

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.

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

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 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 students (use in small group instruction) 26899962 528.18798828 cm /P /MCII

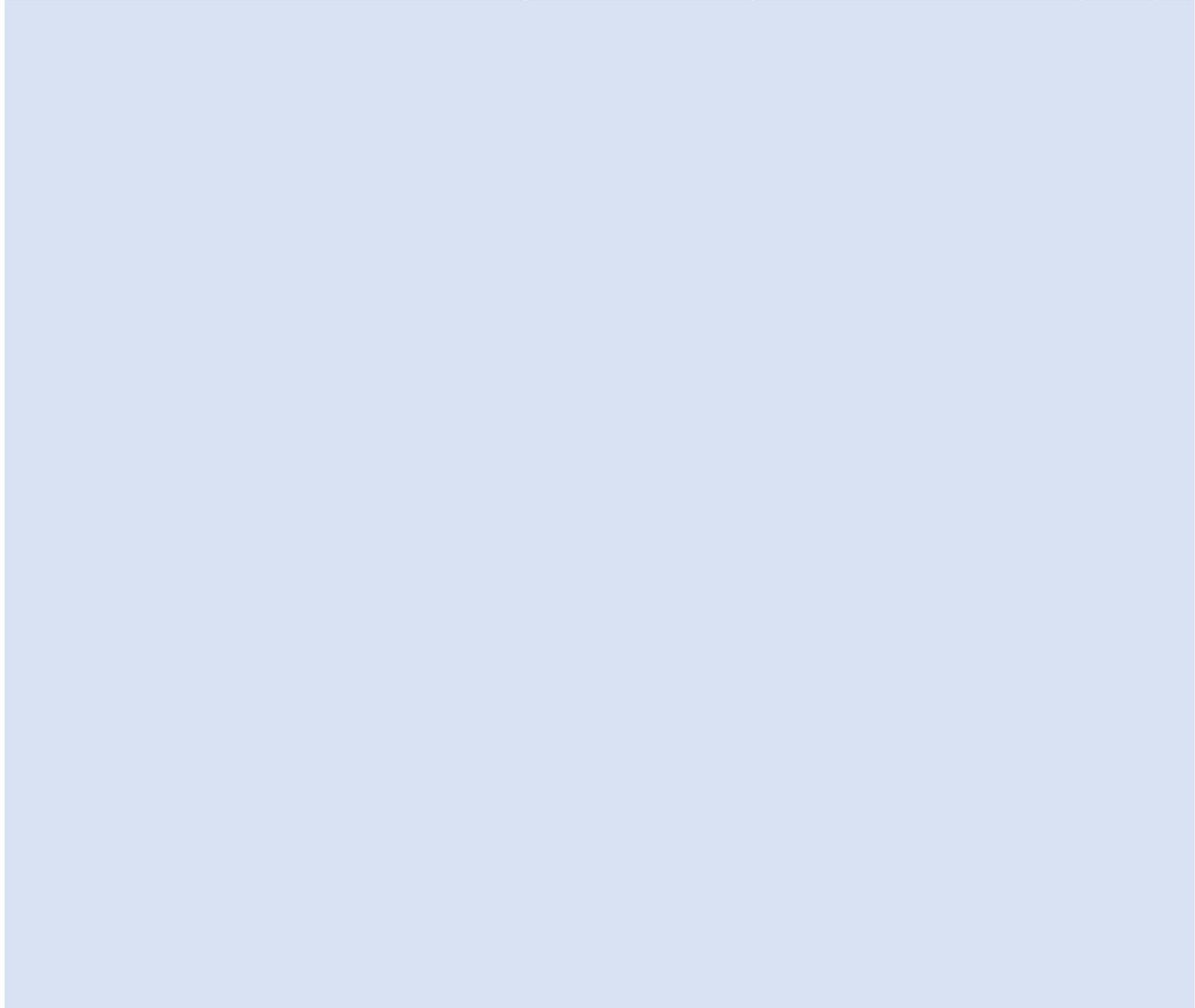
- We will plan for professional learning for all teachers to focus on Math instructional best practices.

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.
-

Standards, Assessment, and Accountability

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



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.

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

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

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

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 0 0 e wou phldt s wo ouldm 8_4 C

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

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

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%					

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	206	206	210	41.10%	37.7%	

Listening
Demonstrating effective communication skills

Grade Level	% Above Standard	% At or Near Standard	% Below Standard

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		

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					

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.

Conclusions based on this data:

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.

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American

No Performance Level

62.9 points below standard

26 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level 94.0 points below standard 26 Students	No Performance Level 1 Student	No Performance Level 53.6 points below standard 20 Students	No Performance Level 1 Student
Hispanic	Two or More Races	Pacific Islander	White
Low 93.9 points below standard 126 Students	No Performance Level 0 Students	No Performance Level 5 Students	Low 61.5 points below standard 54 Students

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.

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

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](#).

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](#).

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p align="center">Very Low</p> <p align="center">0% suspended at least one day</p> <p align="center">80 Students</p>	<p align="center">No Performance Level</p> <p align="center">Less than 11 Students</p> <p align="center">1 Student</p>	<p align="center">Very Low</p> <p align="center">0% suspended at least one day</p> <p align="center">42 Students</p>	<p align="center">No Performance Level</p> <p align="center">Less than 11 Students</p> <p align="center">1 Student</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center">Very Low</p> <p align="center">0% suspended at least one day</p> <p align="center">323 Students</p>	<p align="center">No Performance Level</p> <p align="center">0% suspended at least one day</p> <p align="center">27 Students</p>	<p align="center">No Performance Level</p> <p align="center">0% suspended at least one day</p> <p align="center">12 Students</p>	<p align="center">Very Low</p> <p align="center">0% suspended at least one day</p> <p align="center">157 Students</p>

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. _____

School and Student Performance Data

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
	Tier 2 % of students (OnG 0.5 w 13..eN7[62			

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)

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

Student with Disabilities	Diagnostic #3	Diagnostic #1
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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

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

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		

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, weMagno 3p02pmw9f to N mes and famyor ane



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>

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)

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)

17,000

Source(s)

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

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)

(Identify either: Social/Economically Disadvantaged, English Learners, Students with Disabilities)

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

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, c2in usasse

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

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

