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	37-67991-6037709	October 15, 2019	October 22, 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)

Comprehensive Support and Improvement

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.

Our dashboard data indicates that our students are not making progress toward proficiency in grade level standards for ELA and Math. This is historically consistent for Magnolia and demonstrates a systemic need for improvement. In fact, our subgroup analysis shows this is also an equity issue and we are aware of the urgency and need for implementing rigorous and relevant core curriculum that integrates best practices for effective instruction along with tiered interventions using research-based approaches and practices. In addition, our local data from local and teacher assessments, report card data, and observational data show that our students are not making the progress that they need to meet state standards.

Our dashboard and local/site data show that we need to establish common data points to collect for each grade level in ELA and Math at the site level so that we can more effectively personalize the learning experience for each student. We began this process in 18-19 and will select common assessments for the 19-20 school year that we can use to plan for student learning in small groups and personalize the instruction to close the achievement gap for all subgroups. Teachers, administration, and support staff will collaborate during PLC time to create plans for data collection and targeted interventions for students.

Our school-wide goal is to improve reading instruction practices in order to better prepare our students for college and career. We will use some of the CSI funds to hire 2 part-time Reading Intervention Teachers.

Our chronic absenteeism and suspension data from the dashboard, local behavior analysis reports, student and staff surveys indicate that strong social-emotional learning curriculum and systematic approaches to intervening early for struggling students are necessary. However, we do see that Social Emotional Learning data we have collected shows students are making progress on SEL goals. We also see that our suspensions are decreasing this year compared to last. This indicates that we are focusing on the right areas and we will continue our work we have started with our Differentiated Assistance work on our SEL program and expand our interventions and supports for students.

We will collect data and all staff will participate in PLC's to design action plans related to our school goals. We have already begun working toward these goals during the current school year (18-19) and will continue to work diligently to see improvement and progress toward our goals.

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Comprehensive Needs Assessment Components

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

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

In order to increase parent involvement in the LCAP development process for the 2019-2020 school year, all ELAC committees reviewed goals and data, to provide feedback on the LCAP. Due to this additional feedback opportunity, parents of EL students were better represented in the LCAP development process.

CVUSD Parent Connect Blog continued to provide weekly updates on school/district events and programs.

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

Cajon Valley Union School District uses two different assessments to measure school safety and connectedness, 1) the Gallup Student Poll and 2) the California Healthy Kids Survey. The CHKS was administered in the 2019-2020 school year and includes grade levels 5th and 7th-grade students at all Cajon Valley Sites. Our Gallup Student poll is administered annually and includes grade levels ranging between 5-8 at all Cajon Valley Sites.

Teachers gave input during site plan development through their leadership team reps, completion of a needs assessment survey, and collaborative discussions during staff meetings. Additionally, 100% of teachers and school staff were given the opportunity to complete the Gallup Employee Engagement Survey. These results guide site wide decisions related to teacher and staff needs.

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 site administrator visits classrooms and collects qualitative data on student performance and teacher effectiveness weekly, on average. Teachers are given frequent and consistent feedback. In addition, approximately half of the staff is formally evaluated each year, dependent on their hire dates and tenure. Teachers at Magnolia are effective, conscientious classroom managers. They work to consistently implement research-based strategies to increase student engagement in learning and rigor in instruction. Teacher have set professional goals that are aligned with the CSTP's. As a part of the continuous coaching cycle, teachers meet with their administrator and instructional coach to monitor progress on goals throughout the year. Professional learning opportunities are aligned to the trends and needs that are seen while conducting weekly classroom walkthroughs. Following professional development specific to English Learners, an administrator will observe and provide feedback on strategies learned during the professional learning.

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)

For the 2018 - 2019 school year, a universal assessment calendar was implemented across all sites in the district. The purpose of this calendar is to set site and district expectations for all students on common assessments that can help support all staff in modifying instruction and improving student achievement.

After analysis of the California Accountability dashboard, we found that our students overall are in the orange category for ELA and Math. In order to better prepare students and staff, we implemented CAASPP Interim Assessments across the school site. Teachers were given time to implement, preview tests, and analyze data in order to better prepare themselves and their students for the rigor and test format of the end of year summative tests. In addition, we utilized the target data reports released through CAASPP, in order to better analyze summative results for year long planning.

Professional learning through release and collaboration was provided to all staff to implement these assessments as well as look at the data as appropriate. Administration was provided 1:1 data meetings as needed to support in data analysis to better inform site spending and student improvement decisions.

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

In addition to more formal common assessments, teachers are provided numerous resources to formatively assess in order to modify instruction. Our goal in assessment is to have a well balanced system that combines both common assessments and formative assessments to best meet teacher and student need.

Personalized programs such as Achieve 3000 and ST Math are provided to all students that collect data as well as provide focused instruction based on student need. All students are provided a Chromebook in order to ensure access to online curriculum programs and assessment. In addition to our personalized programs, our adopted curriculum also has print/online assessments readily available to support all staff in making educated instructional decisions.

As mentioned above, teachers are provided release time in order to provide time to analyze data and make these essential decisions. Administration was provided 1:1 data meetings as needed to support in data analysis to better inform site spending and student improvement decision

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

California Teaching Credential
Credential required to meet subject mater they are teaching

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

All teachers have access to instructional materials training through initial adoption training, digital badging, and academies. All teachers have access to CCSS-aligned materials in mathematics as evidenced by an annual board resolution of instructional material sufficiency.   At Magnolia, in addition to instructional leadership and coaching provided by the administration, we also have an instructional coach that meets with teachers to set goals and provide personalized professional learning for each teacher. All students, including English Language Learners, are provided instruction in state board adopted standards in Mathematics, History, and Science as evidenced by classroom observations and interim/formative assessment indicators.

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

Three days of required professional learning aligned to professional needs to be completed throughout the year.
Digital Badges aligned to Common Cores State Standards and based on District data analysis of student progress
Cajon Valley Academies aligned to needs and outcomes of CAASPP, CA Dashboard, ELPAC, and local assessment data
At Magnolia, professional learning is aligned based on student performance on state and local measures, teacher goals, and classroom observation data.

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

Instructional Coaches
Professional Development Academies (Summer, Winter, Spring)
Digital Badging
Instructional Program Facilitators (Mathematics, English Language Arts, Science, Technology, World of Work, English Language Development)

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

At Magnolia, teachers collaborate weekly by grade level for one hour due to a minimum day schedule each Monday.
They also attend grade level release collaboration: Monthly for 2.5 hours where they analyze data and design instructional experiences that meet the needs of specific subgroups and/or at risk students.
Education Specialists and their student's General Education teachers meet are released monthly to collaborate, monitor progress on goals and design interventions.
Teachers participating in coaching cycles are released to meet with their coach weekly.
Teachers are released to collaborate with counseling and admin to meet the needs of At-Risk students as needed.

Teaching and Learning

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

Current district adopted materials in Language Arts are aligned to Common Core performance standards. Teachers receive initial and ongoing instructional support of district adoptions. Teachers use evidence-based strategies and interventions to deliver adopted curriculum effectively.

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

At this time, we don't have district recommended minutes. Teachers follow recommendations and pacing from the teacher's guide. During collaborative planning teachers create daily schedules that include intervention and 30 minutes of Designated ELD for all English Learners.

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

Teachers have the flexibility of pacing instruction to meet the needs of their students based on formative and benchmark assessment data. Student intervention is provided at Magnolia through specialized instruction inside and outside the classroom. Magnolia also offers after school intervention for English Learners. Teachers collaborate regularly to analyze data and plan for use of evidence-based interventions based on their needs assessments and feedback from stakeholders.

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

100% of students have access to CCSS-aligned materials in mathematics as evidenced by annual board resolution of instructional material sufficiency. All students ,including English Language Learners, are provided instruction in state board adopted standards in ELA, Mathematics, History and Science as evidenced by classroom observations and interim/formative assessment indicators. For the 2018-2019 school year, we have transitioned to our newly adopted CCSS ELA/ELD Curriculum.

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

Standards-aligned English Language Arts curriculum was adopted in May of 2019 for students in grades K-8. Students in Magnolia classrooms have access to NatGeo's "Reach for Reading". This adopted curriculum contains both English Language Development and intervention components. At Magnolia, students also have access to Fountas and Pinnell leveled literacy program for intervention and small group response to intervention in the classroom.

All students in grades TK-5 have access to Achieve3000- Smarty Ants Reading Readiness program. All students in grades 2-8 have access to Achieve3000- KidBiz. Magnolia students use Go Math! Curriculum and ST Math to support student progress on grade level Common Core Standards.

Opportunity and Equal Educational Access

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

Current adoptions for language arts provides instructional support for below, at and above grade level learners.
Adaptable curriculum at all levels provides a variety of reading levels at each grade. (Imagine Learning for English Learners)(ST Math, Go Math, Achieve 3000, KIDBiz, Smarty Ants)
Designated and integrated ELD instruction.
School Counselor
Community Liaison
English language Facilitators
Instructional Coach
Personalized, small group instruction
Mulit-Tiered System of Support (universal screening, and ongoing progress monitoring)

Evidence-based educational practices to raise student achievement

Number Talks & Problem Solving
Cognitively Guided Instruction for Mathematics
Guided Language Acquisition and Design Strategies
Metacognition
Small Group Instruction
Multi-Tiered System of Supports for academics, SEL, and attendance
Fountas & Pinnell Intervention for Reading
Read Naturally

One evidence-based practice that Magnolia teachers have begun implementing is improvement science, and the Plan Do Study Act cycle. Teacher collaborate to conduct data analysis and a needs assessment, then create a plan using effective teaching strategies, then they implement the plan, and meet again to analyze progress and revise or change the plan.

Parental Engagement

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

At Magnolia, our community liaison collaborates with school administration and counseling department to assist under-achieving students and subgroups in the following ways:

- Increase connectedness to school and boost engagement.
- offer a bridge between home and school by making personal phones and invitations to events.
- encourage participation in LCAP input and school walkthroughs/needs assessments, including District Level LCAP meetings.
- being present at Arrival and Dismissal times to develop relationships with parents and focus on students' academic and social-emotional development.
- conduct Newcomer Welcome Meetings, Parent University, Parent Workshops in Arabic, Spanish, Farsi, and English. These workshops offer a variety of subjects that were generated from parent input.
- Positive Home Visits - Recognized as a high impact strategy for family engagement, the FACE Community Liaisons, and teachers develop meaningful relationships between teachers, parents, and students by participating in positive home visits.

Parent Survey Support and Encouragement - In an effort to increase feedback on our GALLUP parent surveys, the FACE Community Liaison works diligently to boost parent participation with various engagement strategies.

Enrollment/Re-enrollment - The FACE Community Liaison removes barriers for parents during enrollment/re-enrollment of their children, especially those that have language or technologically barriers.

Interpretation/Translation Support - The FACE Community Liaison provides parents and school personnel with assistance in communicating with parents of various languages, through either verbal or written communications.

Magnolia seeks to offer multiple opportunities for families to engage in meaningful ways with the school, including:

- School Site Council, English Language Advisory Council, and PTA meetings.
- Welcome & Meet the Teacher Event in August
- Family Teacher Teams/ Student Showcases- designed to build relationships with parents by asking them to share their hopes and dreams for their children with all the parents in the room, hear about student data and learn a strategy to support their child at home.

Coffee with the Principal/Admin Team - parent meetings with the principal and school staff to build relationships and enhance student academics and social-emotional well being.

- Art Show (December)
- PTA Events: Fall Fest, Winter Movie night, Jog-a-thon
- Other engagement events: VIP Lunch with an important person in their life, Volunteer Tea, Community Assembly

Magnolia seeks to communicate often and early with families regarding engagement opportunities in our main languages (English, Spanish, Arabic)

- Trimester Newsletters
- Monthly "Save the Date" Flyers and All Calls,
- Use of remind app to send text message reminders regarding events.
- Peachjar flyer app & email
- School website updated regularly to include new content

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 were formally involved in various committees to both learn about, provide input and make decisions during ELAC, DELAC, and SSC. Informally, the community liaison scheduled parent meetings as needed and held events like "Coffee with the Principal" to get additional feedback from the community. See stakeholder involvement for further engagement.

Funding

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

Adaptive Curriculum (ST Math, Smarty Ants, ILE, Achieve 3000, Go Math)
After School Tutoring-English Learners Support
Special Education Classified Assistants
Support Teachers
English Learner Development Assistants
School Counselors
English Language Facilitators
Community Liaisons
Instructional Facilitators/Coaches
Professional Development: ELD, Math, NGSS, English Language Arts, MTSS, PBIS, SEL, Personalized Learning

Fiscal support (EPC)

Title I, II, III, IV
Supplemental Concentration
Grants: CalNew, Kaiser, Webster

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

1. The English Learner Advisory Committee (ELAC): This committee meets multiple times throughout the year, but the meeting on April 12, 2019, was the accumulating input meeting for the SPSA development this year.
The ELAC provides a focus on both designated and integrated language opportunities for English learners (ELs). The charge is to support our site in improving language acquisition skills for all levels of ELs. The process used to generate their engagement is a data analysis protocol. English Learner data is analyzed for areas of growth and of need. The language acquisition process is addressed in

two ways, through designated language opportunities where language acquisition is the focus and in integrated language opportunities where access to content standards is the focus through scaffolds and strategies.

ELAC confirms that our language development program addresses the needs of the students and parents are given the opportunity to ask questions and provide input from their child's experiences. Their suggestions provided the opportunity to make adjustments as needed to align accelerated language acquisition opportunities for our ELs. Information from this meeting was shared with the School Site Council and used in the final development of the SPSA prior to the approval of the plan during our May 14th, 2019 meeting. During this meeting, we added to and revised the draft of the SPSA to include feedback from ELAC members and parents.

2. The School Site Council (SSC): This committee meets multiple times throughout the year, but the meeting on May 14th, 2019 was the accumulating input meeting when the SPSA was approved. During this meeting, we reviewed all areas of the SPSA and revised sections that needed editing. We then printed and reviewed the changes before approval.

The SSC meetings provide a focus of overall academic and social-emotional welfare for all of our students, as well as site safety and fiscal needs. The site focus is to leverage competency-based instruction to engage students in the learning process, nurture their strengths & interests, help them find their role in their community and secure a path toward it. This is accomplished through a continuous site improvement focus where data is analyzed by sub-groups. Site data is analyzed for areas of growth and of need. There are three outcomes considered when reviewing our SPSA:

A. We retain "actions" that show student growth.
B. We define an "action" that shows minimal growth, but progress.
C. We eliminate an "action" and replace it with a different way of approaching the need.
Suggestions from all members provide the opportunity to make adjustments as needed in order to align the site programs to student needs. Our SSC team has worked very hard to review and discuss all goals and progress in a transparent and open manner. We welcome varying viewpoints and have agreed that our goals meet the needs we see in our dashboard and site-level data.

3. The Leadership Team: This committee meets multiple times throughout the year to gather input on goals, monitor progress, and discuss action items, but the meeting on May 7, 2019, was the accumulating input meeting.

The Leadership Team is made up of representatives from each level represented at the school, followed by regular grade leveled collaboration opportunities with the group they represent. As with the SSC, these meetings provide a focus of overall academic and social-emotional welfare for all of our students, as well as site safety and fiscal needs. The charge is to support our site improvement focus, based on the particular needs of a given level or sub-group of students through collaborating as a whole site and then by leveled teams. The focus starts with celebrating successes, program monitoring, and then focusing on the next steps. As a site, we develop a continuum through the development of "Actions" based on the "next steps" (focus areas) of each level. These focus areas are then taken back to the grade/subject level group and through collaboration, each level improves instruction, develops student opportunities or requests professional learning to build capacity. We also implement the Plan-Do-Study-Act (PDSA) cycle to ensure that improvement is not left to chance, but is linked to data.

The Leadership Team strengthens the development of personalized learning for students and allows for personalized professional learning for staff as well. Professional Learning (PL) brings our

Instructional Model to life as teachers become proficient in facilitating Modern Learning. Our competency-based PL integrates with district-level metrics and supports our teacher's success through coaching & cohorts. Our goal is to create a culture of educators that are empowered to deliver relevant learning experiences for our students while considering the personalized needs of students. The focus on analyzing data by grade level builds capacity among staff. The process used to generate staff engagement is through the data analysis protocol. Site data is analyzed for areas of growth through a Data Analysis process (PDSA). Suggestions from all members provide the opportunity to make adjustments as needed in order to align the site programs to student needs. We also use this process to ensure communication is clear and effective among all staff members. Often the topics/goals that arise in Leadership, then become site-wide discussions at our bi-weekly staff meetings.

4. A Title I meeting: This meeting was held on September 14, 2018, and information was shared with SSC as they developed and approved the SPSA.
This meeting is held to provide a focus of overall academic and social-emotional welfare for all students who have not yet reached proficiency or are at risk of not meeting proficiency. The Title I meeting is an additional opportunity for parents and the community to provide input into the SPSA development. As with ELAC and SSC, our site data is shared, the site programs are discussed and an opportunity to ask questions and share ideas is provided.

5. Additionally, every Trimester we hold a Family Friday Event that also serves as a community forum. During this time we focus on school goals and solicit feedback from stakeholders on how we are doing and where we can improve. Many great action items and projects have come out of these events.

6. Multi-Tiered-System of Support (MTSS) Team Meeting (formerly known as BEST) meets monthly throughout the school year. The primary role of this team is to monitor progress on MTSS implementation, provide feedback on school goals, and evaluate our effectiveness using the FIA instrument. Members of this team include teachers from all grade levels, classified staff, counselor, principal.

During the meeting on March 26, 2019, we discussed goals for the SPSA and focused on academic interventions. The team continues to provide feedback on goals throughout the year.

Resource Inequities

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

After meeting with stakeholders and conducting needs assessments, we have identified the following areas that we need to focus on at Magnolia in order to increase student achievement.

Reading and Literacy Skills:
Our students need to perform at grade level or higher in order to be college and/or career ready. All students are not performing at grade level on state and local assessments for Language Arts. We believe reading is the primary skill upon which other skills build. With 67% of our students performing below standard, we need to utilize intervention teachers to provide additional evidence-based interventions daily to our at-risk students. We have hired 2 45% part-time intervention teachers to meet this need.

Social Emotional Needs:

Our suspension rates indicate that students who are African-American, Hispanic, low-socioeconomic, and have disabilities are suspended more often than other students. We identified the following areas that students need support : resolving peer conflict, identifying feelings, dealing with grief and loss, parental incarceration, and general regulation of emotions. In order to meet these needs for all students, we fund a full-time counselor to run small groups, support students in crisis, make referrals for family support, and coach teachers on dealing with challenging behaviors. However, with a school our size and the needs of our population, one counselor cannot do this alone. We also funded a 50% part time counselor that will support with coaching teachers and supporting students in the identified subgroups above. In addition to counseling supports, we have hired a full-time Assistant Principal to lead our intervention, behavior supports, and restorative practices initiative. She coaches teachers, leads professional learning, meets with families, and provides timely feedback and interventions to students at-risk for suspension.

Chronic Absenteeism:
Our current chronic absenteeism rate is 21.8% and increased by 3.8%. Our subgroups of African American, Hispanic, Low Socioeconomic, and Students with disabilities are all above the site rate. This indicates a need for targeted outreach and intervention. We believe that in elementary school this starts with the family. In order to meet this additional need and provide supports, we have hired a 50% part time counselor to meet with students and families and provide supports that go above and beyond the traditional counseling resources that our school counselor provides.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
American Indian	0.4%	0.36%	0.18%	2	2	1
African American	11.2%	9.06%	9.86%	57	50	56
Asian	7.1%	5.25%	6.34%	36	29	36
Filipino	0.2%	0.18%	0.18%	1	1	1
Hispanic/Latino	48.6%	49.46%	46.13%	248	273	262
Pacific Islander	0.8%	1.27%	1.06%	4	7	6
White	28.0%	29.89%	30.81%	143	165	175
Multiple/No Response	2.9%	2.90%	4.4%	15	16	25
			Total Enrollment	510	552	568

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2016-17	2017-18	2018-19
Kindergarten	100	115	113
Grade 1	79	82	98
Grade 2	76	90	82
Grade3	75	89	90
Grade 4	91	84	99
Grade 5	89	92	86
Total Enrollment	510	552	568

Conclusions based on this data:

1. Magnolia continues to be a richly diverse community of learners with a variety of needs. We have had an increase of 31 Latinos and 23 white students, over the last three years. This presents a need to ensure curriculum and delivery of instruction is culturally responsive and meets the needs of individual students.

2. Though our overall enrollment has increased by 62 students over the last three years we have noticed is that our enrollment fluctuates throughout the year. At any given time, we are dropping and adding from 3-5 students monthly. The transient nature of our population is related to poverty, rent shopping, and parents needing to find work or move in with family.

3. The data shows a drop in enrollment each year between kindergarten and grade 1. This presents a need for goals to increase our family and community engagement opportunities in kindergarten in order to retain these students. We must create a sense of connectedness that has a positive impact on student learning and achievement.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	2016-17	**2017-18**	**2018-19**	**2016-17**	**2017-18**	**2018-19**
English Learners	247	254	253	48.4%	46.0%	44.5%
Fluent English Proficient (FEP)	22	27	22	4.3%	4.9%	3.9%
Reclassified Fluent English Proficient (RFEP)	24	33	10	10.4%	13.4%	3.9%

Conclusions based on this data:

1. Over the last 3 years, our % of EL's has stayed pretty constant between 46 and 48%. 50% of our EL's speak Spanish and the other majority speak Arabic, Chaldean, and Farsi.

2. The number of students who have reclassified as fluent English proficient has continued to rise from 7.5% to 13.4%. Magnolia will continue to focus on English Leaner growth by supporting teachers in deepening their practice with instructing English learners within all content areas. We have identified vocabulary as a large area of need and have set goals to intentionally plan and focus on academic and content area vocabulary within all lessons and units.

3. As our enrollment has increased so has our English Learner enrollment, from 230 to 254. Magnolia teachers will continue to participate in data analysis activities during collaboration for English Learners and then design lessons and units that include effective and engaging strategies for all learners, with special attention given to EL Standards and skills. Our instructional coach will model and provide feedback to teachers related to lesson delivery and student progress on goals.

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	77		87	68		83	68		83	88.3		95.4
Grade 4	84		95	81		91	81		91	96.4		95.8
Grade 5	89		92	82		84	82		84	92.1		91.3
All Grades	250		274	231		258	231		258	92.4		94.2

* 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	2344.		2346.	2.94		4.82	13.24		10.84	14.71		18.07	69.12		66.27
Grade 4	2394.		2408.	2.47		12.09	13.58		12.09	19.75		18.68	64.20		57.14
Grade 5	2458.		2427.	6.10		5.95	32.93		17.86	19.51		16.67	41.46		59.52
All Grades	N/A	N/A	N/A	3.90		7.75	20.35		13.57	18.18		17.83	57.58		60.85

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	7.35		4.82	20.59		44.58	72.06		50.60
Grade 4	2.47		9.89	44.44		40.66	53.09		49.45
Grade 5	8.54		8.33	45.12		35.71	46.34		55.95
All Grades	6.06		7.75	37.66		40.31	56.28		51.94

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	4.41		1.20	32.35		32.53	63.24		66.27
Grade 4	3.70		10.99	33.33		39.56	62.96		49.45
Grade 5	17.07		13.10	47.56		29.76	35.37		57.14
All Grades	8.66		8.53	38.10		34.11	53.25		57.36

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	2.94		4.82	50.00		59.04	47.06		36.14
Grade 4	4.94		8.79	58.02		52.75	37.04		38.46
Grade 5	3.66		5.95	63.41		52.38	32.93		41.67
All Grades	3.90		6.59	57.58		54.65	38.53		38.76

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	4.41		3.61	39.71		37.35	55.88		59.04
Grade 4	7.41		12.09	53.09		40.66	39.51		47.25
Grade 5	17.07		7.14	47.56		40.48	35.37		52.38
All Grades	9.96		7.75	47.19		39.53	42.86		52.71

Conclusions based on this data:

1. Our students demonstrated relative strengths in writing (language use, composing full texts, and writing/revising texts) with approximately 47% of our students At or Exceeding Standard in writing. However, we show a decline in ELA scores overall and have identified a school wide need to focus on foundational reading skills and promoting literacy.

2. Our site recognizes a need for focus and professional development in increasing the rigor of instruction, especially through work that requires reading, analyzing, and comparing 2 or more texts. To address this need we will establish an instructional coaching model that will focus on ELA and reading instructional best practices.

3. We have added and will continue to build the reach of a targeted reading intervention program to provide early response to intervention for struggling readers in primary grades and to provide remediation for struggling readers in upper grades. This combined with excellent, small group reading instruction provided by classroom teachers in every grade level, purposeful placement and monitoring in supplemental ELA and ELD electronic curricula will work toward building a robust, comprehensive response to intervention program at Magnolia. To support English Learners, we have an English Language Development Assistant that supports students with language development and reading skills in the classroom. We will also send teachers to district and off-site professional development that focuses on best practices for identifying at-risk students and designing academic interventions that support progress in all areas of reading and literacy.

School and Student Performance Data

CAASPP Results
Mathematics (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	77		88	75		85	75		85	97.4		96.6
Grade 4	84		96	83		95	83		95	98.8		99
Grade 5	89		92	88		88	88		88	98.9		95.7
All Grades	250		276	246		268	246		268	98.4		97.1

* 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	2353.		2346.	4.00		0.00	6.67		11.76	29.33		15.29	60.00		72.94
Grade 4	2407.		2418.	2.41		9.47	14.46		12.63	26.51		27.37	56.63		50.53
Grade 5	2456.		2419.	7.95		2.27	9.09		9.09	34.09		19.32	48.86		69.32
All Grades	N/A	N/A	N/A	4.88		4.10	10.16		11.19	30.08		20.90	54.88		63.81

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	4.00		3.53	25.33		22.35	70.67		74.12
Grade 4	9.64		12.63	21.69		21.05	68.67		66.32
Grade 5	9.09		4.55	30.68		20.45	60.23		75.00
All Grades	7.72		7.09	26.02		21.27	66.26		71.64

Problem Solving & Modeling/Data Analysis
Using appropriate tools and strategies to solve real world and mathematical problems

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	4.00		4.71	41.33		32.94	54.67		62.35
Grade 4	6.02		10.53	42.17		35.79	51.81		53.68
Grade 5	3.41		4.55	43.18		31.82	53.41		63.64
All Grades	4.47		6.72	42.28		33.58	53.25		59.70

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	9.33		3.53	40.00		34.12	50.67		62.35
Grade 4	6.02		14.74	37.35		34.74	56.63		50.53
Grade 5	7.95		1.14	44.32		37.50	47.73		61.36
All Grades	7.72		6.72	40.65		35.45	51.63		57.84

Conclusions based on this data:

1. Magnolia students demonstrate relative strength in Communicating Reasoning with approximately 50% of our students performing At or Exceeding Standard. We have identified areas of weakness in all Target Areas that need to be addressed with school-wide goals to increase math interventions and identify best practices for math instruction that will ensure all students can access the core curriculum and additional 1:1 supports in during the instructional day.

2. Students lost ground in Concepts and Procedures and Problem Solving. Magnolia must focus on number sense, mathematical concepts, and extended problem solving through using teaching/assessment tools such as performance tasks to support instruction and as end of unit assessments. The vehicle that supports this is cycle of inquiry in regularly scheduled collaboration so that teaching teams are able to calibrate scoring and support teachers/students in improving practice. As part of our monthly collaboration our grade level teams will work to design common assessments and analyze data to inform instruction and design Response to Intervention.

3. Magnolia teachers will continue to use Number Talks to focus on number sense. Teachers will have professional learning opportunities to deepen understanding of this practice. Mathematics vocabulary development must be a focus and improved upon, and the expectation that every student explain/justify their reasoning/steps must be an ongoing focus for both professional development and collaboration. This will support students in explaining and justifying the work they do in math. Teachers will plan to require students to write to demonstrate learning/understanding in each lesson. Finally, our site will add math intervention focus through before/after school tutoring and additional supports within the school day.

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	1410.3		1419.0		1389.4		48	
Grade 1	1431.3		1443.4		1418.6		37	
Grade 2	1458.9		1464.4		1452.8		42	
Grade 3	1469.1		1457.8		1479.9		44	
Grade 4	1461.5		1448.6		1473.7		39	
Grade 5	1501.3		1493.4		1508.8		39	
All Grades							249	

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*		33.33		29.17		*		48	
1	*		*		29.73		37.84		37	
2	30.95		33.33		*		*		42	
3	*		27.27		*		43.18		44	
4	*		30.77		*		46.15		39	
5	*		48.72		*		*		39	
All Grades	16.87		30.92		22.09		30.12		249	

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	33.33		27.08		*		*		48	
1	*		32.43		*		*		37	
2	47.62		26.19		*		*		42	
3	*		31.82		*		31.82		44	
4	*		30.77		*		33.33		39	
5	41.03		33.33		*		*		39	
All Grades	28.51		30.12		16.87		24.50		249	

Written Language Percentage of Students at Each Performance Level for All Students									
Grade Level	**Level 4**		**Level 3**		**Level 2**		**Level 1**		**Total Number of Students**	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*		*		45.83		25.00		48	
1	*		*		*		62.16		37	
2	*		28.57		*		35.71		42	
3	*		*		40.91		47.73		44	
4			*		*		56.41		39	
5	*		38.46		*		*		39	
All Grades	12.05		19.28		27.71		40.96		249	

Listening Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	52.08		33.33		*		48	
1	35.14		43.24		*		37	
2	50.00		35.71		*		42	
3	*		52.27		29.55		44	
4	*		53.85		35.90		39	
5	28.21		61.54		*		39	
All Grades	32.93		46.18		20.88		249	

Speaking Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	27.08		43.75		29.17		48	
1	29.73		32.43		37.84		37	
2	57.14		*		*		42	
3	27.27		38.64		34.09		44	
4	*		43.59		30.77		39	
5	58.97		28.21		*		39	
All Grades	37.35		34.94		27.71		249	

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
K	*		77.08		*		48	
1	*		*		54.05		37	
2	*		33.33		45.24		42	
3	*		47.73		47.73		44	
4	*		35.90		61.54		39	
5	*		66.67		*		39	
All Grades	11.65		48.19		40.16		249	

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
K	37.50		31.25		31.25		48	
1	*		*		54.05		37	
2	*		59.52		26.19		42	
3	*		50.00		43.18		44	
4	*		41.03		51.28		39	
5	35.90		46.15		*		39	
All Grades	20.88		42.17		36.95		249	

Conclusions based on this data:

1. Though we have been able to successfully move many of our students into the Somewhat/Moderately Level we have several students in grades 4 and 5 that are at risk of becoming long-term English learners due to their low domain scores in writing and or reading. This analysis is comparable to these same students on the CAASPP Assessment.

2. There is a disproportionate number of students who are performing in the Somewhat/Moderately Level in speaking and oral development that are writing at a beginning level. This data shows that we need to intentionally and explicitly target writing strategies with our English Learners and integrate writing into all subject areas. .

3. Due to the number of student in the Beginning Domain in reading, 40.16%, it confirms that it is imperative that we have a solid reading intervention program.

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**
552	**86.2%**	**46.0%**	**1.1%**
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	254	46.0%
Foster Youth	6	1.1%
Homeless	1	0.2%
Socioeconomically Disadvantaged	476	86.2%
Students with Disabilities	81	14.7%

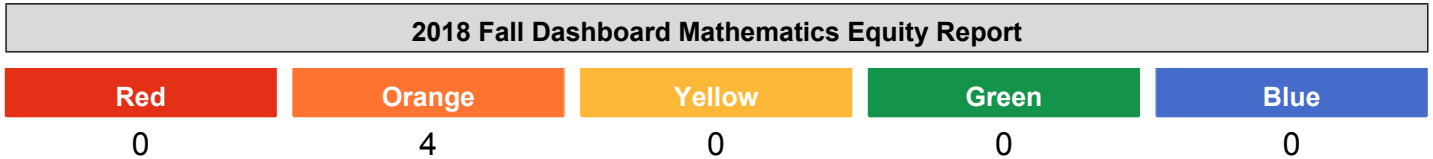| Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	50	9.1%
American Indian	2	0.4%
Asian	29	5.3%
Filipino	1	0.2%
Hispanic	273	49.5%
Two or More Races	9	1.6%
Pacific Islander	7	1.3%
White	165	29.9%

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Language Arts

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

Lowest Performance					Highest Performance
	Red	Orange	Yellow	Green	Blue

This section provides number of student groups in each color.

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

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

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Red	Red	No Performance Color
76.1 points below standard	91.6 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -8.3 points	Declined -15.8 points	
240 students	136 students	3 students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Red	No Performance Color
0 Students	79.8 points below standard	138.4 points below standard
	Declined -12 points	Declined -25.1 points
	213 students	42 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
49.5 points below standard	0 Students	Less than 11 Students - Data Not Displayed for Privacy	0 Students
Increased 47.8 points		10 students	
18 students			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red	No Performance Color	No Performance Color	Red
78.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	87.4 points below standard
Declined -12.8 points	3 students	3 students	Declined -12.3 points
131 students			70 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**
111.9 points below standard	13.7 points above standard	60.1 points below standard
Maintained -0.3 points	Increased 9.6 points	Maintained -2 points
114 students	22 students	100 students

Conclusions based on this data:

1. Our English Learners had the biggest drop. They are 91.6 points below standard with a decline of 15.8 points. Reading is a continued area of need for all of our sub groups, particularly our English Learners. Our English learners need additional supports and interventions.

2. We had a decline and are at a red performance level in all sub groups. Our stakeholders all agree that Reading will continue to be our school focus for the 2019-2020 school year. We have designed a reading intervention program and will expand that program next year by adding another reading intervention teacher, as well as revise our interventions in the classroom to meet the needs of all students.

3. Students with disabilities decreased 12.3 points. As we participate in a Reading Improvement Cohort and use this collaboration as an opportunity to identify best practices we will focus on strategies for students with disabilities. We will provide coaching support to special education and general education teachers as they implement effective reading practices.

School and Student Performance Data

Academic Performance
Mathematics

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

Lowest Performance					Highest Performance
	Red	Orange	Yellow	Green	Blue

This section provides number of student groups in each color.

2018 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	4	0	0	0

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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	No Performance Color
83.2 points below standard	92.4 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -10.3 points	Declined -16.6 points	3 students
240 students	136 students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	No Performance Color
0 Students	86.2 points below standard	142 points below standard
	Declined -13.3 points	Declined -25.9 points
	213 students	42 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
73.9 points below standard	0 Students	Less than 11 Students - Data Not Displayed for Privacy	0 Students
Increased		10 students	
21.8 points			
18 students			

Hispanic	Two or More Races	Pacific Islander	White
Orange	No Performance Color	No Performance Color	Orange
92.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	78.1 points below standard
Declined -14.1 points	3 students	3 students	Declined -19.7 points
131 students			70 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
109.6 points below standard	3.1 points below standard	74.5 points below standard
Declined -11.4 points	Increased	Declined -4.1 points
	21.9 points	
114 students	22 students	100 students

Conclusions based on this data:

1. We scored higher in math than in language arts, however, we are still in the orange performance level for all subgroups. Students are still not performing at grade level. All significant subgroups require more support to meet grade level standards.

2. Socioeconomic students at 86.2 points below standard and hispanic students at 92.9 points below standard need the most support with mathematics. We need to expand on cognitively guided instruction for mathematics and add more teachers who are able to provide intervention for at risk students.

3. Though we maintained in the orange performance level there was a decline in all subgroups except reclassified English learners who increased by 21.9 points . This is in opposition tot he decline of current English learners with a decline of 11.4 points.

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
249	16.9%	30.9%	22.1%	30.1%

Conclusions based on this data:

1. Though 30.9% of students are Moderately Developed several of these students are in grades 4 and 5 and are at risk of becoming long term English learners. Supports need to be put into place to assist these students in moving forward with their English Learner development.

2. With 249 EL students we need to teach intentional language development lessons and have daily dedicated ELD time.

3. 30.1% are at the Beginning Stage with many students needing additional support in writing and reading. We will continue to intentionally plan for language development within our integrated units and designated ELD time and rotations. Frequent data collection on student progress using Fountas and Pinnell will assist us in designing personalized language development plans for students.

School and Student Performance Data

Academic Performance
College/Career

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard College/Career Equity Report

Red	Orange	Yellow	Green	Blue
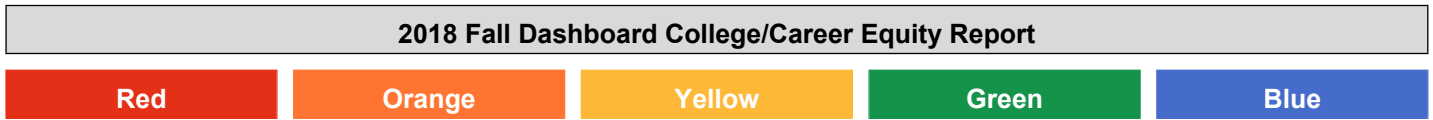
This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2018 Fall Dashboard College/Career for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2018 Fall Dashboard College/Career 3-Year Performance

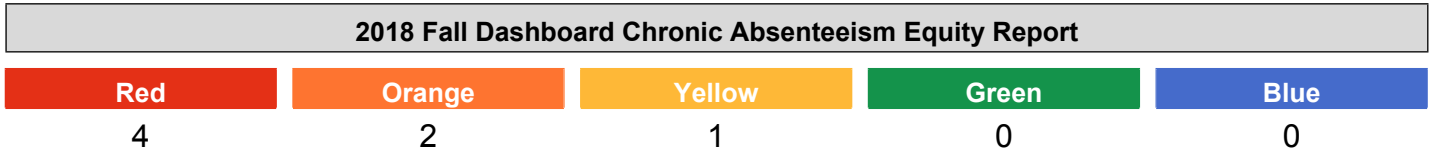| Class of 2016	Class of 2017	Class of 2018
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

Lowest
Performance

Red

Orange

Yellow

Green

Blue

Highest
Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
4	2	1	0	0

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

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Red	Red	No Performance Color
21.8% chronically absent	17.5% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
Increased 3.8%	Increased 4.3%	6 students
609 students	286 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Red	Orange
Less than 11 Students - Data Not Displayed for Privacy	23.5% chronically absent	28.7% chronically absent
4 students	Increased 6.3%	Declined 1%
	533 students	94 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Red	**No Performance Color**	**Orange**	**No Performance Color**
29.5% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	15.6% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
Increased 2.5%	2 students	Increased 7.5%	1 students
61 students		32 students	

Hispanic	Two or More Races	Pacific Islander	White
Red	**No Performance Color**	**No Performance Color**	**Yellow**
27.8% chronically absent	14.3% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	11.9% chronically absent
Increased 9.3%	Declined 9.7%	7 students	Declined 2.7%
302 students	28 students		176 students

Conclusions based on this data:

1. Hispanic students are 27.8% and African American Students are 29.5% chronically absent. This is higher than any other subgroups.

2. Chronic absenteeism is a problem in most subgroups with 4 falling in the red range and 2 in the orange range. When we run this data down to the student level, we are able to see trends within families. Our school counselor will continue to connect and provide resources for families.

3. There was a slight decline of 1% in students with disabilities, however 28.7% are still chronically absent. This was the only subgroup in the yellow performance range. We will be hiring an additional part time counselor to focus on connectedness to school, aligning supports for families, and focusing on chronic absenteeism.
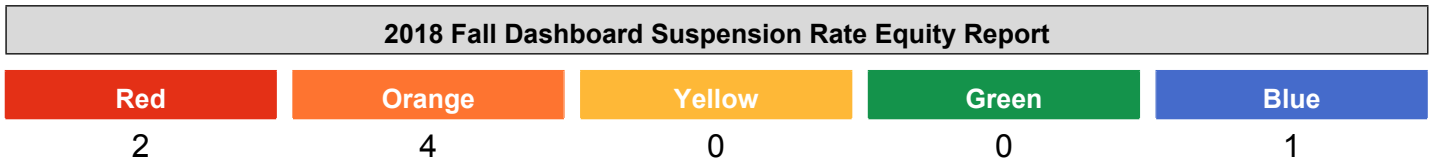
School and Student Performance Data

Conditions & Climate
Suspension Rate

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
2	4	0	0	1

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

2018 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
3.1% suspended at least once	2% suspended at least once	Less than 11 Students - Data Not Displayed for Privacy
Increased 0.7%	Increased 0.3%	8 students
637 students	297 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Red
Less than 11 Students - Data Not Displayed for Privacy	3.1% suspended at least once	7.1% suspended at least once
5 students	Increased 0.5%	Increased 3.8%
	554 students	98 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Red	No Performance Color	Blue	No Performance Color
6.1% suspended at least once	Less than 11 Students - Data 2 students	0% suspended at least once	Less than 11 Students - Data 1 students
Increased 1.6%		Maintained 0%	
66 students		36 students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Orange
2.6% suspended at least once	6.5% suspended at least once	Less than 11 Students - Data 7 students	3.2% suspended at least once
Increased 1.1%	Declined -12.8%		Increased 1.6%
309 students	31 students		185 students

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

2018 Fall Dashboard Suspension Rate by Year		
2016	**2017**	**2018**
2.9% suspended at least once	2.5% suspended at least once	3.1% suspended at least once

Conclusions based on this data:

1. The highest number of suspensions are among students with disabilities at 7.1% and African Americans at 6.1%. We need to continue to revise and adjust our MTSS approach to behavior.

2. The suspension rate by year has stayed fairly consistent between 2.9% to 3.1% over the last three years.

3. 3.1% of all students have been suspended at least once. We need to continue systematically planning for our social emotional learning as a means to support all students.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Access to, and progress in, core academic standards

LEA/LCAP Goal

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

Goal 1

All students at Magnolia have access to the rigorous relevant core curriculum and make progress on core academic standards. During the 2019-2020 school year, Magnolia will increase teacher understanding of ELD strategies and how to use evidence based English Language Arts strategies in order to prepare students for college and career. By the end of the year, Magnolia will plan, facilitate, document, and evaluate a GLAD or other ELD experience in each classroom and present outcomes to the professional learning teaching team for feedback.

Identified Need

Based on annual measurable outcomes showing overall students in the red performance level on the CA Dashboard in English Language Arts and annual review of professional learning and observation of professional development specific to EL's it is evident Magnolia needs to focus on supporting our students through increased teacher understanding of guided language acquisition and reading strategies.

We believe all students need to receive high-quality instruction from teachers in order to be college and career ready, this includes access to our World of Work Curriculum and a focus on integrated units of study. We need to maintain on-going collaboration and professional development in order for this to happen consistently. Teachers need this time to collaborate on instructional strategies, share knowledge of effective technology tools, create lesson plans that focus on Common Core standards, analyze assessment results, and share best practices. This goal also requires the principal and assistant principal to spend quality time observing in classrooms and providing teacher feedback on best practices and strategies learned during professional development.   Our instructional coaching program is an integral part of achieving this goal. Teachers have access to a full time instructional coach that can observe, provide timely feedback, and support with additional resources and professional learning modules.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard data College and Career Readiness - Observation of World of Work activities	75% of students participated in World of Work activities	100% of students will participate in at least one World of Work unit this year

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Principal: Teacher observations and classroom walkthroughs	Principal spent approximately 5 hours a week in classrooms observing teacher practice and providing feedback	Principal will spend 6 hours a week in classrooms observing teacher practice and providing feedback
Annual Review of: Professional learning opportunities Observation of professional development specific to EL's Designated ELD classroom schedules	Seventeen teachers attended and were certified in GLAD training this year 80% of teachers had confirmed designated ELD time in their schedules	All teachers will be certified and GLAD trained by the end of the 19-20 school year. There will be a focus on reading within ELA for all students with specific target goals for our EL and students with disabilities subgroups in order to move these groups up to the orange performance color. 100% of EL students will receive designated ELD instruction 30 minutes a day

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

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

All Students

Strategy/Activity

Teachers, Support Staff, and Administration will attend conferences to gather information and develop implementation plans for closing the achievement gap and ensuring all students are making progress toward proficiency. Staff will attend professional learning that is evidence based and grounded in equity for all.

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

Amount(s)	Source(s)
10,500	Supplemental Concentration Funding 5800: Professional/Consulting Services And Operating Expenditures Travel and conference registration

1,643	Supplemental Concentration Funding 1000-1999: Certificated Personnel Salaries Staff Additional Time to attend conferences on non-duty days

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

English Learners

Strategy/Activity

Teachers will participate in professional development such as GLAD training, in order to improve instruction and student learning outcomes for all sub groups, with a focus on EL's and socioeconomically disadvantaged students.

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

Amount(s)	Source(s)
8,323	Title I PD 1000-1999: Certificated Personnel Salaries Additional Hourly
8,000	Title I 5000-5999: Services And Other Operating Expenditures Travel and Conference
1,850	Title I 5800: Professional/Consulting Services And Operating Expenditures Hourly Consultant
3,700	Title I 5800: Professional/Consulting Services And Operating Expenditures Cognitively Guided Instruction Mathematics Cohort/GLAD Training

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

Teachers will implement integrated units of study that are engaging and relevant to students. Integrated units will incorporate state standards, World of Work careers, presentation literacy skills, as well as critical thinking, collaboration, and communication skills. Units will intentionally plan for reading instruction that meets the needs of all students and incorporates other curricular standards.

Students will have the opportunity to demonstrate their learning in a variety of ways through a project-based learning approach.

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

Amount(s)	Source(s)
6,000	Title I 4000-4999: Books And Supplies Instructional supplies
1208	Carryover S/C 4000-4999: Books And Supplies Leveled Readers and other materials to support integrated units of study and small group instruction.
3,000	Title I 5700-5799: Transfers Of Direct Costs Printshop Orders for supplemental purposes
3,000	Title I 5000-5999: Services And Other Operating Expenditures Educational Excursions & Curricular Experiences connected to units of study
3,600	Supplemental Concentration Funding 5000-5999: Services And Other Operating Expenditures Educational Excursions & Curricular Experiences or Assemblies connected to units of study

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

Magnolia will implement an instructional coaching model to improve delivery of instruction and aid in data analysis to inform instruction. A full time coach will work directly with teachers and students to close the achievement gap.

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)

12,969	Title I PD 0001-0999: Unrestricted: Locally Defined Substitute Release time, additional hours for teachers to attend professional learning

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Positive safe school climate and healthy students

LEA/LCAP Goal

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

Goal 2

At Magnolia, we will create a safe and positive school culture by implementing social and emotional supports through our Multi-Tiered Systems of Support in order to lower our percentage of absenteeism, lower our suspension rate and to implement effective restorative practices. All students will be engaged in healthy relationships with their peers and staff at Magnolia. We will place intentional focus on Positive Behavior Supports, use of Sanford Harmony, daily school-wide morning meet-ups, and tiered interventions for students who are at-risk.

Identified Need

As noted below, both qualitative and quantitative data indicate, students are not consistently demonstrating engagement in school. Students are engaging in behaviors that impede their learning or the learning of others. Improving the social-emotional learning environment is needed. The same need was identified during needs analysis and the subsequent needs assessment during the 2018-2019 school year. As part of our work for with CSI in 18-19 we implemented SEL lessons daily during morning meetings and saw improvement in student relationships and a decrease in office referrals, this data indicates that we need to continue this work related to Social-emotional learning. We also see a need for additional counseling support to implement SEL lessons in classrooms and run small group support for English Learners, African American, Low Socioeconomic, and Students with Disabilities related to community building and creating a sense of belonging.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rate: Goal 95%	2017-18: 93.26%	2018-2019: 95%
SI&A Report: Chronic Absenteeism Rate, State 9% CA Dashboard	2017-2018: 16.05% 2017-2018: All students: Increased 3.8% Overall 21.8% Red English Learners: Red Low Income: Red SWD: Orange Homeless: N/A Foster Youth: N/A Hispanic: Red	2018-2019: All students will increase by at least 1%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	White: Yellow Two or More Races: N/A African American: Red Asian: Orange	
Dashboard: Suspension Rate 2016-2017: All students: 2.5% Green English Learners: Orange Low Income: Yellow SWD: Yellow Homeless: N/A Foster Youth: N/A Hispanic: Yellow White: Green Two or More Races: N/A African American: Yellow Asian: Blue [add additional sub-group not listed as needed]	2017-2018: All students: Increased 0.7% Overall 3.1% Orange English Learners: Orange Low Income: Orange SWD: Red Homeless: N/A Foster Youth: N/A Hispanic: Orange White: Orange Two or More Races: N/A African American: Red Asian: Blue [add additional sub-group not listed as needed]	2018-2019 Suspensions will decrease and dashboard will move into yellow. For Students with Disabilities and African American the dashboard will move into orange.
# of Staff Trained in Restorative Practices	0	4
District Student Gallup Results Engagement 4.9 Hope 4.29 Entrepreneurial 2.71 Career/Financial Literacy 3.11	Student Gallup Results Engagement 4.22 Hope 4.34 Entrepreneurial 3.04 Career/Financial Literacy 3.30	Student Gallup Results Engagement 4.5 Hope 4.5 Entrepreneurial 3.5 Career/Financial Literacy 3.8
District Gallup Results: Q00 3.74	Staff Gallup Results: Q00 3.87	Staff Gallup Results Q00 3.95 Specific growth • Q7 to increase to 3.6 • Q2 to increase to 3.5

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

All Students

Strategy/Activity

Students will feel safe, encouraged, and supported as they navigate struggles, challenges and successes as part of their educational experience. Including behavior and social emotional supports as a means to access the core curriculum. All students will participate in daily social emotional learning in their classroom. In addition, at-risk students will receive personalized interventions that include coping skills and strategies, restorative practices, evidence-based interventions, and direct instruction/coaching from counselors and administration on expected behaviors.

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)
46,413	Title I 1000-1999: Certificated Personnel Salaries .5 Counselor (to make full time with .5 funded from central)
46,000	CSI Funding 1000-1999: Certificated Personnel Salaries .5 additional counselor to oversee chronic absenteeism, and social emotional skills groups, and academic goal setting for English Learners.
85,200	CSI Funding 1000-1999: Certificated Personnel Salaries .60 Assistant Principal to support with Positive behavior interventions, MTSS implementation, and achievement for English Learners.
56,800	Supplemental Concentration Funding 1000-1999: Certificated Personnel Salaries .40 Assistant Principal to support with Positive behavior interventions, MTSS implementation, and achievement for English Learners.

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

English Learners, Low socioeconomic, African American, Hispanic, Students with Disabilities

Strategy/Activity

In order to support our students with chronic absenteeism, our part-time counselor and community liaison will work with chronically absent students and their families to identify and eliminate barriers to attending school. They will also provide 1:1 support and academic advising for at-risk students in a small group setting. They will also conduct hopes and dreams home visits to improve the home-school connection which we believe will improve the student's feelings about school and in turn will improve their attendance.

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	CSI Funding 1000-1999: Certificated Personnel Salaries .5 Counselor to Support ELs and LTELs with academic goal setting and skills. (funded above)
900	Title I 1000-1999: Certificated Personnel Salaries Certificated Hours: Home Visits
300	Title I 2000-2999: Classified Personnel Salaries Home Visit Liaison Hours funded in 4.8 for after school

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

English Learners, Low income, Foster youth, homeless, African American and Hispanic

Strategy/Activity

Magnolia will offer groups for additional social-emotional supports related to grief/loss, trauma,
conflict resolution, and self-regulation strategies.

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

Amount(s)	Source(s)
2,500	Supplemental Concentration Funding 1000-1999: Certificated Personnel Salaries Hourly Counselor

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s)	Source(s)

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Personalized learning, supporting students passions and career aspirations

LEA/LCAP Goal

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

Goal 3

Magnolia students will receive personalized instruction that will allow them to demonstrate progress towards proficiency in all subject areas with an emphasis on core skills to prepare them for their future careers and pathways to success. During the 2019-2020 school year, 40% of students scoring in the red performance level in ELA (as indicated by the CA Dashboard) will increase performance levels as measured by CAASPP Assessment.

Identified Need

Due to a large number of English learners at Magnolia and ELPAC results, it is evident that EL students must be receiving integrated ELD within all subject areas and designated ELD 30 minutes every day at their ELD level. Magnolia needs a plan for monitoring designated ELD in the classroom.   Magnolia also has several students in 4th and 5th grade who are at risk of becoming Long Term English Learners and a targeted intervention plan needs to be put into place to set individualized goals, monitor progress, and provide support as needed.   Other subgroups (see data below), scoring in the red level for English Language Arts and orange in mathematics need interventions and supports in order to be college and career ready.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Pupil Achievement Statewide Assessments CA Dashboard	Statewide Assessments - CA Dashboard ELA Student Groups Scoring Red: English Learners Socioeconomically Disadvantaged Students with Disabilities African American Hispanic White Math Student Groups Scoring Orange: English Learners Socioeconomically Disadvantaged	Statewide Assessment -CA Dashboard ELA • 30% of EL, African American Students, and Students with Disabilities will score in the Orange performance level as indicated on the CA Dashboard. Math

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	White Hispanic	• 30% of all students in all subgroups will increase in performance level to the next color band.
ELPAC	ELPAC: Beginning Stage 30.1% Somewhat Developed 22.1% Moderately Developed 30.9% Well Developed 16.9%	ELPAC: • Students scoring in the Beginning Stage will drop from 30.1% to 25%. 5% of students in the Somewhat Developed stage will move to the Moderately Developed or Well Developed Stage.
EL Reclassification Criteria	Reclassification: 13.4%	Reclassification: Reclassification rates will rise to 18% with at least 5% of Moderately Well Developed and Well Developed student reclassifying.

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

All students will receive personalized learning experiences that are driven by data and student strengths and interests.

In order to achieve this goal we will:
- -ensure every classroom implements blended learning models in a 1:1 learning environment with Chrome Books.
- -ensure all teachers implement evidence-based units of study that incorporate Common Core Standards and the World of Work curriculum.
- -ensure all teachers are following the assessment timelines and procedures, including site-wide common assessments for reading.
- -provide additional instructional supplies and materials that allow our students to close the achievement gap and apply knowledge in a variety of contexts. ------implement a strong

reading instruction program. Students will receive push-in and pull-out reading intervention as data indicates is needed.
- -provide supplemental programs (ILE, RazKids, Fountas and Pinnell Intervention, Achieve 3000) to support student growth.
- -monitor student progress and meet with at-risk students to set goals and monitor progress in a systematic manner.
- -communicate progress with parents and other stakeholders on a regular basis.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,930	Title I 4000-4999: Books And Supplies Supplemental and Intervention Materials
4,000	Supplemental Concentration Funding 1000-1999: Certificated Personnel Salaries Teacher release to collaborate & design intervention plans for students who are not meeting progress goals (MTSS)
7,260	Supplemental Concentration Funding 1000-1999: Certificated Personnel Salaries Teacher Additional Time: Reading Assessment/Intervention/Training & Collaboration Hours
5,000	Supplemental Concentration Funding 5000-5999: Services And Other Operating Expenditures Supplemental Program Contracts (Software)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Magnolia will implement an extended school day tutoring program for English Learners. Students will be offered this intervention based on reading data and ELPAC scores. Students who are at-risk of becoming Long Term English Learners will take priority. During this tutoring time, students will receive evidence-based interventions in language acquisition, with a focus on reading and writing skills. GLAD strategies.
Teachers will use state and district adopted materials and will design lessons incorporate GLAD strategies.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5,370	Supplemental Concentration Funding 1000-1999: Certificated Personnel Salaries Certificated Additional hourly --After School Tutoring
600	Supplemental Concentration Funding 4000-4999: Books And Supplies Supplemental Supplies & Materials: Intervention Curriculum

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

English Learners, Low income, Foster Youth, Homeless

Strategy/Activity

Magnolia will hire two .45 support teacher to work with At-Risk students to target reading intervention. Students will access this intervention as part of the MTSS tiered intervention program.

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

Amount(s)	Source(s)
31,250	Title I 1000-1999: Certificated Personnel Salaries Intervention Teacher
30,031	CSI Funding 1000-1999: Certificated Personnel Salaries Intervention Teacher
1,727	Title I 1000-1999: Certificated Personnel Salaries Additional hourly to support with intervention collaboration, planning, and time with students as needed.

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)   Source(s)

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

English learners

Strategy/Activity

Arabic English Language Development Assistant provides support to English Learners in the classroom setting and provides small group intervention support.

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)

| 14,842 | Title I
2000-2999: Classified Personnel Salaries
Classified Salary & Benefits ELDA |

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Shared Community and Engagement

LEA/LCAP Goal

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

Goal 4

By the end of the 2019-2020 school year Magnolia will increase parent engagement by providing more opportunities for parents to be a part of the decision process and to allow them opportunities to share their opinions as will be evidenced through the Parent Needs Assessment, a 20% increase in the number of Parents attending school wide events, and 30% increase in liaison contacts.

Identified Need

Based on our data, we see a continued need to increase parents and families connectedness to school in order to combat chronic absenteeism and suspensions. We see a need to work with our chronically absent families as part of our Home Visits Program. Overall, our data shows that identifying best practices for Multi-Tiered Systems of Support that include Positive Behavior and Intervention Support are important goals in ensuring that all students are happy, healthy and on the path to gainful employment. Magnolia needs to offer a variety of meaningful opportunities for parents and community members to enter campus.   We need the Community Liaison to work with students and families and assists in the coordination of family involvement opportunities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Family Teacher Teams Events	We have approximately 17 parents per class or 68%	We would like to see 75% attendance rate for this event .
Parent University Courses	We conducted 2 Parent University Courses We also held 4 Mini-Workshops on parent requested topics.	We will add additional Mini Workshops as parents report that they prefer this option. Our goal is one per month, which would be 9 with 20% more parents attending each course.
Home Visits	Number of visits 15	Conduct 20 home visits.
School Site Council Meetings	Average Number of parents at meetings-4	Increase to 5 parents consistently.
English Learner Advisory Meetings	Average Number of parents at meetings -6	Increase to 12 parents consistently.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Gallup Results	2019-2020 school year	We would like to see our scores in the yellow or green zone for all areas.
Family Friday Events	We held 5 Family Friday Events this year, which is an increase from the previous year with approximately 60 parents attending.	Increase attendance at Family Friday Events to 75

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

Magnolia will intentionally plan and facilitate family engagement activities in collaboration with our SSC, ELAC, and PTA to increase meaningful opportunities for families to interact with the school throughout the year. These activities include events such as:
- Welcome Back Event (Meet the Teacher)
- Family Teacher Teams
- Fall Fest (PTA Sponsored)
- Art Walk
- Needs Assessment School Walks
- Partnership with Safe Routes to School Initiative
- School Assemblies & Educational Excursions
- Volunteer Tea
- Open House & Student Showcase
- Lunch on the lawn

In order to facilitate these events, we need to have the additional support of our entire team of staff (Admin, Counselor, Community Liaison) trained and up to date in the most recent strategies for engaging families.

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

Amount(s)	Source(s)
600	Carryover S/C 5800: Professional/Consulting Services And Operating Expenditures

	Family & Community Engagement Summit Registration
2,000	Carryover S/C 5000-5999: Services And Other Operating Expenditures Assembly/Educational Excursion

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

English Learners

Strategy/Activity

Community Liaison works directly with students and families and assists in coordination of family involvement opportunities.

Examples of these activities are as follows:
- Planning, advertising, and facilitating Parent Workshops on topics such as student progress reports and setting goals to support your student at home, positive discipline, effective home-school communication, college and career readiness, and importance of school attendance.
- Family Friday Events--Community Liaison calls EL families directly to invite them to events.
- Community Liaison connects families and teachers by helping set up meetings and ensure all voices are heard and valued.
- Community Liaison works with teachers and families to set up home visits and plans for hopes and dreams conversations.

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

Amount(s)	Source(s)
3,004	Title I Parent Involvement 2000-2999: Classified Personnel Salaries Community Liaison Salary-cofunded
5,849	Title I 2000-2999: Classified Personnel Salaries Community Liaison Salary-cofunded
400	Title I 2000-2999: Classified Personnel Salaries Babysitting hours for family events

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

English learners (Newcomers and Long Term ELs)

Strategy/Activity

Magnolia Student Support Team (Admin, Counselors, Community Liaison, and teachers) will implement Home Visits Program in collaboration with the FACE office to improve connection to school, attendance, and academic achievement for unduplicated student groups.

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)
900	Title I 2000-2999: Classified Personnel Salaries Classified Hourly Rate for Home Visits
900	Title I 1000-1999: Certificated Personnel Salaries Teacher Hours (4 per teacher) after school

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

The front office will serve the students, family, and community in a culturally responsive, respectful and efficient manner. This may require additional hours during peak times (enrollment, chromebook paperwork collection, health aide hours during flu and cold season, school events 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)	Source(s)
2,500	Supplemental Concentration Funding 2000-2999: Classified Personnel Salaries Health Aide Additional Hours

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	$$155,257
Total Federal Funds Provided to the School from the LEA for CSI	$161,231
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$420,069.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)
CSI Funding	$161,231.00
Title I	$130,961.00
Title I Parent Involvement	$3,004.00
Title I PD	$21,292.00

Subtotal of additional federal funds included for this school: $316,488.00

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

State or Local Programs	Allocation ($)
Carryover S/C	$3,808.00
Supplemental Concentration Funding	$99,773.00

Subtotal of state or local funds included for this school: $103,581.00

Total of federal, state, and/or local funds for this school: $420,069.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
CSI Funding	161,231	0.00
Supplemental Concentration Funding	$99,773	0.00
Title I Parent Involvement	$3,004	0.00
Title I	$130,961	0.00
Title I PD	$21,292	0.00
Carryover S/C	3,808	0.00

Expenditures by Funding Source

Funding Source	Amount
Carryover S/C	3,808.00
CSI Funding	161,231.00
Supplemental Concentration Funding	99,773.00
Title I	130,961.00
Title I Parent Involvement	3,004.00
Title I PD	21,292.00

Expenditures by Budget Reference

Budget Reference	Amount
0001-0999: Unrestricted: Locally Defined	12,969.00
1000-1999: Certificated Personnel Salaries	328,317.00
2000-2999: Classified Personnel Salaries	27,795.00
4000-4999: Books And Supplies	9,738.00
5000-5999: Services And Other Operating Expenditures	21,600.00
5700-5799: Transfers Of Direct Costs	3,000.00
5800: Professional/Consulting Services And Operating Expenditures	16,650.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	Carryover S/C	1,208.00
5000-5999: Services And Other Operating Expenditures	Carryover S/C	2,000.00
5800: Professional/Consulting Services And Operating Expenditures	Carryover S/C	600.00
1000-1999: Certificated Personnel Salaries	CSI Funding	161,231.00
1000-1999: Certificated Personnel Salaries	Supplemental Concentration Funding	77,573.00
2000-2999: Classified Personnel Salaries	Supplemental Concentration Funding	2,500.00
4000-4999: Books And Supplies	Supplemental Concentration Funding	600.00
5000-5999: Services And Other Operating Expenditures	Supplemental Concentration Funding	8,600.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental Concentration Funding	10,500.00
1000-1999: Certificated Personnel Salaries	Title I	81,190.00
2000-2999: Classified Personnel Salaries	Title I	22,291.00
4000-4999: Books And Supplies	Title I	7,930.00
5000-5999: Services And Other Operating Expenditures	Title I	11,000.00
5700-5799: Transfers Of Direct Costs	Title I	3,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	5,550.00
2000-2999: Classified Personnel Salaries	Title I Parent Involvement	3,004.00
0001-0999: Unrestricted: Locally Defined	Title I PD	12,969.00
1000-1999: Certificated Personnel Salaries	Title I PD	8,323.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	63,793.00
Goal 2	238,113.00

Goal 3	102,010.00
Goal 4	16,153.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Sarah Robinson	Principal
Yolanda Sargent	Classroom Teacher
Tim Charles	Classroom Teacher
Lorena Macalpin	Classroom Teacher
Kristen Pascall	Other School Staff
Luz Vidales	Parent or Community Member
Angela Kelso	Parent or Community Member
Yvette Diaz	Parent or Community Member
Gabriel Sigurdson	Parent or Community Member
Kesha Fuller	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
Luz A. Vidales	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 21, 2018.

Attested:

Sarah Robinson	Principal, Sarah Robinson on 10/15/19
Yolanda Sargent	SSC Chairperson, Yolanda Sargent on 10/15/19