School Year: **2019-20**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Johnson Elementary	37-67991-6037675	May 16, 2019	July 30, 2019

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

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

Johnson will support underserved students with targeted interventions specific to their needs. Among these will be additional counseling, support for English Learners in the area of language arts, tutorials in ELA and Math and social-emotional learning. In addition, there will be an emphasis on parent and family engagement opportunities such as Parent University and home visits.

The overall academic performance of students at Johnson is at the orange level for English language arts and at the yellow level for mathematics identifying opportunities for growth in both core academic subject matter areas. To more effectively identify struggling readers Johnson will assess student reading levels at the beginning, middle, and end of the school year. This will provide all instructors data on student reading levels allowing for more targeted differentiated supports and intervention throughout the school year. Additionally, it will allow for goal setting and progress monitoring throughout the school year.

To meet the English language arts needs of all students across the curriculum Johnson will provide targeted professional learning opportunities for all staff aimed at developing literacy across the curriculum. Teachers will implement visible learning strategies, focus on language acquisition and literacy development in all content areas, and effectively use of technology to enhance instruction. Teachers will be offered high-quality professional development and technology to ensure learning activities are rigorous and appropriately aligned to CCSS. Lessons will be engaging and will support student learning and growth. A school-wide focus of aligning instructional activities to students strengths, interests, and values will be maintained as we prepare our students for the World of Work.

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Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Meaningful engagement of parents, pupils, and other stakeholders, including those representing subgroups that attend our school is critical to the annual School Plan for Student Achievement (SPSA) and budget allocation process. Our site utilizes student outcome data to drive our decisions and in determining our educational programs, professional learning opportunities and when considering supplemental curriculum. The following stakeholders are part of the SPSA development:

1. The English Learner Advisory Committee (ELAC): This committee meets multiple times throughout the year, but the meeting on Wednesday, April 10, 2019 was the accumulating input meeting for the SPSA development this year.

The ELAC provides a focus on both designated and integrated language opportunities for English learners (ELs). The charge is to support our site in improving language acquisition skills for all levels of ELs. The process used to generate their engagement is a data analysis protocol. English Learner data is analyzed for areas of growth and of need. The language acquisition process is addressed in two ways, through designated language opportunities where language acquisition is the focus and in integrated language opportunities where access to content standards is the focus through scaffolds and strategies. The Johnson ELAC also conducts an annual school walk-through in conjunction with our School Site Council, visiting all classrooms to observe instruction and instructional supports and noting strengths and needs. This year's walk-through was conducted on Wednesday, March 27, 2019.

ELAC confirms that our language development program addresses the needs of the students and are given the opportunity to ask questions and provide input from their child's experiences. Suggestions provide the opportunity to make adjustments as needed to align accelerated language acquisition opportunities for our ELs. Information from this meeting was shared with School Site Council and used in the final development of the SPSA prior to approval of the plan.

2. The School Site Council (SSC): This committee meets multiple times throughout the year, but the meeting on Thursday, May 16, 2019 was the accumulating input meeting when the SPSA was approved.

The SSC meetings provide a focus of overall academic and social-emotional welfare for all of our students, as well as site safety and fiscal needs. The site focus is to leverage competency-based instruction to engage students in the learning process, nurture their strengths & interests, help them find their role in their community and secure a path toward it. This is accomplished through a continuous site improvement focus where data is analyzed by sub-groups. Site data is analyzed for areas of growth and of need. There are three outcomes considered when reviewing our SPSA:
A. We retain "actions" that show student growth
B. We refine an "action" that shows minimal growth, but progress
C. We eliminate an "action" and replace it with a different way of approaching the need
Suggestions from all members provide the opportunity to make adjustments as needed in order to align the site programs to student needs.

3. A Title I meeting: This meeting was held on Thursday, September 20, 2018 and information was shared with SSC as they developed and approved the SPSA.
This meeting is held to provide a focus of overall academic and social-emotional welfare for all students who have not yet reached proficiency or are at risk of not meeting proficiency. The Title I meeting is an additional opportunity for parents and the community to provide input into the SPSA development. As with ELAC and SSC, our site data is shared, the site programs are discussed and an opportunity to ask questions and share ideas is provided.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
American Indian	0.2%	%	%	1		
African American	14.0%	11.71%	12.61%	87	80	87
Asian	2.4%	3.66%	5.51%	15	25	38
Filipino	1.4%	1.02%	0.58%	9	7	4
Hispanic/Latino	47.8%	47.58%	43.62%	298	325	301
Pacific Islander	0.6%	1.17%	1.74%	4	8	12
White	32.6%	32.94%	33.91%	203	225	234
Multiple/No Response	0.5%	0.88%	0.87%	3	6	6
			Total Enrollment	623	683	690

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2016-17	2017-18	2018-19
Kindergarten	134	140	158
Grade 1	92	114	107
Grade 2	84	106	107
Grade3	97	94	107
Grade 4	117	101	96
Grade 5	99	128	115
Total Enrollment	623	683	690

Conclusions based on this data:

1. Our three main student groups are considered "white", "Hispanic/Latino", and "African American".

2. Our African American population has declined over the past three years.

3. Our "white" population has increased slightly; this might be because our middle eastern immigrant families are classified as "white".

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
English Learners	374	415	387	60.0%	60.8%	56.1%
Fluent English Proficient (FEP)	13	21	26	2.1%	3.1%	3.8%
Reclassified Fluent English Proficient (RFEP)	21	34	7	5.8%	9.1%	1.7%

Conclusions based on this data:

1. The number of English learners has increased dramatically, although the percentage of the population is about the same.

2. Johnson's student population is approximately 60% English Learners.

3. The number of students reclassifying year to year varies.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	107		109	94		106	94		106	87.9		97.2
Grade 4	127		96	115		93	115		93	90.6		96.9
Grade 5	103		111	94		110	94		110	91.3		99.1
All Grades	337		316	303		309	303		309	89.9		97.8

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

Overall Achievement for All Students														
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2346.		2360.	4.26		8.49	4.26		12.26	23.40		21.70	68.09		57.55
Grade 4	2363.		2412.	3.48		10.75	6.09		16.13	14.78		22.58	75.65		50.54
Grade 5	2415.		2431.	9.57		9.09	12.77		15.45	13.83		20.91	63.83		54.55
All Grades	N/A	N/A	N/A	5.61		9.39	7.59		14.56	17.16		21.68	69.64		54.37

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	6.38		9.43	22.34		28.30	71.28		62.26
Grade 4	6.96		10.75	33.04		36.56	60.00		52.69
Grade 5	11.70		10.91	27.66		32.73	60.64		56.36
All Grades	8.25		10.36	28.05		32.36	63.70		57.28

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	5.32		9.43	29.79		31.13	64.89		59.43
Grade 4	1.74		4.30	28.70		49.46	69.57		46.24
Grade 5	11.70		7.27	28.72		41.82	59.57		50.91
All Grades	5.94		7.12	29.04		40.45	65.02		52.43

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	3.19		8.49	65.96		55.66	30.85		35.85
Grade 4	2.61		13.98	35.65		52.69	61.74		33.33
Grade 5	8.51		7.27	51.06		54.55	40.43		38.18
All Grades	4.62		9.71	49.83		54.37	45.54		35.92

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	3.19		8.49	34.04		43.40	62.77		48.11
Grade 4	4.35		10.75	33.04		47.31	62.61		41.94
Grade 5	10.64		10.91	30.85		37.27	58.51		51.82
All Grades	5.94		10.03	32.67		42.39	61.39		47.57

Conclusions based on this data:

1. One issue that raises concern is that Johnson has not met the participation rate in any grade level over the last three years in Language Arts. This is likely due to a combination of a large number of newcomer students who are exempted from this assessment and student absences during testing time.

2. The data also shows that student achievement is unacceptably low in all academic areas. Only 13.2% of Johnson students in grades 3 through 5 met or exceeded standard in Language Arts.

3. According to the above data, students struggled most with the reading and writing portions of the assessment.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	107		109	104		109	104		109	97.2		100
Grade 4	127		96	126		96	126		96	99.2		100
Grade 5	103		111	101		111	101		111	98.1		100
All Grades	337		316	331		316	331		316	98.2		100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2373.		2380.	1.92		3.67	12.50		24.77	30.77		22.02	54.81		49.54
Grade 4	2395.		2418.	2.38		3.13	7.14		16.67	31.75		39.58	58.73		40.63
Grade 5	2415.		2431.	1.98		3.60	5.94		9.91	20.79		27.93	71.29		58.56
All Grades	N/A	N/A	N/A	2.11		3.48	8.46		17.09	28.10		29.43	61.33		50.00

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	6.73		16.51	31.73		29.36	61.54		54.13
Grade 4	5.56		7.29	22.22		37.50	72.22		55.21
Grade 5	1.98		7.21	19.80		22.52	78.22		70.27
All Grades	4.83		10.44	24.47		29.43	70.69		60.13

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	4.81		11.01	49.04		35.78	46.15		53.21
Grade 4	3.97		5.21	31.75		43.75	64.29		51.04
Grade 5	2.97		3.60	28.71		30.63	68.32		65.77
All Grades	3.93		6.65	36.25		36.39	59.82		56.96

Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	3.85		12.84	61.54		42.20	34.62		44.95
Grade 4	3.97		9.38	34.92		43.75	61.11		46.88
Grade 5	2.97		6.31	33.66		39.64	63.37		54.05
All Grades	3.63		9.49	42.90		41.77	53.47		48.73

Conclusions based on this data:

1. The mathematics assessment data also shows a huge need for academic improvement. Only 10.57% of students in grades 3 through 5 met or exceeded standard.

2. Johnson students struggled most with the Concepts and Procedures claim with 70.69% performing below standard.

3. According to this data, 5th grade students struggled the most on the mathematics assessment.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1405.5		1414.2		1385.3		77	
Grade 1	1425.4		1443.9		1406.3		73	
Grade 2	1455.2		1460.1		1449.7		72	
Grade 3	1472.7		1475.2		1469.6		56	
Grade 4	1482.2		1474.7		1489.3		67	
Grade 5	1495.8		1482.4		1508.9		71	
All Grades							416	

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	15.58		28.57		25.97		29.87		77	
1	21.92		24.66		15.07		38.36		73	
2	25.00		25.00		22.22		27.78		72	
3	*		21.43		30.36		39.29		56	
4	*		34.33		22.39		32.84		67	
5	19.72		45.07		*		21.13		71	
All Grades	17.31		30.05		21.39		31.25		416	

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	23.38		28.57		19.48		28.57		77	
1	32.88		30.14		15.07		21.92		73	
2	38.89		26.39		16.67		18.06		72	
3	21.43		28.57		33.93		*		56	
4	26.87		31.34		*		26.87		67	
5	33.80		36.62		*		16.90		71	
All Grades	29.81		30.29		18.27		21.63		416	

Written Language Percentage of Students at Each Performance Level for All Students									
Grade Level	**Level 4**		**Level 3**		**Level 2**		**Level 1**		**Total Number of Students**	
	17-18	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**
K	*		14.29		50.65		22.08		77	
1	15.07		*		16.44		54.79		73	
2	20.83		16.67		16.67		45.83		72	
3			*		21.43		60.71		56	
4	*		23.88		28.36		41.79		67	
5	*		33.80		28.17		25.35		71	
All Grades	11.78		19.95		27.40		40.87		416	

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**	
	17-18	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**
K	40.26		45.45		14.29		77	
1	53.42		26.03		20.55		73	
2	45.83		38.89		15.28		72	
3	*		64.29		*		56	
4	25.37		55.22		19.40		67	
5	39.44		42.25		18.31		71	
All Grades	37.98		44.47		17.55		416	

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**	
	17-18	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**
K	18.18		44.16		37.66		77	
1	32.88		42.47		24.66		73	
2	37.50		41.67		20.83		72	
3	33.93		37.50		28.57		56	
4	34.33		31.34		34.33		67	
5	36.62		45.07		18.31		71	
All Grades	31.97		40.63		27.40		416	

Grade Level	Reading Domain Percentage of Students by Domain Performance Level for All Students							
	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*		63.64		24.68		77	
1	19.18		28.77		52.05		73	
2	26.39		23.61		50.00		72	
3	*		28.57		69.64		56	
4	*		44.78		49.25		67	
5	16.90		49.30		33.80		71	
All Grades	14.18		40.38		45.43		416	

Grade Level	Writing Domain Percentage of Students by Domain Performance Level for All Students							
	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	32.47		48.05		19.48		77	
1	*		35.62		50.68		73	
2	18.06		41.67		40.28		72	
3	*		46.43		44.64		56	
4	19.40		44.78		35.82		67	
5	23.94		53.52		22.54		71	
All Grades	19.95		44.95		35.10		416	

Conclusions based on this data:

1. The overall ELPAC score for 28-40% of our TK - Fourth Grade English Learners is Level 1; in Fifth Grade it drops to around 21% at Level 1.

2. Overall, students perform best on the Listening Domain and struggle the most with the Writing Domain.

3. There is large variability in all domains between grade levels.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	**Chronic Absenteeism** Orange	**Suspension Rate** Green
Mathematics Yellow		
English Learner Progress No Performance Color		

Conclusions based on this data:

1. We scored in the "yellow band" for mathematics largely because of the growth we made and not because of our overall scores. This dramatic growth (as much as 17 points in one grade level) is necessary but not sustainable.

2. Our suspension rate improved.

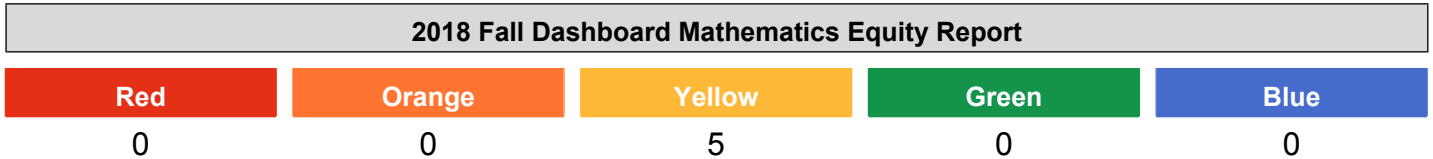**3.** We continue to struggle with chronic absenteeism.

School and Student Performance Data

Academic Performance
English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2018 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	4	1	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	No Performance Color
72.5 points below standard	83.2 points below standard	0 Students
Increased 22.9 points	Increased 18 points	
292 students	190 students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	76 points below standard	118.6 points below standard
6 students	Increased 19.4 points	Increased 43.7 points
	270 students	27 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Yellow	No Performance Color	No Performance Color	No Performance Color
64.4 points below standard	0 Students	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased 38.1 points		5 students	3 students
41 students			

Hispanic	Two or More Races	Pacific Islander	White
Orange	No Performance Color	No Performance Color	Orange
75.2 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	77.9 points below standard
Increased 26.3 points	5 students	4 students	Increased 13 points
143 students			88 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
98.7 points below standard	29.8 points above standard	52.5 points below standard
Increased 25.8 points	Increased 47.3 points	Increased 32.1 points
167 students	23 students	102 students

Conclusions based on this data:

1. Every single subgroup increased.

2. Our African American students are our highest performing subgroup by Race/Ethnicity; our other two subgroups both include English learners.

3. Our reclassified students outperform our English only students.

School and Student Performance Data

Academic Performance
Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	0	5	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Yellow	No Performance Color
76.5 points below standard	78.8 points below standard	0 Students
Increased 10.1 points	Increased 11.7 points	
292 students	190 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	77.4 points below standard	123.8 points below standard
6 students	Increased 9.3 points	Increased 32.9 points
	270 students	27 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Yellow	No Performance Color	No Performance Color	No Performance Color
86.4 points below standard	0 Students	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased 10.5 points		5 students	3 students
41 students			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Yellow
79.2 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	72.3 points below standard
Increased	5 students	4 students	Increased 6.8 points
15 points			
143 students			88 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
87.9 points below standard	12.3 points below standard	72.4 points below standard
Increased 14.6 points	Increased	Increased 7.2 points
167 students	35.5 points	102 students
	23 students	

Conclusions based on this data:

1. | Every single subgroup increased.

2. | All subgroups scored "yellow", not "orange" like in language arts.

3. | All subgroups are still dramatically below standard.

School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
416	17.3%	30%	21.4%	31.3%

Conclusions based on this data:

1. Our largest percentage of English learners is in Level 1.

2. Our smallest percentage of English learners is in Level 4; this is due in small part to the reclassification process.

3. Half of our English learners are in Levels 1 and 2.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
2	3	1	0	0
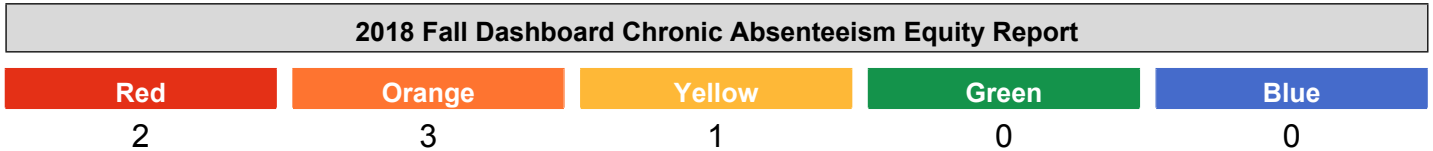
This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	No Performance Color
17.4% chronically absent	11.8% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
Maintained 0.2%	Increased 0.6%	1 students
759 students	457 students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Red
56% chronically absent	17.9% chronically absent	38.8% chronically absent
Declined 8.7%	Increased 0.6%	Increased 2.6%
25 students	704 students	85 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	**American Indian**	**Asian**	**Filipino**
Orange	No Performance Color	No Performance Color	No Performance Color
22.6% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	6.9% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
Declined 2.2%	3 students	Declined 15.8%	7 students
93 students		29 students	

Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red	No Performance Color	No Performance Color	Yellow
21.5% chronically absent	20% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	11.6% chronically absent
Increased 3.8%	15 students	8 students	Declined 1.8%
353 students			251 students

Conclusions based on this data:

1. Chronic absenteeism continues to be a big issue for Johnson Elementary.

2. Our homeless students and our students with disabilities struggle the most with attendance.

3. Our African American students and our Hispanic students struggle the most with attendance when the data is organized by Race/Ethnicity.
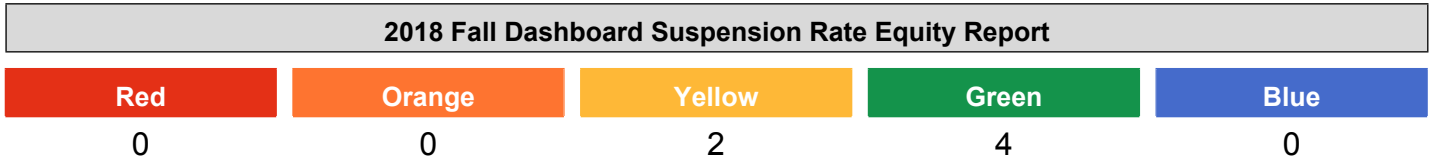
School and Student Performance Data

Conditions & Climate
Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	0	2	4	0

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

2018 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Green	No Performance Color
2% suspended at least once	1.3% suspended at least once	Less than 11 Students - Data Not
		4 students
Declined -2.2%	Declined -2.1%	
807 students	472 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Yellow
0% suspended at least once	2% suspended at least once	5.5% suspended at least once
Declined -10.5%	Declined -2.2%	Declined -4.2%
31 students	745 students	91 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Yellow	No Performance Color	No Performance Color	No Performance Color
3.9% suspended at least once	Less than 11 Students - Data 3 students	0% suspended at least once	Less than 11 Students - Data 7 students
Declined -1.9%		Declined -4.5%	
103 students		32 students	

Hispanic	Two or More Races	Pacific Islander	White
Green	No Performance Color	No Performance Color	Green
1.3% suspended at least once	0% suspended at least once	Less than 11 Students - Data 8 students	2.3% suspended at least once
Declined -2.1%			Declined -1.8%
376 students	17 students		261 students

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
3.8% suspended at least once	4.2% suspended at least once	2% suspended at least once

Conclusions based on this data:

1. Our suspension rates represent a bright spot in our data with no subgroups in the red or orange bands.

2. The percentage of students suspended at least one time declined for all subgroups.

3. Our subgroup with the highest percentage of suspensions is our African American subgroup with 3.9%.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Access to, and progress in, core academic standards

LEA/LCAP Goal

All students have access to high quality teachers and broad range of educational programs to pursue areas of interest as they prepare for college and career success

Goal 1

All Johnson students have access to high-quality teachers and a broad range of educational programs to pursue areas of interest as they prepare for middle school, high school, college, and career success.

Identified Need

Students are scoring in the orange performance group for language arts.   In order to better met the needs of our students Reading intervention will be provided for all students in grades K-5 who are significantly below grade level and teachers need professional development in order to learn support strategies in order to help students move upward in all subgroups. Teachers need to be be afforded the opportunity to participate in site, district, and other professional learning opportunities and to review data.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard data College and Career Readiness - Observation of World of Work activities	100% of students participated in at least one World of Work activity	100% of students will participate in at least two World of Work activities
Principal: classroom observations, walkthroughs	Principal spends 12 hours a week observing teachers and providing feedback	Principal will spend 16 hours a week observing teachers and providing feedback.
Annual Review of: Professional learning opportunities Observation of professional development specific to EL's Designated ELD classroom schedules	Six teachers attended and were certified in GLAD training this year 80% of teachers had confirmed designated ELD time in their schedules	90% of teachers will be certified and GLAD trained by the end of the 19-20 school year. There will be a focus on reading within ELA for all students with specific target goals for our EL and students with disabilities subgroups in order to move these groups up to the yellow performance color.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		100% of EL students will receive designated ELD instruction 30 minutes a day

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teachers will be afforded the opportunity to participate in site, district, and other professional learning opportunities, to include, but not limited to, the San Diego Area Writing Project Fall and Spring Conferences and summer offerings, CUE Conference, NGSS workshops, Cognitively Guided Instruction Cohorts, math problem solving workshops, guided reading workshops, Project-based/Problem-based Learning workshops.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10,939	Title I PD 5000-5999: Services And Other Operating Expenditures Conferences: Training/professional development, travel and conference expenses
10,000	Title I PD 1000-1999: Certificated Personnel Salaries Hourly and Additional Hourly

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Supplemental materials and instructional supplies to support our underserved students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,200	Title I 4000-4999: Books And Supplies Materials and supplies

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Johnson will maintain its subscription to Raz-Kids program

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5,450	Supplemental Concentration Funding 5000-5999: Services And Other Operating Expenditures Contract: Software

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Provide teachers with hourly support for data review.   Provide 3 days of release time to allow teachers to assess their students using the Fountas & Pinnell reading assessments at the end of each trimester.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
9,900	Title I 1000-1999: Certificated Personnel Salaries Hourly

Strategy/Activity 5
Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Purchase instructional supplies to supplement the core curriculum. Supplies will be used in classrooms to assist in breaking down barriers for students that are academically, socially, and emotionally at risk. These supplies and materials are to include storage materials to develop and support students' organizational skills.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
15,000	Title I 4000-4999: Books And Supplies Supplemental Instructional Supplies & Materials

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Pay for educational excursions that support Common Core instruction and NGSS instruction.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,000	Supplemental Concentration Funding 5700-5799: Transfers Of Direct Costs Educational Excursions
1,000	Supplemental Concentration Funding 5000-5999: Services And Other Operating Expenditures Educational Excursions

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Classroom teachers, Education Specialists, and support teachers will be afforded collaboration time as professional development either during or after the school day. This time will be dedicated to the planning and implementation of student-centered instructional projects.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,000	Title I PD 1000-1999: Certificated Personnel Salaries Hourly
2,000	Title I PD 1000-1999: Certificated Personnel Salaries Additional Hourly

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Classroom and support teachers will be afforded the opportunity to visit other classrooms and other school sites within and outside our school district in order to observe and analyze best teaching practices.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,300	Title I PD 1000-1999: Certificated Personnel Salaries Hourly
500	Title I PD 1000-1999: Certificated Personnel Salaries Additional Hourly

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Instructional materials to support supplemental instruction, Common Core standards-based instruction, and Next Generation Science Standards-based instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4,000	Supplemental Concentration Funding 4000-4999: Books And Supplies Supplies and Materials

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Positive safe school climate and healthy students

LEA/LCAP Goal

All schools promote a positive school climate and offer programs that promote health and wellness.

Goal 2

Johnson Elementary School promotes a positive school climate and offers programs that promote health and wellness.

Identified Need

92% of our student population qualifies for free and reduced lunch. Many of our students do not have health insurance or access to well-child checkups. Our parents and students rely on the basic first aid services and community referrals so we need a health aide in order to support keeping students in school and reducing absenteeism.   Based on suspensions absenteeism, and attendance Johnson also needs to revise our multi-tiered system of support with a specific focus on Positive Behavior Intervention and Supports (PBIS). We will employ a guidance technician to provide students with a more structured recess environment.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance District 95%	Less than 95%	Goal: 95%
SI&A Report: Chronic Absenteeism Rate, State 9% CA Dashboard	Chronic Absenteeism 17.4% Red subgroups: Students with Disabilities Hispanic Orange subgroups: English Learners Socioeconomic African American	Goal: 14%
Dashboard: Suspension Rate	Suspension 2%, Decline of 2.2% Orange subgroups : African American Students with Disabilities	Goal: 1%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Johnson employs an Assistant Principal to aid in the promotion of a positive school climate and adherence to our three school rules: Be safe, be respectful, and be productive.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
94,910	Supplemental Concentration Funding 1000-1999: Certificated Personnel Salaries .60 FTE Salary, benefits, and fringes

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

School Counselor - Johnson will maintain a single counselor that will coordinate school-wide events, character education assemblies, meet one-on-one with students to provide counseling, conduct support groups (anger management, social skills, positive self-image, etc.), refer students and families to access outside counseling resources and address students with chronic absenteeism.
.5 FTE Centrally funded through LCAP
.5 FTE Site funded

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
38,208	Title I 1000-1999: Certificated Personnel Salaries Certificated Salary & Benefits: .5 FTE Counselor

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Guidance Technician - Johnson will continue to revise our multi-tiered system of support with a specific focus on Positive Behavior Intervention and Supports (PBIS). We will employ a guidance technician to provide students with a more structured recess environment.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
19,000	Title I 1000-1999: Certificated Personnel Salaries Salary & Benefits: Part-time contract

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

92% of our student population qualifies for free and reduced lunch. Many of our students do not have health insurance or access to well-child checkups. Our parents and students rely on the basic first aid services and community referrals our health aide provides in order to support keeping students in school and reducing absenteeism.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
35,151	Title I 1000-1999: Certificated Personnel Salaries Salary & Benefits: .4688 FTE Health

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide students with educational presentations at ceremonies

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
7,000	Supplemental Concentration Funding 5000-5999: Services And Other Operating Expenditures Contracts: Pay for consultant agreements

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Personalized learning, supporting students passions and career aspirations

LEA/LCAP Goal

All students demonstrate progress and proficiency over time to mastering standards and developing college and career readiness for global competencies

Goal 3

Johnson Elementary students will demonstrate progress and proficiency over time to mastering standards and developing middle school, high school, college, and career readiness for global competencies.

Identified Need

Based on local assessment and CAASPP scores Johnson teachers need to provide support to struggling readers, writers, and mathematicians in grades K-5 and after school tutoring to students that require additional academic support.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Pupil Achievement Statewide Assessments CA Dashboard	Statewide Assessments - CA Dashboard ELA Student Groups Scoring Orange: English Learners Socioeconomically Disadvantaged Students with Disabilities Hispanic White Student Groups Scoring Yellow: African American Math Student Groups Scoring Yellow English Learners Socioeconomically Disadvantaged White Hispanic	Statewide Assessment -CA Dashboard ELA • -Individually students will see a 5% growth in their scores. Overall Johnson subgroups will all fall within the yellow level. 5% of African American students will increase into the green band. Math • 5% of all students in all subgroups will increase into the green color band.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC	ELPAC: Beginning Stage 31.3% Somewhat Developed 21.4% Moderately Developed 30% Well Developed 17.3	ELPAC: - Students scoring in the Beginning Stage will drop from 31.3% to 28%. 5% of students in the Somewhat Developed stage will move to the Moderately Developed or Well Developed Stage.
Reclassification	Reclassification: 1.7%	Reclassification: Reclassification rate will rise to 6%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

.45 FTE Support Teacher(s) to support struggling readers, writers, and mathematicians in grades K-5 and to provide smaller class size for ELD instruction.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
26,852	Title I 1000-1999: Certificated Personnel Salaries Certificated Salary & Benefits: .45 FTE Support Teacher contract(s)
19,470	Supplemental Concentration Funding 1000-1999: Certificated Personnel Salaries Certificated Salary & Benefits .45 FTE Support Teacher contract(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teachers at the site will provide after school tutoring to students that require additional academic support. Teachers will provide attendance sheets for accounting purposes.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
19,063	Title I 1000-1999: Certificated Personnel Salaries Certificated Hourly

Strategy/Activity 8

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Shared Community and Engagement

LEA/LCAP Goal

Schools foster a sense of shared community and decision making for parents and other stakeholders

Goal 4

Johnson Elementary fosters a sense of shared community and decision making for parents and other stakeholders.

Identified Need

Based on Parent Needs Assessments and Parent engagement data Johnson needs to work with the District's Community Engagement Officer to provide staff with training to facilitate Parent University Groups at school. There is a need to help parents identify strategies to use at home to develop literacy. Johnson needs to bolster parent involvement and create an even more welcoming atmosphere for parents.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent University	Parent University: 2 Courses / 9 parents each	Goal: 4 courses / 15 parents each
SSC Attendance	SSC Parent Attendance: 3-4	Goal: 5
ELAC Attendance	ELAC Parent Attendance: 15	Goal: 20
Home Visits	Home Visits: 10	Goal: 100

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Additional funding to pay for Pashto and Farsi translators to help parents and the school communicate with one another. Use translators for Curriculum Night, parent education events, Parent/Teacher conferences, ELAC meetings, and other school-related needs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,000	Supplemental Concentration Funding 2000-2999: Classified Personnel Salaries Classified Hourly

Strategy/Activity 10
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Work with the District's Community Engagement Officer to provide interested staff with training to facilitate Parent University Groups at school. The teachers would host groups three times a year, and we would need one teacher per cohort. The cohort represents three main language groups, English, Spanish, and Arabic.   The purpose of the groups is to help parents identify strategies to use at home to develop literacy. The program also bolsters parent involvement and creates a welcoming atmosphere for parents.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,200	Title I 1000-1999: Certificated Personnel Salaries Certificated Additional Hourly

Strategy/Activity 11
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Purchase any replacement books that are required for the operation of the Parent University Groups. Each cohort of parents receives a book each week to take home and use with their children. When done, they bring the book backs. To maintain the integrity of the program it is important to purchase books annually. FACE has already compiled a list of books that are required.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
300	Title I 4000-4999: Books And Supplies Supplies & Materials

Strategy/Activity 12

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

The Johnson staff will continue to work with the Family and Community Engagement officer to schedule and attend home visits. To build community, and engage parents in meaningful interactions, teachers will identify students that would benefit from a visit, schedule the visit with the family, and then share their experiences.
The site will work to make 50 visits in the year.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,000	Title I 1000-1999: Certificated Personnel Salaries Certificated Additional Hourly

Strategy/Activity 13

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

4.11 The site will allocate monies for a Community Liaison to assist with family and school engagement.

Roles and responsibilities would include:
Outreach to other parents in the school in order to recruit for upcoming Parent University sessions
Connect with parents at school and in the community, and share information about Parent University
Support Parent University recruitment events on site
Support the delivery of Parent University, but never as a lead facilitator or by themselves

Amount(s)   Source(s)

4,055	Parent Involvement 2000-2999: Classified Personnel Salaries Classified Salary & Benefits
7,896	Title I 2000-2999: Classified Personnel Salaries Classified Salary & Benefits

Strategy/Activity 14
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding
source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as
applicable), Other State, and/or Local.

Amount(s)   Source(s)

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$209,564
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$345,394.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)
Title I	$176,770.00
Title I PD	$28,739.00

Subtotal of additional federal funds included for this school: $205,509.00

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

State or Local Programs	Allocation ($)
Parent Involvement	$4,055.00
Supplemental Concentration Funding	$135,830.00

Subtotal of state or local funds included for this school: $139,885.00

Total of federal, state, and/or local funds for this school: $345,394.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Supplemental Concentration Funding	$135,830	0.00
Parent Involvement	$4,055	0.00
Title I	$176,770	0.00
Title I PD	$28,739	0.00

Expenditures by Funding Source

Funding Source	Amount
Parent Involvement	4,055.00
Supplemental Concentration Funding	135,830.00
Title I	176,770.00
Title I PD	28,739.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	284,554.00
2000-2999: Classified Personnel Salaries	12,951.00
4000-4999: Books And Supplies	20,500.00
5000-5999: Services And Other Operating Expenditures	24,389.00
5700-5799: Transfers Of Direct Costs	3,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	Parent Involvement	4,055.00
1000-1999: Certificated Personnel Salaries	Supplemental Concentration Funding	114,380.00

2000-2999: Classified Personnel Salaries	Supplemental Concentration Funding	1,000.00
4000-4999: Books And Supplies	Supplemental Concentration Funding	4,000.00
5000-5999: Services And Other Operating Expenditures	Supplemental Concentration Funding	13,450.00
5700-5799: Transfers Of Direct Costs	Supplemental Concentration Funding	3,000.00
1000-1999: Certificated Personnel Salaries	Title I	152,374.00
2000-2999: Classified Personnel Salaries	Title I	7,896.00
4000-4999: Books And Supplies	Title I	16,500.00
1000-1999: Certificated Personnel Salaries	Title I PD	17,800.00
5000-5999: Services And Other Operating Expenditures	Title I PD	10,939.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	68,289.00
Goal 2	194,269.00
Goal 3	65,385.00
Goal 4	17,451.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Christine Sphar	Principal
Christina Pollan	Classroom Teacher
Jennifer Fredericks	Classroom Teacher
Sarahn Marino	Classroom Teacher
Miriam Gomez	Other School Staff
Consuella Keys	Parent or Community Member
Shanice Davenport	Parent or Community Member
Aleksandra Micaiah	Parent or Community Member
Allan Shafer	Parent or Community Member
Nicole Thompson	Parent or Community Member

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