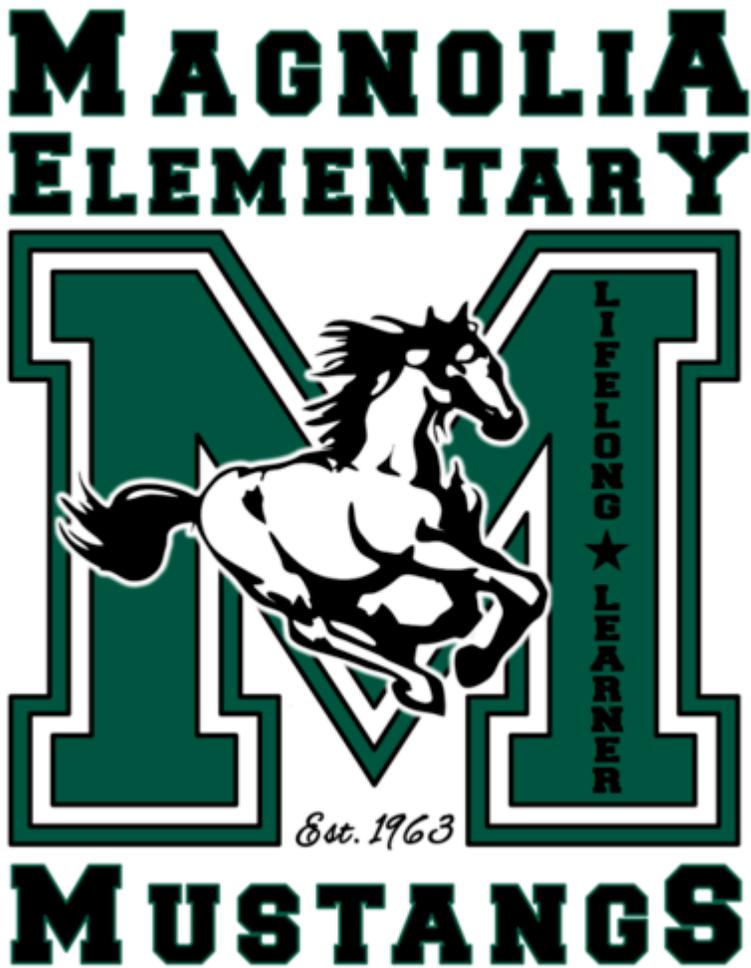


School Year: 2019-20



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Magnolia Elementary School	36-75069-6037246	June 6, 2019	

Purpose and Description

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

Schoolwide Program

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

The Every Student Succeeds Act (ESSA) is the nation's main education law for all public schools. The law holds schools accountable for how students learn and achieve. ESSA aims to provide an equal opportunity for students who get special education services.

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).

Magnolia used the California Healthy Kids Survey (CHKS) 17/18 to obtain data that would assist in fostering positive school climates and engagement in learning; prevent youth health-risk behaviors and other barriers to academic achievement and promote positive youth development, resilience, and well-being.

In reviewing CHKS data, it is important to note a decrease in participation from 83% the previous year to 68% in 2017-18. The following is a summary of the findings:

Positive School Climate: 82% of the respondents indicated that they feel safe at school most or all of the time; which is the same as the previous assessment. 55% of respondents report being hit or pushed at school and 59% indicated that they have had mean rumors spread about them, which is an increase of 10%. 94% of respondents feel students are treated with respect; while 67% feel there is a high level of school connectedness which decreased from the previous year's data.

Youth Health Risk Behaviors: 82% of the respondents indicated never using alcohol or drugs; which is an increase of 11%. 4% of the respondents indicate that they have either smoked a cigarette or e-cigarette in their lifetime while 95% see smoking cigarettes as a health risk while 80% see using e-cigarettes as a health risk.

Internal Strengths: 61% of the respondents indicated high expectations which is a 9% decrease from the previous year's data; 45% of the respondents indicated high level of caring adult relationships which is a significant 21% decrease and 67% of the respondents indicated high levels in being motivated academically which is a 12% increase from the previous year's data.

A parent survey was also administered in the spring of 2019. Only 13.4% of parents responded. This data showed the overall parent perception of the school was 82.5%. Magnolia's strength overall is communication and service which was at 86% with the highest being parents felt they were treated with respect and kindness by all staff at 93.8%. The overall perception of leadership was 79% with the highest area at 88.8% is providing opportunities for parents to be involved at school. The overall perception of teaching and learning was 73.3 % with the highest area at 93.8% being my child has access to computers and technology for learning. Our greatest area for growth, at 69.1% is providing multiple opportunities for students to be involved in after-school activities.

A careful review of the survey results indicates the need to focus our efforts on school engagement, after-school opportunities, and social/emotional learning. We currently will be implementing year two of PBIS in the 19/20 school year and will also use this data to form our practices and areas of focus.

Classroom Observations

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

The focus of classroom observations is to ensure that teachers are effectively implementing the Common Core State Standards, following the California Standards for the Teaching Profession (CSTP), and evidence of implementation of LCAP goals. Classroom observations also provide evidence of the implementation of site-level initiatives and staff development. Several observations take place in each classroom throughout the year. Informal walk-through observations provide a quick insight into student learning and engagement and feedback is provided on what was observed. The formal observation is adhered to in accordance with the UTA contract.

Summary of findings: Classroom observations demonstrate that teachers have a strong understanding of the CSTP and the Common Core State Standards. Teachers are collaborating regarding instructional practices and common assessments on a weekly basis as they deepen their knowledge of the Common Core State Standards and best practices for enhancing instruction and learning. Teachers are working on including student collaboration, the use of

innovative technology in learning, and a focus on literacy, numeracy, and social-emotional learning for the 19/20 school year.

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)

Magnolia uses multiple measures throughout the school year to inform instruction. These include iReady reading and math assessments which are used as our benchmark assessments, CCSS Unit assessments, and formative assessments created by grade level teams.

At the beginning of the school year, Magnolia's instructional staff and administration analyzed student performance on the end-of-year grade-level assessments, district benchmarks, and state testing to determine areas of strength and areas of weakness within the content areas of English language arts and math. Teachers meet in grade level teams with site administration to discuss and analyze the data. These discussions clarify effective instructional practices to build upon and refinements that need to be made to better ensure student learning. This data is used to establish instructional targets.

For the 2019-2020 school year, teachers and paraprofessionals are implementing the Common Core Standards, administering formative assessments and iReady math and reading benchmarks. There are multiple formative assessments given throughout the year. The results of these assessments are used to direct instruction and identify students for classroom intervention. Teachers reteach important concepts to provide students with additional opportunities to grasp the material. The results of these assessments are the focus of discussions on instructional practices. Grade level teams work collaboratively to create formative assessments that measure each student's progress towards proficiency on grade level Common Core State Standards. Results from these assessments are used to differentiate instruction to meet the needs of all learners. Through daily and weekly grade level meetings, data is analyzed to design and develop instruction and intervention for students on an ongoing basis.

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

Teachers devote time weekly to the analysis of data from informal assessments, common formative assessments and standard embedded unit assessments. Decisions made during these collaborative meetings is used to focus instruction, modify instructional practices and target interventions needed to ensure optimal student learning.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Magnolia has a highly qualified staff with many holding advanced graduate degrees.

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

Magnolia's teachers and paraprofessionals receive professional development related to the implementation of the Common Core State Standards, in the use of technology to enhance instructional practices and learning, and focused professional development to strengthen instructional practices in ELA and math.

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

Staff development is planned to ensure effective instruction and increased student learning of the Common Core State Standards. Staff meetings and early release days are designed to provide teachers with staff development opportunities, time to collaborate and identify effective instructional strategies. Teachers use district and site level assessments to determine student needs. These assessment opportunities also provide direction for intervention and enrichment offering. Classroom observations and grade level team discussions provide insights into the professional needs of our teaching staff as well as professional development surveys.

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

At the district level, we receive support in a number of areas identified in the LCAP. District experts and outside consultants are made available to teachers to support their growth in the implementation of the Common Core State Standards and researched-based instructional practices. The district has also taken on the task of training site level experts which allows for needed support on a daily basis in areas such as Thinking Maps, Ed Tech Training, Universal Design for Learning and assessment practices to a name a few. District in-service days and monthly staff meetings are planned to provide additional instructional support for the implementation of the Common Core State Standards, teaching strategies, and technology. The district and site focus for the 19/20 school year is literacy, numeracy, and social/emotional learning.

At Magnolia, we have devoted time at staff meetings, grade level meetings and up to seven early release days to build our capacity in the implementation of site identified initiatives that also support district initiatives.

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

Magnolia teachers utilized a weekly grade level planning day for collaboration for a minimum of 90 minutes. In addition, many grade level teams spend time daily meeting to discuss aspects of the days instruction. During collaboration meetings, teachers discuss student progress, standard alignment and the blending of technology in the instructional process. The goal is to highlight those practices that are effective at identifying students that need intervention to master the common core standards and share those best practices school-wide.

Teaching and Learning

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

Upland Unified School District has adopted California approved textbooks in the areas of English Language Arts, Mathematics, Science, and Social Studies. Teachers have been provided with instructional resources to support daily instruction.

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

Magnolia adheres to the K-6 state required instructional minutes for reading/language arts and mathematics. English learners receive the required English language instruction from both the classroom teacher and in a pull-out program (as needed). Additionally, we use Rosetta Stone, vocabulary development materials, Wonders as part of our daily instruction.

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

Magnolia is following the Common Core State Standards pacing guides in English language arts and mathematics. Intervention groups are determined from data gained from informal and formal assessments given during and at the end of common core units. Teachers provide intervention during the school day.

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

All students have access to state adopted curriculum and material. English learners have access to materials that are research based and have proven to be effective for the students acquiring proficiency in English.

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

The teaching staff at Magnolia use all SBE-adopted and standards-aligned instructional materials for English language arts, math and intervention groups.

Opportunity and Equal Educational Access

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

Underperforming students have access to state adopted curriculum and standards-based instruction. All students participate in daily instruction in English language arts and mathematics. Students in need of extra support receive intervention as needed within the classroom. Identified English learners also receive an additional 30 minutes of daily English language development instruction from a credentialed teacher/paraprofessional. Intervention opportunities are created for students in grades K-6 with the implementation of Daily 5.

Evidence-based educational practices to raise student achievement

Magnolia teachers meet in professional learning communities on a weekly basis. A portion of their weekly discussion focuses on interventions needed to help students meet the common core standards. Each grade level incorporates research-based instructional materials in their interventions which include:

small group instruction

differentiated instruction and materials - manipulatives, graphic organizers, leveled materials, modified instruction

lesson format - frontloading, short segments, modified assignments

enrichment opportunities

DBQ

GLAD Strategies

Kagan Structures for cooperative learning (student engagement)

Technology infused lessons

iReady online and small group lessons

DNA math practices

Thinking Maps

Daily 5

Parental Engagement

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

Magnolia has a number of resources available to assist under-achieving students which include:

parent volunteers

technology-based programming

differentiated instruction

leveled materials

manipulatives for math instruction

peer tutors

Healthy Start

Retired certificated teachers

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 and community members are encouraged to be involved in our school and school community. There are a number of district and site level committees such as DLAC, ELAC, PTA, and SSC. Parent and community members provide strong support to Magnolia in a number of ways which include the following:

- PTA Monthly Family Nights
- Back to School Night
- Parent and Teacher Conferences
- Monthly Dine-out Nights
- Monthly Recognition Assemblies
- Open House
- Volunteer Assembly
- Classroom Volunteers
- Special Assemblies
- School Website
- Remind or Class Dojo

Funding

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

Categorical funds are used to provide extra support to English learners and underperforming students. These funds are used to provide additional staff, research-based materials, staff to complete state assessments and professional development for teachers of English learners.

Fiscal support (EPC)

Magnolia receives funding from the general budget, categorical budget, donations and Magnolia PTA.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

After close analysis of all data, goals and objectives were developed with involvement of multiple stakeholders (leadership team, School Site Council, English Language Advisory Council, and the administration team) to support all Magnolia students. A draft SPSA plan is updated and reviewed by the leadership team with input from all the staff. It is then shared with our English Language Advisory Committee and School Site Council where it is reviewed and updated with their input. The plan is then approved by the School Site Council for implementation.

Resource Inequities

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

Magnolia does not have the budget resources to provide a Tier 2 reading intervention program that a reading specialist could provide for our struggling readers.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	0.3%	0.16%	%	2	1	
African American	4.1%	4.91%	4.46%	25	30	27
Asian	3.3%	3.44%	5.12%	20	21	31
Filipino	1.8%	1.96%	1.82%	11	12	11
Hispanic/Latino	42.5%	44.84%	47.19%	260	274	286
Pacific Islander	%	%	%			
White	44.6%	41.08%	38.28%	273	251	232
Multiple/No Response	1.0%	1.31%	1.16%	6	8	7
	Total Enrollment			612	611	606

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Kindergarten	85	70	82
Grade 1	76	96	77
Grade 2	87	76	98
Grade3	85	91	75
Grade 4	98	90	88
Grade 5	90	99	92
Grade 6	91	89	94
Total Enrollment	612	611	606

Conclusions based on this data:

1. Our enrollment is very stable and changes very little each year.
2. Our demographics are relatively stable for most student groups.
3. The two demographic areas that have shown change is the decrease in our white population and the increase in our hispanic population, which reflects the district trends in demographic changes.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	34	41	35	5.6%	6.7%	5.8%
Fluent English Proficient (FEP)	18	20	29	2.9%	3.3%	4.8%
Reclassified Fluent English Proficient (RFEP)	12	3	0	31.6%	8.8%	0.0%

Conclusions based on this data:

1. The percentage of English Language students at Magnolia continues to increase with a larger increase in 2017/18. Our number of Fluent English Proficient increased by 10%.
2. Students have been reclassified at a higher percentage the past two years; however, last years percentage of reclassification was down drastically from 2016-2017. 17 students were recently reclassified in the spring of 2019.
3. While, the percentage of Magnolia students who are English Learners is relatively low, it is still an area for instructional supports and focus to ensure these students reach proficiency with the language.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	82	88	69	82	88	68	82	88	68	100	100	98.6
Grade 4	95	86	87	94	86	87	94	86	87	98.9	100	100
Grade 5	88	96	83	88	90	83	88	90	83	100	93.8	100
Grade 6	88	87	89	87	87	88	87	87	88	98.9	100	98.9
All Grades	353	357	328	351	351	326	351	351	326	99.4	98.3	99.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2490.	2493.	2492.	52.44	60.23	54.41	20.73	22.73	23.53	15.85	7.95	14.71	10.98	9.09	7.35
Grade 4	2481.	2509.	2522.	25.53	44.19	48.28	34.04	24.42	25.29	21.28	12.79	19.54	19.15	18.60	6.90
Grade 5	2519.	2515.	2531.	21.59	26.67	31.33	37.50	31.11	30.12	17.05	21.11	15.66	23.86	21.11	22.89
Grade 6	2534.	2539.	2558.	13.79	16.09	26.14	40.23	41.38	36.36	32.18	26.44	25.00	13.79	16.09	12.50
All Grades	N/A	N/A	N/A	27.92	36.75	39.26	33.33	29.91	29.14	21.65	17.09	19.02	17.09	16.24	12.58

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	45.12	50.00	52.94	39.02	42.05	39.71	15.85	7.95	7.35
Grade 4	29.79	43.02	43.68	52.13	43.02	42.53	18.09	13.95	13.79
Grade 5	31.82	31.11	36.14	45.45	44.44	49.40	22.73	24.44	14.46
Grade 6	19.54	19.54	31.82	52.87	57.47	52.27	27.59	22.99	15.91
All Grades	31.34	35.90	40.49	47.58	46.72	46.32	21.08	17.38	13.19

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	51.85	44.32	45.59	35.80	50.00	48.53	12.35	5.68	5.88
Grade 4	28.72	39.53	32.18	48.94	44.19	58.62	22.34	16.28	9.20
Grade 5	32.95	34.44	37.35	52.27	43.33	40.96	14.77	22.22	21.69
Grade 6	25.29	25.29	29.55	55.17	54.02	56.82	19.54	20.69	13.64
All Grades	34.29	35.90	35.58	48.29	47.86	51.53	17.43	16.24	12.88

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	39.02	46.59	48.53	53.66	46.59	45.59	7.32	6.82	5.88
Grade 4	14.89	30.23	36.78	67.02	63.95	58.62	18.09	5.81	4.60
Grade 5	23.86	17.78	26.51	62.50	73.33	60.24	13.64	8.89	13.25
Grade 6	18.39	19.54	31.82	72.41	67.82	55.68	9.20	12.64	12.50
All Grades	23.65	28.49	35.28	64.10	62.96	55.52	12.25	8.55	9.20

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	52.44	56.82	52.94	39.02	30.68	39.71	8.54	12.50	7.35
Grade 4	30.85	34.88	36.78	51.06	54.65	54.02	18.09	10.47	9.20
Grade 5	28.41	28.89	30.12	48.86	46.67	46.99	22.73	24.44	22.89
Grade 6	22.99	27.59	32.95	59.77	56.32	52.27	17.24	16.09	14.77
All Grades	33.33	37.04	37.42	49.86	47.01	48.77	16.81	15.95	13.80

Conclusions based on this data:

- Over 66% of all Magnolia students in grades 3-6 met or exceeded overall achievement of the standards in ELA. Third grade continues to make great gains in ELA proficiency; however, the school as a whole increased by 5% in students meeting or exceeding standards.
- Students in grades 3-6 scored highest in the claim area of Research/Inquiry with 37% above standard followed by the claims area of Reading & Writing with 35.09% above standard in each claim. All three areas increased from the previous year overall.
- When considering the percentage of students above/near standard in claim levels; Reading continues to be an area of focus during the 2018-2019 school year. When looking at the percentage of students above grade level only, Listening is also an area of focus. However, third grade scores across all 4 claim areas are much higher than the rest of the grades with 6th grade showing some of the lowest scores in the students above or near standards.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	82	88	69	82	88	68	82	88	68	100	100	98.6
Grade 4	95	86	87	94	86	87	94	86	87	98.9	100	100
Grade 5	88	96	83	88	91	83	88	91	83	100	94.8	100
Grade 6	88	87	89	87	87	88	87	87	88	98.9	100	98.9
All Grades	353	357	328	351	352	326	351	352	326	99.4	98.6	99.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2484.	2471.	2489.	40.24	27.27	45.59	34.15	52.27	30.88	18.29	15.91	17.65	7.32	4.55	5.88
Grade 4	2479.	2504.	2514.	15.96	32.56	29.89	34.04	24.42	43.68	34.04	32.56	19.54	15.96	10.47	6.90
Grade 5	2530.	2526.	2521.	29.55	30.77	27.71	22.73	23.08	19.28	31.82	26.37	27.71	15.91	19.78	25.30
Grade 6	2533.	2542.	2558.	20.69	19.54	29.55	25.29	32.18	29.55	28.74	28.74	26.14	25.29	19.54	14.77
All Grades	N/A	N/A	N/A	26.21	27.56	32.52	29.06	32.95	30.98	28.49	25.85	23.01	16.24	13.64	13.50

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	56.10	45.45	55.88	32.93	45.45	32.35	10.98	9.09	11.76	
Grade 4	26.60	46.51	54.02	43.62	30.23	31.03	29.79	23.26	14.94	
Grade 5	38.64	37.36	33.73	38.64	36.26	36.14	22.73	26.37	30.12	
Grade 6	26.44	33.33	45.45	33.33	35.63	34.09	40.23	31.03	20.45	
All Grades	36.47	40.63	46.93	37.32	36.93	33.44	26.21	22.44	19.63	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	46.34	34.09	51.47	42.68	56.82	39.71	10.98	9.09	8.82	
Grade 4	24.47	34.88	28.74	48.94	39.53	57.47	26.60	25.58	13.79	
Grade 5	27.27	25.27	20.48	46.59	51.65	48.19	26.14	23.08	31.33	
Grade 6	25.29	19.54	21.59	51.72	60.92	56.82	22.99	19.54	21.59	
All Grades	30.48	28.41	29.45	47.58	52.27	51.23	21.94	19.32	19.33	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	48.78	47.73	47.06	47.56	45.45	48.53	3.66	6.82	4.41
Grade 4	24.47	40.70	41.38	52.13	39.53	44.83	23.40	19.77	13.79
Grade 5	22.73	28.57	21.69	56.82	52.75	51.81	20.45	18.68	26.51
Grade 6	16.09	24.14	26.14	56.32	47.13	48.86	27.59	28.74	25.00
All Grades	27.64	35.23	33.44	53.28	46.31	48.47	19.09	18.47	18.10

Conclusions based on this data:

1. 61% of all Magnolia students in grades 3-6 met or exceeded overall achievement of the standards in Math. Overall performance remained the same as in 2016-17.
2. Students in grades 3-6 made good gains in students scoring above standard in the area of Concepts and Procedures (10% gain) and Communicating Reasoning (21% increase).
3. Problem solving & Modeling/Data Analysis is an area of growth with a 7% decrease in students scoring above standard. More students moved into the at or near standard band in 17/18 making this a focus area in math. Concepts and procedures will still continue to be a secondary focus as it had the greatest percentage of students below standard (22%).

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	*		*		*		*	
Grade 1	*		*		*		*	
Grade 2	*		*		*		*	
Grade 3	*		*		*		*	
Grade 4	*		*		*		*	
Grade 5	*		*		*		*	
Grade 6	*		*		*		*	
All Grades							29	

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*		37.93		*		*		29	

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*		41.38		*		*		29	

Written Language Number and Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	#	%	#	%	#	%	#	%		
Grade K	*	*			*	*			*	
Grade 1	*	*	*	*	*	*	*	*	*	
Grade 2	*	*			*	*			*	
Grade 3							*	*	*	
Grade 4			*	*			*	*	*	
Grade 5			*	*			*	*	*	
Grade 6	*	*			*	*			*	
All Grades	*	*	*	*	*	*	*	*	29	

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	51.72		*		*		29	

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*		62.07		*		29	

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*		37.93		*		29	

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*		48.28		*		29	

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
611	30.9%	6.7%	
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	41	6.7%
Homeless	15	2.5%
Socioeconomically Disadvantaged	189	30.9%
Students with Disabilities	93	15.2%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	30	4.9%
American Indian	1	0.2%
Asian	21	3.4%
Filipino	12	2.0%
Hispanic	274	44.8%
Two or More Races	14	2.3%
White	251	41.1%

Conclusions based on this data:

1. Our two largest subgroups are the socioeconomically disadvantaged and students with disabilities. While the English Language group is less than 7% of our enrollment, there is still a campus focus to support their English Language development.
2. We have a high percentage of students with disabilities which could be do to housing the elementary moderate/severe special education program for the district .
3. Our largest subgroup by race/ethnicity is our Hispanic subgroup closely followed by our White subgroup. Our Hispanic subgroup has had the largest increases over the recent years.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. While Magnolia had a low suspension rate (0.6%) in the 17/18 school year. However, subgroup has shown a slight increase (0.3%) last year with our which placed the school in the yellow band. Positive Behavior Intervention Supports is a focus this year to help decrease suspension rates.
2. In the area of academics for the 17/18 school year, Magnolia scored in one of the higher levels-green with an increase overall of 7.6 points in ELA and 6 points in Math.
3. Magnolia's chronic absenteeism increased 1.6 % in the 17/18 school year causing Magnolia to be in the yellow band. The subgroup with the highest absenteeism rate is our socioeconomically disadvantaged

School and Student Performance Data

Academic Performance English Language Arts

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



This section provides number of student groups in each color.



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

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>30.3 points above standard</p> <p>Increased 7.6 points</p> <p>343 students</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>5.7 points above standard</p> <p>Maintained -2 points</p> <p>27 students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>46.1 points below standard</p> <p>11 students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Orange</p> <p>5.5 points below standard</p> <p>Maintained -2.7 points</p> <p>100 students</p>	<p>Students with Disabilities</p>  <p>Orange</p> <p>23.5 points below standard</p> <p>Maintained -1.2 points</p> <p>49 students</p>

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 16.6 points above standard Declined -17 points 18 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 12.7 points above standard Increased 7.9 points 151 students	 No Performance Color 32.3 points above standard Maintained -1.6 points 11 students	 No Performance Color 0 Students	 Green 43 points above standard Increased 9.2 points 150 students

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

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
28.8 points below standard Declined -9.6 points 15 students	48.8 points above standard 12 students	31.8 points above standard Increased 9.3 points 310 students

Conclusions based on this data:

- Overall, Magnolia increase 7.6 points scoring in the green band, with the Hispanic and White subgroups increasing 7.9 and 9.2 points respectively.
- Subgroups that are an area of focus are the socioeconomically disadvantaged (2.7 point decline) , students with disabilities (1.2 point decline), and African American students (17 point decline).
- Our English Language subgroup declined by 9.6 points last year making EL instruction and area of focus.

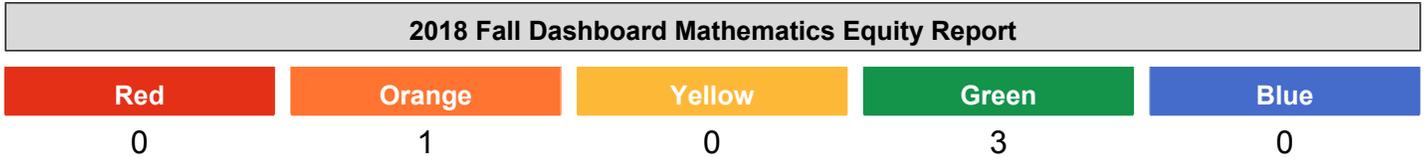
School and Student Performance Data

Academic Performance Mathematics

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



This section provides number of student groups in each color.



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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>12.3 points above standard</p> <p>Increased 6 points</p> <p>343 students</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>4 points above standard</p> <p>Maintained 0.2 points</p> <p>27 students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>44.5 points below standard</p> <p>11 students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>14.3 points below standard</p> <p>Increased 14.2 points</p> <p>100 students</p>	<p>Students with Disabilities</p>  <p>Orange</p> <p>37.1 points below standard</p> <p>Maintained -2.5 points</p> <p>49 students</p>

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 5.7 points below standard Declined -4.7 points 18 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 3 points below standard Increased 6.9 points 151 students	 No Performance Color 26.9 points above standard Maintained -2.2 points 11 students	 No Performance Color 0 Students	 Green 24 points above standard Increased 7.6 points 150 students

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

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
29.6 points below standard Declined -14 points 15 students	46 points above standard 12 students	12.4 points above standard Increased 7.1 points 310 students

Conclusions based on this data:

1. Overall, math is a stronger area Magnolia with an overall increase of 6 points scoring in the green band. Socioeconomically disadvantaged, Hispanic, and white subgroups all increased (14.2, 6.9 and 7.6 points respectively). The socioeconomically disadvantaged subgroups increase was more than twice the overall school's increase.
2. The subgroups which declined and are an area of focus were student's with disabilities (2.5 points) and African American (4..7 points).
3. Our subgroup with the greatest decline was our English Language Learners with a 14 point decline. English Language instruction for this group is an area of focus.

School and Student Performance Data

Academic Performance English Learner Progress

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

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
29	27.6%	37.9%	17.2%	17.2%

Conclusions based on this data:

1. The majority of our English Language learners are in the moderately developed band with 37.9 %
2. 34.4% of our EL's scored in the Somewhat developed and Beginning Stage bands. Due to 72.3% of EL's scoring in the bottom three bands, English Language designated and integrated instruction are an area of focus to support these students.
3. 27.6% of EL's scored in the well developed band and will be reviewed for possible reclassification.

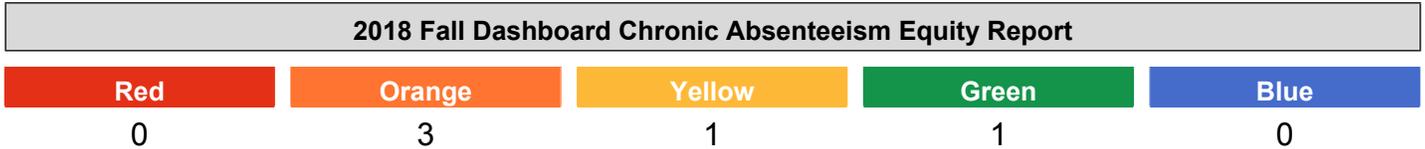
School and Student Performance Data

Academic Engagement Chronic Absenteeism

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



This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Yellow 4.8% chronically absent Increased 1.6% 622 students	<p>English Learners</p>  Green 2.4% chronically absent Increased 2.4% 42 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
<p>Homeless</p>  No Performance Color 11.8% chronically absent Increased 5.9% 17 students	<p>Socioeconomically Disadvantaged</p>  Orange 6.6% chronically absent Increased 0.6% 197 students	<p>Students with Disabilities</p>  Orange 16.5% chronically absent Increased 7.1% 109 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 6.5% chronically absent Increased 6.5% 31 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 13.6% chronically absent Increased 4.1% 22 students	 No Performance Color 0% chronically absent Declined 16.7% 12 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 6% chronically absent Increased 1.9% 281 students	 No Performance Color 0% chronically absent Maintained 0% 22 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 Yellow 3.2% chronically absent Increased 1.4% 253 students

Conclusions based on this data:

1. Chronic absenteeism is an area of focus for Magnolia with the majority of our subgroups in the yellow and orange bands. However, all significant subgroups did increase.
2. Our only subgroup that showed a decrease is the Filipino subgroup which declined 16.7%. This is not a significant subgroup at Magnolia.
3. Our English Learner subgroup is our only group in green with an increase of 2.4%. While all significant groups increased, a focus on positive attendance incentives and monitoring attendance is an area of need for Magnolia.

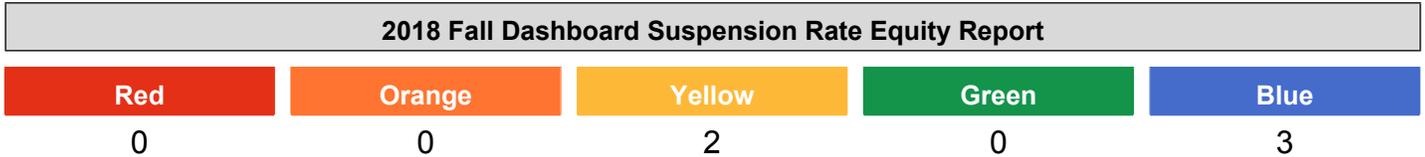
School and Student Performance Data

Conditions & Climate Suspension Rate

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



This section provides number of student groups in each color.



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

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Yellow 0.6% suspended at least once Increased 0.3% 632 students	<p>English Learners</p>  Blue 0% suspended at least once Maintained 0% 42 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 4 students
<p>Homeless</p>  No Performance Color 0% suspended at least once Maintained 0% 20 students	<p>Socioeconomically Disadvantaged</p>  Yellow 1% suspended at least once Increased 0.3% 204 students	<p>Students with Disabilities</p>  Blue 0% suspended at least once Declined -1.9% 116 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0% suspended at least once Maintained 0% 31 students	 No Performance Color Less than 11 Students - Data 1 students	 No Performance Color 0% suspended at least once Maintained 0% 22 students	 No Performance Color 0% suspended at least once Maintained 0% 12 students
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0.4% suspended at least once Maintained 0% 285 students	 No Performance Color 4.3% suspended at least once Increased 4.3% 23 students	 No Performance Color 0 Students	 Yellow 0.8% suspended at least once Increased 0.4% 258 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
0.2% suspended at least once	0.3% suspended at least once	0.6% suspended at least once

Conclusions based on this data:

1. Magnolia's suspension rate has shown slight increases over the last two years with a .1% increase in 2017 and a .3% increase in 2018. Three subgroups are in blue overall.
2. The subgroups with an area for growth and focus would be the socioeconomically disadvantaged and the white subgroups with increases of .3% and .4% respectively. These are the two subgroups in the yellow band.
3. The implementation of Mustang PRIDE positive behavior supports for 18/19 is being implemented to decrease suspendable behaviors before they occur.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

System Alignment

Goal 1

All student subgroups will make at least 5% growth in English Language Arts and Math Common Core State Standards (CCSS). Students will demonstrate a deep understanding of CCSS content and concepts in Language Arts, Math, and Science.

Identified Need

English Learners, Socioeconomically disadvantaged and Students with Disabilities continue to underperform on Math and ELA assessments; Math and ELA overall scores require maintenance and continued growth. The site will get data on the state science test for the first time after the 18/19 assessment is completed.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Scores	41% Hispanic Latino students not meeting ELA standards 50% Socioeconomically disadvantaged students not meeting ELA standards 61% English Language Learners not meeting ELA standards 64% Students with disabilities not meeting ELA standards	5% decrease in students not meeting standards in all subgroups
CAASPP Math	51% Hispanic/Latino students not meeting math standards 61% Socio-economically disadvantaged students not meeting math standards 83% English Language Learners not meeting math standards 68% Students with disabilities not meeting math standards	5% decrease in students not meeting standards in all subgroups

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Science	No baseline data for 17/18	18/19 is the first data for the site to analyze- No outcome at this point.

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)

EL students

Strategy/Activity

Provide personnel to provide intensive support to English learners

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)

10005.43

Source(s)

LCAP

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

Purchase supplemental materials to support Common Core implementation in the area of English language arts such as Scholastic News, Time for Kids, Handwriting without Tears, book sets for literature circles, etc.

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)

1500.00

Source(s)

LCAP

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Students at risk in reading or math

Strategy/Activity

Provide after school intervention or homework club

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)

750.00

LCAP

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

Provide an after school Garden Club

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)

2100.00

LCAP

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Purchase supplemental materials to support math and science Common Core instruction

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

750.00

LCAP

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Purchase organizational materials to support students in all grades using AVID binders and other organizational 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)

400.00

Source(s)

LCAP

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Innovative Use of Technology

Goal 2

Magnolia will provide daily opportunities for students to extend their learning through the embedded use of 21st Century technology.

Identified Need

Both district and state assessments are completed with the use of technology. In order to to be successful in secondary schools, college, and career, 21st century skills are necessary for all students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Conference & Staff meeting attendance Purchase records Parent Meeting attendance Student use of daily innovative technology	Technology training is an ongoing event As new programs are implemented new technology is needed 4th grade implemented the take-home program this year. Not all grades use technology for a creation tool	Technology training is monthly for staff New programs are implemented and supported The take home program will expand to 4th & 5th grade for 19/20. Use of Google sheets for data analysis, use of Google slides/Wixie/Board Builder for presentations, use of Google Docs for writing and research, and use of VR set for student virtual fieldtrips.

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

Tech Lead to support teachers in the implementation of technology through modeling lessons, lesson planning support, providing resources, or providing training through the use of a substitute for release 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)

Source(s)

220.00

LCAP

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Students in 4th and 5th grade

Strategy/Activity

Expand the Chromebook take home program to include both 4th and 5th grade.

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)

0.00

LCAP

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

Provide online resources for learning: Raz Kids, Reading Eggs, Newsela, Brain Pop, Pear Deck, and Mystery Science

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)

4500.00

LCAP

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

6th grade students

Strategy/Activity

Provide software and technology supplies to run a music production elective class.

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)

347.33

LCAP

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Inclusive Environment

Goal 3

Magnolia will provide students a learning environment that is safe, engaging and conducive to learning. Student achievement will be supported by the continued development of our Professional Learning Communities (PLC), Multi-Tiered Systems of Support (MTSS), attendance incentives program that promotes high levels of student attendance, college-going culture (AVID), and implementation of the new Mustang PRIDE Positive Behavior Intervention Supports. Parents will also be provided with opportunities to be involved through parent workshops, committees, events, and school activities.

Identified Need

Chronic Absenteeism is an area of focus due to the fact that overall and all subgroups (with the exception of our EL's) are in the Orange or Yellow band. Positive Behavior Supports need to be refined to promote positive school behavior and decrease our suspension rates. Our MTSS system of supports for students needs to continue to support our students at risk so they can thrive. Parent engagement is crucial to support student success.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Data	.65% suspension rate 17/18 <ul style="list-style-type: none"> subgroup growth areas where suspension rates increased: Socio-economically disadvantaged = .3% increase White = .4% increase	10% decrease in suspensions with all subgroups showing a decrease in percentages.
Chronic Absenteeism Data	<ul style="list-style-type: none"> 4.8% in 17/18 with overall absenteeism in the Yellow Band All significant subgroups increased in 17/18 but still in the Orange band 	5% decrease in chronic absenteeism with a continued increase in each subgroup.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<ul style="list-style-type: none"> EL subgroup had the largest increase, 2.4%, and is the only subgroup in the green band 	
Avid Binder/Goal Yearly Review	Meet all goals in 18/19 with the exception of having a system for monitoring/assessing student organization and presenting AVID strategies at 5 staff meetings. This will be a focus for the coming year along with increasing the parent meetings to 3.	At least 3 parent meetings held in 19/20 At least 5 staff meetings/trainings with AVID topics presented to teachers A system used by each grade level for monitoring/assessing student organization by AVID teachers
Parent engagement sign in sheets	Magnolia opportunities for parent engagement included several PTA events, Watchdog Dad volunteers, classroom and library volunteers, garden club volunteers, and two AVID parent meetings in 18/19.	Increase parent engagement in 19/20 through PTA/principal Coffee and Conversation events.

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)

Student Council students in grades 4-6 and 6th grade students (PRIDE Community Service Elective)

Strategy/Activity

Continue to support student leadership opportunities on campus

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)

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 Anti Bullying/Positive Citizenship Assemblies and Principal talks at the beginning of each year to set school wide expectations.

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)

0.00

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

Continue to implement Project Wisdom daily messages

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)

0.00

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

Provide Monthly Student Recognition Assemblies

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)

0.00

LCAP

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

Continue to provide incentives for school attendance and decrease chronic absenteeism

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

750.00

LCAP

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students in grades 3-6

Strategy/Activity

Continue implementation of AVID college career readiness activities and strategies and articulate relevant strategies to grades K-3.

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)

150.00

LCAP

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Struggling students - academics or behavior

Strategy/Activity

Provide release time to MTSS team, if needed, to hold any additional meetings needed.

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)

550.00

LCAP

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

Implement Mustang PRIDE positive behavior support system providing student training on expectations, using PRIDE tickets systemically for rewards, and communicating the system and student expectations to parents.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

500.00

LCAP

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide opportunities for our parent community to offer input and gain insight on educational programs, services, and school safety through the School Site Council, English Learner Advisory Committees, and PTA/Principal Coffee and Conversation meetings.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Rigorous Teaching & Learning/UDL

Goal 4

All staff will be provided with multiple opportunities throughout the year to expand their knowledge of research-based pedagogy through training and planning opportunities that support the school's and districts focus.

Identified Need

With a focus on Literacy, Numeracy, and Social Emotional for the 19/20 school year district wide and the sites implementation of AVID, PBIS, and continued learning of NGSS science standards, staff professional development is necessary to improve teaching and learning for all students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Record of NGSS training	Staff received 4 training opportunities for NGSS this year.	Provide at least 3 additional NGSS training opportunities in 19/20
Record of training to support district teaching/learning focus	Focus of literacy, numeracy, and social/emotional skills for 19/20	Multiple training opportunities provided for UDL, literacy and Daily 5, numeracy, social/emotional and PBIS.
Record of AVID training	All Avid teachers received at least one training this year All staff received 3 trainings on AVID strategies during the 18/19 school year.	Provide at least 2 training opportunities for all AVID teachers Provide at least 4 school wide AVID strategy training for all teachers
Record of PBIS planning	The PBIS team met 4 times in 18/19	Meet monthly either after school or during the day for planning
Record of visits to other schools	In 18/19 the key PD staff (5 teachers) visited a local IB school to see inquiry in actions	At least 75% of the staff will have an opportunity for a school site visit.

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

Provide teacher opportunities for professional growth through conference attendance, release and planning time and dedicated staff development days (ie.Common Core ELA, Math & NGSS, Thinking Maps, Technology, UDL, Daily 5, Inquiry learning, Social/Emotional, and other related training opportunities.

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)

1320.00

LCAP

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

Continue to provide the PBIS Committee with training and planning opportunities to support Mustang PRIDE implementation on campus.

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)

440.00

LCAP

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Students in grades 3-6

Strategy/Activity

Expand the number of AVID teachers in grades 3-6 and provide continuing training for all AVID 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)

220.00

LCAP

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

Provide teachers with opportunities to visit school sites implementing the areas of focus for the year (social/emotional, literacy, numeracy, science, PBIS, AVID and inquiry).

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)

0.00

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	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$24,502.76

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 (\$)
------------------	-----------------

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

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 (\$)
	\$0.00
LCAP	\$24,502.76

Subtotal of state or local funds included for this school: \$24,502.76

Total of federal, state, and/or local funds for this school: \$24,502.76

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
Michelle Wavering	Principal
Stacy Dominguez	Classroom Teacher
Steve Grijalva	Classroom Teacher
Stacey Shipman	Classroom Teacher
Kelley Acuna	Other School Staff
Marianne Hodel	Parent or Community Member
Joe Boccolucci	Parent or Community Member
Laura Hanson	Parent or Community Member
Ana Pacheco	Parent or Community Member
Debbie McCray	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

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 June 6, 2019.

Attested:

Principal, Michelle Wavering on

SSC Chairperson, Joe Boccolucci on

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.

[Stakeholder 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.

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.

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.

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.

Stakeholder 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**easurable, **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 Stakeholder 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.

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 (Stakeholder 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/guidanceuseseseinvestment.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 (Stakeholder 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/guidanceuseseseinvestment.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

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

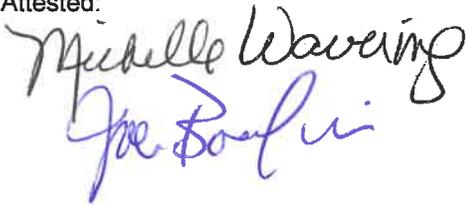
Committee or Advisory Group Name

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 June 6, 2019.

Attested:



Principal, Michelle Wavering on

10/29/19

SSC Chairperson, Joe Boccolucci on

10/29/19