

SPSA Plan Type

Schoolwide Program

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Magnolia Elementary School	19642796011290	May 15, 2024	

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), 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.

This plan is being used by Magnolia Elementary School for meeting ESSA’s planning requirements for the indicated SPSA Plan Type in alignment with the LCAP and other federal, state, and local programs.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made inform the SPSA development process.

Table of Contents

SPSA Title Page	1
Table of Contents.....	2
Plan Description.....	3
Educational Partner Involvement.....	3
Resource Inequities	3
Comprehensive Needs Assessment Components	4
California School Dashboard (Dashboard) Indicators.....	4
Other Needs.....	4
School and Student Performance Data	5
Student Enrollment.....	5
CAASPP Results.....	7
ELPAC Results	11
California School Dashboard	15
Annual Review	28
Goal 1.....	28
Goal 2.....	31
Goal 5.....	34
Goals, Strategies, & Proposed Expenditures.....	35
Goal 1.....	35
Goal 2.....	39
Goal 5.....	42
Budget Summary	44
Budget Summary	44
Other Federal, State, and Local Funds	44
Budgeted Funds and Expenditures in this Plan.....	45
Funds Budgeted to the School by Funding Source.....	45
Expenditures by Funding Source	45
Expenditures by Budget Reference	45
Expenditures by Budget Reference and Funding Source	45
Expenditures by Goal.....	46
Instructions.....	47
Appendix A: Plan Requirements	54
Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements	57
Appendix C: Select State and Federal Programs	60

Plan Description

Briefly describe your school's plan for effectively meeting the ESSA's planning requirements for:

SPSA Plan Type

Schoolwide Program

in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. The school's plan is to innovate and enhance programs with their federally funded programs and align them with the priority goals under the state's Local Control Funding Formula (LCFF). Using various data points to identify areas of strength and need we will work with all stakeholders to identify evidence-based strategies to increase achievement for students not meeting academic standards.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity 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 LCFF.

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.

Educational Partner Involvement

How, when, and with whom did your Magnolia Elementary 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

The School Site Council (SSC) consists of the principal, elected members including three classroom teachers, one additional elected staff member, and five elected parent/community members. SSC meets multiple times per year to discuss and give input on the creation of the school's areas of need, goals, and action plans. The SSC approves budget allocations and all changes to the School Plan for Student Achievement (SPSA). In addition, the SSC reviews action strategies for effectiveness and makes recommendations based on the data provided during the reviews.

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI only.

The ESSA states that resource inequities may include a review of LEA and school-level budgets. Through the comprehensive needs analysis, the District reviews a variety of data to identify, diagnose, and address sources of inequity to inform improvement decisions. Potential inequities were reviewed at all school sites based on California Dashboard metrics and ESSA requirements. Local, state, and federal resources are allocated to schools based on a fair

and equitable formula that provides opportunities for site input and flexibility, and also provides means to address identified areas for support and improvement. Title I and Supplemental and Concentration Grant funds are allocated based on a per-pupil allocation by grade span. Sites are allocated general funds based on a per-pupil allocation as well. California Dashboard shows the District met standard for appropriately assigned teachers and all students have access to their own copies of instructional materials.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

English Language Arts shows a performance level of orange.
English Language Proficiency Indicator shows a performance level of orange.
Chronic Absenteeism shows a performance level of red.
Suspension Rate shows a performance level of orange.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

All student groups are equal to or one level below the "all student" performance.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

English learners are demonstrating great need of support to grow achievement in English Language Arts.
Alternatives to suspension is needed as evidenced by the performance level of orange across all student groups.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level Magnolia Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0%		0	0
African American	0.3%	0.27%	0%	1	1	0
Asian	1.8%	1.90%	2.08%	7	7	8
Filipino	3.1%	2.98%	2.34%	12	11	9
Hispanic/Latino	92.8%	91.33%	90.1%	358	337	346
Pacific Islander	%	%	0%		0	0
White	1.0%	2.17%	3.39%	4	8	13
Multiple/No Response	%	0.27%	0.26%		1	1
Total Enrollment				386	369	384

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	60	58	76
Grade 1	58	40	47
Grade 2	46	63	46
Grade3	37	46	68
Grade 4	59	40	49
Grade 5	67	58	43
Grade 6	59	64	53
Total Enrollment	386	369	384

Conclusions based on this data:

1. Student enrollment has fluctuated minimally over the last three years. The three year average for enrollment is 379 students.
2. The trend shows that enrollment starts to decline from kindergarten to first grade.
3. Enrollment in kindergarten increased significantly for the 2022-2023 school year.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners (EL)	76	85	101	19.7%	23.0%	26.3%
Fluent English Proficient (FEP)	67	57	39	17.4%	15.4%	10.2%
Reclassified Fluent English Proficient (RFEP)	1			1.3%		

Conclusions based on this data:

1. The number of English learners has increased significantly over the past three years though enrollment remains steady.
2. The percentage of students who achieve Fluent English Proficient (FEP) when initially assessed has decreased significantly over the past three years.
3. The state has not reported the Reclassified Fluent English Proficient (RFEP) data for the last two years.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	36	48	66	0	48	65	0	48	65	0.0	100.0	98.5
Grade 4	57	41	49	0	41	49	0	41	49	0.0	100.0	100.0
Grade 5	69	58	41	0	58	40	0	58	40	0.0	100.0	97.6
Grade 6	59	66	55	0	65	53	0	65	53	0.0	98.5	96.4
All Grades	221	213	211	0	212	207	0	212	207	0.0	99.5	98.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2375.	2372.		18.75	7.69		12.50	18.46		18.75	24.62		50.00	49.23
Grade 4		2404.	2415.		12.20	10.20		9.76	18.37		19.51	24.49		58.54	46.94
Grade 5		2435.	2462.		8.62	15.00		15.52	20.00		25.86	15.00		50.00	50.00
Grade 6		2511.	2491.		10.77	5.66		33.85	32.08		35.38	22.64		20.00	39.62
All Grades	N/A	N/A	N/A		12.26	9.18		19.34	22.22		25.94	22.22		42.45	46.38

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		8.33	7.69		62.50	55.38		29.17	36.92
Grade 4		7.32	10.20		70.73	57.14		21.95	32.65
Grade 5		6.90	12.50		62.07	55.00		31.03	32.50
Grade 6		10.77	7.55		64.62	66.04		24.62	26.42
All Grades		8.49	9.18		64.62	58.45		26.89	32.37

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		16.67	9.23		35.42	44.62		47.92	46.15
Grade 4		4.88	6.12		53.66	57.14		41.46	36.73
Grade 5		6.90	15.00		48.28	40.00		44.83	45.00
Grade 6		6.15	11.32		64.62	52.83		29.23	35.85
All Grades		8.49	10.14		51.42	48.79		40.09	41.06

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2.08	4.62		81.25	76.92		16.67	18.46
Grade 4		4.88	6.12		75.61	69.39		19.51	24.49
Grade 5		8.62	7.50		70.69	75.00		20.69	17.50
Grade 6		7.69	7.55		76.92	73.58		15.38	18.87
All Grades		6.13	6.28		75.94	73.91		17.92	19.81

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		14.58	12.31		56.25	58.46		29.17	29.23
Grade 4		0.00	4.08		70.73	73.47		29.27	22.45
Grade 5		10.34	12.50		44.83	60.00		44.83	27.50
Grade 6		21.54	7.55		58.46	67.92		20.00	24.53
All Grades		12.74	9.18		56.60	64.73		30.66	26.09

Conclusions based on this data:

- 98.1% of students in third through sixth grades participated in CAASPP in 2022-2023 as compared to 99.5% in 2021-2022.
- The percentage of students who met or exceeded standards in English Language Arts (ELA) remained similar at 31.4% for the 2022-2023 school year and 31.6% for the 2021-2022 school year.
- Writing is the area of greatest need with 41.0% of students achieving below standard in the 2022-2023 school year.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	36	48	66	0	48	65	0	48	65	0.0	100.0	98.5
Grade 4	57	41	49	0	41	49	0	41	49	0.0	100.0	100.0
Grade 5	69	58	41	0	58	41	0	58	41	0.0	100.0	100.0
Grade 6	59	66	55	0	65	55	0	65	55	0.0	98.5	100.0
All Grades	221	213	211	0	212	210	0	212	210	0.0	99.5	99.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2405.	2394.		14.58	9.23		27.08	15.38		18.75	24.62		39.58	50.77
Grade 4		2433.	2430.		12.20	14.29		14.63	20.41		31.71	18.37		41.46	46.94
Grade 5		2428.	2444.		1.72	12.20		8.62	4.88		31.03	21.95		58.62	60.98
Grade 6		2465.	2464.		3.08	9.09		20.00	9.09		26.15	23.64		50.77	58.18
All Grades	N/A	N/A	N/A		7.08	10.95		17.45	12.86		26.89	22.38		48.58	53.81

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		27.08	13.85		41.67	43.08		31.25	43.08
Grade 4		17.07	10.20		39.02	40.82		43.90	48.98
Grade 5		1.72	9.76		37.93	34.15		60.34	56.10
Grade 6		6.15	5.45		36.92	32.73		56.92	61.82
All Grades		11.79	10.00		38.68	38.10		49.53	51.90

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		16.67	7.69		41.67	43.08		41.67	49.23
Grade 4		19.51	12.24		31.71	40.82		48.78	46.94
Grade 5		3.45	9.76		48.28	46.34		48.28	43.90
Grade 6		3.08	7.27		55.38	41.82		41.54	50.91
All Grades		9.43	9.05		45.75	42.86		44.81	48.10

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		12.50	13.85		58.33	56.92		29.17	29.23
Grade 4		9.76	18.37		48.78	42.86		41.46	38.78
Grade 5		3.45	7.32		62.07	51.22		34.48	41.46
Grade 6		4.62	7.27		67.69	61.82		27.69	30.91
All Grades		7.08	11.90		60.38	53.81		32.55	34.29

Conclusions based on this data:

- 99.5% of students in third through sixth grades participated in CAASPP in 2022-2023.
- The percentage of students who met or exceeded standards in math remained similar at 23.8% for the 2022-2023 school year and 24.5% for the 2021-2022 school year.
- Applying mathematical concepts is the area of greatest need with 51.9% of students achieving below standard in the 2022-2023 school year.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://EnglishLanguageProficiencyAssessmentsforCalifornia.org) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1425.7	1413.8	1450.0	1438.4	1421.6	1448.5	1396.1	1395.4	1453.5	15	16	30
1	1452.4	*	*	1459.2	*	*	1445.1	*	*	16	10	7
2	1471.6	1484.9	*	1479.4	1485.8	*	1463.3	1483.3	*	14	17	7
3	1480.8	1496.6	1497.9	1484.7	1510.8	1496.7	1476.3	1482.0	1498.6	12	12	18
4	*	1502.7	1530.0	*	1505.2	1533.9	*	1499.7	1525.5	8	12	11
5	*	1539.4	1544.6	*	1562.4	1557.2	*	1516.0	1531.5	10	11	13
6	*	*	*	*	*	*	*	*	*	10	7	9
All Grades										85	85	95

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	13.33	31.25	26.67	40.00	25.00	20.00	33.33	6.25	36.67	13.33	37.50	16.67	15	16	30
1	6.25	*	*	31.25	*	*	56.25	*	*	6.25	*	*	16	*	*
2	7.14	5.88	*	42.86	52.94	*	35.71	41.18	*	14.29	0.00	*	14	17	*
3	0.00	16.67	16.67	41.67	50.00	44.44	50.00	16.67	27.78	8.33	16.67	11.11	12	12	18
4	*	8.33	45.45	*	41.67	36.36	*	41.67	18.18	*	8.33	0.00	*	12	11
5	*	36.36	30.77	*	27.27	53.85	*	27.27	15.38	*	9.09	0.00	*	11	13
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	8.24	20.00	22.11	37.65	38.82	36.84	47.06	27.06	28.42	7.06	14.12	12.63	85	85	95

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	13.33	31.25	26.67	46.67	31.25	13.33	40.00	0.00	43.33	0.00	37.50	16.67	15	16	30
1	18.75	*	*	50.00	*	*	25.00	*	*	6.25	*	*	16	*	*
2	7.14	29.41	*	57.14	41.18	*	14.29	29.41	*	21.43	0.00	*	14	17	*
3	25.00	33.33	27.78	41.67	58.33	38.89	33.33	0.00	22.22	0.00	8.33	11.11	12	12	18
4	*	25.00	72.73	*	58.33	27.27	*	8.33	0.00	*	8.33	0.00	*	12	11
5	*	36.36	61.54	*	54.55	38.46	*	0.00	0.00	*	9.09	0.00	*	11	13
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	23.53	30.59	31.58	49.41	45.88	33.68	22.35	12.94	22.11	4.71	10.59	12.63	85	85	95

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	20.00	12.50	23.33	20.00	37.50	23.33	26.67	18.75	40.00	33.33	31.25	13.33	15	16	30
1	6.25	*	*	37.50	*	*	25.00	*	*	31.25	*	*	16	*	*
2	0.00	5.88	*	42.86	47.06	*	21.43	35.29	*	35.71	11.76	*	14	17	*
3	0.00	0.00	5.56	25.00	16.67	33.33	33.33	58.33	44.44	41.67	25.00	16.67	12	12	18
4	*	0.00	9.09	*	25.00	45.45	*	41.67	27.27	*	33.33	18.18	*	12	11
5	*	9.09	7.69	*	0.00	15.38	*	72.73	69.23	*	18.18	7.69	*	11	13
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	8.24	8.24	10.53	23.53	27.06	29.47	34.12	37.65	40.00	34.12	27.06	20.00	85	85	95

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	13.33	25.00	26.67	86.67	37.50	63.33	0.00	37.50	10.00	15	16	30
1	18.75	*	*	81.25	*	*	0.00	*	*	16	*	*
2	14.29	23.53	*	64.29	76.47	*	21.43	0.00	*	14	17	*
3	25.00	41.67	22.22	58.33	50.00	66.67	16.67	8.33	11.11	12	12	18
4	*	16.67	36.36	*	66.67	54.55	*	16.67	9.09	*	12	11
5	*	45.45	23.08	*	36.36	76.92	*	18.18	0.00	*	11	13
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	17.65	28.24	25.26	71.76	57.65	62.11	10.59	14.12	12.63	85	85	95

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	26.67	37.50	30.00	60.00	25.00	43.33	13.33	37.50	26.67	15	16	30
1	6.25	*	*	87.50	*	*	6.25	*	*	16	*	*
2	21.43	23.53	*	71.43	76.47	*	7.14	0.00	*	14	17	*
3	16.67	58.33	38.89	75.00	33.33	50.00	8.33	8.33	11.11	12	12	18
4	*	58.33	81.82	*	41.67	18.18	*	0.00	0.00	*	12	11
5	*	81.82	100.00	*	9.09	0.00	*	9.09	0.00	*	11	13
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	31.76	47.06	47.37	62.35	43.53	36.84	5.88	9.41	15.79	85	85	95

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	6.67	12.50	23.33	80.00	62.50	63.33	13.33	25.00	13.33	15	16	30
1	25.00	*	*	25.00	*	*	50.00	*	*	16	*	*
2	14.29	11.76	*	57.14	52.94	*	28.57	35.29	*	14	17	*
3	0.00	0.00	5.56	50.00	50.00	55.56	50.00	50.00	38.89	12	12	18
4	*	0.00	9.09	*	58.33	72.73	*	41.67	18.18	*	12	11
5	*	9.09	7.69	*	54.55	69.23	*	36.36	23.08	*	11	13
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	11.76	11.76	12.63	47.06	48.24	58.95	41.18	40.00	28.42	85	85	95

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	60.00	50.00	56.67	6.67	12.50	20.00	33.33	37.50	23.33	15	16	30
1	6.25	*	*	75.00	*	*	18.75	*	*	16	*	*
2	0.00	23.53	*	64.29	70.59	*	35.71	5.88	*	14	17	*
3	8.33	25.00	16.67	66.67	58.33	83.33	25.00	16.67	0.00	12	12	18
4	*	8.33	45.45	*	75.00	45.45	*	16.67	9.09	*	12	11
5	*	9.09	15.38	*	81.82	84.62	*	9.09	0.00	*	11	13
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	18.82	22.35	31.58	61.18	60.00	52.63	20.00	17.65	15.79	85	85	95

Conclusions based on this data:

1. The speaking domain demonstrated the strongest performance with 47.3% of English learners achieving at the well developed stage.

2. The reading domain demonstrated the greatest area of need with 12.6% of English learners achieving at the well developed stage.
3. 22.1% of students assessed achieved a level four in overall language which is a requirement for reclassification for the 2022-2023 school year.

School and Student Performance Data

California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
384	88.5	26.3	1.3
Total Number of Students enrolled in Magnolia Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	101	26.3
Foster Youth	5	1.3
Homeless	8	2.1
Socioeconomically Disadvantaged	340	88.5
Students with Disabilities	21	5.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
Asian	8	2.1
Filipino	9	2.3
Hispanic	346	90.1
Two or More Races	1	0.3
White	13	3.4

Conclusions based on this data:

1. The English learner population continues to increase and is now reported at 26.3% of student enrollment.
2. The vast majority of our students come from socio-economically disadvantaged homes.

3. While most students are identified as Hispanic, approximately 10.0% of students identify from other racial/ethnic groups.

School and Student Performance Data

Overall Performance






The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	Chronic Absenteeism  Red	Suspension Rate  Orange
Mathematics  Yellow		
English Learner Progress  Orange		

Conclusions based on this data:

1. Growth in academic achievement for math is greater than growth in ELA as evidenced by the yellow indicator as compared to the orange indicator.
2. English learners are demonstrating some growth in their English language proficiency.

3. An elevated suspension rate indicates a need to implement some alternatives to suspension to address student behavior.

School and Student Performance Data

Academic Performance English Language Arts

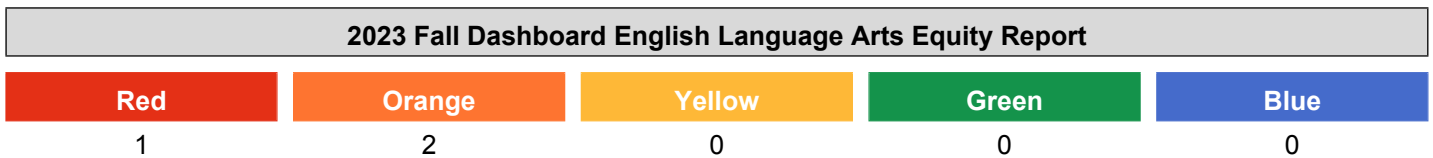
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Orange 49.6 points below standard Decreased -3.3 points 200 Students	English Learners  Red 84.7 points below standard Decreased Significantly -17 points 57 Students	Foster Youth Less than 11 Students 1 Student
Homeless Less than 11 Students 4 Students	Socioeconomically Disadvantaged  Orange 53.1 points below standard Decreased -5.3 points 182 Students	Students with Disabilities 121.1 points below standard Increased Significantly +38.4 points 14 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	Less than 11 Students 4 Students	Less than 11 Students 8 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 53.2 points below standard Decreased -3.2 points 181 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	Less than 11 Students 5 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
104.8 points below standard Increased +4.9 points 45 Students	9.3 points below standard Maintained +0.2 points 12 Students	44 points below standard Maintained +0.3 points 121 Students

Conclusions based on this data:

1. Reclassified English learners are achieving at greater levels than current English learners and English only students.
2. All student groups are performing below standard.
3. Due to small numbers in the population, there is no data reported for any other ethnic group other than Hispanic.

School and Student Performance Data

Academic Performance Mathematics

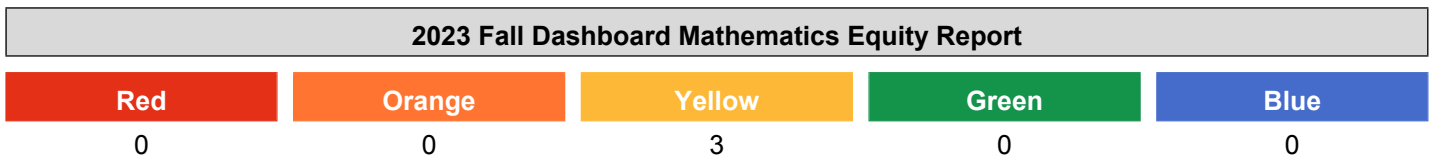
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Yellow 63.3 points below standard Increased +5.7 points 200 Students	English Learners  Yellow 77.2 points below standard Increased +3.3 points 57 Students	Foster Youth Less than 11 Students 1 Student
Homeless Less than 11 Students 4 Students	Socioeconomically Disadvantaged  Yellow 66.5 points below standard Increased +6.5 points 182 Students	Students with Disabilities 166.7 points below standard Decreased Significantly -55 points 14 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	Less than 11 Students 4 Students	Less than 11 Students 8 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 69.6 points below standard Increased +5.2 points 181 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	Less than 11 Students 5 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
93.3 points below standard Increased +12.6 points 45 Students	16.9 points below standard Increased Significantly +28.4 points 12 Students	63.2 points below standard Maintained +1.4 points 121 Students

Conclusions based on this data:

1. RFEP and English only students are achieving at greater levels than current English learners.
2. All student groups are performing below standard.
3. Due to small numbers in the population, there is no data reported for any other ethnic group other than Hispanic.

School and Student Performance Data

Academic Performance English Learner Progress

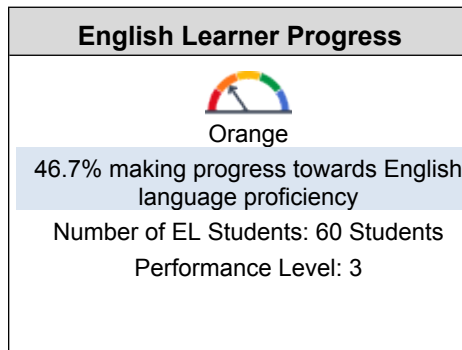
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator



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

2023 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
10	22	0	28

Conclusions based on this data:

1. Twenty-eight English learners progressed at least one English Learner Proficiency Indicator (ELPI) level.
2. Ten English Learners decreased one English Learner Proficiency Indicator (ELPI) level.
3. Twenty-two English learners maintained their ELPI level of 1, 2, or 3 .

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”







This section provides number of student groups in each level.



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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students Red 29.8% Chronically Absent Increased Significantly 3.3 399 Students	English Learners Orange 20.4% Chronically Absent Declined -0.5 113 Students	Foster Youth Less than 11 Students 8 Students
Homeless Less than 11 Students 9 Students	Socioeconomically Disadvantaged Red 32% Chronically Absent Increased Significantly 4.9 353 Students	Students with Disabilities 33.3% Chronically Absent Increased 12.3 27 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	Less than 11 Students 10 Students	Less than 11 Students 9 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 30% Chronically Absent Increased Significantly 4.2 357 Students	Less than 11 Students 8 Students	 No Performance Color 0 Students	26.7% Chronically Absent 0 15 Students

Conclusions based on this data:

1. High rates of chronic absenteeism occurred for all reported student groups.
2. Students with disabilities demonstrated the highest rate of chronic absenteeism at 33.3%.
3. English learners demonstrated the lowest rate of chronic absenteeism at 20.4%.

School and Student Performance Data

Conditions & Climate Suspension Rate

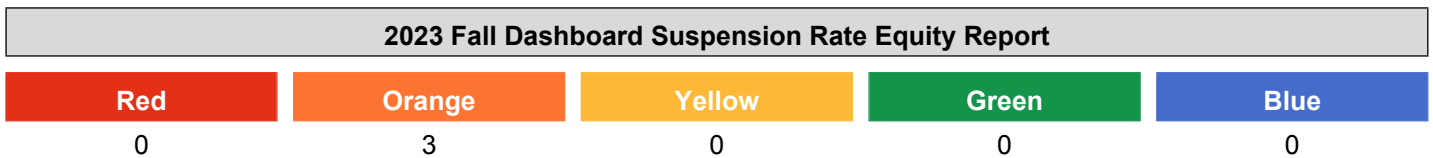
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”







This section provides number of student groups in each level.



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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>1.7% suspended at least one day</p> <p>Increased 1.4 412 Students</p>	<p>English Learners</p> <p>Orange</p> <p>1.7% suspended at least one day</p> <p>Increased 1.7 117 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students 8 Students</p>
<p>Homeless</p> <p>0% suspended at least one day</p> <p>Maintained 0 11 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>1.9% suspended at least one day</p> <p>Increased 1.6 363 Students</p>	<p>Students with Disabilities</p> <p>0% suspended at least one day</p> <p>Maintained 0 30 Students</p>

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	Less than 11 Students 10 Students	Less than 11 Students 9 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 1.4% suspended at least one day Increased 1.1 369 Students	Less than 11 Students 9 Students	 No Performance Color 0 Students	6.7% suspended at least one day 15 Students

Conclusions based on this data:

1. 1.7% of all students were suspended.
2. 1.7% of English learners were suspended.
3. 1.9% of socioeconomically disadvantaged students were suspended.

Annual Review

SPSA Year Reviewed: 2023-24

Subject

English Language Arts and Math Progress

Goal 1

By June 2024, all students, including significant subgroups, will show increased achievement in ELA and mathematics as evidenced by school, district, and state assessments.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Student Lexile Level (Reading Proficiency)	<p>2023-2024 All Students</p> <ul style="list-style-type: none">At/Above Grade Level: Increase of = 15%Significantly Below Grade Level: Decrease of = 10%	<p>2023-2024 All Students</p> <ul style="list-style-type: none">45% at or above grade level33% one year below grade level22% two or three years below grade level <p>2022-2023 All Students</p> <ul style="list-style-type: none">40% at or above grade level30% one year below grade level30% two or three years below grade level
District Math Diagnostic	<p>2023-2024 All Students</p> <ul style="list-style-type: none">At/Above Grade Level: Increase of = 15%Significantly Below Grade Level: Decrease of = 10%	<p>2023-2024 All Students</p> <ul style="list-style-type: none">39% at or above grade level43% one year below grade level18% two or three years below grade level <p>2022-2023 All Students</p> <ul style="list-style-type: none">35% at or above grade level40% one year below grade level25% two or three years below grade level
CAASPP Assessment in ELA	<p>2022-2023 SBAC ELA All Students</p> <ul style="list-style-type: none">Exceeded: Increase of 5% or greaterMet: Increase of 5% or greaterNearly Met: Maintain approximately 25%Not Met: Decrease of 10% or greater	<p>2022-2023 All Students</p> <ul style="list-style-type: none">Exceeded: 9.18%Met: 22.22%Nearly Met: 22.22%Not Met: 46.38% <p>2021-2022 All Students</p> <ul style="list-style-type: none">Exceeded: 12.26%Met: 19.34%

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP Assessment in Mathematics	2022-2023 SBAC Math All Students <ul style="list-style-type: none"> Exceeded: Increase of 5% or greater Met: Increase of 5% or greater Nearly Met: Maintain approximately 25% Not Met: Decrease of 10% or greater 	<ul style="list-style-type: none"> Nearly Met: 25.94% Not Met: 42.45% 2022-2023 All Students <ul style="list-style-type: none"> Exceeded: 10.95% Met: 12.86% Nearly Met: 22.38% Not Met: 53.81% 2021-2022 All Students <ul style="list-style-type: none"> Exceeded: 7.08% Met: 17.45% Nearly Met: 26.89% Not Met: 48.58%

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.

Resource teacher supported best first instruction and facilitated intervention supports in collaboration with the success coach. Running record kits were purchased, so each teacher may access this formative assessment tool for ongoing assessment and monitoring the progress of students' literacy skills. Intensive reading and math intervention groups during the school day were facilitated using local and District data to group students, monitor progress, and adjust instruction. Extra hours were used for after school intervention for targeted students achieving below grade level in reading and math according to local and district data. Supplemental reading materials at all levels were purchased to increase access to high interest literature in the school library. Pear Deck was purchased and used to support lesson planning to increase student engagement. Extra hours were provided for the school library aide to provide enriched student and family access to the library for independent reading, partner reading, family reading, and taking quizzes for Reading Counts. Supplemental instructional materials were purchased and supplied for intervention and parent education opportunities through Parent Coffee and Abriendo Puertas. These strategies were strategically executed to support students, staff, and families to make a positive impact on student achievement. As indicated in the District data, significant growth was achieved with 5% growth in reading, and 4% growth in math. State data for the 2023-2024 school year will be released in the fall of 2024.

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

The community liaison position has not been filled to date. Funds for this position were reallocated to expand after school intervention for first through fifth grades and purchase materials and supplies to run the program.

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.

Funds for the community liaison will be reallocated, so the position may be filled. After school intervention will begin earlier in the school year to maximize the impact and reach more students achieving below grade level. An attainable measure will be added to the goal to make it more specific and measurable throughout the course of the school year.

Annual Review

SPSA Year Reviewed: 2023-24

Subject

English Learner Progress

Goal 2

By June 2024, English learner’s academic language development and achievement will increase as evidenced by these measures:

- The reclassification rate will increase
- The number of long-term English learners (LTELs), or students at risk of becoming LTELs will decrease

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Student Lexile Level (Reading Proficiency)	2023-2024 English learner Students <ul style="list-style-type: none"> • At/Above Grade Level: Increase of = 10% • Significantly Below Grade Level: Decrease of = 15% 	2023-2024 English learner Students <ul style="list-style-type: none"> • 29% at or above grade level • 36% one year below grade level • 35% two or three years below grade level 2022-2023 English learner Students <ul style="list-style-type: none"> • 29% at or above grade level • 30% one year below grade level • 41% two or three years below grade level
District Math Diagnostic	2023-2024 English learner Students <ul style="list-style-type: none"> • At/Above Grade Level: Increase of = 10% • Significantly Below Grade Level: Decrease of = 15% 	2023-2024 English learner Students <ul style="list-style-type: none"> • 18% at or above grade level • 57% one year below grade level • 25% two or three years below grade level 2022-2023 English learner Students <ul style="list-style-type: none"> • 21% at or above grade level • 49% one year below grade level • 30% two or three years below grade level
CAASPP Assessment in ELA	2022-2023 SBAC ELA English learner Students <ul style="list-style-type: none"> • Exceeded: Increase of 5% or greater • Met: Increase of 5% or greater 	2022-2023 English learner Students <ul style="list-style-type: none"> • Exceeded: 0.00% • Met: 14.58% • Nearly Met: 14.58% • Not Met: 70.83%

Metric/Indicator	Expected Outcomes	Actual Outcomes
	<ul style="list-style-type: none"> Nearly Met: Increase of 10% or greater Not Met: Decrease of 10% or greater 	2021-2022 English Learner Students <ul style="list-style-type: none"> Exceeded: 2.38% Met: 7.14% Nearly Met: 11.90% Not Met: 78.57%
CAASPP Assessment in Math	2022-2023 SBAC Math English learner Students <ul style="list-style-type: none"> Exceeded: Increase of 5% or greater Met: Increase of 5% or greater Nearly Met: Increase of 10% or greater Not Met: Decrease of 10% or greater 	2022-2023 English learner Students <ul style="list-style-type: none"> Exceeded: 3.92% Met: 5.88% Nearly Met: 17.65% Not Met: 72.55% 2021-2022 English learner Students <ul style="list-style-type: none"> Exceeded: 2.38% Met: 9.52% Nearly Met: 22.81% Not Met: 64.29%

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.

Resource teacher supports instruction for designated and integrated English Language Development (ELD), monitors progress of English learners, and facilitates the reclassification process. Bilingual instructional aides support English learners through small groups, primary language support, and reinforcement of and practice with academic language. Extra hours were allocated for bilingual instructional aides to provide targeted support for the increasing population of Newcomer students. Culturally relevant books were purchased to increase access to reading material of high interest to support language acquisition. Materials and supplies were purchased for targeted intervention and parent education opportunities.

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

There are no notable differences to highlight.

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.

Provide substitute release time for observation protocols and analysis of data based on targeted language needs of English learners. Provide extra hours for teaching staff to plan and incorporate intentional language supports and instructional strategies based on identified needs in order to grow students' proficiency levels. If the budget allows, allocate funds for a team of staff, parents, and administrator to attend California Association for Bilingual Educators Conference to learn evidence based strategies to present to the school staff and community for implementation at the school site.

Annual Review

SPSA Year Reviewed: 2023-24

Subject

Learning Environment and School Climate

Goal 5

By June 2024 the learning environment and school climate will improve for all students.

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Proficiency in Reading/Language Arts and Mathematics

By June 2025, all students will show increased achievement by 4% in ELA and mathematics as evidenced by school, District, and state assessments.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1- AUSD will ensure growth and achievement for all students on California State Standards.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Assessment data indicates improved academic achievement in ELA and math. However, the following are identified as continued areas of need as evidenced by the baseline data and Dashboard indicators:

- 45% of all students performed at or above grade level in reading proficiency.
- 39% of all students performed at or above grade level according to the math diagnostic.
- Approximately 31% of students met or exceeded grade level standards on the CAASPP assessment in ELA.
- Approximately 24% of students met or exceeded grade level standards on the CAASPP assessment in mathematics.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
District Reading Diagnostic	2023-2024 All Students <ul style="list-style-type: none"> • 45% at or above grade level • 33% one year below grade level • 22% two or three years below grade level 	2024-2025 All Students <ul style="list-style-type: none"> • 49% at or above grade level
District Math Diagnostic	2023-2024 All Students <ul style="list-style-type: none"> • 39% at or above grade level • 43% one year below grade level • 18% two or three years below grade level 	2024-2025 All Students <ul style="list-style-type: none"> • 43% at or above grade level
CAASPP Assessment in ELA	2022-2023 All Students <ul style="list-style-type: none"> • Exceeded: 9.18% • Met: 22.22% • Nearly Met: 22.22% • Not Met: 46.38% 	2023-2024 All Students <ul style="list-style-type: none"> • Exceeded/Met: 35.00%

CAASPP Assessment in mathematics	2022-2023 All Students <ul style="list-style-type: none"> Exceeded: 10.95% Met: 12.86% Nearly Met: 22.38% Not Met: 53.81% 	2023-2024 All Students <ul style="list-style-type: none"> Exceeded/Met: 28.00%
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	A resource teacher will support best first instruction, organize and facilitate student intervention programs, and lead PLC meetings and data protocols. Funds will be allocated to support teacher professional growth opportunities that strengthen their practice in the implementation of evidence based strategies and to purchase materials required for such opportunities (i.e. book study, attendance at workshops/conferences, etc.). Extra duty hours and/or sub release time for instructional staff will also be funded for collaboration and planning of interactive lessons that increase student engagement, promote collaborative structures, foster oral language development, deepen conceptual understanding and problem-solving skills, and integrate support for equitable access to grade-level curriculum and standards. Students will have access to supplemental instructional materials, incentives to support the reading program, and computer software/hardware that enrich and further support the educational program. Instructional staff will have access to computer software/hardware that will support effective implementation of curriculum and state standards leading to increased student achievement. Students' progress will be accessed and monitored through various data points and analyzed to drive instruction and intervention for students.	All students including EL student group	1000 LCFF Supplemental 1000-1999: Certificated Personnel Salaries sub release for lesson planning and student engagement (Inclusion) 4500 LCFF Supplemental 4000-4999: Books And Supplies Materials, supplies, subscriptions (i.e. Scholastic News, National Geographic, etc), technology, licenses, brag tags 82576 Title I 1000-1999: Certificated Personnel Salaries Salary for resource teacher (70%) 25758 Title I 3000-3999: Employee Benefits Benefits for resource teacher (70%)
1.3	Staff will work collaboratively with the resource teacher and other support personnel to identify instructional needs of students and then respond. Funds will be allocated for support personnel such as the success coach, community liaison, library aide and instructional assistants to provide strategic support to identified students to increase student achievement in the areas of math and language arts. Funds will also be set aside to provide extra duty hours to personnel who support students through	All students including EL student group	43058 Title I 2000-2999: Classified Personnel Salaries Salary for intervention teacher (40%) 15651 Title I

	before, during, and after school interventions, summer school, homework help, reading club, etc.		<p>3000-3999: Employee Benefits Benefits for intervention teacher (40%)</p> <p>12000 Title I 1000-1999: Certificated Personnel Salaries Extra hours for teachers to plan for and implement effective instruction and intervention, data analysis</p> <p>2349 Title I 1000-1999: Certificated Personnel Salaries Benefits for certificated extra hours</p> <p>17307 Title I 2000-2999: Classified Personnel Salaries Salary for library aide</p> <p>1540 Title I 3000-3999: Employee Benefits Benefits for library aide</p> <p>2000 Title I 2000-2999: Classified Personnel Salaries Additional hours for classified personnel to support targeted students (i.e. library aide)</p> <p>400 Title I 3000-3999: Employee Benefits Benefits classified personnel to support targeted students (approx 20%)</p>
1.4			
1.5	Magnolia will actively seek to engage families as a means to increase student achievement. Based on	All students including EL student group	1000 LCFF Supplemental

	<p>needs assessments and surveys, funds will be allocated to increase and improve communication and outreach through technology resources that promote opportunities for parent education and allow for access to online resources such as school surveys and educational websites. The community liaison will support a school-wide parent involvement and education program with an emphasis on increasing student achievement. Funding for materials, supplies, and childcare will be provided to support such opportunities. The community liaison will facilitate communication from school to home, actively promote opportunities for family engagement and recruit participants, provide outreach to support improved school attendance for students, and increase communication and support through in-school programming and coordination with outside providers for students and families as a means to increase achievement. Funds will also be allocated for home/school communication tools such as student agendas and communication folders.</p>		<p>4000-4999: Books And Supplies Student/family planners and folders to increase home/school communication</p> <p>500 LCFF Supplemental 2000-2999: Classified Personnel Salaries Additional hours for classified staff to perform child care</p> <p>160 LCFF Supplemental 3000-3999: Employee Benefits Benefits for classified</p> <p>15303 Title I 2000-2999: Classified Personnel Salaries Salary for community liaison</p> <p>1364 Title I 3000-3999: Employee Benefits Benefits for community liaison</p> <p>800 LCFF Supplemental 4000-4999: Books And Supplies Resources and materials for parent workshops</p>
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Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

English Learner Progress

By June 2025, English learners' academic language development and achievement will increase by 4% in ELA and math as measured by District and state assessments.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2- AUSD will meet the diverse needs of English learner and accelerate the academic achievement and English proficiency through an assets-oriented, culturally responsive approach.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Assessment data indicates improved academic achievement in ELA and math. However, the following are identified as continued areas of need as evidenced by the baseline data and Dashboard indicators:

- 29% of English learner students performed at or above grade level according to the reading diagnostic.
- 18% of English learner students performed at or above grade level according to the math diagnostic.
- Approximately 14% of English learner students met or exceeded grade level standards on the CAASPP assessment in ELA.
- Approximately 10% of English learner students met or exceeded grade level standards on the CAASPP assessment in mathematics.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
District Reading Diagnostic	2023-2024 English learner Students <ul style="list-style-type: none"> • 29% at or above grade level • 36% one year below grade level • 35% two or three years below grade level 	2024-2025 English learner Students <ul style="list-style-type: none"> • 33% at or above grade level
District Math Diagnostic	2023-2024 English learner Students <ul style="list-style-type: none"> • 18% at or above grade level • 57% one year below grade level • 25% two or three years below grade level 	2024-2025 English learner Students <ul style="list-style-type: none"> • 22% at or above grade level
CAASPP Assessment in ELA	2022-2023 English learner Students <ul style="list-style-type: none"> • Exceeded: 0.00% • Met: 14.58% • Nearly Met: 14.58% • Not Met: 70.83% 	2023-2024 English learner Students <ul style="list-style-type: none"> • Exceeded/Met: 18.00%

CAASPP Assessment in Math	2022-2023 English learner Students <ul style="list-style-type: none"> Exceeded: 3.92% Met: 5.88% Nearly Met: 17.65% Not Met: 72.55% 	2023-2024 English learner Students <ul style="list-style-type: none"> Exceeded/Met: 14.00%
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>Instructional staff will be supported in implementing evidence based instructional strategies to improve EL academic performance, increase reclassification rate, and decrease the number of LTEL students. Substitute release time may be provided for observation protocols and analysis of data based on targeted language needs of English learners. Instructional staff will ensure EL's are receiving integrated and designated ELD daily and that instructional strategies are aligned with Principle 2 in the EL Roadmap. Funds will be allocated for bilingual aides to support comprehensible input and access to curriculum. Funds will also be allocated for parent education opportunities to support EL's in reaching academic proficiency in ELA and math. If the budget allows, funds will be allocated for a team of educational partners to attend a conference (i.e. CABE) to learn how to best support EL students in achieving English language proficiency. The team would also be responsible for supporting the entire school community with strategy implementation, monitoring for effectiveness, and responding to data.</p>	EL students	<p>34760 Title I 2000-2999: Classified Personnel Salaries Salaries for two bilingual instructional aides</p> <p>3081 Title I 3000-3999: Employee Benefits Benefits for salaries for two bilingual instructional aides</p> <p>2840 LCFF Supplemental 5000-5999: Services And Other Operating Expenditures Team to attend conference for professional learning and strategy implementation</p>
1.2	<p>Teachers and staff will provide EL students and their families support through a variety of differentiated practices such as writing clinics, reclassification clinics, additional tutoring, goal setting, and family goal-setting. The resource teacher will monitor RFEP students' academic achievement with classroom teachers. The resource teacher will monitor EL students' progress towards reclassification in collaboration with teachers who implement designated and integrated ELD. Materials and supplies including appropriate leveled library books and culturally diverse books will be purchased to implement lessons/activities that support language acquisition and academic discourse. Office staff will provide school-to-home communication in both English and Spanish during regular school days and summer school. Additionally, funds will be set aside for extra duty hours for translation and community support.</p>	EL students	<p>900 LCFF Supplemental 2000-2999: Classified Personnel Salaries Extra hours for classified staff to offer translation (i.e. parent conferences, parent education)</p> <p>200 LCFF Supplemental 2000-2999: Classified Personnel Salaries Classified benefits</p> <p>2000 Title I</p>

			<p>2000-2999: Classified Personnel Salaries Extra hours for classified</p> <p>400 Title I 3000-3999: Employee Benefits Benefits for Extra hours for classified</p> <p>2000 LCFF Supplemental 4000-4999: Books And Supplies Culturally diverse books for school and classroom libraries</p>
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Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Learning Environment and School Climate

By June 2025, the chronic absenteeism and suspension rates will decrease to make a positive impact on student engagement and achievement.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 5- AUSD will ensure safe and restorative school climates.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Though current local data indicates improved rates for chronic absenteeism and suspensions, the following areas continue to be identified as areas of need per the Dashboard indicators:

- 29.8% of all students are reported as chronically absent.
- 1.7% of all students are reported as being suspended from school for at least one day.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California School Dashboard	2022-2023 All Students <ul style="list-style-type: none"> • 29.8% of all students are reported as chronically absent. • 1.7% of all students are reported as being suspended from school for at least one day. 	2023-2024 All Students <ul style="list-style-type: none"> • Decrease chronic absenteeism rate to 24.8% or less • Decrease suspension rate to no greater than 1.5%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Establish a team of educational partners to review attendance and suspension data and create a plan to support student engagement focusing on improving attendance and positive behavior at school. Funds will be allocated for incentives that celebrate good attendance and positive behavior.	All students including EL student group	500 LCFF Supplemental 1000-1999: Certificated Personnel Salaries Extra hours for staff

			<p>100 LCFF Supplemental 1000-1999: Certificated Personnel Salaries Benefits for extra hours</p> <p>500 LCFF Supplemental 4000-4999: Books And Supplies brag tags, incentives</p>
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Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$274,547.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: 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	\$259,547.00
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: \$259,547.00

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 (\$)
LCFF Supplemental	\$15,000.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$15,000.00

Total of federal, state, and/or local funds for this school: \$274,547.00

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	259,547.00	0.00
LCFF Supplemental	15,000.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental	15,000.00
Title I	259,547.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	98,525.00
2000-2999: Classified Personnel Salaries	116,028.00
3000-3999: Employee Benefits	48,354.00
4000-4999: Books And Supplies	8,800.00
5000-5999: Services And Other Operating Expenditures	2,840.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF Supplemental	1,600.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental	1,600.00
3000-3999: Employee Benefits	LCFF Supplemental	160.00
4000-4999: Books And Supplies	LCFF Supplemental	8,800.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental	2,840.00

1000-1999: Certificated Personnel Salaries	Title I	96,925.00
2000-2999: Classified Personnel Salaries	Title I	114,428.00
3000-3999: Employee Benefits	Title I	48,194.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	227,266.00
Goal 2	46,181.00
Goal 5	1,100.00

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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 local educational agency (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* 64001(g)(1), 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: Table of Contents

- [Plan Description](#)
- [Educational Partner Involvement](#)
- [Comprehensive Needs Assessment](#)
- [Goals, Strategies/Activities, and Expenditures](#)
- [Annual Review](#)
- [Budget Summary](#)
- [Appendix A: Plan Requirements for Title I Schoolwide Programs](#)
- [Appendix B: Select State and Federal Programs](#)

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

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

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. 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 Educational Partner 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.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

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.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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 as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-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.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

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 Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI 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.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. 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 EC 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.
- Funding Sources: List the 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.

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

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement 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.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

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

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal 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.

Goal 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.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between 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.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI 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 planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- 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 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.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible 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.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

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

- **Total Funds Provided to the School Through the ConApp:** 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 funds from its LEA for CSI should complete the Budget Summary Table 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 for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

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 Schoolsite Council (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).
 - 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.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - 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 LEA (may include funds allocated via the ConApp, federal funds, and 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 Educational Partner 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: 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 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI 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 educational partners (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 (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: 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/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: 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 (*Sections: 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.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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 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 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.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible 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 (*Sections: 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 Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <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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