

The Single Plan for Student Achievement

School: Magnolia Elementary
CDS Code: 37-67991-6037709
District: Cajon Valley Union School District
Principal: Sarah Robinson
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The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

The translation of this document in Spanish or Arabic will be provided upon request. For additional information on school programs and how you may become involved locally, please contact the following person:

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The District Governing Board approved this revision of the SPSA on June 26, 2018.

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School Vision and Mission

Magnolia Elementary's Vision and Mission Statements

School Mission:

At Magnolia it is our mission to develop students into thoughtful, creative and self-directed lifelong learners that positively participate in and shape society.

School Vision:

Staff, students, and parents will unite to cultivate and foster a positive and peaceful environment where:

Happy, healthy students are engaging with challenging and rigorous instruction

Teachers collaborate to provide excellence in teaching which includes monitoring and intervention processes

Students and staff are given multiple opportunities to give back to the community

Success is valued and celebrated

Clear lines of communication are utilized

Staff actively seeks and implements promising strategies to promote students' academic, social, and emotional development

Students have opportunities to explore future careers and foster a sense of hope for the future.

School Profile

Magnolia Elementary School is located in El Cajon and is one of 28 schools in the Cajon Valley Union School District (CVUSD). Magnolia Elementary School serves approximately 545 students in grades Transitional Kindergarten through Fifth Grade. Magnolia Elementary School also serves an additional 40 students enrolled in the State Preschool Program.

The Magnolia student body continues to be comprised of a diverse group of learners, including a significant population of English Learners (49%). The Hispanic/Latino subgroup makes up (49%) of the population, while the growing Arabic population is included in White student subgroup, which totals (28%). Other self-identified student subgroups include African American (11%), Filipino (.2%), American Indian/Alaska Native (.4%), Asian/Pacific Islander (8%) and two or more races (1%). Approximately 91% of the students qualify for the free and reduced federal lunch program. However, all students currently receive free breakfast and lunch.

All certificated teachers at Magnolia Elementary School are fully credentialed and highly qualified. The certificated staff includes 25 general education classroom teachers, 4 education specialists, 1 speech therapist, and 1 school psychologist, a facilitator, and a 50% counselor. Additionally, this year we have a centrally funded 50% EL Counselor to support students who are designated as English Learners. 31 School classified employees include the office manager, 2 clerks, a custodian, a library technician, 15 classroom aides, 1 Reading Support Aide, 1 Arabic ELDA, 6 food services employees, and extended school day team.

Instructional Materials:

The District has adopted state standards in language arts, math, social studies/history, science, and English language development. All students have access to the core materials listed below, except where otherwise noted:

1. Language Arts - Houghton Mifflin Reading: A Legacy of Literacy, Lectura, Houghton-Mifflin
2. Math - Houghton Mifflin Harcourt - GO Math! CA Edition
3. History/Social Studies - Scott Foresman History/Social Studies for California
4. Science - Holt Science and Technology
5. English Language Development - Houghton Mifflin ELD

TEACHER QUALIFICATION AND PROFESSIONAL DEVELOPMENT:

1. All teachers are California credentialed, highly qualified teachers.

2. All classroom teachers receive differentiated professional development through the Great Learning Opportunities (GLO) Program and site designed PLCs.
3. Other District-level available professional development opportunities include: Common Core Math training (Envision, GoMath, ST Math, Inquiry), World of Work curriculum, Presentation Literacy, Technology and the Common Core, IEPs and the Common Core, Digital Academy (CCSS/Blended Learning, 21st Century skills), PE/Health and Student Safety, Positive Behavior Support and Cultural Responsibility, Next Generation Science Standards, Google Apps, Achieve 3000, Instructional Mapping, Performance Task Implementation, ELD Standards, Lucy Calkins Writing, BTSA, Student Behavior in the Digital Classroom, Special Day Class Methods, Visual Supports in the Classroom, Information Systems, Specialized Strategies for Teaching Reading, Trauma Informed Care.
4. At the site level, teachers will receive professional development in Implementing CCSS/Blended Learning, Multi-Tiered Systems of Support, Professional Learning Communities, IISP, Bloodborne Pathogens, Child Abuse Prevention and Reporting, and effective instructional strategies made available through staff meetings, team meetings, interschool collaborative workshops, teacher release, and instructional coaching.

Services provided by the regular program to enable under-performing students to meet standards:

The core programs in ELA and math provide services for under-performing students to help them meet grade-level standards. Both programs offer resources to provide extra support for under-performing students. Teachers differentiate instruction to support under-performing students using a variety of strategies including SDAIE, GLAD, academic vocabulary development and scaffolded instruction.

In addition, Magnolia teachers engage in progress monitoring every 6 weeks and identify students who need additional supports as part of our Student Support process. Individual plans are designed to meet student needs and close the achievement gap.

Services provided by categorical funds to enable under-performing students to meet standards:

Categorical funds are used to provide the following intervention services for under-performing students:

- Achieve 3000
- Imagine Learning English
- ST Math
- Moby Max
- Newsela
- Spelling City
- RazKids/Reading A to Z
- Facilitator: 1:1 Behavior Support, Attendance Counseling, small group ELD instruction, parent education classes
- 50% Counselor
- Reading Intervention Program: Lindamood-Bell
- Multi-Tiered Systems of Support
- After School Tutoring in Math/ELA

Facilities:

Magnolia Elementary is a clean, safe, and functionally sound learning environment. Parents, students, teachers, and other community members can identify threats to health or safety to make sure they are addressed by alerting the principal and/or through the Uniform Complaint Process.

Comprehensive Needs Assessment Components

In order to develop a Single Plan for Student Achievement that meets the needs of all students at the site, a Comprehensive Needs Assessment is conducted by analyzing student data on the annual state tests, language acquisition assessment, site determined benchmark assessments and student behavior monitoring.

CVUSD students in grades 3-8 complete the official Smarter Balanced Assessments in the spring each year, as a part of CAASPP. When the IEP team deems it more appropriate students complete the CAA as an alternative assessment. Fifth and eighth grade students completed the Science CST and identified English learners completed the CELDT to determine language acquisition progress. The ELPAC will be given in the spring as the annual language assessment this next school year. Benchmark exams are given to students throughout the year as determined by the site. Principals continue to receive training on how to interpret, integrate, and use the data to develop program and guide professional development needs for the site.





Beyond summative assessments, a rich understanding of school site needs continues to be developed through collaboration. Early out Mondays and teacher release allow teaching teams at the site, time to collaboratively address locally identified needs. In addition, Great Learning Opportunity (GLO) Team will provide enhanced professional development for staff and provide students an opportunity to access additional lessons related to health and wellness, STEM, and presentation literacy in order to individualize learning opportunities for staff and students

School Site Councils and ELACs met to discuss stakeholder needs in relation to the Single Plan for Student Achievement and Local Control Accountability Plan. Parents were invited to complete both site and district-level surveys, and results are disaggregated to the school level. Students in grades 5-8 completed surveys as a representative student sample. Together, these quantitative and qualitative data resources are used to inform site and district level decision making.

School and Student Performance Data

California Data Dashboard (Equity Report)

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator.

Fall 2017 Equity Report			
State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		7	1
English Learner Progress (1-12)		1	1
Graduation Rate (9-12)	N/A	N/A	N/A
College/Career (9-12)	N/A	N/A	N/A
English Language Arts (3-8)		4	4
Mathematics (3-8)		4	3


Local Indicators	Ratings
Basics (Teachers, Instructional Materials, Facilities)	
Implementation of Academic Standards	
Parent Engagement	
Local Climate Survey	

School and Student Performance Data









Status and Change Report

Suspension Rate

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Suspension Rate		603	Medium 2.5%	Declined -0.4%

This report shows the performance levels for a single state indicator, Suspension Rate, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.


Fall 2017 Suspension Rate Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		603	Medium 2.5%	Declined -0.4%
English Learners		290	Medium 1.7%	Increased +1.4%
Foster Youth		5	*	*
Homeless		11	Very Low 0%	Declined Significantly -9.5%
Socioeconomically Disadvantaged		575	Medium 2.6%	Maintained -0.2%
Students with Disabilities		90	High 3.3%	Declined Significantly -2.8%
African American		67	High 4.5%	Declined -0.7%
American Indian		3	*	*
Asian		39	Very Low 0%	Maintained 0%
Filipino		1	*	*
Hispanic		277	Medium 1.4%	Maintained -0.1%
Pacific Islander		6	*	*
Two or More Races		7	*	*
White		184	Medium 1.6%	Declined Significantly -2.9%

School and Student Performance Data





Status and Change Report

English Learner Progress

This report shows the performance levels for a single state indicator, English Learner Progress Indicator, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
English Learner		208	Very Low 58.7%	Maintained -1.4%

This report shows the performance levels for English Learners on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Report			
State Indicators	Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		Medium 1.7%	Increased +1.4%
English Learner Progress (1-12)		Very Low 58.7%	Maintained -1.4%
Graduation Rate (9-12)	N/A	N/A	N/A
College/Career (9-12)	N/A	N/A	N/A
English Language Arts (3-8)		Very Low 75.8 points below level 3	Declined Significantly -18.1 points
Mathematics (3-8)		Low 75.7 points below level 3	Declined -10.5 points

School and Student Performance Data

Status and Change Report

English Language Arts (ELA)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Language Arts Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
English Language Arts (3-8)		221	Low 67.8 points below level 3	Declined Significantly - 21.6 points

This report shows the performance levels for a single state indicator, English Language Arts Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Language Arts Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		221	Low 67.8 points below level 3	Declined Significantly -21.6 points
English Learners		126	Very Low 75.8 points below level 3	Declined Significantly -18.1 points
Foster Youth		1	*	*
Homeless		3	*	*
Socioeconomically Disadvantaged		220	Low 67.8 points below level 3	Declined Significantly -23.7 points
Students with Disabilities		32	Very Low 113.3 points below level 3	Declined -12.3 points
African American		21	Very Low 97.3 points below level 3	Declined Significantly -21.2 points
American Indian		1	*	*
Asian		11	Low 36.6 points below level 3	
Hispanic		127	Low 66.1 points below level 3	Declined Significantly -24.8 points
Pacific Islander		2	*	*
Two or More Races		4	*	*
White		52	Very Low 75.1 points below level 3	Declined Significantly -32.7 points

Additional ELA Assessment Data for English Learners (EL)

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2017 EL Additional Assessment Data			
State Indicators	Number of Students	Status	Change
EL - Reclassified Only	39	Medium 4.1 points above level 3	Declined Significantly -23.5 points
EL - English Learner Only	87	Very Low 111.7 points below level 3	Declined Significantly -15.1 points
English Only	92	Low 58.1 points below level 3	Declined Significantly -24.8 points

ELA California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.


Fall 2017 ELA California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3

School and Student Performance Data






Status and Change Report

Mathematics (Math)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Mathematics Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Mathematics (3-8)		222	Low 72.9 points below level 3	Declined -14.9 points

This report shows the performance levels for a single state indicator, Math Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Mathematics Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		222	Low 72.9 points below level 3	Declined -14.9 points
English Learners		127	Low 75.7 points below level 3	Declined -10.5 points
Foster Youth		1	*	*
Homeless		3	*	*
Socioeconomically Disadvantaged		221	Low 72.9 points below level 3	Declined Significantly -16.6 points
Students with Disabilities		32	Very Low 116.1 points below level 3	Declined Significantly -18.1 points
African American		21	Very Low 95.7 points below level 3	Declined -11.9 points
American Indian		1	*	*
Asian		11	Low 30.5 points below level 3	
Hispanic		127	Low 78.8 points below level 3	Declined Significantly -28.6 points
Pacific Islander		2	*	*
Two or More Races		4	*	*
White		53	Low 58.4 points below level 3	Increased +4.9 points

Additional Math Assessment Data for English Learners

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2017 Math Additional Assessment Data for English Learners			
State Indicators	Number of Students	Status	Change
EL - Reclassified Only	39	Medium 25 points below level 3	Declined Significantly -15.7 points
EL - English Learner Only	88	Very Low 98.2 points below level 3	Declined -7.5 points
English Only	92	Low 70.5 points below level 3	Declined Significantly -21.4 points

Math California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2017 Math California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3

School and Student Performance Data

Student Group Report

This report shows the performance levels for all students and for each student group on the state indicators.

Student Group Performance for State Indicator							
Student Group	Chronic Absenteeism	Suspension Rate	English Learner Progress	Graduation Rate	English Language Arts	Mathematics	College/Career
All Students							
English Learners							
Foster Youth							
Homeless							
Socioeconomically Disadvantaged							
Students with Disabilities							
African American							
American Indian							
Asian							
Filipino							
Hispanic							
Pacific Islander							
Two or More Races							
White							

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2374.7	2363.5	2344.4	5	6	2.94	20	15	13.24	33	21	14.71	43	58	69.12
Grade 4	2417.5	2425.9	2394.5	6	14	2.47	20	19	13.58	26	21	19.75	49	46	64.20
Grade 5	2477.8	2481.3	2458.1	14	13	6.10	24	30	32.93	22	25	19.51	39	31	41.46
All Grades	N/A	N/A	N/A	8	11	3.90	21	21	20.35	27	22	18.18	43	45	57.58

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	7	10	7.35	47	39	20.59	46	51	72.06
Grade 4	8	10	2.47	49	41	44.44	43	49	53.09
Grade 5	16	12	8.54	41	49	45.12	42	39	46.34
All Grades	11	11	6.06	46	43	37.66	44	46	56.28

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	7	3	4.41	38	39	32.35	51	58	63.24
Grade 4	13	13	3.70	34	55	33.33	50	33	62.96
Grade 5	21	22	17.07	45	39	47.56	33	39	35.37
All Grades	14	12	8.66	39	45	38.10	44	43	53.25

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	6	8	2.94	66	48	50.00	29	44	47.06
Grade 4	8	8	4.94	60	66	58.02	31	26	37.04
Grade 5	14	7	3.66	57	61	63.41	29	31	32.93
All Grades	10	8	3.90	61	59	57.58	30	33	38.53

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	5	7	4.41	59	42	39.71	37	51	55.88
Grade 4	9	18	7.41	52	53	53.09	38	30	39.51
Grade 5	20	30	17.07	59	52	47.56	21	18	35.37
All Grades	12	18	9.96	57	49	47.19	32	33	42.86

Conclusions based on this data:

1. Our students demonstrated relative strengths in writing (language use, composing full texts, and writing/revising texts) with approximately 47% of our students At or Exceeding Standard in writing. However, we show a decline in ELA scores overall and have identified a school wide need to focus on foundational reading skills and promoting literacy.
2. Our site recognizes a need for focus and professional development in increasing the rigor of instruction, especially through work that requires reading, analyzing, and comparing 2 or more texts. To address this need we will establish an instructional coaching model that will focus on ELA and reading instructional best practices.
3. We have added and will continue to build the reach of a targeted reading intervention program to provide early response to intervention for struggling readers in primary grades and to provide remediation for struggling readers in upper grades. This combined with excellent, small group reading instruction provided by classroom teachers in every grade level, purposeful placement and monitoring in supplemental ELA and ELD electronic curricula will work toward building a robust, comprehensive response to intervention program at Magnolia. To support English Learners, we have an English Language Development Assistant that supports students with language development and reading skills in the classroom. We will also send teachers to district and off-site professional development that focuses on best practices for identifying at-risk students and designing academic interventions that support progress in all areas of reading and literacy.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2373.7	2362.3	2353.4	3	1	4.00	15	12	6.67	25	30	29.33	54	56	60.00
Grade 4	2413.2	2430.0	2407.9	2	4	2.41	13	21	14.46	38	33	26.51	47	42	56.63
Grade 5	2474.1	2469.5	2456.7	17	10	7.95	17	16	9.09	27	29	34.09	40	45	48.86
All Grades	N/A	N/A	N/A	8	5	4.88	15	17	10.16	30	31	30.08	47	48	54.88

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	10	4	4.00	34	34	25.33	56	62	70.67
Grade 4	8	7	9.64	25	34	21.69	67	59	68.67
Grade 5	17	14	9.09	31	29	30.68	52	58	60.23
All Grades	12	8	7.72	30	32	26.02	58	59	66.26

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	7	4	4.00	28	42	41.33	66	53	54.67
Grade 4	2	7	6.02	37	46	42.17	61	47	51.81
Grade 5	15	15	3.41	35	26	43.18	50	59	53.41
All Grades	8	9	4.47	33	39	42.28	59	53	53.25

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	6	7	9.33	52	41	40.00	42	52	50.67
Grade 4	7	9	6.02	40	52	37.35	53	39	56.63
Grade 5	17	11	7.95	48	40	44.32	36	49	47.73
All Grades	10	9	7.72	47	45	40.65	43	46	51.63

Conclusions based on this data:

1. Magnolia students demonstrate relative strength in Communicating Reasoning with approximately 50% of our students performing At or Exceeding Standard. We have identified areas of weakness in all Target Areas that need to be addressed with school-wide goals to increase math interventions and identify best practices for math instruction that will ensure all students can access the core curriculum and additional 1:1 supports in during the instructional day.
2. Students lost ground in Concepts and Procedures and Problem Solving. Magnolia must focus on number sense, mathematical concepts, and extended problem solving through using teaching/assessment tools such as performance tasks to support instruction and as end of unit assessments. The vehicle that supports this is cycle of inquiry in regularly scheduled collaboration so that teaching teams are able to calibrate scoring and support teachers/students in improving practice. As part of our monthly collaboration our grade level teams will work to design common assessments and analyze data to inform instruction and design Response to Intervention.
3. Magnolia teachers will continue to use Number Talks to focus on number sense. Teachers will have professional learning opportunities to deepen understanding of this practice. Mathematics vocabulary development must be a focus and improved upon, and the expectation that every student explain/justify their reasoning/steps must be an ongoing focus for both professional development and collaboration. This will support students in explaining and justifying the work they do in math. Teachers will plan to require students to write to demonstrate learning/understanding in each lesson. Finally, our site will add math intervention focus through before/after school tutoring and additional supports within the school day.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K	14		9	29	13	9	14	25	18	14	38	36	29	25	27
1	7	15	3	33	31	31	30	31	25	13	19	22	17	4	19
2		3		23	18	17	25	35	38	27	18	24	25	26	21
3	8	3	6	30	18	9	28	28	23	13	28	23	23	25	40
4	4	27	7	26	27	24	48	24	24	17	11	17	4	11	29
5	19	17	15	37	21	31	19	46	26	15	4	21	11	13	8
Total	7	12	7	29	22	22	28	31	26	17	18	22	18	17	23

Conclusions based on this data:

1. Magnolia students did not perform as well on CELDT as they have historically. We recognize that this loss of ground may be attributed to several factors that include lack of regular focus on planning instruction with ELD in mind, inadequate test preparation for students and teachers, inadequate focus on long term ELLs and what they may need to become successful, and/or a need for staff to be trained or retrained on integrated and designated ELD instruction. We have also had an increase in newcomers at Magnolia and there is a need for identifying best practices that teachers will employ to address language acquisition and grade level standards during ELD and core instruction.
2. Magnolia will revisit team models for Designated ELD deployment, identify and consistently implement ELD curriculum for use during designated ELD time, use assessment provided by ELD curriculum every 6-8 weeks to analyze/plan/inform instruction for ELL students and assist in identifying student zone of proximal development for most effective instructional approach. During monthly collaboration teachers will work with their grade level teams to develop instructional sequencing that includes ELD standards as part of each lesson.
3. Magnolia will re-emphasize need for, train staff in, and write implementation goals for integrated ELD including: vocabulary development, sentence/conversation frames, speaking in complete sentences pre-teaching challenging concepts, and any other strategies proven effective through research. Teachers will have opportunities for professional learning in these areas.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA LCAP GOAL #1:
All students have access to high-quality teachers and a broad range of educational programs to pursue areas of interest as they prepare for college and career success.
Data Used to Form This Goal
CAASPP Data 2016-2017 CELDT Data 2016-2017 Gallup Poll 2017 (5th Grade) Lexile Data Math Common Assessments Site Teacher Survey (Instructional and Professional Learning Needs) PE Audit Results
Findings from the Analysis Data
<p>Based on our analysis of the above listed data, Magnolia will focus on strengthening instructional practices and teacher efficacy in all academic areas with a specific focus on ELA, Math, ELD, Science, and Social Studies. Based on Gallup poll results, we see a need to continue strengthening the emphasis on future careers and the development of cohesive approaches to increasing student connection to school and hope for their future. This can be accomplished through our World of Work curriculum integrated into our core subjects. This practice will require time for teacher collaboration and coaching, release to observe other teachers, attendance at conferences to support teacher growth, and other strategies to ensure teachers can deliver instruction in meaningful and engaging ways.</p> <p>In addition to teacher efficacy, the data suggest that students need to have access to a variety of educational experiences that include both in class activities and activities that take place outside of the classroom such as, educational excursions, guest speakers and assemblies, time in the Maker Space for project based learning, and other opportunities to explore their strengths, interests and values.</p>
SCHOOL GOAL #1:
Magnolia Elementary Students have access to high-quality teachers and an increasingly broad range of technology and educational programs as they prepare for college and career success.
Monitoring of the Goal: Interim Analysis
Will be completed in December/January to monitor progress.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
1.1 Teachers and support staff will collaborate to plan and implement Project Based Learning with real world application as part of our initiative to bring the World of Work, Presentation Literacy and the Common Core Standards together into cohesive, meaningful units of study. Students will participate in problem solving, critical thinking, and the design process through the MakerSpace Den, classroom activities, field trips, guest speakers, and other educational experiences that broaden their understanding of the opportunities available to them in both local and global communities. This allows students to apply content knowledge in a hands on environment and apply critical thinking and content-area standards.	Oct - June	Principal, Classroom Teachers, Support Teachers	Contract: Education by Design Consultant (10 days) Pending Funding	Supplemental Concentration Funding	
			MakerSpace/Den Technology & Materials	Basic Funding	2,000
			Buses for Educational Excursions	Supplemental Concentration Funding	3500
			Supplemental Materials/Instructional Supplies	Title I	1000
			Stipends (Hourly)	Supplemental Concentration Funding	1476
1.2 All students are taught by California credentialed, highly qualified teachers	Aug – June	Principal, CVUSD Personnel office	All personnel salary and benefits	None Specified	
1.3 Teachers will be afforded the opportunity to participate in district and site professional development aligned with school and teacher selected goals. Topics include Next Generation Science Standards, Project-Based Learning, training/experience in Maker Space and Carts, Designated/Integrated ELD, World of Work and Site Focus on Reading and ELD.	Aug - June	CVUSD personnel, trainers, teachers	Contracts/Registration: Training/professional development,	Title I PD	7,358
			Substitutes	Title I PD	6,000
			Stipends (hourly)	Title I PD	7,750
			Supplemental Supplies & Materials	Title I	200
			Light Snacks	Donation	200
			Certificated: Stipends (Hourly) Grade Level Collaboration	Supplemental Concentration Funding	6,460
1.4 Magnolia will implement an instructional coaching model to	Aug-June	Principal, Coach	Salary/Benefits: Instructional Coach/Facilitator	Centrally Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
improve delivery of instruction and aid in data analysis to inform instruction. A full time coach will work directly with teachers and students to close the achievement gap.			Certificated Sub Release	Title I PD	1170
1.5 District Provided Release Teacher provide a variety of arts/technology lessons for students while teacher are released for professional development. (GLPD)	Sep - June	Principal, GLPD Team, Classroom Teachers	Consulting fees, Substitute Teachers	Centrally Funded	
1.6 Magnolia is an inclusive campus for all students. This includes identifying and providing support for students with disabilities in the general education classroom. Students with disabilities are included on the general education roster. Support is provided to cluster classes through assignment of 6 hour SECAs in grades TK-5. Teachers and support staff meet regularly to plan and collaborate related to student IEP goals.	August- June	Principal, Education Specialists	Subs for Collaboration Meeting Release	Supplemental Concentration Funding	2340
			Ed Specialist Additional Hours to act as LEA for IEPs	Supplemental Concentration Funding	615
			Gen Ed Teacher Stipend Hours-Certificated For Attending IEPs outside contracted hours.	Supplemental Concentration Funding	984
			Classified Staff Additional Hours	Supplemental Concentration Funding	2100
			Certificated Stipend (Hourly) Beg. of Year Collaboration	Supplemental Concentration Funding	492
1.7 All 5th grade students have access to Music instruction and 4th and 5th grade students may participate in before school band enrichment once a week for half of the school year.	Mid-February-June	Principal, Music Teacher	Music teacher salary, musical instruments, materials	Centrally Funded	
1.8 Counseling Services provides career and character development lessons and support through implementation of Sanford Harmony. Counselor will lead MTSS initiatives. In addition counselor will integrate World of Work focus in friendship group and other appropriate counseling opportunities.	Aug-June	Principal, Counselor, PBIS AdHoc Committee	Counselor Salary	Centrally Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
1.9 ELD-Newcomer Support Classes. Support Staff provides English Language Instruction (in addition to teacher provided Integrated and Designated ELD) to newcomers in grades one through five. The goal is to build community with learners and support in acquisition of Basic Interpersonal Communication Skills.	October-June	Principal, Facilitator	Curriculum Replacement	Basic Funding	250
1.10 Teachers and Admin will attend conferences to support underserved students to access CCSS and close the achievement gap and unduplicated students. (Math-YouCubed, SDAWP, MTSS, SLP, Title 1, Reading)	August-June	Staff	Conference Registrations/Travel & Conference Subs Release- funded in 1.3 Conference Mileage Stipends (Hourly)--Funded in 1.3	Title I No Cost	488

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA LCAP GOAL #2:
All schools promote a positive school climate and offer programs that promote health and wellness.
Data Used to Form This Goal
Gallup Poll Data Attendance Data Intervention Data (Zangle) Behavior/Suspension Data (Zangle) Bullying Data (Zangle)
Findings from the Analysis Data
Our students are engaged and connected to school, however the Gallup Poll results suggest that we can improve this area. Attendance data shows that we have a small subgroup of students who need to improve attendance. Intervention data tracking shows that students who are referred to intervention show improvement in social/emotional well-being and connection to school. Behavior and bullying data reflects that we need to continue focusing on character traits, positive behavior supports, and establishing trusting and healthy relationships. We will continue our Multi-Tiered Systems of Supports work with our BEST team to revise and improve our response to interventions for students. The data also suggests that we should focus on more health initiatives and encourage healthy choices at school and home in relation to physical fitness and nutritional choices. A final component of health and wellness will include parent engagement and education on the topics related to student's growing into happy healthy members of the world at large.
SCHOOL GOAL #2:
Magnolia Elementary promotes a positive school climate through character education and focus on health and wellness for all school stakeholders.
Monitoring of the Goal: Interim Analysis
Will be completed in December/January to monitor progress.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
2.1 All students receive 200 or more PE minutes per 10 school days with a	August-June	Principal, Teachers	Physical Education Equipment, Supplies, and Materials	Supplemental Concentration Funding	4,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
focus on Health and Wellness and Physical Education Skills.			Supplemental Supplies	Basic Funding	1,000
2.2 All students will have access to a healthy experience during recess. This includes alternative recess activities and buddy benches as a means to mediate peer conflict.	September to June	Counselor, Facilitator	Supplies and Materials	Basic Funding	7,745
2.3 Red Ribbon Week is hosted to promote the importance of making healthy choices. The week is kicked-off with an assembly that promotes healthy lifestyles and communicates the dangers of drug use. Students sign pledges to commit to drug free lifestyles, and activities are scheduled throughout the week. Build ongoing PSAs that are created by and for students on importance of making healthy choices. (YouTube, Broadcast) (Counselor will lead project.)	October	Counselor, Red Ribbon Week Chairperson	Contract: Assembly (pending funding) Printshop funded in goal 2.4 Supplies & Materials	No Cost No Cost Donation	280
2.4 Through our Multi-Tiered System of Support, all students have access to a variety of supports and interventions to engage them in the core curriculum, increase connectedness to school and close the achievement gap. We continue to revise our multi-tiered system of support with specific focus on Positive Behavior Intervention and Support (PBIS), our Character Education Program, Sanford Harmony curriculum, implementing consistent systems for addressing inappropriate and/or unsafe choices at school along with	August-June	Principal, Community Members on AdHoc Committee (BEST-Counselor, administration, certificated team members)	Supplemental Supplies & Materials: MTSS Implementation Materials Print shop Stipends (Hourly): Teacher Collaboration Classified Salary & Benefits: Additional hours Certificated: Sub Release	Title I Title I Supplemental Concentration Funding Supplemental Concentration Funding Supplemental Concentration Funding	500 700 3,321 300 2860

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
<p>reinforcing positive choices.</p> <p>Response to intervention will include our Student Support Team and BEST team to build intervention plans and progress monitor student skill development based on conducting lagging skills inventories.</p>					
<p>2.5 Attendance Counseling and Awards-Magnolia's Facilitator and community liaison work with chronically absent students and their families to identify and eliminate barriers to attending school as part of our home visit program. In addition, class trophies and local business certificates are provided as a reward and incentive for good attendance.</p>	August-June	Facilitator, Principal	<p>Attendance Incentives--funded by local businesses</p> <p>Certificated Hours: Home Visits- funded in 4.8</p> <p>Home Visits Classified Hours funded in 4.8</p>	<p>No Cost</p> <p>No Cost</p> <p>No Cost</p>	
<p>2.6 To increase parent engagement and close the achievement gap, we will provide parent education opportunities within the school day and during evenings with focus on supporting parents to support the academic progress for all students.</p> <p>Family Friday, Parent Support Groups, Goal Setting Night etc.</p> <p>Parent Meet-Ups/Support Groups based on grade level specific needs (ie, Pre-K-Kinder-early reading, 4th grade--Math Number Sense)</p>	August-June	Principal, Facilitator	<p>Supplemental Supplies & Materials: Books, games, presentation materials</p> <p>Stipend Hours: Facilitator</p>	<p>Title I</p> <p>Supplemental Concentration Funding</p>	<p>1,500</p> <p>820</p>
<p>2.7 To ensure a successful and smooth school opening in August, it is necessary for our Clerk and Office Manager to work additional hours on</p>	August	Principal, Clerk	Classified Hourly OT Rate	Basic Funding	1,375

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
student intake, Digital 1:1 deployment, and class building.					
2.8 School and PTA will co-host events to build community. Events include dinners, dances, movie nights, parent education opportunities.	September-June	Principal, Facilitator, PTA Board	Cost of refreshments, supplies	No Cost	
2.9 Health and Wellness, Provide access to Sparklett's Water	June-July	ALL	Contract	Basic Funding	500
2.10 Additional .5 FTE Counselor to provide school-based counseling supports for English Learners. Counselor will use trauma-informed practices, teach coping skills, and employ strategies for success in academic and social/emotional domains.	Aug-June	Principal, Counselor	Certificated Salary & Benefits	Centrally Funded	
2.11 Transition plans for assisting preschool children in the successful transition to the school-wide program (34 CFR section 200.28(e) process: Cajon Valley Union School District: Kindergarten Transition Activities SPED PreK: Transition assessments conducted & transition IEPs held with parents and receiving teams in the spring prior to moving on to kindergarten Transition activities are included in the IEP and can include the following: Discuss transition process and activities Hold parent information meeting Provide parents with information	Ongoing	Staff, Parents			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
<p>about registration</p> <p>Notify school offices that parents will be coming to pick up kindergarten registration packets</p> <p>Encourage parents to visit new school with their students before school starts. Assist with scheduling as needed.</p> <p>Parents schedule a time to meet the new teacher before school starts. Assist with scheduling as needed.</p> <p>Develop social story for student with pictures of new school, teacher, principal, etc. so parents can prepare students for the transition</p> <p>Invite receiving elementary teams to observe their incoming kindergartners while they are still in preschool.</p> <p>Invite receiving elementary teams to provide input to the transition IEP and to attend the kindergarten transition IEP. Invitees include principal or assistant principal, education specialists, speech pathologists and general education kindergarten teacher, etc.</p> <p>Give access to incoming kindergartners IEPs in the online SEIS system to receiving elementary teams.</p> <p>Schedule meetings with receiving teams to review their incoming kindergarten students, any health concerns, supports needed, etc. Information is entered into a google document that is shared with receiving school teams at the school site. Information includes the transition supports needed &</p>					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
<p>responsible parties with expectation that supports are in place before the first day of school.</p> <p>Preschool sped staff spend the first 3 days of school at sites supporting incoming kindergarten students. The level of support is based on students' needs.</p> <p>In some cases, receiving teams meet with parents prior to the first day of school.</p> <p>Offer transition Information meeting for all parents of special education students transitioning to kindergarten.</p> <p>Prepare students for the transition to kindergarten through activities that include the last curriculum theme of "Off to Kindergarten"</p> <p>Children attend virtual and actual visits to a kindergarten class. Parents are invited.</p> <p>California State Preschool Program (CSPP): CSPP Preschool teachers schedule an articulation meeting with kindergarten teachers in the fall and spring to Prepare students for the transition to kindergarten to discuss programs, how to prepare students for K, sharing information about incoming kindergartners, discuss how previous year's kindergartners have transitioned, etc. Principal and/or AP and/or Title 1 Facilitator are invited.</p> <p>Prepare students for the through activities that includes the last curriculum theme of "Off to Kindergarten"</p>					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
<p>Children attend virtual and actual visits to a kindergarten class. Parents are invited.</p> <p>CSPP Preschool teachers hold parent conferences twice per year to share results of the DRDP 2015 assessment, where their children are developmentally and how to continue supporting kindergarten readiness at home.</p> <p>To support their student's readiness for kindergarten, a series of 3 literacy workshops for parents are scheduled at each CSPP preschool site.</p> <p>CSPP Teachers hold in-class parent activities to share information about the transition process and strategies to support their students.</p> <p>At this workshop, each parent given a backpack with summer activities (paper, crayons, child scissors, packet from SDCOE for parents with K transition activities, 3 children's books about Kindergarten).</p>					

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA LCAP GOAL #3:
All students demonstrate progress and proficiency over time to mastering standards and developing college and career readiness for global competencies.
Data Used to Form This Goal
CAASPP Data 2016-2017 CELDT Data 2016-2017 Gallup Poll 2017 (5th Grade) Lexile Data Math Common Assessments Site Teacher Survey (Instructional and Professional Learning Needs) PE Audit Results
Findings from the Analysis Data
<p>Based on our analysis of the above listed data, Magnolia will focus on strengthening instructional practices and teacher efficacy in all academic areas with a specific focus on ELA, Math, ELD, Science, and Social Studies. Based on Gallup poll results, we see a need to continue strengthening the emphasis on future careers and the development of cohesive approaches to increasing student connection to school and hope for their future. This can be accomplished through our World of Work curriculum integrated into our core subjects. This practice will require time for teacher collaboration and coaching, release to observe other teachers, attendance at conferences to support teacher growth, and other strategies to ensure teachers can deliver instruction in meaningful and engaging ways.</p> <p>In addition to teacher efficacy, the data suggest that students need to have access to a variety of educational experiences that include both in class activities and activities that take place outside of the classroom such as, educational excursions, guest speakers and assemblies, time in the Maker Space for project based learning, and other opportunities to explore their strengths, interests and values.</p> <p>Progress Monitoring of student achievement is conducted every 6 weeks by each teacher. During collaboration time, teachers will analyze data on common assessments, identify students who need additional supports both during class and potential intervention time. Support staff meets every 2 weeks to discuss each at-risk student during Student Support Team Meeting. A data tracking sheet is kept and students are referred for SST meetings and creation of intervention plans as needed. Teachers are given time to work with peers to identify best practices related to Response to Intervention and implementing success plans during the instructional day. Students who do not show growth will have opportunities to access interventions. At the end of each year, current and future teachers will meet to conduct transition meetings for students who are At-Risk and create success plans to begin on the first day of school.</p>

SCHOOL GOAL #3:

Magnolia Elementary students will demonstrate progress and proficiency over time to mastering standards as measured by annual baseline performance and progress reporting.

Monitoring of the Goal: Interim Analysis

Will be completed in December/January to monitor progress.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
<p>3.1 Every classroom implements blended learning models in a 1:1 learning environment with Chrome Books. All classrooms are equipped with flexible seating furniture.</p> <p>All teachers implement units of study that incorporate Common Core Standards and the World of Work curriculum. In order to support meaningful application of a variety of skills, we will provide additional instructional supplies and materials that allow our students to close the achievement gap and apply knowledge in a variety of contexts.</p> <p>This includes site purchase of equipment and materials to support change in instructional management and delivery, professional development to learn how to use new equipment, software, Xerox, Duplicator and materials.</p>	August-June	Principal, Teachers	Supplemental Supplies & Instructional Materials	Title I	9,000
			Office Supplies	Basic Funding	6,000
			Postage	Basic Funding	350
			Replacement Furniture	Basic Funding	5,000
			Equipment and supplies (power cords, ink, external drives, printers, etc...) to support work on 1:1 devices	Supplemental Concentration Funding	1,000
			Print Shop-Teachers	Title I	5,620
			Print Shop	Basic Funding	1,000
			Contract: Xerox maintenance	Basic Funding	3,800
			Contract: Duplicator	Basic Funding	1,486
			Additional Supplemental Supplies and Instructional Materials	Basic Funding	7,764
<p>3.2 We provide targeted ELA and Math Intervention provided through before/after school tutoring and support staff.</p>	October to May	Principal, Teachers, Facilitator	Certificated Salary & Benefits (Hourly)	Title I	2,210
			Supplemental Supplies & Materials: Intervention Curriculum	Title I	5,000
<p>3.3 Special Education Classroom</p>	August-June	Principal, Education	Classified Salary & Benefits	Centrally Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
Assistants are deployed to support general education students with/through specially designed academic instruction. SECAs also support general education cluster classrooms. SECAs will participate in professional development and collaboration at the site and district level.		Specialists	Classified Salary & Benefits (Hourly): Additional hours	Centrally Funded	
3.4 Teachers are released to collaborate, create units, observe best practice in other classrooms or at other sites and/or to provide best practice demonstration lessons. (Used unused GLO Days)	September-June	Principal	Sub rate for full or half day teacher release-noted in previous goal 1.4.	No Cost	
3.5 Targeted Reading Intervention: 1 Support Team Member provide targeted reading instruction to students in grades 1-5 using Lindamood Bell Program. Students are referred by teachers, and assessed at beginning and end of each 6-8 week intervention cycle. 2/3 of focus is on early intervention in the primary grades, and 1/3 on remediation for struggling readers in upper grades in order to close the achievement gap. We will revisit the data for this program yearly to evaluate effectiveness.	August-June	Principal, Education Specialist	Classified Salary & Benefits Supplemental Supplies & Materials: Intervention Curriculum funded in 3.2	Title I No Cost	47,500
3.6 100% Site Facilitator: This staff member serves students to ensure all students can access the instructional program and close the achievement gap. This includes 1:1 interventions for academics and behavior, ELD Support and small groups, monitoring attendance and facilitating Home	August-June	Principal, Facilitator	Certificated Salary & Benefits Certificated Salary & Benefits	Title I Supplemental Concentration Funding	96120 10680

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
Visits, and coaching teachers and staff on Multi-Tiered System of Supports.					
3.7 Magnolia will hire one .45 support teacher to work with At-Risk students to target reading intervention. Students will access this intervention as part of the MTSS tiered intervention program.	Aug-June	Principal, Facilitator	Certificated Salary and Benefits	Supplemental Concentration Funding	40,500
3.8 Technology suites and resources provided through site licensing to supplement classroom instruction. Digital Readworks, ST Math, Razkids/Reading A-Z, Mystery Science, ESGI, PLayerposit, Achieve 3000, Engage New York, Moby Max)	September to June	Principal, Classroom Teachers	Contract: Centrally Funded Contracts: Site	Centrally Funded Supplemental Concentration Funding	7,000
3.9 District Professional Development (PD) will be provided for all staff and will include, but is not limited to, Curricular Adoptions, MTSS, ELD, etc.	Aug-June	Principal, Staff	Certificated Stipends Classified Hourly	S&C PD S&C PD	10,040 1,000
3.9 Arabic English Language Development Assistant provides support to English Learners in the classroom setting and provides small group intervention support, and on the spot translation for families.	August-June	Principal, Facilitator, ELDA	Classified Salary & Benefits	Title I	15,500

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA LCAP GOAL #4:
Schools foster a sense of shared community and decision making for parents and other stakeholders.
Data Used to Form This Goal
SSC Feedback and Survey Input ELAC Feedback and Survey Input Parent Involvement Survey Results Zangle Behavior Data Zangle Attendance Data Zangle Intervention Data Bullying Data & Reports Teacher Site Needs and Resource Survey
Findings from the Analysis Data
<p>Based on our data, we see a continued need to increase student connectedness to school. This also includes a need to engage and connect with parents and families. Our attendance results show we are consistently around 94% attendance rate. We see a need to work with our chronically absent families as part of our Home Visits program. Behavior data indicates that we still have work to do with boys of Hispanic and Black subgroups. A large portion of our work with our BEST team is directed at this task of ensuring that we are equitably and fairly applying behavior interventions. Overall, our data shows that identifying best practices for Multi-Tiered Systems of Support is an important goal in ensuring that all students are happy, healthy and on the path to gainful employment.</p> <p>Data from parent surveys indicate that we currently have effective communication with families, however we would like to improve our digital communication via our school website to ensure we can engage all stakeholders in a meaningful manner.</p>
SCHOOL GOAL #4:
Magnolia Elementary will engage all stakeholders in building and sustaining strong educational, character building, and community involvement initiatives.
Monitoring of the Goal: Interim Analysis
Will be completed in December/January to monitor progress.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
4.1 A School Site Council meeting is hosted at least 6 times a year	Aug – June	Principal, SSC President, SSC members	Refreshments, materials	Donation	300
4.2 A PTA meeting is hosted at the site each month to plan family involvement and engagement and fund raising opportunities.	Aug – June	Principal, PTA President, PTA members			
4.3 An ELAC meeting is hosted at the site at least 6 times a year.	Aug – June	Principal, ELAC President, ELAC members	Refreshments, meeting materials	Donation	250
4.4 Facilitator works with students on developing social skills and assists in coordination of family involvement opportunities.	September-June	Principal, Facilitator	Salary-Noted in Goal 3.4	No Cost	
4.5 Provide services that engage parents to attend school events including translation and babysitting.	September-June	Principal, Facilitator, Office Manager	Classified Salary(Hourly): Translation	Basic Funding	1,000
4.6 To increase Family Engagement: Invite parents to school each month to learn about school culture and updates, ways to support student reading and learning, at home, and to read with their children during the school day. Family Friday, Goal Setting events, Open House, Student Showcases, Volunteer Groups, etc.	October-June	Facilitator, Principal	Refreshments, materials for presentation, educational games, books. Cost noted in Goal in Goal 2.6	No Cost	
4.7 The school will maintain an up-to-date and effective school website. All meetings and events will be posted. All presentations and information will be linked and posted for parents to access. Teachers will maintain their own pages and update annually. One teacher will act as the webmaster and facilitate the management of the website.	August-June	Principal, Facilitator, Teachers	Certificated Salary (Hourly) Stipend	Title I Parent Involvement	533

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
4.8 Implement Home Visits Program in collaboration with the FACE office to improve connection to school, attendance, and academic achievement for unduplicated student groups.	October -June	Principal, Facilitator, Teachers, Support Staff	Hourly Stipend-Certificated	Title I Parent Involvement	2,250
			Hourly Rate-Classified	Title I	1,000
4.9 Teachers will facilitate a student led and directed broadcast that focuses on climate and culture, character education, and student engagement in school activities and initiatives such as World of Work, PBIS, and Presentation Literacy.	March-June	Principal, Counselor, Teachers	Hourly Stipend-Certificated	Title I	2,520
4.10 Magnolia will employ a community liaison to increase family engagement and connectedness to school.	Aug-June	Principal, Facilitator, Liaison	Classified: Salary & Benefits	Title I	10,000
4.11 Magnolia will implement Parent University Model with support from the FACE office.	October-May	Principal, Community Liaison, Teacher	Certificated: Stipend (hourly)	Title I	3,750
			Classified: Additional Hours (Babysitting)	Title I Parent Involvement	500

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Basic Funding	\$39,270	0.00
Title I	\$202,608	0.00
Title I Parent Involvement	\$3,283	0.00
Title I PD	\$22,278	0.00
Supplemental Concentration Funding	\$88,448	0.00
S&C PD	\$11,040	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
Basic Funding	39,270.00
Donation	1,030.00
S&C PD	11,040.00
Supplemental Concentration Funding	88,448.00
Title I	202,608.00
Title I Parent Involvement	3,283.00
Title I PD	22,278.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	44,383.00
Goal 2	24,901.00
Goal 3	276,570.00
Goal 4	22,103.00

Title I: Home/School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, and students, the following are agreed upon roles and responsibilities that we, as partners, will carry out to support student success in school and life.

Student Pledge:

As a STUDENT I will be responsible for:

Showing courtesy and respect to others.

Showing responsible behavior by following school rules.

Attending school regularly and on time.

Coming to school with all necessary materials (for example: papers, folder or notebook, homework, assignment calendar).

Completing all class and homework assignments to the best of my ability.

Sharing my classroom work with my parents.

Treating school issued materials appropriately.

Read, understand, and follow all agreements I have signed.

Reading daily at home.

Asking my teacher and parents for help, when needed.

Parents Pledge:

As a PARENT I will be responsible for:

Sending my child to school regularly and on time.

Reading or listening to my child read daily.

Providing necessary materials to support my child's learning.

Providing a time and place for quiet study and monitoring homework.

Attending all parent/teacher conferences.

Attending parent information/education events.

Engage my child in conversations daily.

Communicating with my child's teacher regarding any advice, concerns, or celebrations in order to build a trusting relationship.

Reinforcing school and classroom rules.

Making education important in my home!

Staff Pledge:

As a TEACHER I will be responsible for:

Teaching grade level skills and concepts using effective teaching strategies.

Continuously building my craft through collaboration and demonstration of innovative real-world skills.

Addressing the individual needs of all students in my class and providing extra assistance.

Communicating frequently with parents regarding student progress.

Providing a safe, positive, and healthy learning environment for the students.

Correcting and returning student work in a timely manner.

Communicating to students and parents expectations for homework, class work, and behavior.

Encouraging students to do their best and ask for help when needed.

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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Sarah Robinson	X				
Jennifer Knopov		X			
Dorene Harlow		X			
Martha Kraft-Stadtmueller		X			
Myoshea Howard			X		
Cindy Dickerson				X	
Keisha Boykins				X	
Micheal Warriax				X	
Leah Guidah				X	
Tracy Ryerson				X	
Numbers of members of each category:	1	3	1	5	

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 Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

Signature

X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

Signature

4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on May 8, 2018.

Attested:

Sarah Robinson

Typed Name of School Principal

Signature of School Principal

Date

Dorene Harlow

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

Recommendations and Assurances


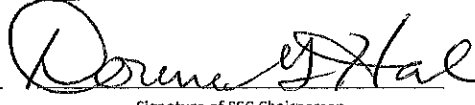
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X	English Learner Advisory Committee	_____ Signature
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	Gifted and Talented Education Program Advisory Committee	_____ Signature
	District/School Liaison Team for schools in Program Improvement	_____ Signature
	Compensatory Education Advisory Committee	_____ Signature
	Departmental Advisory Committee (secondary)	_____ Signature
	Other committees established by the school or district (list):	_____ Signature

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Attested:

Sarah Robinson _____ Typed Name of School Principal	 _____ Signature of School Principal	5/8/18 _____ Date
Dorene Harlow _____ Typed Name of SSC Chairperson	 _____ Signature of SSC Chairperson	5/8/2018 _____ Date

Magnolia School
School Site Council
Minutes

May 8, 2018
2:20pm
In the Den

1. Call to order
2. Approval of Minutes:
3. Single Plan for Student Achievement
 - a. Review and Discuss

Escuela Magnolia
Consejo Escolar

8 de mayo de 2018
2:20pm
En el Den

1. Llama para ordenar
2. Aprobación de minutos
3. Plan individual para el rendimiento estudiantil
 - a. Revisión
 - b. Discusión
 - c. Aprobación (acción)

Magnolia School
School Site Council
Minutes

May 8, 2018
2:20pm
In the Den

1. Call to order @ 2:24pm
2. Approval of Minutes: Motion-Cindy Dickerson Second- Marty Stadtmueller Minutes were Approved as read.
3. Single Plan for Student Achievement: Mrs. Robinson reviewed the draft of the SPSA with the team. Individual action items were explained and discussed.
 - a. Motion to adopt SPSA: Knopov
 - b. Second: Howard
 - c. SPSA was approved and signed.
4. Meeting adjourned at 3:08

Escuela Magnolia
Consejo Escolar

8 de mayo de 2018
2:20pm
En el Den

1. Llama para ordenar
2. Aprobación de minutos
3. Plan individual para el rendimiento estudiantil
 - a. Revisión
 - b. Discusión
 - c. Aprobación (acción)

Magnolia School
School Site Council Sign-In Sheet

May 8, 2018
2:20pm

Maryann Howard

Michael Warren michaelwarriax@gmail.com

Doreen O'Hara

Cynthia Decker

John

John

