

# 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 18, 2023	August 8, 2023

## 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  
Additional Targeted Support and Improvement  
Students with Disabilities, Asian, Homeless

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 workshops and home visits. The entire school will be the focus of our efforts to combat chronic absenteeism.

In order to continue to grow and improve as a school, Johnson will also be targeting the engagement of key stakeholder groups: students, staff, and families. For students, we want to target and improve their perception of safety, belonging, and fun at school. We also want to increase their perception of the amount of specific praise they receive. For staff, we want to make sure they know what is expected of them and have the materials to do the job. For families, we want to improve their perception of our academic standards.

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# Comprehensive Needs Assessment Components

## Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

## Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

100% of parents had the opportunity to provide input on the quality of the program and learning environment through the annual parent survey. This year parents, including parents of unduplicated students and students with disabilities, had the opportunity to take the Gallup Parent Survey. The results will serve as baseline data to inform focus and track improvement.

The Cajon Valley Union School District uses several assessments to measure school safety and connectedness.

Annual Gallup Student Survey (grades 5-8)

Annual Gallup Parent Survey

Annual Gallup Staff Survey

May 2023 Parent Gallup Survey- 2023 Baselines

Fully Engaged 54% (an increase of 4% from the previous year)

Johnson scored well on the five drivers of parent engagement (5 point scale), increasing from the previous year in all 5 areas and outperforming the District averages in all 5 areas:

Leadership - 4.59

Academic Standards - 4.36

School Environment - 4.49

Personalized Learning - 4.59

Communication and Involvement - 4.56

We are pleased to have all scores above 4.0. We will continue in our efforts to raise the score for Academic Standards.

In Spring of 2023 Student Gallup Data reflected the following (Grade 5):

Engagement 60%

Hope 48%

Students rated Johnson well in the following areas of engagement (5 point scale):

I have a best friend at school. - 4.76

My teachers make me feel my schoolwork is important. - 4.44

I feel safe in this school - 4.05

In the last seven days, I have learned something interesting at school. - 4.19

The adults at my school care about me. - 4.26

I have at least one teacher who makes me excited about the future - 4.41

I have fun at school - 4.16

We still need to improve students' perspectives in these elements of engagement:

At this school, I get to do what I do best ever day. - 3.86

In the last 7 days, someone has told me I have done good work in this school - 3.62

Students rated Johnson well in the following areas of hope (5 point scale):

I know I will graduate from high school. - 4.40  
I have a great future ahead of me - 4.43  
I can think of many ways to get good grades. - 4.35  
I have many goals. - 4.29  
I know I will find a good job in the future - 4.60

We need to improve students' perspectives in the following areas of hope:  
I can find many ways around problems. - 3.73

May 2022 Staff Gallup Survey- 2022 Baselines

Engaged 59%

Johnson's staff rated the following two areas of engagement the highest (5 point scale):

Q5 - My manager, or someone at work, seems to care about me as a person 4.52 Mean Score

Q1 - I know what is expected of me at work 4.39 Mean Score - (This was an area targeted for improvement the previous year!)

These are the areas of improvement for the Johnson staff (5 point scale)

Q2- Materials and Equipment 3.61 Mean Score (Low Score and score dropped from previous year)

Q7 - I have a best friend at work. 3.70 Mean Score

## Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Our District evaluation process is called "DEEP", which stands for Developing Effective Educator Practice. This is a thorough evaluation process that centers around teachers and administrators setting professional development goals together and following up with observations, data collection, and reflection. Here is a brief summary of the process:

Deep Evaluation: Developing Effective Educator Practice (Yearly for temporary and probationary staff, every 2-5 years for tenured staff)

Beginning of the Year: Staff uses self-evaluation tool to identify current practice

Staff and administrator meet together to set goals and determine evidence to collect to best measure success/goal achievement

Observations: Conduct informal walkthroughs, pre, and post conferences, two formal observations, conference following each observation

Summative Evaluation: Evaluation turned into personnel by May 15

This year 24 teachers, education specialists, and speech and language therapists participated in the DEEP Evaluation process.

At our site, we strive for three formal observations (instead of two) in order to better measure progress over time and provide more feedback to teachers on their growth goals.

On average the site administrators visit classrooms and collect qualitative data on teacher effectiveness at least twice a month. Our findings from this year's observations and walk-throughs at Johnson show the following: teachers consistently use active engagement strategies to maintain high levels of student participation in the learning; use small group instruction to meet a wide range of student needs; use GLAD strategies to introduce, teach, and practice vocabulary; use technology to individualize skill practice; post daily schedules; and combine content areas, presentation literacy, and World of Work into integrated units. There was also a noted increase in phonemic awareness

and phonics instruction this year, especially in the primary grades and in the Special Education services. Another increase was in the number of teachers implementing Cognitively Guided Instruction practices into their math instruction.

Based on data from our observations, the following needs were identified: we need to make our vocabulary instruction more explicit, we need to carefully plan the instructional activities that take place during small group instruction, we need to provide more professional learning and instructional guidance around ELD instruction, we need to increase and intensify writing instruction, we need to continue our focus on developing literacy, we need to support students who struggle in math, and we need to provide more coaching and support around developing integrated curriculum units.

## **Analysis of Current Instructional Program**

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## **Standards, Assessment, and Accountability**

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Local Assessments include: Fountas & Pinnell Benchmark Assessment Systems, CORE, CAASPP IABs, Lucy Calkins pre/post on-demand writing assessments (1 per text type), GO Math curriculum-embedded assessments, iReady ELA, iReady Math, English Language Proficiency, and BPST State Assessments: ELPAC, CAASPP, CAA, CAST, CAS, Physical Fitness Testing

\* See the analysis of assessment data in the CAASPP and CA Dashboard developing trend statements in the upcoming pages.

Our iReady and CAASPP data support a need for a focus on reading and math. Our ELPAC data support a need for a focus on English language development.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Teachers are provided numerous opportunities to look at quantitative and qualitative data in order to modify instruction. In grade level meetings and at staff meetings teachers have opportunities to analyze data and make decisions on how to modify instruction and/or programs in order to make changes to increase student engagement and achievement.

This allows teachers to create a personalized learning path for students and modify instruction individually for students as needed.

## Staffing and Professional Development

### Status of meeting requirements for highly qualified staff (ESEA)

All certificated and classified staff are vetted through the personnel department and meet requirements for highly qualified staff.

### Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers meet ESSA requirements for credentialing when placed in a teaching assignment by the Cajon Valley personnel department.

All teachers have access to instructional materials training through initial adoption training, digital badging, staff meetings, and academies. Common core instructional materials are available in all grade levels for mathematics, English language arts, science, social studies/history, and English Language Development.

### Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Professional learning opportunities include: Digital badges, Academies, Staff Meetings, Release Time, Additional Time

Professional Learning Areas include: English Learner Development, Family and Community Engagement, Social and Emotional Learning, World of Work, GLAD, iReady, Science, Content Standard Alignment, District Initiatives, Special Education, new adoptions, assessment, and writing instruction. This year the San Diego Area Writing Project presented three 2-hour sessions on writing instruction.

Many of our teachers participate in Cognitively Guided Instruction (CGI) trainings. These trainings are conducted in cohorts over a number of years, going very deep into mathematics instruction. The more teachers we have complete the training, the more coherent and consistent our program will be. The strategies taught in the CGI training support teachers in their ability to improve students' number sense and place value.

The same is true for Guided Language Acquisition and Design training. A group of our teachers have attended, and they are able to provide high quality vocabulary instruction in the content areas. We hope to increase the number of teachers trained each year. We will also continue our participation in the District's Literacy Project and find quality ways to improve and increase vocabulary instruction, a stumbling block for our English learners and socio-economically disadvantaged students.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Instructional Coach and District Level Content Facilitators and Program Specialists will provide ongoing instructional support in the areas of World of Work, Personal Finance, Social Emotional Learning, Science, English Language Arts, Mathematics, English Learner Strategies, Presentation Literacy, educational technologies, Computer Coding, and behavior management strategies.

In 2022-23 school year, our instructional coach provided quality professional learning for individual teachers and groups of teachers in many critical areas. She provided support with digital tools, phonemic awareness and phonics instruction, behavior management, English Language Development instruction, and unit planning. She presented professional learning workshops during staff meetings, during grade level meetings, and as stand-alone workshops. She also attended online and in-person workshops with teachers so she could support their implementation of new learnings. This next year we hope to increase the use of the Instructional Coach for grade level planning and professional learning.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Schools in our district have minimum days on Mondays to allow for staff meetings, teacher collaboration, and professional learning.

Minimum Day Plan:

3 Mondays a Month: 1-hour staff meeting and 1 hour of grade level collaboration

1 Monday a Month: 2-hour staff meeting to include professional development

Our teachers have a huge need to collaborate. They use collaboration time to design integrated units of study that incorporate our District's Modern Curriculum. They also use the time to analyze student data, plan teaching strategies, and make instructional plans to meet the large intervention needs of our students. This year our teachers also used grade level time to plan English Language Development instruction.

## Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

For the 22-23 school year, district priority standards have been identified to help teachers narrow their focus and to support centralized resources that will supplement current curriculum to ensure all students have comparable instructional activities for any learning environment.

English Language Arts, Mathematics, Social Studies, Science, and English Language Development is aligned with State Standards.

Additionally, students receive intervention support in the following approved intervention programs: SRA REACH, Imagine Learning English, iReady Teacher Tool Box, iReady online resources, and ST Math. We use site funds to provide the following intervention programs for students: Heggerty Phonemic Awareness, Heggerty "Bridge the Gap" curriculum, Really Great Reading, University of Florida Literacy Institute Phonics Program, Smarty Ants, and Raz-Kids.



Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Teachers follow State recommendations for instructional minutes as well recommendations from the teacher's guides and manual. During collaboration planning, teachers create daily schedules that included intervention and 30 minutes of Designated English Language Development for English Learners. Additional Special Academic Instructional (SAI) minutes are provided for all students based on their Individual Education Plans. (IEP)

Teachers adhere to State recommended instructional minutes:

- K-5 ELA, 2 hours of core or core replacement instruction including UA time, plus 30 minutes of strategic intervention
- K-5 Math, 60 minutes of core instruction, plus 15 minutes of strategic intervention
- K-5 ELD, a minimum of 30 minutes ELD instruction per day

Additional Special Academic Instructional (SAI) minutes are provided for all students based on their Individual Education Plans. (IEP)

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Teachers have the flexibility of personalizing and pacing instruction to meet the individual needs of their students. Teachers work with small groups of students based on their academic needs to provide intensive and targeted support.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students, including English Language Learners, have access to standards-based instructional materials in English Language Arts, English Language Development, Mathematics, History, and Science as evidenced by Williams ESEA requirements.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Standards Aligned CVUSD Adopted Curriculum: (K - 5)	
English Language Arts/ELD	Nat Geo "Reach for Reading"
Spanish Language Arts/ELD	Houghton Mifflin "Wonders/Maravillas"
Mathematics	Houghton Mifflin "Go Math"
Science	MacMillian/McGraw-Hill, California Science
Social Studies	Scott Foresman, History/Social Science for California

## Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Current adoptions for English Language Arts and Mathematics provide instructional supports for students who are below standards, near and meeting standards. The CVUSD District supports the following interventions for underperforming students:

- iReady ELA
- iReady Math
- School Counselor
- Community Liaison
- Paraeducators

Evidence-based educational practices to raise student achievement

- Multi-Tiered System of Support for Academics, Social Emotional Learning, and Attendance
- Teacher Collaboration focused on Data Analysis and Instructional Planning
- Number Talks & Problem Solving
- Mathematical Reasoning
- Guided Language Acquisition and Design Strategies (GLAD)
- Cognitively Guided Instruction for Mathematics (CGI)
- The Literacy Project
- Small-group Instruction
- Improvement Science (Plan, Do, Study, Act Cycles)
- Needs Assessments

Our annual district and site assessments continue to show growth, so we believe our interventions are working. Last year we added an additional assessment piece (CORE) to delve into the reading abilities of truly struggling students.

## Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

School Counselor  
Community/Parent Liaison  
Parent University and Workshops  
Student Study Teams Process (SST)  
School Needs Assessment - Parent Walk-throughs and Program Evaluation  
Title 1 Meeting for Data Analysis and LCAP Goals

Parent Square is an app based tool that allows for translation and access to information on a phone. Video conferencing and virtual meetings have been utilized to continue to engage parents and community members. This year we used a mix of in-person and Zoom meetings to meet our families' scheduling needs, and we will continue with this practice as much as possible moving forward.

Our Community/Parent Liaison was key to parent involvement and engagement this year. She personally calls, texts, and emails parents prior to meetings to ensure their attendance. She also provides parent workshops at the District level and encourages Johnson parents to participate. She co-presents with the principal during Coffees with the Principal and with the Assistant Principal during ELAC meetings. She has also provided much technology training to families, helping them access zoom meetings, student reports, and other online resources.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parents, students, staff and community members provide input and assist with the needs assessment through the LCAP Process, Open Community Meetings- Coffee with the Principal, English Learner Advisory Committee (ELAC) and School Site Council (SCC)

## Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Adaptive Curriculum: iReady, ST Math, Smarty Ants  
After School Tutoring  
Special Education Classified Assistant (District Funded)  
School Counselor  
Guidance Technician  
Community/Parent Liaison  
Instructional Coach  
Professional Development  
Support Teachers

We were able to hire 2 support teachers for much of the year and use one Learning Loss Intervention Teacher as a support teacher for Trimesters 2 and 3. During Trimesters 2 and 3, we were able to provide approximately 22 additional reading groups per day during school hours.

After school tutoring is another way we provide more targeted instruction. We provided 9 to 10 tutoring groups in both Session 1 and Session 2. Session 1 ran for 10 weeks, and Session 2 ran for 9 weeks. Tutoring was conducted three days a week for an hour each day.

The adaptive digital curricula we purchase is key to helping teachers address the wide range of needs in their classes. We use these programs to support newcomers, help struggling students, and challenge advanced students.

## Fiscal support (EPC)

Title I,II,III, IV  
Supplemental Concentration  
Grant: Cal New Kaiser

## Educational Partner 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 (8 times this year), one LCAP goal is reviewed at each meeting, and suggestions for site improvement are discussed and recorded at every meeting. 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 22, 2023 with participants from SSC and ELAC. At the Wednesday, March 29, 2023 ELAC meeting, the information gathered from the site walk-through was reviewed and discussed. Final input for the SPSA development was recorded from this meeting, shared with SSC, and used in the final development of the SPSA prior to approval of the plan. Our 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.

2. The School Site Council (SSC): This committee meets multiple times throughout the year (8 times this year) to review LCAP goals and suggestions for improvement are discussed and recorded at each meeting. On Wednesday, March 22, 2023, the SSC joined the ELAC for a school walk-through. The notes from the walk-through were shared at the meeting on Thursday, April 27, 2023 and final recommendations for the SPSA were discussed and recorded. 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. Site data is analyzed for areas of growth and of need.

3. A Title I meeting: This meeting was held on Wednesday, September 7, 2023 at both 8:00 AM (in person) and 4:00 PM (on zoom) 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.

Additionally, numerous "Coffee with the Principal" events were conducted both in person and via zoom during the 22-23 school year in order to provide meaningful engagement our families regarding instructional planning, and determine what adaptations to our instructional programs would promote learning.

## Resource Inequities

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

The biggest resource inequity that impacts all three subgroups in ATSI, as well as other subgroups not in ATSI, is chronic absenteeism. By failing to attend school regularly, students are denied learning opportunities. The subject matter builds and depends on previous instruction and previous learning in an ever-increasing way. Students who fail to attend school regularly face a growing gap in their knowledge, understanding, and skills.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.6%	0.15%	0.43%	4	1	3
African American	15.8%	15.21%	14.06%	109	101	99
Asian	6.4%	7.68%	12.36%	44	51	87
Filipino	0.6%	0.45%	0.28%	4	3	2
Hispanic/Latino	43.9%	45.03%	44.18%	303	299	311
Pacific Islander	1.0%	1.36%	1.14%	7	9	8
White	30.0%	27.86%	25.85%	207	185	182
Multiple/No Response	1.2%	1.51%	0.71%	8	10	5
Total Enrollment				690	664	704

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	125	129	151
Grade 1	120	93	113
Grade 2	127	109	100
Grade3	106	122	102
Grade 4	115	104	127
Grade 5	97	107	111
Total Enrollment	690	664	704

### Conclusions based on this data:

1. Our three main student groups continue to be "Hispanic/Latino", "white", and "African American".
2. Our fastest growing population is our "Asian" population. For Johnson, these students are mainly from Afghanistan. They speak Farsi or Pashto. Many of them are newcomers to the country, and this presents a need for a focus on ELD as well as additional interpreters for Farsi and Pashto.
3. Our school continues to grow in size, necessitating additional staff to keep students safe at arrival, recess, lunch time, and dismissal.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	342	332	362	49.60%	50.0%	51.4%
Fluent English Proficient (FEP)	32	36	53	4.60%	5.4%	7.5%
Reclassified Fluent English Proficient (RFEP)	16	13	13	4.7%	3.64%	3.89%

### Conclusions based on this data:

1. The number and percentage of English learners increased this past year, increasing the need for focused, quality English Language Development.
2. Johnson's student population is a little more than 50% English learners. Our reclassification rate increased again by .25% to 3.89%, but it is still too low. This creates a need for us to better support our English Learners who are close to reclassification.

# 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	105	125		0	115		0	115		0.0	92.0	
Grade 4	112	114		0	102		0	102		0.0	89.5	
Grade 5	100	116		0	106		0	106		0.0	91.4	
All Grades	317	355		0	323		0	323		0.0	91.0	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2359.			6.09			12.17			25.22			56.52	
Grade 4		2396.			1.96			17.65			28.43			51.96	
Grade 5		2440.			4.72			16.98			34.91			43.40	
All Grades	N/A	N/A	N/A		4.33			15.48			29.41			50.77	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		4.35			54.78			40.87	
Grade 4		2.94			67.65			29.41	
Grade 5		5.66			62.26			32.08	
All Grades		4.33			61.30			34.37	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		6.96			43.48			49.57	
Grade 4		4.90			46.08			49.02	
Grade 5		3.77			54.72			41.51	
All Grades		5.26			47.99			46.75	



Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		3.48			67.83			28.70	
Grade 4		3.92			71.57			24.51	
Grade 5		4.72			82.08			13.21	
All Grades		4.02			73.68			22.29	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		5.22			58.26			36.52	
Grade 4		0.98			72.55			26.47	
Grade 5		1.89			67.92			30.19	
All Grades		2.79			65.94			31.27	

**Conclusions based on this data:**

1. Last school year, 2021-22, was the first year we conducted State testing since the start of COVID. Understandably, scores were down, although language arts fared better than mathematics.
2. Only 19.81% of students assessed met or exceeded the standard in English language arts. Based on this data, an identified need is an improved language arts instructional program, complete with interventions for students not at grade level.

# 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	105	126		0	123		0	123		0.0	97.6	
Grade 4	112	114		0	112		0	112		0.0	98.2	
Grade 5	100	116		0	112		0	112		0.0	96.6	
All Grades	317	356		0	347		0	347		0.0	97.5	

\* 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2364.			2.44			16.26			22.76			58.54	
Grade 4		2382.			1.79			7.14			26.79			64.29	
Grade 5		2422.			3.57			3.57			31.25			61.61	
All Grades	N/A	N/A	N/A		2.59			9.22			26.80			61.38	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		4.88			38.21			56.91	
Grade 4		2.68			26.79			70.54	
Grade 5		2.68			36.61			60.71	
All Grades		3.46			34.01			62.54	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		5.69			42.28			52.03	
Grade 4		2.68			36.61			60.71	
Grade 5		2.68			42.86			54.46	
All Grades		3.75			40.63			55.62	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2.44			56.10			41.46	
Grade 4		0.89			43.75			55.36	
Grade 5		1.79			57.14			41.07	
All Grades		1.73			52.45			45.82	

**Conclusions based on this data:**

1. Students' mathematics understanding seems to have suffered the most during COVID. Only 11.81% of students met or exceeded standard in math, creating a need for us to improve math instruction and provide interventions for students not at grade level.
2. Our relative strength was "communicating reasoning". This could very well be because of our school site emphasis on Cognitively Guided Instruction (CGI). We want to continue to have teachers participate in this valuable training.

# 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1404.1	1388.1		1418.1	1404.9		1371.2	1348.6		63	63	
1	1407.0	1397.7		1434.4	1422.3		1379.1	1372.6		49	55	
2	1453.1	1443.5		1463.5	1456.0		1442.2	1430.3		61	50	
3	1464.2	1477.1		1464.6	1478.5		1463.4	1475.3		67	56	
4	1493.4	1494.0		1494.3	1492.7		1492.0	1494.8		63	68	
5	1503.1	1515.3		1503.5	1508.8		1502.4	1521.3		55	62	
All Grades										358	354	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	9.52	3.17		30.16	25.40		28.57	39.68		31.75	31.75		63	63	
1	2.04	0.00		10.20	12.73		44.90	43.64		42.86	43.64		49	55	
2	3.28	4.00		40.98	20.00		26.23	46.00		29.51	30.00		61	50	
3	7.69	7.14		26.15	37.50		32.31	30.36		33.85	25.00		65	56	
4	11.29	10.29		33.87	36.76		37.10	25.00		17.74	27.94		62	68	
5	14.81	25.81		31.48	30.65		29.63	25.81		24.07	17.74		54	62	
All Grades	8.19	8.76		29.38	27.68		32.77	34.46		29.66	29.10		354	354	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	15.87	11.11		36.51	28.57		19.05	28.57		28.57	31.75		63	63	
1	10.20	14.55		34.69	25.45		30.61	30.91		24.49	29.09		49	55	
2	16.39	12.00		42.62	36.00		24.59	32.00		16.39	20.00		61	50	
3	15.38	32.14		35.38	28.57		24.62	23.21		24.62	16.07		65	56	
4	29.03	26.47		37.10	41.18		24.19	16.18		9.68	16.18		62	68	
5	31.48	32.26		40.74	43.55		12.96	8.06		14.81	16.13		54	62	
All Grades	19.77	21.75		37.85	34.18		22.60	22.60		19.77	21.47		354	354	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	9.52	0.00		6.35	6.35		46.03	53.97		38.10	39.68		63	63	
1	2.04	0.00		6.12	10.91		28.57	16.36		63.27	72.73		49	55	
2	3.28	0.00		31.15	18.00		29.51	32.00		36.07	50.00		61	50	
3	1.54	3.57		12.31	14.29		40.00	41.07		46.15	41.07		65	56	
4	1.61	4.41		25.81	23.53		32.26	38.24		40.32	33.82		62	68	
5	3.70	14.52		11.11	19.35		46.30	30.65		38.89	35.48		54	62	
All Grades	3.67	3.95		15.82	15.54		37.29	35.88		43.22	44.63		354	354	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	15.87	11.11		65.08	60.32		19.05	28.57		63	63	
1	6.12	18.18		79.59	61.82		14.29	20.00		49	55	
2	4.92	12.00		77.05	72.00		18.03	16.00		61	50	
3	20.00	28.57		49.23	51.79		30.77	19.64		65	56	
4	37.10	35.29		50.00	47.06		12.90	17.65		62	68	
5	20.37	24.19		61.11	64.52		18.52	11.29		54	62	
All Grades	17.80	22.03		62.99	59.04		19.21	18.93		354	354	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	19.05	14.29		47.62	50.79		33.33	34.92		63	63	
1	14.29	9.09		61.22	52.73		24.49	38.18		49	55	
2	31.15	16.00		52.46	64.00		16.39	20.00		61	50	
3	24.62	32.14		53.85	48.21		21.54	19.64		65	56	
4	25.81	23.53		64.52	55.88		9.68	20.59		62	68	
5	66.67	54.84		18.52	22.58		14.81	22.58		54	62	
All Grades	29.94	25.42		50.00	48.59		20.06	25.99		354	354	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	4.76	0.00		63.49	61.90		31.75	38.10		63	63	
<b>1</b>	6.12	3.64		20.41	27.27		73.47	69.09		49	55	
<b>2</b>	14.75	4.00		44.26	52.00		40.98	44.00		61	50	
<b>3</b>	3.08	0.00		41.54	46.43		55.38	53.57		65	56	
<b>4</b>	4.84	4.41		50.00	45.59		45.16	50.00		62	68	
<b>5</b>	3.70	14.52		44.44	48.39		51.85	37.10		54	62	
<b>All Grades</b>	6.21	4.52		44.92	47.18		48.87	48.31		354	354	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	15.87	9.52		39.68	44.44		44.44	46.03		63	63	
<b>1</b>	0.00	1.82		36.73	38.18		63.27	60.00		49	55	
<b>2</b>	4.92	2.00		45.90	40.00		49.18	58.00		61	50	
<b>3</b>	6.15	10.71		55.38	57.14		38.46	32.14		65	56	
<b>4</b>	4.84	19.12		69.35	54.41		25.81	26.47		62	68	
<b>5</b>	5.56	17.74		66.67	58.06		27.78	24.19		54	62	
<b>All Grades</b>	6.50	10.73		52.54	49.15		40.96	40.11		354	354	

#### Conclusions based on this data:

1. The COVID-19 pandemic, which forced families to stay home and isolate, seems to have taken a toll on the language development of English Learners. In Kindergarten, for example, in the 2017-18 school year, 15.58% of English Learners (ELs) scored at Level 4 while in the 2021-22 school year, only 3.17% of Kindergarten ELs scored at Level 4. This shows the importance of a focus on English language development.
2. The decline in the percentage of students reaching Level 4 is consistent across every domain of the ELPAC test. Here are the declines by domain in the percentage of students reaching Level 4, the level needed to reclassify, from 2017-18 to 2021-22:  
Oral Language - from 29.81 down to 21.75  
Written Language - from 11.78 down to 3.95  
Listening - from 37.98 down to 22.03  
Speaking - from 31.97 down to 25.42  
Reading - from 14.18 down to 4.52  
Writing - from 19.95 down to 10.73  
  
Gains and losses between 2020-21 and 2021-22 were very inconsistent. In order to turn these declines into increases, English Language Development instruction will need to be a top school priority.
3. The ELPAC mean scale scores declined from 2020-21 to 2021-22 in grades K, 1, and 2. The ELPAC mean scale scores increased from 2020-21 to 2021-22 in grades 3, 4, and 5.

# School and Student Performance Data

## Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
664	70.9	50.0	1.1
Total Number of Students enrolled in Johnson Elementary.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	332	50.0
Foster Youth	7	1.1
Homeless	32	4.8
Socioeconomically Disadvantaged	471	70.9
Students with Disabilities	98	14.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	101	15.2
American Indian	1	0.2
Asian	51	7.7
Filipino	3	0.5
Hispanic	299	45.0
Two or More Races	10	1.5
Pacific Islander	9	1.4
White	185	27.9

### Conclusions based on this data:

1. Since 71% of our student population is comprised of socioeconomically disadvantaged students, we have to consider student access to the core curriculum in every decision we make. Not only will our students need support with material needs, like notebooks, pencils, paper, markers, etc., but they will also need instructional support in some key areas that research shows suffer with the stressors associated with socioeconomic disadvantages: vocabulary development, phonemic awareness, print awareness, phonics, and social-emotional well being.
2. Since 50% of our student population is comprised of English Learners, we have to consider language needs in every decision we make. We need to continue to invest in professional learning opportunities designed to help teachers plan instruction that targets the needs of English learners like Project GLAD (Guided Language Acquisition and Design) and other powerful programs and strategies.
3. Our "Asian" population is now 7.7% of the school total. We must take note of this population because it is mainly comprised of Farsi and Pashto speaking newcomers from Afghanistan. They need support in English language development as well as in how school works in the United States.

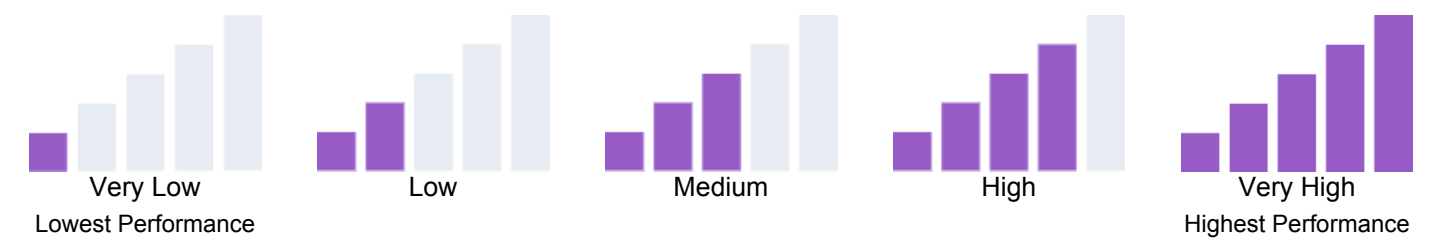


# School and Student Performance Data

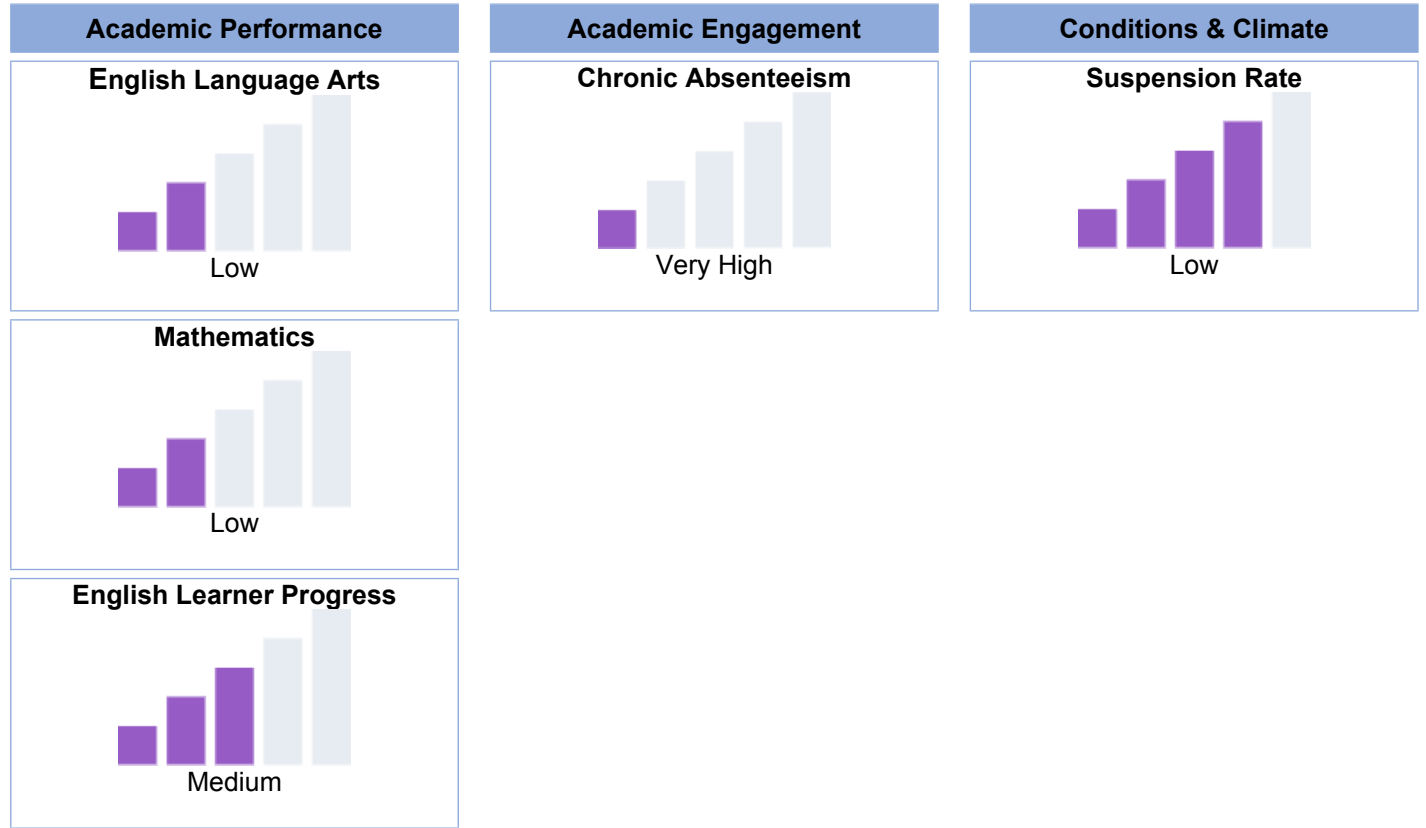
## Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



### 2022 Fall Dashboard Overall Performance for All Students



#### Conclusions based on this data:

1. This year's data is being reported differently because of the impact of COVID-19 on data collection during the 2020-21 school year. As you can see by the rating of "very high", chronic absenteeism is currently our biggest challenge. We need to find ways to incentivize students and families to make school attendance a priority.
2. Two bright spots from last year's data include a very low suspension rate and a "medium" rating for English Learner Progress.

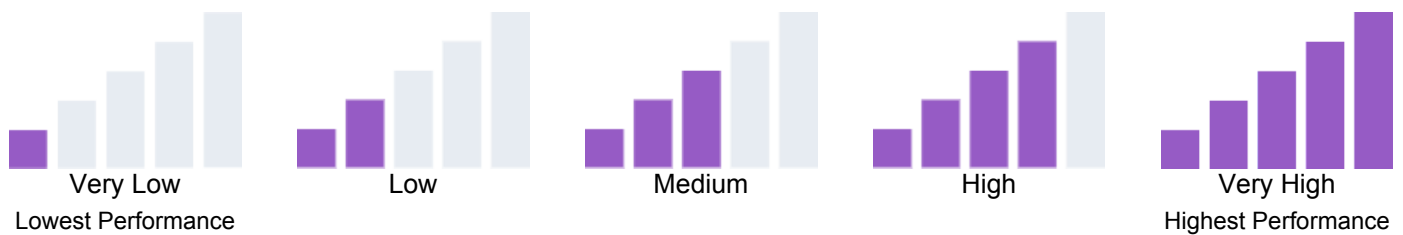
3. Behind chronic absenteeism, academics (namely English Language Arts and Mathematics) are our next biggest concerns. We need to provide professional learning and instructional support to teachers so that students receive the best first teaching possible. We also need to provide intervention for students not at grade level in those areas.

# School and Student Performance Data

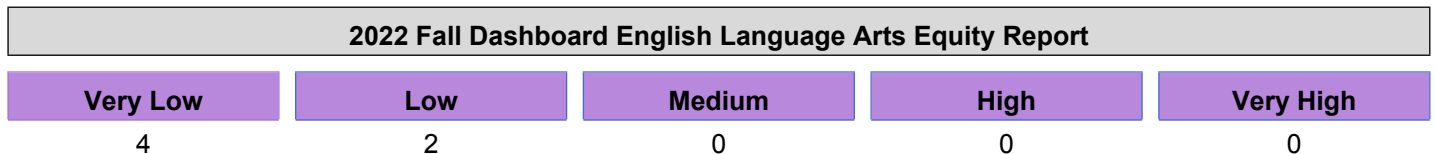
## Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

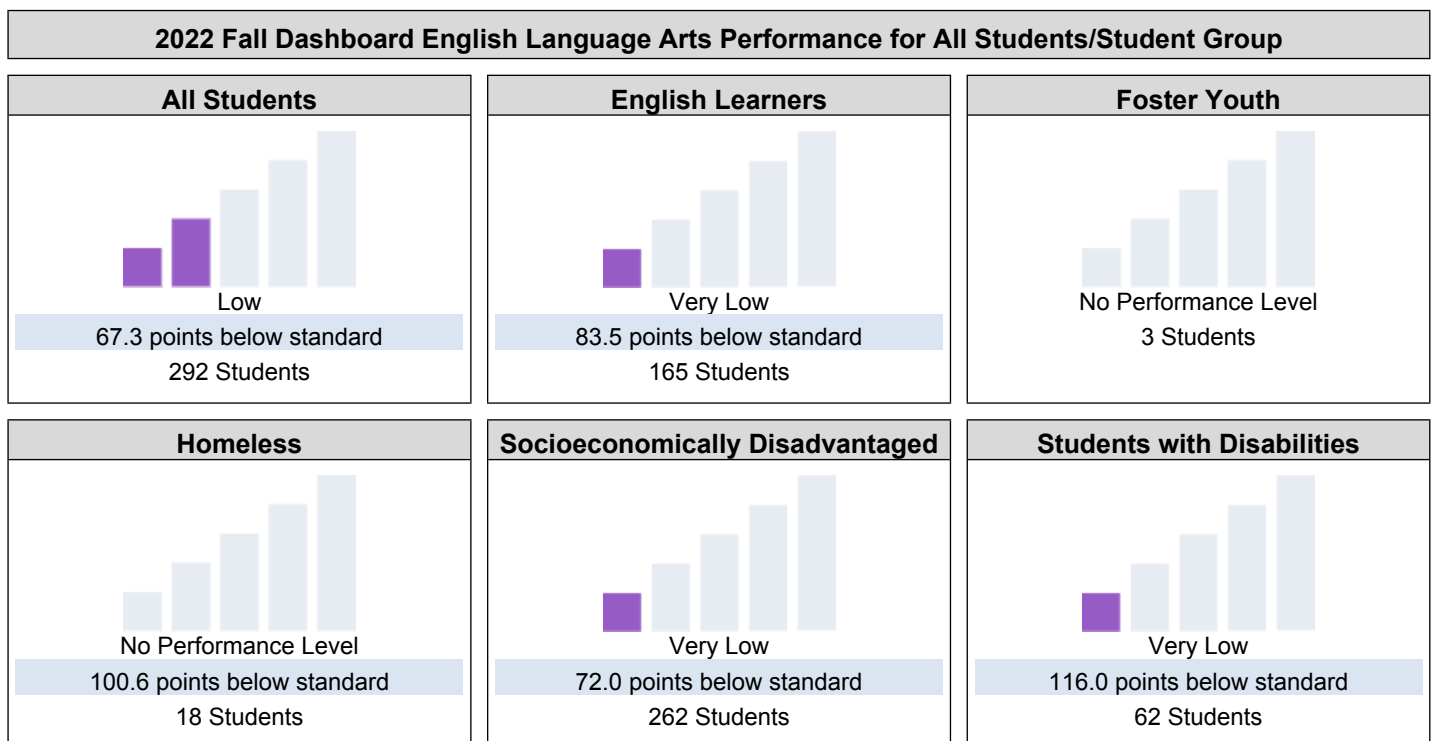
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



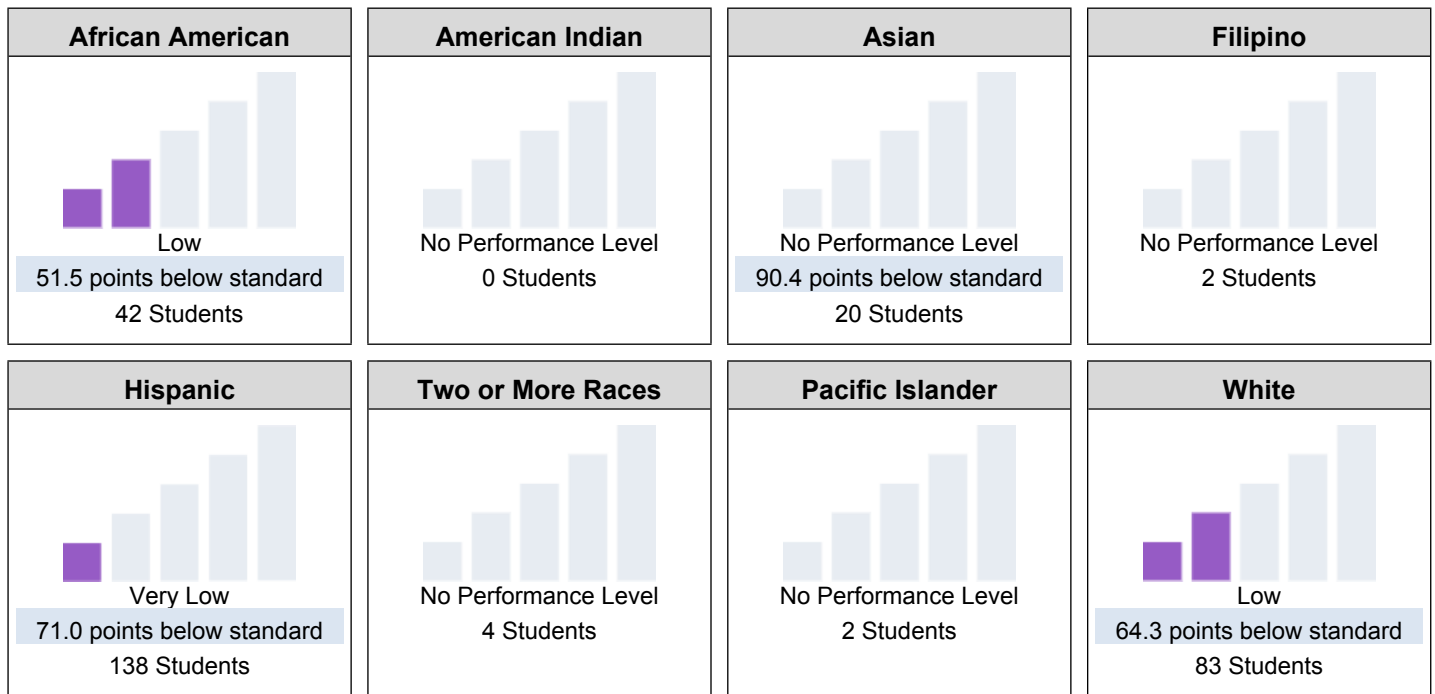
This section provides number of student groups in each level.



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



### 2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

### 2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
104.0 points below standard	21.2 points above standard	50.1 points below standard
138 Students	27 Students	118 Students

#### Conclusions based on this data:

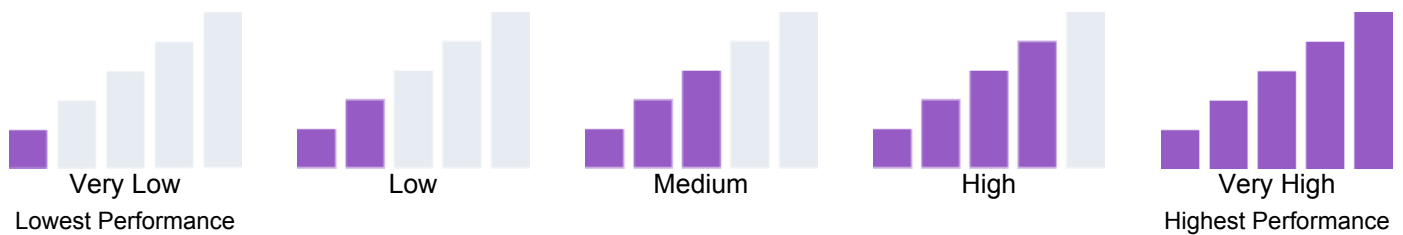
1. It is good to note that our focus on African American students resulted in them not being our lowest performing group.
2. Our reclassified English learners continue to outperform everyone in English language arts (ELA), showing the power of bilingualism.
3. Meanwhile, students still classified as English learners struggle greatly with the CAASPP ELA test. We need to continue to provide our English learners with both ELD and quality first instruction in ELA in order to help them move through the levels of English proficiency and achieve fluency.

# School and Student Performance Data

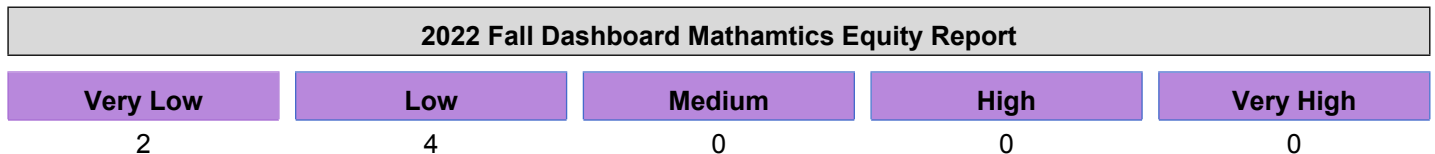
## Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

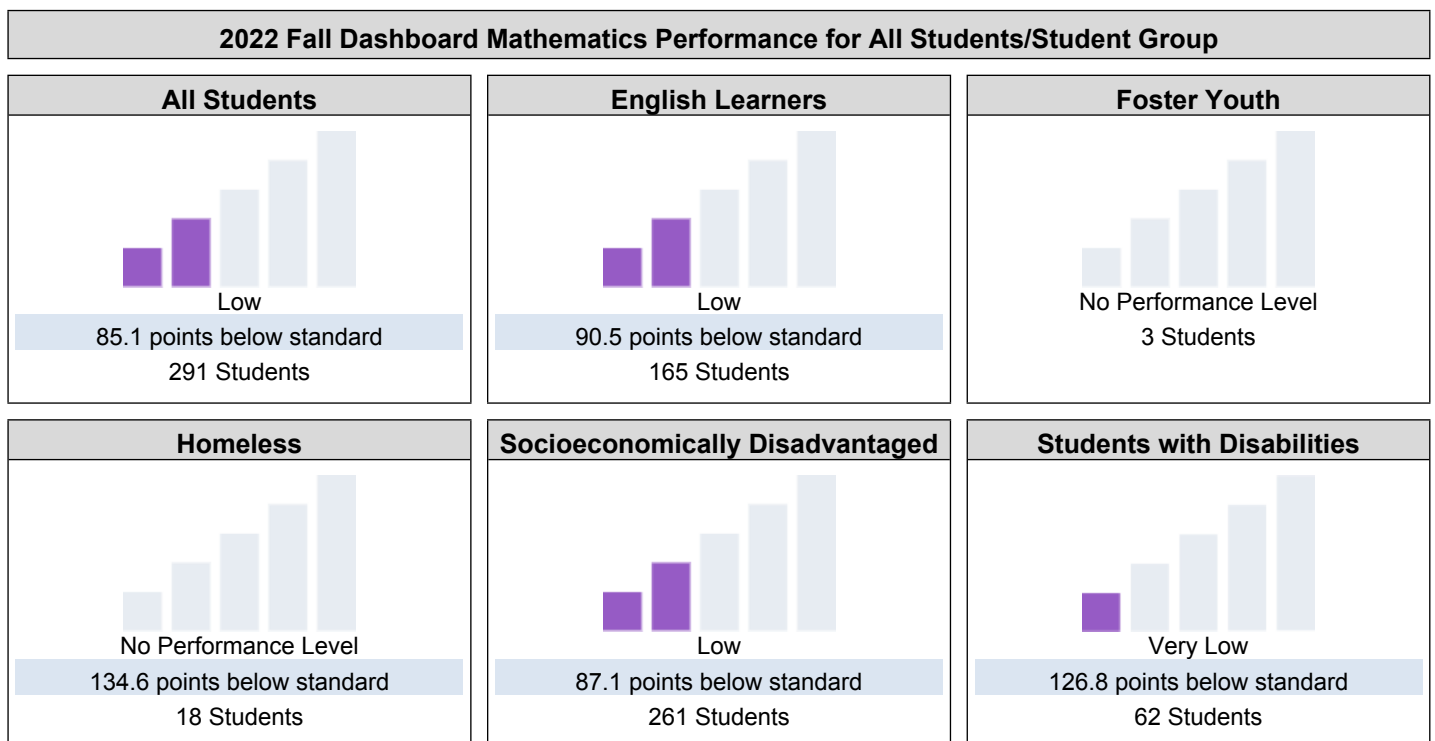
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



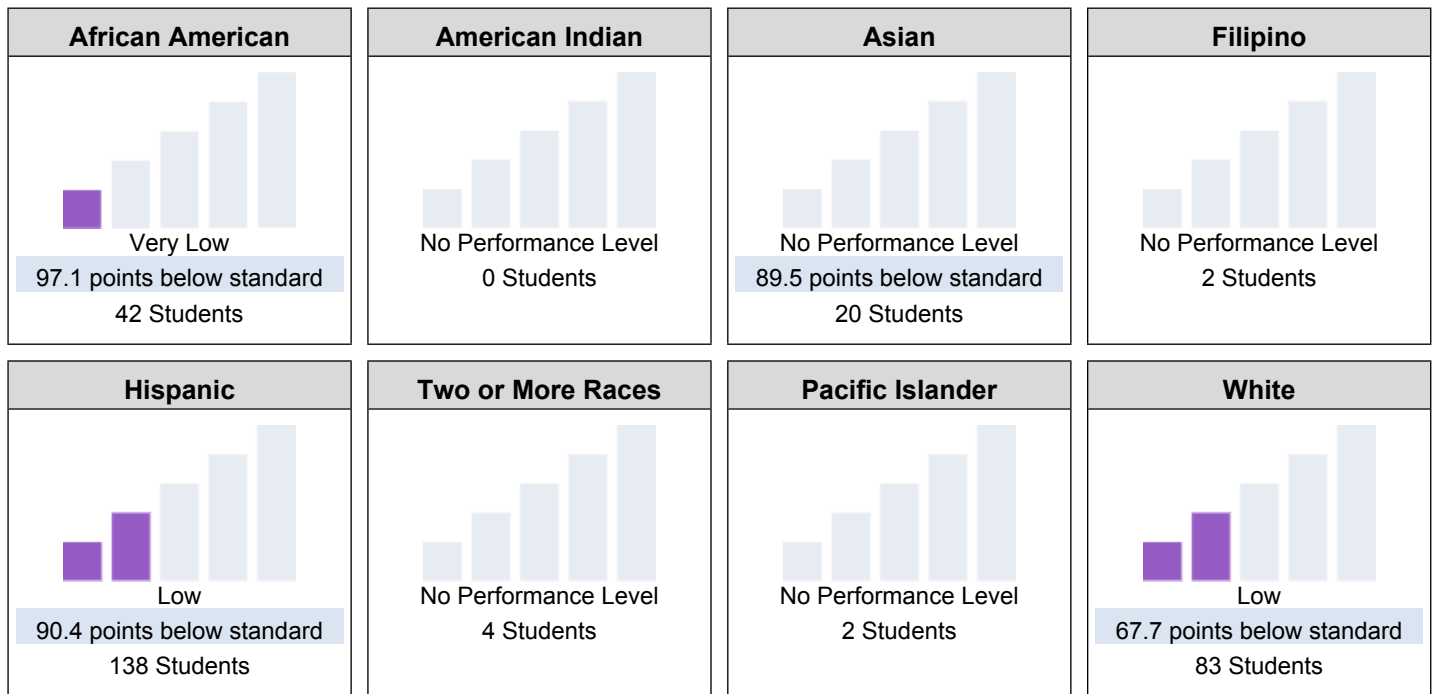
This section provides number of student groups in each level.



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



### 2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

### 2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
104.5 points below standard 138 Students	19.2 points below standard 27 Students	82.9 points below standard 117 Students

#### Conclusions based on this data:

1. Our reclassified English learners also outperform others in mathematics.
2. Growth and improvement in mathematics is a need for all groups.
3. Our students with disabilities continue to struggle more in math than their peers and more than they do in English language arts. We need to provide quality first instruction, support, and intervention for these students.

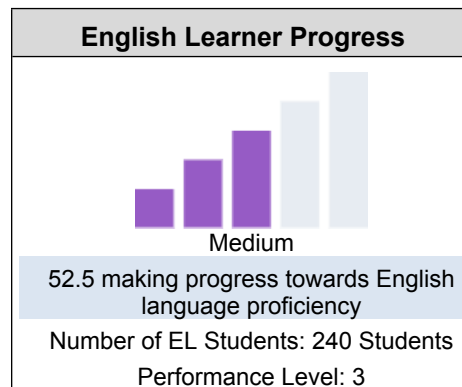
# School and Student Performance Data

## Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

### 2022 Fall Dashboard English Learner Progress Indicator



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

### 2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
13.8%	33.8%	0.8%	51.7%

#### Conclusions based on this data:

1. Slightly over half of our English learners met the goal of growing one level on the ELPAC test.
2. About one third of our English learners maintained their level but did not grow. This group needs to be targeted for support during English language development.
3. 13.8% of students decreased a level. This calls into question their effort during testing.

# School and Student Performance Data

## Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

### Conclusions based on this data:

- 1.

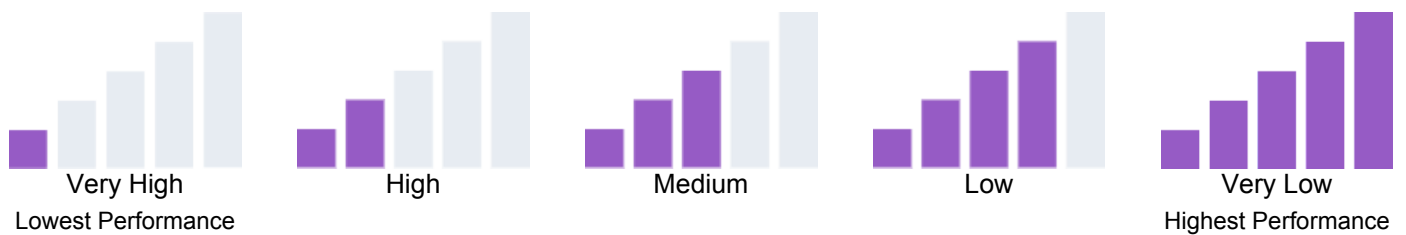


# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



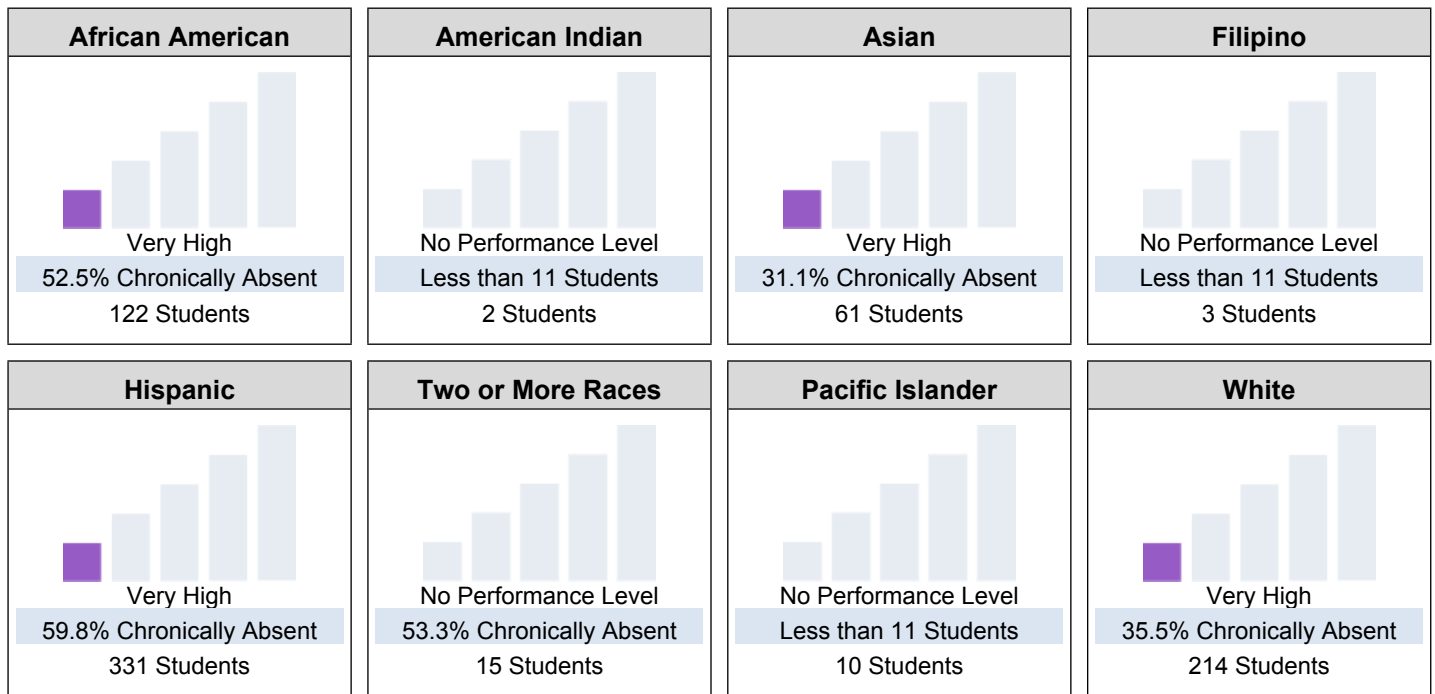
This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
8	0	0	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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group					
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>Very High</p> <p>49.6% Chronically Absent</p> <p>758 Students</p>	<p>Very High</p> <p>44.4% Chronically Absent</p> <p>390 Students</p>	<p>No Performance Level</p> <p>72.7% Chronically Absent</p> <p>11 Students</p>	<p>Very High</p> <p>80% Chronically Absent</p> <p>45 Students</p>	<p>Very High</p> <p>49.1% Chronically Absent</p> <p>672 Students</p>	<p>Very High</p> <p>51.7% Chronically Absent</p> <p>151 Students</p>

## 2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



### Conclusions based on this data:

1. Chronic absenteeism is now the biggest issue for Johnson Elementary. What used to be a Tier 3 support now needs to be a Tier 1 support. We need to incentivize students and families to make school attendance a priority.
2. All demographic groups fall into the "very high" category for chronic absenteeism.

# School and Student Performance Data

## Academic Engagement Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Very Low Lowest Performance	Low	Medium	High	Very High Highest Performance
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This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	Low	Medium	High	Very High

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



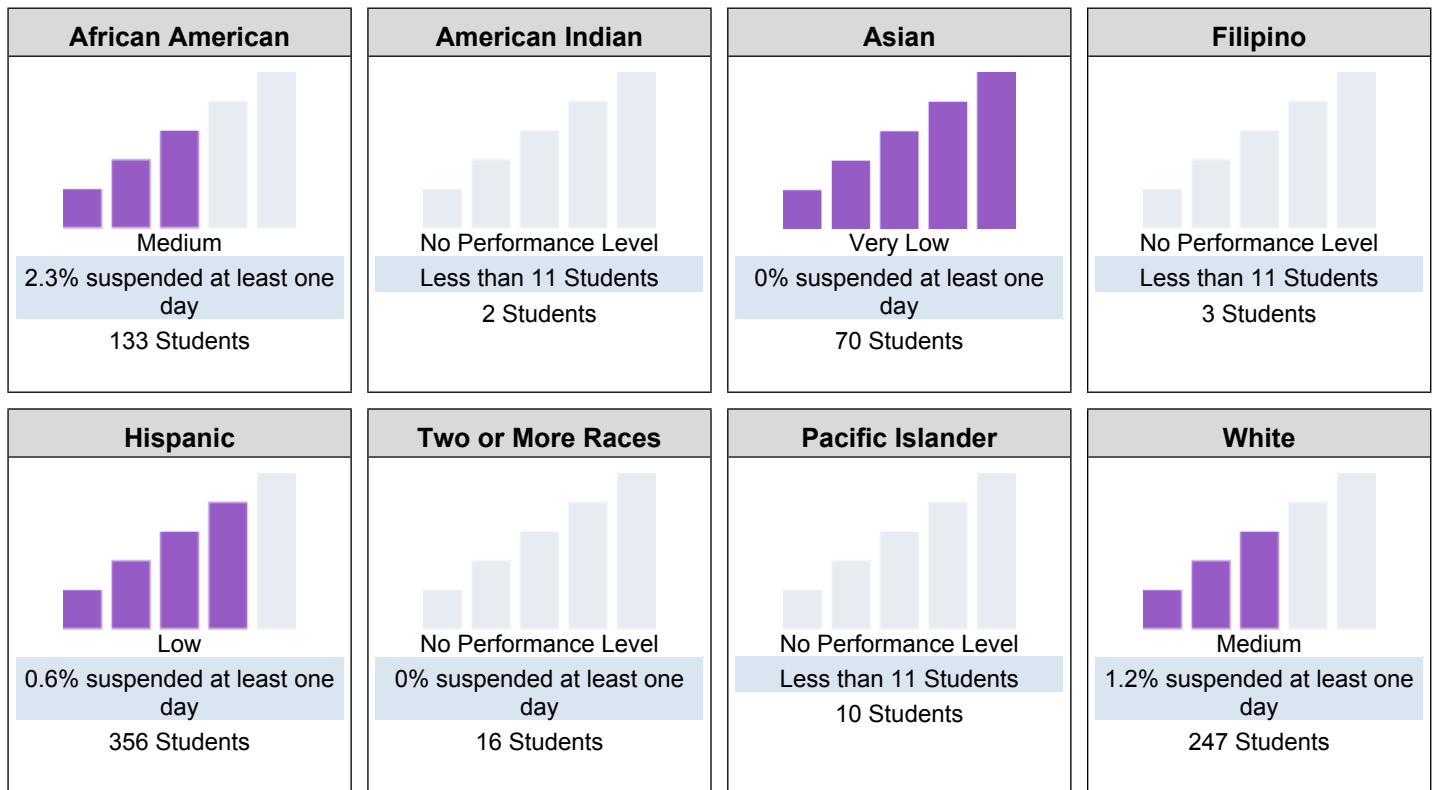
This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	High	Medium	Low	Very Low
0	0	3	3	2

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.

2022 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b>  Low 1% suspended at least one day 837 Students	<b>English Learners</b>  Low 0.7% suspended at least one day 434 Students	<b>Foster Youth</b>  No Performance Level 0% suspended at least one day 12 Students
<b>Homeless</b>  Very Low 0% suspended at least one day 52 Students	<b>Socioeconomically Disadvantaged</b>  Low 0.9% suspended at least one day 740 Students	<b>Students with Disabilities</b>  Medium 1.2% suspended at least one day 164 Students

## 2022 Fall Dashboard Suspension Rate by Race/Ethnicity



### Conclusions based on this data:

1. Because of our strong school counseling program, suspension is not an overwhelming issue for Johnson Elementary School.
2. Our teaching staff has focused on providing quality Social-Emotional Learning (SEL) for students, and the impact shows in our suspension data.
3. In order to maintain a low suspension rate, we must continue with our school counseling program and SEL instruction. This program is run by our School Counselor and our Guidance Technician.

# School and Student Performance Data

## 22-23 iReady Reading Diagnostic Assessment

### 22-23 Reading Diagnostic Assessments

Diagnostic #1 (Fall 2022)

Diagnostic #2 (Winter 2022)

21-22 Diagnostic #3 (Spring 2022)

All Students	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 2 % of students (One Grade Level Below)	36	44	41
Tier 3 % of students (Two or More Grade Levels Below)	31	45	37

### 22-23 Reading Diagnostic Assessments

Diagnostic #1 (Fall 2022)

Diagnostic #2 (Winter 2022)

21-22 Diagnostic #3 (Spring 2022)

English Learners	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 2 % of students (One Grade Level Below)	36	36	36
Tier 3 % of students (Two or More Grade Levels Below)	43	60	51

### 22-23 Reading Diagnostic Assessments

Diagnostic #1 (Fall 2022)

Diagnostic #2 (Winter 2022)

21-22 Diagnostic #3 (Spring 2022)

Socioeconomically Disadvantaged	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 2 % of students (One Grade Level Below)	37	44	42
Tier 3 % of students (Two or More Grade Levels Below)	29	45	38

### 22-23 Reading Diagnostic Assessments

Diagnostic #1 (Fall 2022)

Diagnostic #2 (Winter 2022)

21-22 Diagnostic #3 (Spring 2022)

Student with Disabilities	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 2 % of students (One Grade Level Below)	32	40	43

Student with Disabilities	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 3 % of students (Two or More Grade Levels Below)	48	56	48

### 22-23 Reading Diagnostic Assessments

**Diagnostic #1 (Fall 2022)**

**Diagnostic #2 (Winter 2022)**

**21-22 Diagnostic #3 (Spring 2022)**

Race/Ethnicity	Performance	Diagnostic #3	Diagnostic #1	Diagnostic #2
American Indian or Alaska Native	Tier 2 % of students (One Grade Level Below)	--	--	--
	Tier 3 % of students (Two or More Grade Levels Below)	--	--	--
Asian	Tier 2 % of students (One Grade Level Below)	27	52	49
	Tier 3 % of students (Two or More Grade Levels Below)	39	47	34
Black or African American	Tier 2 % of students (One Grade Level Below)	38	52	46
	Tier 3 % of students (Two or More Grade Levels Below)	22	28	27
Native Hawaiian or Other Pacific Islander	Tier 2 % of students (One Grade Level Below)	--	--	--
	Tier 3 % of students (Two or More Grade Levels Below)	--	--	--

Race/Ethnicity	Performance	Diagnostic #3	Diagnostic #1	Diagnostic #2
White	Tier 2 % of students (One Grade Level Below)	36	37	39
	Tier 3 % of students (Two or More Grade Levels Below)	32	50	40

**Conclusions based on this data:**

1. 8% of students moved out of Tier 3 and 3% of students moved out of Tier 2 between Diagnostic 1 and Diagnostic 2 of this school year, 2022-23.
2. 9% of English learners and 8% of students with disabilities moved out of Tier 3 between Diagnostic 1 and Diagnostic 2. This shows that our teaching and our intervention are having an impact.
3. Our Asian students, most of whom are English learners from Afghanistan, also showed growth between Diagnostic 1 and Diagnostic 2: 13% moved out of Tier 3 and 3% moved out of Tier 2.



# School and Student Performance Data

## 22-23 iReady Reading Diagnostic Growth Reports

### 22-23 Reading Diagnostic Assessments

#### Diagnostic #2 (Winter 2021)

#### 21-22 Diagnostic #3 (Spring 2021)

	Diagnostic #3 (Goal 70%)	Diagnostic #2 (%On Track)
All Students % of Students On Track to Meet Typical Growth Goal	47	55
English Learner % of Students On Track to Meet Typical Growth Goal	44	55
Socioeconomically Disadvantaged % of Students On Track to Meet Typical Growth Goal	48	56
Students with Disabilities % of Students On Track to Meet Typical Growth Goal	42	57

### 22-23 Reading Diagnostic Assessments

#### Diagnostic #2 (Winter 2022)

#### 21-22 Diagnostic #3 (Spring 2022)

	Diagnostic #3 (Goal 70%)	Diagnostic #2 (%On Track)
American Indian or Alaska Native % of Students On Track to Meet Typical Growth Goal	--	--
Asian % of Students On Track to Meet Typical Growth Goal	58	53
Black or African American % of Students On Track to Meet Typical Growth Goal	47	51
Native Hawaiian or Other Pacific Islander % of Students On Track to Meet Typical Growth Goal	--	--
White % of Students On Track to Meet Typical Growth Goal	46	59

#### Conclusions based on this data:

1. According to Diagnostic #2, administered between December and February, a little over half of our students are on track to meet their "Typical Growth" goal for the year.
2. According to Diagnostic #2, 53% of our Asian students, many of whom are also English learners, were on track to meet their "Typical Growth" goal by the end of the year.

# School and Student Performance Data

## 22-23 iReady Math Diagnostic Assessment

### 22-23 Math Diagnostic Assessments

Diagnostic #1 (Fall 2022)

Diagnostic #2 (Winter 2022)

21-22 Diagnostic #3 (Spring 2022)

All Students	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 2 % of students (One Grade Level Below)	47	49	53
Tier 3 % of students (Two or More Grade Levels Below)	28	48	34

### 22-23 Math Diagnostic Assessments

Diagnostic #1 (Fall 2022)

Diagnostic #2 (Winter 2022)

21-22 Diagnostic #3 (Spring 2022)

English Learners	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 2 % of students (One Grade Level Below)	47	42	51
Tier 3 % of students (Two or More Grade Levels Below)	36	58	42

### 22-23 Math Diagnostic Assessments

Diagnostic #1 (Fall 2022)

Diagnostic #2 (Winter 2022)

21-22 Diagnostic #3 (Spring 2022)

Socioeconomically Disadvantaged	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 2 % of students (One Grade Level Below)	48	50	54
Tier 3 % of students (Two or More Grade Levels Below)	26	48	34

### 22-23 Math Diagnostic Assessments

Diagnostic #1 (Fall 2022)

Diagnostic #2 (Winter 2022)

21-22 Diagnostic #3 (Spring 2022)

Student with Disabilities	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 2 % of students (One Grade Level Below)	38	40	51

Student with Disabilities	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 3 % of students (Two or More Grade Levels Below)	39	60	44

### 22-23 Math Diagnostic Assessments

**Diagnostic #1 (Fall 2022)**

**Diagnostic #2 (Winter 2022)**

**21-22 Diagnostic #3 (Spring 2022)**

Race/Ethnicity	Performance	Diagnostic #3	Diagnostic #1	Diagnostic #2
American Indian or Alaska Native	Tier 2 % of students (One Grade Level Below)	--	--	--
	Tier 3 % of students (Two or More Grade Levels Below)	--	--	--
Asian	Tier 2 % of students (One Grade Level Below)	45	48	57
	Tier 3 % of students (Two or More Grade Levels Below)	31	51	36
Black or African American	Tier 2 % of students (One Grade Level Below)	48	55	54
	Tier 3 % of students (Two or More Grade Levels Below)	26	40	30
Native Hawaiian or Other Pacific Islander	Tier 2 % of students (One Grade Level Below)	--	--	--
	Tier 3 % of students (Two or More Grade Levels Below)	--	--	--

Race/Ethnicity	Performance	Diagnostic #3	Diagnostic #1	Diagnostic #2
White	Tier 2 % of students (One Grade Level Below)	46	48	50
	Tier 3 % of students (Two or More Grade Levels Below)	27	49	34

**Conclusions based on this data:**

1. 14% of all students moved out of Tier 3 between Diagnostic 1 and Diagnostic 2 this school year, 2022-23.
2. 16% of English learners and 16% of students with disabilities moved out of Tier 3 between Diagnostic 1 and Diagnostic 2 this school year, 2022-23. This shows that our teaching and our intervention programs are having a positive impact!
3. 15% of Asian students, many of whom are also English learners, moved out of Tier 3 between Diagnostic 1 and Diagnostic 2 of this school year, 2022-23.

# School and Student Performance Data

## 22-23 iReady Math Diagnostic Growth Reports

### 22-23 Math Diagnostic Assessments

#### Diagnostic #2 (Winter 2021)

#### 21-22 Diagnostic #3 (Spring 2021)

	Diagnostic #3 (Goal 70%)	Diagnostic #2 (%On Track)
All Students % of Students On Track to Meet Typical Growth Goal	44	56
English Learner % of Students On Track to Meet Typical Growth Goal	44	58
Socioeconomically Disadvantaged % of Students On Track to Meet Typical Growth Goal	46	57
Students with Disabilities % of Students On Track to Meet Typical Growth Goal	39	55

### 22-23 Math Diagnostic Assessments

#### Diagnostic #2 (Winter 2022)

#### 21-22 Diagnostic #3 (Spring 2022)

	Diagnostic #3 (Goal 70%)	Diagnostic #2 (%On Track)
American Indian or Alaska Native % of Students On Track to Meet Typical Growth Goal	--	--
Asian % of Students On Track to Meet Typical Growth Goal	47	57
Black or African American % of Students On Track to Meet Typical Growth Goal	44	53
Native Hawaiian or Other Pacific Islander % of Students On Track to Meet Typical Growth Goal	--	--
White % of Students On Track to Meet Typical Growth Goal	45	63

#### Conclusions based on this data:

1. Similar to ELA, our Diagnostic 2 results for math show that a little over half of our students were on track to meet their "Typical Growth" goal by the end of the year.

# School and Student Performance Data

## Annual Gallup Parent Survey Data

	% Fully Engaged	% Indifferent	% Actively Disengaged
18-19 Parent Survey	47	35	18
19-20 Parent Survey	40	45	15
20-21 Parent Survey	47	44	9
21-22 Parent Survey	50	43	6

### 21-22 Gallup Parent Survey Key Engagement Items

Three Key Engagement Items:	Item Mean: The average response to an item based on a 1-5 scale.	% of Parents (Strongly Agree/Agree)	% of Parents (Strongly Disagree/Disagree)
My child's school always delivers on what it promises.	4.52	99	1
I feel proud to be a parent at my child's school.	4.53	99	1
This school is perfect for my child.	4.28	96	4

### Conclusions based on this data:

1. The percentage of fully engaged parents increased during the 2021-22 school year! This is in large part due to the work of our Family and Community Liaison. We need to continue with her work in order to engage the other half of our families.
2. The parents we need to reach are not actively disengaged, in large part; they are indifferent. We need to find ways to connect with them.
3. Parents scored our school well in the three key areas of engagement: delivering on our promises, feeling proud to be a Johnson parent, and feeling that the school is perfect for their child. All scores were above 4.0 and two of the scores were above 4.5 on a 5-point scale.

# School and Student Performance Data

## Annual Gallup Student Survey Data

	% Fully Engaged	% Indifferent	% Actively Disengaged
18-19 Student Survey	65	35	
19-20 Student Survey	54	46	
20-21 Student Survey	61	39	
21-22 Student Survey	54	--	

### Gallup Student Engagement Items

2021-22 Mean Scores	Johnson Elementary  Item Mean: The average response to an item based on a 1-5 scale	Cajon Valley Union School District  Item Mean: The average response to an item based on a 1-5 scale
Overall Engagement	4.08	3.89
At this school, I get to do what I do best every day	3.64	3.55
My teachers make me feel my schoolwork is important	4.41	4.01
I feel safe in this school.	3.84	3.84
I have fun at school.	3.84	3.77
I have a best friend at school	4.56	4.44
In the last seven days, someone has told me I have done good work at school.	3.47	3.58
In the last seven days, I have learned something interesting at school.	4.30	3.82
The adults at my school care about me.	4.01	3.91
I have at least one teacher who makes me excited about the future.	4.13	4.02

### Johnson Elementary

#### Conclusions based on this data:

1. The Johnson students reported higher engagement in 8 of 10 areas as compared to the District averages. In one of the other two areas, they reported the same level of engagement as the District average.
2. The only item rated slightly lower than the District average (by .11) was "In the last seven days, someone has told me I have done good work at school."
3. Students rated the following three areas the highest: "I have a best friend at school.", "My teachers make me feel my schoolwork is important.", and "In the last seven days, I have learned something interesting at school."

# 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

Course Access

## LEA/LCAP Goal

All students will engage in a modern curriculum that will prepare them for the World of Work, based on their strengths, interests, and values.

## Goal 1

All students will engage in a modern curriculum that will prepare them for the World of Work, based on their strengths, interests, and values. Our students will develop the skills they need to navigate challenges, reach their own full potential, and make a positive impact on their local community and the global society. By June of 2024, our students will have benefitted from instruction through integrated curricular units that include educational excursions and community projects that connect the learning to the "real world".

## Identified Need

In the 2019-20 school year our teachers began creating integrated units of study that helped students connect the "real world" with their own strengths, interests, and values. Based on our limited implementation of World of Work curriculum observed during classroom visits, further unit development is needed so that students can both develop their strengths and see how their strengths can be used in careers and real world endeavors. We need to enhance our integrated units by connecting them with educational excursions and community-based projects. This is also what makes learning fun! Based on the 2023 California Dashboard, 43.6% of Johnson students are chronically absent. Because chronic absenteeism is such a huge concern, by increasing engagement in the classroom through the use of our Modern Curriculum, we hope to also increase student attendance.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of integrated units created	2019-20 Number of integrated units created and implemented by grade level teams = 1 to 3 2020-21 Number of integrated units created and implemented by grade level = 0 to 4 2021-22 Number of integrated units created and implemented by grade level = 2 to 10 2022-23 Number of integrated units created and implemented by grade level = 2 to 6	2020-21 2 to 4 new units created 2021-22 2 to 5 new units created 2022-23 2 to 6 new units created 2023-24 2 to 6 new units created
Number of teachers participating in coaching cycles	2019-20 = 16 teachers participated in coaching cycles	2020-21 28 teachers 2021-22 29 teachers



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	2020-21 = Official Coaching Cycles were suspended during COVID 2021-22 = 18 teachers participated in coaching cycles 2022-23 = 27 individuals participated in coaching cycles; the coach conducted 37 eight-week cycles	2022-23 28 teachers 2023-24 29 teachers; 35 coaching cycles
Number of Educational Excursions connected to integrated units	2019-20 TK/K = 1, 1st = 1, 2nd = 0, 3rd = 0, 4th = 0, 5th = 2 2020-21 TK/K = 0, 1st = 0, 2nd = 0, 3rd = 1, 4th = 2, 5th = 2 2021-22 TK/K = 1, 1st = 1, 2nd = 0, 3rd = 2, 4th = 5, 5th = 5 2022-23 TK/K = 0, 1st = 1, 2nd = 2, 3rd = 3, 4th = 4, 5th = 4	2020-21 TK/K = 2, 1st = 2, 2nd = 1, 3rd = 1, 4th = 1, 5th = 3 2021-22 TK/K = 2, 1st = 1, 2nd = 1, 3rd = 2, 4th = 3, 5th = 3 2022-23 TK/K = 2, 1st = 2, 2nd = 1, 3rd = 3, 4th = 6, 5th = 6 2023-24 TK/K = 2, 1st = 2, 2nd = 3, 3rd = 3
Number of Community-Based Projects	2019-20 TK/K = 1, 1st = 0, 2nd = 0, 3rd = 1, 4th = 0, 5th = 0 2020-21 TK/K = 0, 1st = 0, 2nd = 0, 3rd = 1, 4th = 1, 5th = 1 2021-22 TK/K = 0, 1st = 0, 2nd = 2, 3rd = 0, 4th = 1, 5th = 1 2022-23 TK/K = 0, 1st = 0, 2nd = 0, 3rd = 1, 4th = 2, 5th = 2	2020-21 TK/K = 2, 1st = 1, 2nd = 1, 3rd = 2, 4th = 1, 5th = 1 2021-22 TK/K = 2, 1st = 1, 2nd = 1, 3rd = 2, 4th = 2, 5th = 2 2022-23 TK/K = 1, 1st = 1, 2nd = 3, 3rd = 1, 4th = 2, 5th = 2 2023-24 TK/K = 1, 1st = 1, 2nd = 3, 3rd = 1, 4th = 2, 5th = 2
Student Gallup Data - "I have fun at school."	2019-20 3.56 2020-21 3.92 2021-22 3.84 2022-23 4.16	2020-21 3.76 2021-22 3.96 2022-23 4.16 2023-24 4.26

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

In order to facilitate grade level (or cross grade) planning of integrated units that connect the "real world" with students' strengths, interests, and values, we will hire an instructional coach to work with teachers and teacher teams on design and implement such units. Teachers will also need time to plan and collaborate on the integrated units of study as well as time to observe the

instructional practices of other teachers and teacher teams who have implemented such units. Students will participate in educational excursions and presentations that demonstrate the connections between the units of study and real world careers and endeavors.

### **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)
78,000	Title I 1000-1999: Certificated Personnel Salaries Instructional Coach
2,000	S/C 1000-1999: Certificated Personnel Salaries Teacher Release and Additional Time after school
5,000	S/C 5700-5799: Transfers Of Direct Costs Educational Excursions and Presentations

### **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**

Provide professional learning opportunities around the CVUSD Modern Curriculum/World of Work to aid in the development of integrated units.

### **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)
5,048	Title I 5800: Professional/Consulting Services And Operating Expenditures Presenter fees registration for professional learning
2,000	S/C 5000-5999: Services And Other Operating Expenditures Travel and Conference

### **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

Guide students in creating a weekly broadcast for the school to share news, informational pieces, celebrations, updates, staff introductions, etc. as part of their World of Word and Career Education studies.

#### 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)

1,000

Source(s)

Title I  
4000-4999: Books And Supplies  
iPad, Green Screen, and other equipment as needed

#### 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

Create ways for students to learn about and practice careers that connect to their strengths, interests, and values as part of our World of Work 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)

1,000

Source(s)

S/C  
4000-4999: Books And Supplies  
Materials for the Career Fair and materials for the 6 World of Work careers designated for each grade level

## Annual Review

### SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

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

Over the past several years, our work in Goal 1 has led to much more curricular integration and comprehensive unit planning. Individuals and grade level teams regularly work with our Instructional Coach to plan units of study that incorporate language arts, a content area (math, science, and/or social studies), educational excursions, expert presentations, and/or student presentations. Having an Instructional Coach furthers the professional practice of teachers in so many ways. Thanks to our Coach, Johnson teachers regularly observe each other and teachers at other sites. Our Coach also gives workshops and demonstrates lessons that allow teachers to grow in their teaching practice. She shares strategies and ideas through her newsletters, emails, and demonstration lessons.

This year Johnson teachers have taken advantage of many professional learning opportunities funded through our site budget: Computer Using Educators Conference, California Association of Bilingual Education Conference, San Diego Area Writing Project Fall and Spring Conferences, and more. Teachers share the learning with others upon their return, and our entire staff benefits.

The return and advancement of our school Broadcast Team, under the direction of our Instructional Coach, has really added to the modern curriculum we offer. The students on our Broadcast Team regularly conduct interviews, edit videos, write scripts, and present information on camera. It has made our school feel more unified by keeping everyone informed on the exciting events on campus.

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

In addition to the money budgeted in Goal 1 for educational excursions, the availability of ESSER funds allowed us to offer an extraordinarily large number of field trips to students. These field trips have been deeply integrated into students' studies and their career exploration work. Our students have visited the theater, Balboa Park, the Cabrillo Monument, the Birch Aquarium, the San Diego Zoo, the Museum of Making Music, Stelzer Park, the New Children's Museum, BizTown, the San Diego Bay Wildlife Refuge, the Crestridge Ecological Reserve, the Mingai Museum, the Living Coast Discover Center, Mission Trails, the local library, and the firehouse.

One thing we did not do quite as much of this year were the community-based projects. Last year we had a more active relationship with the San Diego River Park Foundation. We are still working with them this year, creating artwork for a new San Diego River sign, but not to the extent we did the previous year. Giving back to our community is an important part of a modern curriculum, and we will look for ways to enhance that in the future.

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

Late in the year, we decided to hold a career fair. This will be a lovely event, but it's not as connected to the day to day teaching and learning as it could be. Next year we should integrate this idea into our World of Work studies and make it more of an ongoing component to the education we offer.

# 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

Parent involvement, student engagement, school climate, and basic services

## LEA/LCAP Goal

All students, staff, and families feel safe, empowered, and respected.

## Goal 2

All students, staff, and families feel safe, empowered, and respected. Our school helps students build healthy relationships. The first two Johnson School rules, Be Safe and Be Respectful, will be evident in all interactions: student to student, staff to student, student to staff, and staff to parents. The positive school climate can also be seen in the high levels of participation by students, staff, and parents in school events, campaigns, and learning opportunities. By June 2024, engagement will increase by 10% for students and parents on our annual Gallup survey. Our rate of chronic absenteeism will also decrease by 10% overall.

## Identified Need

Goal 2 is important and relevant to Johnson because of the following needs identified through our Gallup survey data:

1. While students feel they have a great future ahead of them and feel cared for by the adults on campus, their mean score on feeling safe on campus is only 3.84. (Spring 2022)
2. While parents feel respected and that the school promotes a trusting environment, only 40% of this vital population reports being "fully engaged" on the Gallup Survey. (Spring 2020)
3. While educators generally report favorably on their working conditions, their mean score for having the materials necessary to do their job was 3.61. (Spring 2020)

Goal 2 is also important and relevant to Johnson because of the needs identified through our chronic absenteeism data, showing that 24.86% of all students are chronically absent. When analyzing our data by student groups, we notice significant need within our African American student group.

And while parents feel respected at our school and staff report favorable on their working conditions, we need to move toward the more powerful part of Goal 2: feeling empowered. We want to see more parents taking advantage of the many workshops, committees, and courses we offer, and we would love to find more opportunities for staff and families to interact and learn from one another.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student Gallup Survey	Fall 2019 Students feel safe on campus - mean score 3.73 Spring 2021 Students feel safe on campus - mean score 4.09 Spring 2022 Students feel safe on campus - mean score 3.84	Spring 2021 Students feel safe on campus - mean score 3.85 Spring 2022 Students feel safe on campus - mean score 4.12 Spring 2023 Students feel safe on campus - mean score 4.00

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Spring 2023 Students feel safe on campus - mean score 4.05	Spring 2024 Students feel safe on campus - mean score 4.15
Parent Gallup Survey	<p>Spring 2020 40% of parents report being fully engaged with our school.</p> <p>Spring 2021 47% of parents report being fully engaged with our school.</p> <p>Spring 2022 50% of parents report being fully engaged with our school.</p> <p>Spring 2023 54% of parents report being fully engaged with our school.</p>	<p>Spring 2021 55% of parents will report being fully engaged with our school.</p> <p>Spring 2022 60% of parents will report being fully engaged with our school.</p> <p>Spring 2023 65% of parents will report being fully engaged with our school.</p> <p>Spring 2024 70% of parents will report being fully engaged with our school.</p>
Staff Gallup Survey	<p>Spring 2020 Staff feel they have the materials necessary to do their job - mean score 3.61</p> <p>Spring 2021 Staff feel they have the materials necessary to do their job - mean score 3.89</p> <p>Spring 2022 Staff feel they have the materials necessary to do their job - mean score 3.61</p> <p>Spring 2023 Staff feel they have the materials necessary to do their job - mean score</p>	<p>Spring 2021 Staff feel they have the materials needed to do their job - mean score 3.70</p> <p>Spring 2022 Staff feel they have the materials necessary to do their job - mean score 4.0</p> <p>Spring 2023 Staff feel they have the materials necessary to do their job - mean score 4.0</p> <p>Spring 2024 Staff feel they have the materials necessary to do their job - mean score 4.0</p>
Parent ELAC Attendance (Average)	<p>2019-20 Average number of parents attending ELAC Meetings = 15</p> <p>2020-21 Average number of parents attending ELAC Meetings = 11</p> <p>2021-22 Average number of parents attending ELAC Meetings = 14</p> <p>2022-23 Average number of parents attending ELAC Meetings = 21</p>	<p>2020-21 Average number of parents attending ELAC Meetings = 20</p> <p>2021-22 Average number of parents attending ELAC Meetings = 20</p> <p>2022-23 Average number of parents attending ELAC Meetings = 20</p> <p>2023-24 Average number of parents attending ELAC Meetings = 25</p>
Parent Workshop Attendance	2019-20 Ranged from 1 participants to 50 participants	2020-21 Will range from 10 participants to 75 participants



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	2020-21 Ranged from 4 participants to 27 participants 2021-22 Ranged from 2 participants to 37 participants 2022-23 Ranged from 5 participants to 53 participants	2021-22 Will range from 15 participants to 80 participants 2022-23 Will range from 20 participants to 85 participants 2023-24 Will range from 20 participants to 85 participants
Referral Data: AP Log	2019-20 118 referrals for fighting, language, or hands-on behavior 2020-21 17 referrals for fighting, language, or hands-on behavior 2021-22 50 referrals total as of 5/19/22 2022-23 98 referrals total as of 5/17/23	2020-21 Goal is 100 or fewer referrals for fighting, language, or hands-on behavior 2021-22 Goal is 100 or fewer referrals for fighting, language, or hands-on (repeating goal since we are returning to 100% in-person learning) 2022-23 Goal is 75 or fewer referrals for fighting, language, or hands-on behavior 2023-24 Goal is 75 or fewer referrals for fighting, language, or hands-on behavior
Number of Site Engagement Activities with parents and teachers together	2019-20 7 engagement activities with parents and teachers together 2020-21 5 engagement activities with parents and teachers together 2021-22 15 engagement activities with parents and teachers together 2022-23 13 engagement activities with parents and teachers together	2020-21 10 engagement activities with parents and teachers together 2021-22 10 engagement activities with parents and teachers together 2022-23 20 engagement activities with parents and teachers together 2023-24 20 engagement activities with parents and teachers together
Chronic Absenteeism - California Accountability Dashboard and Local Data	2018-19 Chronic Absenteeism: 16.9% 2019-20 Chronic absenteeism rate: 21% 2020-21 Chronic absenteeism rate: 24.86% 2021-22 Chronic Absenteeism rate: 24.67% (as of 5/13/22) 2022-23 Chronic Absenteeism rate: 43.6% (chronic & severely chronic combined)	2021-22 Chronic absenteeism rate will decrease from 24.86% to 18%. 2022-23 Chronic absenteeism rate will decrease from 24.67% to 20.00% 2023-24 Chronic absenteeism rate will decrease from 43.6% to 33.6%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism for Asian Students - Local Data	2022-23 Chronic absenteeism rate: 27.7%	2023-24 Chronic absenteeism rate will decrease from 27.7% to 15%
Chronic Absenteeism for Homeless Students - Local Data	2022-23 Chronic absenteeism rate: 80.7%	2023-24 Chronic absenteeism rate will decrease from 80.7% to 50%
Chronic Absenteeism for Students with disabilities - Local Data	2022-23 Chronic absenteeism rate: 27.3%	2023-24 Chronic absenteeism rate will decrease from 27.3% to 15%

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, Asian Students, Students with disabilities, Homeless students

### Strategy/Activity

While data shows that students are feeling safer at school, we still have many referrals for fighting, bad language, and hands-on behaviors. All demographic groups are also plagued by chronic absenteeism. To improve our overall climate and help students want to come to school every day, we will provide the school with an Assistant Principal (paid for with central funding), a full-time School Counselor, and a Guidance Technician. These individuals will focus on teaching and implementing conflict resolution strategies, Positive Behavior Interventions and Supports (PBIS), restorative practices, coping strategies, and individual behavior contracts. These individuals will also support families with school attendance, with a specific focus on supporting Asian students, students with disabilities, and homeless families.

### 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	S/C 4000-4999: Books And Supplies Attendance Incentives for classes that improve their attendance over time
41,000	Title I 1000-1999: Certificated Personnel Salaries .3 FTE School Counselor
35,000	Title I 2000-2999: Classified Personnel Salaries Guidance Technician (4 days per week, 6.25 hours per day)



## Strategy/Activity 2

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

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

All students, Asian students, students with disabilities, and homeless students

### Strategy/Activity

Part of feeling safe at school and attending regularly is having your health and wellbeing cared for. We will provide a Health Aide to attend to student health concerns and injuries and to provide referrals for health 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)

40,189

#### Source(s)

Title I  
2000-2999: Classified Personnel Salaries  
FTE Health Aide

1,000

Title I  
2000-2999: Classified Personnel Salaries  
FTE Health Aide (additional hours)

## Strategy/Activity 3

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

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

English Learners, Asian students

### Strategy/Activity

Only 54% of parents report that they are fully engaged with our school. We will provide a Community Liaison to help the parents of English Learners, for whom communication with school is a challenge, to become connected and participate regularly in our English Learner Advisory Committee (ELAC) and other workshops offered to parents. We also provide translation and interpretation for parent meetings and parent/teacher conferences.

### 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)

20,000

#### Source(s)

Title I  
2000-2999: Classified Personnel Salaries  
FTE Community Liaison

4,265

Title I Parent Involvement  
2000-2999: Classified Personnel Salaries  
FTE Community Liaison

1,000

Title I  
2000-2999: Classified Personnel Salaries  
Translations and Interpretations (Arabic, Farsi,  
Swahili, and other languages other than  
Spanish)

#### **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**

To help students feel safe on campus, we will increase supervision by providing additional campus aide time.

##### **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)

11,000

Source(s)

S/C  
2000-2999: Classified Personnel Salaries  
Campus Aide time

#### **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**

To increase the positive relations between students and staff, we will provide incentives and recognitions for student achievement and implement additional PBIS strategies. We will provide school assemblies to build school spirit and to expose students to the talents of various cultures. We will also offer many fun activities for students at recess and lunch as well as after-school events for families designed to build community.

##### **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)

2,500

Source(s)

S/C  
4000-4999: Books And Supplies  
Incentives

10,000

S/C

	5000-5999: Services And Other Operating Expenditures Assemblies
588	S/C 4000-4999: Books And Supplies Industrial bubble machine supplies

## Strategy/Activity 6

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

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

All Transitional Kindergarten and Kindergarten Students

### Strategy/Activity

Provide collaborative play equipment in order to promote student engagement, social-emotional learning, and a positive school climate.

### 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	S/C 4000-4999: Books And Supplies cooperative toys (indoor and outdoor)

## 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

Provide more communication to students regarding the school rules, upcoming events, learning opportunities, and promote/celebrate learning with more "communication boards" on campus. These boards (possibly a combination of display cases and poster holders) can be used to communicate important school information to students and families.

### 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	S/C 4000-4999: Books And Supplies Outdoor display cases and poster holders

# Annual Review

## SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

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

Our School Counselor and our Guidance Technician continue to support the day to day growth of our students through their Social-Emotional Learning (SEL) lessons and their small group counseling sessions. This year, in addition to that, they started a "Friend to Friend Club" to involve students in making sure children feel safe, respected, and empowered at Johnson. These friendship ambassadors help with school events, with SEL lessons, and with students who appear to need more friends. The School Counselor also worked this year to design classroom lessons that target students sense of belonging here at school.

Even though the COVID pandemic is becoming less of an all-encompassing factor in school operations, it continued to require quite a bit of attention this school year. Our Health Aide has been invaluable in the fight to keep students healthy, identify sick students who need to go home, provide health resources and information to families, and communicate all pertinent information to the office and classroom teachers.

Our Parent Liaison is universally lauded for helping our school community function. While she speaks three languages fluently, she helps parents from all of our 17 language groups. She connects parents to workshops, teachers to parents, and families to the school. Our liaison also helps to organize Parent University, which is very popular with families. She went above and beyond this year, organizing field trips for parents to local historical sites! In addition to her work with events and programs, she spends large amounts of time helping families with the enrollment process, the re-enrollment process, enrolling for Camp Cajon, completing school surveys, and filling out forms.

Staff and parents alike appreciate that we use our funds to provide additional campus aide time. Safety is a big concern at our school, and having enough adults to supervise students is key. Between the central funding, the funding allocated through our site plan, and ESSER funds, we have been able to staff our lunch supervision with six campus aides. This allows each individual to have a reasonable sized, designated supervision area and monitor students closely.

We hosted many awards assemblies this school year. We gave certificates for students making great growth, students showing academic success, and students behaving in the Jaguar Way. The assemblies included various forms of wonderful, educational entertainment: science presentations, music presentations, character education programs, and more.

Our TK and Kindergarten students received some new collaborative toys, thanks to our site plan. Circle bikes are ridden by three children simultaneously, which requires close collaboration and extensive communication, both great life skills!

We hope that our outdoor display cases, to be installed later this year, will provide more visual supports for students related to our three school rules. We also hope they will build a sense of excitement around school events and happenings.

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

This school year we held five awards assemblies. Ideally we would like to have six or seven awards assemblies per year. We also need to increase the number of fun after school events we offer for families. The "circle bikes" were a hit! We need to find and purchase more cooperative toys for recess time.

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

We have made steady progress toward improving our school climate. We need to continue with our plan and find more and more ways to involve our parents and families.

# 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

State standards, student outcomes, and student achievement

## LEA/LCAP Goal

All students will excel in reading, writing, listening, speaking, and mathematics.

## Goal 3

At Johnson, all students will excel in reading, writing, listening, speaking, and mathematics. In order to monitor progress and ensure all students are making growth, we will use the iReady Diagnostic assessment to implement an MTSS structure to ensure 80% of students are making Typical Growth and 60% of students are making their stretch growth goals on Diagnostic #3. In addition, 60% of English Language Learners will meet their stretch growth on iReady Diagnostic assessments, and overall ELA performance on CAASPP (meeting or exceeding standard) will improve by 10%. Johnson School staff supports students in building strong academics and becoming life-long learners.

## Identified Need

Our students, especially our English learners and our students with disabilities, struggle in both language arts and math on the CAASPP, and only half of our English learners are making notable progress toward English language proficiency. Based on our local assessment data, collected in February 2023 (iReady Diagnostic #2), only a little over half of them are on track to meet their "Typical Growth" goal for the year.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Data (All Students)	% of students who met or exceeded standard - Grades 3-5 2021-22 Grade 3 = 18, Grade 4 = 20, Grade 5 = 22 2022-23 Grade 3 = 20, Grade 4 = 22, Grade 5 = 19	2020-21 (Testing canceled) 2021-22 School will score 55 points below standard on ELA. 2022-23 School will score 50 points below standard on ELA. 2023-24 School will score 45 points below standard on ELA.
CAASPP ELA Data (students with disabilities)	% of students who met or exceeded standard - Grades 3-5 2021-22 Grade 3 = , Grade 4 = , Grade 5 = 2022-23 Grade 3 = , Grade 4 = , Grade 5 =	2023-24 Students with disabilities will score 100 points below standard on ELA.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Math Data (All students)	<p>% of students who met or exceeded standard - Grades 3-5</p> <p>2021-22 Grade 3 = 18, Grade 4 = 9, Grade 5 = 7</p> <p>2022-23 Grade 3 = 17, Grade 4 = 22, Grade 5 = 5</p>	<p>2020-21 (Testing canceled)</p> <p>2021-22 School will score 60 points below standard on Math.</p> <p>2022-23 School will score 55 points below standard on Math.</p> <p>2023-24 School will score 55 points below standard on Math.</p>
CAASPP Math Data (Students with disabilities)	<p>% of students who met or exceeded standard - Grades 3-5</p> <p>2021-22 Grade 3 = , Grade 4 = , Grade 5 =</p> <p>2022-23 Grade 3 = , Grade 4 = , Grade 5 =</p>	<p>2023-24 Students with disabilities will score 100 points below standard on Math</p>
English Learner Progress Towards English Language Proficiency	<p>2018-19 124/286 (43.4%) of our English learners are making progress towards English language proficiency</p> <p>2019-20 (Testing canceled)</p> <p>2020-21</p> <p>2021-22 52.5% of our English learners are making progress towards English language proficiency</p> <p>2022-23</p>	<p>2020-21 45% of our English learners will make progress towards English language proficiency.</p> <p>2021-22 50% of our English learners will make progress towards English language proficiency.</p> <p>2022-23 55% of our English learners will make progress towards English language proficiency.</p> <p>2023-24 60% of our English learners will make progress towards English language proficiency.</p>
Fountas & Pinnell Data	<p>2019-20 % of students ended the year on grade level in reading by grade level:</p> <p>English: K = 3%, 1st = 18%, 2nd = 21%, 3rd = 18%, 4th = 18%, 5th = 9%</p> <p>BMAP: K = 17%, 1st = 18%, 2nd = 6%, 3rd = 17%, 4th = 7%, 5th = 20%</p> <p>2020-21 % of students ended the year on grade level in reading by grade level:</p> <p>English: K = 9%, 1st = 20%, 2nd = 29%, 3rd = 20%, 4th = 22%, 5th = 17%</p>	<p>2020-21 % of students will end the year on grade level in reading.</p> <p>English: K = 10%, 1st = 25%, 2nd = 30%, 3rd = 25%, 4th = 25%, 5th = 15%</p> <p>BMAP: K = 25%, 1st = 25%, 2nd = 15%, 3rd = 25%, 4th = 15%, 5th = 25%</p> <p>2021-22 % of students will end the year on grade level in reading.</p> <p>English: K = 15%, 1st = 30%, 2nd = 35%, 3rd = 30%, 4th = 30%, 5th = 20%</p>



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>BMAP: K = 21%, 1st = 46%, 2nd = 29%, 3rd = 22%, 4th = 4%, 5th = 0%</p> <p>2022-23. % of students ended the year on grade level in reading by grade level:</p> <p>English: K. = 14%, 1st = 21%, 2nd = 34%, 3rd = 34%, 4th = 31%, 5th = 7%</p> <p>BMAP: K = 1%, 1st = 30%, 2nd = 48%, 3rd = 38%, 4th = 28%, 5th = 7%</p>	<p>BMAP: K = 30%, 1st = 30%, 2nd = 20%, 3rd = 30%, 4th = 20%, 5th = 30%</p> <p>2023-24 % of students will end the year on grade level in reading.English:</p> <p>K. = 20%, 1st = 30%, 2nd = 40%, 3rd = 40%, 4th = 40%, 5th = 20%</p> <p>BMAP: K = 10%, 1st = 40%, 2nd = 55%, 3rd = 45%, 4th = 35%, 5th = 20%</p>
iReady ELA	<p>2020-21 42% of students met their typical growth target by Diagnostic 3</p> <p>2020-21 19% of students met their stretch growth target by Diagnostic 3</p> <p>2021-22 47% of students met their typical growth target by Diagnostic 3</p> <p>2021-22. 21% of students met their stretch growth target by Diagnostic 3</p> <p>2022-23 56% of students met their typical growth target by Diagnostic 3</p> <p>2022-23. 25% of students met their stretch growth target by Diagnostic 3</p>	<p>2023-24 70% of students will meet their stretch growth targets by Diagnostic 3</p> <p>2023-24 35% of students will meet their stretch growth targets by Diagnostic 3</p>
iReady Math	<p>2020-21 33% of students met their typical growth target by Diagnostic 3</p> <p>2020-21 13% of students met their stretch growth target by Diagnostic 3</p> <p>2021-22 44% of students met their typical growth target by Diagnostic 3</p> <p>2021-22. 18% of students met their stretch growth target by Diagnostic 3</p> <p>2022-23 48% of students met their typical growth target by Diagnostic 3</p>	<p>2023-24 60% of students will meet their typical growth targets by Diagnostic 3</p> <p>2023-24 30% of students will meet their stretch growth targets by Diagnostic 3</p>



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	2022-23. 22% of students met their stretch growth target by Diagnostic 3	
iReady ELA for English Learners	<p>2020-21 43% of students met their typical growth target by Diagnostic 3</p> <p>2020-21 18% of students met their stretch growth target by Diagnostic 3</p> <p>2021-22 44% of students met their typical growth target by Diagnostic 3</p> <p>2021-22. 19% of students met their stretch growth target by Diagnostic 3</p> <p>2022-23 58% of students met their typical growth target by Diagnostic 3</p> <p>2022-23 25% of students met their stretch growth target by Diagnostic 3</p>	<p>2023-24 70% of students will meet their typical growth targets by Diagnostic 3</p> <p>2023-24 35% of students will meet their stretch growth targets by Diagnostic 3</p>
iReady ELA for Students with disabilities	<p>2020-21 30% of students met their typical growth target by Diagnostic 3</p> <p>2020-21 9% of students met their stretch growth target by Diagnostic 3</p> <p>2021-22 39% of students met their typical growth target by Diagnostic 3</p> <p>2021-22. 14% of students met their stretch growth target by Diagnostic 3</p> <p>2022-23 46% of students met their typical growth target by Diagnostic 3</p> <p>2022-23. 21% of students met their stretch growth target by Diagnostic 3</p>	<p>2023-24 60% of students will meet their typical growth targets by Diagnostic 3</p> <p>2023-24 30% of students will meet their stretch growth targets by Diagnostic 3</p>
iReady Math for Students with disabilities	<p>2020-21 25% of students met their typical growth target by Diagnostic 3</p> <p>2020-21 6% of students met their stretch growth target by Diagnostic 3</p>	<p>2023-24 50% of students will meet their typical growth targets by Diagnostic 3</p> <p>2023-24 25% of students will meet their stretch growth targets by Diagnostic 3</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	2021-22 39% of students met their typical growth target by Diagnostic 3 2021-22 16% of students met their stretch growth target by Diagnostic 3 2023-24 39% of students met their typical growth target by Diagnostic 3 2022-23 15% of students met their stretch growth target by Diagnostic 3	

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 engage in coaching cycles with our instructional coach to analyze student data and plan instruction to improve student results in reading, writing, listening, speaking, and math. Grade level teams will also analyze student data and plan instruction to improve student results in reading, writing, listening, speaking, and math. Teachers will conduct classroom observations on- and off-site in order to learn more about effective, research-based practices in action.

### 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)
78,000	Title I 1000-1999: Certificated Personnel Salaries Instructional Coach
1,200	S/C 1000-1999: Certificated Personnel Salaries Teacher release and additional time after school

## Strategy/Activity 2

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

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

All students, English Learners, Students with disabilities

### Strategy/Activity

Teachers will attend professional learning opportunities addressing ways to improve student results in reading, writing, listening, speaking, and math. Teachers will collaborate together on the best ways to implement the new strategies.

### 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)
2,757	S/C 1000-1999: Certificated Personnel Salaries Teacher release and additional time after school
1,000	S/C 5000-5999: Services And Other Operating Expenditures Presenter fees and registration
11,000	Title I 1000-1999: Certificated Personnel Salaries Teacher release and additional time after school
2,000	S/C 5000-5999: Services And Other Operating Expenditures Travel and Conference

### Strategy/Activity 3

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

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

All students, Students with disabilities, English learners

### Strategy/Activity

Purchase Reading A-Z's research-based program, Raz-kids, to provide supplemental leveled texts for students to read independently and at home. Purchase actual books for more novel studies. Reproduce consumable materials for students using the District Print Shop.

### 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)
6,500	Title I 5000-5999: Services And Other Operating Expenditures Raz-Kids license
1,000	S/C

	4000-4999: Books And Supplies Instruction Materials (novel sets, mentor texts, and content area reading)
1,000	Title I 5700-5799: Transfers Of Direct Costs Print Shop
3,504	S/C 5700-5799: Transfers Of Direct Costs Print Shop

## Strategy/Activity 4

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

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

All students, English Learners, Students with disabilities

### Strategy/Activity

Provide reading support teachers to run guided reading groups to move students to grade level in reading and writing. Support Teachers may also run groups with an ELD focus.

### 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)
50,721	Title I 1000-1999: Certificated Personnel Salaries Support Teacher(s) (45% or 100%)
58,000	S/C 1000-1999: Certificated Personnel Salaries Support Teacher(s)

## Strategy/Activity 5

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

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

All students, Students with disabilities, English learners

### Strategy/Activity

Track student data on reading, writing, listening, speaking, and math. Use this data to plan instruction, build small groups, provide tutoring, and refer to reading support teachers.

### 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)
-----------	-----------

9,000

Title I  
5800: Professional/Consulting Services And  
Operating Expenditures  
Swing Subs for Teacher Release

## Strategy/Activity 6

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

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

All students, English Learners, Students with disabilities

### Strategy/Activity

Provide targeted before and after school tutoring for students in the areas of reading, writing, listening, speaking, and math.

### 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)

500

#### Source(s)

Title I  
2000-2999: Classified Personnel Salaries  
Additional time for classified staff before or after  
school

1000-1999: Certificated Personnel Salaries  
Additional time for teachers before or after  
school - Paid for through ELOP

## Strategy/Activity 7

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

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

All students, English Learners, Students with disabilities

### Strategy/Activity

Purchase research-based technology licenses to support students' academic growth in language arts and math.

### 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)

3,500

#### Source(s)

Title I  
5000-5999: Services And Other Operating  
Expenditures  
Smarty Ants

900	Title I 5000-5999: Services And Other Operating Expenditures Imagine Learning
864	Title I 5000-5999: Services And Other Operating Expenditures Seesaw
1,400	Title I 5000-5999: Services And Other Operating Expenditures Heggerty Phonemic Awareness Videos
500	Title I 5000-5999: Services And Other Operating Expenditures Kiddblogs - a writing tool
2,000	S/C 4000-4999: Books And Supplies Headphones for Student Use with Chromebooks; chargers
750	Title I 5000-5999: Services And Other Operating Expenditures Khan Academy Licenses
3,100	Title I 5000-5999: Services And Other Operating Expenditures Nearpod (Flocabulary)

## 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

Purchase supplemental instructional supplies

### 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)

1,000

#### Source(s)

Title I  
4000-4999: Books And Supplies  
Instructional Supplies

# Annual Review

## SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

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

Our Instructional Coach has been instrumental in some major improvements to our literacy instruction this year. For the past two years we have been part of our District's Literacy Project, and our Instructional Coach has been our "Literacy Champion". This year we implemented a new phonics curriculum from the University of Florida Literacy Institute (UFLI). Our Instructional Coach learned the curriculum first, prepared a workshop to teach the curriculum to our K-2 teachers, helped them plan their implementation of this new instructional tool, and continues to support them as they refine their implementation. We have made such great progress with this new program that teachers are coming from other school sites to observe our teachers. Our Instructional Coach also helped teachers in the Cognitively Guided Instruction Cohorts to advance their math instruction.

Our teachers attended quite a few workshops and conferences this year: CGI, GLAD, SDAWP, CUE, CAFE, and more. Many of these conferences were held out of town, and we were able to support teachers with travel and conference funds. We also had presenters provide workshops at our staff meetings.

This year, thanks to support from our District, we were able to have two support teachers (one full time and one part time) and a Learning Loss Intervention Teacher (LLIT) all providing small group instruction in literacy. Dozens of students benefitted from the extra dose of teaching and made significant progress. We used some of our funding to purchase the UFLI curriculum for these teachers, and that increased the pace of student progress.

Swing Subs, substitute teachers from an outside agency, continued to play a key role in our program improvement. We used Swing Subs to release teachers to observe other teachers and to teach the class when a teacher conducted one-on-one assessments. This allowed us to share effective strategies and stay on top of student data.

We redoubled our efforts to support students in their use of the iReady program. We helped them set goals for the Diagnostic results, and we provided more accountability for how many lessons they completed each week. We also provided a parent workshop to explain how to monitor student progress on iReady. Other applications like Raz-Kids, Smarty Ants, and Imagine Learning helped make independent work time more personalized and productive.

We purchased a tremendous amount of instructional materials to support our new literacy programs. These items included white boards with and without lines, magnetic letters, and small mirrors for students to see how to position their mouths to make certain sounds. We also purchased more ten-frames for math instruction.

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

One frustration we faced was the availability of Swing Subs. There were many days where we had ordered substitute teachers, but no one picked up the jobs. This is frustrating for the teachers because they had made sub plans and needed the time to conduct assessments or to observe a colleague. This is also frustrating and time consuming for our School Administrative Assistant because she has to reorder substitutes again and again until someone finally shows up.

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

We are most certainly continuing our focus on literacy. In fact, it will be a focus for the entire district next year. We will continue to refine our phonics program while adding a focus on vocabulary instruction. We will also continue to work on writing instruction. We will also add more teachers to the Cognitively Guided Instruction team in math. We need to continue to improve our plan for ELD (English Language Development).

In all content areas, we now have experts on campus. We need to provide more "in-house" professional learning so that best practices are shared.

Our District is working on creating a "literacy profile" for each student to better inform next year's teachers about the growth each child made this year.



# 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	\$379,908.00
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	\$518,786.00

## 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	\$390,972.00
Title I Parent Involvement	\$4,265.00

Subtotal of additional federal funds included for this school: \$395,237.00

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 (\$)
S/C	\$123,549.00

Subtotal of state or local funds included for this school: \$123,549.00

Total of federal, state, and/or local funds for this school: \$518,786.00

# 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
S/C	123549	0.00
S/C Carryover		
Title I	390972	0.00
Title I Parent Involvement	4265	0.00
Title I Carryover		

## Expenditures by Funding Source

Funding Source	Amount
S/C	123,549.00
Title I	390,972.00
Title I Parent Involvement	4,265.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	322,678.00
2000-2999: Classified Personnel Salaries	112,954.00
4000-4999: Books And Supplies	27,088.00
5000-5999: Services And Other Operating Expenditures	32,514.00
5700-5799: Transfers Of Direct Costs	9,504.00
5800: Professional/Consulting Services And Operating Expenditures	14,048.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	S/C	63,957.00

2000-2999: Classified Personnel Salaries	S/C	11,000.00
4000-4999: Books And Supplies	S/C	25,088.00
5000-5999: Services And Other Operating Expenditures	S/C	15,000.00
5700-5799: Transfers Of Direct Costs	S/C	8,504.00
1000-1999: Certificated Personnel Salaries	Title I	258,721.00
2000-2999: Classified Personnel Salaries	Title I	97,689.00
4000-4999: Books And Supplies	Title I	2,000.00
5000-5999: Services And Other Operating Expenditures	Title I	17,514.00
5700-5799: Transfers Of Direct Costs	Title I	1,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	14,048.00
2000-2999: Classified Personnel Salaries	Title I Parent Involvement	4,265.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	94,048.00
Goal 2	169,542.00
Goal 3	255,196.00

# 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
Haley Jimenez	Classroom Teacher
Alicia Rhoads	Classroom Teacher
Richard Del Galdo	Classroom Teacher
Miriam Gomez	Other School Staff
Laura Luallin	Parent or Community Member
Rebecca Griggs	Parent or Community Member
Robert Sorrell	Parent or Community Member
Lisset Gonzalez	Parent or Community Member
Ester Ocampo	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.

# Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/19/22.

Attested:

Principal, Christine Sphar on 5/18/23
SSC Chairperson, Laura Luallin on 5/18/23

# Instructions

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

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

## Instructions: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

### Purpose

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

### Description

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

## Educational Partner Involvement

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

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

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

## Resource Inequities

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

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**asurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

## Identified Need

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

*[Completing this section fully addresses all relevant federal planning requirements]*

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]*

## Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.



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

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

## **Students to be Served by this Strategy/Activity**

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

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

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

## **Annual Review**

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

## Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

## Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

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

## Budget Summary

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

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

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

### Requirements for Development of the Plan

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

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
    - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    - b. use methods and instructional strategies that:
      - i. strengthen the academic program in the school,
      - ii. increase the amount and quality of learning time, and
      - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      - i. strategies to improve students' skills outside the academic subject areas;
      - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

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

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.)

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

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

## **Single School Districts and Charter Schools Identified for School Improvement**

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

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

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

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



## Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019