

School Year: **2022-23**

# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Magnolia Elementary School	50755646100390		

## Purpose and Description

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

Schoolwide Program  
The SPSA serves as the Schoolwide Plan for Title I.

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

The SPSA aligns with the District's LCAP and meets ESSA requirements. The SPSA is a blueprint to improve the academic performance of all students, particularly those most at risk of not meeting state standards. The SPSA is developed, monitored and evaluated by the School Site Council with input from advisory committees and other stakeholders.

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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).

Surveys that are used during the school year are the Staff Technology Survey, the Parent Survey, and the California Healthy Kids Survey.

The Staff Technology Survey is given each year and staff evaluates the technology pieces in their workspace. The most recent survey, given in February 2022, indicates that the majority of the technology used at the site is up to date and functioning properly. Those items on the survey that have been indicated as "inadequate" will be updated or are pending the delivery and installation of the item.

The Parent Survey is given at the end of each year to each family at the school site. However, due to the unique situation of the 2020-2021 and 2021-2022 school years, the Parent Survey was not given. The results of the most recent Parent Survey, given in May 2019, indicate that 75%-90% of the returned surveys note the highest ranking of "Almost Always" on 14 of the 15 areas assessed. The lowest scoring area, 66%, was "The Magnolia website is helpful".

The California Healthy Kids Survey is given to our 5th-grade students every other year. The most recent survey was given in December of 2021. The results of the survey indicate that 68% of the students report caring adults in school, high expectations of the adults at the school, strong academic motivation, and school connectedness. 33% of the students responding to the survey feel that there is meaningful participation at school. 74% of the students completing the survey feel safe at school most or all of the time.

## Classroom Observations

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

During non-pandemic years, each classroom is visited each month by both the Principal and Vice Principal. In addition, District personnel visits classrooms each month. During these classroom observations, it is evident that teachers are using state adopted, standards-aligned curriculum and are following the District established IS4 Instructional norms. Students are consistently being engaged in learning throughout all lessons. Teachers are observed using small group instruction to support student achievement and providing interventions and enrichment. Educational technology is consistently used to support students' understanding of academic content.

## Analysis of Current Instructional Program

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

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

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

## Standards, Assessment, and Accountability

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

Staff use the results from SBAC, IAB, iReady, and curriculum-embedded assessments to inform their teaching and make adjustments to instruction to meet student needs.

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

Grade levels meet on a regular basis to discuss student progress based on the results of curriculum-embedded assessments. Intervention and enrichment groups are formed, supporting lessons are created, and best instructional practices are discussed.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff at the school meet the ESEA requirements.

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

All staff have the required credentials. Staff have access to instructional materials training on the adopted instructional materials.

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

All staff development is directly aligned to supporting teachers with the Common Core State Standards, assessment data driven discussions, and best instructional practices.

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

Staff has access to support from our District Instructional Coaches. Coaches teach model lessons, observe instruction and provide feedback, and provide "micro-trainings" at Staff Meetings. Beginning teachers have Induction Mentors that guide and support them through their first years of teaching.

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

Teachers are provided two hours per month of dedicated collaboration time at the site. In addition, grade level leaders are provided District-Wide grade level collaboration three times per year. There are five Minimum Days throughout the school year provided for teacher driven collaboration.

## Teaching and Learning

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

All curriculum, instruction, and materials to support instruction are aligned to the Common Core State Standards.

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

All teachers adhere to the recommended instructional minutes for English/Language Arts and Math.

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

Grade level pacing guides have been developed and are followed by the teachers. These pacing guides have included time to provide intervention to struggling students as well as enrichment opportunities.

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

All instructional materials are standards-based and are appropriate for all student groups. All students and teachers have access to these materials.

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

The instructional materials that are used for core instruction and interventions are SBE-adopted and aligned to the Common Core State Standards.

## Opportunity and Equal Educational Access

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

Services that are provided by the regular program that support underperforming student achievement include, small group instruction in ELA and Math, dedicated English Language Development time for English Learner students, support from para-professionals including a bilingual aide, and classroom intervention time provided by teachers. Support for underperforming students is also provided through our contracted Student Assistance Program provider from the Center for Human Services.

Evidence-based educational practices to raise student achievement

The evidenced-based educational practices that are used to raise student achievement include, use of IS4 Instructional norms and practices, small group instruction in ELA and Math, Tier 1 interventions provided by classroom teachers, data-driven grade-level conversations including shared instructional strategies.

## Parental Engagement

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

Resources that are available to assist under-achieving students include the Magnolia MTSS Learning Lab, Resource, Speech/Language, and Special Day Programs, ASPIRE after-school Program, Center for Human Services SAP provider, as well as small-group Tier 1 classroom interventions. The District website has homework supports and additional practice for families to access as well.

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

Magnolia has a School Site Council (SSC) comprised of parents and staff (both classified and certificated). In addition, Magnolia has an English Language Advisory Committee (ELAC) and a Parent Teacher Club (PTC). These advisory groups in addition to all classroom teachers are provided information on student achievement and participate in the development of school site goals. These groups are provided information to monitor the school's progress toward established school goals.

## Funding

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

Services that are provided by categorical funds that support underperforming students include our MTSS Learning Lab and school day and after school support services provided by our Bilingual Para-Professional. Educational technology that supports instructional needs of underperforming students is also funded by categorical funds.

Fiscal support (EPC)

Fiscal support is provided through Title 1, LCFF, and ASES funding.

# Stakeholder Involvement

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

## Involvement Process for the SPSA and Annual Review and Update

When planning for the SPSA and developing school goals, key stakeholder groups were permitted to provide input. Throughout the school year school staff engage in a data-driven needs assessment during staff and grade level meetings. When the SSC and ELAC committees were convened they were provided assessment data and given an opportunity to provide input on the school's needs. In August, all parents were offered the opportunity to learn about assessment data and categorical funding and programs through a virtual Title 1 Parent Informational meeting. Attendees of our PTC meetings are informed of student progress and achievement. Throughout the school year, these stakeholder groups are provided regular updates and information regarding progress toward school-wide goals.

## Resource Inequities

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

Through the needs assessment, no resource inequities were identified.



# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	112	93	83
Grade 1	95	95	82
Grade 2	91	92	89
Grade3	92	89	94
Grade 4	94	89	85
Grade 5	97	95	92
Grade 6	103	104	98
<b>Total Enrollment</b>	684	657	623

### Conclusions based on this data:

1. It is noted that 38% of Magnolia students are identified as Hispanic/Latino. These students need to be considered for additional supports.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	107	97	80	15.6%	14.8%	12.8%
Fluent English Proficient (FEP)	33	24	29	4.8%	3.7%	4.7%
Reclassified Fluent English Proficient (RFEP)	6	6	9	5.2%	5.6%	9.3%

### Conclusions based on this data:

1. Nearly 13% of Magnolia students are considered English Learners. These students will need additional support for their academic achievement.
2. Over the past school year, there was an increase in the number of students that were Reclassified as Fluent English Proficient. Continued use of additional supports are needed to help more of our English Language Learners achieve the necessary levels of English fluency to be considered reclassified.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	95	94	92	93	90	83	93	90	81	97.9	95.7	90.2
Grade 4	97	88	90	93	87	81	93	87	81	95.9	98.9	90.0
Grade 5	97	100	95	97	95	77	97	95	76	100	95	81.1
Grade 6	99	105	94	99	101	73	99	101	73	100	96.2	77.7
All Grades	388	387	371	382	373	314	382	373	311	98.5	96.4	84.6

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

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2415.	2424.	2386.	21.51	20.00	11.11	21.51	23.33	20.99	24.73	25.56	24.69	32.26	31.11	43.21
Grade 4	2441.	2473.	2438.	12.90	21.84	18.52	26.88	27.59	14.81	17.20	27.59	22.22	43.01	22.99	44.44
Grade 5	2482.	2496.	2473.	17.53	12.63	14.47	23.71	38.95	22.37	27.84	23.16	23.68	30.93	25.26	39.47
Grade 6	2519.	2524.	2517.	10.10	18.81	12.33	38.38	27.72	27.40	27.27	25.74	36.99	24.24	27.72	23.29
All Grades	N/A	N/A	N/A	15.45	18.23	14.15	27.75	29.49	21.22	24.35	25.47	26.69	32.46	26.81	37.94

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	23.66	20.00	4.94	39.78	46.67	65.43	36.56	33.33	29.63
Grade 4	19.35	20.69	11.11	46.24	58.62	66.67	34.41	20.69	22.22
Grade 5	15.46	20.00	10.53	50.52	45.26	67.11	34.02	34.74	22.37
Grade 6	19.19	17.82	8.22	48.48	41.58	73.97	32.32	40.59	17.81
All Grades	19.37	19.57	8.68	46.34	47.72	68.17	34.29	32.71	23.15

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	15.05	20.00	9.88	48.39	57.78	44.44	36.56	22.22	45.68
Grade 4	11.83	22.99	13.75	49.46	54.02	56.25	38.71	22.99	30.00
Grade 5	26.80	24.21	14.47	39.18	57.89	47.37	34.02	17.89	38.16
Grade 6	22.22	27.72	12.50	49.49	48.51	61.11	28.28	23.76	26.39
All Grades	19.11	23.86	12.62	46.60	54.42	52.10	34.29	21.72	35.28

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	16.13	24.44	6.17	64.52	61.11	82.72	19.35	14.44	11.11
Grade 4	9.68	25.29	6.17	73.12	63.22	72.84	17.20	11.49	20.99
Grade 5	13.40	11.58	6.58	62.89	71.58	77.63	23.71	16.84	15.79
Grade 6	14.14	14.85	13.70	71.72	67.33	71.23	14.14	17.82	15.07
All Grades	13.35	18.77	8.04	68.06	65.95	76.21	18.59	15.28	15.76

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	29.03	24.44	14.81	50.54	48.89	60.49	20.43	26.67	24.69
Grade 4	12.90	22.99	9.88	58.06	54.02	66.67	29.03	22.99	23.46
Grade 5	17.53	24.21	17.11	53.61	48.42	57.89	28.87	27.37	25.00
Grade 6	31.31	27.72	19.18	48.48	45.54	65.75	20.20	26.73	15.07
All Grades	22.77	24.93	15.11	52.62	49.06	62.70	24.61	26.01	22.19

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. Trend data shows that for the 20-21 year, there was a decrease in the number of students that exceeded or met standards in their ELA achievement in all claim areas. Interventions and supports will continue to need to be in place to support student achievement. It is recognized that the unique circumstances of the 20-21 school year had an impact on student achievement.

2. The claim area of Writing is of biggest concern as more than 35% of our students are considered "Below Standard" in that area.
3. The claim area of Reading is also of concern as more than 23% of our students are considered "Below Standard" in that area.

# 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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	95	94	92	93	91	80	93	91	80	97.9	96.8	87.0
Grade 4	97	88	90	93	87	75	93	87	75	95.9	98.9	83.3
Grade 5	97	99	95	97	96	78	97	96	78	100	97	82.1
Grade 6	99	105	94	99	102	69	99	102	69	100	97.1	73.4
All Grades	388	386	371	382	376	302	382	376	302	98.5	97.4	81.4

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

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2412.	2432.	2384.	7.53	16.48	1.25	33.33	27.47	21.25	26.88	35.16	31.25	32.26	20.88	46.25
Grade 4	2439.	2472.	2442.	3.23	12.64	5.33	24.73	31.03	17.33	37.63	34.48	48.00	34.41	21.84	29.33
Grade 5	2487.	2505.	2449.	13.40	14.58	3.85	21.65	22.92	15.38	29.90	37.50	26.92	35.05	25.00	53.85
Grade 6	2502.	2504.	2491.	14.14	13.73	10.14	23.23	20.59	8.70	25.25	31.37	39.13	37.37	34.31	42.03
All Grades	N/A	N/A	N/A	9.69	14.36	4.97	25.65	25.27	15.89	29.84	34.57	36.09	34.82	25.80	43.05

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	20.43	30.77	5.00	45.16	43.96	52.50	34.41	25.27	42.50
Grade 4	11.83	29.89	6.67	32.26	40.23	53.33	55.91	29.89	40.00
Grade 5	26.80	25.00	8.97	28.87	40.63	37.18	44.33	34.38	53.85
Grade 6	21.21	18.63	8.70	29.29	37.25	43.48	49.49	44.12	47.83
All Grades	20.16	25.80	7.28	33.77	40.43	46.69	46.07	33.78	46.03

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>
<b>Grade 3</b>	12.90	17.58	3.75	50.54	59.34	55.00	36.56	23.08	41.25
<b>Grade 4</b>	8.60	16.09	9.33	51.61	52.87	54.67	39.78	31.03	36.00
<b>Grade 5</b>	10.31	12.50	5.13	50.52	56.25	48.72	39.18	31.25	46.15
<b>Grade 6</b>	14.14	13.73	10.14	47.47	45.10	53.62	38.38	41.18	36.23
<b>All Grades</b>	11.52	14.89	6.95	50.00	53.19	52.98	38.48	31.91	40.07

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>
<b>Grade 3</b>	21.51	24.18	12.50	47.31	53.85	66.25	31.18	21.98	21.25
<b>Grade 4</b>	5.38	18.39	6.67	49.46	55.17	73.33	45.16	26.44	20.00
<b>Grade 5</b>	9.28	11.46	2.56	53.61	57.29	67.95	37.11	31.25	29.49
<b>Grade 6</b>	10.10	18.63	8.70	49.49	48.04	72.46	40.40	33.33	18.84
<b>All Grades</b>	11.52	18.09	7.62	50.00	53.46	69.87	38.48	28.46	22.52

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. Trend data shows that for the 20-21 year, there was a significant decrease in the number of students that exceeded or met standards in their Math achievement in all claim areas. Interventions and supports will continue to need to be in place to support student achievement. It is recognized that the unique circumstances of the 20-21 school year had an impact on student achievement.
2. The claim area of Concepts and Procedures is of biggest concern as more than 46% of our students are considered "Below Standard" in that area.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	1412.5	1420.8	*	1429.8	1433.3	*	1372.1	1391.2	*	17	18	9
<b>1</b>	1449.6	1450.0	*	1460.8	1460.2	*	1437.9	1439.2	*	17	12	7
<b>2</b>	1477.2	1485.8	1478.6	1488.9	1485.3	1469.4	1465.0	1485.7	1487.2	15	15	12
<b>3</b>	1460.5	1482.1	*	1455.1	1477.4	*	1465.6	1486.4	*	12	16	10
<b>4</b>	1492.0	1514.2	1497.9	1483.3	1528.3	1503.1	1500.1	1499.6	1492.4	22	12	15
<b>5</b>	1505.6	1512.2	1521.6	1494.1	1488.6	1519.8	1516.6	1535.5	1523.0	16	20	16
<b>6</b>	1528.0	1508.8	*	1529.2	1510.7	*	1526.3	1506.5	*	13	11	9
<b>All Grades</b>										112	104	78

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	16.67	*	*	33.33	*	*	27.78	*	*	22.22	*	17	18	*
<b>1</b>	*	8.33	*	*	41.67	*	*	41.67	*	*	8.33	*	17	12	*
<b>2</b>	*	13.33	8.33	*	46.67	41.67	*	26.67	50.00		13.33	0.00	15	15	12
<b>3</b>		0.00	*	*	37.50	*	*	56.25	*	*	6.25	*	12	16	*
<b>4</b>	*	25.00	13.33	50.00	25.00	66.67	*	33.33	6.67	*	16.67	13.33	22	12	15
<b>5</b>	*	10.00	12.50	75.00	45.00	43.75	*	35.00	43.75	*	10.00	0.00	16	20	16
<b>6</b>	*	0.00	*	*	45.45	*	*	27.27	*	*	27.27	*	13	11	*
<b>All Grades</b>	17.86	10.58	7.69	43.75	39.42	42.31	23.21	35.58	39.74	15.18	14.42	10.26	112	104	78

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.



Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	11.11	*	*	38.89	*	*	33.33	*	*	16.67	*	17	18	*
<b>1</b>	*	16.67	*	*	58.33	*		16.67	*	*	8.33	*	17	12	*
<b>2</b>	*	26.67	25.00	*	46.67	16.67		20.00	58.33		6.67	0.00	15	15	12
<b>3</b>	*	18.75	*	*	62.50	*	*	12.50	*	*	6.25	*	12	16	*
<b>4</b>	*	33.33	53.33	63.64	25.00	33.33	*	41.67	0.00	*	0.00	13.33	22	12	15
<b>5</b>	*	15.00	31.25	*	60.00	56.25	*	15.00	12.50		10.00	0.00	16	20	16
<b>6</b>	*	27.27	*	*	45.45	*		18.18	*	*	9.09	*	13	11	*
<b>All Grades</b>	34.82	20.19	28.21	43.75	49.04	39.74	*	22.12	23.08	12.50	8.65	8.97	112	104	78

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	11.11	*	*	27.78	*	*	33.33	*	*	27.78	*	17	18	*
<b>1</b>	*	0.00	*	*	25.00	*	*	58.33	*	*	16.67	*	17	12	*
<b>2</b>	*	6.67	8.33	*	53.33	41.67	*	26.67	41.67	*	13.33	8.33	15	15	12
<b>3</b>		0.00	*		25.00	*	*	56.25	*	*	18.75	*	12	16	*
<b>4</b>	*	8.33	6.67	*	8.33	40.00	*	50.00	26.67	*	33.33	26.67	22	12	15
<b>5</b>	*	5.00	6.25	*	40.00	31.25	*	40.00	43.75	*	15.00	18.75	16	20	16
<b>6</b>	*	0.00	*	*	9.09	*	*	54.55	*	*	36.36	*	13	11	*
<b>All Grades</b>	*	4.81	3.85	26.79	28.85	25.64	39.29	44.23	44.87	26.79	22.12	25.64	112	104	78

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	64.71	11.11	*	*	77.78	*	*	11.11	*	17	18	*
<b>1</b>	76.47	58.33	*	*	33.33	*	*	8.33	*	17	12	*
<b>2</b>	80.00	40.00	16.67	*	53.33	75.00		6.67	8.33	15	15	12
<b>3</b>	*	12.50	*	*	68.75	*	*	18.75	*	12	16	*
<b>4</b>	*	33.33	46.67	63.64	58.33	46.67	*	8.33	6.67	22	12	15
<b>5</b>	*	5.00	6.25	*	80.00	87.50	*	15.00	6.25	16	20	16
<b>6</b>	*	18.18	*	*	54.55	*		27.27	*	13	11	*
<b>All Grades</b>	48.21	23.08	15.38	40.18	63.46	73.08	11.61	13.46	11.54	112	104	78

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	27.78	*	70.59	55.56	*	*	16.67	*	17	18	*
<b>1</b>	*	8.33	*	*	83.33	*	*	8.33	*	17	12	*
<b>2</b>	*	20.00	25.00	*	73.33	75.00		6.67	0.00	15	15	12
<b>3</b>	*	43.75	*	*	50.00	*	*	6.25	*	12	16	*
<b>4</b>	*	50.00	46.67	59.09	50.00	40.00	*	0.00	13.33	22	12	15
<b>5</b>	*	30.00	81.25	*	60.00	18.75		10.00	0.00	16	20	16
<b>6</b>	*	54.55	*	*	36.36	*	*	9.09	*	13	11	*
<b>All Grades</b>	32.14	32.69	41.03	55.36	58.65	47.44	12.50	8.65	11.54	112	104	78

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	0.00	*	64.71	66.67	*	*	33.33	*	17	18	*
1	*	0.00	*	*	83.33	*	*	16.67	*	17	12	*
2	*	6.67	33.33	*	80.00	50.00	*	13.33	16.67	15	15	12
3		0.00	*	*	75.00	*	*	25.00	*	12	16	*
4	*	8.33	6.67	50.00	50.00	60.00	*	41.67	33.33	22	12	15
5	*	20.00	6.25	75.00	60.00	56.25	*	20.00	37.50	16	20	16
6	*	0.00	*	*	36.36	*	*	63.64	*	13	11	*
<b>All Grades</b>	14.29	5.77	8.97	50.89	65.38	51.28	34.82	28.85	39.74	112	104	78

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	44.44	*	*	22.22	*	*	33.33	*	17	18	*
1	*	0.00	*	*	66.67	*	*	33.33	*	17	12	*
2	*	6.67	8.33	80.00	73.33	66.67	*	20.00	25.00	15	15	12
3		0.00	*	*	81.25	*	*	18.75	*	12	16	*
4	*	8.33	6.67	59.09	66.67	80.00	*	25.00	13.33	22	12	15
5	*	15.00	0.00	*	80.00	87.50	*	5.00	12.50	16	20	16
6		9.09	*	92.31	72.73	*	*	18.18	*	13	11	*
<b>All Grades</b>	12.50	13.46	3.85	66.07	65.38	74.36	21.43	21.15	21.79	112	104	78

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. Trend data shows that consistent progress is not being made from year to year with regard to overall achievement on the ELPAC however in individual domains, progress has been made. Interventions and supports that are in place are having an impact on student achievement.
2. The domain area of Written Language is of biggest concern as only 3.85% of our students are considered "Well Developed" in that area.
3. The domain area of Reading is also of concern as only 8.97% of our students are considered "Well Developed" in that area.

# School and Student Performance Data

## Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>623</b>	<b>48.0</b>	<b>12.8</b>	<b>0.8</b>
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	80	12.8
Foster Youth	5	0.8
Homeless	7	1.1
Socioeconomically Disadvantaged	299	48.0
Students with Disabilities	62	10.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	3	0.5
American Indian or Alaska Native	1	0.2
Asian	6	1.0
Filipino	1	0.2
Hispanic	234	37.6
Two or More Races	33	5.3
Native Hawaiian or Pacific Islander	2	0.3
White	343	55.1

### Conclusions based on this data:

1. 48% of Magnolia students are Socioeconomically Disadvantaged. These students may require additional supports to improve their academic achievement.

2. Nearly 13% of Magnolia students are English Language Learners. These students will need additional supports to help them achieve English Language fluency.
3. 10% of Magnolia students are students with disabilities. These students will need additional support to improve their academic achievement.





# School and Student Performance Data

## Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Green	<b>Chronic Absenteeism</b>  Yellow	<b>Suspension Rate</b>  Orange
<b>Mathematics</b>  Green		

#### Conclusions based on this data:

1. The Dashboard data from 2019 indicated that we had made significant improvements in English Language Arts. Interventions and supports that were in place were having an impact on student achievement in this area.
2. The Dashboard data from 2019 indicated that we had made significant improvements in Math. Interventions and supports that were in place were having an impact on student achievement in this area.
3. The Dashboard data from 2019 indicated a need to improve in the area of Chronic Absenteeism. The interventions and awareness in this area should be continued and additional supports need to be an area of focus for discussions and planning.

# School and Student Performance Data

## Academic Performance English Language Arts

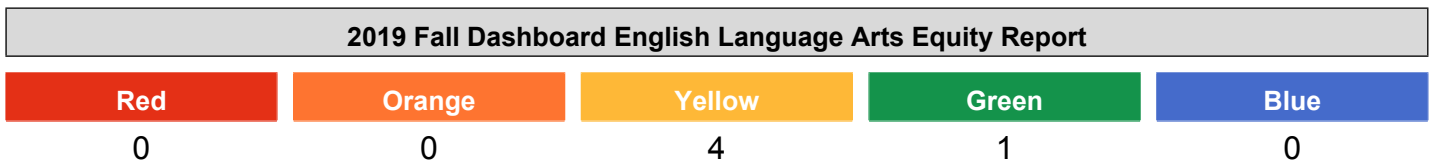
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> Green 2.6 points below standard Increased Significantly ++16.2 points 357	<p><b>English Learners</b></p> Yellow 29.4 points below standard Increased Significantly ++22.7 points 73	<p><b>Foster Youth</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p><b>Homeless</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<p><b>Socioeconomically Disadvantaged</b></p> Yellow 19.8 points below standard Increased ++12.8 points 196	<p><b>Students with Disabilities</b></p> Yellow 47.8 points below standard Increased Significantly ++26 points 48

**2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 14 points below standard Increased Significantly ++20.1 points 143	 No Performance Color 28.1 points above standard Increased Significantly ++50.3 points 12	 No Performance Color 0 Students	 Green 5.4 points above standard Increased ++10.6 points 195

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

**2019 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
63.2 points below standard Increased Significantly ++17.5 points 50	43.9 points above standard Increased Significantly ++26.1 points 23	2.1 points above standard Increased ++13.3 points 275

**Conclusions based on this data:**

- The 2019 Dashboard data indicated that "All Students" increased significantly with regard to English Language Arts. Interventions and supports that were in place were having an impact on student achievement in this area. However, English Language Arts will continue to be an area of focus as students are 2.6 points below standard.
- The 2019 Dashboard data indicated that Students with Disabilities' achievement increased significantly however, they were still 47.8 points below standard in English Language Arts. These students will continue to be an area of focus and will need additional supports for improved academic achievement.
- The 2019 Dashboard data indicated that our English Learner student achievement increased significantly however, they were still 29.4 points below standard in English Language Arts. These students will continue to be an area of focus and will need additional supports for improved academic achievement.



# School and Student Performance Data

## Academic Performance Mathematics

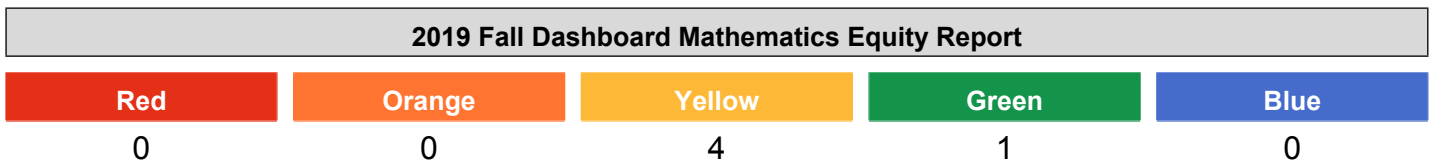
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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










This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Green</p> <p>20.5 points below standard</p> <p>Increased Significantly ++10.6 points 357</p>	<p><b>English Learners</b></p> <p>Yellow</p> <p>47 points below standard</p> <p>Increased Significantly ++21.1 points 73</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>37.6 points below standard</p> <p>Increased Significantly ++21.4 points 196</p>	<p><b>Students with Disabilities</b></p> <p>Yellow</p> <p>66.9 points below standard</p> <p>Increased Significantly ++22.6 points 48</p>

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 37.4 points below standard Increased Significantly ++22.1 points 143	 No Performance Color 7.4 points below standard Increased Significantly ++20.8 points 12	Pacific Islander	 Green 8.4 points below standard Increased ++14.7 points 195

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

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
70.8 points below standard Increased Significantly ++24.2 points 50	4.8 points above standard Increased Significantly ++27.1 points 23	14 points below standard Increased Significantly ++15.2 points 275

#### Conclusions based on this data:

1. The 2019 Dashboard data indicated that "All Students" increased significantly with regard to Math. Interventions and supports that were in place were having an impact on student achievement in this area. However, Math will continue to be an area of focus as students are 20.5 points below standard.
2. The 2019 Dashboard data indicated that Students with Disabilities' achievement increased significantly however, they were still 66.9 points below standard in Math. These students will continue to be an area of focus and will need additional supports for improved academic achievement.
3. The 2019 Dashboard data indicated that our English Learner student achievement increased significantly however, they were still 47 points below standard in Math. These students will continue to be an area of focus and will need additional supports for improved academic achievement.

# School and Student Performance Data

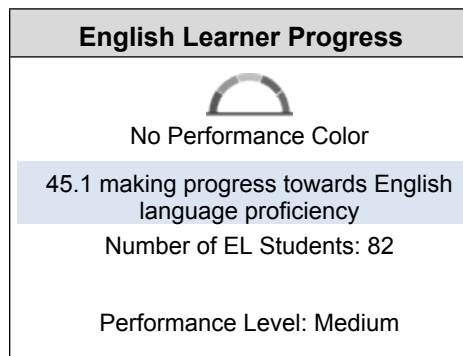
## Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

### 2019 Fall Dashboard English Learner Progress Indicator



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

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
14.6	40.2		45.1

#### Conclusions based on this data:

1. The 2019 Dashboard data indicated that 45% of our English Learners were making progress towards proficiency in English language. Interventions and supports that were in place were having an impact on student achievement in this area. However, we still had about 55% of students that need to make progress. These students' progress should be carefully monitored in order to provide them with the supports they need to make improvements.
2. The 2019 Dashboard data indicated that nearly 15% of our English Learners had decreased one ELPI Level. These students' progress should be carefully monitored and interventions provided in order to give them the supports they need to make progress.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

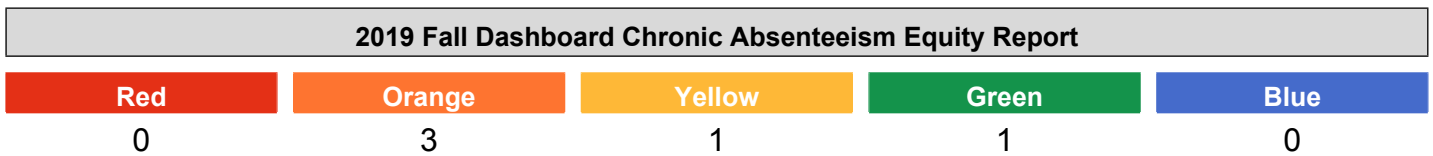
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p>  Yellow 10 Maintained +0.3 731	<p><b>English Learners</b></p>  Orange 11.9 Maintained +0.1 118	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
<p><b>Homeless</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	<p><b>Socioeconomically Disadvantaged</b></p>  Orange 14.5 Increased +1.1 428	<p><b>Students with Disabilities</b></p>  Yellow 14.1 Declined -4.4 92

## 2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 Orange <span style="background-color: #e0e0e0; padding: 2px;">14.6</span> Increased +1.9 281	 No Performance Color <span style="background-color: #e0e0e0; padding: 2px;">4.2</span> Declined -5.4 24	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Green <span style="background-color: #e0e0e0; padding: 2px;">7.1</span> Declined -0.7 409

### Conclusions based on this data:

1. The 2019 Dashboard data indicated that 10% of our students were considered "Chronically absent" and that we had a slight growth of 0.3% in this area. The awareness campaign should be continued as it was having a positive effect on our attendance rates.
2. The 2019 Dashboard data indicated that our Socioeconomically Disadvantaged and our Hispanic students' absentee rates had increased. Additional information to families and students within these subgroups is needed to support an increase in student attendance.
3. The 2019 Dashboard data indicated 3 subgroups are in the performance color of "Orange" for Chronically absent. Additional information to families and students within these subgroups is needed to support an increase in student attendance.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

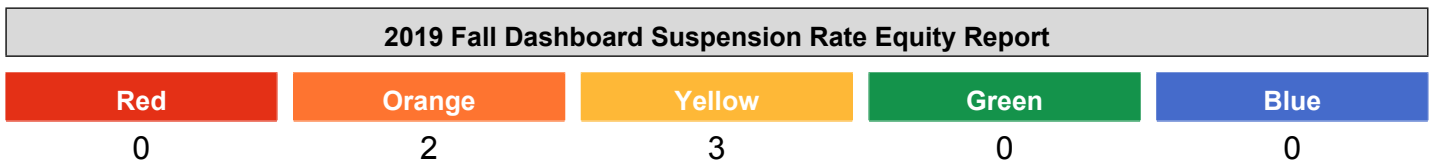
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>3.1</p> <p>Maintained -0.1</p> <p>745</p>	<p><b>English Learners</b></p> <p>Yellow</p> <p>1.7</p> <p>Maintained 0</p> <p>119</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>4</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>0</p> <p>Declined -16.7</p> <p>11</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>3.9</p> <p>Increased +0.4</p> <p>440</p>	<p><b>Students with Disabilities</b></p> <p>Yellow</p> <p>4.2</p> <p>Declined -4</p> <p>95</p>

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 4	 No Performance Color Less than 11 Students - Data 1	 No Performance Color Less than 11 Students - Data 7	 No Performance Color Less than 11 Students - Data 3
Hispanic	Two or More Races	Pacific Islander	White
 Orange 2.1 Increased +1.4 284	 No Performance Color 0 Declined -4.8 24	 No Performance Color Less than 11 Students - Data 2	 Yellow 3.8 Declined -0.8 420

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

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	3.1	3.1

**Conclusions based on this data:**

- The 2019 Dashboard data indicated that there had been very little change in the suspension rates over the years. However, the Magnolia staff and the Oakdale Joint Unified School District is committed to providing a safe and secure school environment so this slight increase is not alarming. There will be a continuation of the character assemblies and incentive and recognition program to continue to spread awareness about school behavioral expectations. .

# 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

Proficiency in Reading/Language Arts

## LEA/LCAP Goal

OJUSD will support the delivery of effective and dynamic instruction.

## Goal 1

By May 2023, the percentage of students scoring at or above grade level on the iReady assessment will increase by 5% as measured by the May 2023 iReady assessment. In addition, the percentage of students scoring below grade level in the area of Comprehension of Informational Text will decrease by 5% as measured by the May 2023 iReady assessment. Further the number of students scoring "Meets" or "Exceeds" Standards in ELA on the 2023 SBAC assessment will increase by 5%.

## Identified Need

Through careful data analysis of the December 2021 iReady assessment achievement data by stakeholders, it was noted that 67% of our students did not score at or above grade level in Reading. When looking at achievement in the various domains, it was noted that 67% of the students assessed were below grade level in the domain of Comprehension of Informational Text.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
December 2021 iReady assessment	36% of students scored "Early On Grade Level" or "Mid or Above Grade Level"	41% of students scoring "Early On Grade Level" or "Mid or Above Grade Level"
December 2021 iReady assessment	67% of students scored "One to Three or More Grade Levels Below" in the area of Comprehension of Informational Text	62% of students scoring "One to Three or More Grade Levels Below" in the area of Comprehension of Informational Text
2020-2021 SBAC assessment	35% of students scored "Standard Met" or "Standard Exceeded"	40% of students scoring "Standard Met" or "Standard Exceeded"

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All Students



### Strategy/Activity

Teachers will provide a dynamic learning environment that focuses on student engagement and IS4 instruction including the use of educational technology and supports to provide differentiated instruction to meet the needs of Students with Disabilities, English Learners, GATE, and at-risk students. A variety of instructional strategies and tools will be utilized to improve student understanding of concepts and engagement including educational programming such as i-Ready, IXL, and Pear Deck.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5,000.00	ESSA-Title I, Part A, Basic Grants Low Income and Neglected Copier Lease/Maintenance Agreement
10,000.00	LCFF Supplemental and Concentration Funds Supplemental Materials and Supplies
8,000.60	ESSA-Title I, Part A, Basic Grants Low Income and Neglected Outside Services - STAR/Accelerated Reading
120.00	ESSA-Title I, Part A, Basic Grants Low Income and Neglected Registration Fees (Science Olympiad/Spelling Bee)
7,200.00	ESSA-Title I, Part A, Basic Grants Low Income and Neglected Outside Services - i-Ready

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

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

All students

### Strategy/Activity

Continue to refine and develop our academic Response to Intervention program as evidenced by on-going professional learning, data conversations, targeted interventions, data analysis, PLC work, classroom supports, and enrichment opportunities for students. Staff will focus on common grade level pacing of Core Curriculum and assessment data from common formative assessments, including IABs, to identify strengths and targeted areas for support.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2,000.00	ESSA-Title I, Part A, Basic Grants Low Income and Neglected Conferences/Workshops for site staff
1,500.00	LCFF Supplemental and Concentration Funds Substitute Teacher Expense for Conferences

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

All Students

#### Strategy/Activity

Continue to provide Instructional Coaching support for all teachers to improve instructional best practices through the use of site walk-through data, District Academic Coaches and Teachers Teaching Teachers support.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
700.00	ESSA-Title I, Part A, Basic Grants Low Income and Neglected Substitute Teacher Expense for Teacher release time

## Annual Review

### SPSA Year Reviewed: 2021-22

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.

Our strategies and activities in this area were fully implemented. Teachers report that students are making steady progress on ELA common assessments given and that students are making

progress toward the goal. The strategies and activities are having an impact on student achievement.

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

There were no major differences between the intended implementation and the budgeted expenditures.

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.

There will be no changes made to the goal and we will continue our focus on the claim area of Reading as there are more students in need of intervention in that claim area.

# 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

Proficiency in Mathematics

## LEA/LCAP Goal

OJUSD will support the delivery of effective and dynamic instruction.

## Goal 2

By May 2023, the percentage of students scoring at or above grade level on the iReady assessment will increase by 5% as measured by the May 2023 iReady assessment. In addition, the percentage of students scoring below grade level in the area of Number and Operations will decrease by 5% as measured by the May 2023 iReady assessment. Further the number of students scoring "Meets" or "Exceeds" Standards in Math on the 2023 SBAC assessment will increase by 5%.

## Identified Need

Through careful data analysis of the December 2021 iReady assessment achievement data by stakeholders, it was noted that 78% of our students did not score at or above grade level in Math. When looking at achievement in the various domains, it was noted that 66% of the students assessed were below grade level in the domain of Number and Operations.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
December 2021 iReady assessment	22% of students scored "Early On Grade Level" and "Mid or Above Grade Level"	27% of students scoring "Early On Grade Level" and "Mid or Above Grade Level"
December 2021 iReady assessment	66% of students scored "One to Three or More Grade Levels Below" in the area of Number and Operations	71% of students scoring "One to Three or More Grade Levels Below" in the area of Number and Operations
2021 Math SBAC assessment	21% of students scored "Standard Met" or "Standard Exceeded"	26% of students scoring "Standard Met" or "Standard Exceeded"

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teachers will provide a dynamic learning environment that focuses on student engagement and IS4 instruction including the use of educational technology and supports to provide differentiated instruction to meet the needs of Students with Disabilities, English Learners, GATE, and at-risk students. A variety of instructional strategies and tools will be utilized to improve student understanding of concepts and engagement including educational programming such as ST Math, IXL, and iReady.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
5,000.00	ESSA-Title I, Part A, Basic Grants Low Income and Neglected Copier Lease/Maintenance Agreement
7,200.00	LCFF Supplemental and Concentration Funds Outside Services - iReady
10,000.00	ESSA-Title I, Part A, Basic Grants Low Income and Neglected Outside Services - ST Math Program
9,474.05	LCFF Supplemental and Concentration Funds Supplemental Materials and Supplies

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

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

All Students

**Strategy/Activity**

Continue to refine and develop our academic Response to Intervention program as evidenced by on-going Professional Learning, data conversations, targeted interventions, data analysis, PLC work, classroom supports, and enrichment opportunities for students. Staff will focus on common grade level pacing Core Curriculum and assessment data from common formative assessments, including IABs and iReady, to identify strengths and targeted areas for support.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
2,000.00	ESSA-Title I, Part A, Basic Grants Low Income and Neglected

	Conference/Workshop for site staff
1,000.00	LCFF Supplemental and Concentration Funds Substitute Teacher Costs for Conference Attendance

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

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

All Students

**Strategy/Activity**

Continue to provide instructional coaching support for all teachers to improve instructional best practices through the use of site walk-through data, District Academic Coaches and Teachers Teaching Teachers support.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
500.00	LCFF Supplemental and Concentration Funds Substitute Teacher Expense for Teacher release time

**Annual Review**

**SPSA Year Reviewed: 2021-22**

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.

Our strategies and activities in this area were fully implemented. Teachers report that students are making steady progress on Math common assessments given and that students are making progress toward the goal. The strategies and activities are having an impact on student achievement.

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

There were no major differences between the intended implementation and the budgeted expenditures.

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.

There will be no changes made to the goal as there are still 60% of students not meeting the standard and we will continue our focus on the claim area of Concepts and Procedures as there are more students in need of intervention in that claim area.

# 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

Proficiency for High Priority Students

## LEA/LCAP Goal

OJUSD will support the delivery of effective and dynamic instruction.

## Goal 3

Increased academic proficiency of all struggling students with a specific focus on High Priority Students (English Learners, Foster, Low-Income, Homeless, and other academic at-risk students) as evidenced by a 5% increase in iReady and SBAC scores in both ELA and Math achievement.

## Identified Need

Through our data analysis of our most recent comprehensive data, the 2021 SBAC achievement, it was noted that our English Learners and Students with Disabilities scores are significantly below the standard in ELA and Math. In addition, our Socioeconomically Disadvantaged students were significantly below standard in Math. In addition, we noted that 8% of our English Learners were at an overall Level 4 on the ELPAC and only 45% of students are making progress in obtaining the English language.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2023 SBAC ELA Data English Learners	70% Standard not met	65% Standard not met
2023 SBAC ELA Data Students with Disabilities	68% Standard not met	63% Standard not met
2022 SBAC Math Data English Learner	66% Standard not met	61% Standard not met
2022 SBAC Math Data Students with Disabilities	76% Standard not met	71% Standard not met
2022 SBAC Math Data Socioeconomically Disadvantaged	54% Standard not met	49% Standard not met
2022 ELPAC	8% Overall Level 4	13% Overall Level 4

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)



Targeted Kindergarten through 6th-grade students struggling with proficiency in ELA and Math including Students with Disabilities

#### Strategy/Activity

Continue to provide supports for struggling students to gain increased proficiency and to mitigate learning loss due to the COVID-19 pandemic in ELA and Math through participation in our Tier 2 MTSS Learning Lab intervention and Tier 3 Resource and Special Day classes. Instructional technology such as Learning A-Z , iReady, and IXL will be used to support engagement and understanding of concepts.

#### 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)

104,584.00

#### Source(s)

ESSA-Title I, Part A, Basic Grants Low Income and Neglected

MTSS Paraprofessionals

500.00

ESSA-Title I, Part A, Basic Grants Low Income and Neglected

Outside Services - Learning A-Z & Sunburst

#### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

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

Targeted Kindergarten through 6th-grade students struggling with proficiency in ELA and Math

#### Strategy/Activity

Continue to provide additional instructional support to meet the diverse needs of students, including "high priority" students through our ASPIRE After School Program.

#### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

56,240.46

#### Source(s)

After School Education and Safety (ASES)

ASP Manager

75,455.54

After School Education and Safety (ASES)

ASP Line Staff

7,354.00

After School Education and Safety (ASES)

**Strategy/Activity 3****Students to be Served by this Strategy/Activity**

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

English Learners

**Strategy/Activity**

Continue to provide supports for English Learners to increase proficiency in ELA, including language acquisition, and Math.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
42,929.81	LCFF Supplemental and Concentration Funds Bilingual Paraprofessional
13,899.14	LCFF Supplemental and Concentration Funds District Translator
4,000.00	LCFF Supplemental and Concentration Funds Supplemental Materials and Supplies
6,000.00	LCFF Supplemental and Concentration Funds Instructional Technology

**Strategy/Activity 4****Students to be Served by this Strategy/Activity**

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

Students with Disabilities

**Strategy/Activity**

Special Education staff will participate in our District Special Ed Task force and grade level Core Curriculum Support Sessions to identify best instructional practices and curriculum resources to address areas of need with our Students with Disabilities student population.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
500.00	Unrestricted

**Strategy/Activity 5****Students to be Served by this Strategy/Activity**

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

English Learners

**Strategy/Activity**

In addition to grade level support, a specific After School English Language intervention will be provided for our EL students that are at the "Beginning" or "Somewhat Developed" stage of their language development.

**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)

3,793.40

Source(s)

ESSA-Title I, Part A, Basic Grants Low Income and Neglected

Bilingual Aide ASPIRE EL Boot Camp

**Annual Review****SPSA Year Reviewed: 2021-22**

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.

Our strategies and activities in this area were fully implemented. Teachers report that students are making progress on ELA and Math common assessments given and that students are making progress toward the goal. The strategies and activities are having an impact on student achievement.

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

There were no major differences between the intended implementation and the budgeted expenditures.

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.

There will be no changes to this goal as our students in significant subgroups are still below standard in ELA and Math.

# 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

School Climate and Safety

## LEA/LCAP Goal

OJUSD will support school engagement of students and their families.

## Goal 4

By May 2023 there will be a reduction of discipline incidents by 2% and an increase in attendance by 2% as evidenced by the 2023 Fall Dashboard Data.

## Identified Need

After reviewing the information from the 2019 Fall Dashboard, it was noted that there has been very little change in the number of suspensions over the last few years. In addition, the Dashboard data indicated that Socioeconomically Disadvantaged and Hispanic students' Chronic Absenteeism has increased.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2023 Fall Dashboard Data	3.1% of students suspended at least once	1.1% of students suspended at least once
2023 Fall Dashboard Data	14.5% Socioeconomically Disadvantaged Students Chronically Absent	12.5% Students with Disabilities Chronically Absent
2023 Fall Dashboard Data	14.6% Hispanic Students Chronically Absent	12.6% Hispanic Students Chronically Absent

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

Continue to provide monthly Character, Behavioral Expectations, Problem Solving, and Anti-Bullying assemblies to students as well as continue our recognition and incentives of students demonstrating positive character traits.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,504.00	LCFF Supplemental and Concentration Funds Character/Attendance Program Rewards and Incentives

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

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

All Students

**Strategy/Activity**

Continue to provide a safe and secure campus.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
3,000.00	Unrestricted Yard Duty/Extra Duty
1,500.00	Unrestricted Supplemental Materials and Supplies

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

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

All Students

**Strategy/Activity**

Continue to provide families with the opportunity to acquire necessary information, knowledge, and skills to support their student's education at school and at home.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
1,665.00	ESSA-Title I, Part A, Basic Grants Low Income and Neglected

**Strategy/Activity 4****Students to be Served by this Strategy/Activity**

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

All Students

**Strategy/Activity**

Continue to promote a healthy life style by engaging students in physical fitness activities to reduce absences.

**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)

2,420.85

Source(s)

Unrestricted

Physical Fitness/Recess Equipment

**Annual Review****SPSA Year Reviewed: 2021-22**

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.

The strategies and activities in this area were fully implemented with the exception of hosting the California Math Festival. Teachers report that students are aware of the Character Traits, the set behavioral expectations for the campus, and the need for good attendance. However, there is still a need to focus on reducing our suspension rate and increasing attendance.

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

There were no major differences between the intended implementation and the budgeted expenditures with the exception of not hosting the California Math Festival.

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.

There will be no changes to this goal as there is still a need to reduce discipline incidents and increase student attendance.

# 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

College and Career

## LEA/LCAP Goal

OJUSD will provide an effective standards-based learning environment.

## Goal 5

By May 2023, 100% of the 2nd-6th grade students surveyed will have identified a career path as measured by the College and Career School Survey

## Identified Need

There has been a very limited exposure of College and Career Awareness to our students. Because of this, there will be a site-wide focus on promoting College and Career awareness.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2022 School College & Career Survey	0% of students have identified a career path	100% of students will have identified a career path

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

Provide students with an increased awareness of College and Career options through classroom instruction and discussions and College and Career Day.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,000.00	Unrestricted Materials Supplies - College & Career Day



500.00

Unrestricted

Copies

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

Strategy/Activity

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

## Annual Review

### SPSA Year Reviewed: 2021-22

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.

The strategies and activities in this area were fully implemented with the exception of our Career Day. Career Day was developed, planned, and ready to be hosted, but due to the COVID-19 school closure 2 days prior to Career Day, we were unable to hold the event this school year. Teachers have been providing College and Career lessons within their classrooms as well as developing a stronger focus on increased student exposure to career options. These classroom strategies and activities are having an impact on student awareness.

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

There were no major differences between the intended implementation and the budgeted expenditures. Even though there was no Career Day event, much planning and preparing had gone into the event using funds allocated to this event.

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.

There will be no changes to this goal as there is still a need to increase student awareness of college and career options.

# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$396,540.85

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	\$150,563.00

Subtotal of additional federal funds included for this school: \$150,563.00

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

State or Local Programs	Allocation (\$)
After School Education and Safety (ASES)	\$139,050.00
LCFF Supplemental and Concentration Funds	\$98,007.00
Unrestricted	\$8,920.85

Subtotal of state or local funds included for this school: \$245,977.85

Total of federal, state, and/or local funds for this school: \$396,540.85

# 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
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## Expenditures by Funding Source

Funding Source	Amount
After School Education and Safety (ASES)	139,050.00
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	150,563.00
LCFF Supplemental and Concentration Funds	98,007.00
Unrestricted	8,920.85

## Expenditures by Budget Reference

Budget Reference	Amount
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## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	After School Education and Safety (ASES)	139,050.00
	ESSA-Title I, Part A, Basic Grants Low Income and Neglected	150,563.00
	LCFF Supplemental and Concentration Funds	98,007.00
	Unrestricted	8,920.85

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	34,520.60
Goal 2	35,174.05

Goal 3	315,256.35
Goal 4	10,089.85
Goal 5	1,500.00

# School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Janet Hamby	Principal
Janine Casey	Parent or Community Member
Marissa Donahue	Parent or Community Member
Jamie Dray	Parent or Community Member
Jennifer Uribe	Parent or Community Member
Jackie Wilson	Parent or Community Member
Shauna Di Dio	Classroom Teacher
Crystal Beget-Womack	Classroom Teacher
Cindy Hodge	Classroom Teacher
Tiffany Richison	Other School Staff

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 04/25/2022.

Attested:

Principal, Janet Hamby on April 25, 2022

SSC Chairperson, Jamie Dray on April 25, 2022


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