

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	June 1, 2023	August 8,2022

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)

Additional Targeted Support and Improvement
Subgroup: Students with Disabilities, African American, Asian, Homeless

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

Magnolia plans to continue implementing a Multi-Tiered System of Supports for site wide interventions for all students in the areas of academic, social-emotional, behavior and attendance. We began implementing MTSS in 2017 and have grown our plan over time, adding interventions and best practices that work based on data analysis and reflection. We have systems in place for regular PLCs, student support meetings, and protocols to ensure students do not fall through the cracks.

Our annual 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 selected common reading assessments for the 19-20 school year that we used 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 collaborated during PLC time to create plans for data collection and targeted

interventions for students. This will continue in 2021-222 and we will target our goals to focus on literacy and math.

Our school-wide goal is to improve reading instruction practices in order to better prepare our students for college and career. The early intervention program was highly effective before school closure for COVID-19 in March 2020, with over 90% of 2nd graders making 1 or more levels of growth in reading.

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 continue to be necessary. Although our suspensions continue to decrease, our Chronic absenteeism is area of continued need. This indicates that we are focusing on the right areas and we will continue our work from 19-20 and 20-21 MTSS and SEL program and expand our interventions and supports for students. A main area of focus in this work includes deepening our equity practices and creating space for diverse learners.

We will collect data and all staff will participate in PLC's to design action plans related to our school goals. We have already been working toward these goals during the 20-21 school year and will continue to work diligently to see improvement and progress toward our goals in 21-22. We have added more data measures and will have structured PLC schedules that include data deep dives and protocols for ensuring all of our subgroups' needs are being effectively addressed.

Table of Contents

SPSA Title Page	1
Purpose and Description.....	1
Table of Contents.....	3
Comprehensive Needs Assessment Components	5
Data Analysis	5
Surveys	5
Classroom Observations.....	5
Analysis of Current Instructional Program.....	7
Educational Partner Involvement	15
Resource Inequities	15
School and Student Performance Data	18
Student Enrollment.....	18
CAASPP Results.....	20
ELPAC Results	24
Student Population.....	27
Overall Performance	29
Academic Performance	31
Academic Engagement	37
Conditions & Climate.....	40
22-23 iReady Reading Diagnostic Assessment.....	42
22-23 iReady Reading Diagnostic Growth Reports	45
22-23 iReady Math Diagnostic Assessment	47
22-23 iReady Math Diagnostic Growth Reports.....	50
Annual Gallup Parent Survey Data	52
Annual Gallup Student Survey Data	53
Goals, Strategies, & Proposed Expenditures.....	55
Goal 1.....	55
Goal 2.....	59
Goal 3.....	66
Budget Summary	72
Budget Summary	72
Other Federal, State, and Local Funds	72
Budgeted Funds and Expenditures in this Plan	73
Funds Budgeted to the School by Funding Source.....	73
Expenditures by Funding Source	73
Expenditures by Budget Reference	73

Expenditures by Budget Reference and Funding Source73

Expenditures by Goal.....74

School Site Council Membership75

Recommendations and Assurances76

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).

REVISE

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

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

Annual Gallup Student Survey (grades 5-8)

Annual Gallup Parent Survey

Annual Gallup Staff Survey

California Healthy Kids Survey (grades 5 and 7)

Staff, parents, and community members gave input during LCAP and SPSA review and development through needs assessments and program evaluation.

March 2023 Student Gallup Survey

May 2023 Parent Gallup Survey

Fully Engaged

Treated with Respect (School Environment) -

Leadership Creates a Trusting Environment -

May 2023 Staff Gallup Survey

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 Observation Protocol for Teachers of English Learners (OPTTEL) is an observation protocol that is designed to meet the requirements of AB 1808 and will be implemented during the 2020 school year.

Deep Evaluation: Developing Effective Educator Practice (Yearly for temporary and probationary staff, every 3-5 years for tenured staff)

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

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

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

Summative Evaluation: Evaluation turned into personnel by May 15

On average the site administrator visits classrooms and collects qualitative data on teacher effectiveness at least twice a month. During the 2019-2020 school year, this increased to three times per month, with more informal pop ins and regular feedback. Administrators visited classrooms daily on daily morning walk throughs to connect with staff and students. During the 2020-2021 school year, observations were still made during COVID-19. An added feedback protocol included the administrator and teacher met collaboratively to review iReady data for Reading and Math as well as Fountas & Pinnell and CORE reading data.

As a part of the continuous coaching cycle, teachers meet with their administrator and instructional coach/facilitator 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.

Currently, the trends that are seen based on classroom observations are as follows:

ELA (GOAL 3)

- Students are leaving kindergarten with strong phonemic awareness and phonics skills. However, around 2nd grade we see students begin to lose some skills. We need to dig deeper and expand our Literacy Project PDSA work to include upper grade for 2022-2023.
- Vocabulary instruction for English Learners MUST to be intentional and strategic, with consistent use of GLAD strategies.
- Early Literacy instruction MUST be conducted in small group with more frequent assessment (CORE Phonics Survey & iReady Reading) and weekly adjustments of lessons.
- Teachers need more time to dig into the resources available in our Nat Geo Curriculum that meets the needs of variety of learners. This requires more frequent data analysis and collaboration release time. We MUST continue our Team Tuesdays release time for teachers.
- Upper grade teachers need additional support in finding and aligning resources for struggling readers to use in small group instruction.
- We will continue to fund additional support teachers to support reading intervention.

MATH (GOAL 3)

- Vocabulary instruction for English Learners MUST to be intentional and strategic, with consistent use of GLAD strategies.
- Teachers need more collaboration and support time to take current GoMath curriculum and align it to the iReady data to design small group lessons.
- We need to spend time aligning our priority standards, iReady and our current curriculum-- we need time to complete this.
- We will continue to fund additional support teachers to support math intervention.

- We will plan for professional learning for all teachers to focus on Math instructional best practices.

World of Work and Career Development: (GOAL 1)

- Teachers need to implement integrated units of study with World of Work, ELA, Math, Science, Social studies CONSISTENTLY throughout the school year. Right now, teachers are not completing all 6 careers consistently across the grade levels.
- Teachers need collaboration and research time to design educational excursions that align with the 6 careers for their grade level.
- Many students identify with the Artistic RIASEC code, we need to provide many opportunities for artistic expression. We will continue to fund an ART support teacher to lead this work.

ATSI Subgroup (Students with Disabilities: Math, ELA, Chronic Absenteeism) (GOAL 1, 2 & 3)

- Based on classroom visits, students with disabilities are effectively included in the GenEd core programs.
- Education specialists need a system and protocol for improving student attendance, reaching out and engaging chronically absent students, and planning for attendance recovery for this group of students. They can do this with the help of counselors and administrators.
- For ELA & Math, education specialists must use iReady and CORE Phonics Inventory data to plan for and adjust lessons and IEP goals.
- Education Specialists must attend grade level collaboration to plan for student access to the core curriculum.
- -Education Specialists need designated time to coach and mentor students on their caseloads with a focus on chronic absenteeism and connectedness to school.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Local Assessments include: iReady ELA, iReady Math, English Language Proficiency

State Assessments: ELPAC, CAASPP, CAA, CAST, CAS, Physical Fitness Testing

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

Site data used to analyze student progress also includes Fountas and Pinnell Reading Assessments and CORE reading assessments to inform daily targeted reading instruction.

Based on the current iReady data for reading and math, we must continue to implement small group instruction that is personalized and based on frequent data collection. Teachers need time to look at data together with their teams, time to create effective lessons and align resources. Teachers must do this in collaboration with their administrator in an effective coaching cycle. Our current data trends show over 70% of our students are on track to meet their annual typical growth for the year.

During the 2022-023 school year, we participated in the Literacy Project, a PSDA work cycle that looked at our reading best practices in K-2. We learned that if we intentionally target phonemic awareness and phonics, that all students will make progress on their reading goals. For example, our kindergartners finished the year with 0% of the students in tier 3 based on iReady reading diagnostic assessment. We will add grades 3-5 to this project next year. We know that if our students can read at grade level by the end of 3rd grade, that their chances for lifelong reading success are very good. The upper grade iReady data showed us that we need to focus more on vocabulary instruction in both ELA and math. We will work on professional learning and coaching using GLAD strategies to meet this need.

For our ATSI subgroup of Students with Disabilities, we know that they need the same effective teaching as all students, with more opportunities to work in small group with their teacher and support staff. The same data will be used to design effective instruction for these students in ELA and Math. We will protect the literacy block from pull out and interruptions to ensure these students are truly getting additional time to support their learning goals. For our Literacy Project students, they all made progress on their goals due to targeted small group instruction using CORE and iReady data. Education Specialists attended the same professional learning as general education teachers and their students have made significant progress on their typical growth scores.

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

Teachers are provided numerous opportunities to look at quantitative and qualitative data in order to modify instruction. In grade level or subject area collaboration and at staff meetings teachers have opportunities to analyze data and make decisions on how to modify instruction and/or programs in order to make changes to increase student engagement and achievement. This allows teachers to create a personalized learning path for students and modify instruction individually for students as needed.

During the 2021-22 school year, we were able to deepen this practice of data analysis using iReady ELA & Math results. Teachers met with their grade level teams, instructional coach, and principal to create student groupings based on student performance in each domain area. 100% of our Teachers implemented small group instruction using leveled readers and differentiated materials, and we saw that the majority of our student population met or exceeded their annual year expected growth. In our ATSI sub group, Students w/Disabilities, we saw growth as well, which means that the targeted instruction using data is working and we will continue this practice next year.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

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

During the 2022-2023 school year, we implemented our weekly collaboration release time for all teachers. During this time, teachers participated in targeted professional learning based on local assessments.

Based on site wide data (listed in the tables), classroom observations, and teacher survey feedback we need to provide more professional development in the following areas:

- Differentiating reading instruction during small group rotations, with specific focus on English Learners and Students with Disabilities. (Began this year, and continue into the next)
- Deep Dive into the components of Nat Geo Reach for Reading as a means to differentiate within our integrated units. (Began this year, and continue into the next)
- Train upper grade teachers on common assessments and common intervention curriculum. (Literacy Project next phase)
- Train Education Specialists in the Fountas & Pinnell Leveled Literacy Intervention Box implementation.
- GLAD strategies for language development, with a specific focus on vocabulary for upper grades.
- Math best practices for small group instruction with a specific focus on daily mathematical reasoning routines.
- Increasing student connectedness to school to improve chronic absenteeism. (How can we ensure all students thrive?)

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

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

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

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

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

Professional Learning Areas include: English Learner Development, Family and Community Engagement, Social and Emotional Learning, World of Work, GLAD, iReady, Science, Content Standard Alignment, District Initiatives, Special Education, new adoptions, assessment, CORE reading, Fountas & Pinnell leveled literacy intervention boxes.

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

Instructional Coaching program at Magnolia (Program Facilitator & Admin team)

Professional Development Academies (Summer, Winter, Spring)

Digital Badging

Instructional Program Facilitators (Mathematics, English Language Arts, Science, Technology, World of Work, English Language Development)

Weekly Grade Level Collaboration Meetings during wheel rotations

Weekly minimum day release for each grade level to plan and collaborate.

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 during wheel rotations 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 as needed.

Teachers are released to collaborate with counseling and admin to meet the needs of At-Risk students as part of our Student Support & Tiered Intervention Plan

Teaching and Learning

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

English Language Arts, Mathematics, Social Studies, and English Language Development is aligned with State standards. The District is currently working on creating an Open Resource Science curriculum aligned to State standards.

Additionally, students receive intervention support in the following intervention programs: Fountas & Pinnell Leveled Literacy Intervention, Read Naturally, and Reach Into Phonics.

During the 2022-2023 school year, K-2 had great student gains in phonemic awareness and phonics based on our participation in the Literacy Project (PDSA on early literacy in partnership with other school sites). We had 0% students in Tier 3 for kindergarten reading based on iReady data.

Teachers effectively used small group instruction during a pandemic. We will continue this work by expanding this project to include upper grades. Our reading best practices are coming into focus and we will continue to identify our non-negotiables for teaching reading as a best tier 1 instructional model.

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

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

Teachers adhere to State recommended instructional minutes:

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

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

Teachers have the flexibility of personalizing and pacing instruction to meet the individual needs of their students. Teachers pull small groups of students based on their academic needs to provide intensive and targeted support. Teachers will use the priority standards for CVUSD to pace and plan their academic content for the school year. We will do this work before the school year starts.

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

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

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

Standards-Aligned CV Adopted Curriculum: (K-5)

English Language Arts /ELD Nat Geo "Reach For Reading" / Houghton Mifflin "Maravillas", "Wonders"

Mathematics

Houghton Mifflin Go Math

Science

Macmillan/McGraw-Hill, California Science

Social Science

Scott Foresman, History/Social Science for California

Opportunity and Equal Educational Access

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

Current adoptions for language arts and math provide instructional supports for below, at and above grade level learners.

District supported interventions for underperforming students:

iReady Math

iReady ELA

Beable

School Counselor

Community Liaison

Special Education Classroom Assistant

Program Facilitator (Title 1/English Learner/Students with Disabilities)

Support Intervention Teacher

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 Leveled Literacy 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. Teachers 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.

We have found that of this list, the most effective intervention is best tier 1 instruction. Teachers who provide effective small group instruction are able to meet the majority of students needs in the classroom setting. Reach into Phonics has been a strong addition to our daily small group reading instruction.

Our main goal for next year is to identify and implement site wide interventions using common research based curriculum.

Parental Engagement

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

Counselor

Community Liaison--Spanish & Arabic

Parent Workshops

Student Study Team Process (SST)

Site Needs Assessment (SSC)

Site Walkthroughs and Program Evaluation (SSC/ELAC/PTA)

Title 1 Meeting Data Analysis

Our school counselors are integral to this work. They have deep relationships with our families. They align resources, make referrals, and built trust. They are here everyday, connecting and engaging with our families. Our community liaison is effective as well, however they serve more than one school and are not present each day.

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

Parents, students, staff, and community members provide input and assist with the needs assessment through the LCAP and SSC process.

This year, the addition of zoom meetings has a been a huge asset. More parents are able to participate in meetings via zoom while at work or at home with children. We will continue this practice.

Funding

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

Adaptive Curriculum: iReady Math, iReady Language Arts, Learning A to Z, ST Math, Smarty Ants
After School Tutoring
After School Enrichment Program (Arts, Sciences, Sports)
Reading Intervention & Support Teachers
Sports & Wellness Coaches
Special Education Classified Assistant
School Counselor (2)
Community Liaison (1)
Instructional Facilitator
Professional Development
Art teacher

REVISE

These programs are working as holistic approach to educating a student. Students were still able to make gains, with _____ of our students meeting their annual target growth in reading and ____ in math. It is not one of these alone, it is all of these together that create an environment of support, trust, engagement, and growth where students can thrive.

Fiscal support (EPC)

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

Without these categorical funds, we would not be able to effectively support our students within the school day. Our counselors would only be here part time, our teachers would not have access to additional supplies and intervention materials that allow ALL students to make growth. Without this funding, we would not have a reading intervention teacher, family engagement support from our liaisons, or art lessons for each child. We wouldn't have a strong sports program that sees the strengths in each child, and gives them a place to excel. We would not have funds to take educational excursions, or deepen teacher practice through collaboration and professional learning related to our goals. This funding makes Magnolia the best school to learn at. We are just beginning to show the amazing progress in our data.

Using iReady local data to measure our success felt more timely, appropriate, and respectful. We didn't have to wait for CAASPP data, we already have our results and plan to use it start the year off strong with small group instruction right away.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Meaningful engagement of parents, students, 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. The SSC reviews all LCAP and site goals as well as completes a Site Needs Assessment and Program Evaluation each year. Our site utilizes student outcome data to drive our decisions and in determining our educational programs, professional learning opportunities and when considering supplemental curriculum.

1. The English Learner Advisory Committee (ELAC) meets multiple times throughout the year. We discuss the needs of English Learners and conduct a needs assessment each Spring around the activities and programs implemented on our site for English Learners. Based on data, discussion, and recommendations the ELAC committee makes recommendation to the SSC towards the development of the SPSA.
2. The School Site Council (SSC) meets multiple times throughout the year. The meeting in May is the accumulating input meeting when the SPSA is reviewed with input from the ELAC committee and Needs Assessment outcomes. During this meeting, we review all areas of the SPSA and revised sections that need editing. We make sure the budget aligns to expenditures. Final SPSA plan approval, including budget approval, occurs in September following a final SSC review meeting in August to address any last-minute needs or budgetary changes that occurred over the Summer.
3. The site staff meets multiple times throughout the year to gather input on goals, monitor progress, and discuss action items. They also poll students to gather qualitative and quantitative data for the Site Needs Assessment.

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 the majority of our students performing below standard, we need to utilize daily best practices along with intervention teachers to provide additional evidence-based interventions daily to our at-risk students. We have hired a 45% part-time intervention teacher to meet this need. We have also dedicated current staffing to support students in reading growth throughout their instructional day with the intention to provide intervention within the classroom setting in small groups. Teachers will need continued coaching and materials to support this effort. We have funded a Program Facilitator/Instructional Coach to support this work. (GOAL 1 & 3)

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 part time counselor that will support with coaching teachers and supporting students in the identified subgroups above. In addition to counseling supports, in 19-20 we 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. In 2019-20, we saw a positive impact of this program with a reduction in office referrals by 80% by the spring. We also saw a reduction in our suspension rates by 1.5% overall and by 4% for African American students. We choose to continue this funding and increase the additional counselor to 80%. We firmly believe that our mission is to develop happy kids engaged in healthy relationships. In 20-21, we were not able to continue to fund the AP position, however the supports listed above can continue with the team in place. Principal, MTSS Program Facilitator, and counselors can ensure the needs of all students and staff are met. In 20-21, we still saw reduction in behaviors due to COVID-19 and the MTSS approach to behaviors that is firmly in place since 2018. (GOAL 2)

Chronic Absenteeism:

Our current chronic absenteeism rate is 26% and increased by 4% Our subgroups of African American, Hispanic, Low Socioeconomic, and Students with disabilities are all above the site rate. This continues to be our big time struggle. We have worked tirelessly with our community. This indicates a need for targeted outreach and intervention. We believe that in elementary school this starts with the family. To help us we have added an additional community liaison to support us in this work. Our community has significant trauma and difficulties related to living in poverty, our goal is to help them achieve meaningful work. (GOAL 2)

English Learners:

Our English Learner population/subgroup is an area of focus for literacy intervention and support. We employ a Program Facilitator who oversees the EL program and monitors student progress in collaboration with Admin and counselors. We will target students At-Risk for becoming LTELs by providing research based small group intervention. The program facilitator will meet with teachers to check for LTEL progress on academic goals. Students who are not making adequate progress will be moved to Tier 3 intervention and flagged by our Student Support and Intervention team. Another area of focus is our newcomer population who also need small group literacy intervention to fast forward their English development in all domains. We employ an Arabic English Language Development Assistant to support this work. (GOAL 3)

**ATSI---Students with Disabilities(SWD):

Magnolia serves students with varying degrees of disabilities. We are a mild-moderate service range, and most of our students are served in an inclusive environment in the general education classroom with a small percentage of their day in pull out Specialized Academic Instruction (SAI). With this inclusive model, the work we do (listed above) for all students is accessed by our SWD. For example, SWD can access reading and math interventions in addition to their daily SAI small group. For 20-21, we will be focusing on targeted behavior and social-emotional supports for SWD, specifically in the areas of identifying and managing emotions, and perspective taking. Our SWD have been suspended more often than other students. In 2019-20 4.8% of SWD were suspended at

least once. Impulse control, difficulty with managing emotions, and lack of strategies to deal with conflict are main reasons why they are suspended more often. We must continue to offer on-demand counseling supports, and small group instruction in order to reduce suspensions for this subgroup. Our counselors and intervention teachers support this effort. (GOAL 1, 2, 3)

Our SWD also have chronic absenteeism more frequently than other students. In 19-20 34.7% chronically absent (Increased 5.9%) For 2020-21, this continued to increase, especially due to the COVID-19 Pandemic.

This has several root causes. One is that their health is often more compromised and therefore the student misses more school due to illness. Our counselors monitor their attendance and design interventions and ways to recoup attendance for this subgroup. They will continue this effort this year. Connecting with the parents of these students is imperative, often parents fear sending their child to school when it is flu season. Frequent communication from our counselors and community liaisons will support parents by increasing their trust and comfort level with our safety protocols. For 21-22, the SWD subgroup will be a main target for improvement. Education Specialists, Counselor and Admin, along with district level support will work with families to educate and monitor attendance. We plan to create opportunities for attendance recovery for this subgroup that will allow students to access their core curriculum even when health or family circumstances prevent them from attending in person.

Finally, our SWD have historically not performed well on state tests, with ELA 126.7 points below standard (Maintained 2.7 Points) Math 139.5 points below standard (Declined 8 Points) We will continue to offer daily targeted interventions through small group instruction, as well as increase engagement and connectedness to school by implementing units that build on students' strengths, interests and values. SWD will also be offered after school tutoring and small group intervention during their school day. For 21-22, we will be analyzing iReady diagnostic data monthly, modifying instruction and using Fountas and Pinnell Leveled Literacy Intervention to support this subgroup as they make progress.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	0.18%	0.35%		1	2
African American	12.3%	12.09%	12.48%	64	66	71
Asian	6.3%	7.69%	6.15%	33	42	35
Filipino	0.2%	0.18%	0%	1	1	0
Hispanic/Latino	48.9%	51.47%	48.15%	255	281	274
Pacific Islander	1.0%	2.01%	1.23%	5	11	7
White	25.5%	22.34%	26.01%	133	122	148
Multiple/No Response	0.8%	0.37%	1.05%	4	2	6
Total Enrollment				521	546	569

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	105	107	113
Grade 1	81	91	94
Grade 2	74	83	99
Grade3	88	81	78
Grade 4	85	98	87
Grade 5	88	86	98
Total Enrollment	521	546	569

Conclusions based on this data:

1. We continue to be a richly diverse community of learners with a variety of needs. Our goals reflect a focus on social-emotional learning that includes diverse perspectives and encourages students to create space for all. We will continue to focus on creating a strong sense of belonging and community.
2. As of May 2023, Magnolia's current enrollment is 660 students, which includes our State Preschool Program and all special education classes.
3. Magnolia's families have difficulty with securing affordable housing. 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. Our school mission to create a sense of belonging helps to mitigate the impact of transiency.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	214	206	210	41.10%	37.7%	36.9%
Fluent English Proficient (FEP)	19	27	46	3.60%	4.9%	8.1%
Reclassified Fluent English Proficient (RFEP)	6	28	14	2.8%	13.08%	6.73%

Conclusions based on this data:

1. Over the last three years, our percent of English Learners has held steady right around 40%. Based on our Home Language Survey, the predominant primary languages reported are Chaldean, Arabic, Spanish, Farsi and Pashto.
2. We have increased the number of students who are being reclassified as fluent English proficient. 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.
3. We have a designated ELD rotation plan that includes recently RFEP students and LTELs for targeted intervention and goal setting. Our LTELs need intentional daily support in the areas of reading and writing.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	94	90		0	86		0	85		0.0	95.6	
Grade 4	87	99		0	88		0	88		0.0	88.9	
Grade 5	86	86		0	82		0	82		0.0	95.3	
All Grades	267	275		0	256		0	255		0.0	93.1	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2349.			7.06			15.29			18.82			58.82	
Grade 4		2401.			10.23			12.50			22.73			54.55	
Grade 5		2419.			3.66			13.41			21.95			60.98	
All Grades	N/A	N/A	N/A		7.06			13.73			21.18			58.04	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		8.24			48.24			43.53	
Grade 4		6.82			54.55			38.64	
Grade 5		0.00			64.63			35.37	
All Grades		5.10			55.69			39.22	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		3.57			45.24			51.19	
Grade 4		5.68			44.32			50.00	
Grade 5		4.88			34.15			60.98	
All Grades		4.72			41.34			53.94	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		5.88			64.71			29.41	
Grade 4		10.23			65.91			23.86	
Grade 5		7.32			69.51			23.17	
All Grades		7.84			66.67			25.49	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		4.71			58.82			36.47	
Grade 4		5.68			60.23			34.09	
Grade 5		4.88			52.44			42.68	
All Grades		5.10			57.25			37.65	

Conclusions based on this data:

1. Due to the COVID19 pandemic, for the 20-21 school year, Cajon Valley Union School district administered the i-Ready assessment for ELA and Math in place of the CAASPP assessment. This is the first year we will have comparison data for CAASPP since the pandemic.
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 have established an instructional coaching model that will focus on ELA and reading instructional best practices as part of the Literacy Project.
3. We have implemented 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 consistent Tier 1 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 intervention teacher 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)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	94	90		0	89		0	89		0.0	98.9	
Grade 4	87	99		0	97		0	97		0.0	98.0	
Grade 5	86	87		0	86		0	86		0.0	98.9	
All Grades	267	276		0	272		0	272		0.0	98.6	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2358.			4.49			13.48			24.72			57.30	
Grade 4		2399.			4.12			9.28			30.93			55.67	
Grade 5		2407.			8.14			3.49			12.79			75.58	
All Grades	N/A	N/A	N/A		5.51			8.82			23.16			62.50	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		6.74			32.58			60.67	
Grade 4		8.25			24.74			67.01	
Grade 5		8.14			25.58			66.28	
All Grades		7.72			27.57			64.71	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		7.87			41.57			50.56	
Grade 4		4.12			41.24			54.64	
Grade 5		3.49			27.91			68.60	
All Grades		5.15			37.13			57.72	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		6.74			51.69			41.57	
Grade 4		5.15			51.55			43.30	
Grade 5		4.65			31.40			63.95	
All Grades		5.51			45.22			49.26	

Conclusions based on this data:

1. Due to the COVID19 pandemic, for the 20-21 school year, Cajon Valley Union School district administered the i-Ready assessment for ELA and Math in place of the CAASPP assessment. This will be the first year we will have comparison data since the pandemic.
2. 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 intentionally focus on identifying the most effective and high leverage math instructional strategies through Cognitively Guided Instruction.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1419.6	1421.9		1430.9	1432.3		1393.2	1397.4		40	44	
1	1422.0	1406.5		1442.9	1424.1		1400.5	1388.3		25	31	
2	1471.7	1420.1		1476.9	1434.4		1466.2	1405.4		34	28	
3	1492.7	1478.0		1492.8	1482.1		1492.2	1473.3		36	34	
4	1490.0	1477.3		1493.7	1476.2		1485.7	1478.0		37	36	
5	1534.5	1519.1		1541.7	1516.7		1526.9	1520.9		35	36	
All Grades										207	209	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	10.00	22.73		32.50	27.27		45.00	29.55		12.50	20.45		40	44	
1	8.00	6.45		20.00	12.90		36.00	41.94		36.00	38.71		25	31	
2	17.65	0.00		35.29	39.29		26.47	17.86		20.59	42.86		34	28	
3	22.22	14.71		33.33	44.12		27.78	14.71		16.67	26.47		36	34	
4	5.41	22.22		40.54	25.00		35.14	19.44		18.92	33.33		37	36	
5	28.57	22.22		37.14	41.67		22.86	16.67		11.43	19.44		35	36	
All Grades	15.46	15.79		33.82	31.58		32.37	23.44		18.36	29.19		207	209	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	17.50	25.00		45.00	38.64		25.00	20.45		12.50	15.91		40	44	
1	16.00	16.13		44.00	38.71		12.00	16.13		28.00	29.03		25	31	
2	26.47	7.14		35.29	39.29		29.41	28.57		8.82	25.00		34	28	
3	38.89	32.35		33.33	29.41		13.89	17.65		13.89	20.59		36	34	
4	27.03	33.33		45.95	33.33		13.51	2.78		13.51	30.56		37	36	
5	48.57	52.78		34.29	27.78		11.43	2.78		5.71	16.67		35	36	
All Grades	29.47	28.71		39.61	34.45		17.87	14.35		13.04	22.49		207	209	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	10.00	9.09		10.00	25.00		55.00	29.55		25.00	36.36		40	44	
1	4.00	0.00		16.00	9.68		28.00	16.13		52.00	74.19		25	31	
2	11.76	0.00		35.29	25.00		23.53	17.86		29.41	57.14		34	28	
3	2.78	0.00		30.56	29.41		44.44	26.47		22.22	44.12		36	34	
4	2.70	5.56		13.51	25.00		37.84	27.78		45.95	41.67		37	36	
5	22.86	13.89		14.29	11.11		34.29	47.22		28.57	27.78		35	36	
All Grades	9.18	5.26		19.81	21.05		38.16	28.23		32.85	45.45		207	209	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	17.50	25.00		72.50	59.09		10.00	15.91		40	44	
1	32.00	19.35		52.00	58.06		16.00	22.58		25	31	
2	20.59	3.57		76.47	75.00		2.94	21.43		34	28	
3	30.56	32.35		44.44	44.12		25.00	23.53		36	34	
4	24.32	36.11		62.16	36.11		13.51	27.78		37	36	
5	28.57	19.44		62.86	66.67		8.57	13.89		35	36	
All Grades	25.12	23.44		62.32	55.98		12.56	20.57		207	209	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	20.00	34.09		60.00	45.45		20.00	20.45		40	44	
1	16.00	16.13		56.00	48.39		28.00	35.48		25	31	
2	23.53	32.14		58.82	39.29		17.65	28.57		34	28	
3	50.00	44.12		41.67	35.29		8.33	20.59		36	34	
4	40.54	38.89		45.95	30.56		13.51	30.56		37	36	
5	82.86	66.67		11.43	16.67		5.71	16.67		35	36	
All Grades	39.61	39.23		45.41	35.89		14.98	24.88		207	209	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	7.50	13.64		75.00	63.64		17.50	22.73		40	44	
1	8.00	6.45		28.00	9.68		64.00	83.87		25	31	
2	17.65	3.57		52.94	35.71		29.41	60.71		34	28	
3	2.86	2.94		54.29	50.00		42.86	47.06		35	34	
4	2.70	2.78		32.43	38.89		64.86	58.33		37	36	
5	14.71	13.89		52.94	52.78		32.35	33.33		34	36	
All Grades	8.78	7.66		50.73	43.54		40.49	48.80		205	209	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	20.00	38.64		42.50	20.45		37.50	40.91		40	44	
1	4.00	0.00		52.00	51.61		44.00	48.39		25	31	
2	17.65	3.57		55.88	53.57		26.47	42.86		34	28	
3	27.78	5.88		61.11	67.65		11.11	26.47		36	34	
4	5.41	11.11		67.57	55.56		27.03	33.33		37	36	
5	20.00	25.00		62.86	50.00		17.14	25.00		35	36	
All Grades	16.43	15.79		57.00	48.33		26.57	35.89		207	209	

Conclusions based on this data:

1. Based on our data, we have identified a need to support our English Learners with small group interventions in all domains, however foundational reading skills are the large area of need. Our newcomers need support in accelerating their language acquisition and providing access points to the core curriculum.
2. Our newcomers need support in accelerating their language acquisition and providing access points to the core curriculum.
3. Based on our data, we have found that we have less students that are performing at “well developed” than in the past. Based on the interrupted instruction over the last two years due to the pandemic, we will need to target English learners by providing daily designated ELD that uses evidence based strategies. Therefore we will need to fund professional learning, additional support teachers, and release time for teacher collaboration.

School and Student Performance Data

Student Population

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

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
546	72.9	37.7	0.7
Total Number of Students enrolled in Magnolia Elementary.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	206	37.7
Foster Youth	4	0.7
Homeless	24	4.4
Socioeconomically Disadvantaged	398	72.9
Students with Disabilities	91	16.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	66	12.1
American Indian	1	0.2
Asian	42	7.7
Filipino	1	0.2
Hispanic	281	51.5
Two or More Races	2	0.4
Pacific Islander	11	2.0
White	122	22.3

Conclusions based on this data:

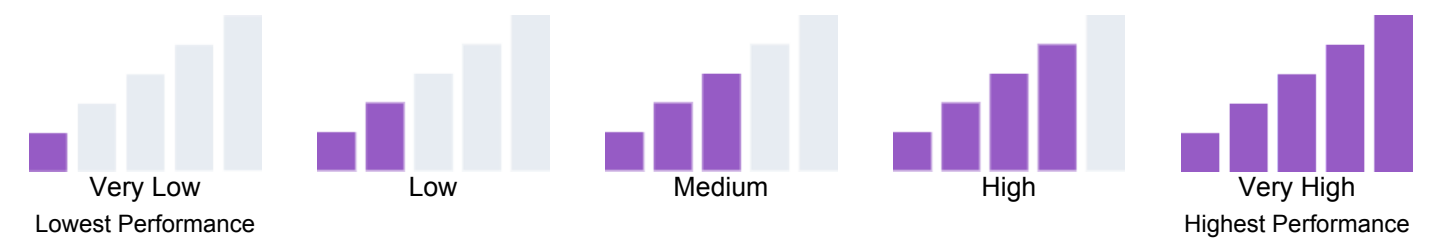
1. The Socioeconomically Disadvantaged student population is 398 students or 73%. With the number of families identified within the criteria, Magnolia provides a full service community resource for our families. Our school has a high transiency rate. Many of our families do not tell us when they are living in transition or are struggling. We have established a strong outreach and engagement program in place with our Counselors that targets our families who need support. We must continue to connect and engage our families in school.
2. This data only tells part of the story. Many live below the poverty line and our school provides essential services for them. It is our honor to do so. These numbers tell me our school is awesome and diverse and that our students bring rich experiences to the table that make them so resilient and ready to take on the world. It also tells me that it is our duty to ensure we teach students to identify their strengths, interests and values and how to make an impact using those superpowers.
3. We will continue to provide high quality health, nutrition, and academic services so our students can achieve their goals and become their best selves and find meaningful work as adults.

School and Student Performance Data

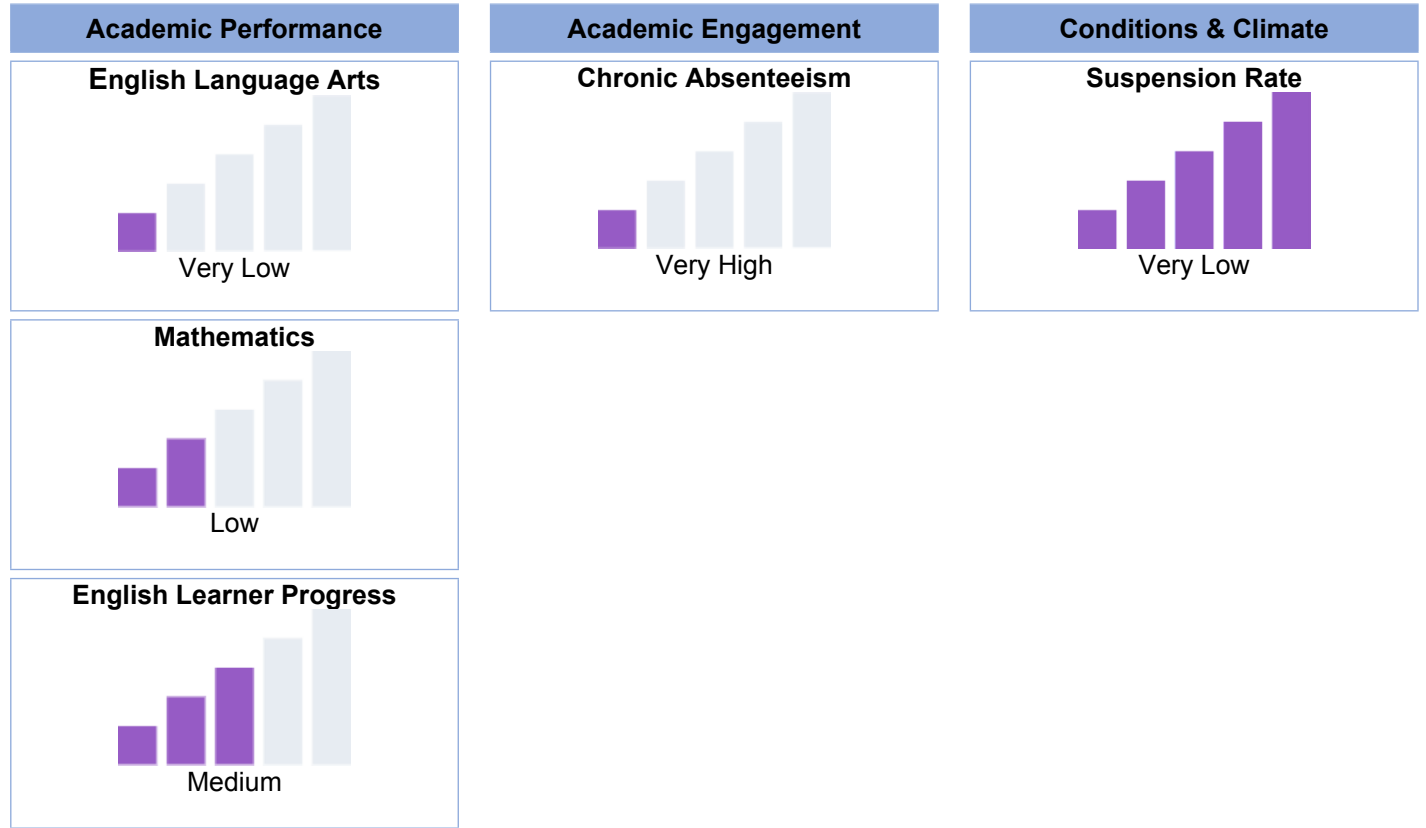
Overall Performance

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

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



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

1. With students performing below grade level in both math and language arts, it is abundantly clear that we have systematic work to do. With our population there are many factors at play. One factor is ensuring all students fundamental needs are met, so they can learn and thrive.
2. Chronic absenteeism is at 26%. We will keep students engaged in school and support their individual needs to keep them at school. Teachers will continue to develop integrated units of study that increase engagement,

support individual and personalized intervention plans in a Multi-Tiered-System of Support. Teachers will have the support of their principal, assistant principal, counselor, and instructional coach as they analyze data, design and adjust interventions and deliver effective instruction. We must continue to work to engage our parents. At the elementary age level, the parents play a huge role in student attendance, and it starts with the family unit.

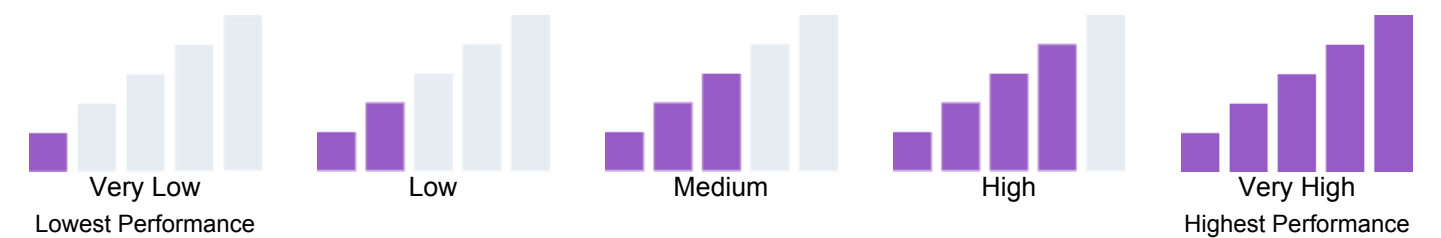
3. Suspension data shows an increase. Which makes sense because in 2021-2022 we had ZERO suspensions. We have intentionally focused on and adjusted our MTSS program since 2019. Our MTSS team is committed to continue honing interventions and revising the SST process so that all needs are met and learning thrives. Suspensions do not solve the problems that are underlying, we remain committed to intervening before suspension is necessary. Our action goals will reflect supports for the counselor, principal, and teachers to reward and encourage students. We love our kids and it's nothing but the best of them as we prepare them for life.

School and Student Performance Data

Academic Performance English Language Arts

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

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



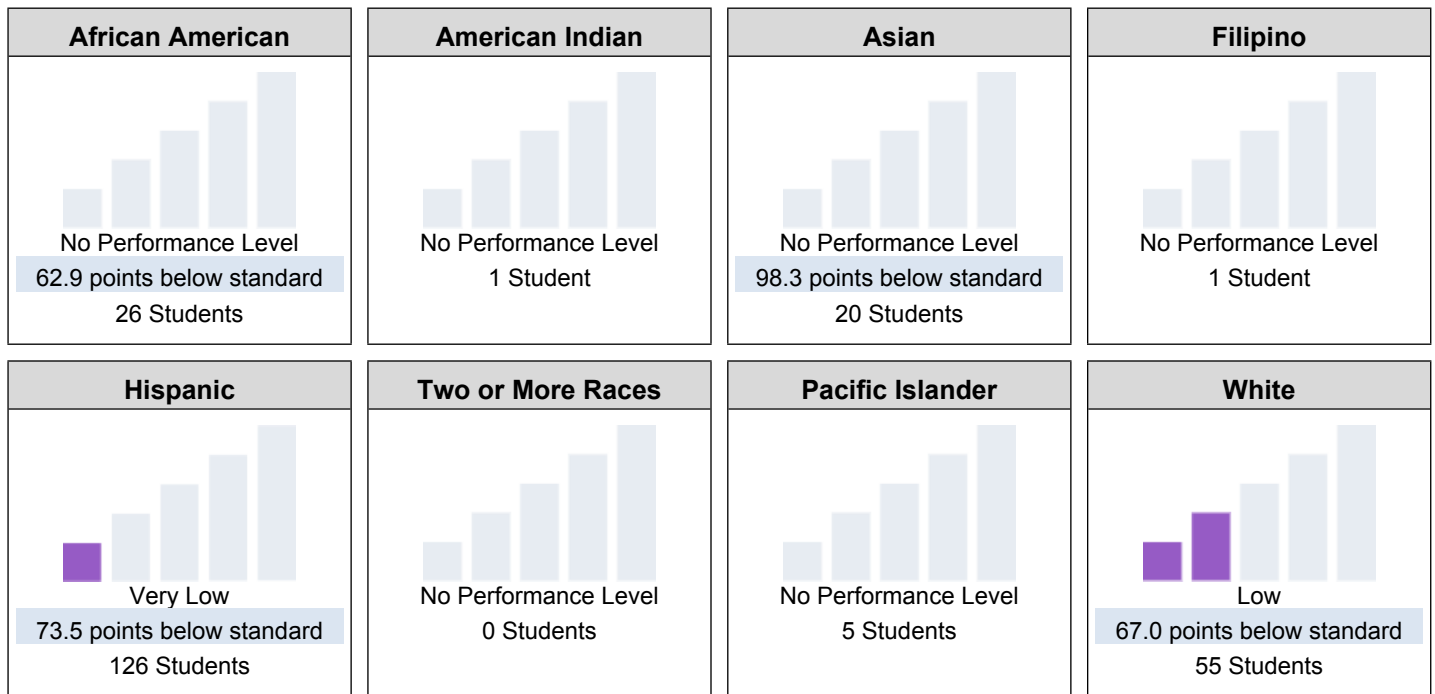
This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
4	1	0	0	0

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

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<div>All Students</div> <div>Very Low</div> <div>75.6 points below standard</div> <div>243 Students</div>	<div>English Learners</div> <div>Very Low</div> <div>83.9 points below standard</div> <div>112 Students</div>	<div>Foster Youth</div> <div>No Performance Level</div> <div>1 Student</div>
<div>Homeless</div> <div>No Performance Level</div> <div>8 Students</div>	<div>Socioeconomically Disadvantaged</div> <div>Very Low</div> <div>80.6 points below standard</div> <div>211 Students</div>	<div>Students with Disabilities</div> <div>Very Low</div> <div>111.0 points below standard</div> <div>60 Students</div>

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
116.5 points below standard 75 Students	17.6 points below standard 37 Students	69.2 points below standard 130 Students

Conclusions based on this data:

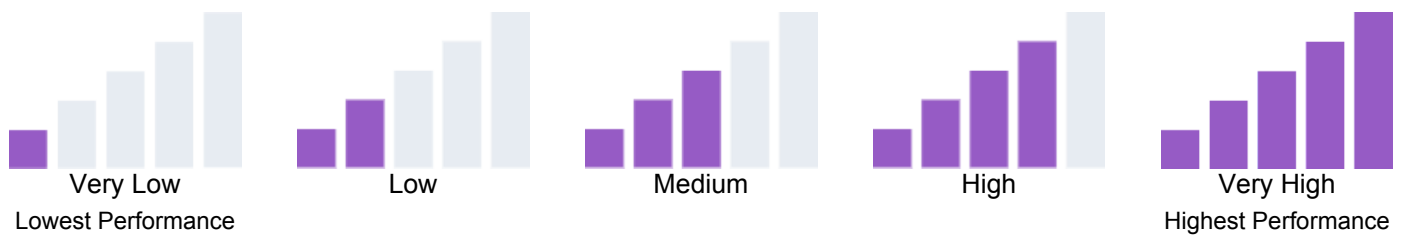
1. ADD CAASPP Info
3. We will continue our efforts of targeted literacy instruction, small group reading intervention, GLAD strategies, and designated ELD rotations.

School and Student Performance Data

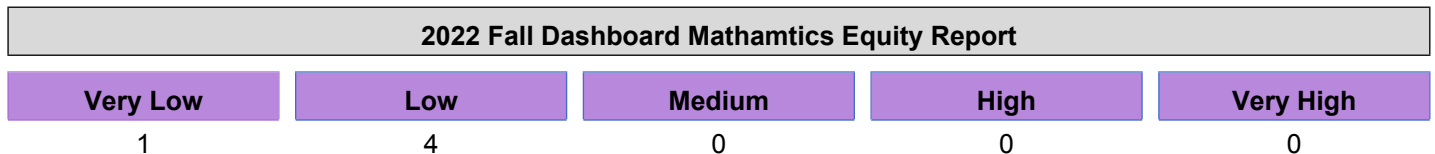
Academic Performance Mathematics

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

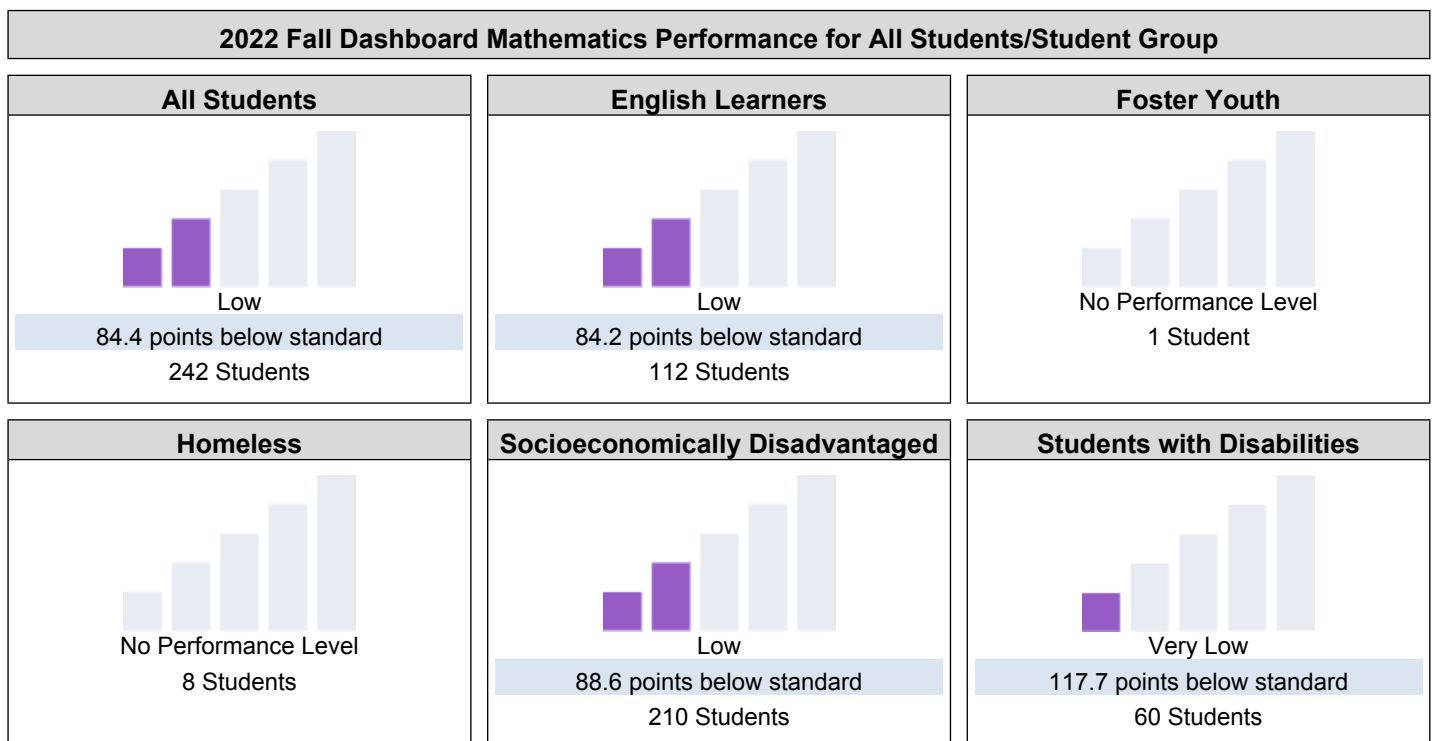
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



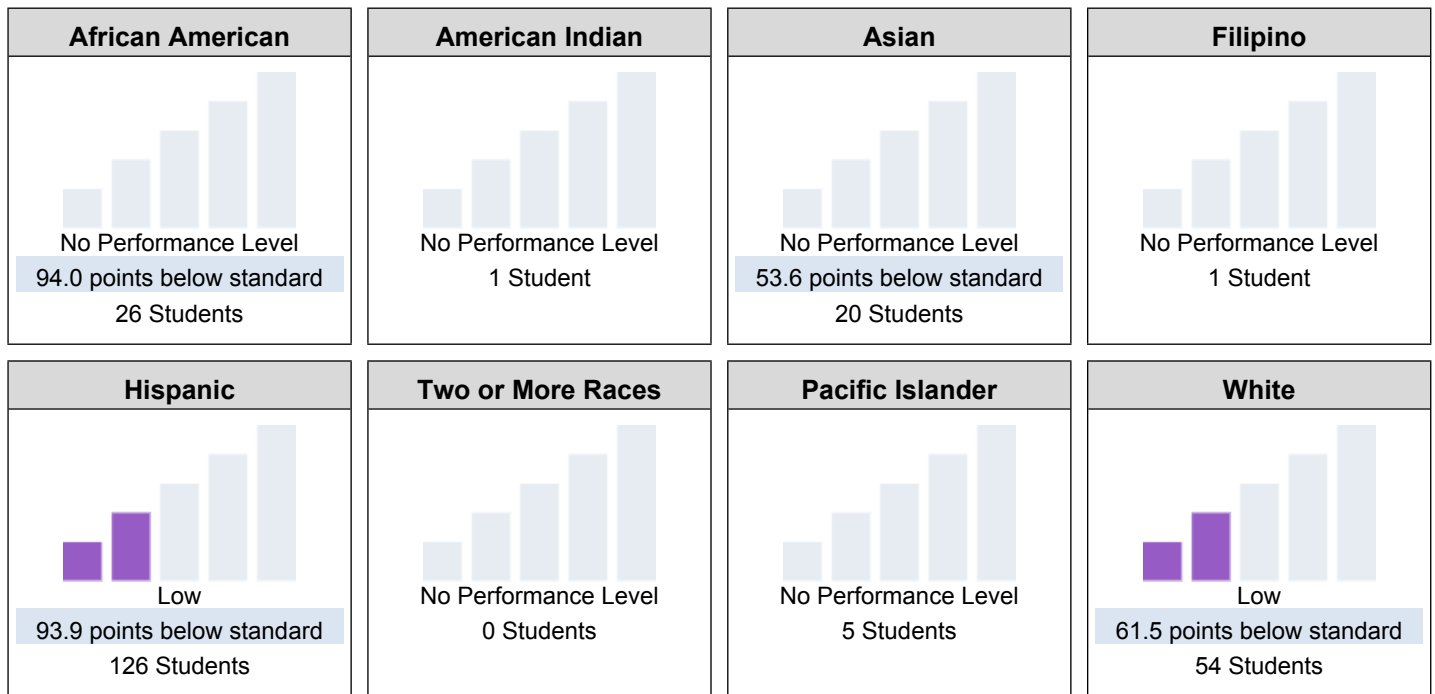
This section provides number of student groups in each level.



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



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
106.5 points below standard 75 Students	38.8 points below standard 37 Students	85.4 points below standard 129 Students

Conclusions based on this data:

2. We need small group math intervention for these sub groups using research based strategies and curriculum.
3. During the 19-20 school year we introduced Cognitively Guided Math Instruction and saw increases in site collected data. During the 2022-2023 school year, we implemented Math Leads who delivered professional learning and model lessons for teachers. We plan to continue this work again in 2023-2024.

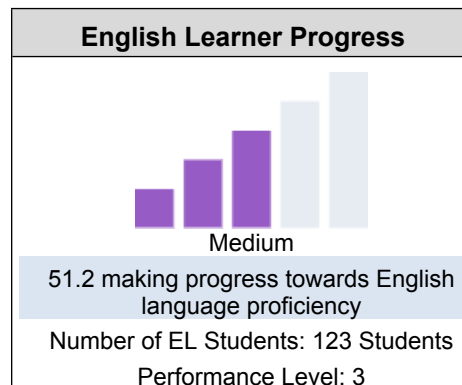
School and Student Performance Data

Academic Performance English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator



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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
14.6%	34.1%	0.0%	51.2%

Conclusions based on this data:

1. 51% of students made at least one level of progress.
2. We will continue our daily designated ELD rotations and interventions for ELs, including additional LTEL tutoring and progress monitoring.
3. We need to analyze the individuals who decreased by one level, hold SSTs for them and see what may have contributed. We wonder if attendance is a factor.

School and Student Performance Data

Academic Performance College/Career Report

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

Conclusions based on this data:

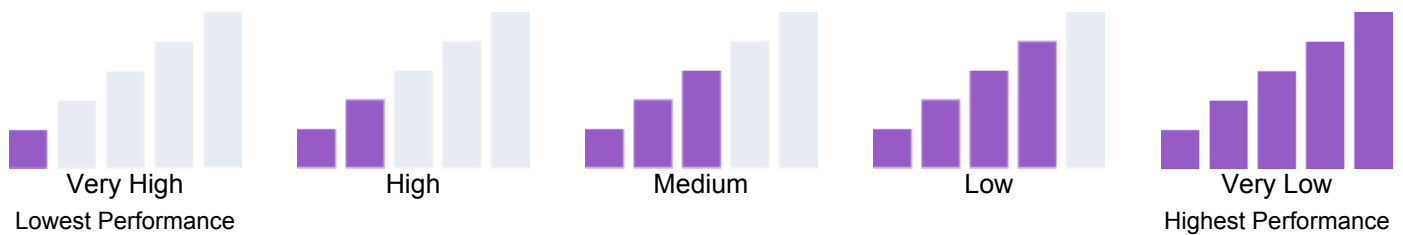
- 1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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



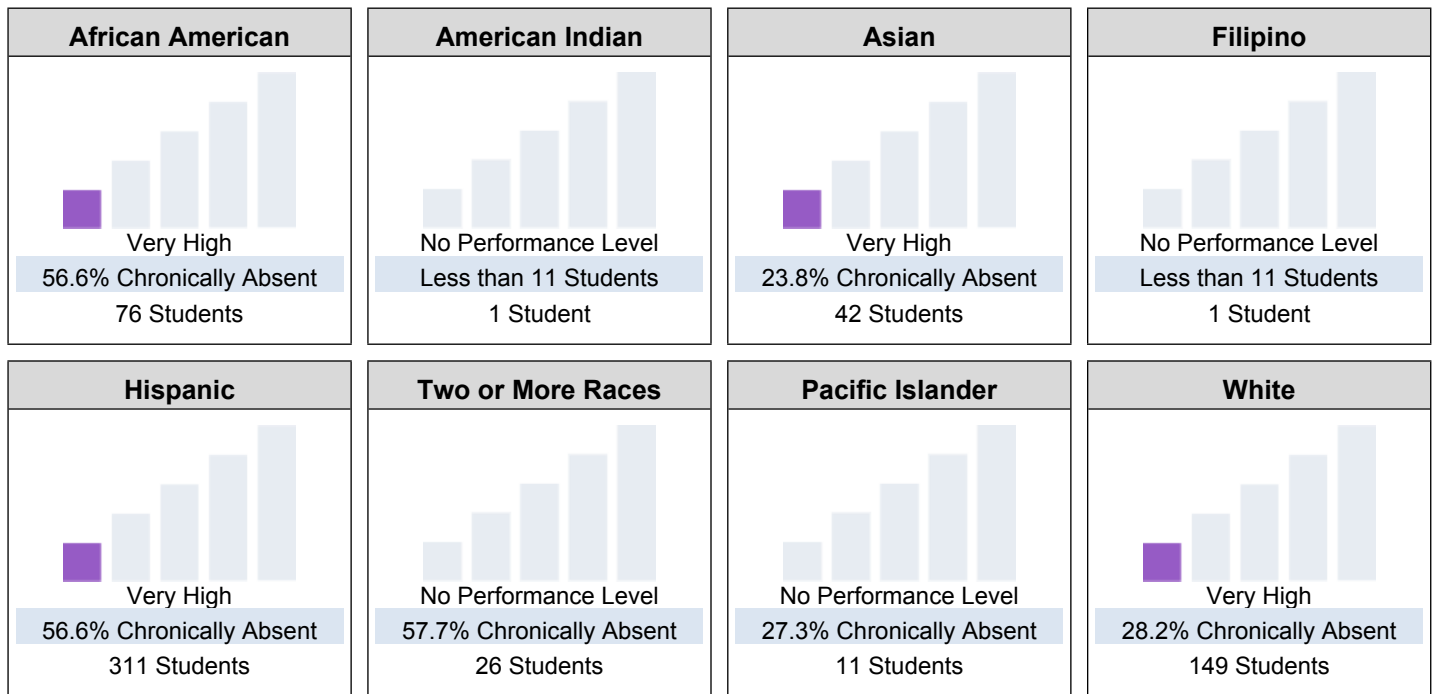
This section provides number of student groups in each level.

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

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

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students <p>Very High</p> <p>47% Chronically Absent</p> <p>617 Students</p>	English Learners <p>Very High</p> <p>36.5% Chronically Absent</p> <p>255 Students</p>	Foster Youth <p>No Performance Level</p> <p>Less than 11 Students</p> <p>8 Students</p>
Homeless <p>Very High</p> <p>74.2% Chronically Absent</p> <p>31 Students</p>	Socioeconomically Disadvantaged <p>Very High</p> <p>46.9% Chronically Absent</p> <p>531 Students</p>	Students with Disabilities <p>Very High</p> <p>51.2% Chronically Absent</p> <p>121 Students</p>

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

1. Overall, 47% of our students are chronically absent. This is heartbreaking data.
2. Chronic absenteeism is a problem in our school that we have identified is tied to culture and family perception. We have hired community liaisons and counselors to support us in this work and need to stay focused on improving this area.
3. We will continue our tiered supports and connection to school plans.

School and Student Performance Data

Academic Engagement Graduation Rate

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

Very Low Lowest Performance	Low	Medium	High	Very High Highest Performance
--------------------------------	-----	--------	------	----------------------------------

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report

Very Low

Low

Medium

High

Very High

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2022 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

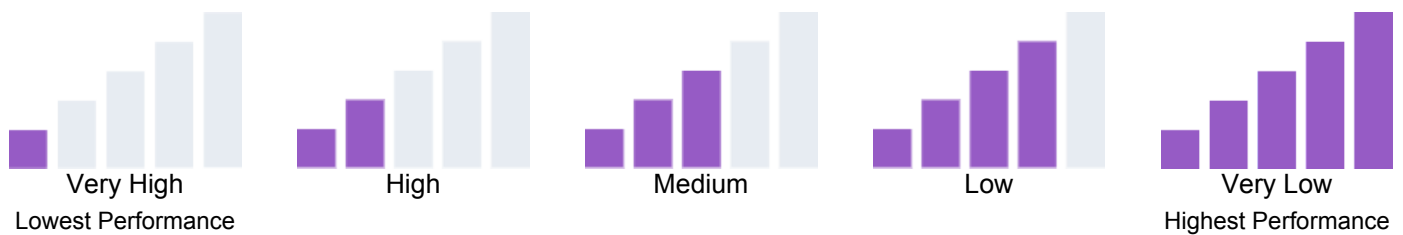
1.

School and Student Performance Data

Conditions & Climate Suspension Rate

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

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



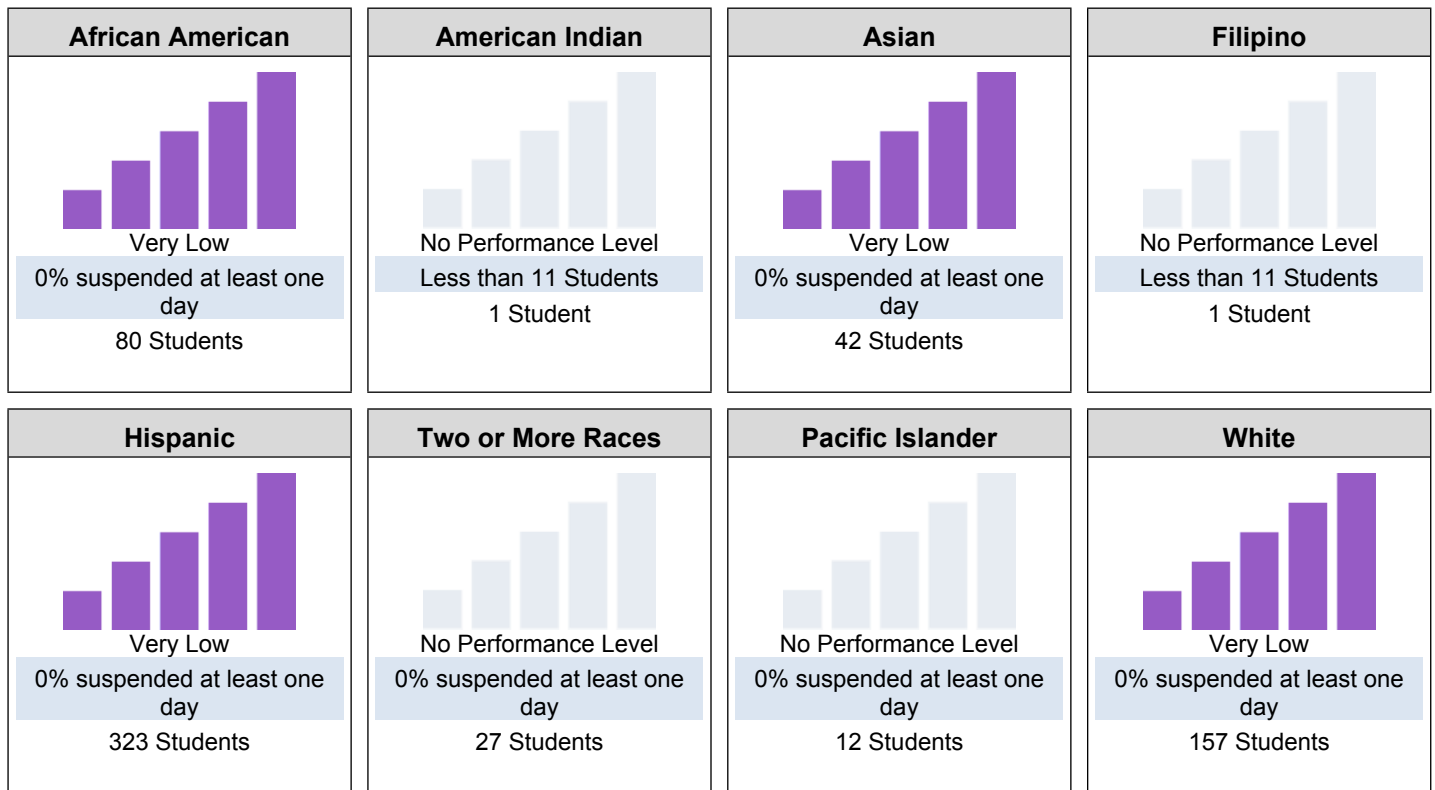
This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	High	Medium	Low	Very Low
0	0	0	0	8

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

2022 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
<p>Very Low</p> <p>0% suspended at least one day</p> <p>643 Students</p>	<p>Very Low</p> <p>0% suspended at least one day</p> <p>269 Students</p>	<p>No Performance Level</p> <p>Less than 11 Students</p> <p>8 Students</p>
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>Very Low</p> <p>0% suspended at least one day</p> <p>34 Students</p>	<p>Very Low</p> <p>0% suspended at least one day</p> <p>552 Students</p>	<p>Very Low</p> <p>0% suspended at least one day</p> <p>126 Students</p>

2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. As of May 2023, we have _____ suspensions documented at Magnolia.
2. Our MTSS, whole child, behavioral coaching model has created a space where students thrive.
3. Our counselors and staff with this mindset are the key to our success.

School and Student Performance Data

22-23 iReady Reading Diagnostic Assessment

22-23 Reading Diagnostic Assessments

Diagnostic #1 (Fall 2022)

Diagnostic #2 (Winter 2022)

21-22 Diagnostic #3 (Spring 2022)

All Students	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 2 % of students (One Grade Level Below)	34	41	37
Tier 3 % of students (Two or More Grade Levels Below)	27	47	36

22-23 Reading Diagnostic Assessments

Diagnostic #1 (Fall 2022)

Diagnostic #2 (Winter 2022)

21-22 Diagnostic #3 (Spring 2022)

English Learners	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 2 % of students (One Grade Level Below)	37	33	34
Tier 3 % of students (Two or More Grade Levels Below)	37	64	54

22-23 Reading Diagnostic Assessments

Diagnostic #1 (Fall 2022)

Diagnostic #2 (Winter 2022)

21-22 Diagnostic #3 (Spring 2022)

Socioeconomically Disadvantaged	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 2 % of students (One Grade Level Below)	37	40	37
Tier 3 % of students (Two or More Grade Levels Below)	26	50	38

22-23 Reading Diagnostic Assessments

Diagnostic #1 (Fall 2022)

Diagnostic #2 (Winter 2022)

21-22 Diagnostic #3 (Spring 2022)

Student with Disabilities	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 2 % of students (One Grade Level Below)	28	23	28

Student with Disabilities	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 3 % of students (Two or More Grade Levels Below)	56	72	61

22-23 Reading Diagnostic Assessments

Diagnostic #1 (Fall 2022)

Diagnostic #2 (Winter 2022)

21-22 Diagnostic #3 (Spring 2022)

Race/Ethnicity	Performance	Diagnostic #3	Diagnostic #1	Diagnostic #2
American Indian or Alaska Native	Tier 2 % of students (One Grade Level Below)	--	--	--
	Tier 3 % of students (Two or More Grade Levels Below)	--	--	--
Asian	Tier 2 % of students (One Grade Level Below)	27	44	32
	Tier 3 % of students (Two or More Grade Levels Below)	24	44	37
Black or African American	Tier 2 % of students (One Grade Level Below)	44	39	35
	Tier 3 % of students (Two or More Grade Levels Below)	19	44	36
Native Hawaiian or Other Pacific Islander	Tier 2 % of students (One Grade Level Below)	25	--	--
	Tier 3 % of students (Two or More Grade Levels Below)	17	--	--

Race/Ethnicity	Performance	Diagnostic #3	Diagnostic #1	Diagnostic #2
White	Tier 2 % of students (One Grade Level Below)	31	42	40
	Tier 3 % of students (Two or More Grade Levels Below)	30	47	31

Conclusions based on this data:

1. The number of students that moved into Tier 1 between diagnostic #1 and diagnostic #2 was 12%. Based on this data, an identified need is to continue implementing small group instruction based on frequent data collection (CORE, F &P, iReady) Teachers need to continue using Nat Geo adopted curriculum to teach the targeted priority standards AND fill in gaps in reading skills. The iReady diagnostic reports must be used to target daily reading instruction for all students. Teachers and support staff will need collaboration time to plan lessons that meet the needs of a diverse group of learners and time with an instructional coach or facilitator.
2. Our student group with the highest performance was Low SocioEconomic Status Students. Based on this data, an identified need is to continue providing targeted interventions for students that are in this subgroup. Currently, they are receiving small group instruction in their class, and pull out intervention groups for reading.
3. Our student group with the lowest performance was Students with Disabilities. Based on this data, an identified need is to provide daily systematic reading instruction for SWD by both their classroom teacher and their Education Specialists. The teachers need consistent time for collaboration and development of lessons and personalized learning plans along with research based intervention materials that meet a diverse student need.

School and Student Performance Data

22-23 iReady Reading Diagnostic Growth Reports

22-23 Reading Diagnostic Assessments

Diagnostic #2 (Winter 2021)

21-22 Diagnostic #3 (Spring 2021)

	Diagnostic #3 (Goal 70%)	Diagnostic #2 (%On Track)
All Students % of Students On Track to Meet Typical Growth Goal	64	70
English Learner % of Students On Track to Meet Typical Growth Goal	66	68
Socioeconomically Disadvantaged % of Students On Track to Meet Typical Growth Goal	64	66
Students with Disabilities % of Students On Track to Meet Typical Growth Goal	56	65

22-23 Reading Diagnostic Assessments

Diagnostic #2 (Winter 2022)

21-22 Diagnostic #3 (Spring 2022)

	Diagnostic #3 (Goal 70%)	Diagnostic #2 (%On Track)
American Indian or Alaska Native % of Students On Track to Meet Typical Growth Goal	--	--
Asian % of Students On Track to Meet Typical Growth Goal	78	79
Black or African American % of Students On Track to Meet Typical Growth Goal	64	57
Native Hawaiian or Other Pacific Islander % of Students On Track to Meet Typical Growth Goal	73	--
White % of Students On Track to Meet Typical Growth Goal	63	71

Conclusions based on this data:

1. On diagnostic #2, our annual typical growth score was 45% which is below 50%. Our goal for diagnostic #3 is 75%. Based on this data, an identified need is to provide teachers with release time to analyze individual student data, plan for small groups, and create units and small group lessons with support from admin and facilitator. Another need is to identify students who need short term interventions in skill gap areas and ensure that the daily master schedule allows for intervention groups that do not impact core instructional time.
2. Our student group with the highest growth was Black/African American. Based on this data, an identified need is to continue providing safe, nurturing environments for students of color along with continued high expectations and goals for achievement. Our diversity and inclusion work with YouBelong Curriculum and SEL supports this work and provides a venue for student voice and demonstrates an equity based approach to developing curriculum that reflects the student population.

3. Our student group with the lowest growth was Students with Disabilities. Based on this data, an identified need is to develop strong MTSS and intervention strategies for SWD. For example, teachers and Education Specialists need consistent planning and collaboration time to discuss each individual student and develop a personalized learning path that includes the grade level priority standards and skills that the student needs additional support with. The teacher and Ed Spec. both need access to research based intervention materials and professional learning and opportunities to ensure that all students needs are addressed. Frequent data also needs to be collected. At Magnolia, we use the CORE reading assessments and Fountas and Pinnell to give more accurate data on SWD, for some students iReady diagnostic is not a full reflection of their skills due to attention, task type etc.

School and Student Performance Data

22-23 iReady Math Diagnostic Assessment

22-23 Math Diagnostic Assessments

Diagnostic #1 (Fall 2022)

Diagnostic #2 (Winter 2022)

21-22 Diagnostic #3 (Spring 2022)

All Students	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 2 % of students (One Grade Level Below)	41	45	47
Tier 3 % of students (Two or More Grade Levels Below)	28	50	35

22-23 Math Diagnostic Assessments

Diagnostic #1 (Fall 2022)

Diagnostic #2 (Winter 2022)

21-22 Diagnostic #3 (Spring 2022)

English Learners	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 2 % of students (One Grade Level Below)	45	37	47
Tier 3 % of students (Two or More Grade Levels Below)	34	62	49

22-23 Math Diagnostic Assessments

Diagnostic #1 (Fall 2022)

Diagnostic #2 (Winter 2022)

21-22 Diagnostic #3 (Spring 2022)

Socioeconomically Disadvantaged	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 2 % of students (One Grade Level Below)	42	42	45
Tier 3 % of students (Two or More Grade Levels Below)	26	53	37

22-23 Math Diagnostic Assessments

Diagnostic #1 (Fall 2022)

Diagnostic #2 (Winter 2022)

21-22 Diagnostic #3 (Spring 2022)

Student with Disabilities	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 2 % of students (One Grade Level Below)	33	23	27

Student with Disabilities	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 3 % of students (Two or More Grade Levels Below)	53	74	65

22-23 Math Diagnostic Assessments

Diagnostic #1 (Fall 2022)

Diagnostic #2 (Winter 2022)

21-22 Diagnostic #3 (Spring 2022)

Race/Ethnicity	Performance	Diagnostic #3	Diagnostic #1	Diagnostic #2
American Indian or Alaska Native	Tier 2 % of students (One Grade Level Below)	--	--	--
	Tier 3 % of students (Two or More Grade Levels Below)	--	--	--
Asian	Tier 2 % of students (One Grade Level Below)	35	55	46
	Tier 3 % of students (Two or More Grade Levels Below)	24	36	30
Black or African American	Tier 2 % of students (One Grade Level Below)	43	47	47
	Tier 3 % of students (Two or More Grade Levels Below)	25	50	34
Native Hawaiian or Other Pacific Islander	Tier 2 % of students (One Grade Level Below)	50	--	--
	Tier 3 % of students (Two or More Grade Levels Below)	17	--	--

Race/Ethnicity	Performance	Diagnostic #3	Diagnostic #1	Diagnostic #2
White	Tier 2 % of students (One Grade Level Below)	36	46	47
	Tier 3 % of students (Two or More Grade Levels Below)	29	48	31

Conclusions based on this data:

1. The number of students that moved into Tier 1 between diagnostic #1 and diagnostic #2 was 11%. Based on this data, an identified need is to explore what areas in the iReady diagnostic domains are strengths and gaps for each grade level. Then teachers need to collaborate to plan math units of study that address the gaps and allow for small group personalized instruction based on individual student data. GoMath curriculum is one tool teachers can use to plan, along with using CGI strategies to develop mathematical reasoning.
2. Our student group with the highest performance was Socioeconomically Disadvantaged and White. Based on this data, an identified need is to continue the tier 1 researched based math instruction that includes frequent data collection and also small group instruction with focus on math vocabulary and problem solving strategies.
3. Our student group with the lowest performance was English Learners. Based on this data, an identified need is a strong vocabulary focused math support program for English Learners. Teachers need to implement GLAD strategies for Math lessons. Visual input charts and vocabulary strategies will support EL students in their math development. Teachers should target math skills and gaps in small group for EL students. Teachers need access to professional learning and collaboration time to develop best practices and research based lessons/strategies.

School and Student Performance Data

22-23 iReady Math Diagnostic Growth Reports

22-23 Math Diagnostic Assessments

Diagnostic #2 (Winter 2021)

21-22 Diagnostic #3 (Spring 2021)

	Diagnostic #3 (Goal 70%)	Diagnostic #2 (%On Track)
All Students % of Students On Track to Meet Typical Growth Goal	55	69
English Learner % of Students On Track to Meet Typical Growth Goal	53	68
Socioeconomically Disadvantaged % of Students On Track to Meet Typical Growth Goal	56	69
Students with Disabilities % of Students On Track to Meet Typical Growth Goal	52	63

22-23 Math Diagnostic Assessments

Diagnostic #2 (Winter 2022)

21-22 Diagnostic #3 (Spring 2022)

	Diagnostic #3 (Goal 70%)	Diagnostic #2 (%On Track)
American Indian or Alaska Native % of Students On Track to Meet Typical Growth Goal	--	--
Asian % of Students On Track to Meet Typical Growth Goal	65	71
Black or African American % of Students On Track to Meet Typical Growth Goal	61	53
Native Hawaiian or Other Pacific Islander % of Students On Track to Meet Typical Growth Goal	64	57
White % of Students On Track to Meet Typical Growth Goal	55	71

Conclusions based on this data:

1. On diagnostic #2, our annual typical growth score was 44 % which is below 50%. Our goal for diagnostic #3 is 75%. Based on this data, an identified need is to provide teachers with time for collaboration and lesson planning using iReady data. Each student should be receiving daily targeted instruction in small groups for math. Teachers will need support with this from our coach/facilitator.
2. Our student group with the highest growth was Asian. Based on this data, an identified need is to continue the daily instruction for Tier 1 math using the district adopted materials.
3. Our student group with the lowest growth was Black/African American. Based on this data, an identified need is to deep dive into the student data and see which gaps in skills are most impacting their performance on grade level

standards. Teachers and support staff need to use the data to plan for small group instruction that is provided in addition to the daily instruction that all students receive. An after school tutoring program may also be beneficial for this sub group.

School and Student Performance Data

Annual Gallup Parent Survey Data

	% Fully Engaged	% Indifferent	% Actively Disengaged
18-19 Parent Survey	67%	25%	8%
19-20 Parent Survey	38%	46%	16%
20-21 Parent Survey	38%	46%	15%
21-22 Parent Survey	39%	38%	23%

21-22 Gallup Parent Survey Key Engagement Items

Three Key Engagement Items:	Item Mean: The average response to an item based on a 1-5 scale.	% of Parents (Strongly Agree/Agree)	% of Parents (Strongly Disagree/Disagree)
My child's school always delivers on what it promises.	4.00	86	14
I feel proud to be a parent at my child's school.	4.19	93	7
This school is perfect for my child.	4.11	91	9

Conclusions based on this data:

1. Based on our current Gallup Parent Data, our engagement changed from 67% to 38%. Based on this data, an identified need is to provide as many opportunities for parents to interact with the school as possible. We need to connect and engage often in a variety of modalities, times, places etc.
2. 16% of parents are actively disengaged. An identified need is to conduct empathy interviews with parents to determine why parents feel actively disengaged.
3. Of the three key engagement items, "This school is perfect for my child" was our lowest score, as a site we need to ask parents what a "5" would look like on this indicator.

School and Student Performance Data

Annual Gallup Student Survey Data

	% Fully Engaged	% Indifferent	% Actively Disengaged
18-19 Student Survey	63%	37%	--
19-20 Student Survey	61%	39%	--
20-21 Student Survey	64%	--	--
21-22 Student Survey	60%	--	--

Gallup Student Engagement Items

2021-22 Mean Scores	Magnolia Elementary Item Mean: The average response to an item based on a 1-5 scale	Cajon Valley Union School District Item Mean: The average response to an item based on a 1-5 scale
Overall Engagement	4.09	3.89
At this school, I get to do what I do best every day	3.75	3.55
My teachers make me feel my schoolwork is important	4.27	4.01
I feel safe in this school.	4.00	3.84
I have fun at school.	4.01	3.77
I have a best friend at school	4.32	4.44
In the last seven days, someone has told me I have done good work at school.	3.68	3.58
In the last seven days, I have learned something interesting at school.	4.15	3.82
The adults at my school care about me.	4.25	3.91
I have at least one teacher who makes me excited about the future.	4.38	4.02

Magnolia Elementary

Conclusions based on this data:

1. Based on our current Gallup Student Data, our engagement changed from 63% to 61% actively engaged. Based on this data, an identified need is to increase student voice and provide students with many opportunities develop relationships with peers and adults.
2. Of the engagement items, "At this school, I get to do what I do best every day" was our lowest score, as a site we need to ask students what a "5" would look like on this indicator. A strong focus on student strengths, interests and values through YouBelongCV and WoW will support this work.
3. Of the engagement items, "In the last seven days, someone has told me I have done good work at school." showed the most growth, we will continue to make students feeling seen and heard and celebrated our focus in Goal 2.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Course Access

LEA/LCAP Goal

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

Goal 1

All students will engage in a Modern Curriculum that will prepare them for the World of Work, based on their strengths, interests, and values. By June 2024, 90% of all students in Grades 3-5 will complete the RIASEC interest survey and will complete assigned Beable courses in World of Work. In addition, we will increase our student engagement score by 2%. By June 2024, we will decrease our chronic absenteeism by 2% for all students.

Identified Need

In order to engage in a modern curriculum that will prepare them for the World of Work, our students must study integrated, standards-aligned units that allow them to explore their strengths, interests and values in ways that take them beyond their classrooms, into the real world, and call them to create meaningful connections to their future self.

Our recent program evaluations show that students feel connected to school, but that often they are not connected to the curriculum in meaningful ways. We believe that systematic planning for integrated units that inspire and engage students will help us meet this goal. We must plan for learning that connects the student to their possible future self, and allows for students to do what they do best. We know that when students are thriving, have fun at school, feel connected, and are happy they will attend more often and improve attendance and academic achievement.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student Gallup Survey Overall Engagement Q-At this school I get to do what I do best every day. Q- I have fun at school. Q-In the last seven days, I have learned something interesting at school	Student Gallup Survey 2023 Results Overall engagement= 59% % of students that Report Agree or Strongly Agree: Q-At this school I get to do what I do best every day.= 67% (+8%) Q- I have fun at school.= 73% (-2%)	2024 Results Overall Engagement Goal== 70% % of students that Report Agree or Strongly Agree: Q-At this school I get to do what I do best every day.= 69% Q- I have fun at school.= 75% Q-In the last seven days, I have learned something interesting at school. =85%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Q-In the last seven days, I have learned something interesting at school.=82%	
Chronic Absenteeism: All Students	2021-2022 47% (CA Dashboard) 2022-2023 43% Chronic Absence rate.(Zangle as of 5/25/23)	2023-2024 40% CA Dashboard 2023-2024 38% Zangle Chronic Absence rate.
RIASEC Completion - Measured by Beable	May 2023 RIASEC Completion % 3rd Grade: 81% 4th Grade: 85% 5th Grade: 53%	May 2024 RIASEC Completion % 3rd Grade: 81% 4th Grade: 85% 5th Grade: 53%

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

Students will attend educational excursions related to integrated units of study aligned with student strengths, interests and values.

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)
5,141	Title I 5000-5999: Services And Other Operating Expenditures Transportation
2,000	Title I 5800: Professional/Consulting Services And Operating Expenditures

	Student Admissions
2,000	Title I 5800: Professional/Consulting Services And Operating Expenditures Assemblies/Educational Presentation

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Students with Disabilities, ALL Students

Strategy/Activity

Teachers will be released to collaborate and attend Professional Learning to deepen their practices related to developing integrated units of study aligned to standards, WoW careers, student strengths, interests, and values.

By June 2024, Ed Specialists and General Education teachers will collaborate monthly to ensure all students are gaining access to instructional materials with real-world applications and are participating in strength-based conversations as indicated through monthly meeting notes.

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)
12,200	Title I 1000-1999: Certificated Personnel Salaries Teacher Additional Time (10 hrs Collaboration/Professional Learning)
5,300	Title I 1000-1999: Certificated Personnel Salaries Swing Subs: Release Days

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

During Enrichment Wheel Rotations students will engage in lessons and activities for each WoW Career, create projects, art pieces, publish writing, etc to demonstrate learning related to targeted standards for each integrated unit of study.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2,000	Title I 5000-5999: Services And Other Operating Expenditures Print Shop
5,000	Title I 4000-4999: Books And Supplies Mystery Science Packs

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

This year, we have implemented all of the strategies under goal 1. We successfully implemented a weekly structured professional learning and collaboration program for all staff called Team Tuesdays. Each teacher team participated in 45 minute data chats weekly while students engaged in integrated enrichment activities. Our full time art support teacher has seen 100% of our students and each student showcased their art work at 2 community art shows. As part of their integrated units of study, each grade level attended field trips that allowed students explore their interests in real world contexts. All students were exposed to 6 careers at each grade level as part of their personalized pathway. Administration was able to conduct daily coaching in classrooms, specifically focused on literacy.

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

There are not any major differences, we simply adjusted budget numbers to include bumps in allocations mid year. We feel these funding items are making a big impact on the student experience.

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

For the next school year, 2023-2024 we will keep these strategies and ensure that all grade levels attend a minimum of 3 field trips. We will also create a site wide plan to ensure that each grade level visits a variety of places for career exploration as part of a larger continuum. We plan to continue focusing on the whole child experience as we remain committed to ensuring all students thrive at Magnolia.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

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

LEA/LCAP Goal

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

Goal 2

All students, staff, and families feel safe, empowered, and respected.
By June 2024, Magnolia school will increase parent, staff and student engagement by 10% as measured by the annual Gallup surveys.
All classrooms will continue to implement daily SEL instruction and Magnolia staff will continue to implement the tiered supports outlined in our MTSS model for all students.
By June 2024, Counseling staff will implement tiered strategies and support to target our subgroups for ATSI under Chronic Absenteeism (Students w/ disabilities, Homeless, African American, Asian) as measured by zangle interventions entered, communication logs, iCAN meeting agendas/notes, and SST meeting notes for Tier 3 attendance supports.

Identified Need

Magnolia students and families have historically high chronic absenteeism. As we recover from the pandemic, Magnolia has provided daily support to families and practiced weekly outreach both in person and via phone and email.

Prior to the pandemic, and over the last 4 years, we have been targeting family engagement and have seen improvement in parent connection to school. One area that continues to be a significant need is for access to community services in areas of counseling, family support, homeless/foster youth support, food, clothing, transportation, and employment opportunities.

We believe that if we support the entire family, we will increase connection to school and therefore support the student and improve attendance. This work is supported by the admin team, counselors and community liaisons, and front office staff.

Magnolia students come from diverse backgrounds and have experienced trauma or have high ACES scores. We must have a strong MTSS tiered approach to behavior to maintain a low suspension rate for our students and meet their high social-emotional needs. Counselors support our students with small groups, 1:1 sessions, and social-emotional learning lessons for site wide implementation. Our behavior supports and interventions will be aligned with current equity and inclusive best practices.

Based on our sub group data for African American, Asian, Students with disabilities, and homeless students they are experiencing high levels of chronic absenteeism. For 22-23, convened a task force (ICAN) of education specialists, teachers, classified staff, counselors and district program specialists to determine root causes and a clear plan of action. From previous survey data, we know that transportation is a major barrier to daily attendance. Many of our families leave for work early in

the morning and cannot be at home to support their students as they prepare for school. Other families report that they are not comfortable allowing their children to walk to school unattended or in poor weather and so they do not bring them to school. Many of our students with disabilities live too far to walk but do not qualify for transportation under our current guidelines. This year we began transportation for students and some initial improvement in absenteeism.

For 23-24, we plan to continue our bi-weekly ICAN meetings to continue to support students in our ATSI subgroups in improving their attendance.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Gallup Parent Engagement Survey	<p>2022-2023 Overall Parent Engagement 50% (+11%)</p> <p>Q-My child's school always delivers on what it promises (84% agree/strongly agree +12%)</p> <p>Q-I feel proud to be a parent at my child's school (86% agree/strongly agree) (+12%)</p> <p>Q-This school is perfect for my child. (86% agree/strongly agree) (+11%)</p> <p>Q-Leaders at my child's school are responsive to community concerns. (88% agree/strongly agree)</p>	<p>2023-2023 Overall Parent Engagement 55%</p> <p>My child's school always delivers on what it promises (86% agree/strongly agree)</p> <p>I feel proud to be a parent at my child's school (88% agree/strongly agree)</p> <p>This school is perfect for my child. (88% agree/strongly agree)</p> <p>Q-Leaders at my child's school are responsive to community concerns. (90% agree/strongly agree)</p>
Gallup Student Engagement Survey	<p>2022-2023 5th Graders Overall Student Engagement 59% Overall Student Hope 39%</p> <p>Q-The adults at my school care about me. (77% agree/strongly agree)</p> <p>Q-This school is a good place for students like me. (75% agree/strongly agree)</p>	<p>2023-2024 5th Graders Overall Student Engagement 63% Overall Student Hope 42%</p> <p>Q-The adults at my school care about me. (79% agree/strongly agree)</p> <p>Q-This school is a good place for students like me. (77% agree/strongly agree)</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Q-I feel safe at school (66% agree/strongly agree)</p> <p>Q-My classmates care about me. (56% agree/strongly agree)</p> <p>Q-When I am angry...explaining what bothers me to other people. (43% agree/strongly agree)</p>	<p>Q-I feel safe at school (68% agree/strongly agree)</p> <p>Q-My classmates care about me. (60% agree/strongly agree)</p> <p>Q-When I am angry...explaining what bothers me to other people. (48% agree/strongly agree)</p>
<p>Chronic Absenteeism Data: EL ATSI Sub Groups:</p> <p>Students with Disabilities African American Asian Homeless</p>	<p>2022-2023 Chronic Absenteeism Rates</p> <p>Fall 2022 Dashboard</p> <ul style="list-style-type: none"> 40.1%: English Learners <p>ATSI Subgroups:</p> <ul style="list-style-type: none"> 51.2%: Students with Disabilities 56.6% African American 23.8%: Asian 74.2%: Homeless <p>Zangle:</p> <ul style="list-style-type: none"> Overall Chronic Absence Rate: 42.74% (5/31/23) 	<p>2023-2024 Chronic Absenteeism Rates</p> <p>Fall 2023 Dashboard</p> <ul style="list-style-type: none"> 36 %: English Learners <p>ATSI Subgroups:</p> <ul style="list-style-type: none"> 45%: Students with Disabilities 50%% African American 15%%: Asian 60%%: Homeless <p>Zangle:</p> <ul style="list-style-type: none"> Overall Chronic Absence Rate: 35%% (5/31/23)
Suspension Data	<p>June 2022 0 Suspensions</p> <p>June 2023 TBD</p>	<p>June 2024 decline by 10%</p>
SEL Roadmap Professional Learning Completion Rate	<p>2023 TBD Classified Certificated</p>	<p>2023 95% of staff have completed the SEL Roadmap Professional Learning Modules in Cajon 365</p>

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)

Socioeconomically Disadvantaged, Homeless/Foster Youth, Students with disabilities

Strategy/Activity

In order for all students and families to be engaged and connected to school, we will employ community liaisons to support families in their primary language, host Family Events, Parent Education Workshops, advocate for families, connect them to community resources, and make contact with families that are not regularly attending school to offer support. A primary focus will be daily attendance at school.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
15,000	Title I 2000-2999: Classified Personnel Salaries Community Liaison Salary (Arabic)
3290	Title I Parent Involvement 2000-2999: Classified Personnel Salaries Parent Involvement Money (Community Liaison-Arabic)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students, Students with Disabilities, Socioeconomically Disadvantaged

Strategy/Activity

Counselors will serve as academic coaches and support students who are chronically absent and/or disconnected from school by implementing a site wide tiered MTSS social emotional learning program that focuses on teaching students strategies and skills for identifying and managing emotions, dealing with conflict, working through trauma, and communicating and collaborating with others. Counselors will lead this effort by facilitating site wide social-emotional lessons for all students, conducting small groups and 1:1 sessions. Counselors will deliver targeted counseling supports to Students with Disabilities to ensure they can access the course curriculum offered in General Education. Campus Aides will support this work during recess and lunch.

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)
118,000	Title I 1000-1999: Certificated Personnel Salaries Counselors (Site fund 1.1)
3,000	Title I 5800: Professional/Consulting Services And Operating Expenditures Counseling Support Small Group
40,708	S/C 2000-2999: Classified Personnel Salaries Campus Aides (8.5 hrs/day)
1,000	Title I 1000-1999: Certificated Personnel Salaries Additional Stipend Hours: Home Visits, Chronic Absenteeism Committee

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students, Socioeconomically Disadvantaged

Strategy/Activity

In order for all students to feel strong and empowered students will engage in physical activities that will focus on health, wellness, social-emotional learning and building healthy habits for the future.

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)
30,000	S/C 5800: Professional/Consulting Services And Operating Expenditures 549 Sports

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students, Student with Disabilities, Socioeconomically Disadvantaged

Strategy/Activity

Magnolia Attendance Team will collaborate around improving Chronic Absenteeism. The team will include admin, counselors, EL Facilitator, community liaisons, office staff, and teachers. The team will analyze data, create action plans, and measure impact. Our goal is to reduce chronic

absenteeism for all, with a specific emphasis on SWD and EL. This will require release time for attending PL, parent meetings, and community engagement activities.

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)
17,000	S/C 2000-2999: Classified Personnel Salaries Guidance Tech (3.0) Co funded with LCFF

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

This year, we made progress toward our goal to ensure all stakeholders feel safe, empowered, and respected. We were unable to hire and maintain Arabic community liaison 2.5 days per week. We have a sub in the position and feel it has limited our ability to effectively engage families. Our Gallup Parent data was shared broadly at our Title 1 meeting and we had an increase in responses and our scores went up as well.

Our counseling program has been an integral part of our return to school since 2020. We have a team of two counselors who support both families and students. They have monitored attendance, run small groups, delivered weekly SEL lessons site wide, and have met with students in 1:1 counseling. Our behavior data reflects this intentional work, incidents continue to trend down. We also participated in the ICAN cohort with SDCOE and increased our tiered attendance supports for families.

We successfully implemented an after school enrichment and ELOP program that allows for student voice and choice. We provided Art, Coding, Chess, Dance, Soccer, Basketball, and Engineering.

We also provided a wellness and whole child approach to student motivation and engagement through sports coaches with 549 sports. Students report having multiple adults that care about them and are invested in their progress. This support has allowed for deeper staff and student relationships which lead to safety, empowerment, and respect.

Students identify that they have adults who care about them on campus and feel a sense of belonging.

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

No major differences occurred with this goal.

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

For the 2023-2024 school year, we plan to implement these strategies again. The students, staff, and families report satisfaction with these services and supports. One area we will explore is expanding our liaison time to include more Spanish support for families in the front office. We are also considering adding time for a Spanish Office Staff to support our families with enrollment and school related issues. We will create a Counseling Center and hire a guidance tech to support our SEL small groups and chronic absenteeism initiatives.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

State standards, student outcomes, and student achievement

LEA/LCAP Goal

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

Goal 3

All students will excel in reading, writing, listening, speaking, and mathematics.
By June 2024, all students will meet their typical growth in both ELA and Math.

In order to monitor progress and ensure all students are making growth, we will use the iReady Diagnostic assessment to implement an MTSS structure to ensure 75% of students are making Typical Growth on Diagnostic #3.

Identified subgroups:
By June 2024, 70% of Students with Disabilities will meet their typical growth on iReady Diagnostic assessments, and overall ELA/Math Performance
By June 2024, 70% of English Language Learners will meet their typical growth on iReady Diagnostic assessments, and overall ELA/Math performance.

Identified Need

In order for all students to excel in reading, writing, listening, speaking, and mathematics teachers and support staff will deliver targeted small group instruction that is differentiated based on regularly collected data. This requires additional support staff, regular collaboration cycles, learning suites that collect and present accurate data and frequent meaningful teacher professional learning. We need to specifically target phonics instruction in the early grades, as well as fill in gaps in student literacy skills using iReady data.

For math, we need to dig into our data and look for trends that we can identify as target areas for each grade level. Teachers will need support, coaching and professional learning in the area of Cognitively Guided Instruction.

Our ATSI subgroup is Students with Disabilities and our need in this area is related to math and literacy skills. In order for these students to make growth, all Education Specialists will participate in professional learning and collaboration with our Literacy Project and Math Project. During this collaboration all teachers will use iReady Data to inform and adjust small group and SAI instruction. We began this practice this year, and our SWD sub group showed 54% growth 2022 for May's Diagnostic #3, compared to 2021 data of 38%.

Our English learners are another sub group we have identified as a targeted area of need. Our teachers have determined that English learners need explicit daily instruction in academic vocabulary, reading and writing in order to show notable progress on the ELPAC and growth using iReady Diagnostic measures. In order to meet this goal, students need daily access to support and

intervention for long term English Learners and teachers need release time and professional learning and coaching to meet the diverse needs of English Learners.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>iReady Diagnostic Data--All Students</p> <ul style="list-style-type: none"> Percentage of students at or above grade level. Percentage of students meeting their individual typical growth goals 	<p>As of May 2023, ____ of students are at or above grade level on Diagnostic #3 in Reading.</p> <p>As of May 2023 ____ of students are at or above grade level on Diagnostic #3 in Math.</p> <p>As of May 2023, ____ of students met their typical growth goal in Reading.</p> <p>As of May 2023, ____ of students met their typical growth goal in Math</p>	TBD once data is complete
<p>ATSI Sub Group: Students with Disabilities iReady Diagnostic Data</p>	<p>AAs of May 2023, ____ of students are at or above grade level on Diagnostic #3 in Reading.</p> <p>As of May 2023 ____ of students are at or above grade level on Diagnostic #3 in Math.</p> <p>As of May 2023, ____ of students met their typical growth goal in Reading.</p> <p>As of May 2023, ____ of students met their typical growth goal in Math</p> <ul style="list-style-type: none"> ----- <p>As of May 2023, ____ improved their placement from Diagnostic #1 in Reading.</p> <p>As of May 2023, ____ improved their placement from</p>	TBD

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Diagnostic #1 in Math.	
Sub Group: English Learners iReady Diagnostic Data	<p>As of May 2023, ____ of students are at or above grade level on Diagnostic #3 in Reading.</p> <p>As of May 2023 ____ of students are at or above grade level on Diagnostic #3 in Math.</p> <p>As of May 2023, ____ of students met their typical growth goal in Reading.</p> <p>As of May 2023, ____ of students met their typical growth goal in Math</p> <ul style="list-style-type: none"> • ----- <p>As of May 2023, ____ improved their placement from Diagnostic #1 in Reading.</p> <p>As of May 2023, ____ improved their placement from Diagnostic #1 in Math.</p>	TBD
ELPAC Data	Fall 2023 Dashboard (ELPI) 51% making progress towards English language proficiency	2023-2023 On the Fall 2023 Dashboard, 60% of our English Learners will be making progress towards English language proficiency
CAASPP: ELA	2021-2022 Students in grades 3-5th scored 75.6 points below standard	2022-2023 (Fall reporting) Students in grades 3-5th scored 60 points below standard
CAASPP: Math	2021-2022 Students in grades 3-5th scored 84.4 points below standard	2022-2023 (Fall reporting) Students in grades 3-5th scored 70 points below standard

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Data: ELA & Math --- ATSI Subgroup: Students with Disabilities	2021-2022 Students w/ disabilities in grades 3-5th scored 111 points below standard in ELA Students w/ disabilities in grades 3-5th scored 117.7 points below standard in Math	2022-2023 (Fall reporting) Students in grades 3-5th scored 90 points below standard in both ELA & Math.
CAASPP Data: ELA & Math--- Sub Group: English Learners	2021-2022 English learners scored 83.9 points below standard in ELA. English learners scored 84.2 points below standard in Math.	2022-2023 English learners scored 75 points below standard in ELA. English learners scored 75 points below standard in Math.
% of teachers implementing small group instruction daily (Admin collected Observation Data)	2022-2023 % of teachers implementing small group instruction daily=98%	By June 2024 % of teachers implementing small group instruction daily=100%

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

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

SocioEconomically Disadvantaged, English Learners, Students with Disabilities

Strategy/Activity

Students will receive daily targeted instruction for reading, writing, and math in a small group setting to ensure course access and standards mastery.

Teachers will use effective strategies aligned with the science of reading to personalize and differentiate reading instruction as outlined in our Literacy Site Plan.

Teachers will collaborate and plan for using Cognitively Guided Instructional Strategies to meet student needs for Math.

By June 2024, support teacher(s) will consistently collaborate with teachers and align supports for Newcomers and English Learners to access grade level standards.

The support teacher(s) will run small group support in both tier 1 and tier 2 settings for literacy and math.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,000	Title I 4000-4999: Books And Supplies Intervention Materials
2,000	S/C 5000-5999: Services And Other Operating Expenditures Technology Suites--RazKids
114,000	Title I 1000-1999: Certificated Personnel Salaries Support Teacher(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students, Students with Disabilities, English Learners

Strategy/Activity

Teachers will plan effective blended learning rotations that include small groups so that ALL students will receive daily small group instruction at their level in reading, writing, listening, speaking, and mathematics. Teachers will differentiate rotations and small group lessons to ensure all SWD & English Learners can access the core curriculum and make progress on goals.

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)
12,000	Title I 4000-4999: Books And Supplies Instructional Supplies
	Title I Carryover 5800: Professional/Consulting Services And Operating Expenditures Professional Learning/Travel & Conference (Online). PENDING FUNDING
4,000	Title I 4000-4999: Books And Supplies Supplemental Instructional Materials: Scholastic News, Leveled Readers, Math Manipulatives

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Goal 3 and its strategies are all about personalizing and ensuring all students meet their academic goals. Based on current iReady data, our English Learners and Students with disabilities are performing at or above their peers when we focus solely on growth. This is because we have consistently implemented integrated units of study along with daily targeted small group instruction.

Our EL Facilitator has monitored EL student progress, collaborated with teachers, and met with students and families. Our teachers have discussed students who are EL or SWD weekly during their collaboration time and adjusted personalized instruction using data.

Our intervention teachers hired mid year, are working directly with students who are not performing at grade level, this includes EL and SWD. They are providing push in small group instruction for students based on data.

Teachers have been able to use release time to plan and implement personalized learning pathways. For travel and conference, we have been able to plan a June conference with a large group of teachers to deepen knowledge around student engagement and best practices.

Our site engaged in our 3rd year of Literacy Project and have seen huge progress in using common assessments, common research based core curriculum, and data analysis best practices. Teachers K-5 participated in Professional Learning around the Science of Reading, LETRs, and Scarborough's rope.

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

No major differences to the implementation of this goal.

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

For the 2023-2024 school year, we plan to keep these strategies in place. We plan to revise, hone, and solidify our instructional practices to meet student needs in math, reading, and writing.

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	\$0.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$394,639.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$301,641.00
Title I Parent Involvement	\$3,290.00

Subtotal of additional federal funds included for this school: \$304,931.00

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

State or Local Programs	Allocation (\$)
S/C	\$89,708.00

Subtotal of state or local funds included for this school: \$89,708.00

Total of federal, state, and/or local funds for this school: \$394,639.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
S/C	89708	0.00
S/C Carryover		
Title I	301641	0.00
Title I Carryover		
Title I Parent Involvement	3290	0.00

Expenditures by Funding Source

Funding Source	Amount
S/C	89,708.00
Title I	301,641.00
Title I Parent Involvement	3,290.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	250,500.00
2000-2999: Classified Personnel Salaries	75,998.00
4000-4999: Books And Supplies	22,000.00
5000-5999: Services And Other Operating Expenditures	9,141.00
5800: Professional/Consulting Services And Operating Expenditures	37,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	S/C	57,708.00

5000-5999: Services And Other Operating Expenditures	S/C	2,000.00
5800: Professional/Consulting Services And Operating Expenditures	S/C	30,000.00
1000-1999: Certificated Personnel Salaries	Title I	250,500.00
2000-2999: Classified Personnel Salaries	Title I	15,000.00
4000-4999: Books And Supplies	Title I	22,000.00
5000-5999: Services And Other Operating Expenditures	Title I	7,141.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	7,000.00
2000-2999: Classified Personnel Salaries	Title I Parent Involvement	3,290.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	33,641.00
Goal 2	227,998.00
Goal 3	133,000.00

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
- NA Secondary Students

Name of Members	Role
Sarah Robinson	Principal
Tiffany Todd	Classroom Teacher
Tim Charles	Classroom Teacher
Heather Pentico	Classroom Teacher
Marisol Gonzalez	Other School Staff
Ban Katto	Parent or Community Member
Yadira Maxwell	Parent or Community Member
Ulexis Trujillo	Parent or Community Member
Claire Bueno	Parent or Community Member
Jaleah Guida	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature



Committee or Advisory Group Name

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 6/10/2021.

Attested:



Principal, Sarah Robinson on 6/1/2023



SSC Chairperson, Heather Pentico on 6/1/2023