	3-5	Increase the percentage of students meeting and exceeding grade level standards.	42.6%	53%	CAASPP ELA	Annually	
<b>*Annual Measurable Outcomes (Closing the Equity Gap) English Language Arts</b>							
<b>By Date</b>	<b>Grade</b>	<b>Student Group</b>	<b>Objective</b>	<b>Baseline Percentage</b>	<b>Target Percentage</b>	<b>Measure of Success</b>	<b>Frequency</b>
June 2023	3-5	Black or African American	Increase the percentage of students meeting and exceeding grade level standards on I Ready.	54%	60%	Other (Describe in Objective)	EOY Assessment
June 2023	3-5	Hispanic or Latino	Increase the percentage of students meeting and	32%	40%	Other (Describe in Objective)	EOY Assessment

## Johnson Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

			exceeding grade level standards on I Ready				
June 2023	3-5	English Learner	Increase the percentage of students meeting and exceeding grade level standards on I Ready	10%	20%	Other (Describe in Objective)	EOY Assessment
June 2023	3-5	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards	6%	20%	CAASPP ELA	Annually
June 2023	3-5	Black or African American	Increase the percentage of students meeting and exceeding grade level standards	50%	60%	CAASPP ELA	Annually
June 2023	3-5	Hispanic or Latino	Increase the percentage of students meeting and exceeding grade level standards	30.62%	40%	CAASPP ELA	Annually
June 2023	3-5	English Learner	Increase the percentage of students meeting and exceeding grade level standards	9.52%	20%	CAASPP ELA	Annually

**\*Identified Need - Math**

Analysis of the 2022 Spring DEMI data shows overall, students grades 3-5 show relative strength in the areas of Application (50%) and Knowledge (58%). The DEMI assessment showed that Communication is improving (45%), but still an area in need of support.

We will support our students by focusing on developing numeracy skills, reading for information and developing opportunities for students to demonstrate proficiency in performance task skills which will include writing and explaining their mathematical thinking.

During professional learning we will focus on: Planning for strong Tier 1 instruction, increasing academic speaking opportunities for students. To support mathematics, professional learning will include: looking at trends, having vertical and horizontal grade level discussions regarding next steps,

## Johnson Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

sharing strategies that work with colleagues, how to foster resiliency and stamina within students, examining, noticing, and naming the mathematical practices students are doing in order to plan for the needs of their students.

We will also request and schedule coaching time with the district math coach to work with grade levels to strengthen the instructional practices in math.

### \*Goal 3 - Mathematics

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	Increase the percentage of students showing evidence of strength and proficiency in the area of Communication.	45%	55%	DEMI	Fall and Spring Assessment
June 2023	3-5	Increase the percentage of students meeting or exceeding grade level standards.	29%	40%	CAASPP Math	Annually

### \*Annual Measurable Outcomes (Closing the Equity Gap) - Math

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	English Learner	Increase the percentage of students showing evidence of strength and proficiency in the area of Communication.	42%	50%	DEMI	Annually
June 2023	3-5	Black or African American	Increase the percentage of students showing evidence of strength and proficiency in the area of Communication.	44%	55%	DEMI	Annually
June 2023	3-5	Hispanic or Latino	Increase the percentage of students showing evidence of strength and proficiency in the area of Communication.	39%	48%	DEMI	Annually

## Johnson Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2023	3-5	Students with Disabilities	Increase the percentage of students showing evidence of strength and proficiency in the area of Communication.	33%	42%	DEMI	Annually
June 2023	3-5	English Learner	Increase the percentage of students meeting or exceeding grade level standards.	4.76%	25%	CAASPP Math	Annually
June 2023	3-5	Black or African American	Increase the percentage of students meeting or exceeding grade level standards.	34.38%	50%	CAASPP Math	Annually
June 2023	3-5	Hispanic or Latino	Increase the percentage of students meeting or exceeding grade level standards.	24.49%	48%	CAASPP Math	Annually
June 2023	3-5	Students with Disabilities	Increase the percentage of students meeting or exceeding grade level standards.	11.76%	25%	CAASPP Math	Annually

### \*Identified Need - English Learners

The percentage of English Learners who are meeting proficiency on the CAASSP for ELA and math assessments are at 9.52% and 4.76% respectively. As a staff we need to recognize this reality and do more specialized small group work with our English Learners to make sure they are achieving and excelling. We have bright and hardworking students and we need to give them opportunities to read, write, listen and speak throughout the school day. Professional Developments will support teachers in meeting the needs of English Learners on a daily basis. We will use our PLC time, district literacy and math coaches to strengthen our practice.

### \*Goal 4 - English Learners

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	English Learner	Have the reclassification rate for students who meet the qualifications to reclassify at 100%	80%	100%	Reclassification Rates	Annually

**\*Identified Need - Graduation/Promotion Rate**

Students who are reading at grade level by the end of third grade have a greater chance at success in their future educational and social endeavors. We will monitor students regularly on formal and summative assessments given throughout the year to make sure every student is making progress. Literacy was chosen as an area of focus because reading is a skill needed to be successful in all of the content areas.

We will also be creating lessons and opportunities for students to express themselves in talk and writing in the area of mathematics. This will assist them on the DEMI Assessment and help to prepare students for the rigorous math expectations in middle and high school.

**\*Goal 5- Graduation/Promotion Rate**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3rd	Increase the percentage of students reading at or above grade level.	44.73%	55%	CAASPP ELA	Annually
June 2023	5th	Increase the percentage of students reading at or above grade level as measured by the Fountas and Pinnell assessment or other site/district assessment.	45.45%	55%	CAASPP ELA	Annually
June 2023	K-5	To increase the attendance rate to 93% as measured on the Cumulative Attendance Report.	90.35%	93%	Other (Describe in Objective)	Annually
June 2023	K-5	To maintain low to no out of school suspension rate as reported in PowerSchool.	0%	2 percent or below.	Other (Describe in Objective)	Annually

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<b>*Annual Measurable Outcomes (Closing the Equity Gap) - Graduation/Promotion Rate</b>							
<b>By Date</b>	<b>Grade</b>	<b>Student Group</b>	<b>Objective</b>	<b>Baseline Percentage</b>	<b>Target Percentage</b>	<b>Measure of Success</b>	<b>Frequency</b>
June 2023	3-5	English Learner	Increase the percentage of students reading at or above grade level.	9.5%	20%	CAASPP ELA	Annually
June 2023	3-5	Black or African American	Increase the percentage of students reading at or above grade level.	50%	60%	CAASPP ELA	Annually
June 2023	3-5	Hispanic or Latino	Increase the percentage of students reading at or above grade level.	30.6%	40%	CAASPP ELA	Annually
June 2023	3-5	Students with Disabilities	Increase the percentage of students reading at or above grade level.	5.9%	20%	CAASPP ELA	Annually
June 2023	UTK-5	Black or African American	Increase the percentage of students attending school as measured by district data.	44%	60%	Other (Describe in Objective)	Annually
June 2023	UTK-5	Hispanic or Latino	Increase the percentage of students attending school as measured by district data.	37%	50%	Other (Describe in Objective)	Annually

## Johnson Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2023	UTK-5	Students with Disabilities	Increase the percentage of students attending school as measured by district data.	25%	50%	Other (Describe in Objective)	Annually
June 2023	UTK-5	English Learner	Increase the percentage of students attending school as measured by district data.	42%	60%	Other (Describe in Objective)	Annually

### Strategy/Activity 1

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

All students at the school will benefit from this strategy/activity in the area of English Language Arts, specifically the following subgroups: African American, Hispanic/Latino, English Learners, Students with Disabilities and Homeless/Foster Youth.

In 2022, 88 % of our student population is eligible for Free and reduced lunch. All of the students in the above groups will be closely monitored individually and as groups to make sure that the supports needed are provided in 2022-2023.

#### \*Strategy/Activity - Description

Professional learning will be supported this year via professional developments, professional learning communities and monitoring meetings. Teachers will work collaboratively during regular professional learning opportunities while participating in their grade level goal work.

To strengthen ELA, professional learning will include two main areas of study in the 2022-2023 school year: supporting students in small group instruction and increasing literacy skills across the curriculum (in Math, PE, Visual and Performing Arts, Science and Social Studies).

Within these ELA professional learning opportunities teachers will:

- Increase their knowledge base for classroom teachers in reading and language instruction
- Strengthen Tier 1 instruction
- Purposefully plan for their classroom of students
- Use small group instruction to support all readers
- Design Formative Assessments to monitor student learning and adjust lesson plans when needed

## Johnson Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

- Incorporate what we have learned in our professional developments in trauma sensitive classrooms, fostering resiliency and the California Reading and Literacy Project
- Give numerous opportunities each day for student talk (engaging within the lesson).
- Notice and name reading behaviors to assist students to get to the next step in their reading
- Design standard based Learning Targets connected closely to the learning activities provided
- Tutoring may be provided to students before or after school.
- Have a concrete understanding of the success criteria needed to show mastery of the learning targets.

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F01571O	Classroom Asst.	0.37500	\$11,565.75	\$15,874.91	0157-30100-00-2101-1000-4760-01000-0000	Title I Basic Program	[no data]		Small group instruction focusing on literacy skills.
N0157C	Supplies		\$33,886.00	\$33,886.00	0157-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]		supplemental supplies such as classroom books, chart paper, student materials etc.,
N0157G	Interprogram Svcs/Field Trip		\$2,000.00	\$2,000.00	0157-30100-00-5735-1000-1110-01000-0000	Title I Basic Program	[no data]		academic field trips such as EIS
N015717	Supplies		\$549.00	\$549.00	0157-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Supplemental supplies such as classroom books, chart paper etc. for literacy
N015750	Software License		\$7,000.00	\$7,000.00	0157-30106-00-5841-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Supplemental software such as Raz-Kids, Reading A-Z and Achieve 3000 to support reading skills.
N01575H	Supplies		\$14,746.00	\$14,746.00	0157-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Supplemental supplies such as classroom books, chart paper for literacy and math
N01575K	Interprogram Svcs/Paper		\$1,000.00	\$1,000.00	0157-09800-00-5733-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Paper for duplication of consumable books (SIPPS) and other materials



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N01578N	Classroom Teacher Hrly		\$15,000.00	\$18,571.50	0157-30100-00-1157-1000-1110-01000-0000	Title I Basic Program	[no data]		Tutoring support for students before or after school supporting literacy skills.
N01578P	Interprogram Svcs/VAPA		\$13,440.00	\$13,440.00	0157-30100-00-5738-1000-1110-01000-1313	Title I Basic Program	[no data]		Visiting teachers for PLC meetings where teachers will gather to analyze student data and create common assessments and curriculum.
N0157AE	Prof&Curriclm DevHrlyClstrmTchr		\$3,000.00	\$3,714.30	0157-30100-00-1170-2140-0000-01000-0000	Title I Basic Program	[no data]		Visiting teachers for PLC meetings where teachers will gather to analyze student data and create common assessments and curriculum.
N0157CU	Non Clstrm Tchr Hrly		\$1,500.00	\$1,857.15	0157-30100-00-1957-2130-0000-01000-0000	Title I Basic Program	[no data]		Hourly time for ILT team to meet and monitor grade level student progress.
N0157D3	Prof&Curriclm Dev Vist Tchr		\$2,000.00	\$2,476.20	0157-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt	[no data]		Visiting Teachers for PLC meetings.
N0157D5	Supplies		\$60,815.00	\$60,815.00	0157-31820-23-4301-1000-1110-01000-0000	ESSA Schl Imp (CSI) Funding	[no data]		School wide supplies to support Math, ELD and Literacy instruction. In addition to classroom supplies for teachers and students such as whiteboards, sentence strips, etc.
N0157D6	Software License		\$625.00	\$625.00	0157-31820-23-5841-1000-1110-01000-0000	ESSA Schl Imp (CSI) Funding	[no data]		Software to support instructional programs in literacy and math.

### Strategy/Activity 2

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

All students will be served.

#### \*Strategy/Activity - Description

Johnson is using the following strategies/activities:

- Small group instruction
- Lesson study
- Vertical and horizontal classroom visits at the school site

- Literacy strategies within mathematics so that students are able to read for detail and to discern what the questions are asking them to solve for. Students are also using their writing skills during their math lessons.
- Tutoring opportunities may be offered before or after school for students to get assistance.
- Formative and Summative assessments such as: Envision online and paper assessments, Site based assessments, DEMI assessment, I Ready, CAASPP assessment will be used to measure student growth.
- Monitoring of student progress to plan for next best instruction (whole or small group). Although all students will be monitored to ensure that each student has academic growth, Black and African American Students, Students with Disabilities, and English Learners will be closely watched to make sure that their learning is accelerated.

### **Strategy/Activity 3 -ELD Coaching Cycle**

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

All English Learners will benefit from these strategies.

#### **\*Strategy/Activity - Description**

- District will provide students with targeted small group support through a push-in integrated model.
  - The Integrated Model approach will build the educator's capacity in effective practices that support teaching practices and learning interactions and strategies to support English language development.
  - Job embedded coaching by the Site Literacy Resource Teacher will support the classroom educators in developing instructional practices and interactions to meet the needs of each language learner.
- Online professional development modules with iELD (integrated English Language)
- Direct instruction for how English works, direct instruction for comprehension activities, and participation activities will be implemented by the Office of Language Acquisition.
- Formative assessment data will be collected, analyzed, and feedback given to students.  
Professional development will also be offered to teachers across the district serving this English Learner group.  
The ESL Assistant will collaborate with the school administrator and classroom educators to analyze student data to prepare information to present to EL families.
- This information will be shared with school staff, ELAC (English Learner Advisory Committee), or SSC for parents to consult, provide feedback or advise

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<b>*Proposed Expenditures for this Strategy/Activity</b>									
<b>ID</b>	<b>Proposed Expenditures</b>	<b>FTE</b>	<b>Estimated Salary/Non Salary Cost</b>	<b>Total Estimated Salary With Benefits/Non Salary cost</b>	<b>Funding Source Budget Code</b>	<b>Funding Source</b>	<b>LCFF Student Group</b>	<b>Reference</b>	<b>Rationale</b>
F01571P	ESL Asst	0.43750	\$12,993.31	\$17,834.36	0157-30106-00-2101-1000-4760-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Small group instruction/small group support for English Language Development.
N01575N	Retired Clsrm Teacher Hrly		\$3,500.00	\$4,333.35	0157-09800-00-1189-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		ELPAC assessments
N01578I	Retired NonClsrm Tchr Hrly		\$100.00	\$123.81	0157-09800-00-1986-3160-4760-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		ELPAC assessment materials and testing
N0157D2	Retired Clsrm Teacher Hrly		\$5,000.00	\$6,190.50	0157-30100-00-1189-1000-1110-01000-0000	Title I Basic Program	[no data]		Small group instruction/small group support for Reading and Vocabulary Development.
	Supplies				0157-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All   Ref Id : N01575H	Supplemental supplies to support English Learners such as classroom books, journals, sticky notes, white boards, etc.

### Strategy/Activity 4

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

All students with disabilities will be served through these strategies.

#### \*Strategy/Activity - Description

At the beginning of the year, Ed Specialists contacted all teachers who have students with disabilities on their rosters to make sure they had a copy of their classroom IEPs and to discuss the goals each student has for the year. The Special Education team along with the site administrator meet on a regular basis to discuss progress and concerns that impact teaching and learning.

Education Specialists will plan with teachers during PLC and other agreed-upon time in the effort to calibrate and align instruction and expectations with the California Core State Standards along with the students' Individualized Educational Program (IEP). During the PLCs, the Education Specialist will analyze data alongside the classroom teacher and together they will focus on where and how differentiated instructional support can occur. Opportunities for paraprofessionals to attend trainings will be offered to improve the overall education experience for students with IEP's in the classroom.

Para educators will meet with the principal on a regular basis for the purpose of discussing operational and instructional topics. Student progress will be monitored monthly and on a more formal basis each trimester via measures such as Fountas and Pinnell, I Ready aReading, DEMI and site created assessments in literacy and math.

### **Strategy/Activity 5**

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

All of our Black Youth will be served by this strategy.

#### **\*Strategy/Activity - Description**

To support African American and Black Youth, Johnson will use the following strategies/activities:

- Use programs such I Ready reading and math program, Raz-Kids, Reading A-Z, Smarty Ants to support classroom instruction.
- Use Lesson study to improve instructional practice and examine the curriculum for culturally relevant curriculum
- Use vertical and horizontal classroom visits at the school site with a focus on this group of students
- Learn about and use literacy strategies across the curriculum so that students are able to read for detail and to discern what the questions are asking them to do in every content area.
- Tutoring opportunities will be offered before or after school for students to get assistance.
- Formative and Summative assessments such as: Envision online and paper assessments, Site based assessments, FAST assessments, I Ready, CAASSP assessment will be used to measure student growth
- Monitoring of student progress to plan for next best instruction (whole or small group). African American and Black Youth academics will be closely watched to make sure that their learning is accelerated.

<b>*Proposed Expenditures for this Strategy/Activity</b>									
<b>ID</b>	<b>Proposed Expenditures</b>	<b>FTE</b>	<b>Estimated Salary/Non Salary Cost</b>	<b>Total Estimated Salary With Benefits/Non Salary cost</b>	<b>Funding Source Budget Code</b>	<b>Funding Source</b>	<b>LCFF Student Group</b>	<b>Reference</b>	<b>Rationale</b>
N01575W	Prof&Curriclm Dev Vist Tchr		\$5,000.00	\$6,190.50	0157-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	[no data]		PD time for teachers to analyze data, create common assessments, and write curriculum.
	Conference Local				0157-30100-00-5209-1000-1110-01000-0000	Title I Basic Program	[no data]	LCAP 5: Family and Community Engagement with Highly Regarded Neighborhood Schools   Ref Id : N015728	Parents to go to conference such as AAAE to support Black Youth

**Strategy/Activity 6**

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

All students will be served through these strategies with a focus on the following subgroups: English Learners, Students with Disabilities, African American, and Hispanic/Latino.

**\*Strategy/Activity - Description**

An assessment calendar will be used so that common conversations about student progress can be held at Classroom monitoring and PLC meetings. Classroom teachers will receive training on the Fountas and Pinnell assessment in the Summer of 2021/2022 and training from the California Reading and Literacy Project (CRLP) in Summer 2022. This will enable staff members to have common conversations about student reading progress during meetings; and will allow teachers to have conversations with families about how their child is progressing as a reader.

PLC time will be structured so that the time is best used for: creating learning targets, virtual cross grade level visits, analyzing student work and improving instructional practice, planning for best first instruction for each student/student group.

CSI funds will support the needs of Johnson students and their families in academic social/emotional areas so that they are better able to attend to their classwork and homework. These may be parent workshops, student mentoring sessions and student one on one counseling/mentoring support.

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

**Call to Action Belief Statement**

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

**District LCAP Goals**

5. Family and Community Engagement with Highly Regarded Neighborhood Schools that Serve Students, Families, and Communities

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

**\*Analysis**

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

Johnson families participate in school activities such as Back to School Night, Open House, Spring STEM Fair, and Parent teacher conferences. To a lesser degree, parents participate in committees groups and volunteer in classrooms. This coming school year we will want to have parents participate more in our virtual and in person regular meetings, such as the Tiger Talk Mondays, the DEEP sponsored parenting classes, and 1000 books before Kindergarten.

We would like to increase parent involvement on a more regular basis so that the number of parents involved in decision making and the number of parents who are aware of all of the programs and offerings on campus and in the community increases.

Communication platforms such as Class Dojo help families to receive and send information regularly (instead of fliers which may get lost before they get home).

Since using Class Dojo regularly, the families that completed the California Healthy Kids Survey stated that they feel as though they are informed more about what is happening at the school site. Class Dojo also offers families the ability to translate the school's or teacher's messages in other languages.

**\*Major Differences**

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

We still plan to support family engagement via virtual parent meetings. It was more successful platform than in person meetings we have had in years' past. We will continue to offer both platforms in 2022-2023.

## Johnson Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

**\*Changes**

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

We have planned more events this school year that will build student agency and include parents. Students will demonstrate their leadership skills, their academic progress, discuss with parents their short and long term goals. By making the meetings more student oriented, we hope that more parents will be willing to participate. The Leader in Me program is one of the ways we will build student leadership and positive habits. We plan to apply to be a Lighthouse School this year.

**\*Identified Need**

We want as close to 100% as possible for parents to feel welcomed on campus and to be an active participant all year in the education of their students. We want parents to have all of the information they need to be an active part of the decision making process at the school site. Our parents' surveys show that more parents each year are participating in at least two activities a year.

**\*Goal 6- Family Engagement**

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	Other (Describe in Objective)	To increase the number of parents who believe the school allows input and welcomes contributions of parents as per the California Parent Survey	81%	90%	CAL - SCHLS (CSPS)

**\*Annual Measurable Outcomes**

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	Other (Describe in Objective)	CSPS-To increase the number of parents who believe the school actively seeks input of parents before making important decisions.	79%	90%	Other - Describe in Objective
June 2023	Other (Describe in Objective)	Will attend a virtual/in person school or class event as evidenced by meeting, committee or classroom event.	83%	95%	Other - Describe in Objective

**Strategy/Activity 1**

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

All participating families will be the recipients of this strategy work.

**\*Strategy/Activity - Description**

To increase parent input on decisions, we will provide multiple ways for parents to share their ideas including surveys and virtual meetings. During our big events and regular meetings, we will keep parents informed with the ways they can be involved. We will have the surveys ready at these events which may provide a bigger audience to respond to important topics. Translation services will be provided for meetings when requested.

The regular committee meetings will be announced and all will be invited to attend. To increase transparency and the knowledge of parents- we will include agenda information on public boards and in the binders in the front office and or on the school website.

We will continue to communicate with parents through letters, phone calls, virtual meetings, morning and afterschool announcements via various online platforms, the school website, sending fliers/letters home via School Messenger/Class Dojo with important event information, the school marquee and principal bulletins.

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N015728	Conference Local		\$600.00	\$600.00	0157-30100-00-5209-1000-1110-01000-0000	Title I Basic Program	[no data]		Registration and conference fees for parents such as AAAE or county student equity conf.
N01574Q	In-service supplies		\$606.00	\$606.00	0157-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Light refreshments such as coffee, juice, creamer, etc. for parent events and meetings. In addition, this will be used to purchase materials for our parent room such as markers, construction paper, paper, chart paper etc.
N01574Z	Software License		\$700.00	\$700.00	0157-30103-00-5841-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Software for parent engagement/essential visitors to volunteer and attend school functions
N01579K	Tech Professional OTBS Hrly		\$200.00	\$274.02	0157-30103-00-2455-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Childcare for parent events/meetings
N0157B1	Other Support Prsnl PARAS Hrly		\$200.00	\$274.02	0157-30103-00-2281-2495-0000-01000-0000	Title I Parent Involvement	[no data]		translation for parent events and meetings



## **APPENDICES**

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

## **APPENDIX A**

### **BUDGET SUMMARY**

# Johnson Elementary Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application (30100, 30103)	\$ 109,974
Total Federal Funds Provided to the School from the LEA for CSI (31820)	\$ 78,440
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (09800, 30100, 30103, 30106, 31820)	\$ 270,693

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I Supplemental (30106)	\$ 42,057
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]

Subtotal of additional federal funds included for this school (30106): \$ 42,057

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

State or Local Programs	Allocation (\$)
LCFF Intervention (09800)	\$ 40,222
[List state or local program here]	[\$[Enter amount here]]
[List state or local program here]	[\$[Enter amount here]]

Subtotal of state or local funds included for this school (09800): \$ 40,222

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$ 270,693

School	Resource Description	Job Code Title	Account Description2	Account Description	FTE	Budgeted Amount
Johnson Elementary	09800 LCFF Intervention Support	(blank)	1189 Retired Clsrm Teacher Hrly	Retired Clsrm Teacher Hrly	0	\$3,500.00
Johnson Elementary			1986 Retired NonClsrm Tchr Hrly	Retired NonClsrm Tchr Hrly	0	\$100.00
Johnson Elementary			3000 Benefits		0	\$857.16
Johnson Elementary			4301 Supplies	Supplies	0	\$549.00
Johnson Elementary			5100 Contracted Svcs > \$25K	Contracted Svcs > \$25K	0	\$27,216.00
Johnson Elementary			5733 Interprogram Svcs/Paper	Interprogram Svcs/Paper	0	\$1,000.00
Johnson Elementary			5801 Consultants <=\$25K	Consultants <=\$25K	0	\$7,000.00
Johnson Elementary		(blank) Total			0	\$40,222.16
Johnson Elementary	09800 LCFF Intervention Support Total				0	\$40,222.16
Johnson Elementary	30100 Title I Basic Program	Classroom Asst	2101 Classroom PARAS	Classroom PARAS	0.375	\$11,565.75
Johnson Elementary			3000 Benefits		0	\$4,309.16
Johnson Elementary		Classroom Asst Total			0.375	\$15,874.91
Johnson Elementary		Guidance Asst	2404 Guidance/Attendance Asst	Guidance/Attendance Asst	0.1225	\$4,221.96
Johnson Elementary			3000 Benefits		0	\$1,573.02
Johnson Elementary		Guidance Asst Total			0.1225	\$5,794.98
Johnson Elementary		(blank)	1157 Classroom Teacher Hrly	Classroom Teacher Hrly	0	\$15,000.00
Johnson Elementary			1170 Prof&Curriclm DevHrlyClsrmTchr	Prof&Curriclm DevHrlyClsrmTchr	0	\$3,000.00
Johnson Elementary			1189 Retired Clsrm Teacher Hrly	Retired Clsrm Teacher Hrly	0	\$5,000.00
Johnson Elementary			1192 Prof&Curriclm Dev Vist Tchr	Prof&Curriclm Dev Vist Tchr	0	\$5,000.00
Johnson Elementary			1957 Non Clsrm Tchr Hrly	Non Clsrm Tchr Hrly	0	\$1,500.00
Johnson Elementary			3000 Benefits		0	\$7,023.95
Johnson Elementary			4301 Supplies	Supplies	0	\$33,886.00
Johnson Elementary			5209 Conference Local	Conference Local	0	\$600.00
Johnson Elementary			5735 Interprogram Svcs/Field Trip	Interprogram Svcs/Field Trip	0	\$2,000.00
Johnson Elementary			5738 Interprogram Svcs/VAPA	Interprogram Svcs/VAPA	0	\$13,440.00
Johnson Elementary		(blank) Total			0	\$86,449.95
Johnson Elementary	30100 Title I Basic Program Total				0.4975	\$108,119.84
Johnson Elementary	30103 Title I Parent Involvement	(blank)	2281 Other Support Prsnl PARAS Hrly	Other Support Prsnl PARAS Hrly	0	\$200.00
Johnson Elementary			2455 Tech Professional OTBS Hrly	Tech Professional OTBS Hrly	0	\$200.00
Johnson Elementary			3000 Benefits		0	\$148.04
Johnson Elementary			4304 Inservice supplies	Inservice supplies	0	\$606.00
Johnson Elementary			5841 Software License	Software License	0	\$700.00
Johnson Elementary		(blank) Total			0	\$1,854.04
Johnson Elementary	30103 Title I Parent Involvement Total				0	\$1,854.04
Johnson Elementary	30106 Title I Supplmnt Prog Imprvmnt	ESL Asst	2101 Classroom PARAS	Classroom PARAS	0.4375	\$12,993.31
Johnson Elementary			3000 Benefits		0	\$4,841.05
Johnson Elementary		ESL Asst Total			0.4375	\$17,834.36
Johnson Elementary		(blank)	1192 Prof&Curriclm Dev Vist Tchr	Prof&Curriclm Dev Vist Tchr	0	\$2,000.00
Johnson Elementary			3000 Benefits		0	\$478.20
Johnson Elementary			4301 Supplies	Supplies	0	\$14,746.00
Johnson Elementary			5841 Software License	Software License	0	\$7,000.00
Johnson Elementary		(blank) Total			0	\$24,222.20
Johnson Elementary	30106 Title I Supplmnt Prog Imprvmnt Total				0.4375	\$42,056.56
Johnson Elementary	31820 ESSA Schl Imp (CSI) Funding	(blank)	4301 Supplies	Supplies	0	\$60,815.00
Johnson Elementary			5841 Software License	Software License	0	\$625.00
Johnson Elementary			5853 Contracted Svcs Less Than \$25K	Contracted Svcs Less Than \$25K	0	\$17,000.00
Johnson Elementary		(blank) Total			0	\$78,440.00
Johnson Elementary	31820 ESSA Schl Imp (CSI) Funding Total				0	\$78,440.00

## **APPENDIX B**

### **PARENT & FAMILY ENGAGEMENT POLICY**



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

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*Johnson Magnet School for STEM*

**TITLE I PARENT & FAMILY ENGAGEMENT POLICY 2022-2023**

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

Johnson Elementary has developed a written Title I parent & family engagement policy with input from Title I parents. Last fall an annual meeting was held to share with parents a description of the Title I program and its requirements. An open invitation was extended to parents to meet with the Principal to develop the Title 1 Parent Involvement Policy for Johnson Elementary School. Parents in attendance studied the template for the Policy and discussed the specifics regarding what should be included in the Policy. Through open discussion, parents and principal reached consensus as to the information to be included in the answer to each item.

It has distributed the policy to parents of Title I students.

- 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.
- School Messenger alerts parents that a document will be sent home.
- Email, School Messenger and ClassDojo messages sent home alerting parents that the document will be sent home.

**2.1 INVOLVEMENT OF PARENTS IN THE TITLE I PROGRAM**

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

- a) The school convenes an annual meeting, at a convenient time, to which all parents of participating children shall be invited to attend and encouraged to

attend, to inform parents and family members of their school's participation in the Title I program and to explain the requirements, and the right of the parents to be involved. (20 U.S.C. § 6318[c][1])

*[Briefly describe or list the activities the school will implement to address this requirement.]•*

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.

- Monthly SSC meetings are scheduled at a time convenient for parents to attend.
- Input on Title 1 Policy and programming main topic on SSC agenda.
- The School provides parents with timely information through the school bulletin boards, ClassDojo, school calendars, flyers, phone calls, marquee and website to advertise parent meetings.

b) The school offers a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parental involvement. (20 U.S.C. § 6318[c][2])

*[Briefly describe or list the activities the school will implement to address this requirement.]•*

The school convenes an annual meeting to inform parents of Title I students about Title 1 requirements and about the right of parents to be involved in the Title I program.

- Monthly SSC meetings are scheduled at a time convenient for parents to attend in person and on Zoom.
- Input on the Title 1 Policy are topics on SSC agenda in the opening meetings at the beginning of the year..

c) The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan. (20 U.S.C. § 6318[c][3])

*[Briefly describe or list the activities the school will implement to address this requirement.]*

- School Site Council Meetings

- Site Governance Team (SGT) meetings
- ELAC meetings
- Principal's Chats- (Tiger Talks)

d) The school provides parents of participating children with the following:

i. Timely information about the Title I program. (20 U.S.C. § 6318[c][4][A])

*[Briefly describe or list the activities the school will implement to address this requirement.]*●

The school offers a flexible number of meetings for Title I parents, such as meetings in the morning and evenings. Meetings on Zoom are held on various days of the week to support distance learning and Covid-19 restrictions. Some meetings are held during the school day or after school. Meeting times and days are based on parent input.

ii. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards. (20 U.S.C. § 6318[c][4][B])

*[Briefly describe or list the activities the school will implement to address this requirement.]*

- The school provides parents of Title I students with an explanation of the curriculum used at school, the assessments used to measure progress, and the proficiency levels students are expected to meet. Back to School Night, Parent/Teacher conferences and report cards are a few ways in which our school informs parents.

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



- Workshops are provided for parents focused on understanding Common Core Standards and the Smarter Balanced Assessment.
- The school provides parents with website resources for understanding Common Core Standards and Smarter Balanced Assessments.

iii. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. (20 U.S.C. § 6318[c][4][C])

*[Briefly describe or list the activities the school will implement to address this requirement.]●*

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. These parent meetings will be offered with opportunities for the formulation of parent suggestions. Responses to their suggestions will be reviewed in a timely fashion, if possible, by the next scheduled meeting.

- The school offers a flexible number of meetings for Title I Parents, such as meetings in the morning or after school.
- Some major assemblies for students are open for families to attend..
- SSC meetings are scheduled to accommodate parent schedules.
- Monthly Principal’s Chat- Tiger Talks
- Monthly Calendars with meeting announcements and information.
- School Messenger calls and emails (Class DoJo) with meeting announcements and information.

e) If the schoolwide program (SWP) plan is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency (LEA). (20 U.S.C. § 6318[c][5])

*[Briefly describe or list the activities the school will implement to address this requirement.]*

- The school provides parents with assistance in understanding the State’s academic content, standards, and assessments, and how to monitor and improve the achievement of their children.
- Workshops are provided for parents focused on understanding Common Core Standards and the Smarter Balanced Assessment.
- The school provides parents with website resources for understanding Common Core Standards and Smarter Balanced Assessments.

- The school promotes the importance of ongoing communication between parents and teachers though, 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.

## 2.2 BUILDING CAPACITY FOR INVOLVEMENT

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

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

*[Briefly describe or list the activities the school will implement to address this requirement.]*

- The school provides parents with assistance in understanding the State's academic content, standards, and assessments, and how to monitor and improve the achievement of their children.
- Workshops are provided for parents focused on understanding Common Core Standards and the Smarter Balanced Assessment.
- The school provides parents with website resources for understanding Common Core Standards and Smarter Balanced Assessments.
  - Parent Teacher conferences are held at multiple times during the school year.
- The school promotes the importance of ongoing communication between parents and teachers though, 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.

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

*[Briefly describe or list the activities the school will implement to address this requirement.]*

- As part of our Title 1 funding we set aside funds to buy needed materials for parent workshops
- Parents are provided workshops to support their children academically and socially.
- Parent Engagement office, SDSU Hey, the school, counselor have meetings on campus to support student academic and socio emotional needs.

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

*[Briefly describe or list the activities the school will implement to address this requirement.]*

- Teachers adhere to the district at-risk identification, intervention and support timelines
- The principal and teachers meet with parents when students are in academic jeopardy to put a plan in place to support them.
- The Johnson SPED and Student Support team meet regularly to discuss parent, teacher/staff and student concerns and needs.

When necessary, the principal and support staff, school nurse, counselor will reach out to parents to address any concerns. In addition, the school will provide opportunities for the participation of all Title 1 parents, including parents with limited English proficiency, parents with disabilities and parents of foster children.

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

*[Briefly describe or list the activities the school will implement to address this requirement.]*

- Johnson partners will with outside agencies to support parents such as SDSU HEY Diamond Educational Excellence Partnership (DEEP), Tariq Khamisa Foundation (TKF) Family engagement and UCSD mental health/Covid testing

- These partners provide wrap around instructional, academic and or health services for students, staff and parents.

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

*[Briefly describe or list the activities the school will implement to address this requirement.]*

Johnson uses Class Dojo for parent communication because it automatically translates messages in multiple languages. We also utilize district interpreters to support parent at meeting if requested

f) The school provides such other reasonable support for parental involvement activities under this section as parents may request. (20 U.S.C. § 6318[e][14])

*[Briefly describe or list the activities the school will implement to address this requirement.]*

Johnson makes every effort to give parent different entry points for when and how they can participate in their child's education, they are the following

1. SSC
2. ELAC (DELAC)
3. DAC
4. Volunteering in classroom or field trips
5. School Events (Back to School Night, STEM night)

### 2.3 ACCESSIBILITY

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

*[Briefly describe or list the activities the school will implement to address this requirement.]*

Johnson staff establishes relationships with parents to ensure that they are supported and have access to parent involvement opportunities. This creates a sense of belonging for our school community. It also helps us understand individual parent needs and are better able to support the requests parents have for their children's needs.

## **APPENDIX C**

### **SCHOOL PARENT COMPACT**



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

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**Title I School-Parent Compact (2022/23)**  
**Johnson Magnet School for STEM**

**2.4 School-Parent Compact**

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

- a) Describe the school’s responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I, Part A to meet the challenging state academic standards, as well as the ways in which each parent will be responsible for supporting their children’s learning; volunteering in their child’s classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time. (20 U.S.C. § 6318[d][1])

*[Briefly describe or list the activities the school will implement to address this requirement.]*

*Johnson Elementary* distributes to parents and family members a School-Parent Compact. This Compact, which has been jointly developed with parents and staff, outlines how parents, students and staff will share the responsibility for improved student academic achievement. This Compact describes specific ways stakeholders will partner to help children achieve the state’s high academic standards. This Compact addresses the following legally required items, as well as other items suggested by parents and family members of students.

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

- Johnson Elementary convenes annual meetings to inform parents about the right to be involved. This is usually done in connection with our school-wide parent meetings, Back to School night and online learning formats such as Class Dojo.
- Back to School Night and Parent Teacher Conferences and report cards are a few ways in which our school informs our parents about their student’s progress.

The school engages parents and family members to improve the achievement of their children in meaningful interactions with the school. This Compact supports a partnership among staff, parents and family members, and the community to improve student academic achievement. The school provides parents and family members with assistance in understanding the state’s academic content standards, assessments, and how to monitor and improve the achievement of their children via workshops, parent teacher conferences and the monthly parent Tiger Talk meetings.

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

*[Briefly describe or list the activities the school will implement to address this requirement.]*

The Johnson Staff hold parent-teacher conferences annually during which this compact will be discussed as it relates to the individual child’s achievement. We provide parents with frequent reports on their child’s progress and provides parents reasonable access to staff. In addition, access to staff, opportunities for parents and family members to volunteer and participate in their child’s class, and to observe classroom activities are ways parents can see the day to day learning happening on campus..

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

*[Briefly describe or list the activities the school will implement to address this requirement.]*

The school provides parents and family members with assistance in understanding the state’s academic content standards, assessments, and how to monitor and improve the achievement of their children in which ways?

- During Back to School Night, school staff provide an in-depth outline of what students will be learning during the year and the academic standards for students. Teachers demonstrate different assessments that will be administered during the year and explain that there will be multiple opportunities during the year to discuss student progress. Workshops are held for parents to help them navigate the standards and the results of the assessments so they can have an acute knowledge of how their child is doing in the classroom and how they can support at home.



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

*[Briefly describe or list the activities the school will implement to address this requirement.]*

Parents are encouraged to volunteer in the classroom, participate in meetings such as SSC, ELAC, DELAC, DAC or join their child on a field trip. Volunteer forms are sent out in the new year packet and collected from those who would like to volunteer. Parents know they are a big part of our students being successful. We want to support them at the school site, so they are able to support their children at home.

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

*[Briefly describe or list the activities the school will implement to address this requirement.]*

- Johnson Elementary convenes an annual meeting to inform parents about their rights to be involved in committees such as the: SSC, ELAC and SGT. This is usually done in connection with our Back to School nights. Johnson's Class Dojo, bulletin boards, monthly calendars, school newsletters, flyers, phone calls, marquee, and website are used to advertise parent meetings and training sessions offered at Johnson and off site, such as:
  - The school distributes information related to school and parent programs, meetings, and other activities to parents and guardians in a format and language that they can understand.
  - The school provides written and oral information to families in both Spanish and English. Translation is also provided to better serve our families.

## APPENDIX D

### DATA REPORTS

Data Reports: Attached Data comes from the ELA/Math Multi-year Demographic Summary found at: [https://itd.sandiegounified.org/it\\_resources/research\\_and\\_evaluation/my\\_school](https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school)

- Illuminate
- California Dashboard

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

# California Department of Education

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/ School Dashboard Additional Reports and Data

## Johnson Elementary (San Diego, CA) San Diego Unified

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Reporting Year:

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

[Pivot Data by StudentGroups](#)

### Student Group Report for 2019

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



**2016-2022 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Johnson**  
**All Grades Combined**

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
<b>Total</b>	184	29.3	180	29.4	155	36.1	130	39.2	101	42.6	13.3	3.4	184	26.1	170	36.5	155	30.3	130	32.3	103	29.1	3.0	-3.2
Female	94	35.1	93	33.3	76	39.5	59	44.1	46	47.8	12.7	3.7	94	26.6	90	35.6	76	26.3	59	32.2	46	28.3	1.7	-3.9
Male	90	23.3	87	25.3	79	32.9	71	35.2	55	38.2	14.9	3.0	90	25.6	80	37.5	79	34.2	71	32.4	57	29.8	4.2	-2.6
African American	80	27.5	74	31.1	63	38.1	41	41.5	30	50.0	22.5	8.5	80	25.0	70	30.0	63	23.8	42	26.2	32	34.4	9.4	8.2
Asian	0	-	0	-	0	-	8	-	3	-	-	-	0	-	0	-	0	-	8	-	3	-	-	-
Filipino	1	-	0	-	1	-	3	-	1	-	-	-	1	-	0	-	1	-	3	-	1	-	-	-
Hispanic	82	32.9	88	27.3	74	27.0	65	33.8	49	30.6	-2.3	-3.2	82	25.6	82	37.8	74	28.4	65	30.8	49	24.5	-1.1	-6.3
Native American	0	-	0	-	0	-	0	-	2	-	-	-	0	-	0	-	0	-	0	-	2	-	-	-
Pacific Islander	1	-	2	-	1	-	3	-	1	-	-	-	1	-	2	-	1	-	3	-	1	-	-	-
White	1	-	0	-	1	-	1	-	2	-	-	-	1	-	0	-	1	-	1	-	2	-	-	-
Multiracial	16	18.8	14	35.7	8	-	9	-	13	53.8	35.0	-	16	31.3	14	57.1	8	-	8	-	13	30.8	-0.5	-
English Learner	43	7.0	36	5.6	32	12.5	25	8.0	21	9.5	2.5	1.5	43	11.6	33	21.2	32	15.6	26	7.7	21	4.8	-6.8	-2.9
English-Speaking	141	36.2	144	35.4	123	42.3	105	46.7	80	51.2	15.0	4.5	141	30.5	137	40.1	123	34.1	104	38.5	82	35.4	4.9	-3.1
Reclassified†	12	58.3	28	53.6	22	63.6	20	80.0	21	57.1	-1.2	-22.9	12	50.0	28	60.7	22	54.5	20	70.0	21	47.6	-2.4	-22.4
Initially Eng. Speaking	129	34.1	116	31.0	101	37.6	85	38.8	59	49.2	15.1	10.4	129	28.7	109	34.9	101	29.7	84	31.0	61	31.1	2.4	0.1
Econ. Disadv.*	160	25.6	163	28.8	137	33.6	118	38.1	89	40.4	14.8	2.3	160	22.5	153	34.6	137	29.2	118	32.2	90	27.8	5.3	-4.4
Non-Econ. Disadv.	24	54.2	17	35.3	18	55.6	12	50.0	12	58.3	4.1	8.3	24	50.0	17	52.9	18	38.9	12	33.3	13	38.5	-11.5	5.2
Gifted	38	60.5	25	56.0	14	71.4	13	84.6	6	-	-	-	38	47.4	25	56.0	14	57.1	13	84.6	6	-	-	-
Not Gifted	146	21.2	155	25.2	141	32.6	117	34.2	95	40.0	18.8	5.8	146	20.5	145	33.1	141	27.7	117	26.5	97	25.8	5.3	-0.7
With Disabilities	0	-	19	0.0	26	3.8	15	0.0	17	5.9	-	5.9	18	0.0	9	-	26	7.7	15	6.7	18	16.7	16.7	10.0
WO Disabilities	166	32.5	161	32.9	129	42.6	115	44.3	84	50.0	17.5	5.7	166	28.9	161	37.3	129	34.9	115	35.7	85	31.8	2.9	-3.9
Homeless	11	9.1	15	6.7	13	30.8	13	38.5	16	31.3	22.2	-7.2	11	9.1	14	21.4	13	15.4	13	23.1	12	33.3	24.2	10.2
Foster	5	-	4	-	4	-	2	-	2	-	-	-	5	-	4	-	4	-	2	-	1	-	-	-
Military	13	46.2	5	-	4	-	3	-	1	-	-	-	13	53.8	5	-	4	-	3	-	0	-	-	-

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

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



**2016-2022 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Johnson**  
**Grade 3**

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	70	30.0	62	30.6	49	36.7	0	-	38	44.7	14.7	-	70	38.6	54	50.0	49	32.7	45	35.6	40	37.5	-1.1	1.9
Female	36	27.8	35	34.3	17	41.2	0	-	18	50.0	22.2	-	36	38.9	34	47.1	17	29.4	22	36.4	18	38.9	0.0	2.5
Male	34	32.4	27	25.9	32	34.4	0	-	20	40.0	7.6	-	34	38.2	20	55.0	32	34.4	23	34.8	22	36.4	-1.8	1.6
African American	33	27.3	27	33.3	14	28.6	0	-	10	60.0	32.7	-	33	42.4	24	37.5	14	21.4	13	38.5	12	41.7	-0.7	3.2
Asian	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	2	-	0	-	-	-
Filipino	0	-	0	-	1	-	0	-	0	-	-	-	0	-	0	-	1	-	2	-	0	-	-	-
Hispanic	28	32.1	28	28.6	26	23.1	0	-	17	17.6	-14.5	-	28	32.1	23	60.9	26	26.9	23	39.1	17	29.4	-2.7	-9.7
Native American	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
Pacific Islander	1	-	2	-	0	-	0	-	0	-	-	-	1	-	2	-	0	-	1	-	0	-	-	-
White	0	-	0	-	1	-	0	-	1	-	-	-	0	-	0	-	1	-	0	-	1	-	-	-
Multiracial	7	-	4	-	2	-	0	-	9	-	-	-	7	-	4	-	2	-	4	-	9	-	-	-
English Learner	19	10.5	15	6.7	11	18.2	0	-	8	-	-	-	19	26.3	13	46.2	11	27.3	11	0.0	8	-	-	-
English-Speaking	51	37.3	47	38.3	38	42.1	0	-	30	56.7	19.4	-	51	43.1	41	51.2	38	34.2	34	47.1	32	46.9	3.8	-0.2
Reclassified†	0	-	6	-	7	-	0	-	7	-	-	-	0	-	6	-	7	-	5	-	7	-	-	-
Initially Eng. Speaking	51	37.3	41	34.1	31	29.0	0	-	23	47.8	10.5	-	51	43.1	35	42.9	31	25.8	29	37.9	25	40.0	-3.1	2.1
Econ. Disadv.*	54	20.4	56	30.4	46	34.8	0	-	34	41.2	20.8	-	54	29.6	48	50.0	46	32.6	43	34.9	35	34.3	4.7	-0.6
Non-Econ. Disadv.	16	62.5	6	-	3	-	0	-	4	-	-	-	16	68.8	6	-	3	-	2	-	5	-	-	-
Gifted	12	50.0	4	-	2	-	0	-	6	-	-	-	12	66.7	4	-	2	-	7	-	6	-	-	-
Not Gifted	58	25.9	58	29.3	47	36.2	0	-	38	44.7	18.8	-	58	32.8	50	46.0	47	31.9	38	23.7	40	37.5	4.7	13.8
With Disabilities	0	-	8	-	8	-	0	-	1	-	-	-	7	-	9	-	8	-	5	-	2	-	-	-
WO Disabilities	63	33.3	54	35.2	41	43.9	0	-	37	45.9	12.6	-	63	42.9	54	50.0	41	39.0	40	37.5	38	34.2	-8.7	-3.3
Homeless	5	-	5	-	6	-	0	-	5	-	-	-	5	-	4	-	6	-	2	-	3	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	4	-	2	-	2	-	0	-	0	-	-	-	4	-	2	-	2	-	1	-	0	-	-	-

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

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



**2016-2022 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Johnson**  
**Grade 4**

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
<b>Total</b>	64	20.3	60	20.0	51	29.4	0	-	30	36.7	16.4	-	64	18.8	58	29.3	51	25.5	44	25.0	30	16.7	-2.1	-8.3
<b>Female</b>	35	28.6	28	21.4	31	29.0	0	-	13	38.5	9.9	-	35	14.3	26	30.8	31	19.4	14	35.7	13	7.7	-6.6	-28.0
<b>Male</b>	29	10.3	32	18.8	20	30.0	0	-	17	35.3	25.0	-	29	24.1	32	28.1	20	35.0	30	20.0	17	23.5	-0.6	3.5
<b>African American</b>	25	20.0	27	22.2	22	36.4	0	-	8	-	-	-	25	16.0	26	26.9	22	22.7	16	12.5	8	-	-	-
<b>Asian</b>	0	-	0	-	0	-	0	-	2	-	-	-	0	-	0	-	0	-	5	-	2	-	-	-
<b>Filipino</b>	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	1	-	1	-	-	-
<b>Hispanic</b>	30	23.3	28	14.3	24	25.0	0	-	14	21.4	-1.9	-	30	20.0	27	22.2	24	25.0	19	15.8	14	7.1	-12.9	-8.7
<b>Native American</b>	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
<b>Pacific Islander</b>	0	-	0	-	1	-	0	-	1	-	-	-	0	-	0	-	1	-	0	-	1	-	-	-
<b>White</b>	1	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	1	-	0	-	-	-
<b>Multiracial</b>	7	-	5	-	3	-	0	-	3	-	-	-	7	-	5	-	3	-	2	-	3	-	-	-
<b>English Learner</b>	15	0.0	12	0.0	12	16.7	0	-	9	-	-	-	15	0.0	11	0.0	12	16.7	8	-	9	-	-	-
<b>English-Speaking</b>	49	26.5	48	25.0	39	33.3	0	-	21	47.6	21.1	-	49	24.5	47	36.2	39	28.2	36	30.6	21	19.0	-5.5	-11.6
Reclassified†	6	-	7	-	6	-	0	-	2	-	-	-	6	-	7	-	6	-	7	-	2	-	-	-
Initially Eng. Speaking	43	25.6	41	22.0	33	36.4	0	-	19	52.6	27.0	-	43	23.3	40	32.5	33	27.3	29	20.7	19	21.1	-2.2	0.4
<b>Econ. Disadv.*</b>	63	19.0	53	17.0	48	29.2	0	-	26	30.8	11.8	-	63	17.5	51	25.5	48	25.0	39	25.6	26	15.4	-2.1	-10.2
<b>Non-Econ. Disadv.</b>	1	-	7	-	3	-	0	-	4	-	-	-	1	-	7	-	3	-	5	-	4	-	-	-
<b>Gifted</b>	13	46.2	9	-	4	-	0	-	6	-	-	-	13	30.8	9	-	4	-	2	-	6	-	-	-
<b>Not Gifted</b>	51	13.7	51	11.8	47	27.7	0	-	30	36.7	23.0	-	51	15.7	49	24.5	47	21.3	42	23.8	30	16.7	1.0	-7.1
<b>With Disabilities</b>	0	-	6	-	7	-	0	-	7	-	-	-	5	-	4	-	7	-	6	-	7	-	-	-
<b>WO Disabilities</b>	59	22.0	54	22.2	44	34.1	0	-	23	47.8	25.8	-	59	20.3	54	29.6	44	27.3	38	28.9	23	21.7	1.4	-7.2
<b>Homeless</b>	11	9.1	3	-	4	-	0	-	5	-	-	-	5	-	3	-	4	-	6	-	3	-	-	-
<b>Foster</b>	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
<b>Military</b>	4	-	1	-	1	-	0	-	1	-	-	-	4	-	1	-	1	-	1	-	0	-	-	-

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

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



**2016-2022 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Johnson**  
**Grade 5**

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
<b>Total</b>	50	40.0	58	37.9	55	41.8	0	-	33	45.5	5.5	-	50	18.0	58	31.0	55	32.7	41	36.6	33	30.3	12.3	-6.3
<b>Female</b>	23	56.5	30	43.3	28	50.0	0	-	15	53.3	-3.2	-	23	26.1	30	26.7	28	32.1	23	26.1	15	33.3	7.2	7.2
<b>Male</b>	27	25.9	28	32.1	27	33.3	0	-	18	38.9	13.0	-	27	11.1	28	35.7	27	33.3	18	50.0	18	27.8	16.7	-22.2
<b>African American</b>	22	36.4	20	40.0	27	44.4	0	-	12	50.0	13.6	-	22	9.1	20	25.0	27	25.9	13	30.8	12	25.0	15.9	-5.8
<b>Asian</b>	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	1	-	1	-	-	-
<b>Filipino</b>	1	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
<b>Hispanic</b>	24	45.8	32	37.5	24	33.3	0	-	18	50.0	4.2	-	24	25.0	32	34.4	24	33.3	23	34.8	18	33.3	8.3	-1.5
<b>Native American</b>	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
<b>Pacific Islander</b>	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	2	-	0	-	-	-
<b>White</b>	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
<b>Multiracial</b>	2	-	5	-	3	-	0	-	1	-	-	-	2	-	5	-	3	-	2	-	1	-	-	-
<b>English Learner</b>	9	-	9	-	9	-	0	-	4	-	-	-	9	-	9	-	9	-	7	-	4	-	-	-
<b>English-Speaking</b>	41	46.3	49	42.9	46	50.0	0	-	29	48.3	2.0	-	41	22.0	49	34.7	46	39.1	34	38.2	29	34.5	12.5	-3.7
<b>Reclassified†</b>	6	-	15	53.3	9	-	0	-	12	50.0	-	-	6	-	15	46.7	9	-	8	-	12	41.7	-	-
<b>Initially Eng. Speaking</b>	35	40.0	34	38.2	37	45.9	0	-	17	47.1	7.1	-	35	14.3	34	29.4	37	35.1	26	34.6	17	29.4	15.1	-5.2
<b>Econ. Disadv.*</b>	43	41.9	54	38.9	43	37.2	0	-	29	48.3	6.4	-	43	20.9	54	29.6	43	30.2	36	36.1	29	31.0	10.1	-5.1
<b>Non-Econ. Disadv.</b>	7	-	4	-	12	58.3	0	-	4	-	-	-	7	-	4	-	12	41.7	5	-	4	-	-	-
<b>Gifted</b>	13	84.6	12	50.0	8	-	0	-	6	-	-	-	13	46.2	12	41.7	8	-	4	-	6	-	-	-
<b>Not Gifted</b>	37	24.3	46	34.8	47	34.0	0	-	27	37.0	12.7	-	37	8.1	46	28.3	47	29.8	37	32.4	27	18.5	10.4	-13.9
<b>With Disabilities</b>	0	-	5	-	11	9.1	0	-	9	-	-	-	6	-	5	-	11	9.1	4	-	9	-	-	-
<b>WO Disabilities</b>	44	45.5	53	41.5	44	50.0	0	-	24	58.3	12.8	-	44	20.5	53	32.1	44	38.6	37	40.5	24	37.5	17.0	-3.0
<b>Homeless</b>	11	9.1	7	-	3	-	0	-	6	-	-	-	1	-	7	-	3	-	5	-	6	-	-	-
<b>Foster</b>	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
<b>Military</b>	5	-	2	-	1	-	0	-	0	-	-	-	5	-	2	-	1	-	1	-	0	-	-	-

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

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

## **APPENDIX E**

### **2021-22 SPSA ASSESSMENT AND EVALUATION**



**SCHOOL NAME: JOHNSON ELEMENTARY****SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES: 30100, 30103, 30106, 31820****SCHOOL YEAR: 2021-22****Goal 1 - Safe, Collaborative and Inclusive Culture****Strategy/Activity 1****\*Strategy/Activity - Description**

To support this goal, the school counselor, guidance assistant, TKF mentor , SDSU HEY counselor and Dina School Teacher will facilitate: attendance groups, community circles, friendship groups, Place for Peace activities, meetings with individual or whole class groups for conflict resolution and calming, destressing and coping strategies.

One or members of the team will meet with individual and or small groups of students to promote a safe and inclusive environment for all students. The Principal, School Counselor, Grade level groups, Attendance Team, SDSU Hey Counselor, SST team and School Clerk will meet regularly to review attendance data. We will follow up with students/families to follow up and to promote positive attendance. Students will be acknowledged regularly or good and perfect and good attendance.

Classrooms at each grade level with the best attendance will be acknowledged on a regular basis. If offered, we will continue to promote Dr. Weber's Attendance Challenge as an incentive for positive attendance and little to no tardies to school.

The importance of coming to school everyday and bell to bell attendance will also be included in school-to-home communications with families. Our partnership with DEEP (Diamond Educational Excellence Partnership) works with the school to develop strong habits of positive school attendance, parent involvement and literacy.

The Johnson Staff will be devoting professional development time on how to support our youth through SEL lessons and on creating a trauma sensitive classroom and school environment. The staff will understand how their own experiences shape the actions and reactions to student behaviors. The staff will take time to build relationships with students in their own classrooms.

We are building more engaging classroom and school environment with the intention of encouraging students to want to be in the school setting daily and on time.

We want to bring families into the school setting through academic and social functions held by the school to continue to build positive relationships. Virtual and In person meetings and school functions will be offered as a means to keep the school community healthy and safe. We are

## Johnson Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

also offering resources to families to help them so that students can be at school on time and on a daily basis. One example of this is our partnership with Primetime.

The site administrator will continue to look at the tardy and absentee rate regularly. Those who have had a pattern of coming to school late have been offered morning Primetime slots. Primetime in the afternoon will be offered to more parents as space allows.

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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Guidance Asst -	0.12250	\$5,317.82	30100-2404	Guidance assistant will support individual and small group sessions around SEL and attendance.	This position supports students social/emotional needs and helps to monitor attendance at the school site.		The person in this position organizes and helps the counselor to run attendance groups. Additionally, the person in conjunction with

## Johnson Elementary

### SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

						the front office attendance clerk contact parents regarding student absenteeism and tardies and offers support to help get students to school on time. Grade level groups, get the data from the Guidance Assistant and the counseling team to make accurate notes about the monitoring of students in classrooms so that the teachers can help with the moderate and chronic absenteeism. Behavior intervention strategies are learned and taught to students which had a direct effect on the 0% out of school suspension rate.
Contracted Sves Less Than \$25K		\$16,500.00	31820-5853	Tariq Khamisa contract to support	This organization works with	TKF and Johnson as partners have

## Johnson Elementary

### SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				student social emotional needs as well as restorative practices.	individual and classes of students on social emotional topics. Restorative practices are central to the work. It also provides professional development for staff members during the school year. We have seen successes with conflict resolution and students returning to class ready to learn and with strategies to use in case conflict arises again.		worked diligently on our expectations to ensure that the needs of the students and staff are met. Our staffing has been consistent this year with the Johnson TKF mentor. The staff is in agreement that the work has been beneficial to the overall climate of the school as measured by the zero suspension rate and .
Contracted Svcs > \$25K		\$27,216.00	31820-5100	SDSU Hey contract for mental health services to support social-emotional health for students.	The SDSU HEY counselor works one on one- on campus with students and their families to support positive mental health. Strategies for self calming and handling difficult situations assists to keep		The SDSU HEY counselor and Johnson have worked in partnership to work on the mental health of students and on the discipline plan to ensure that students are treated with the

**Johnson Elementary** SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					<p>students in class and at school being more prepared to learn. The family could also involved in the mental health work so that the strategies can also be used at home.</p>		<p>strategies they need to succeed and are treated fairly and respectfully should a conflict arise. The support from this program has assisted in our zero percent suspension rate.</p>

**Goal 2 - English Language Arts**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

Professional learning will be supported this year via professional developments, professional learning communities and monitoring meetings. Teachers will work collaboratively during regular professional learning opportunities and while participating in their grade level goal work.

To strengthen ELA, professional learning will include two main areas of study in the 2021-2022 school year: supporting students in small group instruction and increasing literacy skills across the curriculum ( in Math, PE, Visual and Performing Arts, Science and Social Studies).

Within these ELA professional learning opportunities teachers will:

- Increase their knowledge base for classroom teachers in reading and language instruction
- Strengthening Tier 1 instruction
- Purposefully plan for their classroom of students
- Use small group instruction to support all readers and writers
- Design Formative Assessments to monitor student learning regularly and adjust lesson plans when needed
- Incorporate what we have learned in our professional developments in trauma sensitive classrooms, fostering resiliency and the California Reading and Literacy Project
- Give numerous opportunities each day for student talk (engaging within the lesson).
- Notice and name reading behaviors to assist students to get to the next step in their reading
- Design standard based Learning Targets connected closely to the learning activities provided
- Tutoring may be provided to students afterschool.
- Have a concrete understanding of the success criteria needed to show mastery of the learning targets.

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

Directions:

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

Guiding Questions:

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

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

## Johnson Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	(Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Classroom Teacher Hrly		\$23,962.00	30100-1157	Tutoring support for students.	Students are able to get academic help in a small group setting to help them in their classwork. We also planned to use funding for Saturday academic support and to assist in clearing tardies and absences.	The availability students impedes students from getting the assistance they need. Additionally, staff did not tutor until the second semester of school. Saturday School sessions were not held.	Students who attended the afterschool sessions regularly had improvements in their literacy skills as shown in IReady, FAST and BPST assessments.
Prof&Curriclm Dev Vist Tchr		\$11,981.00	30100-1192	Visiting teachers for PLCs.	Teachers are able to do grade level planning based upon student data, do class visits within their grade levels, plan and execute lesson studies, and monitor student progress.	Visiting teacher availability.	This support was continued into this school year.

## Johnson Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

<p>Non Clsrn Tch Hrly</p>		<p>\$3,594.30</p>	<p>30100-1957</p>	<p>Hourly time for ILT.</p>	<p>Teachers are able to do analyze schoolwide data, look for trends and bring back planning for their grade level based upon student data. ILT members spend time monitor student progress and planned for HRS Level 1 Certification.</p>	<p>Teacher willingness to meet after hours.</p>	<p>This time was dedicated for teachers to plan for PLC's and PD meetings. Literacy scores on SBAC improved to 42% from 39%</p>
<p>Interprogram Svcs/Field Trip</p>		<p>\$2,000.00</p>	<p>30100-5735</p>	<p>Academic field trips such as EIS.</p>	<p>Students are able to get hands on experiences to enrich the curriculum that they are learning at school.</p>	<p>The COVID 19 virus limited the amount of field trips students attended.</p>	<p>The field trips that were held gave students experiences that were engaging and complementary to the topics they were learning at school. Students were able to attend field tips such as EIS, the San Diego County Fair's plant and gro experience and learn about the importance of honey bees to our county.</p>



## Johnson Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Interprogram Svcs/VAPA		\$16,000.00	30100-5738	Visiting teachers for PLCs.	The AEP program supports the professional development of teachers. While the students get their arts classes, the teachers are meeting in their Professional Learning Communities (PLC). During this time, teachers are examining data, monitoring student progress and doing professional reading.	Absences from the AEP teaching team.	Teachers agreed that this program should continue at the school site. The VAPA program allowed teachers to have half day grade level PLC meeting. These meetings allowed the time for teachers to analyze student data and plan for the next steps for instruction.
Prof&Curriclm DevHrlyClstrmTchr		\$2,396.20	30106-1170	Classroom teacher hourly after hour PLCs.	Teachers are able to do grade level planning based upon student data, do class visits within their grade levels, plan and execute lesson studies, and monitor student progress.	Teacher willingness to meet after hours.	This time was dedicated for teachers to meet in grade level PLC's after school hours. Literacy scores on SBAC improved to 42% from 39%
Supplies		\$15,019.00	30106-4301	Supplemental supplies such as classroom books, chart paper,	This expenditure ensures that the students and teachers have the		Every year the staff performs a needs assessment of what we are

## Johnson Elementary

### SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				highlighters, etc. for literacy.	supplies that they need in order to meet the learning targets students need to achieve and maintain academic proficiency.		actually using and not and what students actually need for the day to day work.
Software License		\$13,853.00	30106-5841	Supplemental software such as Raz Kids, Reading A-Z, and Achieve 3000.	This expenditure ensures that the students and teachers have the supplemental programs that they need in order to support students in meeting academic proficiency.	Making sure that there are adequate licenses for the programs needed and that the onsite technology is powerful enough to meet the demands of using the programs.	Every year the staff performs a needs assessment of what we are actually using and not and what students actually need for the day to day work. Some programs were not renewed while others were added to the schools resource list.
Classroom Teacher Hrly		\$2,463.30	31820-1157	Tutoring support for students	Students are able to get academic help in a small group setting to help them in their classwork. We are using this for academic support and to assist in clearing tardies and absences.	Lack of attendance for some students doesn't allow for them to get the assistance they need. Additionally, tutoring didn't begin until the second semester.	Encouraging teachers to do tutoring in the Fall as well as in the Spring will give more students the extra help they need to meet grade level standards. Getting permission from parents to have

## Johnson Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

							students staff after school.
Prof&Curriclm DevHrlyClstrmTch r		\$2,462.10	31820-1170	PLC release time	Teachers are able to do grade level planning based upon student data, do class visits within their grade levels, plan and execute lesson studies, and monitor student progress.	Teacher willingness to meet after hours.	This time was dedicated for teachers meeting for trainings such as the California Reading and Literacy Project (CRLP). Literacy scores on SBAC improved to 42% from 39%
Prof&Curriclm Dev Vist Tchr		\$5,910.23	31820-1192	Visiting teachers for PLCs.	Teachers are able to do grade level planning based upon student data, do class visits within their grade levels, plan and execute lesson studies, and monitor student progress.	Visiting teacher availability.	This support was continued into this school year.
Supplies		\$6,596.00	31820-4301	Supplemental supplies such as classroom books, chart paper, highlighters, etc for literacy.	This expenditure ensures that the students and teachers have the supplies that they need in order to meet the learning targets students need to achieve and maintain		Every year the staff performs a needs assessment of what we are actually using and not and what students actually need for the day to day work.

**Johnson Elementary** SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					academic proficiency.		
Classroom Asst	--	--	30100-2101	Small group instruction.	This position gives extra academic small group support to students to improve their academic performance. This school year, the position provided additional assistance for students to help them with the skills they needed to meet literacy standards.		Position was maintained this school year.

**Goal 4- Supporting English Learners**

**ELD Coaching Cycle**

**\*Strategy/Activity - Description**

-District will provide students with targeted small group support through a push-in integrated model.  
 -The Integrated Model approach will build the educator's capacity in effective practices that support teaching practices and learning interactions as well as strategies to support English language development.  
 -Job embedded coaching by the Site Literacy Resource Teacher will support the classroom educators in developing instructional practices and interactions to meet the needs of each language learner.  
 -  
 Online professional development modules with iELD (integrated English Language)  
 -Direct instruction for how English works, direct instruction for comprehension activities, and participation activities will be implemented by the Office of Language Acquisition.  
 Formative assessment data will be collected, analyzed, and feedback given to students.  
 Professional development will also be offered to teachers across the district serving this English Learner group.  
 The English Language Instructional Resource Teacher (ELIRT) will collaborate with the school administrator and classroom educators to analyze student data in order to prepare information to present to EL families.  
 The English as a Second Language Assistant will work directly with students and collaborate with the school administrator and classroom educators to analyze student data in order to prepare information to present to the families of second language learners.  
 This information will be shared with school staff, ELAC (English Learner Advisory Committee), or SSC in order for parents to consult, provide feedback or advise

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

Directions:

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

Guiding Questions:

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

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

**Johnson Elementary** SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					<b>minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).</b>	<b>observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).</b>	
Classroom Asst	0.37500	\$14,702.46	30100-2101	Small group instruction/small group support for English Learners.	This position gives extra academic small group support to students to improve their academic performance. This school year, the position provided additional assistance to students to help them with the skills they needed to be on the track to reclassify to REFP.		Position was maintained this school year.
ESL Asst - NEW POSN, SBB2530388	0.43750	\$17,523.19	30106-2101	Small group instruction/small group support for English Learners.	This position gives extra academic small group support to students to improve their academic	Due to a promotion for the person in the position, this position went unfilled for a large part of the school	Position was maintained this school year.

## Johnson Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					performance. This school year, the position provided additional assistance to students to help them with the skills they needed to be on the track to reclassify to REFP.	year. We hope to fill it in the following school yaer.	
Supplies		\$34,073.00	30100-4301	Supplemental supplies to support English Learners such as classroom books, journals, highlighters, sticky notes, white boards, etc.	This expenditure ensures that the students and teachers have the supplies that they need in order to meet the learning targets and success criteria students have to achieve to gain, maintain and exceed grade level academic expectations.		Annually, the staff completes a needs assessment of what we are actually using so that we can reorder those items for the work students need to do and avoid reordering items that are deemed to be not as useful in the daily work teachers and students do.

### Goal 7 - Family Engagement

#### Strategy/Activity 1

##### \*Strategy/Activity - Description

To increase parent input on decisions, we will provide multiple ways for parents to share their ideas including surveys and virtual meetings. During our big events and regular meetings, we will keep parents informed with the ways they can be involved. We will have the surveys ready at these events which may provide a bigger audience to respond to important topics. Translation services will be provided for meetings when requested.

## Johnson Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

The regular committee meetings will be announced and all will be invited to attend. To increase transparency and the knowledge of parents- we will include agenda information on public boards and in the binders in the front office and or on the school website. We will continue to communicate with parents through letters, phone calls, virtual meetings, morning and afterschool announcements via various online platforms, the school website, sending fliers/letters home via School Messenger/Class Dojo with important event information, the school marquee and principal bulletins.

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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Other Support Prsnl PARAS Hrly		\$266.18	30103-2281	Childcare for parent events/meetings.	Parents attended most meetings virtually.	Childcare for parent events wasn't needed as most of the events were online.	Funds were moved to other accounts within the resource. Funds will be put back into the budget for



## Johnson Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

							childcare as in person meetings resume.
Tech Professional OTBS Hrly		\$266.18	30103-2455	Translation for parent events and meetings.	Parents attended most meetings virtually.	Translation for parent events were done by Johnson staff as most of the events were online.	Funds were moved to other accounts within the resource. Funds will be put back into the budget for translation as in person meetings resume.
Inservice supplies		\$485.00	30103-4304	Light refreshments such as coffee, juice, creamer, etc. for parent events and meetings. In addition, this will be used to purchase materials for our parent room such as markers, construction paper, paper, chart paper, etc.	Parents attended most meetings virtually.		Basic supplies were purchased for the in person meetings/trainings that happened in the Spring.
Conference Local		\$200.00	30103-5209	Registration and conference fees for parents such as AAAE or county student equity conference.	Principal attended a virtual conference on writing skills through AVID.		Writing is an area that teachers say is a struggle to teach and students say through informal interviewing that writing is a

**Johnson Elementary** SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

							challenge. Professional Learning for staff around the area of writing is an area of focus. Staff wants to grow their skills in teaching writing so that students of color excel in this important communication skill.
Software License		\$600.00	30103-5841	Software for parent engagement/essential visitors to volunteer and attend school functions.	The check in system helps to screen visitors to make sure that they are cleared to come on to the campus.	The school was closed to non essential visitors due to the COVID 19 virus.	The system has been used successfully on our campus to keep the students and staff safe on the campus for many years.

**Goal 6 - Supporting Black Youth**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

To support African American and Black Youth, Johnson will use the following strategies/activities:

- Use programs such I Ready reading and math program, Raz Kids, Reading A-Z, Achieve 3000 to support classroom instruction.
- Use Lesson study to improve instructional practice and examine the curriculum for culturally relevant curriculum
- Use vertical and horizontal classroom visits at the school site with a focus on this group of students
- Learn about and use literacy strategies across the curriculum so that students are able to read for detail and to discern what the questions are asking them to do in every content area.
- Tutoring opportunities will be offered afterschool for students to get assistance.
- Formative and Summative assessments such as: Envision online and paper assessments, Site based assessments, FAST assessments, I Ready, CAASSP assessments will be used to measure student growth.
- Monitoring of student progress to plan for next best instruction (whole or small group). The academic and social emotional data of African American and Black Youth academics will be closely studied to make sure that their learning is accelerated.

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

Directions:

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

Guiding Questions:

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

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

## Johnson Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					<b>monitoring results, etc.).</b>	<b>progress monitoring results, etc.).</b>	
Conference Local		\$1,000.00	30100-5209	Conference and registration fees such as AAAE.	Principal attended a virtual conference on writing skills through AVID.		Writing is an area that teachers say is a struggle to teach and students say through informal interviewing that writing is a challenge. Professional Learning for staff around the area of writing is an area of focus. Staff wants to grow their skills in teaching writing so that students of color excel in this important communication skill.

What are my leadership strategies in service of the goals?

The Leadership Practices I focused on are regular classroom visits, monitoring of student data with classroom teachers and grade levels, developing positive relationships with students, staff, parents and the school community, encouraging shared leadership and building teacher capacity. I believe these areas will help to establish and build a welcoming classroom and school community while giving our staff and parents the ability to be an integral part of the decision making process. Additionally, regular classroom visits and the monitoring and sharing of student data will help teachers and grade levels pinpoint what students need to move the next academic level.

**Johnson Elementary** SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

SCHOOL NAME: JOHNSON ELEMENTARY

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800

SCHOOL YEAR: 2021-22

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

Strategy/Activity 1

**\*Strategy/Activity - Description**

To support this goal, the school counselor, guidance assistant or TKF mentor will facilitate: attendance groups, community circles, friendship groups, Place for Peace activities, meetings with individual or whole class groups for conflict resolution (attendance topics, home/community topics). One or members of the team will meet with individual and or small groups of students to promote a safe and inclusive environment for all students. The Principal, School Counselor, Guidance Assistant, Grade level groups, Attendance Team and School Clerk will meet regularly to review attendance data. We will follow up with students/families to follow up and to promote positive attendance. Students will be acknowledged regularly or good and perfect attendance.

Classrooms at each grade level with the best attendance will be acknowledged on a regular basis. If offered, we will continue to promote Dr. Weber's Attendance Challenge as an incentive for positive attendance and little to no tardies to school.

The importance of coming to school every day and bell to bell attendance will also be included in school-to-home communications with families. Our partnership with DEEP (Diamond Educational Excellence Partnership) works with the school to develop strong habits of positive school attendance, parent involvement and literacy.

The Johnson Staff will be devoting professional development time in fostering resilient youth and on creating a trauma sensitive classroom and school environment. The staff will understand how their own experiences shape the actions and reactions to student behaviors. The staff will take time to build relationships with students in their own classrooms. Social Emotional Learning Curriculum will be used in classrooms to support and promote a safe and inclusive school culture.

We are building more engaging classroom and school environment with the intention of establishing a school setting daily that students want to work play and thrive. We want to bring families into the school setting through academic and social functions held by the school to continue to build positive relationships. These will be offered virtually or in person (when it is safe to do so). We are also offering resources to families to help them so that students can be at school on time and on a daily basis. Two s of this is our partnerships with Primetime and SDSU Healthy Early Years (HEY).

The site administrator will continue to look at the tardy and absentee rate for students. Those who have had a pattern of coming to school late have been offered morning Primetime slots. Primetime in the afternoon will be offered to more parents as space allows.

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

## Johnson Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Contracted Svcs Less Than \$25K		\$16,500.00	09800-5853	Contract to support student social-emotional learning and restorative practices.	This organization works with individual and classes of students on social emotional topics. Restorative practices are central to the work. It also provides professional development for staff members		The organization and school have worked diligently on our expectations to make sure that the needs of the students and staff are met. Our staffing has been consistent this year with the Johnson TKF mentor. The staff

**Johnson Elementary** SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					<p>during the school year. We have seen successes with conflict resolution and students returning to class ready to learn and with strategies to use in case conflict arises again. Our suspension percentage rate was at 0%.</p>	<p>is in agreement that the work has been beneficial to the overall climate of the school as measured by the zero suspension rate.</p>
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Goal 2 - English Language Arts							
Strategy/Activity 1							
*Strategy/Activity - Description							
<p>Professional learning will be supported this year via professional developments, professional learning communities and monitoring meetings. Teachers will work collaboratively during regular professional learning opportunities while participating in their grade level goal work.</p> <p>To strengthen ELA practices, professional learning will include two main areas of study in the 2021-2022 school year: supporting students in small group instruction and increasing literacy skills across the curriculum ( in Math, PE, Visual and Performing Arts, Science and Social Studies).</p> <p>Within these ELA professional learning opportunities teachers will:</p> <ul style="list-style-type: none"> <li>- Increase their knowledge base for classroom teachers in reading and language instruction</li> <li>- Strengthening tier 1 instruction</li> <li>- Purposefully plan for their classroom of students</li> <li>- Use small group instruction to support all readers</li> <li>- Design Formative Assessments to monitor student learning and adjust lesson plans when needed</li> <li>- Incorporate what we have learned in our professional developments in trauma sensitive classrooms, fostering resiliency and the California Reading and Literacy Project</li> <li>- Give numerous opportunities each day for student talk (engaging within the lesson).</li> <li>- Notice and name reading behaviors to assist students to get to the next step in their reading</li> <li>- Design standard based Learning Targets that are connected closely to the learning completed done by students</li> <li>-Tutoring was provided to students afterschool.</li> <li>-Have a concrete understanding of the success criteria needed to show mastery of the learning targets.</li> </ul>							
*Proposed Expenditures for this Strategy/Activity							
<p><u>Directions:</u></p> <p>Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.</p> <p><u>Guiding Questions:</u></p> <p>Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.</p>							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes)	Modifications based on qualitative and quantitative data.



## Johnson Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					assessments, pre/post test, progress monitoring results, etc.).	and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Supplies		\$4,682.00	09800-4301	Supplemental supplies such as classroom books, chart paper, highlighters, etc. for literacy.	This expenditure ensures that the students and teachers have the supplies that they need in order to meet the learning targets students need to achieve and maintain academic proficiency. The ELA scores on SBAC rose from 39.2% to 42.6%		We will continue to use supply funding to support instructional practice and to improve student academic outcomes.
Consultants <=\$25K		\$6,000.00	09800-5801	NCUST contract.	NCUST coaching was a valuable tool to assist the administrator with observations, data collection, meeting preparation, professional development. These coaching activities assisted the administrator	.	Coaching observations, meetings, data analysis, and development of meeting agendas, templates for establishing PLC and PD and content, routines and procedures will continue.

**Johnson Elementary** SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					<p>in supporting certificated teachers and classified support personnel with teaching and assessing students. NCUST Coaching assists the administrators to advance academic excellence and ensure equity among student groups.</p> <p><a href="#">Percentage of Students Meeting or Exceeding Standards</a></p>		<p><a href="#">2021-2022 PD/PLC Agendas</a></p>
Interprogram Svcs/Paper		\$1,000.00	09800-5733	<p>Paper for duplication of consumable books (SIPPS) and other materials.</p>	<p>Paper provided for fliers, letters, etc. for parents to notify them of information regarding supporting their students at school with a focus on literacy, socio emotional needs and the importance of school attendance everyday.</p>		<p>This support will be maintained.</p>

**Johnson Elementary** SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					<a href="#">Sample of SIPPS lesson shared with parents</a>		

**Goal 4- Supporting English Learners**

ELD Coaching Cycle

**\*Strategy/Activity - Description**

-District will provide students with targeted small group support through a push-in integrated model.  
 -The Integrated Model approach will build the educator's capacity in effective practices that support teaching practices and learning interactions as well as strategies to support English language development.  
 -Job embedded coaching by the Site Literacy Resource Teacher will support the classroom educators in developing instructional practices and interactions to meet the needs of each language learner.  
 -  
 Online professional development modules with iELD (integrated English Language)  
 -Direct instruction for how English works, direct instruction for comprehension activities, and participation activities will be implemented by the Office of Language Acquisition.  
 Formative assessment data will be collected, analyzed, and feedback given to students.  
 Professional development will also be offered to teachers across the district serving this English Learner group.  
 The English Learner Resource Teacher will collaborate with the school administrator and classroom educators to analyze student data in order to prepare information to present to the families of second language learners.  
 This information will be shared with school staff, ELAC (English Learner Advisory Committee), or SSC in order for parents to consult, provide feedback or advise

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

Directions:

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

Guiding Questions:

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

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

## Johnson Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					progress monitoring results, etc.).	assessments, pre/post test, progress monitoring results, etc.).	
Retired NonClrm Tchr Hrly		\$7,188.60	09800-1986	ELPAC assessments	<p>The retired teacher is an expert at the assessment types and streamlined the assessment process for the school site.</p> <p>The Fall and Winter Assessments were given to 100% of eligible test takers (Fall 18/18 students; Winter 55/55 students).</p>		The system developed by the ELPAC coordinator is working. We will continue to use the system we have currently.
Retired Clrm Teacher Hrly		\$10,183.85	09800-1189	Small group instruction/small group support for English Learners.	<p>Upper grade focal students were selected to support the goal of reclassification. <b>Eight out of the ten</b> recommended English Learner students were reclassified at the end of the year.</p>	Two of the students recommended for reclassification didn't meet the requirements.	We will continue to support students in Tier 2 small group lessons to help more students gain at least a year's growth in learning English as readers, writers, listeners and speakers; and to support reclassification of

							more students next school year.
<p>What are my leadership strategies in service of the goals?</p> <p>The Leadership Practices I focused on are regular classroom visits, monitoring of student data with classroom teachers and grade levels, developing positive relationships with students, staff, parents and the school community, encouraging shared leadership and building teacher capacity. I believe these areas will help to establish and build a welcoming classroom and school community while giving our staff and parents the ability to be an integral part of the decision making process. Additionally, regular classroom visits and the monitoring and sharing of student data will help teachers and grade levels pinpoint what students need to move the next academic level.</p>							