



Board Agenda Item #	II C – Recommendation for Approval
Date:	February 11, 2019
To:	Magnolia Board of Directors - Academic Committee
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	David Yilmaz, Chief Accountability Officer
RE:	Approval of Low-Performing Students Block Grant (LPSBG) for all MPS

Proposed Board Recommendation

I move that the academic committee recommend approval of the Low-Performing Students Block Grant (LPSBG) for all MPS.

Background

Grant Description

The Low-Performing Students Block Grant (LPSBG) is a state education funding initiative with the goal of providing grant funds to local educational agencies (LEAs) serving pupils identified as low-performing on state English language arts or mathematics assessments who are not otherwise identified for supplemental grant funding under the local control funding formula or eligible for special education services, as specified in Education Code (EC) Section 41570(d).

Required Eligibility Criteria

As a condition of apportionment, a school district, county office of education or charter school shall develop a plan describing how the funds will increase or improve evidence-based services for the identified pupils to accelerate increases in academic achievement, and how the effectiveness of the services will be measured. The plan shall be discussed and adopted at a regularly scheduled meeting of the LEA's governing board.

How Shall Funds Be Used?

Funds shall be used for evidence-based services that directly support pupil academic achievement, including, but not limited to professional development activities for certificated staff, instructional materials, or additional supports for pupils. These funds are available for expenditure or encumbrance through the 2020–21 fiscal year.

Funding Results

Total eligible student count is based on students who are not considered as low-income, EL, foster-youth or students with disabilities who also performed low on state English language arts or mathematics assessments.

Local Educational Agency^	2016–17 Total Eligible Students	2018–19 Preliminary Entitlement
Magnolia Science Academy	3	\$5,928
Magnolia Science Academy 2	1	\$1,976
Magnolia Science Academy 3	26	\$51,377
Magnolia Science Academy 4	9	\$17,784
Magnolia Science Academy 5	4	\$7,904
Magnolia Science Academy 6	10	\$19,760
Magnolia Science Academy 7	7	\$13,832
Magnolia Science Academy Bell	14	\$27,664
Magnolia Science Academy San Diego	24	\$47,425
Magnolia Science Academy - Santa Ana	5	\$9,880
TOTAL:	103	\$203,530

Spending Plans

Attached plans describe how each MSA intends to use LPSBG funds for evidence-based services that directly support pupil academic achievement, including, but not limited to, professional development activities for certificated staff, instructional materials, and additional supports for pupils. The plans also describe how the schools will measure the impact of the LPSBG funds received through progress made towards the expected annual measurable outcomes in their LCAPs. In order to implement and support the activities described in the plans and to achieve annual measurable outcomes, MPS intends to expend the LPSBG funds as follows:

LEA	Proposed Expenditures	Intended Fiscal Year
MSA-1	Teacher payment for targeted after school tutoring: \$5, 928.00	2018-19
MSA-2	Saturday school staff payment: \$1,976.00	2018-19
MSA-3	PD activities for certificated staff: \$5,000.00 <ul style="list-style-type: none"> ▪ Social-Emotional Program for students: \$5,000.00 ▪ Instructional materials & SBAC Prep material: \$10,000.00 ▪ Additional academic & mentoring support, supplies for pupils: \$31,377.00 TOTAL: \$51,377.00	2018-19, 2019-20, 2020-21
MSA-4	<ul style="list-style-type: none"> ▪ PD activities for certificated staff: \$1,500.00 (FY 2019-20) ▪ Instructional materials: \$2,500.00 (FY 2019-20) ▪ Additional support for pupils: \$13,784.00 (~50% in FY 2018-19 and ~50% in FY 2019-20) TOTAL: \$17,784.00	2018-19, 2019-20
MSA-5	<ul style="list-style-type: none"> ▪ PD activities for certificated staff: \$500.00 (FY 2019-20) ▪ Instructional materials: \$3,000.00 (FY 2018-19) ▪ Additional support for pupils: \$4,404.00 (~30% in FY 2018-19 and ~70% in FY 2019-20) TOTAL: \$7,904.00	2018-19, 2019-20
MSA-6	Additional support for pupils & Teacher aide for intervention: \$19,760.00	2019-20
MSA-7	Math Intervention Teacher Payment: \$13,832.00	2019-20
MSA-Bell	<ul style="list-style-type: none"> ▪ ITVs for the classroom and technology update: \$21,000.00 ▪ Instructional materials (NEWSELA): \$4,000.00 ▪ PD for students and teacher training: \$2,664.00 TOTAL: \$27,664.00	2018-19
MSA-San Diego	<ul style="list-style-type: none"> ▪ PD activities for certificated staff: \$1,000.00 ▪ Instructional materials: \$5,000.00 ▪ Additional support for pupils- Support Staff \$41,425.00 TOTAL: \$47,425.00	2019-20

MSA-Santa Ana	<ul style="list-style-type: none"> ▪ PD activities for certificated staff: \$1,000.00 ▪ Additional support for pupils: \$8,880.00 <p>TOTAL: \$9,880.00</p>	2019-20
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Budget Implications

These funds are available for expenditure or encumbrance through the 2020–21 fiscal year. Please see the above table for budget implications.

How Does This Action Relate/Affect/Benefit All MSAs?

It is a condition of the grant that a plan shall be discussed and adopted at a regularly scheduled meeting of the LEA's governing board. The funds will increase or improve evidence-based services for the identified pupils to accelerate increases in academic achievement.

Name of Staff Originator:

David Yilmaz, Chief Accountability Officer

Exhibits (Attachments):

- Low-Performing Students Block Grant (LPSBG) Plan for each MSA

Low-Performing Students Block Grant (LPSBG) Plan

<p>LEA:</p>	<p>Name: Magnolia Science Academy</p> <p>CDS Code: 19101996119945</p> <p>Charter Number: 0438</p> <p>LPSBG Contacts:</p> <p><i>Primary Contact:</i></p> <p>Mustafa Sahin, Principal, msahin@magnoliapublicschools.org, 818-609-0507</p> <p><i>Secondary Contact:</i></p> <p>Nanie Montijo, Chief Financial Officer, nmontijo@magnoliapublicschools.org, 213-628-3634</p>
<p>Entitlement:</p>	<p>2018-19 Preliminary Entitlement: \$5,928.00</p> <p>2016-17 Total Eligible Students: 3</p>
<p>FY:</p>	<p>These funds are available for expenditure or encumbrance through the 2020–21 fiscal year.</p>
<p>LCAP-Aligned Activities:</p>	<p>The LEA will use the LPSBG funds for evidence-based services that directly support pupil academic achievement, including, but not limited to, professional development activities for certificated staff, instructional materials, and additional supports for pupils. The funds will help accelerate increases in academic achievement. The LEA will engage in numerous activities aligned with its Local Control and Accountability Plan (LCAP). These activities include, but are not limited to, the following:</p> <ul style="list-style-type: none"> • Teachers will participate in professional development on the implementation of CCSS standards. • LEA will monitor how effectively teachers implement strategies and skills they learned in the PD sessions in the classroom. Teachers will be provided with instructional guidance and feedback through classroom visits. • LEA will identify those areas the teachers need improvement to become more effective and efficient at their jobs and communicate with teachers about performance, mutually establish goals and identify actions for progress, and evaluate results. • LEA will provide additional supports and interventions to students during the day, after school hours and on Saturday. • LEA will use a research-based reading intervention and math program that targets the individual needs of struggling students and includes ongoing assessments of student growth.

Low-Performing Students Block Grant (LPSBG) Plan

	<ul style="list-style-type: none"> • LEA will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. • Teachers and the leadership team will monitor student progress in ELA and math as measured by in-class/benchmark assessments, MAP and IABs. • Teachers will use accessible technology tools and other resources on a regular basis to engage and enhance learning and to differentiate instruction to meet the needs of every student. Teachers will effectively use challenging resources that are mentally, visually, aurally, and kinesthetically stimulating. (Ex: internet, PowerPoint, interactive whiteboards, document camera, multimedia, educational software, interactive games and simulations, apps, class website, lab materials, manipulatives, assistive technology, etc.) • LEA will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. LEA will communicate further with the parents of students who are performing below grade level. • LEA teachers will visit students at their homes to discuss student progress and enhance student learning and involvement. Teachers will document the visits, evaluate them and share necessary information with the appropriate staff (grade level team, counselor, administrator, etc.) • LEA will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs. • LEA will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.
<p>Expected Annual Measurable Outcomes:</p>	<p>The LEA will measure the impact of the LPSBG funds received through progress made towards the expected annual measurable outcomes in its LCAP. These outcomes include the following:</p> <ul style="list-style-type: none"> • The percentage of students performing proficient on the CAASPP-ELA/Literacy and Mathematics assessments will be 3 percentage points up from the prior year. <i>(Metric: Percentage of students performing proficient; 2019-20 vs. 2018-19)</i> • Change in Average Distance from Standard on the CAASPP-ELA/Literacy and Mathematics assessments will be 3 points up from the prior year. <i>(Metric: CA School Dashboard status; 2019-20 vs. 2018-19)</i>

Low-Performing Students Block Grant (LPSBG) Plan

	<ul style="list-style-type: none"> The percentage of students meeting their growth targets on the MAP-Reading/ELA and Mathematics assessments will be 2 percentage points up from the prior year. <p align="center"><i>(Metric: Percentage of students meeting their growth targets from fall to spring; 2019-20 fall to spring vs. 2018-19 fall to spring)</i></p>
Estimated Expenditures:	<p>In order to implement and support the activities described above and to achieve annual measurable outcomes, the LEA intends to expand the LPSBG funds as follows:</p> <ul style="list-style-type: none"> Teacher payment for targeted after school tutoring: \$5, 928.00 (FY 2018-19)
MPS Board Approval Date:	February 14, 2019

RESPONSES FOR REQUIRED REPORT NUMBER ONE

Summarize how the funds will be used to increase or improve evidence-based services for pupils identified. *(1,050 maximum characters)*

LEA intends to expend part of the LPSBG funds to provide additional supports and interventions to students who are struggling in ELA and math during after school tutoring hours. Teachers will identify students who are underperforming in both English and Math, and based on their needs, they will provide them with targeted one-on-one support and small group instruction. LEA teachers implement IAB testing as one of our formative assessments. During targeted tutoring time, based on IAB data of individual students, teachers will re-teach skills to fill in gaps where students need it the most. Additionally, after remediation is provided, teachers will re-administer the IAB to measure improvement.

How will the effectiveness of the evidence-based services be measured? *(1,050 maximum characters)*

The LEA will measure the impact of the LPSBG funds received through progress made towards the expected annual measurable outcomes in its LCAP. These outcomes include the following:

- The percentage of students performing proficient on the CAASPP-ELA/Literacy and Mathematics assessments will be **3 percentage points up** from the prior year.

Low-Performing Students Block Grant (LPSBG) Plan

(Metric: Percentage of students performing proficient; 2019-20 vs. 2018-19)

- Change in Average Distance from Standard on the CAASPP-ELA/Literacy and Mathematics assessments will be **3 points up** from the prior year.

(Metric: CA School Dashboard status; 2019-20 vs. 2018-19)

- The percentage of students meeting their growth targets on the MAP-Reading/ELA and Mathematics assessments will be **2 percentage points up** from the prior year.

(Metric: Percentage of students meeting their growth targets from fall to spring; 2019-20 fall to spring vs. 2018-19 fall to spring)

How are services aligned with and described in the LEA's local control and accountability plan? (1,050 maximum characters)

The evidence-based services LEA will use the LPSBG funds for are directly aligned with the following services and activities described in our LCAP:

- LEA will provide additional supports and interventions to students during the day, after school hours and on Saturday.
- LEA will use a research-based reading intervention and math program that targets the individual needs of struggling students and includes ongoing assessments of student growth.
- Teachers and the leadership team will monitor student progress in ELA and math as measured by in-class/benchmark assessments, MAP and IABs.

Low-Performing Students Block Grant (LPSBG) Plan

<p>LEA:</p>	<p>Name: Magnolia Science Academy 2</p> <p>CDS Code: 19101990115212</p> <p>Charter Number: 0906</p> <p>LPSBG Contacts:</p> <p><i>Primary Contact:</i></p> <p>Steven Keskindurk, Principal, skeskindurk@magnoliapublicschools.org, 818-758-0300</p> <p><i>Secondary Contact:</i></p> <p>Nanie Montijo, Chief Financial Officer, nmontijo@magnoliapublicschools.org, 213-628-3634</p>
<p>Entitlement:</p>	<p>2018-19 Preliminary Entitlement: \$1,976.00</p> <p>2016-17 Total Eligible Students: 1</p>
<p>FY:</p>	<p>These funds are available for expenditure or encumbrance through the 2020–21 fiscal year.</p>
<p>LCAP-Aligned Activities:</p>	<p>The LEA will use the LPSBG funds for evidence-based services that directly support pupil academic achievement, including, but not limited to, professional development activities for certificated staff, instructional materials, and additional supports for pupils. The funds will help accelerate increases in academic achievement. The LEA will engage in numerous activities aligned with its Local Control and Accountability Plan (LCAP). These activities include, but are not limited to, the following:</p> <ul style="list-style-type: none"> • Teachers will participate in professional development on the implementation of CCSS standards. • LEA will monitor how effectively teachers implement strategies and skills they learned in the PD sessions in the classroom. Teachers will be provided with instructional guidance and feedback through classroom visits. • LEA will identify those areas the teachers need improvement to become more effective and efficient at their jobs and communicate with teachers about performance, mutually establish goals and identify actions for progress, and evaluate results. • LEA will provide additional supports and interventions to students during the day, after school hours and on Saturday. • LEA will use a research-based reading intervention and math program that targets the individual needs of struggling students and includes ongoing assessments of student growth.

Low-Performing Students Block Grant (LPSBG) Plan

	<ul style="list-style-type: none"> • LEA will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. • Teachers and the leadership team will monitor student progress in ELA and math as measured by in-class/benchmark assessments, MAP and IABs. • Teachers will use accessible technology tools and other resources on a regular basis to engage and enhance learning and to differentiate instruction to meet the needs of every student. Teachers will effectively use challenging resources that are mentally, visually, aurally, and kinesthetically stimulating. (Ex: internet, PowerPoint, interactive white boards, document camera, multimedia, educational software, interactive games and simulations, apps, class website, lab materials, manipulatives, assistive technology, etc.) • LEA will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. LEA will communicate further with the parents of students who are performing below grade level. • LEA teachers will visit students at their homes to discuss student progress and enhance student learning and involvement. Teachers will document the visits, evaluate them and share necessary information with the appropriate staff (grade level team, counselor, administrator, etc.) • LEA will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs. • LEA will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.
<p>Expected Annual Measurable Outcomes:</p>	<p>The LEA will measure the impact of the LPSBG funds received through progress made towards the expected annual measurable outcomes in its LCAP. These outcomes include the following:</p> <ul style="list-style-type: none"> • The percentage of students performing proficient on the CAASPP-ELA/Literacy and Mathematics assessments will be 5 percentage points up from the prior year. <i>(Metric: Percentage of students performing proficient; 2019-20 vs. 2018-19)</i> • Change in Average Distance from Standard on the CAASPP-ELA/Literacy and Mathematics assessments will be 5 points up from the prior year. <i>(Metric: CA School Dashboard status; 2019-20 vs. 2018-19)</i>

Low-Performing Students Block Grant (LPSBG) Plan

	<ul style="list-style-type: none"> The percentage of students meeting their growth targets on the MAP-Reading/ELA and Mathematics assessments will be 5 percentage points up from the prior year. <p align="center"><i>(Metric: Percentage of students meeting their growth targets from fall to spring; 2019-20 fall to spring vs. 2018-19 fall to spring)</i></p>
Estimated Expenditures:	<p>In order to implement and support the activities described above and to achieve annual measurable outcomes, the LEA intends to allocate the LPSBG funds as follows:</p> <ul style="list-style-type: none"> Saturday school staff payment: \$1,976.00 (FY 2018-19)
MPS Board Approval Date:	February 14, 2019

RESPONSES FOR REQUIRED REPORT NUMBER ONE

Summarize how the funds will be used to increase or improve evidence-based services for pupils identified. *(1,050 maximum characters)*

LEA intends to allocate the LPSBG funds to expand the Saturday school teacher capacity and offer support to more students. Students are invited to Saturday school based teacher recommendations, current intervention standing or proficiency level. During this time, students receive individualized and group support to target needs in math and English identified by students' classroom teachers.

How will the effectiveness of the evidence-based services be measured? *(1,050 maximum characters)*

The LEA will measure the impact of the LPSBG funds received through progress made towards the expected annual measurable outcomes in its LCAP. These outcomes include the following:

- The percentage of students performing proficient on the CAASPP-ELA/Literacy and Mathematics assessments will be **5 percentage points up** from the prior year.

(Metric: Percentage of students performing proficient; 2019-20 vs. 2018-19)

- Change in Average Distance from Standard on the CAASPP-ELA/Literacy and Mathematics assessments will be **5 points up** from the prior year.

(Metric: CA School Dashboard status; 2019-20 vs. 2018-19)

Low-Performing Students Block Grant (LPSBG) Plan

- The percentage of students meeting their growth targets on the MAP-Reading/ELA and Mathematics assessments will be **5 percentage points up** from the prior year.

(Metric: Percentage of students meeting their growth targets from fall to spring; 2019-20 fall to spring vs. 2018-19 fall to spring)

How are services aligned with and described in the LEA's local control and accountability plan? *(1,050 maximum characters)*

The evidence-based services LEA will use the LPSBG funds for are directly aligned with the following services and activities described in our LCAP:

- Teachers will analyze the SBAC, IAB, and MAP data to identify students who need additional support in math and English. Teacher recommendations will also be accepted.
- Students who are not assigned intervention classes or after school tutoring will be invited to Saturday school.
- Student data will be analyzed to prepare target content standards to work on during Saturday school.
- LEA will use a research-based reading intervention and math program that targets the individual needs of struggling students and includes ongoing assessments of student growth.

Low-Performing Students Block Grant (LPSBG) Plan

<p>LEA:</p>	<p>Name: Magnolia Science Academy 3</p> <p>CDS Code: 19101990115030</p> <p>Charter Number: 0917</p> <p>LPSBG Contacts:</p> <p><i>Primary Contact:</i></p> <p>Shandrea Daniel, Principal, sdaniel@magnoliapublicschools.org, 310-637-3806</p> <p><i>Secondary Contact:</i></p> <p>Nanie Montijo, Chief Financial Officer, nmontijo@magnoliapublicschools.org, 213-628-3634</p>
<p>Entitlement:</p>	<p>2018-19 Preliminary Entitlement: \$51,377.00</p> <p>2016-17 Total Eligible Students: 26</p>
<p>FY:</p>	<p>These funds are available for expenditure or encumbrance through the 2020–21 fiscal year.</p>
<p>LCAP-Aligned Activities:</p>	<p>The LEA will use the LPSBG funds for evidence-based services that directly support pupil academic achievement, including, but not limited to, professional development activities for certificated staff, instructional materials, and additional supports for pupils. The funds will help accelerate increases in academic achievement. The LEA will engage in numerous activities aligned with its Local Control and Accountability Plan (LCAP). These activities include, but are not limited to, the following:</p> <ul style="list-style-type: none"> • Teachers will participate in professional development on the implementation of CCSS standards. • LEA will monitor how effectively teachers implement strategies and skills they learned in the PD sessions in the classroom. Teachers will be provided with instructional guidance and feedback through classroom visits. • LEA will identify those areas the teachers need improvement to become more effective and efficient at their jobs and communicate with teachers about performance, mutually establish goals and identify actions for progress, and evaluate results. • LEA will provide additional supports and interventions to students during the day, after school hours and on Saturday. • LEA will use a research-based reading intervention and math program that targets the individual needs of struggling students and includes ongoing assessments of student growth.

Low-Performing Students Block Grant (LPSBG) Plan

	<ul style="list-style-type: none"> • LEA will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. • Teachers and the leadership team will monitor student progress in ELA and math as measured by in-class/benchmark assessments, MAP and IABs. • Teachers will use accessible technology tools and other resources on a regular basis to engage and enhance learning and to differentiate instruction to meet the needs of every student. Teachers will effectively use challenging resources that are mentally, visually, aurally, and kinesthetically stimulating. (Ex: internet, PowerPoint, interactive whiteboards, document camera, multimedia, educational software, interactive games and simulations, apps, class website, lab materials, manipulatives, assistive technology, etc.) • LEA will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. LEA will communicate further with the parents of students who are performing below grade level. • LEA teachers will visit students at their homes to discuss student progress and enhance student learning and involvement. Teachers will document the visits, evaluate them and share necessary information with the appropriate staff (grade level team, counselor, administrator, etc.) • LEA will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs. • LEA will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.
<p>Expected Annual Measurable Outcomes:</p>	<p>The LEA will measure the impact of the LPSBG funds received through progress made towards the expected annual measurable outcomes in its LCAP. These outcomes include the following:</p> <ul style="list-style-type: none"> • The percentage of students performing proficient on the CAASPP-ELA/Literacy and Mathematics assessments will be 3 percentage points up from the prior year. <i>(Metric: Percentage of students performing proficient; 2019-20 vs. 2018-19)</i> • Change in Average Distance from Standard on the CAASPP-ELA/Literacy and Mathematics assessments will be 3 points up from the prior year. <i>(Metric: CA School Dashboard status; 2019-20 vs. 2018-19)</i> • The percentage of students meeting their growth targets on the MAP-Reading/ELA and Mathematics assessments will be 2 percentage points up from the prior year.

Low-Performing Students Block Grant (LPSBG) Plan

	<i>(Metric: Percentage of students meeting their growth targets from fall to spring; 2019-20 fall to spring vs. 2018-19 fall to spring)</i>
Estimated Expenditures:	<p>In order to implement and support the activities described above and to achieve annual measurable outcomes, the LEA intends to expand the LPSBG funds as follows:</p> <ul style="list-style-type: none"> · PD activities for certificated staff: \$5,000.00 · Social-Emotional Program for students: \$5,000.00 · Instructional materials & SBAC Prep material: \$10,000.00 · Additional academic & mentoring support, supplies for pupils: \$31,377.00 <p align="right">(FY 2018-19, 2019-20, 2020-21) TOTAL: \$51,377.00</p>
MPS Board Approval Date:	February 14, 2019

RESPONSES FOR REQUIRED REPORT NUMBER ONE

Summarize how the funds will be used to increase or improve evidence-based services for pupils identified. (1,050 maximum characters)

<p>LEA administrators and teachers will mutually identify those areas the teachers need improvement to become more effective and efficient at their jobs. LEA administrators will monitor how effectively teachers implement strategies and skills they learned in the PD sessions in the classroom. MSA-3 will provide resources for the students who need the most assistance based on the 2017-18 SBAC scores and current MAP (NWEA) internal testing to determine what will benefit students to provide the best academic intervention plan.</p> <p>Steps MSA-3 will take to provide outstanding services:</p> <ul style="list-style-type: none"> ● Professional Development on UDL, Differentiation, Intervention and Test-Taking Strategies. ● Increase the amount of Saturday School Instructors for Academic Intervention. Going from 4 teachers per Saturday School to 8 teachers to also include additional support for students with special needs. ● Target Tier 2 and 3 students who need academic intervention and supports: <ul style="list-style-type: none"> ○ Provide mentoring for students 6-12th grade after school to ensure they are learning organizational and growth mindset goals. ○ Providing students with Ripple Effects (program to help their social-emotional learning) ○ Having teacher assistants in classroom with higher number of students who need academic support.
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Low-Performing Students Block Grant (LPSBG) Plan

How will the effectiveness of the evidence-based services be measured? (1,050 maximum characters)

MSA-3 is tracking students' progress through internal data to determine if interventions are working. Saturday School Curriculum, supplies and teacher support will be provided to students 5 Saturdays in the Spring Semester. Mentoring program leaders will track grades weekly and have weekly phone calls with parents to ensure parents know what status the child is at. The mentor will also teach students executive functioning skills to learn how to plan, organize and study for quizzes, test, and listening skills.

The LEA will measure the impact of the LPSBG funds received through progress made towards the expected annual measurable outcomes in its LCAP. These outcomes include the following:

- The percentage of students performing proficient on the CAASPP-ELA/Literacy and Mathematics assessments will be **3 percentage points up** from the prior year. *(Metric: Percentage of students performing proficient; 2019-20 vs. 2018-19)*
- Change in Average Distance from Standard on the CAASPP-ELA/Literacy and Mathematics assessments will be **3 points up** from the prior year. *(Metric: CA School Dashboard status; 2019-20 vs. 2018-19)*
- The percentage of students meeting their growth targets on the MAP-Reading/ELA and Mathematics assessments will be **2 percentage points up** from the prior year. *(Metric: Percentage of students meeting their growth targets from fall to spring; 2019-20 fall to spring vs. 2018-19 fall to spring)*

How are services aligned with and described in the LEA's local control and accountability plan? (1,050 maximum characters)

The evidence-based services LEA will use the LPSBG funds for are directly aligned with the following services and activities described in our LCAP:

- Teachers will participate in professional development on the implementation of CCSS standards.
- LEA will monitor how effectively teachers implement strategies and skills they learned in the PD sessions in the classroom. Teachers will be provided with instructional guidance and feedback through classroom visits.
- LEA will identify those areas the teachers need improvement to become more effective and efficient at their jobs and communicate with teachers about performance, mutually establish goals and identify actions for progress, and evaluate results.
- LEA will provide additional supports and interventions to students during the day, after school hours and on Saturday.
- LEA will use a research-based reading intervention and math program that targets the individual needs of struggling students and includes ongoing assessments of student growth.
- Materials and supplies will be provided for teachers and students to ensure academic intervention is successful.

Low-Performing Students Block Grant (LPSBG) Plan

<p>LEA:</p>	<p>Name: Magnolia Science Academy 4</p> <p>CDS Code: 19647330117622</p> <p>Charter Number: 0986</p> <p>LPSBG Contacts:</p> <p><i>Primary Contact:</i></p> <p>Lisa Ross, Principal, lross@magnoliapublicschools.org, 310-473-2464</p> <p><i>Secondary Contact:</i></p> <p>Nanie Montijo, Chief Financial Officer, nmontijo@magnoliapublicschools.org, 213-628-3634</p>
<p>Entitlement:</p>	<p>2018-19 Preliminary Entitlement: \$17,784.00</p> <p>2016-17 Total Eligible Students: 9</p>
<p>FY:</p>	<p>These funds are available for expenditure or encumbrance through the 2020–21 fiscal year.</p>
<p>LCAP-Aligned Activities:</p>	<p>The LEA will use the LPSBG funds for evidence-based services that directly support pupil academic achievement, including, but not limited to, professional development activities for certificated staff, instructional materials, and additional supports for pupils. The funds will help accelerate increases in academic achievement. The LEA will engage in numerous activities aligned with its Local Control and Accountability Plan (LCAP). These activities include, but are not limited to, the following:</p> <ul style="list-style-type: none"> • Teachers will participate in professional development on the implementation of CCSS standards. • LEA will monitor how effectively teachers implement strategies and skills they learned in the PD sessions in the classroom. Teachers will be provided with instructional guidance and feedback through classroom visits. • LEA will identify those areas the teachers need improvement to become more effective and efficient at their jobs and communicate with teachers about performance, mutually establish goals and identify actions for progress, and evaluate results. • LEA will provide additional supports and interventions to students during the day, after school hours and on Saturday. • LEA will use a research-based reading intervention and math program that targets the individual needs of struggling students and includes ongoing assessments of student growth.

Low-Performing Students Block Grant (LPSBG) Plan

	<ul style="list-style-type: none"> • LEA will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. • Teachers and the leadership team will monitor student progress in ELA and math as measured by in-class/benchmark assessments, MAP and IABs. • Teachers will use accessible technology tools and other resources on a regular basis to engage and enhance learning and to differentiate instruction to meet the needs of every student. Teachers will effectively use challenging resources that are mentally, visually, aurally, and kinesthetically stimulating. (Ex: internet, PowerPoint, interactive whiteboards, document camera, multimedia, educational software, interactive games and simulations, apps, class website, lab materials, manipulatives, assistive technology, etc.) • LEA will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. LEA will communicate further with the parents of students who are performing below grade level. • LEA teachers will visit students at their homes to discuss student progress and enhance student learning and involvement. Teachers will document the visits, evaluate them and share necessary information with the appropriate staff (grade level team, counselor, administrator, etc.) • LEA will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs. • LEA will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.
<p>Expected Annual Measurable Outcomes:</p>	<p>The LEA will measure the impact of the LPSBG funds received through progress made towards the expected annual measurable outcomes in its LCAP. These outcomes include the following:</p> <ul style="list-style-type: none"> • The percentage of students performing proficient on the CAASPP-ELA/Literacy and Mathematics assessments will be 3 percentage points up from the prior year. <p><i>(Metric: Percentage of students performing proficient; 2019-20 vs. 2018-19)</i></p> <ul style="list-style-type: none"> • Change in Average Distance from Standard on the CAASPP-ELA/Literacy and Mathematics assessments will be 3 points up from the prior year. <p><i>(Metric: CA School Dashboard status; 2019-20 vs. 2018-19)</i></p>

Low-Performing Students Block Grant (LPSBG) Plan

	<ul style="list-style-type: none"> The percentage of students meeting their growth targets on the MAP-Reading/ELA and Mathematics assessments will be 3 percentage points up from the prior year. <p align="center"><i>(Metric: Percentage of students meeting their growth targets from fall to spring; 2019-20 fall to spring vs. 2018-19 fall to spring)</i></p>
<p>Estimated Expenditures:</p>	<p>In order to implement and support the activities described above and to achieve annual measurable outcomes, the LEA intends to expend the LPSBG funds as follows:</p> <ul style="list-style-type: none"> PD activities for certificated staff: \$1,500.00 (FY 2019-20) Instructional materials: \$2,500.00 (FY 2019-20) Additional support for pupils: \$13,784.00 (~50% in FY 2018-19 and ~50% in FY 2019-20) <p>TOTAL: \$17,784.00</p>
<p>MPS Board Approval Date:</p>	<p>February 14, 2019</p>

RESPONSES FOR REQUIRED REPORT NUMBER ONE

Summarize how the funds will be used to increase or improve evidence-based services for pupils identified. (1,050 maximum characters)

LEA intends to expend a portion of the LPSBG funds to provide professional development to our teachers on the implementation of CCSS standards and in areas the teachers need improvement. LEA administrators and teachers will mutually identify those areas the teachers need improvement to become more effective and efficient at their jobs. LEA administrators will monitor how effectively teachers implement strategies and skills they learned in the PD sessions in the classroom.

LEA intends to expend a portion of the LPSBG funds to purchase math intervention materials that targets the individual needs of our struggling students. LEA will provide additional supports and interventions to students during the day, after school hours and on Saturday. These instructional materials will be used to support our intervention program.

Low-Performing Students Block Grant (LPSBG) Plan

How will the effectiveness of the evidence-based services be measured? (1,050 maximum characters)

The LEA will measure the impact of the LPSBG funds received through progress made towards the expected annual measurable outcomes in its LCAP. These outcomes include the following:

- The percentage of students performing proficient on the CAASPP-ELA/Literacy and Mathematics assessments will be **3 percentage points up** from the prior year.

(Metric: Percentage of students performing proficient; 2019-20 vs. 2018-19)

- Change in Average Distance from Standard on the CAASPP-ELA/Literacy and Mathematics assessments will be **3 points up** from the prior year.

(Metric: CA School Dashboard status; 2019-20 vs. 2018-19)

- The percentage of students meeting their growth targets on the MAP-Reading/ELA and Mathematics assessments will be **3 percentage points up** from the prior year.

(Metric: Percentage of students meeting their growth targets from fall to spring; 2019-20 fall to spring vs. 2018-19 fall to spring)

How are services aligned with and described in the LEA's local control and accountability plan? (1,050 maximum characters)

The evidence-based services LEA will use the LPSBG funds for are directly aligned with the following services and activities described in our LCAP:

- Teachers will participate in professional development on the implementation of CCSS standards.
- LEA will monitor how effectively teachers implement strategies and skills they learned in the PD sessions in the classroom. Teachers will be provided with instructional guidance and feedback through classroom visits.
- LEA will identify those areas the teachers need improvement to become more effective and efficient at their jobs and communicate with teachers about performance, mutually establish goals and identify actions for progress, and evaluate results.
- LEA will provide additional supports and interventions to students during the day, after school hours and on Saturday.
- LEA will use a research-based reading intervention and math program that targets the individual needs of struggling students and includes ongoing assessments of student growth.

Low-Performing Students Block Grant (LPSBG) Plan

<p>LEA:</p>	<p>Name: Magnolia Science Academy 5</p> <p>CDS Code: 19101990137679</p> <p>Charter Number: 0987</p> <p>LPSBG Contacts:</p> <p><i>Primary Contact:</i></p> <p>Brad Plonka, Principal, bplonka@magnoliapublicschools.org, 818-705-5676</p> <p><i>Secondary Contact:</i></p> <p>Nanie Montijo, Chief Financial Officer, nmontijo@magnoliapublicschools.org, 213-628-3634</p>
<p>Entitlement:</p>	<p>2018-19 Preliminary Entitlement: \$7,904.00</p> <p>2016-17 Total Eligible Students: 4</p>
<p>FY:</p>	<p>These funds are available for expenditure or encumbrance through the 2020–21 fiscal year.</p>
<p>LCAP-Aligned Activities:</p>	<p>The LEA will use the LPSBG funds for evidence-based services that directly support pupil academic achievement, including, but not limited to, professional development activities for certificated staff, instructional materials, and additional supports for pupils. The funds will help accelerate increases in academic achievement. The LEA will engage in numerous activities aligned with its Local Control and Accountability Plan (LCAP). These activities include, but are not limited to, the following:</p> <ul style="list-style-type: none"> • Teachers will participate in professional development on the implementation of CCSS standards. • LEA will monitor how effectively teachers implement strategies and skills they learned in the PD sessions in the classroom. Teachers will be provided with instructional guidance and feedback through classroom visits. • LEA will identify those areas the teachers need improvement to become more effective and efficient at their jobs and communicate with teachers about performance, mutually establish goals and identify actions for progress, and evaluate results. • LEA will provide additional supports and interventions to students during the day, after school hours and on Saturday. • LEA will use a research-based reading intervention and Math program that targets the individual needs of struggling students and includes ongoing assessments of student growth.

Low-Performing Students Block Grant (LPSBG) Plan

	<ul style="list-style-type: none"> • LEA will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. • Teachers and the leadership team will monitor student progress in ELA and Math as measured by in-class/benchmark assessments, MAP and IABs. • Teachers will use accessible technology tools and other resources on a regular basis to engage and enhance learning and to differentiate instruction to meet the needs of every student. Teachers will effectively use challenging resources that are mentally, visually, aurally, and kinesthetically stimulating. (Ex: internet, PowerPoint, interactive whiteboards, document camera, multimedia, educational software, interactive games and simulations, apps, class website, lab materials, manipulatives, assistive technology, etc.) • LEA will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. LEA will communicate further with the parents of students who are performing below grade level. • LEA teachers will visit students at their homes to discuss student progress and enhance student learning and involvement. Teachers will document the visits, evaluate them and share necessary information with the appropriate staff (grade level team, counselor, administrator, etc.) • LEA will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs. • LEA will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.
<p>Expected Annual Measurable Outcomes:</p>	<p>The LEA will measure the impact of the LPSBG funds received through progress made towards the expected annual measurable outcomes in its LCAP. These outcomes include the following:</p> <ul style="list-style-type: none"> • The percentage of students performing proficient on the CAASPP-ELA/Literacy and Mathematics assessments will be 3 percentage points up from the prior year. <i>(Metric: Percentage of students performing proficient; 2019-20 vs. 2018-19)</i> • Change in Average Distance from Standard on the CAASPP-ELA/Literacy and Mathematics assessments will be 3 points up from the prior year. <i>(Metric: CA School Dashboard status; 2019-20 vs. 2018-19)</i>

Low-Performing Students Block Grant (LPSBG) Plan

	<ul style="list-style-type: none"> The percentage of students meeting their growth targets on the MAP-Reading/ELA and Mathematics assessments will be 2 percentage points up from the prior year. <p align="center"><i>(Metric: Percentage of students meeting their growth targets from fall to spring; 2019-20 fall to spring vs. 2018-19 fall to spring)</i></p>
<p>Estimated Expenditures:</p>	<p>In order to implement and support the activities described above and to achieve annual measurable outcomes, the LEA intends to expand the LPSBG funds as follows:</p> <p>PD activities for certificated staff: \$500.00 (FY 2019-20)</p> <p>Instructional materials: \$3,000.00 (FY 2018-19)</p> <p>Additional support for pupils: \$4,404.00 (~30% in FY 2018-19 and ~70% in FY 2019-20)</p> <p>TOTAL: \$7,904.00</p>
<p>MPS Board Approval Date:</p>	<p>February 14, 2019</p>

RESPONSES FOR REQUIRED REPORT NUMBER ONE

Summarize how the funds will be used to increase or improve evidence-based services for pupils identified.

Magnolia Science Academy-5 intends to use the LPSBG fund to support students through Academic Saturday School. The fund will be allocated to the staffing and instructional materials as well as professional development at the academic Saturday Schools. Credentialed Math and ELA teachers will focus on Common Core standards that those students struggle with through data. The sessions will be held from 8:30 am to 12 pm providing instructional support to students. The school administration will utilize SBAC interim assessments as benchmark assessments in order to identify strengths and weaknesses. The teachers will be able to receive professional development in order to implement the standards.

Low-Performing Students Block Grant (LPSBG) Plan

How will the effectiveness of the evidence-based services be measured?

Magnolia Science Academy-5 will measure the impact of the LPSBG funds received through progress made towards the expected annual measurable outcomes in its LCAP. These outcomes include the following:

- The percentage of students performing proficient on the CAASPP-ELA/Literacy and Mathematics assessments will be **3 percentage points up** from the prior year.

(Metric: Percentage of students performing proficient; 2019-20 vs. 2018-19)

- Change in Average Distance from Standard on the CAASPP-ELA/Literacy and Mathematics assessments will be **3 points up** from the prior year.

(Metric: CA School Dashboard status; 2019-20 vs. 2018-19)

- The percentage of students meeting their growth targets on the MAP-Reading/ELA and Mathematics assessments will be **2 percentage points up** from the prior year.

(Metric: Percentage of students meeting their growth targets from fall to spring; 2019-20 fall to spring vs. 2018-19 fall to spring)

How are services aligned with and described in the LEA's local control and accountability plan?

The evidence-based services LEA will use the LPSBG funds for are directly aligned with the following services and activities described in our LCAP:

- Teachers will analyze the SBAC, IAB, and MAP data to identify students who need additional support in Math and English. Teacher recommendations will also be accepted.
- Students who are not assigned intervention classes or after school tutoring will be invited to Saturday school.
- Student data will be analyzed to prepare target content standards to work on during Saturday school.
- LEA will use a research-based reading intervention and Math programs that target the individual needs of struggling students and includes ongoing assessments of student growth.

Low-Performing Students Block Grant (LPSBG) Plan

<p>Magnolia Science Academy-6:</p>	<p>Name: Magnolia Science Academy 6</p> <p>CDS Code: 19647330117648</p> <p>Charter Number: 0988</p> <p>LPSBG Contacts:</p> <p><i>Primary Contact:</i></p> <p>John Terzi, Principal, jterzi@magnoliapublicschools.org, 310-842-8555</p> <p><i>Secondary Contact:</i></p> <p>Nanie Montijo, Chief Financial Officer, nmontijo@magnoliapublicschools.org, 213-628-3634</p>
<p>Entitlement:</p>	<p>2018-19 Preliminary Entitlement: \$19,760.00</p> <p>2016-17 Total Eligible Students: 10</p>
<p>FY:</p>	<p>These funds are available for expenditure or encumbrance through the 2020–21 fiscal year.</p>
<p>LCAP-Aligned Activities:</p>	<p>The Magnolia Science Academy-6 will use the LPSBG funds for evidence-based services that directly support pupil academic achievement, including, but not limited to, professional development activities for certificated staff, instructional materials, and additional support for pupils. The funds will help accelerate increases in academic achievement. The Magnolia Science Academy-6 will engage in numerous activities aligned with its Local Control and Accountability Plan (LCAP). These activities include, but are not limited to, the following:</p> <ul style="list-style-type: none"> • Teachers will participate in professional development on the implementation of CCSS standards. • Magnolia Science Academy-6 will monitor how effectively teachers implement strategies and skills they learned in the PD sessions in the classroom. Teachers will be provided with instructional guidance and feedback through classroom visits. • Magnolia Science Academy-6 will identify those areas the teachers need improvement to become more effective and efficient at their jobs and communicate with teachers about performance, mutually establish goals and identify actions for progress, and evaluate results. • Magnolia Science Academy-6 will provide additional supports and interventions to students during the day, after school hours and on Saturday school. • Magnolia Science Academy-6 will use a research-based reading intervention and math program that targets the individual needs of struggling students and includes ongoing assessments of student growth.

Low-Performing Students Block Grant (LPSBG) Plan

	<ul style="list-style-type: none"> • Magnolia Science Academy-6 will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. • Teachers and the Magnolia Science Academy-6 leadership team will monitor student progress in ELA and math as measured by in-class/benchmark assessments, MAP and IABs. • Teachers will use accessible technology tools and other resources on a regular basis to engage and enhance learning and to differentiate instruction to meet the needs of every student. Teachers will effectively use challenging resources that are mentally, visually, aurally, and kinesthetically stimulating. (Ex: internet, PowerPoint, interactive whiteboards, document camera, multimedia, educational software, interactive games and simulations, apps, class website, lab materials, manipulatives, assistive technology, etc.) • Magnolia Science Academy-6 will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Magnolia Science Academy-6 will communicate further with the parents of students who are performing below grade level. • Magnolia Science Academy-6 teachers will visit students at their homes to discuss student progress and enhance student learning and involvement. Teachers will document the visits, evaluate them and share necessary information with the appropriate staff (grade level team, counselor, administrator, etc.) • Magnolia Science Academy-6 will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs. • Magnolia Science Academy-6 will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.
<p>Expected Annual Measurable Outcomes:</p>	<p>The Magnolia Science Academy-6 will measure the impact of the LPSBG funds received through progress made towards the expected annual measurable outcomes in its LCAP. These outcomes include the following:</p> <ul style="list-style-type: none"> • The percentage of students performing proficient on the CAASPP-Mathematics assessments will be 3 percentage points up from the prior year. <p align="center"><i>(Metric: Percentage of students performing proficient; 2019-20 vs. 2018-19)</i></p>

Low-Performing Students Block Grant (LPSBG) Plan

	<ul style="list-style-type: none"> Change in Average Distance from Standard on the CAASPP-Mathematics assessments will be 3 points up from the prior year. <i>(Metric: CA School Dashboard status; 2019-20 vs. 2018-19)</i> The percentage of students meeting their growth targets on the MAP-Mathematics assessments will be 2 percentage points up from the prior year. <i>(Metric: Percentage of students meeting their growth targets from fall to spring; 2019-20 fall to spring vs. 2018-19 fall to spring)</i>
<p>Estimated Expenditures:</p>	<p>In order to implement and support the activities described above and to achieve annual measurable outcomes, the Magnolia Science Academy-6 intends to expand the LPSBG funds as follows:</p> <ul style="list-style-type: none"> Additional support for pupils & Teacher aide for intervention: \$19,760.00 (FY 2019-20) <p>TOTAL: \$19,760.00</p>
<p>MPS Board Approval Date:</p>	<p>February 14, 2019</p>

RESPONSES FOR REQUIRED REPORT NUMBER ONE

Summarize how the funds will be used to increase or improve evidence-based services for pupils identified. (1,050 maximum characters)

Magnolia Science Academy-6 intends to use the funds to help students who are low performing in math. The funds will be used to purchase supplemental curriculum in order to help students catch up to their grade level peers. One of the supplemental programs that we are looking into is, Iron Box math. This has been used before and from qualitative feedback, students have benefited from learning the “foundational” levels of math through its curriculum. Another program, ST math, is also being considered an option for students. This is an interactive way for students to learn math through a computer program. MSA-6 math teachers and school administration will keep researching before we decide which type of curriculum would best suit the needs of our students.

MSA-6 will also look into possibly increasing hours of teachers, hiring a teacher, or hiring an assistant to help with the student to teacher ratio. This would help students get more individualized attention in order for them to assist them with any questions that they may have. This extra assistance could be a part of the current intervention classes that

Low-Performing Students Block Grant (LPSBG) Plan

we have, during after-school tutoring hours, Saturday school, or even to increase intervention period hours for our struggling students.

How will the effectiveness of the evidence-based services be measured? (1,050 maximum characters)

The Magnolia Science Academy-6 will measure the impact of the LPSBG funds received through progress made towards the expected annual measurable outcomes in its LCAP. These outcomes include the following:

- The percentage of students performing proficient on the CAASPP-Mathematics assessments will be **3 percentage points up** from the prior year.

(Metric: Percentage of students performing proficient; 2019-20 vs. 2018-19)

- Change in Average Distance from Standard on the CAASPP-Mathematics assessments will be **3 points up** from the prior year.

(Metric: CA School Dashboard status; 2019-20 vs. 2018-19)

- The percentage of students meeting their growth targets on the MAP-Mathematics assessments will be **2 percentage points up** from the prior year.

(Metric: Percentage of students meeting their growth targets from fall to spring; 2019-20 fall to spring vs. 2018-19 fall to spring)

How are services aligned with and described in the Magnolia Science Academy-6's local control and accountability plan? (1,050 maximum characters)

The evidence-based services Magnolia Science Academy-6 will use the LPSBG funds for are directly aligned with the following services and activities described in our LCAP:

- Magnolia Science Academy-6 will monitor how effectively teachers implement strategies and skills they learned in the PD sessions in the classroom. Teachers will be provided with instructional guidance and feedback through classroom visits.

Low-Performing Students Block Grant (LPSBG) Plan

- Magnolia Science Academy-6 will identify students who are in in the lowest performance bands and provide intervention.
- Magnolia Science Academy-6 will provide additional supports and interventions to students during the day, after school hours and on Saturday.
- Magnolia Science Academy-6 will use a research-based math program that targets the individual needs of struggling students and includes ongoing assessments of student growth.

Low-Performing Students Block Grant (LPSBG) Plan

<p>LEA:</p>	<p>Name: Magnolia Science Academy 7</p> <p>CDS Code: 19647330117655</p> <p>Charter Number: 0989</p> <p>LPSBG Contacts:</p> <p><i>Primary Contact:</i></p> <p>Fatih Metin, Principal, fmetin@magnoliapublicschools.org, 818-221-5328</p> <p><i>Secondary Contact:</i></p> <p>Nanie Montijo, Chief Financial Officer, nmontijo@magnoliapublicschools.org, 213-628-3634</p>
<p>Entitlement:</p>	<p>2018-19 Preliminary Entitlement: \$13,832.00</p> <p>2016-17 Total Eligible Students: 7</p>
<p>FY:</p>	<p>These funds are available for expenditure or encumbrance through the 2020–21 fiscal year.</p>
<p>LCAP-Aligned Activities:</p>	<p>The LEA will use the LPSBG funds for evidence-based services that directly support pupil academic achievement, including, but not limited to, professional development activities for certificated staff, instructional materials, and additional supports for pupils. The funds will help accelerate increases in academic achievement. The LEA will engage in numerous activities aligned with its Local Control and Accountability Plan (LCAP). These activities include, but are not limited to, the following:</p> <ul style="list-style-type: none"> • Teachers will participate in professional development on the implementation of CCSS standards. • LEA will monitor how effectively teachers implement strategies and skills they learned in the PD sessions in the classroom. Teachers will be provided with instructional guidance and feedback through classroom visits. • LEA will identify those areas the teachers need improvement to become more effective and efficient at their jobs and communicate with teachers about performance, mutually establish goals and identify actions for progress, and evaluate results. • LEA will provide additional supports and interventions to students during the day, after school hours and on Saturday. • LEA will use a research-based reading intervention and math program that targets the individual needs of struggling students and includes ongoing assessments of student growth.

Low-Performing Students Block Grant (LPSBG) Plan

	<ul style="list-style-type: none"> • LEA will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. • Teachers and the leadership team will monitor student progress in ELA and math as measured by in-class/benchmark assessments, MAP and IABs. • Teachers will use accessible technology tools and other resources on a regular basis to engage and enhance learning and to differentiate instruction to meet the needs of every student. Teachers will effectively use challenging resources that are mentally, visually, aurally, and kinesthetically stimulating. (Ex: internet, PowerPoint, interactive white boards, document camera, multimedia, educational software, interactive games and simulations, apps, class website, lab materials, manipulatives, assistive technology, etc.) • LEA will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. LEA will communicate further with the parents of students who are performing below grade level. • LEA teachers will visit students at their homes to discuss student progress and enhance student learning and involvement. Teachers will document the visits, evaluate them and share necessary information with the appropriate staff (grade level team, counselor, administrator, etc.) • LEA will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs. • LEA will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.
<p>Expected Annual Measurable Outcomes:</p>	<p>The LEA will measure the impact of the LPSBG funds received through progress made towards the expected annual measurable outcomes in its LCAP. These outcomes include the following:</p> <ul style="list-style-type: none"> • The percentage of students performing proficient on the CAASPP-Mathematics assessments will be 3 percentage points up from the prior year. <i>(Metric: Percentage of students performing proficient; 2019-20 vs. 2018-19)</i> • Change in Average Distance from Standard CAASPP-Mathematics assessments will be 3 points up from the prior year. <i>(Metric: CA School Dashboard status; 2019-20 vs. 2018-19)</i>

Low-Performing Students Block Grant (LPSBG) Plan

	<ul style="list-style-type: none"> The percentage of students meeting their growth targets on the MAP-Mathematics assessments will be 2 percentage points up from the prior year. <p align="center"><i>(Metric: Percentage of students meeting their growth targets from fall to spring; 2019-20 fall to spring vs. 2018-19 fall to spring)</i></p>
Estimated Expenditures:	<p>In order to implement and support the activities described above and to achieve annual measurable outcomes, the LEA intends to expend the LPSBG funds as follows:</p> <ul style="list-style-type: none"> Math Intervention Teacher Payment: 18,000.00 (FY 2019-20) <p>\$13,832.00 of the above expense will be paid from this grant and the rest will be paid via other funding sources.</p>
MPS Board Approval Date:	February 14, 2019

RESPONSES FOR REQUIRED REPORT NUMBER ONE

Summarize how the funds will be used to increase or improve evidence-based services for pupils identified. *(1,050 maximum characters)*

Providing small group instruction to struggling students is a research-based, effective instructional strategy. MSA-7 teachers will identify students who are under-performing in math and place them in small groups based on their needs. The math intervention teacher will work closely with the classroom teachers to provide small group and 1-1 instruction to those students so that learning gaps are closed and students catch up to the standards. Instructional support will be provided both during the day and after school.

It is a well known approach providing small group instruction or one on one help to the low achieving students. after diagnosing the students who need extra help will be grouped and Math Intervention Teacher will work with them like push in, push out and after school on the missing part.

How will the effectiveness of the evidence-based services be measured? *(1,050 maximum characters)*

The LEA will measure the impact of the LPSBG funds received through progress made towards the expected annual measurable outcomes in its LCAP. These outcomes include the following:

- The percentage of students performing proficient on the CAASPP-ELA/Literacy and Mathematics assessments will be **3 percentage points up** from the prior year.

Low-Performing Students Block Grant (LPSBG) Plan

(Metric: Percentage of students performing proficient; 2019-20 vs. 2018-19)

- Change in Average Distance from Standard on the CAASPP-Mathematics assessments will be **3 points up** from the prior year.

(Metric: CA School Dashboard status; 2019-20 vs. 2018-19)

- The percentage of students meeting their growth targets on the MAP-Mathematics assessments will be **2 percentage points up** from the prior year.

(Metric: Percentage of students meeting their growth targets from fall to spring; 2019-20 fall to spring vs. 2018-19 fall to spring)

How are services aligned with and described in the LEA's local control and accountability plan? *(1,050 maximum characters)*

LEA will have a math intervention teacher who will work closely with the classroom teachers to provide small group and 1-1 instruction to students underperforming in math. This evidence-based service will be partially funded through the LPSBG funds and is directly aligned with the following services and activities described in our LCAP:

- LEA will provide additional supports and interventions to students during the day, after school hours and on Saturday.
- LEA will use a research-based math intervention program that targets the individual needs of struggling students and includes ongoing assessments of student growth.

Low-Performing Students Block Grant (LPSBG) Plan

<p>LEA:</p>	<p>Name: Magnolia Science Academy Bell</p> <p>CDS Code: 19647330122747</p> <p>Charter Number: 1236</p> <p>LPSBG Contacts:</p> <p><i>Primary Contact:</i></p> <p>Jason Hernandez, Principal, jhernandez@magnoliapublicschools.org, 323-826-3925</p> <p><i>Secondary Contact:</i></p> <p>Nanie Montijo, Chief Financial Officer, nmontijo@magnoliapublicschools.org, 213-628-3634</p>
<p>Entitlement:</p>	<p>2018-19 Preliminary Entitlement: \$27,664.00</p> <p>2016-17 Total Eligible Students: 14</p>
<p>FY:</p>	<p>These funds are available for expenditure or encumbrance through the 2020–21 fiscal year.</p>
<p>LCAP-Aligned Activities:</p>	<p>The LEA will use the LPSBG funds for evidence-based services that directly support pupil academic achievement, including, but not limited to, professional development activities for certificated staff, instructional materials, and additional supports for pupils. The funds will help accelerate increases in academic achievement. The LEA will engage in numerous activities aligned with its Local Control and Accountability Plan (LCAP). These activities include, but are not limited to, the following:</p> <ul style="list-style-type: none"> • Teachers will participate in professional development on the implementation of CCSS standards. • LEA will monitor how effectively teachers implement strategies and skills they learned in the PD sessions in the classroom. Teachers will be provided with instructional guidance and feedback through classroom visits. • LEA will identify those areas the teachers need improvement to become more effective and efficient at their jobs and communicate with teachers about performance, mutually establish goals and identify actions for progress, and evaluate results. • LEA will provide additional supports and interventions to students during the day, after school hours and on Saturday. • LEA will use a research-based reading intervention and math program that targets the individual needs of struggling students and includes ongoing assessments of student growth.

Low-Performing Students Block Grant (LPSBG) Plan

	<ul style="list-style-type: none"> • LEA will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. • Teachers and the leadership team will monitor student progress in ELA and math as measured by in-class/benchmark assessments, MAP and IABs. • Teachers will use accessible technology tools and other resources on a regular basis to engage and enhance learning and to differentiate instruction to meet the needs of every student. Teachers will effectively use challenging resources that are mentally, visually, aurally, and kinesthetically stimulating. (Ex: internet, PowerPoint, interactive white boards, document camera, multimedia, educational software, interactive games and simulations, apps, class website, lab materials, manipulatives, assistive technology, etc.) • LEA will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. LEA will communicate further with the parents of students who are performing below grade level. • LEA teachers will visit students at their homes to discuss student progress and enhance student learning and involvement. Teachers will document the visits, evaluate them and share necessary information with the appropriate staff (grade level team, counselor, administrator, etc.) • LEA will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs. • LEA will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.
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<p>Expected Annual Measurable Outcomes:</p>	<p>The LEA will measure the impact of the LPSBG funds received through progress made towards the expected annual measurable outcomes in its LCAP. These outcomes include the following:</p> <ul style="list-style-type: none"> • The percentage of students performing proficient on the CAASPP-ELA/Literacy and Mathematics assessments will increase 3 percentage points from the prior year. <p>Table 1: ELA SBAC Achievement Data with student groups (Percentage of Students Performing Proficient)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 40%;"></th> <th style="width: 30%; text-align: center;">2017-18</th> <th style="width: 30%; text-align: center;">2018-19 (anticipated growth)</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td style="text-align: center;">37%</td> <td style="text-align: center;">40%</td> </tr> <tr> <td>ELL</td> <td style="text-align: center;">16.75%</td> <td style="text-align: center;">19.75%</td> </tr> <tr> <td>SED</td> <td style="text-align: center;">36.59%</td> <td style="text-align: center;">39.59%</td> </tr> </tbody> </table>		2017-18	2018-19 (anticipated growth)	All Students	37%	40%	ELL	16.75%	19.75%	SED	36.59%	39.59%
	2017-18	2018-19 (anticipated growth)											
All Students	37%	40%											
ELL	16.75%	19.75%											
SED	36.59%	39.59%											

Low-Performing Students Block Grant (LPSBG) Plan

SWD	11.76%	14.76%
Hispanic	41%	44%
White	26.83	29.83%

Table 2: Math SBAC Achievement Data with student groups (Percentage of Students Performing Proficient)

	2017-18	2018-19 (anticipated growth)
All Students	22.89%	25.89%
ELL	9.95%	12.95%
SED	22.73%	25.73%
SWD	7.84%	10.84%
Hispanic	23.06%	26.06%
White	21.95%	24.95%

(Metric: Percentage of students performing proficient; 2019-20 vs. 2018-19)

- Change in Average Distance from Standard on the CAASPP-ELA/Literacy and Mathematics assessments will decrease **3 points** from the prior year.

Table 3: ELA SBAC Achievement Data with student groups (Points Below Proficient)

	2017-18	2018-19 (anticipated growth)
All Students	32.3 (orange)	29.3
ELL	83.4 (red)	80.4
SED	34.6 (orange)	31.6
SWD	114.2 (red)	111.2
Hispanic	30.9 (orange)	27.9
White	43.4 (orange)	40.4

Table 4: Mathematics SBAC Achievement Data with student groups (Points Below Proficient)

	2017-18	2018-19 (anticipated growth)
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Low-Performing Students Block Grant (LPSBG) Plan

All Students	81.1 (orange)	78.1
ELL	126.9 (red)	123.9
SED	82.5 (orange)	79.5
SWD	163 (red)	160
Hispanic	81.5 (orange)	78.5
White	75 (orange)	72

(Metric: CA School Dashboard status; 2019-20 vs. 2018-19)

- The percentage of students meeting their growth targets on the MAP-Reading/ELA and Mathematics assessments will increase **2 percentage points** from the prior year.

Table 5: NWEA MAP Assessment, Percentage of Student Meeting their Target Growth in Reading

	2017-18	2018-19 (anticipated growth)
All Students	31%	33%
ELL	1%	3%
SED	29%	32%
SWD	1%	3%
Hispanic	31%	34%
White	44%	47%

Table 6: NWEA MAP Assessment, Percentage of Student Meeting their Target Growth in Mathematics

	2017-18	2018-19 (anticipated growth)
All Students	15%	17%
ELL	1%	3%
SED	15%	17%
SWD	1%	3%
Hispanic	14%	16%
White	24%	26%

Low-Performing Students Block Grant (LPSBG) Plan

	<i>(Metric: Percentage of students meeting their growth targets from fall to spring; 2019-20 fall to spring vs. 2018-19 fall to spring)</i>
Estimated Expenditures:	<p>In order to implement and support the activities described above and to achieve annual measurable outcomes, the LEA intends to use the LPSBG funds as follows:</p> <ul style="list-style-type: none"> • ITVs for the classroom and technology update: \$21,000.00 (FY 2018-19) • Instructional materials (NEWSELA): \$4,000.00 (FY 2018-19) • PD for students and teacher training: \$2,664.00 (FY 2018-19) <p>TOTAL: \$27,664.00</p>
MPS Board Approval Date:	February 14, 2019

RESPONSES FOR REQUIRED REPORT NUMBER ONE

Summarize how the funds will be used to increase or improve evidence-based services for pupils identified. *(1,050 maximum characters)*

MSA Bell will utilize funds to purchase interactive televisions (ITVs) for the classroom in order to update classroom technology and increase student engagement by creating a flexible, enhanced instruction and group collaboration experience in the classroom.

Additionally MSA-Bell intends to spend \$4,000 on NEWSELA a classroom resource which will contribute to student reading growth level as students increase reading comprehension and fluency through various reading strategies including cloze reading. The resource also comes with additional features which will allow teachers to conduct formative assessments to be able to monitor student progress, especially among our needest student groups.

Lastly, professional development is essential for equipping staff with the skills necessary to fully utilize these resources and use the data to inform instructional practices. Reading comprehension is an area identified as a need per the data and California School Dashboard. Student engagement is essential for student learning. Engagement motivates students to push for high academic standards, which will build student self-efficacy.

How will the effectiveness of the evidence-based services be measured? *(1,050 maximum characters)*

MSA Bell utilizes internal and external data from sources such as SBAC, CAST, CELDT/ELPAC, IABs, MAP, stakeholder surveys and curriculum measures to student progress in the area of ELA/Literacy and

Low-Performing Students Block Grant (LPSBG) Plan

Mathematics. The classrooms marked for the technological improvement is in the ELA and math courses.

The following are expected outcomes:

- 55% of all students will meet their MAP growth targets in Reading and Mathematics (5 to 6 points)
- All students will meet their expected Lexile growth targets
- All student groups will increase by 3 points on the SBAC for both categories: ELA/Literacy and Mathematics
- Demonstrate California School Dashboard progress through grow/change of color in the metric. (next color over)

How are services aligned with and described in the LEA's local control and accountability plan? (1,050 maximum characters)

MSA-Bell is expected to utilize the funds in a manner that aligns with the goals and addresses the needs of the learning community as outlined in the LCAP. The following is activities or services that is aligned/described in the LCAP:

- Students will have sufficient access to standard-aligned instructional materials
- All students will meet or exceed their proficiency targets on the CAASPP, ELA/Literacy and Mathematics assessments.
- All students will show growth on the CAASPP, ELA/Literacy and Mathematics assessments, as identified by the CA School Dashboard.
- All students will meet their growth targets on the reading section of our internal, common-core aligned Measures of Academic Progress (MAP) assessment.
- EL students will make annual progress in learning English as measured by the CELDT and/or ELPAC.
- EL students will be reclassified annually.
- Students will receive a grade of “C” or better in core subjects and electives.
- Our graduates will have taken a Computer/Technology class and/or experienced blended learning in their program of study.

Low-Performing Students Block Grant (LPSBG) Plan

<p>LEA:</p>	<p>Name: Magnolia Science Academy San Diego</p> <p>CDS Code: 37683380109157</p> <p>Charter Number: 0698</p> <p>LPSBG Contacts:</p> <p><i>Primary Contact:</i></p> <p>Gokhan Serce, Principal, gserce@magnoliapublicschools.org, 619-644-1300</p> <p><i>Secondary Contact:</i></p> <p>Nanie Montijo, Chief Financial Officer, nmontijo@magnoliapublicschools.org, 213-628-3634</p>
<p>Entitlement:</p>	<p>2018-19 Preliminary Entitlement: \$47,425.00</p> <p>2016-17 Total Eligible Students: 24</p>
<p>FY:</p>	<p>These funds are available for expenditure or encumbrance through the 2020–21 fiscal year.</p>
<p>LCAP-Aligned Activities:</p>	<p>The LEA will use the LPSBG funds for evidence-based services that directly support pupil academic achievement, including, but not limited to, professional development activities for certificated staff, instructional materials, and additional supports for pupils. The funds will help accelerate increases in academic achievement. The LEA will engage in numerous activities aligned with its Local Control and Accountability Plan (LCAP). These activities include, but are not limited to, the following:</p> <ul style="list-style-type: none"> • Teachers will participate in professional development on the implementation of CCSS standards. • LEA will monitor how effectively teachers implement strategies and skills they learned in the PD sessions in the classroom. Teachers will be provided with instructional guidance and feedback through classroom visits. • LEA will identify those areas the teachers need improvement to become more effective and efficient at their jobs and communicate with teachers about performance, mutually establish goals and identify actions for progress, and evaluate results. • LEA will provide additional supports and interventions to students during the day, after school hours and on Saturday. • LEA will use a research-based reading intervention and math program that targets the individual needs of struggling students and includes ongoing assessments of student growth.

Low-Performing Students Block Grant (LPSBG) Plan

	<ul style="list-style-type: none"> • LEA will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. • Teachers and the leadership team will monitor student progress in ELA and math as measured by in-class/benchmark assessments, MAP and IABs. • Teachers will use accessible technology tools and other resources on a regular basis to engage and enhance learning and to differentiate instruction to meet the needs of every student. Teachers will effectively use challenging resources that are mentally, visually, aurally, and kinesthetically stimulating. (Ex: internet, PowerPoint, interactive white boards, document camera, multimedia, educational software, interactive games and simulations, apps, class website, lab materials, manipulatives, assistive technology, etc.) • LEA will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. LEA will communicate further with the parents of students who are performing below grade level. • LEA teachers will visit students at their homes to discuss student progress and enhance student learning and involvement. Teachers will document the visits, evaluate them and share necessary information with the appropriate staff (grade level team, counselor, administrator, etc.) • LEA will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs. • LEA will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.
<p>Expected Annual Measurable Outcomes:</p>	<p>The LEA will measure the impact of the LPSBG funds received through progress made towards the expected annual measurable outcomes in its LCAP. These outcomes include the following:</p> <ul style="list-style-type: none"> • The percentage of students performing proficient on the CAASPP-ELA/Literacy and Mathematics assessments will be 3 percentage points up from the prior year. <p style="text-align: center;"><i>(Metric: Percentage of students performing proficient; 2019-20 vs. 2018-19)</i></p> <ul style="list-style-type: none"> • Change in Average Distance from Standard on the CAASPP-ELA/Literacy and Mathematics assessments will be 3 points up from the prior year. <p style="text-align: center;"><i>(Metric: CA School Dashboard status; 2019-20 vs. 2018-19)</i></p>

Low-Performing Students Block Grant (LPSBG) Plan

	<ul style="list-style-type: none"> The percentage of students meeting their growth targets on the MAP-Reading/ELA and Mathematics assessments will be 2 percentage points up from the prior year. <p align="center"><i>(Metric: Percentage of students meeting their growth targets from fall to spring; 2019-20 fall to spring vs. 2018-19 fall to spring)</i></p>
<p>Estimated Expenditures:</p>	<p>In order to implement and support the activities described above and to achieve annual measurable outcomes, the LEA intends to expend the LPSBG funds as follows in FY 2019-20:</p> <ul style="list-style-type: none"> PD activities for certificated staff: \$1,000.00 Instructional materials: \$5,000.00 Additional support for pupils- Support Staff \$41,425.00 <p>TOTAL: \$47,425.00</p>
<p>MPS Board Approval Date:</p>	<p>February 14, 2019</p>

RESPONSES FOR REQUIRED REPORT NUMBER ONE

Summarize how the funds will be used to increase or improve evidence-based services for pupils identified. *(1,050 maximum characters)*

Magnolia Science Academy San Diego intends to use a part of the LPSBG funds to hire support staff to help close achievement gap for students that did not meet the standards in CAASPP testing. School administrators and core class teachers will identify areas of needs and work with the support staff to provide targeted support. These targeted supports will be provided to students during the day, after school hours and on Saturdays.

Additionally, MSA-San Diego intends to spend \$5,000.00 on MyOn or similar reading program to offer a structured reading program. The new reading program will help teachers identify student's' lexile levels and students will be able choose any book from the rich book library offered online as part of the program. The support staff will be able to monitor students' progress on reading comprehension and fluency and will provide targeted intervention.

Lastly, MSA-San Diego intends to spend about \$1,000 on staff professional development to implement an effective reading program.

Low-Performing Students Block Grant (LPSBG) Plan

How will the effectiveness of the evidence-based services be measured? (1,050 maximum characters)

Magnolia Science Academy San Diego will measure the impact of the LPSBG funds received through progress made towards the expected annual measurable outcomes in its LCAP. These outcomes include the following:

- The percentage of students performing proficient on the CAASPP-ELA/Literacy and Mathematics assessments will be **3 percentage points up** from the prior year.

(Metric: Percentage of students performing proficient; 2019-20 vs. 2018-19)

- Change in Average Distance from Standard on the CAASPP-ELA/Literacy and Mathematics assessments will be **3 points up** from the prior year.

(Metric: CA School Dashboard status; 2019-20 vs. 2018-19)

- The percentage of students meeting their growth targets on the MAP-Reading/ELA and Mathematics assessments will be **2 percentage points up** from the prior year.

(Metric: Percentage of students meeting their growth targets from fall to spring; 2019-20 fall to spring vs. 2018-19 fall to spring)

How are services aligned with and described in the LEA's local control and accountability plan? (1,050 maximum characters)

The evidence-based services LEA will use the LPSBG funds for are directly aligned with the following services and activities described in our LCAP:

- LEA will provide additional supports and interventions to students during the day, after school hours and on Saturday.
- LEA will use a research-based reading intervention and math program that targets the individual needs of struggling students and includes ongoing assessments of student growth.
- Teachers will participate in professional development on the implementation of CCSS standards.
- LEA will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.

Low-Performing Students Block Grant (LPSBG) Plan

<p>Magnolia Science Academy Santa Ana:</p>	<p>Name: Magnolia Science Academy Santa Ana CDS Code: 30768930130765 Charter Number: 1686 LPSBG Contacts: <i>Primary Contact:</i> Varol Gurler, Principal, vgurler@magnoliapublicschools.org, 714-479-0115 <i>Secondary Contact:</i> Nanie Montijo, Chief Financial Officer, nmontijo@magnoliapublicschools.org, 213-628-3634</p>
<p>Entitlement:</p>	<p>2018-19 Preliminary Entitlement: \$9,880.00 2016-17 Total Eligible Students: 5</p>
<p>FY:</p>	<p>These funds are available for expenditure or encumbrance through the 2020–21 fiscal year.</p>
<p>LCAP-Aligned Activities:</p>	<p>The Magnolia Science Academy Santa Ana will use the LPSBG funds for evidence-based services that directly support pupil academic achievement, including, but not limited to, professional development activities for certificated staff, instructional materials, and additional supports for pupils. The funds will help accelerate increases in academic achievement. The Magnolia Science Academy Santa Ana will engage in numerous activities aligned with its Local Control and Accountability Plan (LCAP). These activities include, but are not limited to, the following:</p> <ul style="list-style-type: none"> • Teachers will participate in professional development on the implementation of CCSS standards. • Magnolia Science Academy Santa Ana will monitor how effectively teachers implement strategies and skills they learned in the PD sessions in the classroom. Teachers will be provided with instructional guidance and feedback through classroom visits. • Magnolia Science Academy Santa Ana will identify those areas the teachers need improvement to become more effective and efficient at their jobs and communicate with teachers about performance, mutually establish goals and identify actions for progress, and evaluate results. • Magnolia Science Academy Santa Ana will provide additional supports and interventions to students during the day, after school hours and on Saturday.

Low-Performing Students Block Grant (LPSBG) Plan

	<ul style="list-style-type: none"> • Magnolia Science Academy Santa Ana will use a research-based reading intervention and math program that targets the individual needs of struggling students and includes ongoing assessments of student growth. • Magnolia Science Academy Santa Ana will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. • Teachers and the Magnolia Science Academy Santa Ana leadership team will monitor student progress in ELA and math as measured by in-class/benchmark assessments, MAP and IABs. • Teachers will use accessible technology tools and other resources on a regular basis to engage and enhance learning and to differentiate instruction to meet the needs of every student. Teachers will effectively use challenging resources that are mentally, visually, aurally, and kinesthetically stimulating. (Ex: internet, PowerPoint,, document camera, multimedia, educational software, interactive games and simulations, apps, class website, lab materials, manipulatives, assistive technology, etc.) • Magnolia Science Academy Santa Ana will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Magnolia Science Academy Santa Ana will communicate further with the parents of students who are performing below grade level. • Magnolia Science Academy Santa Ana teachers will visit students at their homes to discuss student progress and enhance student learning and involvement. Teachers will document the visits, evaluate them and share necessary information with the appropriate staff (grade level team, counselor, administrator, etc.) • Magnolia Science Academy Santa Ana will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs. • Magnolia Science Academy Santa Ana will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.
<p>Expected Annual Measurable Outcomes:</p>	<p>The Magnolia Science Academy Santa Ana will measure the impact of the LPSBG funds received through progress made towards the expected annual measurable outcomes in its LCAP. These outcomes include the following:</p> <ul style="list-style-type: none"> • The percentage of students performing proficient on the CAASPP-ELA/Literacy and Mathematics assessments will be 3 percentage points up from the prior year.

Low-Performing Students Block Grant (LPSBG) Plan

	<p align="center"><i>(Metric: Percentage of students performing proficient; 2019-20 vs. 2018-19)</i></p> <ul style="list-style-type: none"> · Change in Average Distance from Standard on the CAASPP-ELA/Literacy and Mathematics assessments will be 3 points up from the prior year. <p align="center"><i>(Metric: CA School Dashboard status; 2019-20 vs. 2018-19)</i></p> <ul style="list-style-type: none"> · The percentage of students meeting their growth targets on the MAP-Reading/ELA and Mathematics assessments will be 2 percentage points up from the prior year. <p align="center"><i>(Metric: Percentage of students meeting their growth targets from fall to spring; 2019-20 fall to spring vs. 2018-19 fall to spring)</i></p>
<p>Estimated Expenditures:</p>	<p>In order to implement and support the activities described above and to achieve annual measurable outcomes, the Magnolia Science Academy Santa Ana intends to expend the LPSBG funds as follows:</p> <ul style="list-style-type: none"> · PD activities for certificated staff: \$1,000.00 (FY 2019-20) · Additional support for pupils: \$8,880.00 (FY 2019-20) <p style="text-align: right;">TOTAL: \$9,880.00</p>
<p>MPS Board Approval Date:</p>	<p>February 14, 2019</p>

RESPONSES FOR REQUIRED REPORT NUMBER ONE

Summarize how the funds will be used to increase or improve evidence-based services for pupils identified. (1,050 maximum characters)

Magnolia Science Academy Santa Ana intends to use a part of the LPSBG funds to hire support staff to help close achievement gap for students that did not meet the standards in CAASPP testing. School administrators and core class teachers will identify areas of needs and work with the support staff to provide targeted support. These targeted supports will be provided to students during the day, after school hours and on Saturdays.

MSA-Santa Ana intends to expend part of the LPSBG funds to provide professional development to our teachers on the implementation of CCSS standards and in areas the teachers need improvement. MSA-Santa Ana administrators and teachers will mutually identify those areas the teachers need improvement to become more effective and efficient at their jobs. MSA-Santa Ana administrators will monitor how effectively teachers implement strategies and skills they learned in the PD sessions in the classroom.

Low-Performing Students Block Grant (LPSBG) Plan

MSA-Santa Ana will provide additional supports and interventions to students during the day, after school hours and on Saturday.

How will the effectiveness of the evidence-based services be measured? (1,050 maximum characters)

Magnolia Science Academy Santa Ana will measure the impact of the LPSBG funds received through progress made towards the expected annual measurable outcomes in its LCAP. These outcomes include the following:

- The percentage of students performing proficient on the CAASPP-ELA/Literacy and Mathematics assessments will be **3 percentage points up** from the prior year.

(Metric: Percentage of students performing proficient; 2019-20 vs. 2018-19)

- Change in Average Distance from Standard on the CAASPP-ELA/Literacy and Mathematics assessments will be **3 points up** from the prior year.

(Metric: CA School Dashboard status; 2019-20 vs. 2018-19)

- The percentage of students meeting their growth targets on the MAP-Reading/ELA and Mathematics assessments will be **2 percentage points up** from the prior year.

(Metric: Percentage of students meeting their growth targets from fall to spring; 2019-20 fall to spring vs. 2018-19 fall to spring)

How are services aligned with and described in the Magnolia Science Academy Santa Ana's local control and accountability plan? (1,050 maximum characters)

The evidence-based services Magnolia Science Academy Santa Ana will use the LPSBG funds for are directly aligned with the following services and activities described in our LCAP:

- Teachers will participate in professional development on the implementation of CCSS standards.

Low-Performing Students Block Grant (LPSBG) Plan

- Magnolia Science Academy Santa Ana will monitor how effectively teachers implement strategies and skills they learned in the PD sessions in the classroom. Teachers will be provided with instructional guidance and feedback through classroom visits.
- Magnolia Science Academy Santa Ana will identify those areas the teachers need improvement to become more effective and efficient at their jobs and communicate with teachers about performance, mutually establish goals and identify actions for progress, and evaluate results.
- Magnolia Science Academy Santa Ana will provide additional supports and interventions to students during the day, after school hours and on Saturday.
- Magnolia Science Academy Santa Ana will use a research-based reading intervention and math program that targets the individual needs of struggling students and includes ongoing assessments of student growth.