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 Junior High School	36676786059372	5/3/2022	July 21, 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)

X Schoolwide Program

Magnolia Junior High serves as a Title I Schoolwide Program. Chino Valley Unified School District in partnership with all stakeholders at Magnolia Junior High have developed and will monitor the implementation and effectiveness of the School Plan for Student Achievement . Magnolia Junior High serves as a Title I Schoolwide Program. Chino Valley Unified School District in partnership with all stakeholders at Magnolia Junior High have developed and will monitor the implementation and effectiveness of the School Plan for Student Achievement in order to improve student outcomes and attain growth in the following identified priority areas: Students receiving Special Education services and English Language Learners. see Purpose and description handout page 3

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.

This plan effectively meets Every Student Succeeds Act (ESSA) and aligns with the district's three LCAP goals:

LCAP Goal 1: All students are provided a high-quality teaching and learning environment. (Priority 1,2, and 7)

LCAP Goal 2: Students, parents, families, and staff are connected and engaged at their school to ensure student success. (Priority 3,5 and 6)

LCAP Goal 3: All students are prepared for college and career beyond graduation. (Priority 4 and 8)

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Centralized Services

Centralized Services Amount	Administrative Supports - Director of Access and Equity: $160,882, Director of Health Services: $21,000, 4 Bilingual Clerks: $75,953, District Community Liaison: $12,918.00. Direct Services Supports - 4 Technology Training Specialists: $113,648, TOA Elementary ELD Coaches: $123,208, TOA Secondary ELD Coaches: $167,298.

Comprehensive Needs Assessment Components

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

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

In order to best support students and close achievement gaps the District 2021-22 K12 Insight Survey taken by parents, staff and students providing quantifiable data regarding school culture and climate.

On the 2020-201 K12 Insight survey, a total of 608 students, 65 parents, and 26 staff members took with the survey. Of those participants, 57% of parents, 62% of staff members, and 57% of students agreed with the statement: Discipline is enforced fairly. A total of 92.1% (732 of 795) students, 126 parents, and 54.5% (42 of 77) staff members completed the survey stated they Agree or Strongly Agree with the statement: Discipline is enforced fairly.

A survey was given to parents after Virtual Meet Your Teacher Night (in late August) to describe what their needs were to help their student fully engage in learning from home. There were a total of 23 parents that responded to this survey and it was issued to all Magnolia parents. Most answered that their needs were being met noting particularly what a good job they felt Magnolia was doing with communication. Those that did need helped expressed it in the area of technology assistance and regretting they had to work so much that they didn't have time to help their children learn from home. District technology resources and information about the Family Resource Center were provided to families who had those areas of need.

Our school begins the needs assessment process in the month of January when we hold our site LCAP engagement meetings. During this meeting we share data points and metrics that are available for the district and the school site. We also send a K12 Insight Survey to all of our staff, students, and parents. The District K12 Insight Survey is taken by students, parents, and staff, providing quantifiable data regarding school culture and climate. Likewise, data is documented in this plan in the following pages with a data analysis is at the end of each data point. Our needs are then listed on our Goal pages. The needs assessment process continues with our ELAC when they give input into the SPSA for EL programs. The SSC reviews all of this data and then approves the new plan to address the identified needs.

In the K12 parent survey, we learned the following about our engagement groups:
1. 91% of the parents feel that this school keeps families informed of their student's academic progress.
2. 100% of the staff feel that principals and assistant principals are courteous when I have a concern.
3. 84% of the students feel that there is a teacher, counselor, or other staff member to whom a student can go for help with a school problem.

Here are three data points that we can celebrate:
1. 96% of parents said that that teachers give helpful feedback about student work.
2. 86% of staff said that that families are informed about school-sponsored activities.
3. 73% of students said that that families are encouraged to attend school-sponsored activities

Here are three data points that show our opportunities:
1. 80% of parents said that staff members and students teat each other with respect.

2. 67% of staff said that that teachers give timely feedback about student work.
3. 65% of students said that that this school offers a variety of activities and courses.

In the 2021-22 Family Engagement Survey, parents told us that they would like us to offer the following workshops:
1. 12 Powers of Family Business
2. Family Literacy - College Awareness
3. Technology and Cyber Safety

Classroom Observations

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

Our site participated in several types of classroom observations conducted during the school year. One of the most beneficial are the teacher-lead Collaborative Learning Round (CLR) walkthroughs that occur minimally six times per year. The site-based CLR teams are made up of a team of instructional coaches, teachers, and administrators to collect data that is relevant to the District Areas of Emphasis and PBIS areas of focus. Principals and high-level district administrators participate in site-level CLRs bi-yearly. Additionally, members of the administrative team walk through classrooms weekly to observe student observables in the 4Cs and engagement in First Best Instruction. Our focused observations were to examine student observables in the area of engagement. One trend that is evident is the frequent use of technology, randomized name calling, and unit alignment within departments.

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)

Our site utilizes the Professional Learning Communities (PLC) process to analyze state and local assessments to modify instruction and improve student performance. PLCs occur weekly to analyze data and make decisions with regards to instruction and support. Our site administration met with district administration on July 17, 2021 to review 2021 ESA #3 data and progress on our sites 2020-2021 SMART Goals; note that due to COVID-19 the 2020 SBAC was not issued to students. Through this collaborative process Schoolwide SMART Goals were developed in the areas of ELA, Math, and PBIS. Site Administration met with faculty members and the Leadership Team to determine Action Steps in the areas of Curriculum and Instruction, Assessment, and Professional Development that will support achieving each SMART Goal.
Here was baseline data for the school year in our August 2021 administration:
MATH
Grade 7
92.8% participation, Met/Exceeded 25.1%, Nearly Met 29.2%, Not Met 45.8%
Grade 8
95.0% participation,   Met/Exceeded 13%, Nearly Met 33.7%, Not Met 53.3%
IM1
94.9% participation, Met/Exceeded 16.1%, nearly met 32.1%, not met 51.8%

ELA
Grade 7
88.7% participation, Met/Exceeded 37.2%, Nearly Met 29.8%, Not Met 33%
Grade 8
90.9% participation,   Met/Exceeded 42.2%, Nearly Met 30.1%, Not Met 27.7%

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

The PLC process is used to analyze data and to monitor student progress and to respond with intervention and extension for the learning targets with Tier 1 and Tier 2 instruction. Due to the COVID-19 Pandemic and school closures, the CAASPP was not administered for the 2020-2021 school year. Our site will use the CVUSD Essential Standards in ELA and Math to monitor student progress and modify instruction. Essential Standards Assessments will be used three times a year to determine progress toward meeting site SMART Goals in ELA and Math. Here is the end of the year ESA data for 21-22

MATH
Grade 7
97.5% participation, Met/Exceeded 26.2%, Nearly Met 31.6%, Not Met 42.2%
Grade 8
92.7% participation, Met/Exceeded 24.4%, Nearly Met 22.7%, Not Met 52.9%
IM1
101.8% participation, Met/Exceeded 60.8%, nearly met 18.2%, not met 21.8%

ELA
Grade 7
94.1% participation, Met/Exceeded 47.7%, Nearly Met 19.9%, Not Met 32.4%
Grade 8
91.5% participation, Met/Exceeded 39.8%, Nearly Met 32%, Not Met 28.5%

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Magnolia Junior High employs 31 teachers, all of whom are full credentialed.

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

Teachers have received the following professional development trainings with regards to state adopted instructional materials: ELA and mathematics district-level trainings, pilot testing NGSS. Due to COVID-19, teachers have also participated in extensive training to conduct distance learning, particularly with google Classroom. For the 2021-22 school year, teachers will participate in all appropriate district-level trainings offered.

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

Staff development is aligned to the district's 2021-2022 Areas of Emphasis and LCAP Goals. Staff development will focus on the PLC process and Instructional Technology to support Distant Learning. Support will also be given in ELA/ELD, Math, and Positive School Culture. Staff Development will also address the identified needs of Students with disabilities.

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

District instructional coaches will provide ongoing assistance and support to teachers to address the needs of English Learners, Students with Disabilities, Foster Youth, and Students Economically Disadvantaged in order to master standards in ELA and Math.

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

Teacher collaboration occurs weekly through the PLC process embedded in the school day. Teachers meet by both content area and content to plan, analyze and respond to student data. These meetings take place weekly during Tuesday's early release day, and this is the case in distance learning settings due to COVID-19 restrictions.Virtual PLCs are Department-Chair lead through online platforms (such as Google Meets or Zoom).

Teaching and Learning

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

An analysis of the 2021-2022 ESA #3 data results took place in May with district and site personnel. SMART Goals will be drafted, and action steps were identified in the areas of Curriculum/Instruction, Assessment, and Professional Development in order to ensure alignment and strengthen the core academic program in ELA and Math for all students. The following student subgroups were identified in needing support to become proficient: English language learners and students receiving special education services.

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

Our site adheres to the state recommended instructional minutes for ELA/ELD and Math.

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

An analysis of curriculum lesson pacing in ELA and Math and master schedule flexibility has allowed for the development of the following intervention courses or blocks of time: one (1) period of Math 180, one (1) period of Read 180, three (3) periods of Study Skills courses, and two (2) AVID courses. Additionally, teachers have common prep times with instructional coaches to facilitate First Best Instructional practices.

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

100% of our students have available to them standards-based instructional 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)

100% of our students have access to standards-aligned core courses and instructional materials. Distance learning schedules impact access by way of students having limited access to technology. However, our site ha mitigated this issue by loaning Chromebooks and hotspots to all students in need.

Opportunity and Equal Educational Access

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

The following services will resume when students return to campus by our regular program that enable underperforming students to meet standards: Teachers provide tutoring to students; Read/Math 180, Study Skills, and AVID courses are offered; Western University medical students provide tutoring in the afternoons during schools hours to students in math classes.

Evidence-based educational practices to raise student achievement

Through this comprehensive needs assessment process, academic performance and language development data determined that our English Learners continue to be a group that we need to support during ELD and IELD. The number of students scoring a 4 on ELPAC declined significantly as shown in the data summary pages of this SPSA. English Learner data will be evaluated annually through the ELPAC and the ESA. The three goals within this SPSA plan will monitor the progress of the English Learners each year and actions are developed to support implementation towards accomplishing program goals. In order to raise student achievement, the following educational practices are in place: First Best Instruction, randomized name calling and no-opting out, Socratic Seminars (AVID), student collaborative strategies, thinking maps, and collab co-teach practices.

Parental Engagement

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

Information is provided on best practices focusing on parent and family engagement topics that assist the needs of our school and under-achieving students as described from feedback in our annual parent survey. 2. The district Family Engagement Center (FEC) provides monthly and weekly workshops on topics parents can use to support their child's academic and behavioral success. In order to support parents and families as they transition to Distant and Blended learning options, the FEC provides virtual, small group, and 1 to 1 tutorials on how to navigate digital platforms, access Google Classroom, district, school, and teacher web page, and where to find resources to support learning at home. The FEC offers a seven-week English Learner Parent Academy and a monthly Special Education support group meeting. Federal funds are used to support the teacher-parent partnership for building a strong community for student success. Translation is provided at all workshops and trainings. Federal funds are used to support the teacher-parent partnership for building a strong community for student success. Magnolia's bilingual clerk offers office support to families and serves as the primary contact point for families of students who are English Language. Magnolia Junior High has a community space (room 13) on campus for parents to access school and district resources. Additionally, parents have the opportunity to meet with the Principal half and hour before back to school night begins for an open forum to ask questions pertaining to the school and instructional program.

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)

The Action Team for Partnership committee collaborate on the development of the engagement policy and ensures each site receives SSC approval and distributes a copy to each parent and family member of each student.

The district has scheduled parent training and workshops on topics such as understanding LCAP, SSC, ELPAC, CAASPP, Early Literacy, Parents as Partners, Transitions, Learning at Home and IEP 101. The district Parent School Community Specialist works collaboratively with site administration to promote and increase parent engagement in monitoring student academic progress, school decision-making and participation in activities.

The Family Engagement Center provides professional development for administration, teachers and classified support staff on topics such as training parents on PBIS, the Reading Process and Effective Instruction, Parents as Partners, Digital Tools, Learning at Home, and Struggling Learners in Reading, Writing, and Math to support creating partnerships for academic success. Each workshop addresses the unique needs of students with disabilities, English learners and migratory children when applicable. The FEC hosts a 6-week NAMI Basics workshop for parents and family caregivers of children and teens who are experiencing symptoms of a mental illness or have already been diagnosed.

The district has scheduled parent training and workshops on topics such as understanding LCAP, SSC, ELPAC, CAASPP, Early Literacy, Parents as Partners, Transitions, Learning at Home and IEP 101. The district Coordinator of Parent and Family Engagement works collaboratively with site administration to promote and increase parent engagement in monitoring student academic progress, school decision-making and participation in activities.

The Family Engagement Center provides professional development for administration, teachers and classified support staff on topics such as training parents on PBIS, the Reading Process and Effective Instruction, Parents as Partners, Digital Tools, Learning at Home, and Struggling Learners in Reading, Writing, and Math to support creating partnerships for academic success. Each workshop addresses the unique needs of students with disabilities, English learners and migratory children when applicable. The FEC hosts a 6-week NAMI Basics workshop for parents and family caregivers of children and teens who are experiencing symptoms of a mental illness or have already been diagnosed.

Funding

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

See SPSA Actions/Services

Fiscal support (EPC)

See SPSA Budget Section

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

Magnolia Junior High School is committed to meaningful stakeholder involvement in developing and gaining input on the development of the School Plan for Student Achievement.   Students, parents/guardians, staff and community were involved in the process. All stakeholders reviewed the progress of actions/services implemented in the past year and reviewed data related to each school goal. Feedback from stakeholder surveys was included as part of the data review. An analysis of progress toward goals, current data, and impact on student learning was done with the SSC in June 2021 and the SPSA was revised and updated based on identified current learning needs. The SPSA was reviewed, revised, and shared at the following meetings:

a. School Site Council (SSC):
September 9, 2021
October 28, 2021
February 24, 2022
April 14, 2022

b. English Language Advisory Committee (ELAC):
August 31, 2021-Parent Meeting
October 19, 2021 - ELAC #1
December 7, 2021 - ELAC #2
March 15, 2022 - ELAC #3
May 3, 2021 - ELAC #4

c. Monthly Staff Meetings: take place on the first Wednesday of every month.

d. Other Parent Meetings:
LCAP Parent Meeting (January)

e. Student Advisory Group: dates TBD

Resource Inequities

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

The comprehensive needs assessment involved examining data from the California School Dashboard; examining 2021-22 CAASPP assessment data, district assessments/benchmarks, and conversations with the School Site Council (SSC), English Language Advisory Committee (ELAC), and other stakeholders. A review revealed a need for additional support to address inequities in the areas of academics as follows:

- Math performance for Students with Disabilities (decrease of 3.35% in proficiency)
- Math performance for English Language Learners (decrease of 17.8% in proficiency)

- English performance for Students with Disabilities (maintained a very low proficiency status)
- English performance for English Language Learners (decrease of 26.5% in proficiency)

Note that the SBAC was not issued to students during the 2020-21 school year. In lieu of this assessment, the district utilized the Essential Standards Assessment (ESA). ESA 3 scores for subgroups during the 2020-21 school year are delineated as follows:

- ESA 3 Grade 7 Math performance for Students with Disabilities (4% mastered standards)
- ESA 3 Grade 8 Math performance for Students with Disabilities (7% mastered standards)
- ESA 3 Grade 7 English performance for Students with Disabilities (26% mastered standards)
- ESA 3 Grade 8 English performance for Students with Disabilities (16% mastered standards)

- ESA 3 Grade 7 Math performance for English Language Learners (0% mastered standards)
- ESA 3 Grade 8 Math performance for English Language Learners (11% mastered standards)
- ESA 3 Grade 7 English performance for English Language Learners (26% mastered standards)
- ESA 3 Grade 8 English performance for English Language Learners (26% mastered standards)

As COVID-19 tracking yearly attendance and discipline data unfeasible, a review of student attendance and discipline data during the 2020-21 school year will be used. This data reveals a need for support in the following areas:

- Chronic absenteeism for socioeconomically disadvantaged students declined 0.8% as of current dashboard metrics.
- Chronic absenteeism for Students with Disabilities maintained at 16.9% as of current dashboard metrics.
- Overall suspension rates for Students with Disabilities 13.5% as of current dashboard metrics.

From an equity perspective, Magnolia Junior High School has a legal and moral obligation to make sure that receive both Special Education services and English Language Learners attending Magnolia Junior High School receive targeted interventions that result in improved learning outcomes, improved attendance at school, and improved behavior and school connectedness outcomes. The following initiatives have been added to the 2019-20 school plan to address these needs:

- Additional FTEs for highly qualified teachers to teach intervention courses.
- Training for faculty and staff for the special education collaborative model, strategies to improve academic ability of English learners, cultural competence, and engaging low performing sub groups.
- Increasing the amount of available technology for ELLs and students receiving special education services. Particularly with respect to increasing mathematical literacy, acquiring the technology needed to graph data collected in science classes to be interpreted mathematically.

The Positive Behavior Intervention and Support (PBIS) framework that was implemented three years

ago provides a multi tiered system of support to students' in terms of their social and emotional needs. Based on the work completed with current Tier I and Tier II students the following issues indicate the need for more sustained support in the following areas:

- Pervasive mental health concerns triggered by traumatic life events. All student sub-groups are impacted by these events.
- Systems to address the rate of chronic absenteeism.
- After school programs to address student interests and needs.

The following initiatives have been added to the 2021-22 school plan to address these issues:

- All students will have 1:1 Chromebooks and/or hotspots to access instruction.
- Families are being referred to the district Family Engagement Center (FEC) which provides monthly and weekly workshops on topics parents can use to support their child's academic and behavioral success. In order to support parents and families as they transition to Distant and Blended learning options, the FEC provides virtual, small group, and 1 to 1 tutorials on how to navigate digital platforms, access Google Classroom, district, school, and teacher web page, and where to find resources to support learning at home.
- When Blended Learning students return to school., a variety of before, during, and after-school enrichment activities and programs based on student interests.
- STEP A & B meetings are utilized as the procedure/protocol/process to address academic deficits and/or behavioral concerns. The Tier II-sub team (comprised of administration, the intervention counselor, and the school psychologist) meets on a monthly basis to determine who may be eligible for Tier II academic and/or behavioral interventions and to further develop processes to channel students into appropriate intervention programs. This process is reevaluated in an ongoing manner to determine the efficacy of Tier II programs.
- Teacher training and coaching available at the site when requested by teachers.
- An increase in technology (both hardware and software) available to students, particularly to increase their math and English skills.

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
Grade 7	409	340	312
Grade 8	384	402	341
Total Enrollment	793	742	653

Conclusions based on this data:

1. The number of 7th and 8th grade students enrolled at Magnolia JHS has increased by about 50 students.

2. Overall demographic information has remain consistent, with just a 2% drop in the number of students who are Hispanic, and less than a 1% increase in the number of students who are Asian, Filipino, and White.

3. Overall enrollment at Magnolia JHS has increased by over 100 students.

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	52	57	63	6.6%	7.7%	9.6%
Fluent English Proficient (FEP)	240	200	176	30.3%	27.0%	27.0%
Reclassified Fluent English Proficient (RFEP)	5	7	17	8.5%	13.5%	29.8%

Conclusions based on this data:

1. The number of English Learners has decreased by almost half.

2. The number of Fluent English Proficient students has increased by 42 students.

3. Twenty-one more students were reclassified Fluent English Proficient.

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 7	374	405	306	368	405	0	368	405	0	98.4	100	0.0
Grade 8	350	384	331	348	378	0	348	378	0	99.4	98.4	0.0
All Grades	724	789	637	716	783	0	716	783	0	98.9	99.2	0.0

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 7	2518.	2519.		8.15	9.88		32.34	28.89		23.91	25.68		35.60	35.56	
Grade 8	2525.	2540.		8.33	11.38		27.59	28.31		25.86	28.04		38.22	32.28	
All Grades	N/A	N/A	N/A	8.24	10.60		30.03	28.61		24.86	26.82		36.87	33.97	

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 7	13.86	14.60		42.93	45.54		43.21	39.85	
Grade 8	17.24	17.99		40.23	44.71		42.53	37.30	
All Grades	15.50	16.24		41.62	45.14		42.88	38.62	

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 7	19.57	19.31		45.38	47.28		35.05	33.42	
Grade 8	17.53	20.11		41.95	48.68		40.52	31.22	
All Grades	18.58	19.69		43.72	47.95		37.71	32.35	

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 7	6.25	8.17		63.86	67.82		29.89	24.01	
Grade 8	10.34	11.38		63.51	68.25		26.15	20.37	
All Grades	8.24	9.72		63.69	68.03		28.07	22.25	

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 7	22.28	16.83		52.17	54.21		25.54	28.96	
Grade 8	18.97	21.69		51.15	43.39		29.89	34.92	
All Grades	20.67	19.18		51.68	48.98		27.65	31.84	

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. Overall, the percentage of Magnolia JHS students who have exceeded the standard has increased over 2%; while the overall percentage of students that have met the standard has decreased by less than 1%. The percentage of students who nearly met the standard decreased by a little over 1%, while the percentage of students who did not meet the standard remained consistent, with only a 0.17% decrease.

2. Overall, the percentage of Magnolia JHS students who exceeded the standard in reading and writing increased almost 4%. The overall percentage of students who were near standard decreased by nearly 4% in both reading and writing, while the percentage of students who were below the standard remained consistent.

3. Little or no data is reflected in 20-21 due to the test being suspended after the testing window opened. This data will not be included in an analysis. We utilized ESA data as local measure in lieu of CAASPP for the this school year.

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 7	375	404	306	369	394	0	369	394	0	98.4	97.5	0.0
Grade 8	350	384	331	348	376	0	348	376	0	99.4	97.9	0.0
All Grades	725	788	637	717	770	0	717	770	0	98.9	97.7	0.0

* 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 7	2489.	2499.		9.76	7.61		14.09	14.97		27.10	34.52		49.05	42.89	
Grade 8	2494.	2512.		7.76	12.50		12.93	16.22		27.01	22.07		52.30	49.20	
All Grades	N/A	N/A	N/A	8.79	10.00		13.53	15.58		27.06	28.44		50.63	45.97	

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 7	14.09	13.96		30.35	32.49		55.56	53.55	
Grade 8	10.63	19.41		30.46	27.66		58.91	52.93	
All Grades	12.41	16.62		30.40	30.13		57.18	53.25	

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.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	9.76	7.61		41.19	45.69		49.05	46.70	
Grade 8	9.20	13.30		50.29	36.17		40.52	50.53	
All Grades	9.48	10.39		45.61	41.04		44.91	48.57	

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.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
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 7	10.30	9.64		51.49	54.31		38.21	36.04	
Grade 8	8.05	11.70		48.28	51.60		43.68	36.70	
All Grades	9.21	10.65		49.93	52.99		40.86	36.36	

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. Overall, the percentage of students who exceeded the math standard increased 2% and the number of students who met the standard increased over 1%. The percentage of students who nearly met the math standard decreased by 4%, while the percentage of students who did not meet the standard increased by just under 1%.

2. In the areas of communicating reasoning, problem solving and modeling/data analysis and concept and procedures showed an increase in the percentage of students above standard. In the areas of In the areas of communicating reasoning, problem solving and modeling/data analysis there was a significant decrease in the percentage of students who were at or near standard; there was a decrease of over 16% in the area of problem solving and modeling/data analysis and a decrease of close to 3% in the area of communicating reasoning.

3. Little or no data is reflected in 20-21 due to the test being suspended after the testing window opened. This data will not be included in an analysis. We utilized ESA data as local measure in lieu of CAASPP for the this school year.

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
7	1550.4	1544.2	1537.6	1547.8	1541.2	1544.8	1552.5	1546.9	1529.9	26	22	33
8	1537.8	1564.1	1534.0	1529.8	1569.1	1540.2	1545.5	1558.7	1527.3	17	29	29
All Grades										43	51	62

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**		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
7	61.54	31.82	21.21	*	40.91	30.30	*	18.18	33.33	*	9.09	15.15
8	*	27.59	13.79	*	41.38	37.93	*	20.69	24.14	*	10.34	24.14
All Grades	53.49	29.41	17.74	*	41.18	33.87	*	19.61	29.03	*	9.80	19.35

Total Number of Students: 7: 26, 22, 33 — 8: 17, 29, 29 — All Grades: 43, 51, 62

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**		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
7	73.08	45.45	33.33	*	40.91	33.33	*	4.55	27.27		9.09	6.06
8	*	48.28	34.48	*	31.03	34.48	*	13.79	10.34		6.90	20.69
All Grades	65.12	47.06	33.87	*	35.29	33.87	*	9.80	19.35		7.84	12.90

Total Number of Students: 7: 26, 22, 33 — 8: 17, 29, 29 — All Grades: 43, 51, 62

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
7	*	4.55	6.06	42.31	50.00	21.21	*	31.82	39.39	*	13.64	33.33	26	22	33
8	*	10.34	3.45	*	41.38	31.03	*	31.03	24.14	*	17.24	41.38	17	29	29
All Grades	*	7.84	4.84	41.86	45.10	25.81	*	31.37	32.26	*	15.69	37.10	43	51	62

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
7	*	13.64	12.12	61.54	63.64	60.61	*	22.73	27.27	26	22	33
8	*	13.79	10.34	*	65.52	58.62	*	20.69	31.03	17	29	29
All Grades	25.58	13.73	11.29	55.81	64.71	59.68	*	21.57	29.03	43	51	62

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
7	88.46	59.09	69.70	*	31.82	24.24		9.09	6.06	26	22	33
8	76.47	72.41	68.97	*	20.69	10.34		6.90	20.69	17	29	29
All Grades	83.72	66.67	69.35	*	25.49	17.74		7.84	12.90	43	51	62

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
7	*	22.73	15.15	46.15	40.91	30.30	*	36.36	54.55	26	22	33
8	*	17.24	13.79	*	55.17	27.59	*	27.59	58.62	17	29	29
All Grades	25.58	19.61	14.52	41.86	49.02	29.03	32.56	31.37	56.45	43	51	62

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
7	*	9.09	9.09	69.23	81.82	78.79	*	9.09	12.12	26	22	33
8	*	6.90	3.45	82.35	86.21	72.41	*	6.90	24.14	17	29	29
All Grades	*	7.84	6.45	74.42	84.31	75.81	*	7.84	17.74	43	51	62

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. There were 34% fewer 8th grade students who took the exam in 2018-19 when compared to 2017-18. Overall ELPAC scores have remained consistent between 2017-18 and 2018-19.

2. The overall language scores for 7th graders scoring at Level 4 dropped by 29.7 points. There is no comparison data available for 8th grade students. The oral language scores for 7th grade students scoring at Level 4 dropped by 27.63 points. There is no comparison data available for 8th grade students.

3. The 8th grade students scored consistently the same year-to-year in the speaking domain, whereas the 7th grade student scores dropped 29.37 points.

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**
653	**60.8**	**9.6**	**0.8**
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	63	9.6
Foster Youth	5	0.8
Homeless	42	6.4
Socioeconomically Disadvantaged	397	60.8
Students with Disabilities	122	18.7

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	30	4.6
American Indian or Alaska Native		
Asian	17	2.6
Filipino	10	1.5
Hispanic	517	79.2
Two or More Races	6	0.9
Native Hawaiian or Pacific Islander	2	0.3
White	69	10.6

Conclusions based on this data:

1.

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
English Language Arts Yellow	**Chronic Absenteeism** Yellow	**Suspension Rate** Green
Mathematics Yellow		

Conclusions based on this data:

1. English Learners at Magnolia Junior High performed in the blue (at the highest performance area).

2. In the area of English Language Arts and Math, Magnolia Junior High Students performed in the orange range (high range)).

3. In the area of suspensions, Magnolia Junior High School performed in the yellow range (medium range).

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:

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	2	4	0	0

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Orange	No Performance Color
29.2 points below standard	70.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++5.1 points	Increased Significantly ++16.6 points	4
767	198	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Yellow	Yellow	Orange
65.3 points below standard	44.5 points below standard	110.2 points below standard
Increased ++6.7 points	Increased ++5.5 points	Increased ++8.9 points
94	553	154

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
53.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy	25.7 points above standard	74.4 points above standard
Increased ++11.3 points	1	Increased ++7.6 points	Increased Significantly ++20.4 points
16		20	14
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Yellow
37.4 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0.4 points below standard
Increased ++6.5 points	9	1	Maintained -1 points
621			85

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**
107 points below standard	60.1 points below standard	22.1 points below standard
Increased ++10.8 points	Increased Significantly ++18.1 points	Increased ++3.4 points
45	153	486

Conclusions based on this data:

1. Overall, Magnolia Junior High Students performed in the low range (orange) in the area of Language Arts.

2. English Learners, Homeless, and White subgroups performed in the low/medium range (yellow).

3. Socioeconomically disadvantage and Hispanic subgroups performed in the low range (orange) and Students with Disabilities scored in the very low (red) range in the area of Language Arts.

School and Student Performance Data
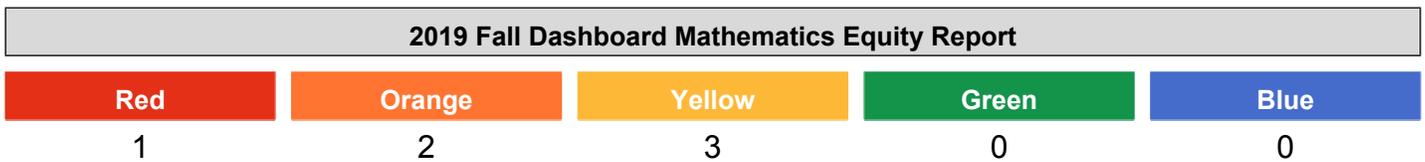
Academic Performance
Mathematics

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:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
1	2	3	0	0

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Orange	No Performance Color
69.2 points below standard	115.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++10.4 points	Increased Significantly ++19.8 points	4
756	194	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Red	Yellow	Orange
111.2 points below standard	87.7 points below standard	142.5 points below standard
Maintained -1.1 points	Increased ++10.5 points	Increased Significantly ++26.1 points
93	543	148

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
86.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy	12.7 points above standard	35.6 points above standard
Increased Significantly ++20.6 points	1	Increased ++11.8 points	Increased Significantly ++20 points
16		20	14

Hispanic	Two or More Races	Pacific Islander	White
Yellow	No Performance Color	No Performance Color	Yellow
80 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	30.8 points below standard
Increased ++11.5 points	9	1	Increased ++11.4 points
611			84

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
153.8 points below standard	104.6 points below standard	58.1 points below standard
Increased ++8 points	Increased Significantly ++22.8 points	Increased ++13.2 points
43	151	480

Conclusions based on this data:

1. Overall, in the area of Math Magnolia Junior High students performed in the low (orange) range with a maintained change.

2. White students performed in the medium range (green) with a significant increase of 16%.

3. Socioeconomically disadvantage and Hispanic subgroups scored in low range (orange); while students with disabilities and homeless subgroups scored in the very low range (red) in the area of math.

School and Student Performance Data

Academic Performance
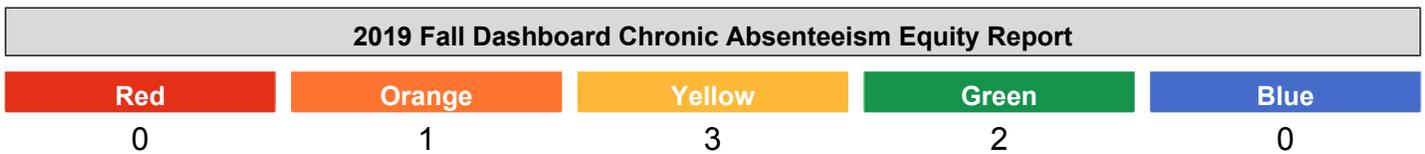## English Learner Progress

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

English Learner Progress
No Performance Color
48.9 making progress towards English language proficiency
Number of EL Students: 45
Performance Level: Medium
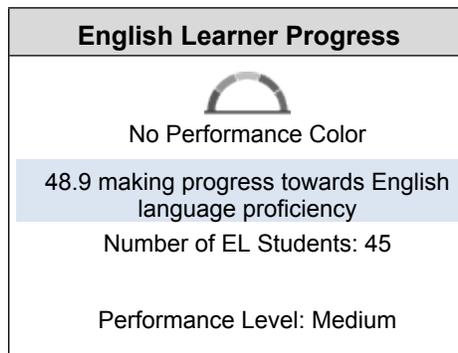
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

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
31.1		13.3	35.5

Conclusions based on this data:

1. English Learners progress was in the high range with a significant in crease of over 21%.

2. The suspension rate for English Learners was in the medium range with a significant decline of over 5%.

3. English Learners performance in English Language Arts and Math was in the low to very low range.

School and Student Performance Data

Academic Engagement
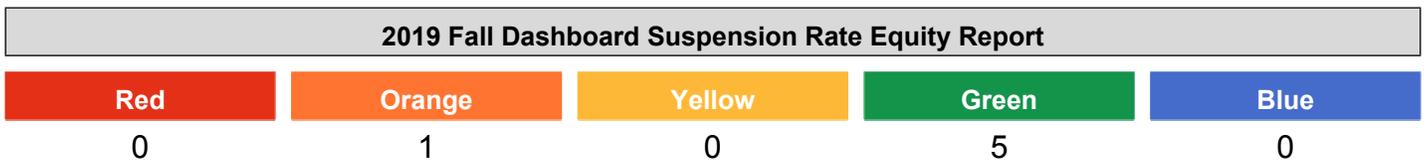## Chronic Absenteeism

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:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
0	1	3	2	0

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Yellow	No Performance Color
9.5	10.5	Less than 11 Students - Data Not Displayed for Privacy
Maintained -0.3	Declined -3.3	6
819	57	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Green	Yellow	Yellow
9.7	10.8	15.3
Declined -4.2	Declined -0.6	Declined -1.6
103	593	163

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
22.7	Less than 11 Students - Data Not Displayed for Privacy	9.5	0
Increased +4.5	1	Increased +9.5	Maintained 0
22		21	14
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Green
10.3	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	3.4
Maintained +0.1	10	1	Declined -7.7
662			88

Conclusions based on this data:

1. N/A

2. N/A

3. N/A

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:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	0	5	0

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		
All Students	**English Learners**	**Foster Youth**
Green	Green	No Performance Color
4.3	5	Less than 11 Students - Data Not
Declined -1.5	Declined -1.2	8
834	60	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Green	Green	Green
5.7	5.3	7.9
Declined -4.1	Declined -1.6	Declined Significantly -5.6
105	603	165

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
0	Less than 11 Students - Data 1	4.8	0
Maintained 0		Increased +0.4	Maintained 0
25		21	14

Hispanic	Two or More Races	Pacific Islander	White
Green	No Performance Color	No Performance Color	Orange
4.5	0	Less than 11 Students - Data 1	4.4
Declined -2	11		Increased +1.1
671			90

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	5.8	4.3

Conclusions based on this data:

1. Overall, in the area of suspensions, Magnolia Junior High is in the medium status with a maintained suspension rate.

2. In the area of suspensions, the English Learner group was in the medium range with a significant decrease of over 5%.

3. Homeless, socioeconomically disadvantage, students with disabilities, Hispanic, and white subgroups were in the high to very high range in the area of suspensions.

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

High-Quality Teaching and Learning Environment

LEA/LCAP Goal

LCAP Goal 3: All students are prepared for college and career beyond graduation.

Goal 1

Staff will participate in on-going professional development, such as engaging in PLCs, analyzing data, creating common formative assessments, and refining instructional practices to support high quality teaching and learning environments.

Identified Need

SBAC and the CDE 5x5 chart were not available for 2020 due to the Covid-19 pandemic. However, data for the district's Essential Standards Assessments showed the following:

On the 2020-2021 English Language Arts (ELA) Essential Standards Assessment (ESA) 3, 59.1% of 7th grade students and 47% of 8% grade students "Exceeded" or "Met" the standards. On the 2019 CAASPP 39% of 7th and 8th grade students "Met" or "Exceeded" the standards.

On the 2020-21 Math Essential Standards Assessment (ESA) 3, 29.2% of 7th grade students and 13.1% of 8th grade students "Exceeded" or "Met" the standards. On the 2019 CAASPP 26% of 7th and 8th grade students "Met" or "Exceeded" the standards.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Scores on the 2020-21 Essential Standard Assessments (ESAs) for ELA.	(DL ELA) Current Reality: On the ESA #1 for ELA for the DISTANCE LEARNING PROGRAM: 7th Grade: Far Below (72%); Below (17%); Basic (7%); Proficient (3%); Advanced (0%) 8th Grade: Far Below (73%); Below (11%); Basic (9%); Proficient (6%); Advanced (2%) (BL ELA) Current Reality: On the ESA #1 for ELA for the BLENDED LEARNING PROGRAM:	Expected Outcome: On the ESA #1 for ELA: 7th Grade: Far Below (68%); Below (4%); Basic (8%); Proficient (8%); Advanced (8%) 8th Grade: Far Below (48%); Below (14%); Basic (13%); Proficient (16%); Advanced (9%)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	7th Grade: Far Below (92%); Below (4%); Basic (0%); Proficient (0%); Advanced (0%) 8th Grade: Far Below (73%); Below (14%); Basic (5%); Proficient (8%); Advanced (1%)	
Scores on the 2020-21 Essential Standard Assessments (ESAs) for Math.	(DL Math) Current Reality: On the ESA #1 for Math for the DISTANCE LEARNING PROGRAM: 7th Grade: Far Below (74%); Below (9%); Basic (10%); Proficient (6%); Advanced (1%) 8th Grade: Far Below (99%); Below (1%); Basic (0%); Proficient (0%); Advanced (0%) Integrated Math 1: Far Below (78%); Below (8%); Basic (9%); Proficient (4%); Advanced (1%) (BL Math) Current Reality: On the ESA #1 for Math for the BLENDED LEARNING PROGRAM: 7th Grade: Far Below (94%); Below (4%); Basic (1%); Proficient (0%); Advanced (0%) 8th Grade: Far Below (100%); Below (0%); Basic (0%); Proficient (0%); Advanced (0%) Integrated Math 1: Far Below (96%); Below (3%); Basic (1%); Proficient (0%); Advanced (0%)	Expected Outcome: On the ESA #1 for Math : 7th Grade: Far Below (71%); Below (4%); Basic (9%); Proficient (8%); Advanced (8%) 8th Grade: Far Below (65%); Below (11%); Basic (8%); Proficient (8%); Advanced (8%) Integrated Math 1: Far Below (70%); Below (6%); Basic (8%); Proficient (8%); Advanced (8%)

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 utilize the PLC(identify and calibrate understanding, determine which ES/learning targets require a Common Formative Assessment (CFA), Create end of unit assessment; clarify ES for students, analyze CFA data using data protocol, by student and learning target; analyze end of unit assessment and determine next steps for Tier 1 and Tier 2 instruction; have students self-reflect) process to analyze data, create assessments, and modify instruction to meet identified student needs.

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)
2500	Title I Part A: Allocation 5800: Professional/Consulting Services And Operating Expenditures 1a) Certificated employees will be provided with professional development based on student performance, and administrator and teacher identified need across content area. Funds will include cost associated with training, lodging, mileage as applicable.
4,500	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries 1b) Release time for teachers and instructional coaches will be provided via substitute teachers in order for faculty to participate in Collaborative Learning Rounds (CLR) visits, GL Planning or peer observations to identify and obtain reinforcement of best instructional practices for all students including Common Core Standards aligned assessments through PLCs.
2486.00	Lottery: Instructional Materials 4000-4999: Books And Supplies 1c) Resource materials will be purchased for PLC professional development through the print center
1500	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries 1d) Teachers will be provided with substitute teachers to attend professional development and training for certificated staff members to support the increasing mathematic literacy. Funds will include cost associated with training, lodging, mileage as applicable.
290506	District Funded 1000-1999: Certificated Personnel Salaries

	Title I and Title III District money will cover the cost of an Access and Equity Instructional Coach/TOSA that will support staff co-teaching, instructional strategies, use of data, and implementation of the ELD/ELA common core standards.
113648	District Funded 1000-1999: Certificated Personnel Salaries Title I and Title IV District money will cover the cost a Tech Coach/TOSA that will support staff with the integration of technology into instructional programs.

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

The technological literacy of faculty and students will be facilitated by the integration of technology into instruction.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2,000	Title I Part A: Allocation 5800: Professional/Consulting Services And Operating Expenditures 2a) Provide teachers with PD on software programs and hardware use that supports all subjects.
9,088.88	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries 2b)Substitute teachers will be provided so that faculty can attend technology trainings and have "release time" to develop lessons incorporating technology.
55,000	Title I Part A: Allocation 4000-4999: Books And Supplies 2c) Teachers will be provided site software licenses and technological devices, applications and materials to support 21st century learning as measured by district assessments; Classrooms will be provided with technology devices and supplies to support collaboration,

| | critical thinking, creativity and communication and to support increasing students performance as measured by district assessments. |

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

Ensure the fidelity of the AVID program continues.

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)
22000	AVID 1000-1999: Certificated Personnel Salaries 3a) Teachers are provided with professional development and training to support the AVID program. Funds will include cost associated with training, lodging, mileage as applicable.
1,000	AVID 1000-1999: Certificated Personnel Salaries 3b) Pay substitute teachers to provide teachers release time for AVID professional development.

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

By the end of each year, increase parent engagement by providing parents with workshop and training to build capacity and knowledge of site and district-based programs, district assessments, and advisory committees.

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)
689	Title I Part A: Parent Involvement

	1000-1999: Certificated Personnel Salaries 4a) Increase parent participation and engagement in site advisory committees (SSC, ELAC, GATE, Safety), PFLN, PFA, clubs on campus, etc. to strengthen the home-school partnership in the context of community and culture.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

English Language Learners and/or students receiving special education services

Strategy/Activity

Increase the academic ability of English Language Learners and/or students receiving special education services.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2,000	Title II Part A: Improving Teacher Quality 1000-1999: Certificated Personnel Salaries 5a) substitute teachers will be provided for faculty to attend professional development and/or release time on instruction and implementation of Thinking Maps to enhance and support CCSS and NGSS curriculum. Funds will include cost associated with training, lodging, mileage as applicable.
25000.00	General Fund 1000-1999: Certificated Personnel Salaries 5b) Provide funding for substitute teacher coverage for release time for EL Teacher to work with core class teachers on EL strategies, and to provide release time for faculty to attend professional development and training to certificated staff members to obtain necessary skills/strategies in the area of ELA/ELD to foster student success as measured by District assessments and teacher observations. Funds will include cost associated with training, lodging, mileage as applicable.
3,120	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries 5c) Substitute teachers are provided for faculty to attend professional development for

	certificated staff members to support the collaborative instructional model in special education. Funds will include cost associated with training, lodging, mileage as applicable. Additionally, classified personnel salaries. Instructional aides will be offered additional work hours on a time-sheet to support instructional strategy of co-plan/co-teach
1,000	Title I Part A: Allocation 4000-4999: Books And Supplies 5d) Resources will be purchased to support the academic progress of students receiving special education services and/or English Language Learners.

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.

Instructional practices have been refined to maximize student achievement in ELA/ELD, math, history, and science. Departments completed the PLC cycle multiple times throughout the academic year to analyze data and develop instruction to promote skill development and growth.

During the 2021-22 school year, Magnolia Junior High School (JHS) students have increase access to technology for instructional using a 1:1 pilot of chromebooks to studdents. The increased access to technology enhanced learning across all curricular areas as well as to establish technological proficiency to support success for all students. All students at Magnolia JHS received training on the use of class-link and on creating, submitting, and editing assignments through google classroom.

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

Instructional practices and supplementary materials that support CCSS to maximize student achievement in ELA/ELD, math, history, and science were refined. The intended implementation of supplementary materials used to support skill development continues to be an area of focus. Possible barriers to full implementation have been identified as teacher clarity on best practices for the use of supplementary material and time allocated within the PLC at work to examine materials used for instruction.

Although student access to technology for instructional purposes increased at Magnolia JHS, barriers to full implementation included a low number of student devices to maximize the capability of all students working on coarse-alike, assignment alike concurrently.

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 2020-21 school year, SSC agreed further professional training would create teacher clarity through PLCs at work process in efforts to provide students with instructional strategies that will increase student academic success.

SSC agrees Title 1 funding should be allocated to increase access to technology to all students through chrome books. Additionally, the addition of more View Sonic Boards in the classroom in order to incorporate technology into lessons.

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

Connections to and Engagement at School Ensure Student Success

LEA/LCAP Goal

LCAP Goal 2: Staff, parents, families, and students are connected and engaged at their school to ensure student success.

Goal 2

On the 2021-22 K12 Insight Survey, there will be a 10% increase in the percent of students (currently 64%) and parents (currently 62%) that agree to the statements regarding communication:

This school provides information about programs and services for eligible students such as Gate, Special Education and English learners, and offers opportunities for family members to learn about programs offered at Magnolia Junior High School.

Identified Need

To improve the efficacy and communication of PBIS program, and Other Means of Correction (OMC) for student disciplinary concerns; see baseline on annual measurable outcomes.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The Tier I External TFI for the 2021-22 school year.	Internal TFI #1	Communication protocols are set up in a consistent systematic way
The K12 Insight Survey for the 2021-22 school year.	On the 2021-22 K12 Insight Survey, there will be a 10% increase in the percent of students (currently 64%) and parents (currently 62%) that agree to the statements regarding communication: This school provides information about programs and services for eligible students such as Gate, Special Education and English learners, and offers opportunities for family members to learn about programs offered at Magnolia Junior High School.	On the 2021-22 K12 Insight Survey, the percentage of parents and students who agree to increased communication practices at Magnolia Junior High will have increased.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension	According to the California school dashboard on the area of suspensions, Magnolia Junior High School performed in the yellow range (medium range). Overall, in the area of suspensions, Magnolia Junior High is in the medium status with a maintained suspension rate. The suspension rate for English Learners was in the medium range with a significant decline of over 5%. Homeless, socioeconomically disadvantage, students with disabilities, Hispanic, and white subgroups were in the high to very high range in the area of suspensions.	We expect to see suspension rates reflect less than past data from years prior to COVID pandemic
Attendance	Chronic absenteeism for socioeconomically disadvantaged students declined 0.8% as of current dashboard metrics. Chronic absenteeism for Students with Disabilities maintained at 16.9% as of current dashboard metrics. Overall suspension rates for Students with Disabilities 13.5% as of current dashboard metrics.	Attendance will improve and move toward past trends before the COVID 19 pandemic

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

Increasing the efficacy of the PBIS program and Other Means of Correction.

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)
5000	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries 1a) Faculty will be provided with substitute teachers for release time to develop the PBIS program (both Tier I and II) when student return to campus.
500	Title I Part A: Allocation 4000-4999: Books And Supplies 1b) In order to decrease the number of office discipline referrals (ODRs), student incentives (awards, stickers, pencils, erasers, etc) and the school environment will be branded with the school logo and school pride related materials, and documentation. The following may be branded with the school logo: Student prizes/awards to recognize students demonstrating PRIDE (PBIS) behaviors; PBIS GOLD room; PRIDE banners; PRIDE mats; PRIDE posters, prints, and backdrops; PRIDE table cloths; PRIDE Cards; PRIDE murals; other school branded Mustang PRIDE items and facilities embellishments.
4,500	Title I Part A: Allocation 4000-4999: Books And Supplies 1c) Provide funds for resources and materials SSA training meetings. Provide light snacks and refreshments for meetings for parents. Funds will also be allocated toward an ASB motivational speaker for students, staff and parents.

Strategy/Activity 2

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

At-risk students

Strategy/Activity

Decrease the suspension rate using Other Means of Correction (OMC) through school-wide programs.

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

Amount(s)	Source(s)
10,000	Title II Part A: Improving Teacher Quality 5800: Professional/Consulting Services And Operating Expenditures 2a) Provide students with programs and assemblies that include prevention of altercations, cyber-bullying, and substance abuse when student return to campus.
10880	General Fund 1000-1999: Certificated Personnel Salaries 2b) Provide funding for teachers to facilitate an after-school study program on Friday's (FWS) to at-risk students when student return to campus. 2c). Release time to develop discipline referral process for PBIS team. TFI survey completion, PBIS assembly, Kindness assembly, and TFI internal review as measured by tiered fidelity inventory results for overall PBIS implementation. 2d). Provide release time and costs for substitutes for certificated staff to attend training programs related to PBIS, Safe Schools Ambassadors, Anti-bullying, and all other related programs as related to 2b.

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

All Students

Strategy/Activity

Teachers/certificated and classified staff will facilitate parent/community workshops, for the school community, on various school programs (Aeries Parent Portal and Aeries Grade Book, Loop, NGSS, CCGI, GATE, ELD, SSC, etc.) to promote a positive school climate for all stakeholders as measured by student and parent surveys.

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)
15707	General Fund 1000-1999: Certificated Personnel Salaries

	3a) Teachers and staff will facilitate virtual workshops for the school community on various school programs (Aeries Parent Portal and Aeries Grade Book, Loop, NGSS, CCGI, GATE, ELD, SSC, special education, etc.) to promote a positive school climate for all stakeholders as measured by student and parent surveys.
1,159	Title I Part A: Parent Involvement 4000-4999: Books And Supplies 3b) Provide light snacks and refreshments for parent outreach meetings.
3500	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries 3c) Provide additional hours using timesheets to provide services by bilingual staff to improve parent engagement, parent support, computer assisted technology support, and student services outside of the contract day

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.

Magnolia JHS recognized students for engaging and demonstrating school-wide expectations: perseverance, respect, integrity, discipline (self), and empathy. Students engaging in this behaviors were recognized individually by all staff members, during weekly announcements, and monthly character trait recognition. Our PBIS team has revised the incentive system using student and staff input.

Magnolia JHS is eligible and has submitted application for PBIS Implementation Award - Gold. In the spring of 2020, Magnolia Junior High became a PBIS Community Cares recipient.

Dozens of meetings will be held at Magnolia JHS to identify barriers to student success and providing necessary resources to eliminate/minimize the barriers. During the STEP meetings, 100% of families will be provided translation in order for their to be meaningful participation and engagement as well as informed decision making.

Magnolia JHS will provide 4 Saturday School opportunities to help recuperate lost ADA and promote increased attendance rate.

PBIS Tier I and II teams will work on creating a classroom behavior incident log providing teachers with possible other mean of corrections that can be used in the classroom in order to decrease the amount of time students are missing instruction due to office referrals.

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

We have seen parent involvement increase at Magnolia JHS, as demonstrated through the number of parents who completed the CVUSD Parent survey. Magnolia continues to use the established school-wide expectations, PRIDE, and there was a significant increase in the number of staff members actively teaching PBIS lessons. Although there was an increase in the use of PBIS strategies, unfortunately we did not see a drop in the number of student suspensions.

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 2021-2022 school year, Magnolia JHS will work with SSC to identify possible behavior intervention and academic opportunities available throughout the instructional day in both distance learning and blended learning models in an effort to increase the attendance rate and student state & district assessment scores.

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

Preparation for College and Career Beyond Graduation

LEA/LCAP Goal

LCAP Goal 3: All students are prepared for college and career beyond graduation.

Goal 3

On the 2022 CAASPP ELA the percent of students scoring "Standards Met" and "Standards Exceeded" (combined) will increase from 39% to 47% in each grade level (8%increase). On the 2022 CAASPP Math the percent of students scoring "Standards Met" and "Standards Exceeded" (combined) will increase from 26% to 34% in each grade level (8% increase).

Identified Need

SBAC and the CDE 5x5 chart were not available for 2020 due to the Covid-19 pandemic. However, data for the district's Essential Standards Assessments showed the following:

On the 2020-21 English Language Arts (ELA) Essential Standards Assessment (ESA) 3, 59.1% of 7th grade students and 47% of 8% grade students "Exceeded" or "Met" the standards. On the 2019 CAASPP 39% of 7th and 8th grade students "Met" or "Exceeded" the standards.

On the 2020-21 Math Essential Standards Assessment (ESA) 3, 29.2% of 7th grade students and 13.1% of 8th grade students "Exceeded" or "Met" the standards. On the 2019 CAASPP 26% of 7th and 8th grade students "Met" or "Exceeded" the standards.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Scores on the 2020-21 Essential Standard Assessments (ESAs) for ELA.	7th Grade: Far Below (72%); Below (17%); Basic (7%); Proficient (3%); Advanced (0%) 8th Grade: Far Below (73%); Below (11%); Basic (9%); Proficient (6%); Advanced (2%) 7th Grade: Far Below (92%); Below (4%); Basic (0%); Proficient (0%); Advanced (0%) 8th Grade: Far Below (73%); Below (14%); Basic (5%); Proficient (8%); Advanced (1%)	Expected Outcome: On the ESA #1 7th Grade: Far Below (68%); Below (4%); Basic (8%); Proficient (8%); Advanced (8%) 8th Grade: Far Below (48%); Below (14%); Basic (13%); Proficient (16%); Advanced (9%)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Scores on the 2020-21 Essential Standard Assessments (ESAs) for ELA.	7th Grade: Far Below (74%); Below (9%); Basic (10%); Proficient (6%); Advanced (1%) 8th Grade: Far Below (99%); Below (1%); Basic (0%); Proficient (0%); Advanced (0%) Integrated Math 1: Far Below (78%); Below (8%); Basic (9%); Proficient (4%); Advanced (1%) 7th Grade: Far Below (94%); Below (4%); Basic (1%); Proficient (0%); Advanced (0%) 8th Grade: Far Below (100%); Below (0%); Basic (0%); Proficient (0%); Advanced (0%) Integrated Math 1: Far Below (96%); Below (3%); Basic (1%); Proficient (0%); Advanced (0%)	Expected Outcome: On the ESA #1 7th Grade: Far Below (71%); Below (4%); Basic (9%); Proficient (8%); Advanced (8%) 8th Grade: Far Below (65%); Below (11%); Basic (8%); Proficient (8%); Advanced (8%) Integrated Math 1: Far Below (70%); Below (6%); Basic (8%); Proficient (8%); Advanced (8%)

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)

At-risk students

Strategy/Activity

All students identified as at risk in ELA and/or mathematics will be enrolled in an ELA and/or mathematics Intervention Course that addresses specific ELA and/or mathematics skills needed to be successfully complete all grade level ELA and/or mathematics assessments.

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)
27900	District Funded 5800: Professional/Consulting Services And Operating Expenditures Provide 24/7 online tutoring to all 3-6 grade students with language support for English

	learners at the rate of $45 per student using Title I carryover
19062.39	Title I Part A: Allocation 4000-4999: Books And Supplies 1a) Providing technology software and student devices to support existing web-based interventions.
2200	Title I Part A: Allocation 4000-4999: Books And Supplies 1b) Provide resources and materials to support the Lunch Catch-Up program. Provide students who are at risk with school supplies necessary to stay organized and to promote work completion.
2880.00	Title II Part A: Improving Teacher Quality 1000-1999: Certificated Personnel Salaries 1c) Substitute teachers will be provided for faculty to conduct collaborative meetings with parents that address students' academic and behavioral strengths, concerns, and discuss goal setting for success.
6268.12	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries 1d) Provide funding for certificated staff to conduct Lunch Catch-Up Program.
10,963.61	Title I Part A: Allocation 3000-3999: Employee Benefits 1e) The intervention teacher will provide Tier II support during-school intervention classes and after school to at risk students.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Language Learners and/or students receiving special education services

Strategy/Activity

Increase the academic ability of English Language Learners and/or students receiving special education services.

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	Title I Part A: Allocation

	1000-1999: Certificated Personnel Salaries 2a) EL students and/or those receiving special education services will have the opportunity to participate in before and/or after school homework help by faculty receiving compensation through time sheets.
2,000	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries 2b) Funding provided via time-sheets to support parent engagement of EL parents and/or those receiving special education services during registration, Title I meetings, ELAC meetings, SSC meetings, special education meetings, and all parental-involvement related activities outside of the contract day.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

GATE identified students

Strategy/Activity

Teachers will provide GATE students with enrichment opportunities that extend their learning and support Common Core State Standards.

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)
2800	GATE 4000-4999: Books And Supplies 3a) Teachers will utilize enrichment materials for GATE students and or attend educational field trips to support to the general educational curriculum, which will increase student academic progress as measured by district assessments and teacher observations. Funding includes field trip fee and transportation costs. 3b) Science Enrichment Academy will be hosted by TNT targeting enrichment for GATE students 3c) Met or Exceeds Testing event for GATE students to encourage and promote a reintroduction to CAASP testing and high performance among GATE students.
1,500	Title I Part A: Allocation

	1000-1999: Certificated Personnel Salaries 3d) Teachers and instructional support staff are provided with professional development and training for certificated staff members to support the GATE program. Funds will include cost associated with training, lodging, mileage as applicable.
750	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries 3e) Pay for substitute teachers so that faculty can attend GATE professional development.

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

Student receiving special education services

Strategy/Activity

Special Education teachers will be be provided with instructional materials to support all students in accessing the Common Core State Standards via technology based or traditional materials.

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)
8000	Title I Part A: Allocation 4000-4999: Books And Supplies 4a) Providing technology software and devices for students to support existing web-based interventions.
500	Title I Part A: Parent Involvement 4000-4999: Books And Supplies 4b) Hosting an Special Education Showcase to build knowledge of the special education program, supporting students behaviorally and academically, and to support the transition from junior high to high school. Light snacks will be provided.
2000	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries 4c) Provide additional intervention support to Special Education students using instructional aids providing additional hours to be logged using timesheets.

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

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

AVID students

Strategy/Activity

Ensure the fidelity of the AVID program continues.

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)
1000	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries 5a) Pay for AVID Tutors to support all students, including our SES and un-duplicated populations in our AVID Program.
1,000	Title I Part A: Allocation 4000-4999: Books And Supplies 5b) Provide AVID students with material and resources necessary to support engagement and organization in the AVID program and promote academic success.
100	Title I Part A: Parent Involvement 4000-4999: Books And Supplies 5c) Host an AVID Parent workshop to build knowledge of the AVID program, college and career opportunities, and transition from junior high to high school. Light snacks will be provided.
3500	Title I Part A: Allocation 4000-4999: Books And Supplies 5d) Provide funding for standards based field trips, admission, and transportation costs.

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

Band

Strategy/Activity

Providing an enriched musical programs for students to build talents for career and beyond

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)
3600	Band – General Fund 4000-4999: Books And Supplies Provide resources and materials to support the band program.

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

Enrichment Activities

Strategy/Activity

This funding will go to activities and programs that enrich student learning.

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

Amount(s)	Source(s)
900.00	Activities – General Fund 4000-4999: Books And Supplies Funding will provide the facilitation of enrichment programs for all students

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.

Students at Magnolia JHS identified at risk in the area of ELA, math, and ELD, were provided intervention classes within the instructional day as well as after school, in order to address specific skills needed to meet grade level standards. Intervention programs and tools to support students at-risk in ELA, ELD, and math included Read 180, Math 180, Collections reteach and ELD lessons, and reteach/practice lessons. Students took IAB in reading and math throughout the academic year to monitor student growth and identify areas requiring additional instruction, and teachers created standard specific lessons to increase student understanding.

Students in Honors/GATE were provided enrichment opportunities to extend their learning with project based learning opportunities as well as field trips focusing on NGSS.

Students receiving special education services have access to instructional material which supports access to CCSS at grade level or above and have access to additional technology based instruction or traditional materials.

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

Progress monitoring tools and student success indicators of effective implementation for all programs was a barrier in assessing impact on student learning.

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 2021-2022 school year Magnolia will continue to go through the PLC cycle to monitor student achievement through the use of data. This will then be used to create lessons for students who are at-risk, can complete enrichment lessons, and those who are ready to move forward to the next standard.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$155,901.00
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$687,208.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)
Title I Part A: Allocation	$153,453.00
Title I Part A: Parent Involvement	$2,448.00
Title II Part A: Improving Teacher Quality	$14,880.00

Subtotal of additional federal funds included for this school: $170,781.00

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 ($)
Activities – General Fund	$900.00
AVID	$23,000.00
Band – General Fund	$3,600.00
District Funded	$432,054.00
GATE	$2,800.00
General Fund	$51,587.00
Lottery: Instructional Materials	$2,486.00

Subtotal of state or local funds included for this school: $516,427.00

Total of federal, state, and/or local funds for this school: $687,208.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I Part A: Allocation	153,453.00	0.00
Title II Part A: Improving Teacher Quality	14,880.00	0.00
GATE	2,800.00	0.00
Title I Part A: Parent Involvement	2,448.00	0.00
Lottery: Instructional Materials	2,486.00	0.00
Activities – General Fund	900.00	0.00
Band – General Fund	3,600.00	0.00
General Fund	53,037.00	1,450.00
AVID	23,000	0.00

Expenditures by Funding Source

Funding Source	Amount
Activities – General Fund	900.00
AVID	23,000.00
Band – General Fund	3,600.00
District Funded	432,054.00
GATE	2,800.00
General Fund	51,587.00
Lottery: Instructional Materials	2,486.00
Title I Part A: Allocation	153,453.00
Title I Part A: Parent Involvement	2,448.00
Title II Part A: Improving Teacher Quality	14,880.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	519,037.00

2000-2999: Classified Personnel Salaries	8,500.00
3000-3999: Employee Benefits	10,963.61
4000-4999: Books And Supplies	106,307.39
5800: Professional/Consulting Services And Operating Expenditures	42,400.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	Activities – General Fund	900.00
1000-1999: Certificated Personnel Salaries	AVID	23,000.00
4000-4999: Books And Supplies	Band – General Fund	3,600.00
1000-1999: Certificated Personnel Salaries	District Funded	404,154.00
5800: Professional/Consulting Services And Operating Expenditures	District Funded	27,900.00
4000-4999: Books And Supplies	GATE	2,800.00
1000-1999: Certificated Personnel Salaries	General Fund	51,587.00
4000-4999: Books And Supplies	Lottery: Instructional Materials	2,486.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	34,727.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	8,500.00
3000-3999: Employee Benefits	Title I Part A: Allocation	10,963.61
4000-4999: Books And Supplies	Title I Part A: Allocation	94,762.39
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	4,500.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	689.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	1,759.00
1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	4,880.00
5800: Professional/Consulting Services And Operating Expenditures	Title II Part A: Improving Teacher Quality	10,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	536,037.88
Goal 2	51,246.00
Goal 3	99,924.12

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

2 Classroom Teachers

2 Other School Staff

3 Parent or Community Members

2 Secondary Students

Name of Members	Role
Matt McCain	Principal
Teressa Moore	Other School Staff
Brooke Gilliam	Other School Staff
Jennifer Levario	Classroom Teacher
Charles Cuellar	Classroom Teacher
Anebelle McManama	Secondary Student
MariaElena Gomez-Lecaro	Parent or Community Member
Tony Flores	Parent or Community Member
Kathleen Muniz	Parent or Community Member
Emma Larned	Secondary Student

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
[signature]	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 5/3/2022.

Attested:

[signature]	Principal, Matthew McCain on 5/3/2022
[signature]	SSC Chairperson, Charles Cuellar on 5/3/2022

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

● Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

● Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

● Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

1. The comprehensive needs assessment of the entire school shall:

a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

    a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

    b. use methods and instructional strategies that:

        i. strengthen the academic program in the school,

        ii. increase the amount and quality of learning time, and

        iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

        i. strategies to improve students' skills outside the academic subject areas;

        ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

        iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

        iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

        v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

1. Ensure that those students' difficulties are identified on a timely basis; and

2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

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