



MAGNOLIA PUBLIC SCHOOLS

Board Of Directors

Board Agenda Item #	Parent Engagement and Community Committee (PECC)
Date:	February 11, 2016
To:	Magnolia Board of Directors
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	Alfredo Rubalcava, Chief External Officer
RE:	Review MSA 1,2,3,5,7,8, SA, SC schools Single Plan's for Student Achievement (SPSA's) and update (PECC) on schools progress on the LCAP timeline

Proposed Board Recommendation

Informational item required, no action required. The PECC will give feedback on the Magnolia Public Schools (MPS) SPSA plans for the 15-16' school year.

Background

SPSA Purpose

The purpose of the SPSA is to coordinate all educational services at the school. The SPSA shall, at a minimum, address how funds provided to the school through any of the sources identified in EC Section 64000 will be used to improve the academic performance of all pupils. School goals shall be based upon an analysis of verifiable state data, including the Academic Performance Index (API). The SPSA must integrate the purposes and requirements of all state and federal categorical programs in which the school participates.

EC Section 64001 specifies that schools, districts, and charter schools that receive state and federal or other applicable funding through the district's Consolidated Application (ConApp) process prepare a SPSA for any recipient school. **The SPSA is a blueprint to improve the academic performance of all students. SPSA specifics are also included in the Federal Program Monitoring process.**

California Education Code (EC) Section 64001 requires that a School Site Council (SSC) develop the SPSA. **The SSC's responsibilities include approving the plan, recommending it to the local governing board for approval, monitoring its implementation, and evaluating the effectiveness of the planned activities at least annually.**

In collaboration with the MPS home office academic team and the MPS principals I ensure that all SPSA's are in compliance, and more importantly, meaningfully engage parents and the community at large. Similarly, I also collaborate with the same teams in ensuring that all the schools LCAP's are aligned to the 8 state priorities and that the schools are meaningfully engaging the parents and the community. All MPS school principals will give an oral update on their schools LCAP progress.

Budget Implications

There are no Budget implications

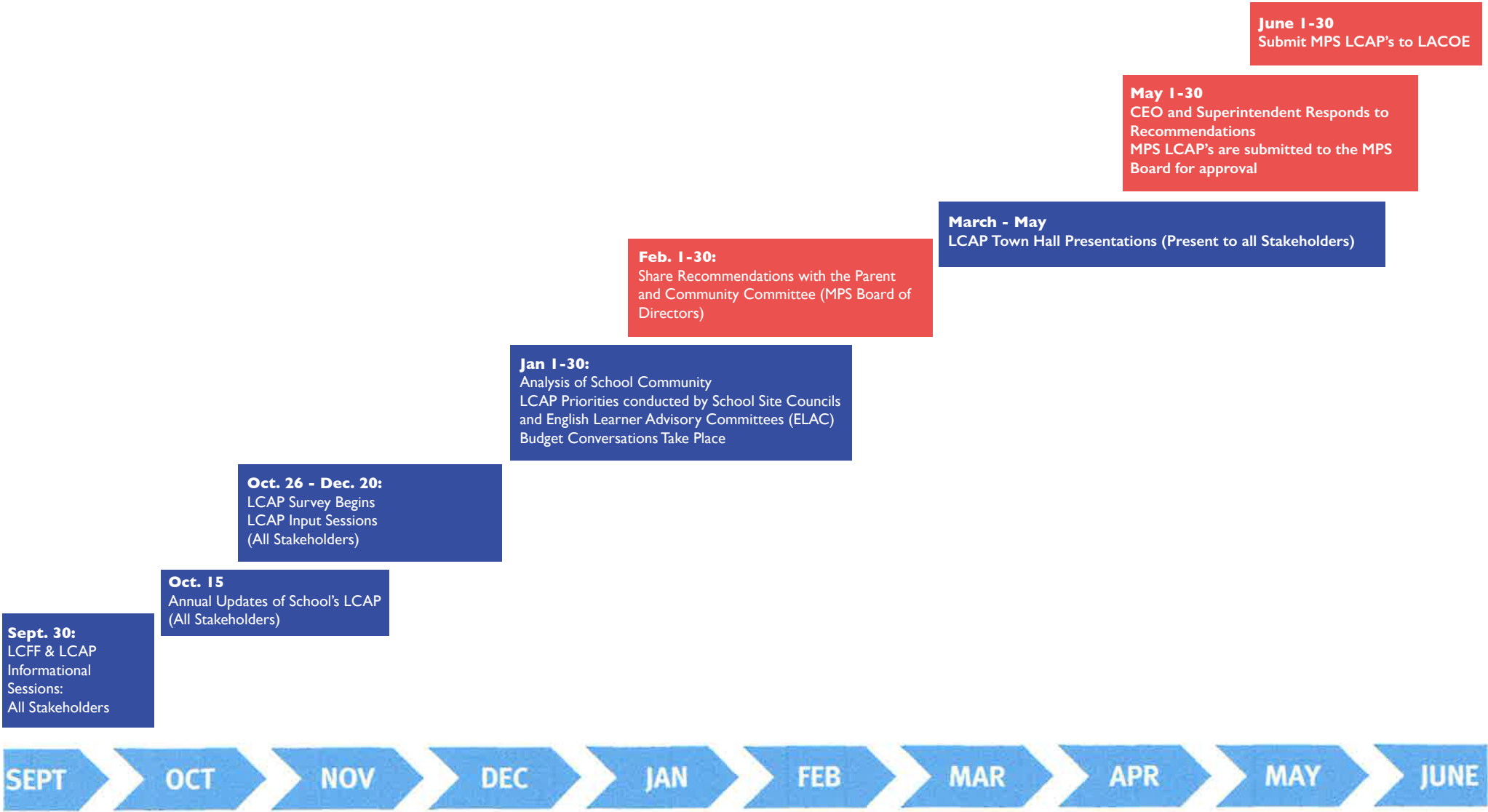
Name of Staff Originator:

Alfredo Rubalcava, Chief External Officer

Attachments

All 11 MPS SPSA's
LCAP timeline

MPS LCAP Timeline for 15-16



Single Plan for Student Achievement



A Resource for the School Site Council

The Single Plan for Student Achievement

School: Magnolia Science Academy-1

District: Los Angeles Unified School District

County-District School (CDS) Code: 19-64733-6119945

Principal: Mustafa Sahin

Date of this revision: 9/4/2015

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Mustafa Sahin

Position: Principal

Telephone Number: (818) 609-0507

Address: 18238 Sherman Way, Reseda, CA 91335

E-mail Address: msahin@magnoliapublicschools.org

Table of Contents

Form A: Planned Improvements in Student Performance	1
Form B: Centralized Services for Planned Improvements in Student Performance	5
Form C: Programs Included in This Plan	6
Form D: School Site Council Membership	9
Form E: Recommendations and Assurances	10
Form F: Budget Planning Tool	11
Form G: Single Plan for Student Achievement Annual Evaluation	17

Form A: Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

PERFORMANCE GOAL 1A: All students will reach high standards, at a minimum, attaining proficiency or better in reading.

LEA GOAL:

Charter School will set and strive to meet proficiency targets in English Language Arts/Literacy on the CAASPP assessment system.

Identified Need:

To increase the percentage of students who score proficient or above in English Language Arts/Literacy on the CAASPP assessment system

Expected Annual Measurable Outcomes:

- All student subgroups will meet or exceed proficiency targets in English Language Arts/Literacy on the CAASPP assessment system. (Specific targets will be set as data becomes available.)
- For all student subgroups, the percentage of students performing proficient on the Reading/ELA sections of our internal, common-core aligned Measures of Academic Progress (MAP) assessment will increase by 5% from Fall 2015 to Spring 2016.

What data did you use to form this goal?

- SBAC ELA/Literacy data from 2015
- Spring 2015 MAP test data
- Fall 2015 MAP test data

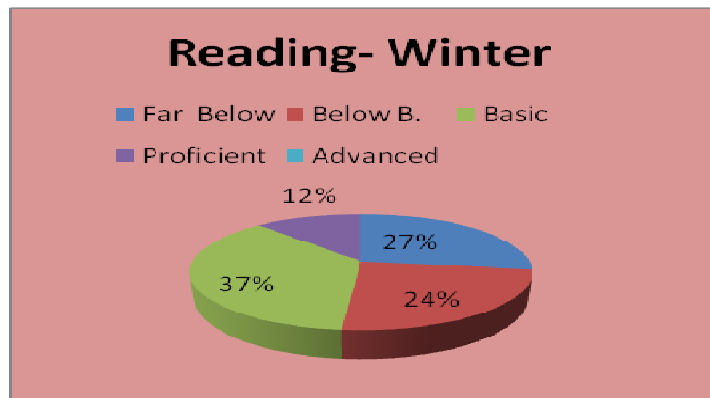
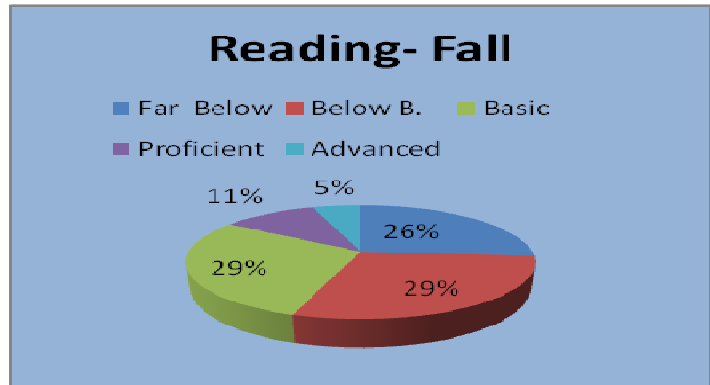
What were the findings from the analysis of this data?

The MAP exams assess students in two areas—mathematics and reading. This computer adaptive exam has been reformatted to align with the Common Core standards so that schools are better able to gauge how students are expected to score on the Smarter Balanced exam.

READING		
Fall		
Far Below	15	6%
Below B.	31	12%
Basic	93	37%
Proficient	85	33%
Advanced	30	12%
Winter		
Far Below	15	6%
Below B.	30	13%
Basic	85	36%
Proficient	73	31%
Advanced	36	15%

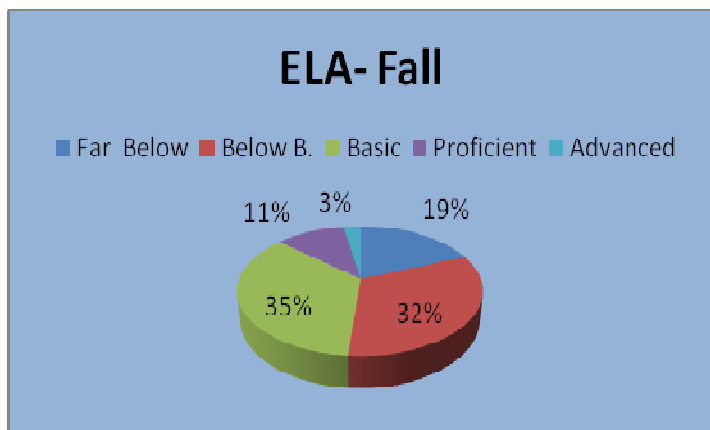
The data establishes that students have shown incremental growth in Reading at all grade levels.

Special Education Students



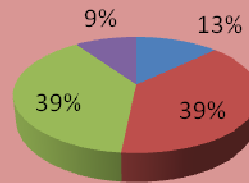
We saw that several students were able to move from the Below Basic category into the Basic category

English Language Learners



ELA- Winter

■ Far Below ■ Below B. ■ Basic ■ Proficient ■ Advanced

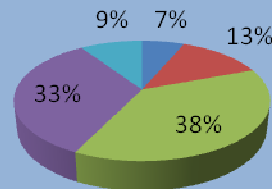


In reviewing the scores of our English Language Learners, we see that Proficient scores increased and several students were able to raise their levels from Below Basic to Basic. When looking at the Reading scores, we see that the Below Basic percentage went from a 19% to a 13% and an increase in the Below Basic category, which means that they were able to raise their scores by at least one level.

Latino Students

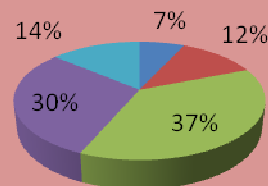
Reading- Fall

■ Far Below ■ Below B. ■ Basic ■ Proficient ■ Advanced



Reading- Winter

■ Far Below ■ Below B. ■ Basic ■ Proficient ■ Advanced



We see the greatest overall growth for our

	<p>Latino population. Students increased their Advanced scores in and we see a decrease Far Below Basic and Below Basic. This data tells us that students placed in our intervention courses are gaining strength in their reading skills.</p>	
<p>How will the school evaluate the progress of this goal?</p> <p>Weekly, monthly, quarterly, and annual program monitoring and evaluation</p>	<p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <p>See Form F: Budget Planning Tool</p>	
<p>STRATEGY: Charter School will provide CCSS aligned ELA instruction, support and intervention to all students, including ELs, and monitor student progress in ELA/Literacy as measured by the MAP tests.</p>		
<p>Action Step 1:</p> <p>Teachers will provide CCSS aligned ELA instruction using SDAIE strategies. (2015-16 school year)</p> <p>Task 1:</p> <p>Teachers will develop CCSS aligned ELA lessons considering their EL students' needs. (2015-16 school year)</p> <p>Task 2:</p> <p>Teachers will provide CCSS aligned ELA instruction using SDAIE strategies. (2015-16 school year)</p> <p>Action Step 2:</p> <p>The leadership team will place students into appropriate intervention groups and teachers will provide targeted ELA support and interventions. (by September 14, 2015)</p> <p>Task 1:</p> <p>Charter School will use the MAP test and teacher feedback to identify and place students in ELA intervention groups and classes. (by September 14, 2015)</p> <p>Task 2:</p> <p>Teachers will provide targeted CCSS aligned ELA intervention during the daily intervention period, once a week after school and on Saturdays to meet the students' needs. (2015-16 school year)</p> <p>Task 3:</p> <p>Charter School will work with a Supplemental Educational Services (SES) Provider to provide targeted CCSS aligned ELA intervention to meet the students' needs. (2015-16 school year)</p>	<p>Person(s) Responsible</p> <p>Teachers, leadership team</p> <p>Teachers, leadership team</p> <p>Teachers, leadership team</p> <p>Dean of Academics, RTI coordinator, leadership team</p> <p>Dean of Academics, RTI coordinator, leadership team</p> <p>Teachers, Dean of Academics, RTI coordinator, leadership team</p> <p>ELA Dept. Chair, Dean of Academics, RTI coordinator, leadership team</p> <p>Dean of Academics, Principal</p>	<p>Cost and Funding Source (Itemize for Each Source)</p> <p>\$3,000 Gen Fund for MAP test</p> <p>\$60,294.96 Title I ELA</p> <p>\$40,551 Title I for SES for ELA intervention</p> <p>\$10,000 Title I for supplementary instructional materials:</p> <p>\$5,000 Title I for PD in ELA support and interventions</p>

<p>Action Step 3:</p> <p>Charter School will select a research-based reading intervention program that targets the individual literacy needs of struggling students and English Learners and includes ongoing assessments of student growth. (2015-16 school year)</p> <p>Task 1:</p> <p>Charter School will select reading intervention materials and resources. (by September 30, 2015)</p> <p>Task 2:</p> <p>Charter School will purchase supplementary instructional materials and benchmark assessments. (by October 14, 2015)</p> <p>Task 2:</p> <p>Charter School will schedule and provide initial training for instructional staff and schedule follow up professional development activities. (by October 14, 2015)</p> <p>Action Step 4:</p> <p>Teachers and the leadership team will monitor student progress in ELA as measured by in-class/benchmark assessments and MAP tests. (2015-16 school year)</p> <p>Task 1:</p> <p>Teachers will implement the MAP test in Fall 2015 and Spring 2016 to measure student growth in ELA/Literacy. (8/31/15-9/11/15; 3/1/16-3/1/16)</p> <p>Task 2:</p> <p>Teachers will analyze areas of growth for each student on the Fall 2015 MAP test and measure growth on the Spring 2016 MAP test. Teachers will continue to use in-class/benchmark assessments as progress indicators. (2015-16 school year)</p> <p>Task 3:</p> <p>Charter School will monitor and evaluate reading intervention program goals and objectives; determine if goals and objectives are being met. Findings will be reflected in the SSC minutes. (2015-16 school year)</p>	<p>Dean of Academics, Principal</p> <p>Dean of Academics, RTI coordinator, leadership team</p> <p>Dean of Academics, RTI coordinator, leadership team</p> <p>Teachers, Dean of Academics, RTI coordinator, leadership team</p> <p>Teachers, ELA Dept. Chair, Dean of Academics, RTI coordinator, leadership team</p>	
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PERFORMANCE GOAL 1B: All students will reach high standards, at a minimum, attaining proficiency or better in mathematics.

LEA GOAL:

Charter School will set and strive to meet proficiency targets in math on the CAASPP assessment system.

Identified Need:

To increase the percentage of students who score proficient or above in math on the CAASPP assessment system

Expected Annual Measurable Outcomes:

- All student subgroups will meet or exceed proficiency targets in math on the CAASPP assessment system. (Specific targets will be set as data becomes available.)
- For all student subgroups, the percentage of students performing proficient on the math section of our internal, common-core aligned Measures of Academic Progress (MAP) assessment will increase by 5% from Fall 2015 to Spring 2016.

What data did you use to form this goal?

- SBAC math data from 2015
- Spring 2015 MAP test data
- Fall 2015 MAP test data

What were the findings from the analysis of this data?

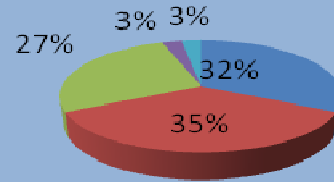
The data establishes that students have shown incremental growth in Mathematics at all grade levels. Several students have been able to increase their proficiency levels, particularly in the area of mathematics.

MATH		
Fall		
Far Below	21	9%
Below B.	48	20%
Basic	101	41%
Proficient	66	27%
Advanced	10	4%
Winter		
Far Below	19	8%
Below B.	44	17%
Basic	105	42%
Proficient	64	25%
Advanced	20	8%

Special Education Students

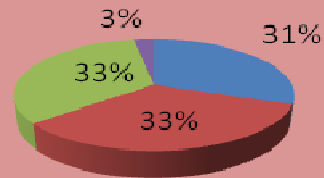
Math- Fall

Far Below Below B. Basic
Proficient Advanced



Math- Winter

Far Below Below B. Basic
Proficient Advanced

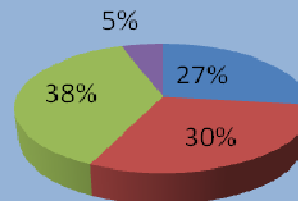


In mathematics we saw that several students were able to move from the Below Basic category into the Basic category.

English Language Learners

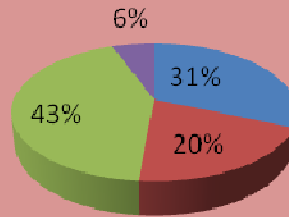
Math-Fall

Far Below Below B. Basic Proficient Advanced



Math-Winter

■ Far Below ■ Below B. ■ Basic ■ Proficient ■ Advanced

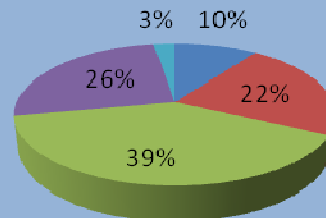


In reviewing the scores of our English Language Learners, we see that Proficient scores increased and several students were able to raise their levels from Below Basic to Basic.

Latino Students

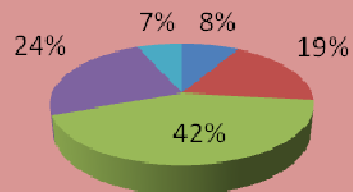
Math- Fall

■ Far Below ■ Below B. ■ Basic ■ Proficient ■ Advanced



Math- Winter

■ Far Below ■ Below B. ■ Basic
■ Proficient ■ Advanced



Students increased their Advanced scores in Mathematics and Reading and we see a decrease Far Below Basic and Below Basic.

<p>How will the school evaluate the progress of this goal?</p> <p>Weekly, monthly, quarterly, and annual program monitoring and evaluation</p>	<p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <p>See Form F: Budget Planning Tool</p>																		
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<p>Task 3:</p> <p>Charter School will work with a Supplemental Educational Services (SES) Provider to provide targeted CCSS aligned math intervention to meet the students' needs. (2015-16 school year)</p> <p>Action Step 3:</p> <p>Charter School will select a research-based math intervention program that targets the individual math needs of struggling students and English Learners and includes ongoing assessments of student growth. (2015-16 school year)</p> <p>Task 1:</p> <p>Charter School will select math intervention materials and resources. (by September 30, 2015)</p> <p>Task 2:</p> <p>Charter School will purchase supplementary instructional materials and benchmark assessments. (by October 14, 2015)</p> <p>Task 3:</p> <p>Charter School will schedule and provide initial training for instructional staff and schedule follow up professional development activities. (by October 14, 2015)</p> <p>Action Step 4:</p> <p>Teachers and the leadership team will monitor student progress in math as measured by in-class/benchmark assessments and MAP tests. (2015-16 school year)</p> <p>Task 1:</p> <p>Teachers will implement the MAP test in Fall 2015 and Spring 2016 to measure student growth in math. (8/31/15-9/11/15; 3/1/16-3/1/16)</p> <p>Task 2:</p> <p>Teachers will analyze areas of growth for each student on the Fall 2015 MAP test and measure growth on the Spring 2016 MAP test. Teachers will continue to use in-class/benchmark assessments as progress indicators. (2015-16 school year)</p>	<p>Academics, RTI coordinator, leadership team</p> <p>Dean of Academics, Principal</p> <p>Dean of Academics, Principal</p> <p>Dean of Academics, RTI coordinator, leadership team</p> <p>Dean of Academics, RTI coordinator, leadership team</p> <p>Teachers, Dean of Academics, RTI coordinator, leadership team</p> <p>Teachers, MathDept. Chair, Dean of Academics, RTI coordinator, leadership team</p>	<p>for supplementary instructional materials:</p> <p>\$5,000 Title I for PD in math support and interventions</p>
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<p>Task 3:</p> <p>Charter School will monitor and evaluate math intervention program goals and objectives; determine if goals and objectives are being met. Findings will be reflected in the SSC minutes. (2015-16 school year)</p>		
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PERFORMANCE GOAL 2A: All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

LEA GOAL:

Charter School will set and strive to meet proficiency targets for the EL subgroup in English Language Arts/Literacy on the CAASPP assessment system and proficiency and growth targets on CELDT/ELPAC.

Identified Need:

To increase the percentage of ELs who score proficient or above in English Language Arts/Literacy and math on the CAASPP assessment system; to increase the percentage of ELs who make annual progress in learning English

Expected Annual Measurable Outcomes:

- ELs will meet or exceed proficiency targets in English Language Arts/Literacy and math on the CAASPP assessment system. (Specific targets will be set as data becomes available.)
- The percentage of ELs performing proficient on the Reading/ELA sections of our internal, common-core aligned Measures of Academic Progress (MAP) assessment will increase by 5% from Fall 2015 to Spring 2016.
- The percentage of ELs making annual progress in learning English as measured by the CELDT will increase by 5% from the prior year.
- The percentage of ELs (less than 5 years) attaining English-language proficiency as measured by the CELDT will increase by 5% from the prior year.
- The percentage of ELs (5 years or more) attaining English-language proficiency as measured by the CELDT will increase by 5% from the prior year.

What data did you use to form this goal?

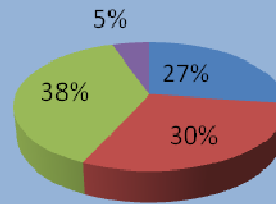
- SBAC ELA/Literacy and math data from 2015
- Spring 2015 MAP test data
- Fall 2015 MAP test data
- CELDT results
- EL re-classification rates

What were the findings from the analysis of this data?

English Language Learners

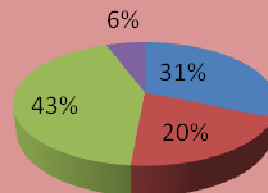
Math-Fall

■ Far Below ■ Below B. ■ Basic ■ Proficient ■ Advanced



Math-Winter

■ Far Below ■ Below B. ■ Basic ■ Proficient ■ Advanced



In reviewing the scores of our English

	<p>Language Learners, we see that Proficient scores increased in and several students were able to raise their levels from Below Basic to Basic.</p> <p>We currently have a 36% reclassification rate. Per our AMAO goals, we will attempt to increase overall reclassification rates by at least 5% with each student increasing their individual scores by 1 level.</p>	
<p>How will the school evaluate the progress of this goal?</p> <p>Weekly, monthly, quarterly, and annual program monitoring and evaluation</p>	<p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <p>See Form F: Budget Planning Tool</p>	
<p>STRATEGY: Charter School will provide CCSS aligned ELA and math instruction and ELD instruction, support and intervention to ELs, and monitor student progress in ELA/Literacy, math, and ELD as measured by the MAP tests and other assessments.</p>		
<p>Action Step 1:</p> <p>Charter School will identify and group ELs by proficiency level, provide ELD instruction aligned to the new standards, and monitor student progress in program implementation. (2015-16 school year)</p> <p>Task 1:</p> <p>The data office will create a report of identified ELs by class. The report will include students' CELDT levels including overall and subtest data and</p>	<p>Person(s) Responsible</p> <p>Teachers, leadership team</p> <p>Office, EL coordinator, leadership team</p>	<p>Cost and Funding Source (Itemize for Each Source)</p> <p>\$3,085 Title I for supplementary instructional materials: \$2,500 for supplementary student materials from National Geographic: Inside \$200 for novels for EL classes</p>

<p>be given to all teachers. (by August 28, 2015)</p> <p>Task 2:</p> <p>ELD time will be built into in the master schedule.</p> <p>Task 3:</p> <p>Charter School will purchase supplementary ELD materials and benchmark assessments. (by October 14, 2015)</p> <p>Task 4:</p> <p>Charter School will schedule and provide initial training for instructional staff and schedule follow up professional development activities. (by October 14, 2015)</p> <p>Action Step 2:</p> <p>The leadership team will place students into appropriate intervention groups and teachers will provide targeted ELD support and interventions. (by October 14, 2015)</p> <p>Task 1:</p> <p>Teachers will identify targeted ELD areas and levels of support needed. (by October 14, 2015)</p> <p>Task 2:</p> <p>Teachers will develop and implement targeted lessons to meet the students' needs. Students will also be provided after-school intervention at least once a week and on Saturdays. (2015-16 school year)</p> <p>Action Step 3:</p> <p>Teachers and the leadership team will monitor student progress in ELD as measured by in-class/benchmark assessments. <i>(ELA/Literacy and math monitoring via MAP tests have been described in Performance Goal 1.)</i> (2015-16 school year)</p> <p>Task 1:</p> <p>All ELs will be assessed for ELD at the end of each ELD curricular unit which takes approximately 6-8 weeks. (2015-16 school year)</p> <p>Task 2:</p> <p>Charter School will monitor student progress in ELD using in-class/benchmark assessments as progress indicators. (2015-16 school year)</p> <p>Task 3:</p> <p>Teachers will collaborate on assessment results and make</p>	<p>Dean of Academics, Principal</p> <p>Dean of Academics, Principal</p> <p>Dean of Academics, EL coordinator, leadership team</p> <p>ELA/ELD teachers, EL coordinator, Dean of Academics, RTI coordinator</p> <p>ELA/ELD teachers, EL coordinator, Dean of Academics, RTI coordinator</p> <p>Teachers, EL coordinator, Dean of Academics, leadership team</p> <p>Teachers, EL coordinator, Dean of Academics</p> <p>Teachers, EL coordinator, Dean of Academics, leadership team</p> <p>Teachers, EL coordinator, Dean of Academics, leadership team</p> <p>Title III Consortium lead EL program coordinator, leadership team</p> <p>Dean of Academics, EL coordinator, RTI coordinator, leadership team</p> <p>Title III Consortium lead EL program coordinator,</p>	<p>\$285 for BrainPOP ESL \$100 for Oxford dictionaries for EL classes</p> <p>ELA/ELD Development Framework</p> <p>Common Core ELA/Literacy standards and ELs</p> <p>SDAIE strategies</p> <p>Cooperative Learning and Student Engagement strategies training focused on ELs</p> <p>Long Term English Learners training</p> <p>Rigor by Design: Leading the Learning of English Learners and Immigrant Students</p> <p>Charter School serves as the lead of the Magnolia Science Academy consortium for Title III LEP funds. Per the MOU with the consortium members, Charter School will receive ELD services, including monitoring and evaluation of the EL programs and services and professional development. The EL program coordinator will closely work with our teachers and the leadership team.</p>
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<p>necessary adjustment in their instruction. (2015-16 school year)</p> <p>Task 4:</p> <p>The EL program coordinator sponsored by the Title III consortium lead will create a protocol for teacher observation and feedback mechanism regarding the implementation of the ELD program. The protocol will include look-fors, the frequency of observations and feedback. (by October 15, 2015)</p> <p>Task 5:</p> <p>The school leadership will implement the observation protocol monthly. (2015-16 school year)</p> <p>Task 6:</p> <p>The EL program coordinator sponsored by the Title III consortium lead will monitor the school-level implementation of the observation protocol monthly/quarterly and evaluate the EL services at the school at least semesterly. (2015-16 school year)</p>	<p>leadership team</p>	
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<p>PERFORMANCE GOAL 2B: All immigrant children and youth will be provided with necessary resources and support systems.</p> <p>LEA GOAL:</p> <p>Charter School will provide each immigrant student with necessary resources and counseling to support their needs.</p> <p>Identified Need:</p> <p>To provide necessary counseling and support to immigrant students</p> <p>Expected Annual Measurable Outcomes:</p> <ul style="list-style-type: none"> Charter School will provide each immigrant student with at least one hour of counseling per student per year and more as needed to support their needs. 		
<p>What data did you use to form this goal?</p> <ul style="list-style-type: none"> Fall 2015 MAP test data CELDT results EL re-classification rates CoolSIS information on student enrollment, grades, and behavior 	<p>What were the findings from the analysis of this data?</p> <p>We currently have four immigrant students of Hispanic origin. All four are in the beginning stages of English Language development. In order to support their English skills, our Title 1 coordinator works with them individually, both, in a pull-out and push in model. We have purchased Rosetta Stone to better support them and give them the assistance of a peer translator, materials in their home language, and an English/Spanish dictionary.</p> <p>Additionally, we provide parents support in increasing their knowledge of the English language by providing Saturday Classes. We also provide CoolSIS training so that parents can support their children academically, and we have a very active PTF which supports parental involvement in the school.</p> <p>We also have the support of our alumni who walk our AB540 students through the college application and financial aid process. We meet with students and parents regularly to address their specific needs.</p>	
<p>How will the school evaluate the progress of this goal?</p> <p>Weekly, monthly, quarterly, and annual program monitoring and evaluation</p>	<p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <p>See Form F: Budget Planning Tool</p>	
<p>STRATEGY: Charter School will arrange for a counselor who will provide support and resources to both immigrant students and their teachers and school staff to best support those students.</p>		
<p>Action Step 1:</p> <p>Charter School will identify immigrant student needs and provide counseling support and necessary resources to meet the needs of immigrant students such as provision of tutorials, mentoring, curricular and instructional materials. (2015-16 school year)</p> <p>Task 1:</p> <p>Charter School will identify the immigrant students and their needs. (by September 14, 2015)</p> <p>Task 2:</p>	<p>Person(s) Responsible</p> <p>Teachers, leadership team</p> <p>Office, Dean of Culture, EL coordinator, leadership team</p> <p>Dean of Culture, leadership team</p>	<p>Cost and Funding Source (Itemize for Each Source)</p> <p>\$1,650 Title III-Immigrant for immigrant student counseling (Estimated 30 hours per year at \$55 per hour)</p>

PERFORMANCE GOAL 3: All students will be taught by highly qualified teachers.

LEA GOAL:

For each year of the charter, all Charter School teachers will be appropriately assigned and fully credentialed as required by law and the charter.

Identified Need:

To ensure teachers are appropriately assigned and fully credentialed

Expected Annual Measurable Outcomes:

- 100% of Charter School’s teachers will be appropriately assigned and fully credentialed as required by law and the charter.
- 100% of Charter School’s teachers will participate in at least 18 hours of professional development per year. PD includes the areas of Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas and training in strategies to support ELs with common core ELA/ELD and math curricula.

<p>What data did you use to form this goal?</p>	<p>What were the findings from the analysis of this data?</p>
<ul style="list-style-type: none"> ▪ Initial and annual verification of teacher credentials ▪ Compliance documentation for Charter School Oversight Visit ▪ Teacher PD needs assessments ▪ Teacher PD attendance, including participation in BTSA and EL Authorization programs ▪ Teacher performance evaluations 	<p>Professional Development sessions are targeted to support teachers in content areas so that they can align lessons with Common Core standards and support students in their areas of need. California State University, Northridge has been invited to present information and host workshops in the areas of Math, Science, English, History, and Enrichment. Based on the areas students seem to be struggling the most, teachers are asked to bring in lesson plans so that they could work in groups to better adapt them to the CCSS.</p> <p>Additionally, MSA1 holds staff meetings weekly and departmental and grade level meetings biweekly. Here, teachers work in PLC’s to disaggregate data, support one another in content areas, and discuss student achievement across content areas in each grade level.</p> <p>While we have increased the use of technology at our school, particularly with a 1:1 ratio of computer to students, we would like to better our blended learning program and expand our PD’s to include support for technology in the classroom.</p>
	<p>Where can a budget plan of the proposed expenditures for this goal be found?</p>

	See Form F: Budget Planning Tool	
STRATEGY: Charter School will ensure that all teachers and administrators participate in PD in areas, including but not limited to, Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas and training in strategies to support ELs with common core ELA/ELD and math curricula, and immigrant education.		
<p>Action Step 1: Charter School will conduct credential review and support teachers' credentialing needs. (2015-16 school year)</p> <p>Task 1: Charter School will conduct credential review as part of teacher hiring process. (2015-16 school year)</p> <p>Task 2: Charter School will identify teacher credentialing needs and support teachers' credentialing needs. (2015-16 school year)</p> <p>Task 3: Charter School will annually review master schedule/teacher assignments to ensure compliance. (2015-16 school year)</p> <p>Action Step 2: Charter School will schedule PD in areas, including but not limited to, Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas and training in strategies to support ELs with common core ELA/ELD and math curricula, and immigrant education. (2015-16 school year)</p> <p>Task 1: Charter School will schedule PD in abovementioned areas. (2015-16 school year)</p> <p>Task 2: Charter School will monitor how effectively teachers implement strategies and skills they learned in the PD sessions in the classroom. Charter School leadership team will make daily classroom observations using the MPS teacher observation protocol. (2015-16 school year)</p> <p>Action Step 3: Teachers will receive PD in areas of need identified through needs assessment. (2015-16 school year)</p> <p>Task 1: Charter School will identify further PD needs besides the ones listed in Action Step 2. (2015-16 school year)</p> <p>Task 2: Charter School will schedule PD in areas of need. (2015-16 school year)</p>	<p>Person(s) Responsible</p> <p>Teachers, leadership team</p> <p>Principal, MPS Home Office</p> <p>Principal, MPS Home Office</p> <p>Principal</p> <p>Dean of Academics, EL coordinator, Principal, leadership team</p> <p>Dean of Academics, EL coordinator, Principal, leadership team</p> <p>Dean of Academics, EL coordinator, Principal, leadership team</p> <p>Dean of Academics, Principal, leadership team</p> <p>Dean of Academics, EL coordinator, Principal, leadership team</p> <p>Dean of Academics, EL coordinator, Principal, leadership team</p>	<p>Cost and Funding Source (Itemize for Each Source)</p> <p>We use LCFF funds for BTSA and EL Authorization expenses and the amounts are already included in your LCAP.</p> <p>Cost and Funding Source for PD and training in ELA/Literacy, math, ELD, and immigrant education have already been listed under Goals 1A, 1B, 2A, and 2B, respectively.</p> <p>\$5,000 Title I for PD in the following areas: PLC, Bloom's Taxonomy, Classroom Instruction That Works, Differentiated Instruction, Rigor, different learning styles, students with special learning needs, understanding data and assessments, etc.</p>

<p>Action Step 4:</p> <p>Charter School will evaluate its teachers for their performance. (2015-16 school year)</p> <p>Task 1:</p> <p>Charter School will implement the MPS teacher observation and evaluation protocol which includes walkthroughs, informal and formal observations and formal evaluation. (2015-16 school year)</p> <p>Task 2:</p> <p>Charter School 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. (2015-16 school year)</p> <p>Task 3:</p> <p>Charter School may use evaluation results as basis and documentation for transfer, promotion, reassignment, or disciplinary action. (2015-16 school year)</p>		
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PERFORMANCE GOAL 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

LEA GOAL:

Charter School will support students physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning.

Identified Need:

To avoid chronic absenteeism, school dropout, student suspension and expulsion, and to increase student attendance, sense of safety and school connectedness

Expected Annual Measurable Outcomes:

- Charter School will maintain an ADA rate of at least 95%.
- Charter School will maintain a chronic absenteeism rate of no more than 1%.
- Charter School will maintain a dropout rate of no more than 1%.
- Charter School will maintain a student suspension rate of no more than 5%.
- Charter School will maintain a student expulsion rate of no more than 1%.
- Approval rating on school satisfaction surveys of students, parents, and teachers on the sense of safety and school connectedness will be at least 85%.
- Charter School will hold a minimum of 5 parent activities/events per year.
- At least 25% of Charter School's students will be home-visited by the teachers.

What data did you use to form this goal?

- ADA reports
- Daily attendance records
- Enrollment records
- CDE records/CALPADS reports
- Behavior incident reports via CoolSIS
- Survey reports
- Home visit calendar

What were the findings from the analysis of this data?

Our core values are to teach students to contribute to the global community as socially responsible citizens. To promote this culture, our Life Skills and SSR teachers regularly discuss social issue topics like Anti-Bullying, personal responsibility, and respect. To promote these teachings, our assemblies take on a focal issue such as bullying and self-esteem and we teach our students how to cope and respond to these issues.

Our school follows a positive behavioral support model utilizing a point system tracked by our online CoolSIS program. When a student receives negative fifteen behavior points, those students and parents are worked with closely and placed on a behavior plan which is tracked daily. Students are given the opportunity to rectify their behavior in each class and consequently earn positive points by following the agreement made between the administration, parents, and student. Students that earn positive points (in increments of 5) earn rewards and are publicly acknowledged in assemblies and

	<p>award ceremonies.</p> <p>The Dean of Students and reflection committee employs alternatives to suspension in order to focus on lifelong character building with tasks including: community service, campus beautification, loss of privileges, parent shadow, mentorship, etc. We also work with Mitchell Family Counseling from CSUN to address social and behavioral needs. This allows students the opportunity to develop maturity while learning responsibility.</p> <p>Our partnership with CSUN also extends into a peer mentoring program, which allows our high school students to receive training on how to effectively communicate and help the younger middle school students be successful both academically and behaviorally. We also collaborate with our girls' small groups called Gems, offering the transitioning 6th grade girls the opportunity to learn appropriate social skills for middle school.</p> <p>Additionally, we obtain parent support and buy-in through regular home visits. It is our goal to visit each home at least once. Each teacher is asked to visit 5 households throughout the year. By making these types of connections, students understand what an integral role their parents combined with the school, play in their education.</p>	
<p>How will the school evaluate the progress of this goal?</p> <p>Weekly, monthly, quarterly, and annual program monitoring and evaluation</p>	<p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <p>See Form F: Budget Planning Tool</p>	
<p>STRATEGY: Charter School will implement policies that encourage parent involvement, positive student behavior and improvements and Charter School teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.</p>		
<p>Action Step 1:</p> <p>Charter School will implement Positive Behavioral Interventions and Supports (PBIS). (2015-16 school year)</p> <p>Task 1:</p> <p>Charter School will implement PBIS and alternatives to suspension. (2015-16 school year)</p>	<p>Person(s) Responsible</p> <p>Teachers, leadership team</p> <p>Teachers, Dean of Students, leadership team</p>	<p>Cost and Funding Source (Itemize for Each Source)</p>

<p>Task 2:</p> <p>Charter School will implement a positive behavior reward system and use CoolSIS for monitoring. (2015-16 school year)</p> <p>Action Step 2:</p> <p>Charter School will offer Life Skills program to supplement instruction. (2015-16 school year)</p> <p>(Life Skills program contains topics on social and emotional learning, study skills, environmental issues, conflict resolution, making responsible choices, self-discipline, college and career awareness and character education. Life Skills is an enrichment program that provides students with valuable skills to support academic excellence and social skill development. Students participate in activities/projects to demonstrate their understanding of the values/lessons. Guest speakers and various forms of technology also engage students in the course content. Life Skills themes are integrated into broader school-wide activities including assemblies, field trips, displays, announcements, and into the general curriculum. Parents are regularly informed about the Life Skills topics to support Magnolia's effort to inspire positive principles of conduct in future leaders. Life Skills program also enables all students, including socio-economically disadvantaged students, to have a vision and be more specific on their goals to be successful at school and during their life.)</p> <p>Action Step 3:</p> <p>Charter School will hold a minimum of 5 parent activities/events per year, including Student/Parent Orientation, Back to School Night, and parent conferences. (2015-16 school year)</p> <p>Task 1:</p> <p>Charter School will communicate with the parents of academically under-performing students, inviting them for parent conferences. (2015-16 school year)</p> <p>Task 2:</p> <p>Charter School will schedule annual workshops for parents of EL students. Topics to be covered include the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. (2015-16 school year)</p> <p>Action Step 4:</p> <p>Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement. (2015-16 school year)</p> <p>Task 1:</p> <p>Charter School teachers will schedule and make home-visits. (2015-16 school year)</p> <p>Task 2:</p>	<p>Teachers, Dean of Students, leadership team</p> <p>Teachers, Dean of Culture, leadership team</p> <p>Teachers, Dean of Culture, leadership team</p> <p>Teachers, Dean of Culture, Dean of Academics, leadership team</p> <p>EL coordinator, Dean of Culture, Dean of Academics, leadership team</p> <p>Teachers, Dean of Culture, leadership team</p> <p>Teachers, Dean of Culture, leadership team</p> <p>Teachers, Dean of Culture, leadership team</p>	<p>\$500 Title I for parent workshops (mailing expenses: \$100, presenter compensation: \$400)</p> <p>\$10,000 Title I for home-visit stipends</p>
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Charter School teachers will document the visits, evaluate them and share necessary information with the appropriate staff (grade level team, counselor, administrator, etc.) (2015-16 school year)	leadership team	
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PERFORMANCE GOAL 5: All students will graduate from high school.

LEA GOAL:

Charter School will maintain a high rate of high school graduation and students will be on track to be college/career ready.

Identified Need:

To avoid school dropout, and to increase high school graduation rate and percentage of students who are on track to be college/career ready

Expected Annual Measurable Outcomes:

- Charter School will maintain a dropout rate of no more than 1%.
- Charter School will maintain a four-year cohort graduation rate of at least 75%.
- At least 90% of graduating seniors will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements.
- At least 50% of the graduating seniors will have passed an AP exam with a score of 3 or higher.

What data did you use to form this goal?

- Enrollment records
- Graduation records
- CDE records/CALPADS reports
- 4-year plans
- Class schedules and rosters
- College Board reports

What were the findings from the analysis of this data?

MSA1 currently has a 97% graduation rate.
The AP pass rate shows that we can do additional work to support our students.

AP Pass Rate:

School Totals	5	4	3	2	1
Percentage	5	6	24	34	32

How will the school evaluate the progress of this goal?

Weekly, monthly, quarterly, and annual program monitoring and evaluation

Where can a budget plan of the proposed expenditures for this goal be found?

See Form F: Budget Planning Tool

STRATEGY: Charter School will provide students with 4-year plans and support programs to ensure timely high school graduation and college/career readiness.

Action Step 1:

Charter School will offer 4-year academic plans, outlining the classes students can take during the four years of high school, and monitor these plans to ensure timely high school graduation and satisfaction of UC/CSU requirements. (2015-16 school year)

Action Step 2:

Charter School will offer credit recovery and CAHSEE prep classes and provide support to ensure timely high school graduation. (2015-16 school year)

Person(s) Responsible

College Advisor, Dean of Academics, leadership team

College Advisor, Dean of Academics, leadership team

College Advisor, Dean of

Cost and Funding Source (Itemize for Each Source)

YPI is offering APEX for credit recovery

\$20,000.00 general fund

College Sprig will provide

<p>Action Step 3: Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. (2015-16 school year)</p> <p>Action Step 4: Charter School will offer “Advisory” classes (college planning and career exploration program) and “College Readiness” classes and programs preparing students for college readiness, including test prep for ACT/SAT. (2015-16 school year)</p>	<p>Academics, leadership team</p> <p>College Advisor, Dean of Academics, leadership team</p>	<p>the SAT classes.</p>
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Form B: Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in Form B must be aligned with the Consolidated Application.

School Goal #: 1A, 1B, 2A, 2B, 3

<p>Actions to be Taken to Reach This Goal¹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)</p>	<p>Start Date² Completion Date</p>	<p>Proposed Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source (itemize for each source)</p>
<p>Instructional Support MPS Home Office academic department will provide staff development opportunities and guidance in areas related to the School Action Plan. Staff development on research-based instructional strategies include, but are not limited to:</p> <ul style="list-style-type: none"> ▪ Instructional strategies in Common Core State Standards implementation ▪ Literacy development across the curriculum ▪ Instructional strategies in mathematics ▪ Language acquisition for English learners ▪ Content area strategies ▪ Development of advanced instructional programming ▪ Intensive intervention ▪ Integration of state instructional resources, including digital libraries ▪ STEM activities ▪ Blended learning 	<p>July 29, 2015 June 10, 2016</p>	<p>Charter School receives these services from the MPS Home Office and uses its LCFF funds as a source. State or federal program funds as outlined in the school's ConApp are not used to fund these services.</p>	<p>\$0</p>	<p>N/A</p>

¹ See Appendix A: Chart of Legal Specifics for the Single Plan for Student Achievement for content required by each program or funding source supporting this goal.

² List the date an action will be taken, or will begin, and the date it will be completed.

School Goal #: 2A

<p>Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)</p>	<p>Start Date Completion Date</p>	<p>Proposed Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source (itemize for each source)</p>
<p>Title III-LEP Support</p> <p>The EL program coordinator sponsored by the Title III consortium lead will create a protocol for teacher observation and feedback mechanism regarding the implementation of the ELD program. The protocol will include look-fors, the frequency of observations and feedback.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will monitor the school-level implementation of the observation protocol monthly/quarterly and evaluate the EL services at the school at least semesterly.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will monitor and evaluate EL programs and services.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will closely work with the school's teachers, EL coordinator and the leadership team and provide professional development.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will coordinate and plan for the implementation of the initial CELDT test, the annual assessment of ELs, and the process for the follow-up required for reclassification</p>	<p>July 13, 2015 July 31, 2015</p> <p>August 18, 2015 June 10, 2016</p> <p>August 18, 2015 June 10, 2016</p> <p>August 18, 2015 June 10, 2016</p>	<p>Services and operating expenses, professional salaries and benefits for the EL program coordinator</p> <p>Charter School is a member of the Magnolia Science Academy consortium for Title III LEP funds. Per the MOU with the consortium lead, Charter School will receive ELD services, including monitoring and evaluation of the EL programs and services and professional development. The EL program coordinator sponsored by the lead will closely work with the school's teachers, EL coordinator and the leadership team.</p>	<p>\$41,456 for the Consortium</p>	<p>Title III-LEP</p>

School Goal #: 1A, 1B, 2A, 2B, 3, 4, 5

<p>Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)</p>	<p>Start Date Completion Date</p>	<p>Proposed Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source (itemize for each source)</p>
<p>Data Disaggregation</p> <p>MPS Home Office data management department will provide data disaggregation to the Charter School for data, including but not limited to:</p> <ul style="list-style-type: none"> ▪ SBAC ELA/Literacy and math 	<p>July 29, 2015 June 10, 2016</p>	<p>Charter School receives these services from the MPS Home Office and uses its LCFE funds as a source. State or federal program funds as outlined in the school's ConApp are not</p>	<p>\$0</p>	<p>N/A</p>

<p>data disaggregated by grade and subgroups</p> <ul style="list-style-type: none"> ▪ MAP test ELA and math data disaggregated by grade and subgroups ▪ CELDT results disaggregated by grade, years in US, AMAO targets, etc. ▪ API/AYP data disaggregated by grade and subgroups ▪ Graduation data ▪ ADA reports ▪ Graduation data ▪ Any other data as needed 		used to fund these services.		
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School Goal #: 1A, 1B, 2A, 2B, 3, 4, 5

<p>Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)</p>	<p>Start Date Completion Date</p>	<p>Proposed Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source (itemize for each source)</p>
<p>Parent and Community Outreach MPS Home Office Outreach and Communications department will provide guidance, support, and training to parents, teachers, administrators, and support staff. The activities of the Outreach and Communications department include, but are not limited to:</p> <ul style="list-style-type: none"> ▪ Providing professional development opportunities in parent education programs ▪ Serving as a link to parent and community resources ▪ Developing and encouraging high-quality parent programs and parental involvement opportunities at school sites ▪ Coordinating parent education and community outreach meetings ▪ Providing parents and staff the tools to successfully participate in curricular and budgetary decision making ▪ Providing staff and family access to trainings in effective school, family, and community partnerships ▪ Providing critical parent information that is readily available and in accessible 	<p>July 29, 2015 June 10, 2016</p>	<p>Charter School receives these services from the MPS Home Office and uses its LCFF funds as a source. State or federal program funds as outlined in the school's ConApp are not used to fund these services.</p>	<p>\$0</p>	<p>N/A</p>

<p>formats and languages spoken by families at schools</p> <p>Monitoring the Implementation of the Plan</p> <p>MPS Home Office will provide coordination of overall state and federally funded programs, articulation between schools, district, county, and assistance in the following:</p> <ul style="list-style-type: none"> ▪ Developing and monitoring the school budget and preparing financial reports ▪ Monitoring the implementation of state and federally funded programs ▪ Training and guiding of School Site Councils (SSC) and school staffs in the development and writing of the school plan ▪ Coordinating staff development in areas of emphasis and serving as a resource in additional areas 				
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Note: Centralized services may include the following direct services:

- Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff
- District-wide staff providing specific services to schools, e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches
- After-School and Summer School programs funded by categorical programs
- Data analysis services, software, and training for assessment of student progress

Centralized services do not include administrative costs.

Please duplicate this form as necessary.

Form C: Programs Included in this Plan

Check the box for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, check the box indicating that the program's funds are being consolidated as part of operating a schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Note: For many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility) with information available at <http://www.cde.ca.gov/fg/ac/co/documents/sbx34budgetflex.doc>.

Of the four following options, please select the one that describes this school site:

- This site operates as a targeted assistance school (TAS), not as a schoolwide program (SWP).
- This site operates a SWP but does not consolidate its funds as part of operating a SWP.
- This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.
- This site operates a SWP and consolidates all applicable funds as part of operating a SWP.

State Programs	Allocation	Consolidated in the SWP
<input type="checkbox"/> California School Age Families Education (Carryover only) Purpose: Assist expectant and parenting students to succeed in school	\$	<input type="checkbox"/>
<input type="checkbox"/> Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only) Purpose: Help educationally disadvantaged students succeed in the regular program	\$	<input type="checkbox"/>
<input type="checkbox"/> Economic Impact Aid/Limited English Proficient (EIA-LEP) (Carryover only) Purpose: Develop fluency in English and academic proficiency of English learners	\$	<input type="checkbox"/>
<input type="checkbox"/> Peer Assistance and Review (Carryover only) Purpose: Assist teachers through coaching and mentoring	\$	<input type="checkbox"/>
<input type="checkbox"/> Professional Development Block Grant (Carryover only) Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$	<input type="checkbox"/>

<input type="checkbox"/>	Pupil Retention Block Grant (Carryover only) Purpose: Prevent students from dropping out of school	\$	<input type="checkbox"/>
<input type="checkbox"/>	Quality Education Investment Act (QEIA) Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$	<input type="checkbox"/>
<input type="checkbox"/>	School and Library Improvement Program Block Grant (Carryover only) Purpose: Improve library and other school programs	\$	<input type="checkbox"/>
<input type="checkbox"/>	School Safety and Violence Prevention Act (Carryover only) Purpose: Increase school safety	\$	<input type="checkbox"/>
<input type="checkbox"/>	Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	\$	<input type="checkbox"/>
<input type="checkbox"/>	List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], etc.)	\$	<input type="checkbox"/>
Total amount of state categorical funds allocated to this school		\$	
Federal Programs		Allocation	Consolidated in the SWP
<input checked="" type="checkbox"/>	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$202,757.00	<input checked="" type="checkbox"/>
<input type="checkbox"/>	Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$	<input type="checkbox"/>
<input type="checkbox"/>	For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$	<input type="checkbox"/>
<input checked="" type="checkbox"/>	Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals	\$2,539.00	<input checked="" type="checkbox"/>

<input checked="" type="checkbox"/>	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$	Title III funds may not be consolidated as part of a SWP ³
<input type="checkbox"/>	Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	\$	<input type="checkbox"/>
<input type="checkbox"/>	For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	\$	<input type="checkbox"/>
<input checked="" type="checkbox"/>	Other federal funds (list and describe) Title III, Part A: Immigrant Education Program	\$	<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$	<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$	<input type="checkbox"/>
Total amount of federal categorical funds allocated to this school		\$	
Total amount of state and federal categorical funds allocated to this school		\$	

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

³ Title III funds are not a school level allocation even if allocated by the district to a school site. The LEA is responsible for fiscal reporting and monitoring and cannot delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used for the purposes of Title III and only for those students the LEA has identified for services. For more information please contact the Language Policy and Leadership Office at 916-319-0845.

Form D: School Site Council Membership

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.⁴ The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Mustafa Sahin	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kerry Teague	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Meiling Seward	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ernesto Cruz	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lori Morley	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maria Zambrano	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Linda Lara	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Miriam Quezada	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Daisy Mejia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Samreen K Dhariwal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Numbers of members in each category	1	4	1	2	2

⁴ EC Section 52852

Form E: Recommendations and Assurances

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):
 - State Compensatory Education Advisory Committee _____ Signature
 - English Learner Advisory Committee _____ Signature
 - Special Education Advisory Committee _____ Signature
 - Gifted and Talented Education Advisory Committee _____ Signature
 - District/School Liaison Team for schools in Program Improvement _____ Signature
 - Compensatory Education Advisory Committee _____ Signature
 - Departmental Advisory Committee (secondary) _____ Signature
 - Other committees established by the school or district (list) _____ Signature
4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: 10/29/2015.

Attested:

Typed name of School Principal

Signature of School Principal

Date

Typed name of SSC Chairperson

Signature of SSC Chairperson

Date

Form F: Budget Planning Tool

CDE provides a budget planning tool at the following link. It is optional for schools to use.

The SPSA Budget Planning Tool has been redesigned to be simpler to use while remaining flexible and informative. The tool has been designed to provide those involved in school planning with a way to compare the costs of their estimated goal expenditures to funding source fiscal year allocations. The aim in providing this tool is to assist school planners in making effective and informed decisions as to the use of their funds. Form F (XLS; Aug-2014) is available for download at

<http://www.cde.ca.gov/nclb/sr/le/singleplan.asp>.

Budget Summary:

Fiscal Year Allocation for Funding Resources	Funding Sources	Total of Estimated Expenditures from Funding Source	Remaining Balance for Funding Source
\$202,757.00	Title I, Part A	\$202,757.00	\$0.00
\$2,539.00	Title II	\$2,539.00	\$0.00
\$5,793	Title III, LEP	*A total of \$41,456 Title III, LEP funding is allocated for the Magnolia Science Academy consortium. Funding is not passed to member schools.	
\$528	Title III, Immigrant	\$528	\$0.00

Budget/Resource Code Descriptions	Budget/Resource Codes	Estimated Expenditures for All Goals by Code Type
Unrestricted	0000	
Unrestricted Locally Defined	0001-0999	
Certificated Personnel Salaries	1000-1999	\$60,294.96
Classified Personnel Salaries	2000-2999	
Employee Benefits	3000-3999	\$19,527.21
Books and Supplies	4000-4999	\$10,000.00
Services and other Operating Expenditures	5000-5699	
Transfers of Direct Costs	5700-5799	
Professional/Consulting Services and Operating Expenditures	5800	\$65,827.10
Communications	5900	\$100.00
Capital Outlay	6000-6999	
Other Outgo	7000-7439	

Description of Expenditures:

PERFORMANCE GOAL 1A: All students will reach high standards, at a minimum, attaining proficiency or better in reading.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Action Step 2: 1 Title-I English teacher %100	Certificated Personnel Salaries	1000-1999	\$60,294.96	
Action Step 2: MAP test	Books and Supplies	4000-4999	\$3,000.00	
Action Step 2: SES for ELA intervention	Prof. Services and Operating Expenditures	5800	\$40,551.00	
Action Step 3: Reading intervention program	Books and Supplies	4000-4999	\$5,000.00	
Action Step 3: Novels	Books and Supplies	4000-4999	\$3,000.00	
Action Step 3: Accelerated Reader	Books and Supplies	4000-4999	\$1,500.00	
Action Step 3: Discovery Learning	Books and Supplies	4000-4999	\$1,500.00	
Action Step 3: PD in ELA support and interventions	Prof. Services and Operating Expenditures	5800	\$5,000.00	

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999	\$34,510	
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999	\$6,967.31	
Books and Supplies	4000-4999	\$10,000.00	
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800	\$65,827.10	
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

Description of Expenditures:

PERFORMANCE GOAL 1B: All students will reach high standards, at a minimum, attaining proficiency or better in mathematics.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Action Step 2: 2 math teachers for 10% 1 Title-I intervention teacher for 50%	Certificated Personnel Salaries	1000-1999	\$34,510.00	
Action Step 2: MAP test	Books and Supplies	4000-4999	\$3,000.00	
Action Step 2: SES for math intervention	Prof. Services and Operating Expenditures	5800	\$40,551.00	
Action Step 3: Math intervention program	Books and Supplies	4000-4999		
Action Step 3: Math manipulatives	Books and Supplies	4000-4999		
Action Step 3: PD in math support and interventions	Prof. Services and Operating Expenditures	5800	\$5,000.00	

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999	\$34,510.00	
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999	\$6,967.31	
Books and Supplies	4000-4999	\$10,000.00	
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800	\$65,827.10	
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

Description of Expenditures:

PERFORMANCE GOAL 2A: All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Action Step 1: Title 1 English Teacher	Classified Personnel Salaries	2000-2999	\$60,294.96	
Action Step 1: Supplementary student materials from National Geographic: Inside	Books and Supplies	4000-4999	\$2,500.00	
Action Step 1: Novels for EL classes	Books and Supplies	4000-4999	\$200.00	
Action Step 1: BrainPOP ESL	Books and Supplies	4000-4999	\$285.00	
Action Step 1: Oxford dictionaries for EL classes	Books and Supplies	4000-4999	\$100.00	
Action Step 1: PD in ELD support and interventions	Prof. Services and Operating Expenditures	5800	\$5,000.00	

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999		
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999		
Books and Supplies	4000-4999	\$3,085.00	
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800	\$5,000.00	
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

Description of Expenditures:

PERFORMANCE GOAL 2B: All immigrant children and youth will be provided with necessary resources and support systems.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title III-Immigrant
Action Step 1: Immigrant student counseling	Prof. Services and Operating Expenditures	5800		\$1,650.00
Action Step 1: PD in immigrant education	Prof. Services and Operating Expenditures	5800		\$900.00

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title III-Immigrant
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999		
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999		
Books and Supplies	4000-4999		
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800		\$2,550.00
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

PERFORMANCE GOAL 3: All students will be taught by highly qualified teachers.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Action Step 3: PD in areas of need	Prof. Services and Operating Expenditures	5800	\$5,000.00	\$2,539.00

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999		
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999		
Books and Supplies	4000-4999		
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800	\$7,539.00	
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

Description of Expenditures:

PERFORMANCE GOAL 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Action Step 3: Parent workshop mailing expenses	Communications	5900	\$100.00	
Action Step 3: Parent workshop presenter compensation	Prof. Services and Operating Expenditures	5800	\$400.00	
Action Step 3: Home-visit stipends	Prof. Services and Operating Expenditures	5800	\$10,000.00	

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999		
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999		
Books and Supplies	4000-4999		
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800	\$6,400.00	
Communications	5900	\$100.00	
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

PERFORMANCE GOAL 5: All students will graduate from high school.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Action Step 2: 1 ELA teacher for 10% 1 math teacher for 10%	Certificated Personnel Salaries	1000-1999	\$10,000.00	
Action Step 4: 1 ELA teacher for 10% (ACT/SAT prep) 1 math teacher for 10% (ACT/SAT prep)	Certificated Personnel Salaries	1000-1999	\$10,000.00	

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999		
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999		
Books and Supplies	4000-4999		
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800		
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

Form G: Single Plan for Student Achievement Annual Evaluation

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for Single Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

SAMPLE QUESTIONS FOR SPSA ANNUAL EVALUATION

Plan Priorities

- Identify the top priorities of the current SPSA. **(No more than 2–3.)**

- Identify the major expenditures supporting these priorities.

Plan Implementation

- Identify strategies in the current SPSA that were fully implemented as described in the plan.

- Identify strategies in the current SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.
 - What specific actions related to those strategies were eliminated or modified during the year?
 - Identify barriers to full or timely implementation of the strategies identified above.
 - What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?
 - What impact did the lack of full or timely implementation of these strategies have on student outcomes? What data did you use to come to this conclusion?

o Based on the analysis of this practice, would you recommend:

- Eliminating it from next year's plan
- Continuing it with the following modifications: _____

Involvement/Governance

- How was the SSC involved in development of the plan?
- How were advisory committees involved in providing advice to the SSC?
- How was the plan monitored during the school year?
- What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

Form E: Recommendations and Assurances

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

- State Compensatory Education Advisory Committee _____ Signature
- English Learner Advisory Committee Agnes Fotoly Signature
- Special Education Advisory Committee _____ Signature
- Gifted and Talented Education Advisory Committee _____ Signature
- District/School Liaison Team for schools in Program Improvement _____ Signature
- Compensatory Education Advisory Committee _____ Signature
- Departmental Advisory Committee (secondary) _____ Signature
- Other committees established by the school or district (list) _____ Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: 10/29/2015.

Attested:	<u>Mudaba Fahn</u>	<u>Mudaba Fahn</u>	<u>2/4/2016</u>
	Typed name of School Principal	Signature of School Principal	Date
	<u>Lori Morley</u>	<u>Lori Morley</u>	<u>2/4/2016</u>
	Typed name of SSC Chairperson	Signature of SSC Chairperson	Date

Single Plan for Student Achievement



A Resource for the School Site Council

The Single Plan for Student Achievement

School: Magnolia Science Academy-5

District: Los Angeles Unified School District

County-District School (CDS) Code: 19 64733 011763019 64733 0117630

Principal: Brad Plonka

Date of this revision: 9/4/2015

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California *Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Brad Plonka

Position: Principal

Telephone Number: (818) 705-5676

Address: 18230 Kittridge Street, Reseda, CA 91335

E-mail Address: bplonka@magnoliapublicschools.org

Table of Contents

Form A: Planned Improvements in Student Performance	1
Form B: Centralized Services for Planned Improvements in Student Performance	5
Form C: Programs Included in This Plan	6
Form D: School Site Council Membership	9
Form E: Recommendations and Assurances	10
Form F: Budget Planning Tool	11
Form G: Single Plan for Student Achievement Annual Evaluation	17

Form A: Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<p>PERFORMANCE GOAL 1A: All students will reach high standards, at a minimum, attaining proficiency or better in reading.</p> <p>LEA GOAL: Charter School will set and strive to meet proficiency targets in English Language Arts/Literacy on the CAASPP assessment system.</p> <p>Identified Need: To increase the percentage of students who score proficient or above in English Language Arts/Literacy on the CAASPP assessment system</p> <p>Expected Annual Measurable Outcomes:</p> <ul style="list-style-type: none"> ▪ All student subgroups will meet or exceed proficiency targets in English Language Arts/Literacy on the CAASPP assessment system. (Specific targets will be set as data becomes available.) ▪ For all student subgroups, the percentage of students performing proficient on the Reading/ELA sections of our internal, common-core aligned Measures of Academic Progress (MAP) assessment will increase by 5% from Fall 2015 to Spring 2016. 		
<p>What data did you use to form this goal?</p> <ul style="list-style-type: none"> ▪ SBAC ELA/Literacy data from 2015 ▪ Spring 2015 MAP test data ▪ Fall 2015 MAP test data 	<p>What were the findings from the analysis of this data?</p> <p>According to the data, a large portion of our students are not meeting the standards in ELA. This is also the case for our EL students and other subgroups as well.</p> <p>18 percent of the students either met or exceeded the standards for ELA. 39 percent of the students nearly met the standards.</p> <p>In our major subgroups, 19 percent of Latino students met or exceeded the ELA standard. We did not have an English Language Learner meet or exceed the ELA standard.</p> <p>17 percent of our economically disadvantaged students met or exceeded the ELA standard. 43 percent of these students nearly met the ELA standards.</p> <p>For our Fall MAP data, 16 percent of students were projected to meet or exceed the ELA standards. This can be because our new students have not bought in to the testing. We should have more accurate data after the March administration.</p> <p>As a school, our focus will continue to include reading and writing.</p>	
<p>How will the school evaluate the progress of this goal? Weekly, monthly, quarterly, and annual program monitoring and evaluation</p>	<p>Where can a budget plan of the proposed expenditures for this goal be found? See Form F: Budget Planning Tool</p>	
<p>STRATEGY: Charter School will provide CCSS aligned ELA instruction, support and intervention to all students, including ELs, and monitor student progress in ELA/Literacy as measured by the MAP tests.</p>		
<p>Action Step 1:</p>	<p>Person(s) Responsible</p>	<p>Cost and Funding Source (Itemize for</p>

<p>Teachers will provide CCSS aligned ELA instruction using SDAIE strategies. (2015-16 school year)</p> <p>Task 1: Teachers will develop CCSS aligned ELA lessons considering their EL students' needs. (2015-16 school year)</p> <p>Task 2: Teachers will provide CCSS aligned ELA instruction using SDAIE strategies. (2015-16 school year)</p> <p>Action Step 2: The leadership team will place students into appropriate intervention groups and teachers will provide targeted ELA support and interventions. (by September 14, 2015)</p> <p>Task 1: Charter School will use the MAP test and teacher feedback to identify and place students in ELA intervention groups and classes. (by September 14, 2015)</p> <p>Task 2: Teachers will provide targeted CCSS aligned ELA intervention during the daily intervention period, once a week after school and on Saturdays to meet the students' needs. (2015-16 school year)</p> <p>Task 3: Charter School will work with a Supplemental Educational Services (SES) Provider to provide targeted CCSS aligned ELA intervention to meet the students' needs. (2015-16 school year)</p> <p>Action Step 3: Charter School will select a research-based reading intervention program that targets the individual literacy needs of struggling students and English Learners and includes ongoing assessments of student growth. (2015-16 school year)</p> <p>Task 1: Charter School will select reading intervention materials and resources. (by September 30, 2015)</p> <p>Task 2: Charter School will purchase supplementary instructional materials and benchmark assessments.</p> <p>Task 2: Charter School will schedule and provide initial training for instructional staff and schedule follow up professional development activities. (by October 14, 2015)</p> <p>Action Step 4: Teachers and the leadership team will monitor student progress in ELA as measured by in-class/benchmark assessments and MAP tests. (2015-16 school year)</p> <p>Task 1: Teachers will implement the MAP test in Fall 2015 and Spring 2016 to measure student growth in ELA/Literacy. (8/31/15-9/11/15; 3/1/16-3/1/16)</p> <p>Task 2: Teachers will analyze areas of growth for each student on the Fall 2015 MAP test and measure growth on the Spring 2016 MAP test. Teachers will continue to use in-class/benchmark assessments as progress indicators. (2015-16</p>	<p>Teachers, leadership team</p> <p>Teachers, leadership team</p> <p>Teachers, leadership team</p> <p>Leadership team</p> <p>Leadership team</p> <p>Teachers, Leadership team</p> <p>ELA teacher, leadership team</p> <p>Dean of Academics, Principal</p> <p>Dean of Academics, Principal</p> <p>Dean of Academics, RTI coordinator, leadership team</p> <p>Leadership team</p> <p>Teachers & leadership team</p>	<p>Each Source)</p> <p>\$3,000 for MAP test</p> <p>\$32,564 Title I \$19,082.80 for 2 Intervention teachers for 20%</p> <p>\$6,512.80 Title I for SES for ELA intervention</p> <p>\$5,000 for reading intervention program</p> <p>\$1,000 for novels & non-fiction books \$1,500 for Accelerated Reader</p> <p>\$3,256.40 Title I for PD in ELA support and interventions</p>
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<p>school year) Task 3: Charter School will monitor and evaluate reading intervention program goals and objectives; determine if goals and objectives are being met. Findings will be reflected in the SSC minutes. (2015-16 school year)</p>	<p>Teachers & Leadership team</p>	
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PERFORMANCE GOAL 1B: All students will reach high standards, at a minimum, attaining proficiency or better in mathematics.

LEA GOAL:

Charter School will set and strive to meet proficiency targets in math on the CAASPP assessment system.

Identified Need:

To increase the percentage of students who score proficient or above in math on the CAASPP assessment system

Expected Annual Measurable Outcomes:

- All student subgroups will meet or exceed proficiency targets in math on the CAASPP assessment system. (Specific targets will be set as data becomes available.)
- For all student subgroups, the percentage of students performing proficient on the math section of our internal, common-core aligned Measures of Academic Progress (MAP) assessment will increase by 5% from Fall 2015 to Spring 2016.

<p>What data did you use to form this goal?</p> <ul style="list-style-type: none"> ▪ SBAC math data from 2015 ▪ Spring 2015 MAP test data ▪ Fall 2015 MAP test data 	<p>What were the findings from the analysis of this data?</p> <p>According to the data, a large portion of our students are not meeting the standards in mathematics. This is also the case for our EL students and other subgroups as well.</p> <p>6 percent of the students either met or exceeded the standards for Math. 35 percent of the students nearly met the standards.</p> <p>In our major subgroups, 4 percent of Latino students met or exceeded the Math standard. We did not have an English Language Learner meet or exceed the Math standard.</p> <p>3 percent of our economically disadvantaged students met or exceeded the Math standard. 38 percent of these students nearly met the Math standards.</p> <p>For our Fall MAP data, 7 percent of students were projected to meet or exceed the Math standards. This can be because our new students have not bought in to the testing. We should have more accurate data after the March administration.</p> <p>As a school, our focus will continue to implement common core aligned Math lessons involving problem solving and modeling/data analysis</p>
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<p>How will the school evaluate the progress of this goal? Weekly, monthly, quarterly, and annual program monitoring and evaluation</p>	<p>Where can a budget plan of the proposed expenditures for this goal be found? See Form F: Budget Planning Tool</p>
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<p>STRATEGY: Charter School will provide CCSS aligned math instruction, support and intervention to all students, including ELs, and monitor student progress in math as measured by the MAP tests.</p>		
<p>Action Step 1: Teachers will provide CCSS aligned math instruction using SDAIE strategies. (2015-16 school year)</p> <p>Task 1: Teachers will develop CCSS aligned math lessons considering their EL students' needs. (2015-16 school year)</p> <p>Task 2: Teachers will provide CCSS aligned math instruction using SDAIE strategies. (2015-16 school year)</p>	<p>Person(s) Responsible Teachers, leadership team</p> <p>Teachers, leadership team</p> <p>Teachers, leadership team</p>	<p>Cost and Funding Source (Itemize for Each Source)</p>

<p>Action Step 2: The leadership team will place students into appropriate intervention groups and teachers will provide targeted math support and interventions. (by September 14, 2015)</p>	Leadership team	\$3,000 MAP test
<p>Task 1: Charter School will use the MAP test and teacher feedback to identify and place students in math intervention groups and classes. (by September 14, 2015)</p>	Leadership team	\$32,564 Title I \$9,543.20 for 20% Title I intervention teacher
<p>Task 2: Teachers will provide targeted CCSS aligned math intervention during the daily intervention period, once a week after school and on Saturdays to meet the students' needs. (2015-16 school year)</p>	Teachers & Leadership team	\$6,512.80 Title I for SES for math intervention
<p>Task 3: Charter School will work with a Supplemental Educational Services (SES) Provider to provide targeted CCSS aligned math intervention to meet the students' needs. (2015-16 school year)</p>	Math teachers, Dean of Academics, leadership team	\$6,512.80 Title I for supplementary instructional materials:
<p>Action Step 3: Charter School will select a research-based math intervention program that targets the individual math needs of struggling students and English Learners and includes ongoing assessments of student growth. (2015-16 school year)</p>	Dean of Academics, Principal	\$1,000 for math manipulatives Khan Academy.
<p>Task 1: Charter School will select math intervention materials and resources. (by September 30, 2015)</p>	Dean of Academics, Principal	
<p>Task 2: Charter School will purchase supplementary instructional materials and benchmark assessments. (by October 14, 2015)</p>	Leadership team	\$3,256.40 Title I for PD in math support and interventions
<p>Task 3: Charter School will schedule and provide initial training for instructional staff and schedule follow up professional development activities. (by October 14, 2015)</p>	Leadership team	
<p>Action Step 4: Teachers and the leadership team will monitor student progress in math as measured by in-class/benchmark assessments and MAP tests. (2015-16 school year)</p>	Leadership team	
<p>Task 1: Teachers will implement the MAP test in Fall 2015 and Spring 2016 to measure student growth in math. (8/31/15-9/11/15; 3/1/16-3/1/16)</p>	Teachers & leadership team	
<p>Task 2: Teachers will analyze areas of growth for each student on the Fall 2015 MAP test and measure growth on the Spring 2016 MAP test. Teachers will continue to use in-class/benchmark assessments as progress indicators. (2015-16 school year)</p>	Teachers & leadership team	

PERFORMANCE GOAL 2A: All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

LEA GOAL:

Charter School will set and strive to meet proficiency targets for the EL subgroup in English Language Arts/Literacy on the CAASPP assessment system and proficiency and growth targets on CELDT/ELPAC.

Identified Need:

To increase the percentage of ELs who score proficient or above in English Language Arts/Literacy and math on the CAASPP assessment system; to increase the percentage of ELs who make annual progress in learning English

Expected Annual Measurable Outcomes:

- ELs will meet or exceed proficiency targets in English Language Arts/Literacy and math on the CAASPP assessment system. (Specific targets will be set as data becomes available.)
- The percentage of ELs performing proficient on the Reading/ELA sections of our internal, common-core aligned Measures of Academic Progress (MAP) assessment will increase by 5% from Fall 2015 to Spring 2016.
- The percentage of ELs making annual progress in learning English as measured by the CELDT will increase by 5% from the prior year.
- The percentage of ELs (less than 5 years) attaining English-language proficiency as measured by the CELDT will increase by 5% from the prior year.
- The percentage of ELs (5 years or more) attaining English-language proficiency as measured by the CELDT will increase by 5% from the prior year.

<p>What data did you use to form this goal?</p> <ul style="list-style-type: none"> ▪ SBAC ELA/Literacy and math data from 2015 ▪ Spring 2015 MAP test data ▪ Fall 2015 MAP test data ▪ CELDT results ▪ EL re-classification rates 	<p>What were the findings from the analysis of this data?</p> <p>We did not have any EL students meet or exceed the standards in ELA or Math. 11 percent of the 35 students reclassified during the 2014-15 year. 34 percent of the students tested at intermediate, the level right before meeting reclassification eligibility.</p> <p>27 percent of EL students nearly met the ELA standard and 18 percent nearly met the Math standard.</p>
<p>How will the school evaluate the progress of this goal?</p> <p>Weekly, monthly, quarterly, and annual program monitoring and evaluation</p>	<p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <p>See Form F: Budget Planning Tool</p>

STRATEGY: Charter School will provide CCSS aligned ELA and math instruction and ELD instruction, support and intervention to ELs, and monitor student progress in ELA/Literacy, math, and ELD as measured by the MAP tests and other assessments.

Action Step 1:	Person(s) Responsible	Cost and Funding Source (Itemize for Each Source)
<p>Charter School will identify and group ELs by proficiency level, provide ELD instruction aligned to the new standards, and monitor student progress in program implementation. (2015-16 school year)</p> <p>Task 1: The data office will create a report of identified ELs by class. The report will include students' CELDT levels including overall and subtest data and be given to all teachers. (by August 28, 2015)</p> <p>Task 2: ELD time will be built into in the master schedule.</p> <p>Task 3: Charter School will purchase supplementary ELD materials and benchmark assessments. (by October 14, 2015)</p> <p>Task 4: Charter School will schedule and provide initial training for instructional staff and schedule follow up professional development activities. (by October 14, 2015)</p>	<p>Teachers, leadership team</p> <p>Office & Dean of Academics</p> <p>Dean of Academics, Principal</p> <p>Dean of Academics</p> <p>Leadership team</p>	<p>\$285 for BrainPOP ESL</p> <p>\$3,256.40 Title I for PD in ELD support and interventions</p>
<p>Action Step 2:</p>		

<p>The leadership team will place students into appropriate intervention groups and teachers will provide targeted ELD support and interventions. (by October 14, 2015)</p> <p>Task 1: Teachers will identify targeted ELD areas and levels of support needed. (by October 14, 2015)</p> <p>Task 2: Teachers will develop and implement targeted lessons to meet the students' needs. Students will also be provided after-school intervention at least once a week and on Saturdays. (2015-16 school year)</p> <p>Action Step 3: Teachers and the leadership team will monitor student progress in ELD as measured by in-class/benchmark assessments. <i>(ELA/Literacy and math monitoring via MAP tests have been described in Performance Goal 1.)</i> (2015-16 school year)</p> <p>Task 1: All ELs will be assessed for ELD at the end of each ELD curricular unit which takes approximately 6-8 weeks. (2015-16 school year)</p> <p>Task 2: Charter School will monitor student progress in ELD using in-class/benchmark assessments as progress indicators. (2015-16 school year)</p> <p>Task 3: Teachers will collaborate on assessment results and make necessary adjustment in their instruction. (2015-16 school year)</p> <p>Task 4: The EL program coordinator sponsored by the Title III consortium lead will create a protocol for teacher observation and feedback mechanism regarding the implementation of the ELD program. The protocol will include look-fors, the frequency of observations and feedback. (by October 15, 2015)</p> <p>Task 5: The school leadership will implement the observation protocol monthly. (2015-16 school year)</p> <p>Task 6: The EL program coordinator sponsored by the Title III consortium lead will monitor the school-level implementation of the observation protocol monthly/quarterly and evaluate the EL services at the school at least semesterly. (2015-16 school year)</p>	<p>Teachers & leadership team</p> <p>Teachers & leadership team</p> <p>Teachers &, Dean of Academics</p> <p>Teachers, EL coordinator, Dean of Academics, leadership team</p> <p>Teachers, EL coordinator, Dean of Academics, leadership team</p> <p>Title III Consortium lead EL program coordinator, leadership team</p> <p>Title III Consortium lead EL program coordinator, leadership team</p> <p>Dean of Academics, EL coordinator, RTI coordinator, leadership team</p> <p>Title III Consortium lead EL program coordinator, leadership team</p>	<p>Charter School is a member of the Magnolia Science Academy consortium for Title III LEP funds. Per the MOU with the consortium lead, Charter School will receive ELD services, including monitoring and evaluation of the EL programs and services and professional development. The EL program coordinator sponsored by the lead will closely work with the school's teachers and the leadership team.</p>
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<p>PERFORMANCE GOAL 2B: All immigrant children and youth will be provided with necessary resources and support systems.</p> <p>LEA GOAL: Charter School will provide each immigrant student with necessary resources and counseling to support their needs.</p> <p>Identified Need: To provide necessary counseling and support to immigrant students</p> <p>Expected Annual Measurable Outcomes:</p> <ul style="list-style-type: none"> Charter School will provide each immigrant student with at least one hour of counseling per student per year and more as needed to support their needs. 		
<p>What data did you use to form this goal?</p> <ul style="list-style-type: none"> Fall 2015 MAP test data CELDT results EL re-classification rates CoolSIS information on student enrollment, grades, and behavior 	<p>What were the findings from the analysis of this data? Staff needed more professional development in utilizing EL strategies in the classroom as well as differentiated instruction. Parents need to be provided more workshops on EL support so they can support at home. More towards SES and other tutoring opportunities for just immigrant students.</p>	
<p>How will the school evaluate the progress of this goal? Weekly, monthly, quarterly, and annual program monitoring and evaluation</p>	<p>Where can a budget plan of the proposed expenditures for this goal be found? See Form F: Budget Planning Tool</p>	
<p>STRATEGY: Charter School will arrange for a counselor who will provide support and resources to both immigrant students and their teachers and school staff to best support those students.</p>		
<p>Action Step 1: Charter School will identify immigrant student needs and provide counseling support and necessary resources to meet the needs of immigrant students such as provision of tutorials, mentoring, curricular and instructional materials. (2015-16 school year)</p> <p>Task 1: Charter School will identify the immigrant students and their needs. (by September 14, 2015)</p> <p>Task 2: Charter School will arrange for a counselor to provide support and necessary resources to meet the needs of immigrant students. Counseling will be for at least one hour per student per year and more as needed to support the needs of students. (2015-16 school year)</p> <p>Task 3: MPS Home Office will monitor the site-level implementation of the counseling services at least semesterly. (2015-16 school year)</p> <p>Action Step 2: Charter School will schedule at least three hours of PD for its counselors/staff who will learn best practices and counseling methods geared towards helping immigrant students. (2015-16 school year)</p> <p>Task 1: Charter School will schedule at least three hours of PD for its counselors/staff. PD will focus on immigrant student needs and counseling immigrant students. (by October 14, 2015)</p>	<p>Person(s) Responsible</p> <p>Teachers, leadership team</p> <p>Office & leadership team</p> <p>Leadership team</p> <p>MPS Home Office</p> <p>Leadership team</p>	<p>Cost and Funding Source (Itemize for Each Source)</p> <p>\$754 Title III-Immigrant for PD in immigrant education</p>

<p>PERFORMANCE GOAL 3: All students will be taught by highly qualified teachers.</p> <p>LEA GOAL: For each year of the charter, all Charter School teachers will be appropriately assigned and fully credentialed as required by law and the charter.</p> <p>Identified Need: To ensure teachers are appropriately assigned and fully credentialed</p> <p>Expected Annual Measurable Outcomes:</p> <ul style="list-style-type: none"> ▪ 100% of Charter School's teachers will be appropriately assigned and fully credentialed as required by law and the charter. ▪ 100% of Charter School's teachers will participate in at least 18 hours of professional development per year. PD includes the areas of Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas and training in strategies to support ELs with common core ELA/ELD and math curricula. 		
<p>What data did you use to form this goal?</p> <ul style="list-style-type: none"> ▪ Initial and annual verification of teacher credentials ▪ Compliance documentation for Charter School Oversight Visit ▪ Teacher PD needs assessments ▪ Teacher PD attendance, including participation in BTSA and EL Authorization programs ▪ Teacher performance evaluations 	<p>What were the findings from the analysis of this data? Findings were:</p> <ul style="list-style-type: none"> • All teachers have preliminary/clear credentials and teach in their respected subject area. • All teachers are enrolled in BTSA program who have not cleared their credential. • Teachers continue to receive PD in areas of, Rigor, Differentiated Instruction, RTI, Blended learning, Special Education • Teachers showed growth after first classroom observation. 	
<p>How will the school evaluate the progress of this goal? Weekly, monthly, quarterly, and annual program monitoring and evaluation</p>	<p>Where can a budget plan of the proposed expenditures for this goal be found? See Form F: Budget Planning Tool</p>	
<p>STRATEGY: Charter School will ensure that all teachers and administrators participate in PD in areas, including but not limited to, Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas and training in strategies to support ELs with common core ELA/ELD and math curricula, and immigrant education.</p>		
<p>Action Step 1: Charter School will conduct credential review and support teachers' credentialing needs. (2015-16 school year)</p> <p>Task 1: Charter School will conduct credential review as part of teacher hiring process. (2015-16 school year)</p> <p>Task 2: Charter School will identify teacher credentialing needs and support teachers' credentialing needs. (2015-16 school year)</p> <p>Task 3: Charter School will annually review master schedule/teacher assignments to ensure compliance. (2015-16 school year)</p>	<p>Person(s) Responsible Teachers, leadership team</p> <p>Principal, MPS Home Office</p> <p>Principal, MPS Home Office</p> <p>Principal</p>	<p>Cost and Funding Source (Itemize for Each Source)</p>
<p>Action Step 2: Charter School will schedule PD in areas, including but not limited to, Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas and training in strategies to support ELs with common core ELA/ELD and math curricula, and immigrant education. (2015-16 school year)</p> <p>Task 1: Charter School will schedule PD in abovementioned areas. (2015-16 school year)</p> <p>Task 2: Charter School will monitor how effectively teachers implement strategies and skills they</p>	<p>Leadership team</p> <p>Leadership team</p> <p>Leadership team</p>	<p>Cost and Funding Source for PD and training in ELA/Literacy, math, ELD, and immigrant education have already been listed under Goals 1A, 1B, 2A, and 2B, respectively.</p>

<p>learned in the PD sessions in the classroom. Charter School leadership team will make daily classroom observations using the MPS teacher observation protocol. (2015-16 school year)</p> <p>Action Step 3: Teachers will receive PD in areas of need identified through needs assessment. (2015-16 school year)</p> <p>Task 1: Charter School will identify further PD needs besides the ones listed in Action Step 2. (2015-16 school year)</p> <p>Task 2: Charter School will schedule PD in areas of need. (2015-16 school year)</p> <p>Action Step 4: Charter School will evaluate its teachers for their performance. (2015-16 school year)</p> <p>Task 1: Charter School will implement the MPS teacher observation and evaluation protocol which includes walkthroughs, informal and formal observations and formal evaluation. (2015-16 school year)</p> <p>Task 2: Charter School 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. (2015-16 school year)</p> <p>Task 3: Charter School may use evaluation results as basis and documentation for transfer, promotion, reassignment, or disciplinary action. (2015-16 school year)</p>	<p>Leadership team</p> <p>Leadership team</p> <p>Leadership team</p> <p>Leadership team</p> <p>Leadership team</p> <p>Leadership team</p>	
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PERFORMANCE GOAL 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

LEA GOAL:

Charter School will support students physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning.

Identified Need:

To avoid chronic absenteeism, school dropout, student suspension and expulsion, and to increase student attendance, sense of safety and school connectedness

Expected Annual Measurable Outcomes:

- Charter School will maintain an ADA rate of at least 95%.
- Charter School will maintain a chronic absenteeism rate of no more than 1%.
- Charter School will maintain a dropout rate of no more than 1%.
- Charter School will maintain a student suspension rate of no more than 5%.
- Charter School will maintain a student expulsion rate of no more than 1%.
- Approval rating on school satisfaction surveys of students, parents, and teachers on the sense of safety and school connectedness will be at least 85%.
- Charter School will hold a minimum of 5 parent activities/events per year.
- At least 25% of Charter School's students will be home-visited by the teachers.

<p>What data did you use to form this goal?</p> <ul style="list-style-type: none"> ▪ ADA reports ▪ Daily attendance records ▪ Enrollment records ▪ CDE records/CALPADS reports ▪ Behavior incident reports via CoolsIS ▪ Survey reports ▪ Home visit calendar 	<p>What were the findings from the analysis of this data?</p> <p>Findings for this goal were: 95% ADA 1.9% Suspension rate 0% Expulsion rate 25% of our students homes were visited More than 5 parent activities & events were held Mitchell Family Counseling was offered to students who had difficulty with attendance, behavior, and/or academics. Life Skills was provided to all students one class period a week and themes were discussed school-wide.</p>										
<p>How will the school evaluate the progress of this goal?</p> <p>Weekly, monthly, quarterly, and annual program monitoring and evaluation</p>	<p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <p>See Form F: Budget Planning Tool</p>										
<p>STRATEGY: Charter School will implement policies that encourage parent involvement, positive student behavior and improvements and Charter School teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.</p>											
<p>Action Step 1: Charter School will implement Positive Behavioral Interventions and Supports (PBIS). (2015-16 school year)</p> <p>Task 1: Charter School will implement PBIS and alternatives to suspension. (2015-16 school year)</p> <p>Task 2: Charter School will implement a positive behavior reward system and use CoolsIS for monitoring. (2015-16 school year)</p> <p>Action Step 2: Charter School will offer Life Skills program to supplement instruction. (2015-16 school year) (Life Skills program contains topics on social and emotional learning, study skills, environmental issues, conflict resolution, making responsible choices, self-discipline, college and career awareness and character education. Life Skills is an enrichment program that provides students with valuable skills to support academic excellence and social skill development. Students participate in activities/projects to demonstrate their understanding of the values/lessons. Guest speakers and various forms of technology also engage</p>	<table border="1"> <thead> <tr> <th data-bbox="820 1291 1128 1333">Person(s) Responsible</th> <th data-bbox="1128 1291 1455 1333">Cost and Funding Source (Itemize for Each Source)</th> </tr> </thead> <tbody> <tr> <td data-bbox="820 1333 1128 1417">Teachers & leadership team</td> <td data-bbox="1128 1333 1455 1417"></td> </tr> <tr> <td data-bbox="820 1417 1128 1501">Teachers & leadership team</td> <td data-bbox="1128 1417 1455 1501"></td> </tr> <tr> <td data-bbox="820 1501 1128 1585">Teachers & leadership team</td> <td data-bbox="1128 1501 1455 1585"></td> </tr> <tr> <td data-bbox="820 1585 1128 1990">Teachers & leadership team</td> <td data-bbox="1128 1585 1455 1990"></td> </tr> </tbody> </table>	Person(s) Responsible	Cost and Funding Source (Itemize for Each Source)	Teachers & leadership team		Teachers & leadership team		Teachers & leadership team		Teachers & leadership team	
Person(s) Responsible	Cost and Funding Source (Itemize for Each Source)										
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<p>students in the course content. Life Skills themes are integrated into broader school-wide activities including assemblies, field trips, displays, announcements, and into the general curriculum. Parents are regularly informed about the Life Skills topics to support Magnolia's effort to inspire positive principles of conduct in future leaders. Life Skills program also enables all students, including socio-economically disadvantaged students, to have a vision and be more specific on their goals to be successful at school and during their life.)</p>	<p>Teachers & leadership team</p>	<p>\$325 Title I parent involvement</p>
<p>Action Step 3: Charter School will hold a minimum of 5 parent activities/events per year, including Student/Parent Orientation, Back to School Night, and parent conferences. (2015-16 school year)</p>	<p>Teachers & leadership team</p>	<p>\$325 Title I parent involvement</p>
<p>Task 1: Charter School will communicate with the parents of academically under-performing students, inviting them for parent conferences. (2015-16 school year)</p>	<p>Teachers & leadership team</p>	<p>\$1,000 Title I for home-visit stipends</p>
<p>Task 2: Charter School will schedule annual workshops for parents of EL students. Topics to be covered include the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. (2015-16 school year)</p>	<p>Teachers & leadership team</p>	<p>\$1,000 Title I for home-visit stipends</p>
<p>Action Step 4: Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement. (2015-16 school year)</p>	<p>Teachers & leadership team</p>	<p>\$1,000 Title I for home-visit stipends</p>
<p>Task 1: Charter School teachers will schedule and make home-visits. (2015-16 school year)</p>	<p>Teachers & leadership team</p>	<p>\$1,000 Title I for home-visit stipends</p>
<p>Task 2: Charter School teachers will document the visits, evaluate them and share necessary information with the appropriate staff (grade level team, counselor, administrator, etc.) (2015-16 school year)</p>	<p>Teachers & leadership team</p>	<p>\$1,000 Title I for home-visit stipends</p>

Form B: Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in Form B must be aligned with the Consolidated Application.

School Goal #: 1A, 1B, 2A, 2B, 3

Actions to be Taken to Reach This Goal ¹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date ² Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
<p>Instructional Support MPS Home Office academic department will provide staff development opportunities and guidance in areas related to the School Action Plan. Staff development on research-based instructional strategies include, but are not limited to:</p> <ul style="list-style-type: none"> ▪ Instructional strategies in Common Core State Standards implementation ▪ Literacy development across the curriculum ▪ Instructional strategies in mathematics ▪ Language acquisition for English learners ▪ Content area strategies ▪ Development of advanced instructional programming ▪ Intensive intervention ▪ Integration of state instructional resources, including digital libraries ▪ STEM activities ▪ Blended learning 	<p>July 29, 2015 June 10, 2016</p>	<p>Charter School receives these services from the MPS Home Office and uses its LCFF funds as a source. State or federal program funds as outlined in the school's ConApp are not used to fund these services.</p>	<p>\$0</p>	<p>N/A</p>

School Goal #: 2A

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
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¹ See Appendix A: Chart of Legal Specifics for the Single Plan for Student Achievement for content required by each program or funding source supporting this goal.

² List the date an action will be taken, or will begin, and the date it will be completed.

<p>Title III-LEP Support The EL program coordinator sponsored by the Title III consortium lead will create a protocol for teacher observation and feedback mechanism regarding the implementation of the ELD program. The protocol will include look-fors, the frequency of observations and feedback.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will monitor the school-level implementation of the observation protocol monthly/quarterly and evaluate the EL services at the school at least semesterly.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will monitor and evaluate EL programs and services.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will closely work with the school's teachers, EL coordinator and the leadership team and provide professional development.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will coordinate and plan for the implementation of the initial CELDT test, the annual assessment of ELs, and the process for the follow-up required for reclassification</p>	<p>July 13, 2015 July 31, 2015</p> <p>August 18, 2015 June 10, 2016</p> <p>August 18, 2015 June 10, 2016</p> <p>August 18, 2015 June 10, 2016</p>	<p>Services and operating expenses, professional salaries and benefits for the EL program coordinator</p> <p>Charter School is a member of the Magnolia Science Academy consortium for Title III LEP funds. Per the MOU with the consortium lead, Charter School will receive ELD services, including monitoring and evaluation of the EL programs and services and professional development. The EL program coordinator sponsored by the lead will closely work with the school's teachers, EL coordinator and the leadership team.</p>	<p>\$41,456 for the Consortium</p>	<p>Title III-LEP</p>
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School Goal #: 1A, 1B, 2A, 2B, 3, 4, 5

<p>Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)</p>	<p>Start Date Completion Date</p>	<p>Proposed Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source (itemize for each source)</p>
<p>Data Disaggregation MPS Home Office data management department will provide data disaggregation to the Charter School for data, including but not limited to:</p> <ul style="list-style-type: none"> ▪ SBAC ELA/Literacy and math data disaggregated by grade and subgroups ▪ MAP test ELA and math data disaggregated by grade and subgroups ▪ CELDT results disaggregated by grade, years in US, AMAO targets, etc. ▪ API/AYP data disaggregated by grade and subgroups ▪ Graduation data ▪ ADA reports 	<p>July 29, 2015 June 10, 2016</p>	<p>Charter School receives these services from the MPS Home Office and uses its LCFF funds as a source. State or federal program funds as outlined in the school's ConApp are not used to fund these services.</p>	<p>\$0</p>	<p>N/A</p>

<ul style="list-style-type: none"> ▪ Graduation data ▪ Any other data as needed 				
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School Goal #: 1A, 1B, 2A, 2B, 3, 4, 5

<p>Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)</p>	<p>Start Date Completion Date</p>	<p>Proposed Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source (itemize for each source)</p>
<p>Parent and Community Outreach</p> <p>MPS Home Office Outreach and Communications department will provide guidance, support, and training to parents, teachers, administrators, and support staff. The activities of the Outreach and Communications department include, but are not limited to:</p> <ul style="list-style-type: none"> ▪ Providing professional development opportunities in parent education programs ▪ Serving as a link to parent and community resources ▪ Developing and encouraging high-quality parent programs and parental involvement opportunities at school sites ▪ Coordinating parent education and community outreach meetings ▪ Providing parents and staff the tools to successfully participate in curricular and budgetary decision making ▪ Providing staff and family access to trainings in effective school, family, and community partnerships ▪ Providing critical parent information that is readily available and in accessible formats and languages spoken by families at schools <p>Monitoring the Implementation of the Plan</p> <p>MPS Home Office will provide coordination of overall state and federally funded programs, articulation between schools, district, county, and assistance in the following:</p> <ul style="list-style-type: none"> ▪ Developing and monitoring the school budget and preparing financial reports ▪ Monitoring the implementation of state and federally funded programs ▪ Training and guiding of School Site Councils (SSC) and school staffs in the development and 	<p>July 29, 2015 June 10, 2016</p>	<p>Charter School receives these services from the MPS Home Office and uses its LCFF funds as a source. State or federal program funds as outlined in the school's ConApp are not used to fund these services.</p>	<p>\$0</p>	<p>N/A</p>

writing of the school plan ■ Coordinating staff development in areas of emphasis and serving as a resource in additional areas				
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Note: Centralized services may include the following direct services:

- Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff
- District-wide staff providing specific services to schools, e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches
- After-School and Summer School programs funded by categorical programs
- Data analysis services, software, and training for assessment of student progress

Centralized services do not include administrative costs.

Please duplicate this form as necessary.

Form C: Programs Included in this Plan

Check the box for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, check the box indicating that the program's funds are being consolidated as part of operating a schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Note: For many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility) with information available at <http://www.cde.ca.gov/fg/ac/co/documents/sbx34budgetflex.doc>.

Of the four following options, please select the one that describes this school site:

- This site operates as a targeted assistance school (TAS), not as a schoolwide program (SWP).**
- This site operates a SWP but does not consolidate its funds as part of operating a SWP.**
- This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.**
- This site operates a SWP and consolidates all applicable funds as part of operating a SWP.**

State Programs	Allocation	Consolidated in the SWP
<input type="checkbox"/> California School Age Families Education (Carryover only) Purpose: Assist expectant and parenting students to succeed in school	\$	<input type="checkbox"/>
<input type="checkbox"/> Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only) Purpose: Help educationally disadvantaged students succeed in the regular program	\$	<input type="checkbox"/>
<input type="checkbox"/> Economic Impact Aid/Limited English Proficient (EIA-LEP) (Carryover only) Purpose: Develop fluency in English and academic proficiency of English learners	\$	<input type="checkbox"/>
<input type="checkbox"/> Peer Assistance and Review (Carryover only) Purpose: Assist teachers through coaching and mentoring	\$	<input type="checkbox"/>
<input type="checkbox"/> Professional Development Block Grant (Carryover only) Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$	<input type="checkbox"/>

<input type="checkbox"/>	Pupil Retention Block Grant (Carryover only) Purpose: Prevent students from dropping out of school	\$	<input type="checkbox"/>
<input type="checkbox"/>	Quality Education Investment Act (QEIA) Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$	<input type="checkbox"/>
<input type="checkbox"/>	School and Library Improvement Program Block Grant (Carryover only) Purpose: Improve library and other school programs	\$	<input type="checkbox"/>
<input type="checkbox"/>	School Safety and Violence Prevention Act (Carryover only) Purpose: Increase school safety	\$	<input type="checkbox"/>
<input type="checkbox"/>	Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	\$	<input type="checkbox"/>
<input type="checkbox"/>	List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], etc.)	\$	<input type="checkbox"/>
Total amount of state categorical funds allocated to this school		\$	
Federal Programs		Allocation	Consolidated in the SWP
<input checked="" type="checkbox"/>	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$32,564	<input checked="" type="checkbox"/>
<input type="checkbox"/>	Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$	<input type="checkbox"/>
<input type="checkbox"/>	For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$	<input type="checkbox"/>
<input checked="" type="checkbox"/>	Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals	\$511	<input checked="" type="checkbox"/>

<input checked="" type="checkbox"/>	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$754	Title III funds may not be consolidated as part of a SWP ³
<input type="checkbox"/>	Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	\$	<input type="checkbox"/>
<input type="checkbox"/>	For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	\$	<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe) Title III, Part A: Immigrant Education Program	\$	<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$	<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$	<input type="checkbox"/>
Total amount of federal categorical funds allocated to this school		\$	
Total amount of state and federal categorical funds allocated to this school		\$	

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

³ Title III funds are not a school level allocation even if allocated by the district to a school site. The LEA is responsible for fiscal reporting and monitoring and cannot delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used for the purposes of Title III and only for those students the LEA has identified for services. For more information please contact the Language Policy and Leadership Office at 916-319-0845.

Form D: School Site Council Membership

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.⁴ The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Brad Plonka	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
David Carrasco	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adrian Uribe	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Paloma Goytia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Teresa Castillo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Natalie Jeronimo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Numbers of members in each category	1	1	1	2	1

⁴ EC Section 52852

Form E: Recommendations and Assurances

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


1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

- State Compensatory Education Advisory Committee _____ Signature
- English Learner Advisory Committee _____ Signature
- Special Education Advisory Committee _____ Signature
- Gifted and Talented Education Advisory Committee _____ Signature
- District/School Liaison Team for schools in Program Improvement _____ Signature
- Compensatory Education Advisory Committee _____ Signature
- Departmental Advisory Committee (secondary) _____ Signature
- Other committees established by the school or district (list) _____ Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: 11/19/2015.

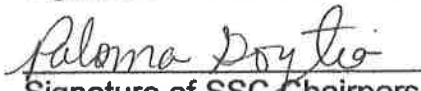
Attested:

Brad Plonka
Typed name of School Principal


Signature of School Principal

1/11/16
Date

Paloma Goytia
Typed name of SSC Chairperson


Signature of SSC Chairperson

1/11/16
Date

Form F: Budget Planning Tool

CDE provides a budget planning tool at the following link. It is optional for schools to use.

The SPSA Budget Planning Tool has been redesigned to be simpler to use while remaining flexible and informative. The tool has been designed to provide those involved in school planning with a way to compare the costs of their estimated goal expenditures to funding source fiscal year allocations. The aim in providing this tool is to assist school planners in making effective and informed decisions as to the use of their funds. Form F (XLS; Aug-2014) is available for download at <http://www.cde.ca.gov/nclb/sr/le/singleplan.asp>.

Budget Summary:

Fiscal Year Allocation for Funding Resources	Funding Sources	Total of Estimated Expenditures from Funding Source	Remaining Balance for Funding Source
\$32,564.00	Title I, Part A	\$32,564.00	\$0.00
\$2,539.00	Title II	\$0.00	\$0.00
\$0	Title III, LEP	*A total of \$41,456 Title III, LEP funding is allocated for the Magnolia Science Academy consortium. Funding is not passed to member schools.	
\$0	Title III, Immigrant	\$0	\$0.00

Budget/Resource Code Descriptions	Budget/Resource Codes	Estimated Expenditures for All Goals by Code Type
Unrestricted	0000	
Unrestricted Locally Defined	0001-0999	
Certificated Personnel Salaries	1000-1999	\$21,152.78
Classified Personnel Salaries	2000-2999	\$500.00
Employee Benefits	3000-3999	\$1,142.02
Books and Supplies	4000-4999	
Services and other Operating Expenditures	5000-5699	
Transfers of Direct Costs	5700-5799	
Professional/Consulting Services and Operating Expenditures	5800	\$9,769.20
Communications	5900	
Capital Outlay	6000-6999	
Other Outgo	7000-7439	

Description of Expenditures:

PERFORMANCE GOAL 1A: All students will reach high standards, at a minimum, attaining proficiency or better in reading.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Action Step 2: 2 Intervention teachers for 20%	Certificated Personnel Salaries	1000-1999	\$21,152.78	
Action Step 2: 1 ELA instructional assistant	Classified Personnel Salaries	2000-2999	\$500.00	
Action Step 2: SES for ELA intervention	Prof. Services and Operating Expenditures	5800	\$6,512.80	
Action Step 3: PD in ELA support and interventions	Prof. Services and Operating Expenditures	5800	\$3,256.40	

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999	\$21,152.78	
Classified Personnel Salaries	2000-2999	\$500.00	
Employee Benefits	3000-3999	\$1,142.02	
Books and Supplies	4000-4999		
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800	\$9,769.20	
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

Description of Expenditures:

PERFORMANCE GOAL 1B: All students will reach high standards, at a minimum, attaining proficiency or better in mathematics.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Action Step 2: 2 Intervention teachers for 20%	Certificated Personnel Salaries	1000-1999	\$21,152.78	
Action Step 2: 1 ELA instructional assistant	Classified Personnel Salaries	2000-2999	\$500.00	
Action Step 2: SES for ELA intervention	Prof. Services and Operating Expenditures	5800	\$6,512.80	
Action Step 3: PD in ELA support and interventions	Prof. Services and Operating Expenditures	5800	\$3,256.40	

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999	\$21,152.78	
Classified Personnel Salaries	2000-2999	\$500.00	
Employee Benefits	3000-3999	\$1,142.02	
Books and Supplies	4000-4999		
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800	\$9,769.20	
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

Description of Expenditures:

PERFORMANCE GOAL 2A: All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Action Step 1: 1 ELD instructional assistant	Classified Personnel Salaries	2000-2999	\$500.00	
Action Step 1: Supplementary student materials from National Geographic: Inside	Books and Supplies	4000-4999		
Action Step 1: PD in ELD support and interventions	Prof. Services and Operating Expenditures	5800	\$3,256.40	

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999	\$21,152.78	
Classified Personnel Salaries	2000-2999	\$500.00	
Employee Benefits	3000-3999	\$1,142.02	
Books and Supplies	4000-4999		
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800	\$9,769.20	
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

Description of Expenditures:

PERFORMANCE GOAL 2B: All immigrant children and youth will be provided with necessary resources and support systems.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title III-Immigrant
Action Step 1: Immigrant student counseling	Prof. Services and Operating Expenditures	5800		\$1,650.00
Action Step 1: PD in immigrant education	Prof. Services and Operating Expenditures	5800		\$754.00

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title III-Immigrant
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999		
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999		
Books and Supplies	4000-4999		
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800		
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

PERFORMANCE GOAL 3: All students will be taught by highly qualified teachers.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Action Step 3: PD in areas of need	Prof. Services and Operating Expenditures	5800		

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999		
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999		
Books and Supplies	4000-4999		
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800	\$9,769.20	
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

Description of Expenditures:

PERFORMANCE GOAL 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Action Step 3: Parent workshop mailing expenses	Communications	5900	\$325.00	
Action Step 3: Home-visit stipends	Prof. Services and Operating Expenditures	5800	\$1,000.00	

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999		
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999		
Books and Supplies	4000-4999		
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800	\$1000.00	
Communications	5900	\$325.00	
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

Form G: Single Plan for Student Achievement Annual Evaluation

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for Single Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

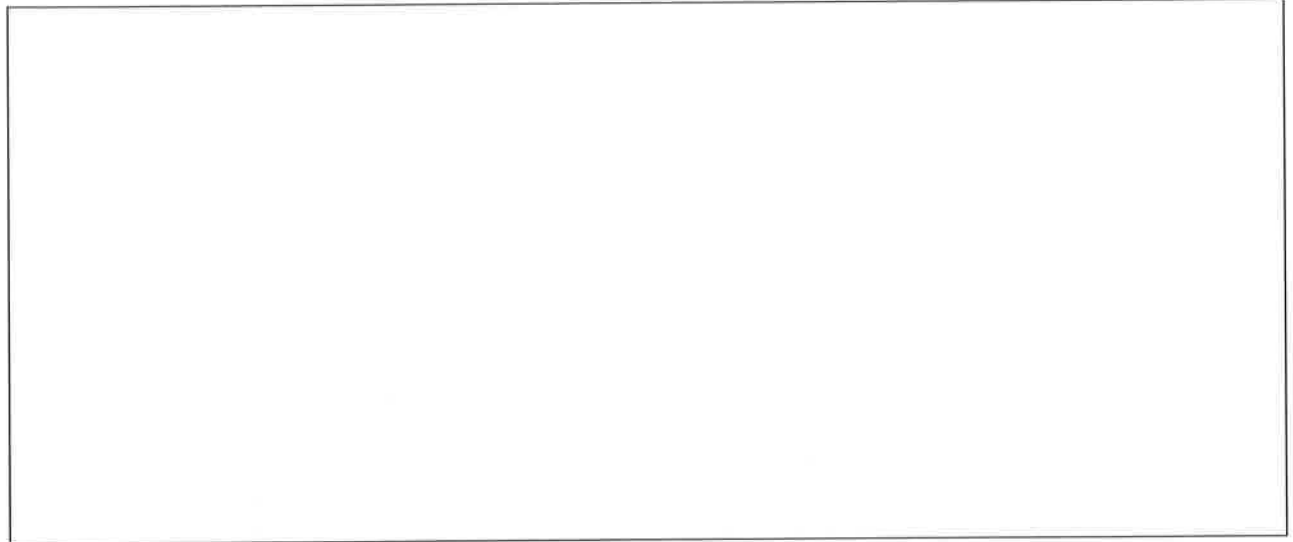
During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

SAMPLE QUESTIONS FOR SPSA ANNUAL EVALUATION

Plan Priorities

- Identify the top priorities of the current SPSA. **(No more than 2–3.)**
- Strategies for EL learners
- More programs for parents (i.e. ELD classes)
- More resources in the classroom

- Identify the major expenditures supporting these priorities.
- Providing more resources in the classroom, such as more chrome books for all students.



Plan Implementation

- Identify strategies in the current SPSA that were fully implemented as described in the plan.

- Teacher credentials
- Home visits
- Intervention classes

- Identify strategies in the current SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.
 - What specific actions related to those strategies were eliminated or modified during the year? Immigrant parent support.
 - Identify barriers to full or timely implementation of the strategies identified above. Budget.
 - What actions were undertaken to mitigate those barriers or adjust the plan to overcome them? Provide supports for the parents from the staff.
 - What impact did the lack of full or timely implementation of these strategies have on student outcomes? What data did you use to come to this conclusion? Students scores are not showing fast enough growth. MAP and SBAC data.

Strategies and Activities

- Identify those strategies or activities that were particularly effective in improving student achievement. What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement? Programs that are being implemented during SSR are helping student growth with EL strategies. Using the data from the programs being implemented are showing the growth.

- Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.
 - Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement?
 - Lack of timely implementation
 - Limited or ineffective professional development to support implementation
 - Lack of effective follow-up or coaching to support implementation
 - Based on the analysis of this practice, would you recommend:
 - Continuing it with the following modifications: _Having a program in place for the intervention classes (i.e Fuel Ed)

Involvement/Governance

- How was the SSC involved in development of the plan?

Reviewed each goal and discussed what was intended and what they would like to see changed.

- How were advisory committees involved in providing advice to the SSC?

- How was the plan monitored during the school year?
 - During staff PDs
 - PTF meetings
 - SSC Meetings
 - ELAC Meetings.
- What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?
 - More meetings at different times of the week to ensure more parent participation.
 - More meetings surrounding the SPSA throughout the year.

Outcomes

- Identify any goals in the current SPSA that were met.
 - Attendance
 - Better reclassification for EL Students
- Identify any goals in the current SPSA that were not met, or were only partially met.
 - List any strategies related to this goal that were identified above as “not fully implemented” or “ineffective” or “minimally” effective.

- Based on this information, what might be some recommendations for future steps to meet this goal?
- More intervention for students.
- More programs for parents

Single Plan for Student Achievement



A Resource for the School Site Council

The Single Plan for Student Achievement

School: Magnolia Science Academy-7

District: Los Angeles Unified School District

County-District School (CDS) Code: 19-64733-0117655

Principal: Fatih Metin

Date of this revision: 1/27/2016

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California *Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person:	Fatih Metin
Position:	Principal
Telephone Number:	(818) 8860585
Address:	18355 Roscoe Blvd Northridge CA 91325
E-mail Address:	fmetin@magnoliapublicschools.org

Table of Contents

Form A: Planned Improvements in Student Performance	1
Form B: Centralized Services for Planned Improvements in Student Performance	5
Form C: Programs Included in This Plan	6
Form D: School Site Council Membership	9
Form E: Recommendations and Assurances	10
Form F: Budget Planning Tool	11
Form G: Single Plan for Student Achievement Annual Evaluation	17

Form A: Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<p>PERFORMANCE GOAL 1A: All students will reach high standards, at a minimum, attaining proficiency or better in reading.</p> <p>LEA GOAL:</p> <p>Charter School will set and strive to meet proficiency targets in English Language Arts/Literacy on the CAASPP assessment system.</p> <p>Identified Need:</p> <p>To increase the percentage of students who score proficient or above in English Language Arts/Literacy on the CAASPP assessment system</p> <p>Expected Annual Measurable Outcomes:</p> <ul style="list-style-type: none"> ▪ All student subgroups will meet or exceed proficiency targets in English Language Arts/Literacy on the CAASPP assessment system. (Specific targets will be set as data becomes available.) ▪ For all student subgroups, the percentage of students performing proficient on the Reading/ELA sections of our internal, common-core aligned Measures of Academic Progress (MAP) assessment will increase by 5% from Fall 2015 to Spring 2016. 	
<p>What data did you use to form this goal?</p> <ul style="list-style-type: none"> ▪ SBAC ELA/Literacy data from 2015 ▪ Spring 2015 MAP test data ▪ Fall 2015 MAP test data 	<p>What were the findings from the analysis of this data?</p> <p><u>Spring 2015 I-Ready Test Data:</u></p> <ul style="list-style-type: none"> • K (1 class) – 67% proficient or advanced • 1st (1 class) – 72% proficient or advanced • 2nd (3 classes) – 47% proficient or advanced • 3rd (2 classes) – 51% proficient or advanced • 4th (2 classes) – 25% proficient or advanced • 5th (1 class) 25% proficient or advanced • EL Subgroup: <ul style="list-style-type: none"> ▪ K (10 students tested) – 40% proficient or advanced ▪ 1st (15 students tested) – 60% proficient or advanced ▪ 2nd (16 students tested) – <1% proficient or advanced ▪ 3rd (13 students tested) - <1% proficient or advanced ▪ 4th (13 students tested) – 0% proficient or advanced ▪ 5th (1 student tested) – 0% proficient or advanced • IEP Subgroup: <ul style="list-style-type: none"> ▪ K (3 students tested) – 0% proficient or advanced

- 1st (3 students tested) – 33% proficient or advanced
- 2nd (11 students tested) – 27% proficient or advanced
- 3rd (5 students tested) - 40% proficient or advanced
- 4th (6 students tested) – 0% proficient or advanced
- 5th (6 student tested) – 17% proficient or advanced

Summary:

Upon analysis and discussion of the Spring 2015 I-Ready ELA data for grades Kindergarten through fifth, it has been concluded that for the most part the primary grades performed better than the upper grades on this assessment. This is most likely due to the fact that after third grade, students are reading for comprehension and reading more nonfiction text. We will support the upper grades with reading instruction by using more nonfiction texts throughout the year to help students become more comfortable and familiar with their structure.

We've identified a need for extra support for our EL students, especially in grades 2nd-5th. As well as our IEP students to help further their progress and ability to be successful on future assessments and in class. We have hired a full-time EL Intervention Teacher whose target group are students with an EL Level of 3 or below in grades 3rd-5th. Our RSP teacher and aide will continue to support IEP students in working toward their goals. Some IEPs have been revised to include additional goals or supports as the team decides. Additional campus aides have been hired to provide classroom support.

In addition to these supports, we implemented two Summer school programs during this past Summer. One designed solely for IEP students using a SPED grant, and the other, designed as intervention for all students performing at a level of Basic or below. We also provide after school tutoring, Saturday School, and in-home tutoring provided by Total Education Solutions for students performing below basic or far below basic in core subject areas.

SBAC ELA/Literacy Data 2015:

- 3rd - 53% proficient or advanced
- 4th - 42% proficient or advanced
- 5th - 54% proficient or advanced
- EL Subgroup:
 - 3rd (13 students tested) – 0% proficient or advanced
 - 4th (13 students tested) – 0% proficient or advanced
 - 5th (1 student tested) - 0% proficient or advanced
- IEP Subgroup:
 - 3rd – 33% proficient or advanced

- 4th – 17% proficient or advanced
- 5th - 17% proficient or advanced

Summary:

Upon analysis and discussion of the 2015 SBAC data for grades third through fifth, it has been concluded that grades 4 and 5 performed higher in the area of ELA than Math and grade 3 performed slightly lower in the area of ELA than Math. Approximately half of the students tested performed at the proficient or advanced level in ELA.

We've identified a need for extra support for our EL and IEP students to help further their progress and ability to be successful on the 2016 SBAC Assessment. We have hired a full-time EL Intervention Teacher whose target group are students with an EL Level of 3 or below in grades 3rd-5th. Our RSP teacher and aide will continue to support IEP students in working toward their goals. Some IEPs have been revised to include additional goals or supports as the team decides. Additional campus aides have been hired to provide classroom support.

In addition to these supports, we implemented two Summer school programs during this past Summer. One designed solely for IEP students using a SPED grant, and the other, designed as intervention for all students performing at a level of Basic or below. We also provide after school tutoring, Saturday School, and in-home tutoring provided by Total Education Solutions for students performing below basic or far below basic in core subject areas.

Fall 2015 MAP Test Data:

- 2A – 38% proficient or advanced
- 2B – 42% proficient or advanced
- 3A – 44% proficient or advanced
- 3B – 1% proficient or advanced
- 3C – 40% proficient or advanced
- 4A – 44% proficient or advanced
- 4B – 38% proficient or advanced
- 5A – 24% proficient or advanced
- 5B – 33% proficient or advanced
- EL Subgroup:
 - 2nd (18 students tested) - 39% proficient or advanced
 - 3rd (22 students tested) – 14% proficient or advanced
 - 4th (12 students tested) – <1% proficient or advanced
 - 5th (12 student tested) - <1% proficient or advanced
- IEP Subgroup:
 - 2nd (3 students tested) - 33% proficient

	<p>or advanced</p> <ul style="list-style-type: none"> ▪ 3rd (8 students tested) – 38% proficient or advanced ▪ 4th (6 students tested) – 33% proficient or advanced ▪ 5th (6 student tested) - 33% proficient or advanced <p><i>Summary:</i></p> <p><i>Upon analysis and discussion of the Fall 2015 MAP ELA data for grades second through fifth, it has been concluded that less than 50% of our students were able to perform at a proficient or advanced level on this assessment. Teachers and staff reviewed the results and came up with action plans for their classes and students to help ensure progress throughout the year.</i></p> <p><i>Our 2nd and 3rd grade EL and IEP students performed higher than the 4th and 5th grade students. However, we've identified a need for extra support for our EL and IEP students to help further their progress and ability to be successful on future assessments and in class. We have hired a full-time EL Intervention Teacher whose target group are students with an EL Level of 3 or below in grades 3rd-5th. Our RSP teacher and aide will continue to support IEP students in working toward their goals. Some IEPs have been revised to include additional goals or supports as the team decides. Additional campus aides have been hired to provide classroom support.</i></p> <p><i>In addition to these supports, we implemented two Summer school programs during this past Summer. One designed solely for IEP students using a SPED grant, and the other, designed as intervention for all students performing at a level of Basic or below. We also provide after school tutoring, Saturday School, and in-home tutoring provided by Total Education Solutions for students performing below basic or far below basic in core subject areas.</i></p>								
<p>How will the school evaluate the progress of this goal?</p> <p>Weekly, monthly, quarterly, and annual program monitoring and evaluation</p>	<p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <p>See Form F: Budget Planning Tool</p>								
<p>STRATEGY: Charter School will provide CCSS aligned ELA instruction, support and intervention to all students, including ELs, and monitor student progress in ELA/Literacy as measured by the MAP tests.</p>									
<p>Action Step 1:</p> <p>Teachers will provide CCSS aligned ELA instruction using SDAIE strategies. (2015-16 school year)</p> <p>Task 1:</p> <p>Teachers will develop CCSS aligned ELA lessons considering their EL students' needs. (2015-16 school year)</p> <p>Task 2:</p> <p>Teachers will provide CCSS aligned ELA instruction using SDAIE strategies. (2015-16 school year)</p>	<table border="1"> <thead> <tr> <th data-bbox="808 1493 1122 1535">Person(s) Responsible</th> <th data-bbox="1122 1493 1446 1535">Cost and Funding Source (Itemize for Each Source)</th> </tr> </thead> <tbody> <tr> <td data-bbox="808 1535 1122 1577">Teachers, leadership team</td> <td data-bbox="1122 1535 1446 1577"></td> </tr> <tr> <td data-bbox="808 1577 1122 1619">Teachers, leadership team</td> <td data-bbox="1122 1577 1446 1619"></td> </tr> <tr> <td data-bbox="808 1619 1122 1661">Teachers, leadership team</td> <td data-bbox="1122 1619 1446 1661"></td> </tr> </tbody> </table>	Person(s) Responsible	Cost and Funding Source (Itemize for Each Source)	Teachers, leadership team		Teachers, leadership team		Teachers, leadership team	
Person(s) Responsible	Cost and Funding Source (Itemize for Each Source)								
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<p>Action Step 2: The leadership team will place students into appropriate intervention groups and teachers will provide targeted ELA support and interventions. (by September 14, 2015)</p> <p>Task 1: Charter School will use the MAP test and teacher feedback to identify and place students in ELA intervention groups and classes. (by September 14, 2015)</p> <p>Task 2: Teachers will provide targeted CCSS aligned ELA intervention during the daily intervention period, once a week after school and on Saturdays to meet the students' needs. (2015-16 school year)</p> <p>Task 3: Charter School will work with a Supplemental Educational Services (SES) Provider to provide targeted CCSS aligned ELA intervention to meet the students' needs. (2015-16 school year)</p>	<p>Dean of Academics, RTI coordinator, leadership team</p> <p>Dean of Academics, RTI coordinator, leadership team</p> <p>Teachers, Dean of Academics, RTI coordinator, leadership team</p>	<p>For MAP testing from LCFF</p> <p>\$25,200 for partition of 6 TAs salaries when they provide instructional help Title 1</p> <p>\$8000 for Saturday Intervention school. (Approximately half of it for ELA and the other half is for MATH)</p> <p>\$21,600 Title I for SES for ELA and Math intervention (Approximately half of it for ELA and the other half is for MATH)</p>
<p>Action Step 3: Charter School will select a research-based reading intervention program that targets the individual literacy needs of struggling students and English Learners and includes ongoing assessments of student growth. (2015-16 school year)</p> <p>Task 1: Charter School will select reading intervention materials and resources. (by September 30, 2015)</p> <p>Task 2: Charter School will purchase supplementary instructional materials and benchmark assessments. (by October 14, 2015)</p> <p>Task 3: Charter School will schedule and provide initial training for instructional staff and schedule follow up professional development activities. (by October 14, 2015)</p>	<p>ELA Dept. Chair, Dean of Academics, RTI coordinator, leadership team</p> <p>Dean of Academics, Principal</p> <p>Dean of Academics, Principal</p> <p>Dean of Academics, RTI coordinator, leadership team</p> <p>Dean of Academics, RTI coordinator, leadership team</p> <p>Teachers, Dean of Academics, RTI coordinator, leadership team</p> <p>Teachers, ELA Dept. Chair, Dean of Academics, RTI</p>	<p><u>Supplementary Instructional Materials:</u></p> <ul style="list-style-type: none"> • Ticket to Read Intervention & Enrichment Computer Program (LCFF) • Accelerated Reader Program (LCFF) • Novels – fiction and nonfiction (LCFF) • Alexandria Software for Library System (LCFF) <p><u>ELA related Professional Development:</u></p> <ul style="list-style-type: none"> • Write Steps Training Webinar for writing instruction Title I (\$500) • ELA Core: Power to Persuade & Evidence Based Writing in Common Core Title I (\$500) • Kindergarten Association of California Conference Title I (\$500)

<p>Action Step 4: Teachers and the leadership team will monitor student progress in ELA as measured by in-class/benchmark assessments and MAP tests. (2015-16 school year)</p> <p>Task 1: Teachers will implement the MAP test in Fall 2015 and Spring 2016 to measure student growth in ELA/Literacy. (8/31/15-9/11/15; 3/1/16-3/1/16)</p> <p>Task 2: Teachers will analyze areas of growth for each student on the Fall 2015 MAP test and measure growth on the Spring 2016 MAP test. Teachers will continue to use in-class/benchmark assessments as progress indicators. (2015-16 school year)</p> <p>Task 3: Charter School will monitor and evaluate reading intervention program goals and objectives; determine if goals and objectives are being met. Findings will be reflected in the SSC minutes. (2015-16 school year)</p>	<p>coordinator, leadership team</p>	<ul style="list-style-type: none"> • Evidence Based Writing: An Integrated Approach Title I (\$500) • Literacy Leadership Seminar • Common Core and the SPED Student
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PERFORMANCE GOAL 1B: All students will reach high standards, at a minimum, attaining proficiency or better in mathematics.

LEA GOAL:

Charter School will set and strive to meet proficiency targets in math on the CAASPP assessment system.

Identified Need:

To increase the percentage of students who score proficient or above in math on the CAASPP assessment system

Expected Annual Measurable Outcomes:

- All student subgroups will meet or exceed proficiency targets in math on the CAASPP assessment system. (Specific targets will be set as data becomes available.)
- For all student subgroups, the percentage of students performing proficient on the math section of our internal, common-core aligned Measures of Academic Progress (MAP) assessment will increase by 5% from Fall 2015 to Spring 2016.

What data did you use to form this goal?

- SBAC math data from 2015
- Spring 2015 MAP test data
- Fall 2015 MAP test data

What were the findings from the analysis of this data?

Spring 2015 I-Ready Test Data:

- K (1 class) – 63% proficient or advanced
- 1st (1 class) – 54% proficient or advanced
- 2nd (3 classes) – 23% proficient or advanced
- 3rd (2 classes) – 39% proficient or advanced
- 4th (2 classes) – 31% proficient or advanced
- 5th (1 class) 47% proficient or advanced
- EL Subgroup:
 - K (10 students tested) – 30% proficient or advanced
 - 1st (15 students tested) – 40% proficient or advanced
 - 2nd (16 students tested) – 0% proficient or advanced
 - 3rd (13 students tested) - <1% proficient or advanced
 - 4th (13 students tested) – 0% proficient or advanced
 - 5th (1 student tested) – 0% proficient or advanced
- IEP Subgroup:
 - K (3 students tested) – 33% proficient or advanced
 - 1st (3 students tested) – 33% proficient or advanced
 - 2nd (11 students tested) – 18% proficient or advanced
 - 3rd (5 students tested) - 20% proficient or advanced
 - 4th (6 students tested) – 0% proficient or advanced
 - 5th (6 student tested) – 17 % proficient or advanced

Summary:

Upon analysis and discussion of the Spring 2015 Math I-Ready data for grades kindergarten through fifth, it has been concluded that grades K through 3rd performed higher in the area of ELA than Math. Grades 4th and 5th performed slightly higher in Math than in ELA.

Although our EL and IEP students performed slightly higher in Math than in ELA, we've identified a need for extra support for our EL and IEP students to help further their progress and ability to be successful on future assessments and in class. We have budgeted to hire and are currently looking for a part-time Math Intervention Teacher to support struggling students. Our RSP teacher and aide will continue to support IEP students in working toward their goals. Some IEPs have been revised to include additional goals or supports as the team decides. Additional campus aides have been hired to provide classroom support.

In addition to these supports, we implemented two Summer school programs during this past Summer. One designed solely for IEP students using a SPED grant, and the other, designed as intervention for all students performing at a level of Basic or below. We also provide after school tutoring, Saturday School, and in-home tutoring provided by Total Education Solutions for students performing below basic or far below basic in core subject areas. Teachers will also be attending more Math PD this school year.

SBAC Math Data 2015:

- 3rd -55% proficient or advanced
- 4th - 35% proficient or advanced
- 5th - 38% proficient or advanced
- EL Subgroup:
 - 3rd (13 students tested) – 23% proficient or advanced
 - 4th (13 students tested) – 0% proficient or advanced
 - 5th (1 student tested) - 0% proficient or advanced
- IEP Subgroup:
 - 3rd (6 students tested) – 50% proficient or advanced
 - 4th (6 students tested) – 0% proficient or advanced
 - 5th (6 students tested) - 17% proficient or advanced

Summary:

Upon analysis and discussion of the 2015 SBAC data for grades third through fifth, it has been concluded that students performed significantly lower in the area of Math than ELA except for 3rd grade. With the implementation of Common Core Math and a new testing system, we were aware these results may be typical.

Overall, our 3rd grade students, including EL and IEP, outperformed the other grade level. However, we've identified a need for extra support for our EL and IEP students to help further their progress and ability to be successful on the 2016 SBAC Assessment. We have budgeted to hire and are currently looking for a part-time Math Intervention Teacher to support struggling students. Our RSP teacher and aide will continue to support IEP students in working toward their goals. Some IEPs have been revised to include additional goals or supports as the team decides. Additional campus aides have been hired to provide classroom support.

In addition to these supports, we implemented two Summer school programs during this past Summer. One designed solely for IEP students using a SPED grant, and the other, designed as intervention for all students performing at a level of Basic or below. We also provide after school tutoring, Saturday School, and in-home tutoring provided by Total Education Solutions for students performing below basic or far below basic in core subject areas. Teachers will also be attending more Math PD this school year.

Fall 2015 MAP Test Data:

- 2A – 38% proficient or advanced
- 2B – 50% proficient or advanced
- 3A – 30% proficient or advanced
- 3B – 14% proficient or advanced
- 3C – 20% proficient or advanced
- 4A – 46% proficient or advanced
- 4B – 46% proficient or advanced
- 5A – 27% proficient or advanced
- 5B – 35% proficient or advanced
- EL Subgroup:
 - 2nd (18 students tested) - 33% proficient or advanced
 - 3rd (22 students tested) – 23% proficient or advanced
 - 4th (13 students tested) – 23% proficient or advanced
 - 5th (11 student tested) - 0% proficient or advanced
- IEP Subgroup:
 - 2nd (3 students tested) - 0% proficient or advanced
 - 3rd (9 students tested) – 22% proficient or advanced
 - 4th (7 students tested) – 43% proficient or advanced
 - 5th (6 student tested) - 0% proficient or advanced

Summary:

	<p><i>Upon analysis and discussion of the Fall 2015 MAP Math data for grades second through fifth, it has been concluded that less than 50% of our students were able to perform at a proficient or advanced level on this assessment. For most grade levels, students performed slightly higher in the area of ELA than Math. Teachers and staff reviewed the results and came up with action plans for their classes and students to help ensure progress throughout the year.</i></p> <p><i>We've identified a need for extra support for our EL and IEP students to help further their progress and ability to be successful on future assessments and in class. We have budgeted to hire and are currently looking for a part-time Math Intervention Teacher to support struggling students. Our RSP teacher and aide will continue to support IEP students in working toward their goals. Some IEPs have been revised to include additional goals or supports as the team decides. Additional campus aides have been hired to provide classroom support.</i></p> <p><i>In addition to these supports, we implemented two Summer school programs during this past Summer. One designed solely for IEP students using a SPED grant, and the other, designed as intervention for all students performing at a level of Basic or below. We also provide after school tutoring, Saturday School, and in-home tutoring provided by Total Education Solutions for students performing below basic or far below basic in core subject areas. Teachers will also be attending more Math PD this school year.</i></p>	
<p>How will the school evaluate the progress of this goal?</p> <p>Weekly, monthly, quarterly, and annual program monitoring and evaluation</p>	<p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <p>See Form F: Budget Planning Tool</p>	
<p>STRATEGY: Charter School will provide CCSS aligned math instruction, support and intervention to all students, including ELs, and monitor student progress in math as measured by the MAP tests.</p>		
<p>Action Step 1:</p> <p>Teachers will provide CCSS aligned math instruction using SDAIE strategies. (2015-16 school year)</p> <p>Task 1:</p> <p>Teachers will develop CCSS aligned math lessons considering their EL students' needs. (2015-16 school year)</p> <p>Task 2:</p> <p>Teachers will provide CCSS aligned math instruction using SDAIE strategies. (2015-16 school year)</p> <p>Action Step 2:</p> <p>The leadership team will place students into appropriate intervention groups and teachers will provide targeted math support and interventions. (by September 14, 2015)</p> <p>Task 1:</p> <p>Charter School will use the MAP test and teacher feedback to identify and place students</p>	<p>Person(s) Responsible</p> <p>Teachers, leadership team</p> <p>Teachers, leadership team</p> <p>Teachers, leadership team</p> <p>Dean of Academics, RTI coordinator, leadership team</p> <p>Dean of Academics, RTI coordinator, leadership team</p>	<p>Cost and Funding Source (Itemize for Each Source)</p> <p>For MAP testing (LCFF)</p>

<p>in math intervention groups and classes. (by September 14, 2015)</p> <p>Task 2:</p> <p>Teachers will provide targeted CCSS aligned math intervention during the daily intervention period, once a week after school and on Saturdays to meet the students' needs. (2015-16 school year)</p> <p>Task 3:</p> <p>Charter School will work with a Supplemental Educational Services (SES) Provider to provide targeted CCSS aligned math intervention to meet the students' needs. (2015-16 school year)</p> <p>Action Step 3:</p> <p>Charter School will select a research-based math intervention program that targets the individual math needs of struggling students and English Learners and includes ongoing assessments of student growth. (2015-16 school year)</p> <p>Task 1:</p> <p>Charter School will select math intervention materials and resources. (by September 30, 2015)</p> <p>Task 2:</p> <p>Charter School will purchase supplementary instructional materials and benchmark assessments. (by October 14, 2015)</p> <p>Task 3:</p> <p>Charter School will schedule and provide initial training for instructional staff and schedule follow up professional development activities. (by October 14, 2015)</p> <p>Action Step 4:</p> <p>Teachers and the leadership team will monitor student progress in math as measured by in-class/benchmark assessments and MAP tests. (2015-16 school year)</p> <p>Task 1:</p> <p>Teachers will implement the MAP test in Fall 2015 and Spring 2016 to measure student growth in math. (8/31/15-9/11/15; 3/1/16-3/1/16)</p> <p>Task 2:</p> <p>Teachers will analyze areas of growth for each student on the Fall 2015 MAP test and measure growth on the Spring 2016 MAP test. Teachers will continue to use in-class/benchmark assessments as progress indicators. (2015-16 school year)</p> <p>Task 3:</p> <p>Charter School will monitor and evaluate math intervention program goals and objectives;</p>	<p>Teachers, Dean of Academics, RTI coordinator, leadership team</p> <p>Math Dept. Chair, Dean of Academics, RTI coordinator, leadership team</p> <p>Dean of Academics, Principal</p> <p>Dean of Academics, Principal</p> <p>Dean of Academics, RTI coordinator, leadership team</p> <p>Dean of Academics, RTI coordinator, leadership team</p> <p>Teachers, Dean of Academics, RTI coordinator, leadership team</p> <p>Teachers, MathDept. Chair, Dean of Academics, RTI coordinator, leadership team</p>	<p>\$25,200 for partition of 6 TA salaries during instructional time Title I</p> <p>\$8000 title I for Saturday Intervention school. (Approximately half of it for ELA and the other half is for MATH)</p> <p>\$21,600 Title I for SES for ELA and Math intervention(Approximately half of it for ELA and the other half is for MATH)</p> <p>Part Time Math intervention teacher salary \$9040.00 from Title I</p> <p><u>Supplementary Instructional Materials:</u></p> <ul style="list-style-type: none"> • Building Blocks Intervention & Enrichment Computer Program Title I (LCFF) • ALEKS Intervention Computer Program (LCFF) <p><u>Math Related Professional Development:</u></p> <ul style="list-style-type: none"> • Practical Tools for Supporting High Levels of Mathematical Engagement Webinar • 2014 National Conference for 1st Grade Teachers Title I (\$500) • UCLA Summer Math Workshop Title I (\$200) • LAUSD Math Field Day Workshop Free • Math Fact Fluency Seminar • McGraw Hill My Math PD Free • Ironbox Workshop Title I (\$300)
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determine if goals and objectives are being met. Findings will be reflected in the SSC minutes. (2015-16 school year)		
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<p>PERFORMANCE GOAL 2A: All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.</p> <p>LEA GOAL:</p> <p>Charter School will set and strive to meet proficiency targets for the EL subgroup in English Language Arts/Literacy on the CAASPP assessment system and proficiency and growth targets on CELDT/ELPAC.</p> <p>Identified Need:</p> <p>To increase the percentage of ELs who score proficient or above in English Language Arts/Literacy and math on the CAASPP assessment system; to increase the percentage of ELs who make annual progress in learning English</p> <p>Expected Annual Measurable Outcomes:</p> <ul style="list-style-type: none"> ▪ ELs will meet or exceed proficiency targets in English Language Arts/Literacy and math on the CAASPP assessment system. (Specific targets will be set as data becomes available.) ▪ The percentage of ELs performing proficient on the Reading/ELA sections of our internal, common-core aligned Measures of Academic Progress (MAP) assessment will increase by 5% from Fall 2015 to Spring 2016. ▪ The percentage of ELs making annual progress in learning English as measured by the CELDT will increase by 5% from the prior year. ▪ The percentage of ELs (less than 5 years) attaining English-language proficiency as measured by the CELDT will increase by 5% from the prior year. ▪ The percentage of ELs (5 years or more) attaining English-language proficiency as measured by the CELDT will increase by 5% from the prior year. 	
<p>What data did you use to form this goal?</p> <ul style="list-style-type: none"> ▪ SBAC ELA/Literacy and math data from 2015 ▪ Spring 2015 MAP test data ▪ Fall 2015 MAP test data ▪ CELDT results ▪ EL re-classification rates 	<p>What were the findings from the analysis of this data?</p> <p><u>Spring 2015 I-Ready Test Data:</u></p> <ul style="list-style-type: none"> • EL Subgroup: <ul style="list-style-type: none"> ▪ K (10 students tested) – 40% proficient or advanced ▪ 1st (15 students tested) – 60% proficient or advanced ▪ 2nd (16 students tested) – <1% proficient or advanced ▪ 3rd (13 students tested) - <1% proficient or advanced ▪ 4th (13 students tested) – 0% proficient or advanced ▪ 5th (1 student tested) – 0% proficient or advanced <p><u>SBAC ELA/Literacy & Math Data 2015:</u></p> <ul style="list-style-type: none"> • EL Subgroup: <ul style="list-style-type: none"> ▪ 3rd (13 students tested) – 0% proficient or advanced ▪ 4th (13 students tested) – 0% proficient or advanced ▪ 5th (1 student tested) - 0% proficient or advanced <p><u>Fall 2015 MAP ELA Test Data:</u></p>

	<ul style="list-style-type: none"> • EL Subgroup: <ul style="list-style-type: none"> ▪ 2nd (18 students tested) - 39% proficient or advanced ▪ 3rd (22 students tested) – 14% proficient or advanced ▪ 4th (12 students tested) – <1% proficient or advanced ▪ 5th (12 student tested) - <1% proficient or advanced <p><u>CELDT Results 2014-2015:</u></p> <ul style="list-style-type: none"> • Total Number Students Tested: 98 students • K (10 students tested) - 5 annual & 4 initials; 3 students at Beginning Level, 2 students at Early Intermediate, 4 students at Intermediate Level • 1st (19 students tested) – 18 annual & 1 initial; 2 students at Advanced Level, 8 students at Early Advanced Level, 7 students at Intermediate Level, 1 student at Early Intermediate Level, 1 student at Beginning Level • 2nd (35 students tested) – 34 annual & 1 initial; 5 students at Advanced Level, 14 students at Early Advanced Level, 10 students at Intermediate Level, 5 students at Early Intermediate Level, 1 student at Beginning Level • 3rd (17 students tested) – 16 annual & 1 initial; 4 students at Early Advanced Level, 8 students at Intermediate Level, 4 students at Early Intermediate Level, 1 student at Beginning Level • 4th (14 students tested)- 14 annual & 0 initial; 1 student at Advanced Level, 6 students at Early Advanced Level, 7 students at Intermediate Level • 5th (3 students tested) – 3 annual & 0 initial; 2 students at Advanced Level, 1 student at Intermediate Level <p><u>EL Reclassification Rates 2014-2015:</u></p> <ul style="list-style-type: none"> • Total Number Students Tested: 98 students • Number of Students Reclassified: 23 students • 2014-2015 Reclassification Rate: 23.4% <ul style="list-style-type: none"> ▪ 1st grade – 5 students ▪ 2nd grade – 13 students ▪ 3rd grade – 3 students ▪ 4th grade – 1 student ▪ 5th grade – 2 students
How will the school evaluate the progress of this	Where can a budget plan of the proposed

<p>goal?</p> <p>Weekly, monthly, quarterly, and annual program monitoring and evaluation</p>	<p>expenditures for this goal be found?</p> <p>See Form F: Budget Planning Tool</p>	
<p>STRATEGY: Charter School will provide CCSS aligned ELA and math instruction and ELD instruction, support and intervention to ELs, and monitor student progress in ELA/Literacy, math, and ELD as measured by the MAP tests and other assessments.</p>		
<p>Action Step 1:</p> <p>Charter School will identify and group ELs by proficiency level, provide ELD instruction aligned to the new standards, and monitor student progress in program implementation. (2015-16 school year)</p> <p>Task 1:</p> <p>The data office will create a report of identified ELs by class. The report will include students' CELDT levels including overall and subtest data and be given to all teachers. (by August 28, 2015)</p> <p>Task 2:</p> <p>ELD time will be built into in the master schedule.</p> <p>Task 3:</p> <p>Charter School will purchase supplementary ELD materials and benchmark assessments. (by October 14, 2015)</p> <p>Task 4:</p> <p>Charter School will schedule and provide initial training for instructional staff and schedule follow up professional development activities. (by October 14, 2015)</p> <p>Action Step 2:</p> <p>The leadership team will place students into appropriate intervention groups and teachers will provide targeted ELD support and interventions. (by October 14, 2015)</p> <p>Task 1:</p> <p>Teachers will identify targeted ELD areas and levels of support needed. (by October 14, 2015)</p> <p>Task 2:</p> <p>Teachers will develop and implement targeted lessons to meet the students' needs. Students will also be provided after-school intervention at least once a week and on Saturdays. (2015-16 school year)</p>	<p>Person(s) Responsible</p> <p>Teachers, leadership team</p> <p>Office, EL coordinator, leadership team</p> <p>Dean of Academics, Principal</p> <p>Dean of Academics, Principal</p> <p>Dean of Academics, EL coordinator, leadership team</p> <p>ELA/ELD teachers, EL coordinator, Dean of Academics, RTI coordinator</p> <p>ELA/ELD teachers, EL coordinator, Dean of Academics, RTI coordinator</p>	<p>Cost and Funding Source (Itemize for Each Source)</p> <p>Full Time EL Coordinator and Teacher Salary (LCFF)</p> <p>EL Related Professional Development:</p> <ul style="list-style-type: none"> • LACOE Workshop – ELD & SDAIE (LCFF) • GLAD Conference (LCFF) • ELD Framework Conference (LCFF) • ELD & ELA Integration Workshop Title I (\$1000) • Parent Engagement for EL Students Workshop Title I (\$300) • Parent workshops for EL parents Title I (\$800)

<p>Action Step 3:</p> <p>Teachers and the leadership team will monitor student progress in ELD as measured by in-class/benchmark assessments. <i>(ELA/Literacy and math monitoring via MAP tests have been described in Performance Goal 1.)</i> (2015-16 school year)</p> <p>Task 1:</p> <p>All ELs will be assessed for ELD at the end of each ELD curricular unit which takes approximately 6-8 weeks. (2015-16 school year)</p> <p>Task 2:</p> <p>Charter School will monitor student progress in ELD using in-class/benchmark assessments as progress indicators. (2015-16 school year)</p> <p>Task 3:</p> <p>Teachers will collaborate on assessment results and make necessary adjustment in their instruction. (2015-16 school year)</p> <p>Task 4:</p> <p>The EL program coordinator sponsored by the Title III consortium lead will create a protocol for teacher observation and feedback mechanism regarding the implementation of the ELD program. The protocol will include look-fors, the frequency of observations and feedback. (by October 15, 2015)</p> <p>Task 5:</p> <p>The school leadership will implement the observation protocol monthly. (2015-16 school year)</p> <p>Task 6:</p> <p>The EL program coordinator sponsored by the Title III consortium lead will monitor the school-level implementation of the observation protocol monthly/quarterly and evaluate the EL services at the school at least semesterly. (2015-16 school year)</p>	<p>Teachers, EL coordinator, Dean of Academics, leadership team</p> <p>Teachers, EL coordinator, Dean of Academics</p> <p>Teachers, EL coordinator, Dean of Academics, leadership team</p> <p>Teachers, EL coordinator, Dean of Academics, leadership team</p> <p>Title III Consortium lead EL program coordinator, leadership team</p> <p>Dean of Academics, EL coordinator, RTI coordinator, leadership team</p> <p>Title III Consortium lead EL program coordinator, leadership team</p>	<p>Charter School is a member of the Magnolia Science Academy consortium for Title III LEP funds. Per the MOU with the consortium lead, Charter School will receive ELD services, including monitoring and evaluation of the EL programs and services and professional development. The EL program coordinator sponsored by the lead will closely work with the school's teachers, EL coordinator and the leadership team.</p>
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PERFORMANCE GOAL 2B: All immigrant children and youth will be provided with necessary resources and support systems.

LEA GOAL:

Charter School will provide each immigrant student with necessary resources and counseling to support their needs.

Identified Need:

To provide necessary counseling and support to immigrant students

Expected Annual Measurable Outcomes:

- Charter School will provide each immigrant student with at least one hour of counseling per student per year and more as needed to support their needs.

What data did you use to form this goal?

- Fall 2015 MAP test data
- CELDT results
- EL re-classification rates
- CoolSIS information on student enrollment, grades, and behavior

What were the findings from the analysis of this data?

We currently have 5 immigrant students enrolled in our school.

- 2nd grade – Armenia – Assyrian – Initial US enrollment 8/18/15 - **EL**
- 4th Grade – Chile – Spanish – Initial US enrollment 9/1/15 – **EL**
- 4th Grade – Egypt – Arabic – Initial US enrollment 9/29/14 - **EL**
- Kinder – Mexico – Spanish - Initial US enrollment 8/16/14 - **EL**
- 4TH GRADE – Nigeria – English – Initial US enrollment 8/16/14 - **EO**

Supports Needed:

- EL Instruction & Intervention (if non EO)
- Counseling services to help with changes and transitions
- Support, training & resources for parents
- Community resources as needed
- Free or reduced lunch if family qualifies
- Teacher Aides to provide support in the classroom
- After school tutoring, child care (ASES), Saturday school
- Curriculum supports such as classroom novels and other books on tape, versions of the adopted curriculum in other languages

<p>How will the school evaluate the progress of this goal?</p> <p>Weekly, monthly, quarterly, and annual program monitoring and evaluation</p>	<p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <p>See Form F: Budget Planning Tool</p>	
<p>STRATEGY: Charter School will arrange for a counselor who will provide support and resources to both immigrant students and their teachers and school staff to best support those students.</p>		
<p>Action Step 1:</p> <p>Charter School will identify immigrant student needs and provide counseling support and necessary resources to meet the needs of immigrant students such as provision of tutorials, mentoring, curricular and instructional materials. (2015-16 school year)</p> <p>Task 1:</p> <p>Charter School will identify the immigrant students and their needs. (by September 14, 2015)</p> <p>Task 2:</p> <p>Charter School will arrange for a counselor to provide support and necessary resources to meet the needs of immigrant students. Counseling will be for at least one hour per student per year and more as needed to support the needs of students. (2015-16 school year)</p> <p>Task 3:</p> <p>MPS Home Office will monitor the site-level implementation of the counseling services at least semester. (2015-16 school year)</p> <p>Action Step 2:</p> <p>Charter School will schedule at least three hours of PD for its counselors/staff who will learn best practices and counseling methods geared towards helping immigrant students. (2015-16 school year)</p> <p>Task 1:</p> <p>Charter School will schedule at least three hours of PD for its counselors/staff. PD will focus on immigrant student needs and counseling immigrant students. (by October 14, 2015)</p>	<p>Person(s) Responsible</p> <p>Teachers, leadership team</p> <p>Office, School Culture Coordinator, Translator Counselor Payments, RTI coordinator, EL coordinator, Leadership team</p> <p>Dean of Culture, leadership team</p> <p>MPS Home Office</p> <p>Dean of Culture, RTI coordinator, EL coordinator, leadership team</p>	<p>Cost and Funding Source (Itemize for Each Source)</p> <ul style="list-style-type: none"> EDGE Coaching – 4 staff members; student coaching to address students’ various needs. (for the training one to one or group counseling)(LCFF) Translators provided during the parent teacher conferences, SST, IEP and Community Meetings. (LCFF) CSUN counselors addressing various needs of the students including remedies of immigration anxiety. (Total:\$7000 from LCFF; only \$302 is from Title III)

PERFORMANCE GOAL 3: All students will be taught by highly qualified teachers.

LEA GOAL:

For each year of the charter, all Charter School teachers will be appropriately assigned and fully credentialed as required by law and the charter.

Identified Need:

To ensure teachers are appropriately assigned and fully credentialed

Expected Annual Measurable Outcomes:

- 100% of Charter School’s teachers will be appropriately assigned and fully credentialed as required by law and the charter.
- 100% of Charter School’s teachers will participate in at least 18 hours of professional development per year. PD includes the areas of Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas and training in strategies to support ELs with common core ELA/ELD and math curricula.

What data did you use to form this goal?

- Initial and annual verification of teacher credentials
- Compliance documentation for Charter School Oversight Visit
- Teacher PD needs assessments
- Teacher PD attendance, including participation in BTSA and EL Authorization programs
- Teacher performance evaluations

What were the findings from the analysis of this data?

All of our teachers are highly qualified and received a degree and credential that authorizes them to teach in a multi-subject, general education setting which includes supporting and meeting the needs of EL students and students with an IEP. We currently have 6 teachers who hold a clear credential and 5 teachers who are enrolled in an induction program to complete the required coursework in order to receive their cleared credential. The LEA is supporting this process financially and through coaching as needed.

In order for our teachers to remain up to date with the latest changes and advancements in education, they are encouraged to seek out and attend professional development. Administration also recommends PD opportunities as needed to promote professional growth. Some of the attended professional development are:

- Capturing Kids’ Hearts 3-day Workshop – 5 staff members; social/emotional care for students & classroom management strategies
- COP3 Special Education Summit – all teachers and administrators; strategies and programs to use for SPED students in the GED setting
- MPS Admin and Staff Inservice Days – occurring before the start of the school; included PD on Alvo Blending Learning Program, PBIS support, Co-teaching models, etc.
- EDGE Coaching – 4 staff members; student coaching to help students develop their executive functioning skills
- Annenberg Performing Arts, STEM to STEAM - all teachers and administrators; strategies and framework building for arts integration
- California Department of Education – Dean of Academics; SBAC and ELPAC updates
- Behavior Escalation Management, SPED – RSP teacher and 1 GED teacher; classroom management strategies for SPED students
- CSDC Leadership Conference

	<ul style="list-style-type: none"> • Admin Meetings – principal and dean; monthly meetings/trainings with Home Office staff • Staff Meetings - weekly 																	
<p>How will the school evaluate the progress of this goal?</p> <p>Weekly, monthly, quarterly, and annual program monitoring and evaluation</p>	<p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <p>See Form F: Budget Planning Tool</p>																	
<p>STRATEGY: Charter School will ensure that all teachers and administrators participate in PD in areas, including but not limited to, Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas and training in strategies to support ELs with common core ELA/ELD and math curricula, and immigrant education.</p>																		
<p>Action Step 1:</p> <p>Charter School will conduct credential review and support teachers' credentialing needs. (2015-16 school year)</p> <p>Task 1:</p> <p>Charter School will conduct credential review as part of teacher hiring process. (2015-16 school year)</p> <p>Task 2:</p> <p>Charter School will identify teacher credentialing needs and support teachers' credentialing needs. (2015-16 school year)</p> <p>Task 3:</p> <p>Charter School will annually review master schedule/teacher assignments to ensure compliance. (2015-16 school year)</p> <p>Action Step 2:</p> <p>Charter School will schedule PD in areas, including but not limited to, Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas and training in strategies to support ELs with common core ELA/ELD and math curricula, and immigrant education. (2015-16 school year)</p> <p>Task 1:</p> <p>Charter School will schedule PD in abovementioned areas. (2015-16 school year)</p> <p>Task 2:</p> <p>Charter School will monitor how effectively teachers implement strategies and skills they learned in the PD sessions in the classroom. Charter School leadership team will make daily classroom observations using the MPS teacher observation protocol. (2015-16 school year)</p> <p>Action Step 3:</p> <p>Teachers will receive PD in areas of need identified through needs assessment. (2015-16 school year)</p> <p>Task 1:</p> <p>Charter School will identify further PD needs besides the ones listed in Action Step 2. (2015-</p>	<table border="1"> <thead> <tr> <th data-bbox="821 531 1133 569">Person(s) Responsible</th> <th data-bbox="1133 531 1421 621">Cost and Funding Source (Itemize for Each Source)</th> </tr> </thead> <tbody> <tr> <td data-bbox="821 569 1133 695">Teachers, leadership team</td> <td data-bbox="1133 569 1421 695"></td> </tr> <tr> <td data-bbox="821 695 1133 800">Principal, MPS Home Office</td> <td data-bbox="1133 695 1421 800"></td> </tr> <tr> <td data-bbox="821 800 1133 905">Principal, MPS Home Office</td> <td data-bbox="1133 800 1421 905"></td> </tr> <tr> <td data-bbox="821 905 1133 1136">Principal</td> <td data-bbox="1133 905 1421 1136"></td> </tr> <tr> <td data-bbox="821 1136 1133 1325">Dean of Academics, EL coordinator, Principal, leadership team</td> <td data-bbox="1133 1136 1421 1325" rowspan="4">Cost and Funding Source for PD and training in ELA/Literacy, math, ELD, and immigrant education have already been listed under Goals 1A, 1B, 2A, and 2B, respectively.</td> </tr> <tr> <td data-bbox="821 1325 1133 1472">Dean of Academics, EL coordinator, Principal, leadership team</td> </tr> <tr> <td data-bbox="821 1472 1133 1724">Dean of Academics, EL coordinator, Principal, leadership team</td> </tr> <tr> <td data-bbox="821 1724 1133 1829">Dean of Academics, Principal, leadership team</td> </tr> <tr> <td data-bbox="821 1829 1133 1942">Dean of Academics, EL coordinator, Principal, leadership team</td> <td data-bbox="1133 1829 1421 1942"></td> </tr> </tbody> </table>	Person(s) Responsible	Cost and Funding Source (Itemize for Each Source)	Teachers, leadership team		Principal, MPS Home Office		Principal, MPS Home Office		Principal		Dean of Academics, EL coordinator, Principal, leadership team	Cost and Funding Source for PD and training in ELA/Literacy, math, ELD, and immigrant education have already been listed under Goals 1A, 1B, 2A, and 2B, respectively.	Dean of Academics, EL coordinator, Principal, leadership team	Dean of Academics, EL coordinator, Principal, leadership team	Dean of Academics, Principal, leadership team	Dean of Academics, EL coordinator, Principal, leadership team	
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Dean of Academics, EL coordinator, Principal, leadership team																		

<p>16 school year)</p> <p>Task 2:</p> <p>Charter School will schedule PD in areas of need. (2015-16 school year)</p> <p>Action Step 4:</p> <p>Charter School will evaluate its teachers for their performance. (2015-16 school year)</p> <p>Task 1:</p> <p>Charter School will implement the MPS teacher observation and evaluation protocol which includes walkthroughs, informal and formal observations and formal evaluation. (2015-16 school year)</p> <p>Task 2:</p> <p>Charter School 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. (2015-16 school year)</p> <p>Task 3:</p> <p>Charter School may use evaluation results as basis and documentation for transfer, promotion, reassignment, or disciplinary action. (2015-16 school year)</p>	<p>Dean of Academics, EL coordinator, Principal, leadership team</p>	
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PERFORMANCE GOAL 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

LEA GOAL:

Charter School will support students physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning.

Identified Need:

To avoid chronic absenteeism, school dropout, student suspension and expulsion, and to increase student attendance, sense of safety and school connectedness

Expected Annual Measurable Outcomes:

- Charter School will maintain an ADA rate of at least 95%.
- Charter School will maintain a chronic absenteeism rate of no more than 1%.
- Charter School will maintain a dropout rate of no more than 1%.
- Charter School will maintain a student suspension rate of no more than 5%.
- Charter School will maintain a student expulsion rate of no more than 1%.
- Approval rating on school satisfaction surveys of students, parents, and teachers on the sense of safety and school connectedness will be at least 85%.
- Charter School will hold a minimum of 5 parent activities/events per year.
- At least 25% of Charter School’s students will be home-visited by the teachers.

What data did you use to form this goal?

- ADA reports
- Daily attendance records
- Enrollment records
- CDE records/CALPADS reports
- Behavior incident reports via CoolSIS
- Survey reports
- Home visit calendar

What were the findings from the analysis of this data?

MSA-7 has built a safe learning environment conducive to student learning.

- School has maintained an ADA rate of least 95% for most months since inception.

	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
2010-2011	98	97	95	95	94	93	96	95	97	95
2011-2012	98	97	97	95	97	95	96	96	97	98
2012-2013	98	97	96	97	97	94	95	96	97	97
2013-2014	98	97	97	97	95	96	96	96	97	96
2014-2015	98	98	97	97	96	93	96	96	96	95
2015-2016	98	98	96							

- School currently has a chronic absenteeism rate of approximately 1.7%. Dean of Students is working with parents of these students to create action plans to help them ensure their children are here every day and on time.
- School maintains a dropout record of 0%.
- School maintains a suspension and expulsion record of 0%. Monthly suspension reports are submitted to the District by the Dean of Students.
- School maintains a satisfaction rating of 94% as determined by 2014-2015 parent, student, and staff surveys results.
- School holds a minimum of 5 parent activities and events each school year. Below is a list of the activities/events planned for the 2015-2016 school year:
 - Parent & Student Orientation/Teacher Meet and Greet

– 8/14/15

- Chuck E Cheese Family Night – 8/27/15 & April 21, 2016
 - Back to School Night – September 2, 2015
 - Parent Conferences – October 2015 & February 2016
 - Holiday Show – December 18, 2015
 - Science Fair Parent Meeting/Training – January 13, 2106
 - RFEP Parent Meeting – January 2016
 - 5th Grade Parent Meeting – January 2016
 - Family Night (Open House, Science Fair, Book Fair, Science Expo, Art Night) – February 25, 2016
 - Annenberg Performing Arts Center Family Field Trip – April 9, 2016
 - Kindergarten Orientation – May 18, 2016
 - Talent Show – May 20, 2016
 - Volunteer Thank You Tea – May 26, 2015
 - MSA-7 Family Summer Luau Carnival – June 3, 2015
 - Monthly Parent Task Force (PTF), English Language Advisory Council (ELAC) and School Site Council (SSC) Meetings that also include parent training sessions
 - Monthly Awards Assemblies
- School set a goal of visiting at least 30% of student’s home through the Home Visit program. At this point in the school year, 15% of our families have received a Home Visit. The School Culture Coordinator oversees this program by assisting staff with paperwork, setting up visits, and keeping track of all completed visits in the Home Visit Binder.

Student’s needs are supported through a variety of different programs and support staff.

- **Physical** – breakfast & lunch provided daily, 73% of enrolled students receive free or reduced lunch; daily supervised recess and lunch activity time (30 minutes per day); weekly grade level, standards-based PE classes provided to all students; weekly grade level, standards-based Health classes provided to all students; vision and health screenings done periodically and as needed; annual Health and Fitness Week; annual Community Fitness Expo and 5K
- **Social** – school wide Character Education program; Social Skills Group led by Mitchell Family Clinic; after school Clubs to promote socializing; ASES after school program; EDGE coaching
- **Emotional** – counseling program open to all students, led by Mitchell Family Clinic; counseling for SPED students with social/emotional IEP goals; Dean of Students is certified in Mental Health First Aid to support students as needed; staff trained by Dean of Students in Capturing Kid’s Hearts program; EDGE coaching
- **Intellectual** – all teachers are highly qualified and participate in professional development to continue their growth in reaching all students of all intellectual ability. Multiple programs available to support and enrich student achievement:
 - After school tutoring led by teachers
 - Saturday School led by teachers

	<ul style="list-style-type: none"> ▪ EL Intervention with EL teacher (pull-out and push-in support) ▪ RSP support with RSP teacher (pull-out and push-in support) ▪ RTI & SST process as needed ▪ GATE recommendations for Identification from the District ▪ EDGE Coaching to help develop executive functioning skills 	
<p>How will the school evaluate the progress of this goal?</p> <p>Weekly, monthly, quarterly, and annual program monitoring and evaluation</p>	<p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <p>See Form F: Budget Planning Tool</p>	
<p>STRATEGY: Charter School will implement policies that encourage parent involvement, positive student behavior and improvements and Charter School teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.</p>		
<p>Action Step 1:</p> <p>Charter School will implement Positive Behavioral Interventions and Supports (PBIS). (2015-16 school year)</p> <p>Task 1:</p> <p>Charter School will implement PBIS and alternatives to suspension. (2015-16 school year)</p> <p>Task 2:</p> <p>Charter School will implement a positive behavior reward system and use CoolSIS for monitoring. (2015-16 school year)</p> <p>Action Step 2:</p> <p>Charter School will offer Life Skills program to supplement instruction. (2015-16 school year)</p> <p>(Life Skills program contains topics on social and emotional learning, study skills, environmental issues, conflict resolution, making responsible choices, self-discipline, college and career awareness and character education. Life Skills is an enrichment program that provides students with valuable skills to support academic excellence and social skill development. Students participate in activities/projects to demonstrate their understanding of the values/lessons. Guest speakers and various forms of technology also engage students in the course content. Life Skills themes are integrated into broader school-wide activities including assemblies, field trips, displays, announcements, and into the general</p>	<p>Person(s) Responsible</p> <p>Teachers, leadership team</p> <p>Teachers, Dean of Students, leadership team</p> <p>Teachers, Dean of Students, leadership team</p> <p>Teachers, Dean of Culture, leadership team</p> <p>Teachers, Dean of Culture, leadership team</p>	<p>Cost and Funding Source (Itemize for Each Source)</p> <p>Student awards Fundraising & Donations</p> <p>Health Class Portion of the Teacher LCFE</p> <p>Parent workshops related to safety, health, cyber bullying etc. Title I (\$800)</p> <p>Home visit Reimbursement Title I (\$5000)</p>

<p>curriculum. Parents are regularly informed about the Life Skills topics to support Magnolia's effort to inspire positive principles of conduct in future leaders. Life Skills program also enables all students, including socio-economically disadvantaged students, to have a vision and be more specific on their goals to be successful at school and during their life.)</p> <p>Action Step 3:</p> <p>Charter School will hold a minimum of 5 parent activities/events per year, including Student/Parent Orientation, Back to School Night, and parent conferences. (2015-16 school year)</p> <p>Task 1:</p> <p>Charter School will communicate with the parents of academically under-performing students, inviting them for parent conferences. (2015-16 school year)</p> <p>Task 2:</p> <p>Charter School will schedule annual workshops for parents of EL students. Topics to be covered include the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. (2015-16 school year)</p> <p>Action Step 4:</p> <p>Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement. (2015-16 school year)</p> <p>Task 1:</p> <p>Charter School teachers will schedule and make home-visits. (2015-16 school year)</p> <p>Task 2:</p> <p>Charter School teachers will document the visits, evaluate them and share necessary information with the appropriate staff (grade level team, counselor, administrator, etc.) (2015-16 school year)</p>	<p>Teachers, Dean of Culture, Dean of Academics, leadership team</p> <p>EL coordinator, Dean of Culture, Dean of Academics, leadership team</p> <p>Teachers, Dean of Culture, leadership team</p> <p>Teachers, Dean of Culture, leadership team</p> <p>Teachers, Dean of Culture, leadership team</p>	
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PERFORMANCE GOAL 5: All students will graduate from high school. **Not applicable for MSA-7**

LEA GOAL: NA

Charter School will maintain a high rate of high school graduation and students will be on track to be college/career ready.

Identified Need:

To avoid school dropout, and to increase high school graduation rate and percentage of students who are on track to be college/career ready

Expected Annual Measurable Outcomes:

- Charter School will maintain a dropout rate of no more than 1%.
- Charter School will maintain a four-year cohort graduation rate of at least 75%.
- At least 90% of graduating seniors will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements.
- At least 50% of the graduating seniors will have passed an AP exam with a score of 3 or higher.

What data did you use to form this goal?

- Enrollment records
- Graduation records
- CDE records/CALPADS reports
- 4-year plans
- Class schedules and rosters
- College Board reports

What were the findings from the analysis of this data?

How will the school evaluate the progress of this goal?

Weekly, monthly, quarterly, and annual program monitoring and evaluation

Where can a budget plan of the proposed expenditures for this goal be found?

See Form F: Budget Planning Tool

STRATEGY: Charter School will provide students with 4-year plans and support programs to ensure timely high school graduation and college/career readiness.

Action Step 1:

Charter School will offer 4-year academic plans, outlining the classes students can take during the four years of high school, and monitor these plans to ensure timely high school graduation and satisfaction of UC/CSU requirements. (2015-16 school year)

Person(s) Responsible

College Advisor, Dean of Academics, leadership team

Cost and Funding Source (Itemize for Each Source)

Action Step 2:

Charter School will offer credit recovery and CAHSEE prep classes and provide support to ensure timely high school graduation. (2015-16 school year)

College Advisor, Dean of Academics, leadership team

Action Step 3:

Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. (2015-16 school year)

College Advisor, Dean of Academics, leadership team

Action Step 4:

Charter School will offer "Advisory" classes (college

College Advisor, Dean of

planning and career exploration program) and “College Readiness” classes and programs preparing students for college readiness, including test prep for ACT/SAT. (2015-16 school year)	Academics, leadership team	
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Form B: Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in Form B must be aligned with the Consolidated Application.

School Goal #: 1A, 1B, 2A, 2B, 3

<p>Actions to be Taken to Reach This Goal¹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)</p>	<p>Start Date² Completion Date</p>	<p>Proposed Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source (itemize for each source)</p>
<p>Instructional Support MPS Home Office academic department will provide staff development opportunities and guidance in areas related to the School Action Plan. Staff development on research-based instructional strategies include, but are not limited to:</p> <ul style="list-style-type: none"> ▪ Instructional strategies in Common Core State Standards implementation ▪ Literacy development across the curriculum ▪ Instructional strategies in mathematics ▪ Language acquisition for English learners ▪ Content area strategies ▪ Development of advanced instructional programming ▪ Intensive intervention ▪ Integration of state instructional resources, including digital libraries ▪ STEM activities ▪ Blended learning 	<p>July 29, 2015 June 10, 2016</p>	<p>Charter School receives these services from the MPS Home Office and uses its LCFF funds as a source. State or federal program funds as outlined in the school's ConApp are not used to fund these services.</p>	<p>\$0</p>	<p>N/A</p>

¹ See Appendix A: Chart of Legal Specifics for the Single Plan for Student Achievement for content required by each program or funding source supporting this goal.

² List the date an action will be taken, or will begin, and the date it will be completed.

School Goal #: 2A

<p>Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)</p>	<p>Start Date Completion Date</p>	<p>Proposed Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source (itemize for each source)</p>
<p>Title III-LEP Support</p> <p>The EL program coordinator sponsored by the Title III consortium lead will create a protocol for teacher observation and feedback mechanism regarding the implementation of the ELD program. The protocol will include look-fors, the frequency of observations and feedback.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will monitor the school-level implementation of the observation protocol monthly/quarterly and evaluate the EL services at the school at least semesterly.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will monitor and evaluate EL programs and services.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will closely work with the school's teachers, EL coordinator and the leadership team and provide professional development.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will coordinate and plan for the implementation of the initial CELDT test, the annual assessment of ELs, and the process for the follow-up required for reclassification</p>	<p>July 13, 2015 July 31, 2015</p> <p>August 18, 2015 June 10, 2016</p> <p>August 18, 2015 June 10, 2016</p> <p>August 18, 2015 June 10, 2016</p>	<p>Services and operating expenses, professional salaries and benefits for the EL program coordinator</p> <p>Charter School is a member of the Magnolia Science Academy consortium for Title III LEP funds. Per the MOU with the consortium lead, Charter School will receive ELD services, including monitoring and evaluation of the EL programs and services and professional development. The EL program coordinator sponsored by the lead will closely work with the school's teachers, EL coordinator and the leadership team.</p>	<p>\$41,456 for the Consortium</p>	<p>Title III-LEP</p>

School Goal #: 1A, 1B, 2A, 2B, 3, 4, 5

<p>Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)</p>	<p>Start Date Completion Date</p>	<p>Proposed Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source (itemize for each source)</p>
<p>Data Disaggregation</p> <p>MPS Home Office data management department will provide data disaggregation to the Charter School for data, including but not limited to:</p> <ul style="list-style-type: none"> ▪ SBAC ELA/Literacy and math 	<p>July 29, 2015 June 10, 2016</p>	<p>Charter School receives these services from the MPS Home Office and uses its LCFF funds as a source. State or federal program funds as outlined in the school's ConApp are not</p>	<p>\$0</p>	<p>N/A</p>

<p>data disaggregated by grade and subgroups</p> <ul style="list-style-type: none"> ▪ MAP test ELA and math data disaggregated by grade and subgroups ▪ CELDT results disaggregated by grade, years in US, AMAO targets, etc. ▪ API/AYP data disaggregated by grade and subgroups ▪ Graduation data ▪ ADA reports ▪ Graduation data ▪ Any other data as needed 		used to fund these services.		
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School Goal #: 1A, 1B, 2A, 2B, 3, 4, 5

<p>Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)</p>	<p>Start Date Completion Date</p>	<p>Proposed Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source (itemize for each source)</p>
<p>Parent and Community Outreach</p> <p>MPS Home Office Outreach and Communications department will provide guidance, support, and training to parents, teachers, administrators, and support staff. The activities of the Outreach and Communications department include, but are not limited to:</p> <ul style="list-style-type: none"> ▪ Providing professional development opportunities in parent education programs ▪ Serving as a link to parent and community resources ▪ Developing and encouraging high-quality parent programs and parental involvement opportunities at school sites ▪ Coordinating parent education and community outreach meetings ▪ Providing parents and staff the tools to successfully participate in curricular and budgetary decision making ▪ Providing staff and family access to trainings in effective school, family, and community partnerships ▪ Providing critical parent information that is readily available and in accessible 	<p>July 29, 2015 June 10, 2016</p>	<p>Charter School receives these services from the MPS Home Office and uses its LCFF funds as a source. State or federal program funds as outlined in the school's ConApp are not used to fund these services.</p>	<p>\$0</p>	<p>N/A</p>

<p>formats and languages spoken by families at schools</p> <p>Monitoring the Implementation of the Plan</p> <p>MPS Home Office will provide coordination of overall state and federally funded programs, articulation between schools, district, county, and assistance in the following:</p> <ul style="list-style-type: none"> ▪ Developing and monitoring the school budget and preparing financial reports ▪ Monitoring the implementation of state and federally funded programs ▪ Training and guiding of School Site Councils (SSC) and school staffs in the development and writing of the school plan ▪ Coordinating staff development in areas of emphasis and serving as a resource in additional areas 				
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Note: Centralized services may include the following direct services:

- Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff
- District-wide staff providing specific services to schools, e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches
- After-School and Summer School programs funded by categorical programs
- Data analysis services, software, and training for assessment of student progress

Centralized services do not include administrative costs.

Please duplicate this form as necessary.

Form C: Programs Included in this Plan

Check the box for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, check the box indicating that the program's funds are being consolidated as part of operating a schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Note: For many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility) with information available at <http://www.cde.ca.gov/fg/ac/co/documents/sbx34budgetflex.doc>.

Of the four following options, please select the one that describes this school site:

- This site operates as a targeted assistance school (TAS), not as a schoolwide program (SWP).
- This site operates a SWP but does not consolidate its funds as part of operating a SWP.
- This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.
- This site operates a SWP and consolidates all applicable funds as part of operating a SWP.

State Programs	Allocation	Consolidated in the SWP
<input type="checkbox"/> California School Age Families Education (Carryover only) Purpose: Assist expectant and parenting students to succeed in school	\$	<input type="checkbox"/>
<input type="checkbox"/> Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only) Purpose: Help educationally disadvantaged students succeed in the regular program	\$	<input type="checkbox"/>
<input type="checkbox"/> Economic Impact Aid/Limited English Proficient (EIA-LEP) (Carryover only) Purpose: Develop fluency in English and academic proficiency of English learners	\$	<input type="checkbox"/>
<input type="checkbox"/> Peer Assistance and Review (Carryover only) Purpose: Assist teachers through coaching and mentoring	\$	<input type="checkbox"/>
<input type="checkbox"/> Professional Development Block Grant (Carryover only) Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$	<input type="checkbox"/>

<input type="checkbox"/>	Pupil Retention Block Grant (Carryover only) Purpose: Prevent students from dropping out of school	\$	<input type="checkbox"/>
<input type="checkbox"/>	Quality Education Investment Act (QEIA) Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$	<input type="checkbox"/>
<input type="checkbox"/>	School and Library Improvement Program Block Grant (Carryover only) Purpose: Improve library and other school programs	\$	<input type="checkbox"/>
<input type="checkbox"/>	School Safety and Violence Prevention Act (Carryover only) Purpose: Increase school safety	\$	<input type="checkbox"/>
<input type="checkbox"/>	Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	\$	<input type="checkbox"/>
<input type="checkbox"/>	List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], etc.)	\$	<input type="checkbox"/>
Total amount of state categorical funds allocated to this school		\$	
Federal Programs		Allocation	Consolidated in the SWP
<input checked="" type="checkbox"/>	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$	<input checked="" type="checkbox"/>
<input type="checkbox"/>	Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$	<input type="checkbox"/>
<input type="checkbox"/>	For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$	<input type="checkbox"/>
<input checked="" type="checkbox"/>	Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals	\$	<input checked="" type="checkbox"/>

<input checked="" type="checkbox"/>	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$	Title III funds may not be consolidated as part of a SWP ³
<input type="checkbox"/>	Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	\$	<input type="checkbox"/>
<input type="checkbox"/>	For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	\$	<input type="checkbox"/>
<input checked="" type="checkbox"/>	Other federal funds (list and describe) Title III, Part A: Immigrant Education Program	\$	<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$	<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$	<input type="checkbox"/>
Total amount of federal categorical funds allocated to this school		\$	
Total amount of state and federal categorical funds allocated to this school		\$	

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

³ Title III funds are not a school level allocation even if allocated by the district to a school site. The LEA is responsible for fiscal reporting and monitoring and cannot delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used for the purposes of Title III and only for those students the LEA has identified for services. For more information please contact the Language Policy and Leadership Office at 916-319-0845.

Form D: School Site Council Membership

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.⁴ The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Fatih Metin	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jennifer Rivera	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gilbert Yoon	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
David Wong	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Katherine Anderson	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Miriam Quezada	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Meral Bilgi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Maria Chastain	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Lourdes Gonzalez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Jennifer Mattan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Numbers of members in each category	1	3	1	5	0

⁴ EC Section 52852

This part will be reflection of the top according to title incomes.

Form F: Budget Planning Tool

CDE provides a budget planning tool at the following link. It is optional for schools to use.

The SPSA Budget Planning Tool has been redesigned to be simpler to use while remaining flexible and informative. The tool has been designed to provide those involved in school planning with a way to compare the costs of their estimated goal expenditures to funding source fiscal year allocations. The aim in providing this tool is to assist school planners in making effective and informed decisions as to the use of their funds. Form F (XLS; Aug-2014) is available for download at <http://www.cde.ca.gov/nclb/sr/le/singleplan.asp>.

Budget Summary:

Fiscal Year Allocation for Funding Resources	Funding Sources	Total of Estimated Expenditures from Funding Source	Remaining Balance for Funding Source
\$78,240	Title I, Part A	\$78,240	\$0.00
\$0	Title II	\$0	\$0.00
\$0	Title III, LEP	*A total of \$41,456 Title III, LEP funding is allocated for the Magnolia Science Academy consortium. Funding is not passed to member schools.	
\$302	Title III, Immigrant	\$302	\$0.00

Budget/Resource Code Descriptions	Budget/Resource Codes	Estimated Expenditures for All Goals by Code Type
Unrestricted	0000	
Unrestricted Locally Defined	0001-0999	
Certificated Personnel Salaries	1000-1999	\$17,040.00
Classified Personnel Salaries	2000-2999	\$25,200.00
Employee Benefits	3000-3999	
Books and Supplies	4000-4999	
Services and other Operating Expenditures	5000-5699	
Transfers of Direct Costs	5700-5799	
Professional/Consulting Services and Operating Expenditures	5800	\$36,302.00
Communications	5900	
Capital Outlay	6000-6999	
Other Outgo	7000-7439	

Description of Expenditures:

PERFORMANCE GOAL 1A: All students will reach high standards, at a minimum, attaining proficiency or better in reading.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Action Step 1: 6 ELA Instructional assistants (50% of their time are for ELA.)	Classified Personnel Salaries	2000-2999	\$12,600.00	
Action Step 2: SES for ELA intervention (%50 of SES for ELA)	Prof. Services and Operating Expenditures	5800	\$10,800.00	
Action Step 3: Saturday School	Certificated Personnel Salaries	1000-1999	\$4,000.00	
Action Step 4: Novels	Books and Supplies	4000-4999	LCFF	
Action Step 5: Accelerated Reader	Books and Supplies	4000-4999	LCFF	

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999	\$4,000.00	
Classified Personnel Salaries	2000-2999	\$12,600.00	
Employee Benefits	3000-3999		
Books and Supplies	4000-4999		
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800	\$10,800.00	
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

Description of Expenditures:

PERFORMANCE GOAL 1B: All students will reach high standards, at a minimum, attaining proficiency or better in mathematics.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Action Step 1: 1 Title-I Math intervention teacher for	Certificated Personnel Salaries	1000-1999	\$9,040.00	
Action Step 2: 6 ELA Instructional assistants (50% of their time are for ELA.)	Books and Supplies	2000-2999	\$12,600.00	
Action Step 3: Saturday School	Certificated Personnel Salaries	1000-1999	4,000.00	
Action Step 4: SES for math intervention(%50 SES is for math)	Prof. Services and Operating Expenditures	5800	\$10,800.00	
Action Step 5: Math intervention program Building Blocks	Books and Supplies	4000-4999	LCFF	

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999	\$13,040.00	
Classified Personnel Salaries	2000-2999	\$12,600.00	
Employee Benefits	3000-3999		
Books and Supplies	4000-4999		
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800	\$10,800.00	
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

Description of Expenditures:

PERFORMANCE GOAL 2A: All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Action Step 1: 1 ELD coordinator/ teacher	Classified Personnel Salaries	2000-2999	Full salary from LCFF	
Action Step 1: Novels for EL classes	Books and Supplies	4000-4999	LCFF	
Action Step 1: PD in ELD support and interventions	Prof. Services and Operating Expenditures	5800	LCFF	

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999		
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999		
Books and Supplies	4000-4999		
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800		
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

Description of Expenditures:

PERFORMANCE GOAL 2B: All immigrant children and youth will be provided with necessary resources and support systems.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title III-Immigrant
Action Step 1: Immigrant student counseling. Edge Coaching will be done	Prof. Services and Operating Expenditures	5800		\$302.00
Action Step 2: Parent workshop presenter compensation	Prof. Services and Operating Expenditures	5800	\$800.00	

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title III-Immigrant
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999		
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999		
Books and Supplies	4000-4999		
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800	\$800.00	\$302.00
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

PERFORMANCE GOAL 3: All students will be taught by highly qualified teachers.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Action Step 1: PD in areas of need, Some BTSA and Various PD is mentioned above.	Prof. Services and Operating Expenditures	5800	\$7,800.00	

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999		
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999		
Books and Supplies	4000-4999		
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800	\$7,800.00	
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

Description of Expenditures:

PERFORMANCE GOAL 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Action Step 1: Parent workshop presenter compensation	Prof. Services and Operating Expenditures	5800	\$800	
Action Step 2: Home-visit stipends	Prof. Services and Operating Expenditures	5819	\$5,000.00	

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999		
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999		
Books and Supplies	4000-4999		
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800	\$5,800.00	
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

PERFORMANCE GOAL 5: All students will graduate from high school. Not applicable for MSA—7.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Action Step 2: 1 ELA teacher for 10% (CAHSEE prep) 1 math teacher for 10% (CAHSEE prep)	Certificated Personnel Salaries	1000-1999		
Action Step 4: 1 ELA teacher for 10% (ACT/SAT prep) 1 math teacher for 10% (ACT/SAT prep)	Certificated Personnel Salaries	1000-1999		

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999		
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999		
Books and Supplies	4000-4999		
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800		
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

Form E: Recommendations and Assurances

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

- 1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
- 2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
- 3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

- State Compensatory Education Advisory Committee _____ Signature
- English Learner Advisory Committee *[Signature]* _____ Signature
- Special Education Advisory Committee _____ Signature
- Gifted and Talented Education Advisory Committee _____ Signature
- District/School Liaison Team for schools in Program Improvement _____ Signature
- Compensatory Education Advisory Committee _____ Signature
- Departmental Advisory Committee (secondary) _____ Signature
- Other committees established by the school or district (list) _____ Signature

- 4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
- 5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- 6. This SPSA was adopted by the SSC at a public meeting on: 12/4/2015.

Attested:

FATIH METIN
Typed name of School Principal

Fatih Metin
Signature of School Principal

2/2/2016
Date

Darrick Wong
Typed name of SSC Chairperson

[Signature]
Signature of SSC Chairperson

2/2/2016
Date

Single Plan for Student Achievement



A Resource for the School Site Council

The Single Plan for Student Achievement

School: Magnolia Science Academy #8 Bell

District: Magnolia Science Academy #8 Bell, authorized by LAUSD

County-District School (CDS) Code: 19-647330122747

Principal: Jason Hernandez

Date of this revision: 12/17/15

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California *Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person:	Jason Hernandez
Position:	Principal
Telephone Number:	323-826-3925
Address:	6411 Orchard Ave., Bell, CA 90201
E-mail Address:	jhernandez@magnoliapublicschools.org

The MPS Governing Board approved this revision of the SPSA on TBD.

Table of Contents	
Form A: Planned Improvements in Student Performance	4
Form B: Centralized Services for Planned Improvements in Student Performance	25
Form C: Programs Included in This Plan	30
Form D: School Site Council Membership	34
Form E: Recommendations and Assurances	36
Form F: Budget Planning Tool	38
Form G: Single Plan for Student Achievement Annual Evaluation	46

Form A: Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA GOAL: Charter School will set and strive to meet proficiency targets in English Language Arts/Literacy on the CAASPP assessment system.

SCHOOL GOAL: 1A: All students will reach high standards, at a minimum, attaining proficiency or better in reading.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
<ul style="list-style-type: none"> - Fall 2015 MAP test data - Spring 2015 MAP test data - SBAC ELA/Literacy data from 2015 	<p>Spring 2015 MAP testing and CAASPP shows that approximately 36% of the students meet the proficiency levels.</p> <p>Upon further disaggregation, the data indicate that English Language Learners and Students with Learning Disabilities have the greatest needs for intervention. According to the CAASPP 10% of SPED and 0% of EL students meet the proficiency levels as presented in the attached charts.</p>	<p>Weekly, monthly, quarterly and annual program monitoring and evaluation.</p> <p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <p>See attached FY 15-16 Title 1 Budget</p>

STRATEGY: Charter School will provide CCSS aligned ELA instruction, support and intervention to all students, including ELs, and monitoring student progress in ELA/Literacy as measured by the MAP tests.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>#1. Teachers will provide CCSS aligned ELA instruction using SDAIE strategies. (2015-16 school year)</p>	<ul style="list-style-type: none"> - Teachers - Leadership Team 	<ol style="list-style-type: none"> 1. Teachers will develop CCSS aligned ELA lessons considering their EL students' needs. (2015-16 school year) 2. Teachers will provide CCSS aligned ELA instruction using SDAIE strategies. (2015-16 school year) 	
<p>#2. The leadership team will place students into appropriate intervention groups and teachers will provide targeted ELA support and interventions. (by September 14, 2015)</p>	<ul style="list-style-type: none"> - Dean of Academics - RTI team - Leadership Team - Total Educational Solutions 	<ol style="list-style-type: none"> 1. Charter School will use the MAP test and teacher feedback to identify and place students in Power English classes. (by September 14, 2015) 2. Teachers will provide targeted CCSS aligned ELA intervention during the Power English classes, and twice a week after school to meet the students' need. (2015-16 school year) 3. Charter School will work with a Supplemental Educational Services (SES) Provider to provide targeted CCSS aligned ELA intervention to meet the students' needs. (2015-16 school year) 	<p>Title Funds</p> <ul style="list-style-type: none"> - \$19,902 Total Educational Services will provide services in ELA <p>General Funds</p> <ul style="list-style-type: none"> - MAP Testing - After-School English Intervention
<p>#3. Charter School will select a research-based reading intervention program that targets the individual literacy needs of struggling students and English Learners and includes ongoing assessments of student growth. (2015-16 school year)</p>	<ul style="list-style-type: none"> - RTI team - Dean of Academics - Leadership Team - Principal 	<ol style="list-style-type: none"> 1. Charter School will select reading intervention materials and resources. (by September 30, 2015) 2. Charter School will purchase supplementary instructional materials and benchmark assessments. (by October 14, 2015) 3. Charter School will schedule and provide initial training for instructional staff and schedule follow up professional development activities. (by October 14, 2015) 	<p>Title Funds</p> <ul style="list-style-type: none"> - \$4,200 Fast Forward/Reading Intervention Program <p>General Funds</p> <ul style="list-style-type: none"> - Accelerated Reader - BrainPop (general and ESL) - Scholastic News

<p>#4 Teachers and the leadership team will monitor student progress in ELA as measured by in-class/benchmark assessments and MAP tests. (2015-16 school year)</p>	<ul style="list-style-type: none"> - Dean of Academics - RTI team - Leadership Team - Teachers - ELA Department Chair 	<ol style="list-style-type: none"> 1. Teachers will implement the MAP test in Fall 2015 and Spring 2016 to measure student growth in ELA/Literacy. (8/31/15-9/11/15; 3/1/16-3/30/16) 2. Teachers will analyze areas of growth for each student on the Fall 2015 MAP test and measure growth on the Spring 2016 MAP test. Teachers will continue to use in-class/benchmark assessments as progress indicators. (2015-16 school year) 3. Charter School will monitor and evaluate reading intervention program goals and objectives; determine if goals and objectives are being met. Findings will be reflected in the SSC minutes. (2015-16 school year) 	<p>Title Funds</p> <p>General Funds</p> <ul style="list-style-type: none"> - NWEA MAP Training (MPS Training) - SBAC Interim Assessment
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LEA GOAL: Charter School will set and strive to meet proficiency targets in Math on the CAASPP assessment system.

SCHOOL GOAL: 1B: All students will reach high standards, at a minimum, attaining proficiency or better in mathematics.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
<ul style="list-style-type: none"> - Fall 2015 MAP test data - Spring 2015 MAP test data - SBAC ELA/Literacy data from 2015 	<p>Spring 2015 MAP testing and CAASPP shows that approximately 25% of the students meet the proficiency levels.</p> <p>Upon further disaggregation, the data indicate that English Language Learners and Students with Learning Disabilities have the greatest needs for intervention. According to the CAASPP 4% of SPED and 2% of EL students meet the proficiency levels as presented in the attached charts.</p>	<p>Weekly, monthly, quarterly and annual program monitoring and evaluation.</p> <p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <p>See attached FY 15-16 Title 1 Budget</p>

STRATEGY: Charter School will provide CCSS aligned Math instruction, support and intervention to all students, including ELs, and monitoring student progress in Math as measured by the MAP tests.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>#1. Teachers will provide CCSS aligned Math instruction using SDAIE strategies. (2015-16 school year)</p>	<ul style="list-style-type: none"> - Teachers - Leadership Team - EL Coordinator - Language and Literacy Coach - Dean of Academics - Principal 	<ol style="list-style-type: none"> 1. Teachers will develop CCSS aligned math lessons considering their EL students' needs. (2015-16 school year) 2. Teachers will provide CCSS aligned math instruction using SDAIE strategies. (2015-16 school year) 	<p>Title Funds</p> <ul style="list-style-type: none"> - \$19,902 Total <p>Educational Services will provide services in Math</p> <p>General Funds</p> <ul style="list-style-type: none"> - MAP Testing - After-School Math Intervention
<p>#2. The leadership team will place students into appropriate intervention groups and teachers will provide targeted math support and interventions. (by October 14, 2015)</p>	<ul style="list-style-type: none"> - Math teachers - Dean of Academics - Leadership Team - RTI Team 	<ol style="list-style-type: none"> 1. Charter School will use the MAP test and teacher feedback to identify and place students in math intervention groups and classes. (by September 14, 2015) 2. Teachers will provide targeted CCSS aligned math intervention during the daily intervention period, once a week after school and on Saturdays to meet the students' needs. (2015-16 school year) 3. Charter School will work with a Supplemental Educational Services (SES) Provider to provide targeted CCSS aligned math intervention to meet the students' needs. (2015-16 school year) 	<p>Title Funds</p> <ul style="list-style-type: none"> - \$19,902 Total <p>Educational Services will provide services in math</p> <p>General Funds</p> <ul style="list-style-type: none"> - MAP Testing - After-school Math intervention - Power Math, targeted intervention within all grades (2nd Semester)
<p>#3. Charter School will select a research-based math intervention program that targets the individual math needs of struggling students and English Learners and includes ongoing assessments of student growth. (2015-16 school year)</p>	<ul style="list-style-type: none"> - Math Department Chair - Teachers - Dean of Academics - RTI Team - Leadership Team 	<ol style="list-style-type: none"> 1. Charter School will select math intervention materials and resources. (by September 30, 2015) 2. Charter School will purchase supplementary instructional materials and benchmark assessments. (by October 14, 2015) 3. Charter School will schedule and provide initial training for instructional staff and schedule follow up professional development activities. (by October 14, 2015) 	<p>Title Funds</p> <ul style="list-style-type: none"> - \$245 Ironbox Curriculum <p>General Funds</p> <ul style="list-style-type: none"> - ALEKS (included with curriculum) - Math manipulative (included with curriculum) - SBAC Interim

			Assessment - Khan Academy
<p>#4. Teachers and the leadership team will monitor student progress in Math as measured by in-class/benchmark assessments and MAP tests. (2015-16 school year)</p>	<ul style="list-style-type: none"> - Teachers - Dean of Academics - Leadership Team - Math Department Chair - RTI Team 	<ol style="list-style-type: none"> 1. Teachers will implement the MAP test in Fall 2015 and Spring 2016 to measure student growth in math. (8/31/15-9/11/15; 3/1/16-3/30/16) 2. Teachers will analyze areas of growth for each student on the Fall 2015 MAP test and measure growth on the Spring 2016 MAP test. Teachers will continue to use in-class/benchmark assessments as progress indicators. (2015-16 school year) 3. Charter School will monitor and evaluate math intervention program goals and objectives; determine if goals and objectives are being met. Findings will be reflected in the SSC minutes. (2015-16 school year) 	Title Funds General Funds <ul style="list-style-type: none"> - NWEA MAP Training (MPS Training) - SBAC Interim Assessment

LEA GOAL: Charter School will set and strive to meet proficiency targets for the EL subgroups in English Language Arts/Literacy and Math on the CAASPP assessment system and proficiency and growth targets on CELDT/ELPAC.

SCHOOL GOAL: 2A: All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
<ul style="list-style-type: none"> - Spring 2015 MAP test data - Fall 2015 MAP test data - SBAC ELA/Literacy and data from 2015 - CELDT results - EL re-classification rates 	<p>2015 Spring MAP and CAASPP testing shows that our EL student population struggles the most in all our subgroups. The data indicates 0% meet proficiency levels in ELA and 2% meet proficiency levels in math. Data charts have been attached for reference.</p> <p>In regards to the 2015-16 school year CELDT, 31% of our students reached the passed the exam.</p>	<p>Weekly, monthly, quarterly and annual program monitoring and evaluation.</p> <p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <p>See attached FY 15-16 Title 1 Budget</p>

STRATEGY: Charter School will provide CCSS aligned ELA and math instruction and ELD instruction, support and intervention to ELs, and monitor student progress in ELA/Literacy, math, and ELD as measured by the MAP tests and other assessments.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>#1. Charter School will identify and group ELs by proficiency level, provide ELD instruction aligned to the new standards, and monitor student progress in program implementation. (2015-16 school year)</p>	<ul style="list-style-type: none"> - Teachers - Language and Literacy Coach - EL Coordinators - Leadership Team 	<ol style="list-style-type: none"> 1. The data office will create a report of identified ELs by class. The report will include students' CELDT levels including overall and subtest data and be given to all teachers, by August 28th, 2015. 2. ELD time will be built into the master schedule. 3. Charter School will purchase supplementary ELD materials and benchmark assessments by October 14th, 2015. 4. Charter School will schedule and provide initial training for instructional staff and schedule follow up professional development activities, by October 14th, 2015. 	<p>Title Funds</p> <ul style="list-style-type: none"> - \$12,169 National Geographic: Inside Curriculum <p>General Funds</p> <ul style="list-style-type: none"> - BrainPop (regular and ESL) - English 3D
<p>#2. The leadership team will place students into appropriate intervention groups and teachers will provide targeted ELA support and interventions. (by September 14, 2015)</p>	<ul style="list-style-type: none"> - Dean of Academics - RTI team - Leadership Team - Total Educational Solutions 	<ol style="list-style-type: none"> 1. Teachers will identify targeted ELD areas and levels of support needed, by October 14th, 2015. 2. Teachers will develop and implement targeted lessons to meet the student's needs. Students will also be provided after-school intervention at least once a week for 2015-2016 school year. 	<p>Title Funds</p> <ul style="list-style-type: none"> - \$55,776, EL Coordinator - Embedded assessment, National Geographic: Inside Curriculum <p>General Funds</p> <ul style="list-style-type: none"> - MAP Testing - After-school English Intervention
<p>#3. Teachers and leadership team will monitor student progress in ELD as measured by in-class/benchmark assessments. (ELA/Literacy and math monitoring via MAP tests have been described in Performance Goal 1.) (2015-16 school year)</p>	<ul style="list-style-type: none"> - RTI team - Dean of Academics - Principal - Leadership Team 	<ol style="list-style-type: none"> 1. All ELs will be assessed for ELD at the end of each ELD curricular unit which takes approximately 6-8 weeks. (2015-16 school year) 2. Charter School will monitor student progress in ELD using in-class/benchmark assessments as progress indicators. (2015-16 school year) 3. Teachers will collaborate on assessment results and make necessary adjustment in their instruction. (2015-16 school year) 4. The EL program coordinator sponsored by the Title III consortium lead will create a protocol for teacher observation and feedback 	<p>Title Funds</p> <ul style="list-style-type: none"> - Embedded assessment, National Geographic: Inside Curriculum <p>General Funds</p> <ul style="list-style-type: none"> - Fast Forward (more seats, 11) - MAP Testing - SBAC Interim Assessments

		<p>mechanism regarding the implementation of the ELD program. The protocol will include look-fors, the frequency of observations and feedback. (by October 15, 2015)</p> <ol style="list-style-type: none"> 5. The school leadership will implement the observation protocol monthly. (2015-16 school year) 6. The EL program coordinator sponsored by the Title III consortium lead will monitor the school-level implementation of the observation protocol monthly/quarterly and evaluate the EL services at the school at least semesterly. (2015-16 school year) 	
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LEA GOAL: Charter School will provide each immigrant student with necessary resources and counseling to support their needs.

SCHOOL GOAL: 2B: All immigrant children and youth will be provided with necessary resources and support systems.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
<ul style="list-style-type: none"> - Fall 2015 MAP Test Data - CELDT results - EL re-classification rates - CALPads - CoolSIS information on student enrollment, grades and behavior 	<p>At MSA Bell, we currently have 9 students that qualify as immigrants based on allowed indicators. 8 of the 9 are Hispanic and the other is white. Of the 9 students, 2 are Reclassified Fluent English Proficient (RFEP) and 7 are classified as English Language Learners (ELL). 7 students are 6th grade; 1 student 7th grade; and 1 student 8th grade.</p> <p>As a school we have researched various resources in order to assist families and provided them with tools necessary to achieve academic success and acclimate to the school culture.</p> <p>Personnel support includes Dean of Culture, School Psychologist and other staff members such as teachers and leadership. Our Dean of Culture provides support to various families by researching beneficial resources and workshops and serving as a liaison to the community. Our School Psychologist makes himself accessible to</p>	<p>Weekly, monthly, quarterly and annual program monitoring and evaluation.</p> <p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <p>See attached FY 15-16 Title 3 Budget</p>

	<p>all students within our MPS community. He will provide various supports such as counseling and referrals to other available resources. Marisol Lopez, Office Manager, due to the fact that many parents communicate various information; she serves as our liaison for our immigrant and homeless population. Various teachers serve as mentors to many of our students. Many teachers have received training in executive function in order to provide support as needed.</p>	
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STRATEGY: Charter School will provide CCSS aligned ELA and math instruction and ELD instruction, support and intervention to ELs, and monitor student progress in ELA/Literacy, math, and ELD as measured by the MAP tests and other assessments.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>#1 Charter School will identify immigrant student needs and provide counseling support and necessary resources to meet the needs of immigrant students such as provision of tutorials, mentoring, curricular and instructional materials. (2015-16 school year)</p>	<ul style="list-style-type: none"> - Office Manager - Leadership Team - School Psychologist - RTI team - EL Coordinator - Language and Literacy Coach 	<ol style="list-style-type: none"> 1. Charter School will identify the immigrant students and their needs. (by September 14, 2015) 2. Charter School will arrange for a counselor to provide support and necessary resources to meet the needs of immigrant students. Counseling will be for at least one hour per student per year and more as needed to support the needs of students. (2015-16 school year) 3. MPS Home Office will monitor the site-level implementation of the counseling services at least semesterly. (2015-16 school year) 	<p>Title Funds</p> <p>General Funds</p> <ul style="list-style-type: none"> - School Psychologist - CSUN - EdLogical (outside vendor) - Immigrant and homeless liaison

<p>#2 Charter School will schedule at least three hours of PD for its counselors/staff who will learn best practices and counseling methods geared towards helping immigrant students. (2015-16 school year)</p>	<ul style="list-style-type: none"> - Office Manager - Leadership Team - School Psychologist - RTI team - EL Coordinator - Language and Literacy Coach 	<p>1. Charter School will schedule at least three hours of PD for its counselors/staff. PD will focus on immigrant student needs and counseling immigrant students. (by October 14, 2015)</p>	<p>Title Funds General Funds</p>
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LEA GOAL: For each year of the charter, all Charter School teachers will be appropriately assigned and fully credentialed as required by law and the charter.

SCHOOL GOAL: 3: All students will be taught by highly qualified teachers.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
<ul style="list-style-type: none"> - Initial and annual verification of teacher credentials - Compliance documentation for Charter School Oversight Visit - Teacher PD needs assessments - Teacher PD attendance, including participation in BTSA and EL Authorization programs - Teacher performance evaluations 	<p>All of our students at MSA Bell are taught by Highly Qualified Teachers. 2 teachers have recently completed the necessary paperwork for EL authorization as required by the state of California and other educational agencies. We currently have 3 teachers completing a beginning teacher support and assessment induction program (BTSA) through LACOE.</p> <p>Through the implementation of common core state standards and the movement towards the 21st century classroom; professional development is needed and on going for our teachers and staff. Training includes Blended Learning, Cooperative Learning Strategies, Co-Teaching, Classroom Instruction (Differentiated and Rigorous Instruction), and Social-Emotional needs of students.</p> <p>Upon further review of the staff, we have many new teachers and staff. On-going professional development is being</p>	<p>Weekly, monthly, quarterly and annual program monitoring and evaluation.</p> <p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <p>See attached FY 15-16 Title 1 Budget</p>

	implemented along with the partnering of a mentor teacher in order to provide on-site beginning teacher support.	
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STRATEGY: Charter School will ensure that all teachers and administrators participate in PD in areas, including but not limited to, Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas and training in strategies to support ELs with common core ELA/ELD and math curricula, and immigrant education.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
#1 Charter School will conduct credential review and support teachers' credentialing needs. (2015-16 school year)	<ul style="list-style-type: none"> - Principal - Leadership Team - MPS Home Office Leadership 	<ol style="list-style-type: none"> 1. Charter School will conduct credential review as part of teacher hiring process. (2015-16 school year) 2. Charter School will identify teacher credentialing needs and support teachers' credentialing needs. (2015-16 school year) 3. Charter School will annually review master schedule/teacher assignments to ensure compliance. (2015-16 school year) 	Title Funds General Funds <ul style="list-style-type: none"> - Internal screening and review of all candidates - BTSA
#2 Charter School will schedule PD in areas, including but not limited to, Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas and training in strategies to support ELs with common core ELA/ELD and math curricula, and immigrant education. (2015-16 school year)	<ul style="list-style-type: none"> - Principal - Leadership Team - MPS Home Office Leadership 	<ol style="list-style-type: none"> 1. Charter School will schedule PD in above mentioned areas. (2015-16 school year) 2. Charter School will monitor how effectively teachers implement strategies and skills they learned in the PD sessions in the classroom. Charter School leadership team will make daily classroom observations using the MPS teacher observation protocol. (2015-16 school year) 	Title Funds <ul style="list-style-type: none"> - \$4,604 ELA Teachers (LACOE Training) - \$4,177 ELA Training (QTEL) for Language and Literacy Coach - \$1,170 Jane Shafer Training - \$600 STEM Symposium (math training) General Funds <ul style="list-style-type: none"> - MPS Staff PD's (symposiums)

<p>#3 Teachers will receive PD in areas of need identified through needs assessment. (2015-16 school year)</p>	<ul style="list-style-type: none"> - Principal Leadership Team - MPS Home Office Leadership 	<ol style="list-style-type: none"> 1. Charter School will identify further PD needs besides the ones listed in Action Step 2. (2015-16 school year) 2. Charter School will schedule PD in areas of need. (2015-16 school year) 	<p>Title Funds</p> <ul style="list-style-type: none"> - Professional Development <ul style="list-style-type: none"> o Kagan Training o \$5,000 Individualized Staff PD and support by Dr. Gale Gorke o \$660 ALVO Blended Learning Institute o \$9,946 EDGE Coaching
<p>#4 Charter School will evaluate its teachers for their performance. (2015-16 school year)</p>	<ul style="list-style-type: none"> - Principal Leadership Team - MPS Home Office Leadership 	<ol style="list-style-type: none"> 1. Charter School will implement the MPS teacher observation and evaluation protocol which includes walkthroughs, informal and formal observations and formal evaluation. (2015-16 school year) 2. Charter School 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. (2015-16 school year) 3. Charter School may use evaluation results as basis and documentation for transfer, promotion, reassignment, or disciplinary action. (2015-16 school year) 	<p>Title Funds</p> <p>General Funds</p> <ul style="list-style-type: none"> - Performance Coaching Document - 2nd Semester Action Plan

LEA GOAL: Charter School will support students physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning.

SCHOOL GOAL: 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
<ul style="list-style-type: none"> - ADA report - Daily attendance records - Enrollment records - CDE records/CALPADS reports - Behavior incident reports via CoolSIS - Survey reports - Home visit calendar 	<p>At MSA Bell, we have developed a school atmosphere that is proactive and ready to adapt to the needs of our students and community. Our daily average attendance is maintained at 98% or above. We implement a point system for behavior maintained through CoolSIS. This tracks student's positive and negative behavior.</p> <p>Parent involvement is critical in maintaining the success of our students as well as understanding the community needs. Our Dean of Culture and teachers have a goal of visiting 27% of our student's home.</p> <p>Dean of Student leads a positive behavior intervention committee known as the Justice League. They meet on a regular basis to discuss student safety, positive behavior support and teacher and staff concerns regarding our student population. Through these efforts we try to maintain a proactive approach that empowers students through negative situations and fosters</p>	<p>Weekly, monthly, quarterly and annual program monitoring and evaluation.</p> <p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <p>See attached FY 15-16 Title 1 Budget</p>

	positive relationships.	
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STRATEGY: Charter School will ensure that all teachers and administrators participate in PD in areas, including but not limited to, Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas and training in strategies to support ELs with common core ELA/ELD and math curricula, and immigrant education.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
#1. Charter School will implement Positive Behavioral Interventions and Supports (PBIS). (2015-16 school year)	<ul style="list-style-type: none"> - Dean of Students - Leadership Team - MPS Home Office - Teachers and Staff - Parents 	<ol style="list-style-type: none"> 1. Charter School will implement PBIS and alternatives to suspension. (2015-16 school year) 2. Charter School will implement a positive behavior reward system and use CoolSIS for monitoring. (2015-16 school year) 	Title Funds General Funds <ul style="list-style-type: none"> - Speak Out Against Bullying Presentation - Kaiser Permanente "Someone Like Me" theatre - CoolSIS Module
#2. Charter School will offer Life Skills program to supplement instruction. (2015-16 school year)	<ul style="list-style-type: none"> - Dean of Culture - Leadership Team - MPS Home Office - Teachers and Staff - Parents 	<ol style="list-style-type: none"> 1. Life Skills program contains topics on social and emotional learning, study skills, environmental issues, conflict resolution, making responsible choices, self-discipline, college and career awareness and character education. Life Skills is an enrichment program that provides students with valuable skills to support academic excellence and social skill development. Students participate in activities/projects to demonstrate their understanding of the values/lessons. Guest speakers and various forms of technology also 	Title Funds <ul style="list-style-type: none"> - \$68,000 Dean of Culture General Funds

		engage students in the course content. Life Skills themes are integrated into broader school-wide activities including assemblies, field trips, displays, announcements, and into the general curriculum. Parents are regularly informed about the Life Skills topics to support Magnolia's effort to inspire positive principles of conduct in future leaders. Life Skills program also enables all students, including socio-economically disadvantaged students, to have a vision and be more specific on their goals to be successful at school and during their life.	
#3. Charter School will hold a minimum of 5 parent activities/events per year, including Student/Parent Orientation, Back to School Night, and parent conferences. (2015-16 school year)	<ul style="list-style-type: none"> - Leadership Team - MPS Home Office - Teachers and Staff - Parents 	<ol style="list-style-type: none"> 1. Charter School will communicate with the parents of academically under-performing students, inviting them for parent conferences. (2015-16 school year) 2. Charter School will schedule annual workshops for parents of EL students. Topics to be covered include the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. (2015-16 school year) 	<p>Title Funds</p> <p>General Funds</p> <ul style="list-style-type: none"> - Parent Workshop: Raising Emotional Healthy Children - Postage and School Literature - School Messenger
#4. Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement. (2015-16 school year)	<ul style="list-style-type: none"> - Dean of Culture - Leadership Team - MPS Home Office - Teachers and Staff - Parents 	<ol style="list-style-type: none"> 1. Charter School teachers will schedule and make home-visits. (2015-16 school year) 2. Charter School teachers will document the visits, evaluate them and share necessary information with the appropriate staff (grade level team, counselor, administrator, etc.) (2015-16 school year) 	<p>Title Funds</p> <ul style="list-style-type: none"> - \$3,123 Home Visits Compensation <p>General Funds</p>

LEA GOAL: Charter School will maintain a high rate of high school graduation and students will be on track to be college/career ready.

SCHOOL GOAL: 5: All students will graduate from high school.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
<ul style="list-style-type: none">- Enrollment records- Graduation records- CDE records/CALPADS reports- 4-year plans- Class schedules and rosters- College Board reports	MSA Bell serves 6 th -8 th grade. However, we are working to gather information on Alumni and the future academic endeavors.	Weekly, monthly, quarterly and annual program monitoring and evaluation. Where can a budget plan of the proposed expenditures for this goal be found? N/A

STRATEGY: Charter School will provide students with 4-year plans and support programs to ensure timely high school graduation and college/career readiness.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
#1. Charter School will offer 4-year academic plans, outlining the classes students can take during the four years of high school, and monitor these plans to ensure timely high school graduation and satisfaction of UC/CSU requirements. (2015-16 school year)			
#2. Charter School will offer credit recovery and CAHSEE prep classes and provide support to ensure timely high school graduation. (2015-16 school year)			
#3. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. (2015-16 school year)			

<p>#4. Charter School will offer “Advisory” classes (college planning and career exploration program) and “College Readiness” classes and programs preparing students for college readiness, including test prep for ACT/SAT. (2015-16 school year)</p>			
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Form B: Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in Form B must be aligned with the Consolidated Application.

School Goal #: 1A, 1B, 2A, 2B, 3

Actions to be Taken to Reach This Goal ¹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date ² Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
<p>Instructional Support MPS Home Office academic department will provide staff development opportunities and guidance in areas related to the School Action Plan. Staff development on research-based instructional strategies include, but are not limited to:</p> <ul style="list-style-type: none"> ▪ Instructional strategies in Common Core State Standards implementation ▪ Literacy development across the curriculum ▪ Instructional strategies in mathematics ▪ Language acquisition for English learners ▪ Content area strategies ▪ Development of advanced instructional programming ▪ Intensive intervention ▪ Integration of state instructional resources, including digital libraries ▪ STEM activities ▪ Blended learning 	<p>July 29, 2015 June 10, 2016</p>	<p>Charter School receives these services from the MPS Home Office and uses its LCFF funds as a source. State or federal program funds as outlined in the school's ConApp are not used to fund these services.</p>	<p>\$0</p>	<p>N/A</p>

¹ See Appendix A: Chart of Legal Specifics for the Single Plan for Student Achievement for content required by each program or funding source supporting this goal.

² List the date an action will be taken, or will begin, and the date it will be completed.

School Goal #: 2A

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
<p>Title III-LEP Support The EL program coordinator sponsored by the Title III consortium lead will create a protocol for teacher observation and feedback mechanism regarding the implementation of the ELD program. The protocol will include look-fors, the frequency of observations and feedback.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will monitor the school-level implementation of the observation protocol monthly/quarterly and evaluate the EL services at the school at least semesterly.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will monitor and evaluate EL programs and services.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will closely work with the school's teachers, EL coordinator and the leadership team and provide professional development.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will coordinate and plan for the implementation of the initial CELDT test, the annual assessment of ELs, and the process for the follow-up required for reclassification</p>	<p>July 13, 2015 July 31, 2016</p> <p>August 18, 2015 June 10, 2016</p> <p>August 18, 2015 June 10, 2016</p> <p>August 18, 2015 June 10, 2016</p>	<p>Services and operating expenses, professional salaries and benefits for the EL program coordinator</p> <p>Charter School is a member of the Magnolia Science Academy consortium for Title III LEP funds. Per the MOU with the consortium lead, Charter School will receive ELD services, including monitoring and evaluation of the EL programs and services and professional development. The EL program coordinator sponsored by the lead will closely work with the school's teachers, EL coordinator and the leadership team.</p>	<p>\$41,456 for the Consortium</p>	<p>Title III-LEP</p>

School Goal #: 1A, 1B, 2A, 2B, 3, 4, 5

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
<p>Data Disaggregation MPS Home Office data management department will provide data disaggregation to the Charter School for data, including but not limited to:</p> <ul style="list-style-type: none"> ▪ SBAC ELA/Literacy and math data disaggregated by grade and subgroups ▪ MAP test ELA and math data disaggregated by grade and subgroups ▪ CELDT results disaggregated by grade, years in US, AMAO targets, etc. ▪ API/AYP data disaggregated by grade and subgroups ▪ Graduation data ▪ ADA reports ▪ Graduation data ▪ Any other data as needed 	<p>July 29, 2015 June 10, 2016</p>	<p>Charter School receives these services from the MPS Home Office and uses its LCFF funds as a source. State or federal program funds as outlined in the school's ConApp are not used to fund these services.</p>	<p>\$0</p>	<p>N/A</p>

School Goal #: 1A, 1B, 2A, 2B, 3, 4, 5

<p>Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)</p>	<p>Start Date Completion Date</p>	<p>Proposed Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source (itemize for each source)</p>
<p>Parent and Community Outreach</p> <p>MPS Home Office Outreach and Communications department will provide guidance, support, and training to parents, teachers, administrators, and support staff. The activities of the Outreach and Communications department include, but are not limited to:</p> <ul style="list-style-type: none"> ▪ Providing professional development opportunities in parent education programs ▪ Serving as a link to parent and community resources ▪ Developing and encouraging high-quality parent programs and parental involvement opportunities at school sites ▪ Coordinating parent education and community outreach meetings ▪ Providing parents and staff the tools to successfully participate in curricular and budgetary decision making ▪ Providing staff and family access to trainings in effective school, family, and community partnerships ▪ Providing critical parent information that is readily available and in accessible formats and languages spoken by families at schools <p>Monitoring the Implementation of the Plan</p> <p>MPS Home Office will provide coordination of overall state and federally funded programs, articulation between schools, district, county, and assistance in the following:</p> <ul style="list-style-type: none"> ▪ Developing and monitoring the school budget and preparing financial reports ▪ Monitoring the implementation of state and 	<p>July 29, 2015 June 10, 2016</p>	<p>Charter School receives these services from the MPS Home Office and uses its LCFF funds as a source. State or federal program funds as outlined in the school's ConApp are not used to fund these services.</p>	<p>\$0</p>	<p>N/A</p>

<p>federally funded programs</p> <ul style="list-style-type: none"> ▪ Training and guiding of School Site Councils (SSC) and school staffs in the development and writing of the school plan ▪ Coordinating staff development in areas of emphasis and serving as a resource in additional areas 				
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Note: Centralized services may include the following direct services:

- Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff
- District-wide staff providing specific services to schools, e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches
- After-School and Summer School programs funded by categorical programs
- Data analysis services, software, and training for assessment of student progress

Centralized services do not include administrative costs.

Form C: Programs Included in this Plan

Check the box for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, check the box indicating that the program’s funds are being consolidated as part of operating a schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the school’s allocation from the ConApp.

Note: For many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility) with information available at <http://www.cde.ca.gov/fg/ac/co/documents/sbx34budgetflex.doc>.

Of the four following options, please select the one that describes this school site:

- This site operates as a targeted assistance school (TAS), not as a schoolwide program (SWP).
- This site operates a SWP but does not consolidate its funds as part of operating a SWP.
- This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.
- This site operates a SWP and consolidates all applicable funds as part of operating a SWP.

State Programs	Allocation	Consolidated in the SWP
<input type="checkbox"/> California School Age Families Education (Carryover only) Purpose: Assist expectant and parenting students to succeed in school	\$	<input type="checkbox"/>
<input type="checkbox"/> Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only) Purpose: Help educationally disadvantaged students succeed in the regular program	\$	<input type="checkbox"/>

<input type="checkbox"/>	Economic Impact Aid/Limited-English Proficient (EIA-LEP) (Carryover only) Purpose: Develop fluency in English and academic proficiency of English learners	\$	<input type="checkbox"/>
<input type="checkbox"/>	Peer Assistance and Review (Carryover only) Purpose: Assist teachers through coaching and mentoring	\$	<input type="checkbox"/>
<input type="checkbox"/>	Professional Development Block Grant (Carryover only) Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$	<input type="checkbox"/>
<input type="checkbox"/>	Quality Education Investment Act (QEIA) Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$	<input type="checkbox"/>
<input type="checkbox"/>	School and Library Improvement Program Block Grant (Carryover only) Purpose: Improve library and other school programs	\$	<input type="checkbox"/>
<input type="checkbox"/>	School Safety and Violence Prevention Act (Carryover only) Purpose: Increase school safety	\$	<input type="checkbox"/>
<input type="checkbox"/>	Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	\$	<input type="checkbox"/>
<input type="checkbox"/>	List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], etc.)	\$	<input type="checkbox"/>
Total amount of state categorical funds allocated to this school		\$	
Federal Programs		Allocation	Consolidated in the SWP
<input type="checkbox"/>	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$199,018.00	X

<input type="checkbox"/> <p>Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children’s schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).</p>	\$		<input type="checkbox"/>
<input type="checkbox"/> <p>For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)</p>	\$		<input type="checkbox"/>
<input checked="" type="checkbox"/> <p>Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals</p>		\$2,436.00	<input type="checkbox"/>

X	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$151.00	Title III funds may not be consolidated as part of a SWP ³
<input type="checkbox"/>	Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	\$	<input type="checkbox"/>
<input type="checkbox"/>	For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	\$	<input type="checkbox"/>
X	Other federal funds (list and describe) Title III, Part A: Immigrant Education Program	\$	<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$	<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$	<input type="checkbox"/>
Total amount of federal categorical funds allocated to this school		\$201,605.00	
Total amount of state and federal categorical funds allocated to this school		\$	

³ Title III funds are not a school level allocation even if allocated by the district to a school site. The LEA is responsible for fiscal reporting and monitoring and cannot delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used for the purposes of Title III and only for those students the LEA has identified for services. For more information please contact the Language Policy and Leadership Office at 916-319-0845.

Form D: School Site Council Membership

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.⁴ The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Jason Hernandez	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alvarez Park	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hilary Estes	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Katherine Negrete (President)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ces'Ari Delmuro	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mariana Gutierrez	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Gabriela Lopez	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Maria Villarreal (Vice President)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>

⁴ EC Section 52852

Karla Carrasco	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Delfina Serrato	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Altagracia Reyes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Jennifer Robles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Mohamad Saleh (Secretary)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
Hassan Saleh	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
Evelyn Avelar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
Rafael Rodriguez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
Numbers of members in each category	1	4	2	5	4

Form E: Recommendations and Assurances

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

- 1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
- 2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
- 3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

- State Compensatory Education Advisory Committee _____ Signature
- English Learner Advisory Committee Traci Lewin, Dean of Academics____ Signature
- Special Education Advisory Committee _____ Signature
- Gifted and Talented Education Advisory Committee _____ Signature
- District/School Liaison Team for schools in Program Improvement _____ Signature
- Compensatory Education Advisory Committee _____ Signature
- Departmental Advisory Committee (secondary) _____ Signature
- Other committees established by the school or district (list) _____ Signature

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

5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: 01/26/2016.

Attested:

<u>Jason Hernandez</u> Typed name of School Principal	_____ Signature of School Principal	<u>1/26/2016</u> Date
<u>Katherine Negrete</u> Typed name of SSC Chairperson	_____ Signature of SSC Chairperson	<u>1/26/2016</u> Date

Form F: Budget Planning Tool

Budget Summary:

Fiscal Year Allocation for Funding Source	Funding Source	Total of Estimated Expenditures from Funding Source	Remaining Balance for Funding Source
\$199,018.00	Title I, Part A	\$199,018.00	
\$2,436.00	Title II	\$2,436.00	
\$151	Title III	\$151	\$0

Budget/Resource Code Description	Budget/Resource Codes	Estimated Expenditures for All Goals by Code Type
Unrestricted	0000	
Unrestricted Locally Defined	0001-0999	
Certified Personnel Salaries	1000-1999	\$123,776.00
Classified Personnel Salaries	2000-2999	
Employee Benefits	3000-3999	
Books and Supplies	4000-4999	\$12,414.00
Services and other Operating Expenditures	5000-5699	\$4,200.00
Transfers of Direct Cost	5700-5799	
Professional/Consulting Services and Operating Expenditures	5800	\$30,104.00
Communications	5900	\$3,123.00
Capital Outlay	6000-6999	
Other Outgo	7000-7439	

Description of Expenditures:

Performance Goal 1A: All students will reach high standards, at a minimum, attaining proficiency or better in reading.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Cost Title II
Action Step 2: Total Educational Solutions	Professional/Consulting Services and Operating Expenditures	5800	\$19,902.00	
Action Step 3: FastForward	Services and other Operating Expenditures	5000-5699	\$4,200.00	

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certified Personnel Salaries	1000-1999		
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999		
Books and Supplies	4000-4999		
Services and other Operating Expenditures	5000-5699	\$4,200.00	
Transfers of Direct Cost	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800	\$19,902.00	
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

Description of Expenditures:

Performance Goal 1B: All students will reach high standards, at a minimum, attaining proficiency or better in mathematics.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Cost Title II
Action Step 1 & 2: Total Educational Solutions	Professional/Consulting Services and Operating Expenditures	5800	\$19,902	
Action Step 3: Iron Box	Books and Supplies	4000-4999	\$245	

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certified Personnel Salaries	1000-1999		
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999		
Books and Supplies	4000-4999	\$245	
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Cost	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800	\$19,902	
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

Description of Expenditures:

Performance Goal 2A: All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Cost Title II
Action Step 1 & 3: National Geographic	Books and Supplies	4000-4999	\$12,169	
Action Step 2: EL Coordinator	Certified Personnel Salaries	1000-1999	\$55,776	

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certified Personnel Salaries	1000-1999	\$55,776	
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999		
Books and Supplies	4000-4999	\$12,169	
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Cost	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800		
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

Description of Expenditures:

Performance Goal 2B: All immigrant children and youth will be provided with necessary resources and support systems.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Cost Title II

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certified Personnel Salaries	1000-1999		
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999		
Books and Supplies	4000-4999		
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Cost	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800		
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

Description of Expenditures:

Performance Goal 3: All students will be taught by highly qualified teachers.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Cost Title II
Action Step 3: Professional Development in areas of need	Professional/Consulting Services and Operating Expenditures	5800	\$27,668	\$2,436

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certified Personnel Salaries	1000-1999		
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999		
Books and Supplies	4000-4999		
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Cost	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800	\$27,668	\$2,436
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

Description of Expenditures:

Performance Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Cost Title II
Action Step 2: Dean of Culture	Certified Personnel Salaries	1000-1999	\$68,000	
Action Step 4: Home Visit Compensations	Communications	5900	\$3,123	

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999	\$68,000	
Certified Personnel Salaries	1000-1999		
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999		
Books and Supplies	4000-4999		
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Cost	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800		
Communications	5900	\$3,123	
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

Description of Expenditures:

Performance Goal 5: All students will graduate from high school.

Page is left blank because category is not applicable.

Form G: Single Plan for Student Achievement Annual Evaluation

Plan Priorities
<ol style="list-style-type: none">1. Identify the top priorities of the current SPSA.<ol style="list-style-type: none">a. We will investigate the ability to register for 11 more seat in the FastForward, using general funds.b. We will investigate more opportunities to add enrichment before school, especially our subgroups, like ELL students.c. We will investigate the opportunity to integrate more art. This might be something that will be looked at further and plan for full implementation next year.d. Providing training to teachers to identify and handle social-emotional development and support for classroom management.
<ol style="list-style-type: none">2. Identify the major expenditures supporting these priorities.<ol style="list-style-type: none">a. 11 more seats for FastForward would cost \$3,080.b. In order to accommodate additional enrichment periods in the morning before school, an additional staff member will be needed. The cost is still yet to be determined.c. The implementation of art will require research and time spent to identify the different trainings required for teachers and scheduling modifications to the bell schedule that will need to be made for full implementation. Cost is yet to be determined.d. There is current training and support that will be provided for classroom management and monies are allocated through title 1. In regards to the social-emotional development of our students, this is ongoing through various trainings provided by the administration team, specifically our Dean of Students. Further training in this area is currently under investigation and will need some time to determine the cost of implementation school-wide.
Plan Implementation
<ol style="list-style-type: none">1. Identify strategies in the current SPSA that were fully implemented as described in the plan.<ol style="list-style-type: none">a. All curriculum and teacher lesson plans are common core state standard aligned. This is verified through classroom observation and review of weekly lesson plans that are submitted.b. Morning enrichment program through the web-based program, Fast Forward, has been operating since the start of the school year. It is continual producing results, with the goal to make it accessible for more students.c. We currently use MAP testing data to establish benchmarks and evaluate student learning. This is used in the areas of math, reading and comprehension and literacy skills. The teachers' analysis the data that is provided in order to guide their lesson planning. We have also start Smarter Balance Interim Assessment and analyzing the results in order to guide lesson planning.d. Language Department has added a new EL Coordinator. Through combined efforts with the administration team and other members, we have been able to identify English Language Learners and develop a program for re-classification and language acquisition. We have been able to reclassify 31% of our ELL and continue to work to develop the necessary language skills of our other students by providing pullout and in class support and training for our teachers.

- e. This year, we have been able to provide Highly Qualified Teachers for all our content areas. In order to continually stay current with the ever-changing educational standards and programs, various trainings have been established for support of our subgroups such as English Language Learners and Students with Learning Disabilities. Trainings include implementation of language and literacy skills in all content areas and support in the area of classroom management by specifically identifying the teachers and areas of need, which were identified through classroom observations.
- f. In the area of school culture, the Dean of Culture has been able to conduct workshops that are geared to support, educate and empower parents to best meet the needs of their child. The Dean of Culture makes various home visits, specifically to our subgroups in order to provide much necessary support in the area of academics and provide resources in areas as needed. Staff members are encouraged to conduct home visits and it is on going throughout the year. Workshops are also on going and geared towards the needs of the parents through the feedback that is provided.

2. Identify strategies in the current SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.

- a. Total Education Solutions has not been utilized at this point. At the end of the semester, students with the most need in the areas of Language Arts and Mathematics will be identified and home enrichment will be offered in the area of need.
- b. Math enrichment has not yet been implemented. We have had turnover with this position. Currently, we are working to establish stability in this area and collaborating with universities that have credential programs in order to provide consistency and quality teachers especially in the fields of math and science. The impact of this will be assessed at the end of the year, with test results such as MAP and CAASPP.
- c. The EL Coordinator sponsored by the Title III consortium is currently working with many schools in the development of observation and feedback to help improve the support of this subgroup. The barrier to full implementation is that other schools have been identified with more areas of need. This has delayed some of the goals of this position. Within our school, we have a EL Coordinator that will assist in the areas of observation and feedback in order to support students that are English Language Learners. Data at the end of the year will be assessed and program evaluated based on the results.
- d. Professional Development for teachers in the area of supporting immigrant students will be investigated further and a game plan established to offer the necessary supports. Our Office Manager and EL Coordinator has identified these students and awareness has been given to teachers and support staff in order to make necessary accommodations to ensure appropriate supports for success. EL Coordinator will evaluate their progress through out the year in the different areas of academia to ensure that growth is happening.

Strategies and Activities

- 1. Identify those strategies or activities that were particularly effective in improving student achievement. What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?
 - a. The collaboration between our EL Coordinator and Language Literacy Coach was instrumental in the success of re-classifying 30% of our EL students in CELDT. Both educators provided classroom support for teachers in the area of language arts. The support includes strategic planning of lessons plans to use strategies that support EL students such as sentence frames, Socratic method of questioning that focuses on appropriate language level, etc. Both teachers were

instrumental in dialoguing the importance and reason for CEDLT testing. The added information assisted to engage students and form the necessary “buy-in” to our goals of re-classification.

- b. **Fast Forward** is a program that has been used for the past 2 years. This program is adaptive to the level and needs of the student. Furthermore, the program collects necessary data in order to understand the language needs of every individual student. This information is used by teachers in order to formulate lesson plans that will best meet the needs of all students.
- c. **Co-Teaching** model. Our students that are ELL are placed in our co-teaching model classrooms. The core subject of math and English have 2 credential teachers in the content area and SPED. The added educator has been instrumental in providing support to ensure academic achievement of all subgroups, including our EL. The other subjects have a paraprofessional that assist in providing the support necessary to ensure academic success.

2. Identify those strategies or activities that were ineffective or minimally effective in the improving student achievement.

- a. Our math enrichment program has been a struggle in the process of providing the necessary support to obtain growth. However, more data is still necessary in order to make this assessment. The lack of support by maintaining a teacher consistent in this teaching area is of concern. **RECOMMENDATIONS:** Human Resource and the administration team are currently developing a plan to maintain high performing teachers for longevity. Part of the investigation includes fair monetary compensation and the collaboration with teaching programs to identify how to best meet the needs of struggling students and fill positions in areas of need, such as math and science.
- b. Other areas still need time in order to fully implement the planned programs and evaluate it’s effectiveness.

Involvement/Governance

1. How was the SSC involved in development of the plan?

- a. Members of SSC were elected to review and understand the programs in place at MSA Bell. The various meetings allowed for collective dialogue from all stakeholders. This is a learning process for all and different methods of collecting and evaluating effectiveness of program are still under investigation.

2. How were advisory committees involved in providing advice to the SSC?

- a. Advisory Committees such as ELAC will host a meeting prior to SSC. This has allowed for more parents to attend and remain for both meetings in order to ensure that their voices are heard across the various committees. There are also members of both committees that attend and are able to relay and understand the needs of various subgroups within the school community.

3. How was the plan monitored during the school year?

- a. Data is collected using various methods such as MAP, Interim Smarter Balance Assessment, etc. are used in order to guide lesson plans and inform parents of progress. Further methods of ensuring the application of the plans and goals from the SSC are currently being investigated.

4. What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

- a. As a school, we are in the process of investigating opportunities to educate our members of the SSC to the purpose and function of the committee. This is an ongoing process that is receiving attention from our Home Office.

Outcomes

1. Identify any goals in the current SPSA that were met.
 - a. Highly Qualified Teachers are currently in all teaching assignments at MSA Bell.
 - b. Utilization of data from programs such as MAP has provided insight on student progress in the areas of math and literacy.
 - c. Implementation of various programs that support our subgroups such as Fast Forward, BrainPop, Khan Academy, etc.
 - d. Various PD's have been provided in the support of areas such as Common Core, Classroom Management, BTSA, etc.
 - e. The development of school culture in the area of social-emotional education has been implemented. Life Skills classes focuses on various skills that provide academic and social support for middle school students. PBIS, this is currently called the Justice League. They provide school wide support in the areas of school-wide expectations and social-emotional support for all students. They currently meet on a weekly basis. Members include teachers from all grades, SPED teacher and Dean of Students.
2. Identify any goals in the current SPSA that were not met, or were only partially met.
 - a. TES services in the area of math and literacy. Not Fully Implemented.
 - b. Identification and support of struggling students in the area of math. Not Fully Implemented.
 - c. PD's in the areas of classroom management and common core training. Not Fully Implemented.
3. Based on the information, what might be some recommendations for future steps to meet this goal?
 - a. In the 2nd semester, students of most need will be identified in the areas of math and literacy. TES will be contacted and provide support in these areas.
 - b. PD's in the area of need are in progress. Mid-January, differentiated support will be conducted in areas of classroom management need as identified through observations and feedback.
 - c. We are in the process of hiring a math enrichment teacher that will provided added support to students of need.

Single Plan for Student Achievement



A Resource for the School Site Council

The Single Plan for Student Achievement

School: Magnolia Science Academy – Santa Clara

District: Santa Clara County Office of Education

County-District School (CDS) Code: 43 10439 0120261

Principal: Michele Ryan, Ph.D.

Date of this revision: 01/27/2016

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Michele Ryan, Ph.D.

Position: Principal

Telephone Number: (408) 258-1427

Address: 14271 Story Rd, San Jose, CA 95127

E-mail Address: mryan@magnoliapublicschools.org

Table of Contents

Form A: Planned Improvements in Student Performance	4
Form B: Centralized Services for Planned Improvements in Student Performance	20
Form C: Programs Included in This Plan	25
Form D: School Site Council Membership	28
Form E: Recommendations and Assurances	29
Form F: Budget Planning Tool	30
Form G: Single Plan for Student Achievement Annual Evaluation	37

Form A: Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<p>PERFORMANCE GOAL 1A: All students will reach high standards, at a minimum, attaining proficiency or better in reading.</p> <p>LEA GOAL:</p> <p>Charter School will set and strive to meet proficiency targets in English Language Arts/Literacy on the CAASPP assessment system.</p> <p>Identified Need:</p> <p>To increase the percentage of students who score proficient or above in English Language Arts/Literacy on the CAASPP assessment system</p> <p>Expected Annual Measurable Outcomes:</p> <ul style="list-style-type: none"> ▪ All student subgroups will meet or exceed proficiency targets in English Language Arts/Literacy on the CAASPP assessment system. (Specific targets will be set as data becomes available.) ▪ For all student subgroups, the percentage of students performing proficient on the Reading/ELA sections of our internal, common-core aligned Measures of Academic Progress (MAP) assessment will increase by 5% from Fall 2015 to Spring 2016. 																																														
<p>What data did you use to form this goal?</p> <ul style="list-style-type: none"> ▪ SBAC ELA/Literacy data from 2015 ▪ Spring 2015 MAP test data ▪ Fall 2014 MAP test data 	<p>What were the findings from the analysis of this data?</p> <p>The MAP exams assess students in two areas- mathematics and reading. This computer adaptive exam has been reformatted to align with the Common Core standards so that schools are better able to gauge how students are expected to score on the Smarter Balanced exam.</p> <p>The data from the Spring 2015 CAASPP assessment indicates that more than 62% of our students at every grade level tested met or exceeded the state achievement standards. These were results were far higher than those in the district in which we were located, the County, and the State.</p> <hr/> <p style="text-align: center;">ENGLISH LANGUAGE ARTS/LITERACY</p> <p style="text-align: center;">Achievement Level Distribution</p> <table border="1"> <caption>Achievement Level Distribution Data (Estimated)</caption> <thead> <tr> <th>Grade</th> <th>Standard Not Met</th> <th>Standard Nearly Met</th> <th>Standard Met</th> <th>Standard Exceeded</th> </tr> </thead> <tbody> <tr> <td>2nd Grade</td> <td>0%</td> <td>0%</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>4th Grade</td> <td>0%</td> <td>0%</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>5th Grade</td> <td>0%</td> <td>0%</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>6th Grade</td> <td>10%</td> <td>15%</td> <td>45%</td> <td>30%</td> </tr> <tr> <td>7th Grade</td> <td>10%</td> <td>15%</td> <td>45%</td> <td>30%</td> </tr> <tr> <td>8th Grade</td> <td>10%</td> <td>15%</td> <td>45%</td> <td>30%</td> </tr> <tr> <td>11th Grade</td> <td>10%</td> <td>15%</td> <td>45%</td> <td>30%</td> </tr> <tr> <td>All</td> <td>10%</td> <td>15%</td> <td>45%</td> <td>30%</td> </tr> </tbody> </table>	Grade	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded	2nd Grade	0%	0%	0%	0%	4th Grade	0%	0%	0%	0%	5th Grade	0%	0%	0%	0%	6th Grade	10%	15%	45%	30%	7th Grade	10%	15%	45%	30%	8th Grade	10%	15%	45%	30%	11th Grade	10%	15%	45%	30%	All	10%	15%	45%	30%
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<p>How will the school evaluate the progress of this goal?</p> <p>Weekly, monthly, quarterly, and annual program monitoring and evaluation</p>	<p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <p>See Form F: Budget Planning Tool</p>	
<p>STRATEGY: Charter School will provide CCSS aligned ELA instruction, support and intervention to all students, including ELs, and monitor student progress in ELA/Literacy as measured by the MAP tests.</p>		
<p>Action Step 1:</p> <p>Teachers will provide CCSS aligned ELA instruction using SDAIE strategies. (2015-16 school year)</p> <p>Task 1: Teachers will develop CCSS aligned ELA lessons considering their EL students' needs. (2015-16 school year)</p> <p>Task 2: Teachers will provide CCSS aligned ELA instruction using SDAIE strategies. (2015-16 school year)</p> <p>Action Step 2:</p> <p>The leadership team and teachers will place students into appropriate intervention groups and teachers will provide targeted ELA support and interventions. (2015-16 school year)</p> <p>Task 1:</p> <p>Charter School will use the MAP test and teacher feedback to identify and place students in ELA intervention groups and classes. (2015-16 school year)</p> <p>Task 2:</p> <p>Teachers will provide targeted CCSS aligned ELA intervention during the daily intervention period to meet the students' needs. (2015-16 school year)</p> <p>Action Step 3:</p> <p>Charter School will select a research-based reading intervention program that targets the individual literacy needs of struggling students and English Learners and includes ongoing assessments of student growth. (2015-16 school year)</p>	<p>Person(s) Responsible</p> <p>Teachers, leadership team</p> <p>Teachers, leadership team</p> <p>Teachers, leadership team</p> <p>Administrators, teachers</p> <p>Administrators, teachers</p> <p>Teachers, administrators</p> <p>Teachers, leadership team</p>	<p>Cost and Funding Source (Itemize for Each Source)</p> <p></p> <p></p> <p></p> <p>\$1,200 Gen Fund for MAP test</p> <p></p> <p></p> <p>\$574 Title I for PD in ELA support and interventions</p>

<p>Task 1:</p> <p>Charter School will select reading intervention materials and resources. (2015-16 school year)</p> <p>Task 2:</p> <p>Charter School will purchase supplementary instructional materials and benchmark assessments. (2015-16 school year)</p> <p>Task 2:</p> <p>Charter School will schedule and provide initial training for instructional staff and schedule follow up professional development activities. (by October 1, 2015)</p> <p>Action Step 4:</p> <p>Teachers and the leadership team will monitor student progress in ELA as measured by in-class/benchmark assessments and MAP tests. (2015-16 school year)</p>	<p>Teachers, leadership team</p> <p>Teachers, leadership team</p> <p>Leadership team, teachers</p> <p>Teachers, leadership team</p>	
<p>Task 1:</p> <p>Teachers will implement the MAP test in Fall 2015 and Spring 2016 to measure student growth in ELA/Literacy. (August-September 2015; March-May 2016)</p> <p>Task 2:</p> <p>Teachers will analyze areas of growth for each student on the Fall 2015 MAP test and measure growth on the Spring 2016 MAP test. Teachers will continue to use in-class/benchmark assessments as progress indicators. (2015-16 school year)</p> <p>Task 3:</p> <p>Charter School will monitor and evaluate reading intervention program goals and objectives; determine if goals and objectives are being met. Findings will be reflected in the SSC minutes. (2015-16 school year)</p>	<p>Teachers, leadership team</p> <p>Teachers, leadership team</p> <p>Leadership team, teachers</p>	

PERFORMANCE GOAL 1B: All students will reach high standards, at a minimum, attaining proficiency or better in mathematics.

LEA GOAL:

Charter School will set and strive to meet proficiency targets in math on the CAASPP assessment system.

Identified Need:

To increase the percentage of students who score proficient or above in math on the CAASPP assessment system

Expected Annual Measurable Outcomes:

- All student subgroups will meet or exceed proficiency targets in math on the CAASPP assessment system. (Specific targets will be set as data becomes available.)
- For all student subgroups, the percentage of students performing proficient on the math section of our internal, common-core aligned Measures of Academic Progress (MAP) assessment will increase by 5% from Fall 2015 to Spring 2016.

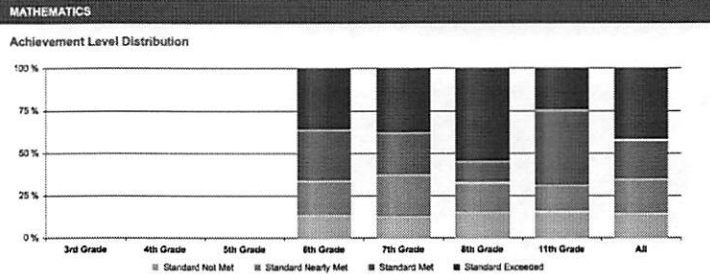
What data did you use to form this goal?

- SBAC math data from 2015
- Spring 2015 MAP test data
- Fall 2015 MAP test data
- Math benchmark assessments

What were the findings from the analysis of this data?

The MAP exams assess students in two areas- mathematics and reading. This computer adaptive exam has been reformatted to align with the Common Core standards so that schools are better able to gauge how students are expected to score on the Smarter Balanced exam.

The data from the Spring 2015 CAASPP assessment indicates that more than 62% of our students at every grade level tested met or exceeded the state achievement standards. These were results were far higher than those in the district in which we were located, the County, and the State.



<p>How will the school evaluate the progress of this goal?</p> <p>Weekly, monthly, quarterly, and annual program monitoring and evaluation</p>	<p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <p>See Form F: Budget Planning Tool</p>	
<p>STRATEGY: Charter School will provide CCSS aligned math instruction, support and intervention to all students, including ELs, and monitor student progress in math as measured by the MAP tests.</p>		
<p>Action Step 1:</p> <p>Teachers will provide CCSS aligned math instruction using SDAIE strategies. (2015-16 school year)</p> <p>Task 1:</p> <p>Teachers will develop CCSS aligned math lessons considering their EL students' needs. (2015-16 school year)</p> <p>Task 2:</p> <p>Teachers will provide CCSS aligned math instruction using SDAIE strategies. (2015-16 school year)</p> <p>Action Step 2:</p> <p>The teachers and leadership team will place students into appropriate intervention groups and teachers will provide targeted math support and interventions. (2015-16 school year)</p> <p>Task 1:</p> <p>Charter School will use the MAP test and teacher feedback to identify and place students in math intervention groups and classes. (by September 30, 2015)</p> <p>Task 2:</p> <p>Teachers will provide targeted CCSS aligned math intervention once a week after school to meet the students' needs. (2015-16 school year)</p> <p>Action Step 3:</p> <p>Charter School will select a research-based math intervention program that targets the individual math needs of struggling students and English Learners and includes ongoing assessments of student growth. (2015-16 school year)</p>	<p>Person(s) Responsible</p> <p>Teachers, leadership team</p> <p>Teachers, leadership team</p> <p>Teachers, leadership team</p> <p>Teachers, leadership team</p> <p>Teachers, leadership team</p> <p>Teachers, leadership team</p> <p>Teachers, leadership team</p>	<p>Cost and Funding Source (Itemize for Each Source)</p> <p>\$3,000 General fund for MAP test</p> <p>\$2,000 Title I for PD in math support and interventions</p>

<p>Task 1:</p> <p>Charter School will select math intervention materials and resources. (2015-16 school year)</p> <p>Task 2:</p> <p>Charter School will purchase supplementary instructional materials and benchmark assessments. (2015-16 school year)</p> <p>Task 3:</p> <p>Charter School will schedule and provide initial training for instructional staff and schedule follow up professional development activities. (2015-16 school year)</p>	<p>Teachers, leadership team</p> <p>Teachers, leadership team</p> <p>Teachers, leadership team</p>	
<p>Action Step 4:</p> <p>Teachers and the leadership team will monitor student progress in math as measured by in-class/benchmark assessments and MAP tests. (2015-16 school year)</p>	<p>Teachers, leadership team</p>	
<p>Task 1:</p> <p>Teachers will implement the MAP test in Fall 2015 and Spring 2016 to measure student growth in math. (August-September 2015; March-May 2016)</p>	<p>Teachers, leadership team</p>	
<p>Task 2:</p> <p>Teachers will analyze areas of growth for each student on the Fall 2015 MAP test and measure growth on the Spring 2016 MAP test. Teachers will continue to use in-class/benchmark assessments as progress indicators. (2015-16 school year)</p>	<p>Teachers, leadership team</p>	
<p>Task 3:</p> <p>Charter School will monitor and evaluate math intervention program goals and objectives; determine if goals and objectives are being met. Findings will be reflected in the SSC minutes. (2015-16 school year)</p>	<p>Teachers, leadership team</p>	

PERFORMANCE GOAL 2: All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

LEA GOAL:

Charter School will set and strive to meet proficiency targets for the ELL subgroup in English Language Arts/Literacy on the CAASPP assessment system and proficiency and growth targets on CELDT/ELPAC.

Identified Need:

To increase the percentage of ELs who score proficient or above in English Language Arts/Literacy and math on the CAASPP assessment system; to increase the percentage of ELLs who make annual progress in learning English

Expected Annual Measurable Outcomes:

- ELLs will meet or exceed proficiency targets in English Language Arts/Literacy and math on the CAASPP assessment system. (Specific targets will be set as data becomes available.)

What data did you use to form this goal?

- SBAC ELA/Literacy and math data from 2015
- Spring 2015 MAP test data
- Fall 2015 MAP test data
- CELDT results
- EL re-classification rates

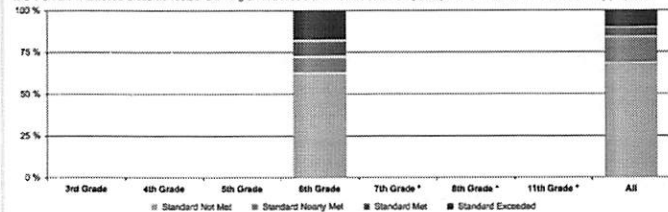
What were the findings from the analysis of this data?

Because of the significantly reduced enrollment numbers as a result of the school's last-minute site relocation, the school only had 5 students considered ELL at the beginning of the school year. Two of these students met the CELDT criteria for reclassification based on the fall CELDT testing.

In 2014-15, with 20 ELL students tested, we did not have enough ELL students in grades 7, 8, and 11, to display grade-level results. Clearly, though, only 15% of our ELL students met or exceeded CAASPP proficiency targets.

Achievement Level Distribution

The "Percent of Enrolled Students Tested" showing on this Web site is not the same as "participation rate" for federal accountability purposes



How will the school evaluate the progress of this goal?

Weekly, monthly, quarterly, and annual program monitoring and evaluation

Where can a budget plan of the proposed expenditures for this goal be found?

See Form F: Budget Planning Tool

STRATEGY: Charter School will provide CCSS aligned ELA and math instruction and ELD instruction, support and intervention to ELs, and monitor student progress in ELA/Literacy, math, and ELD as measured by the MAP tests and other assessments.

Action Step 1:

Charter School will identify and group ELs by proficiency level, provide ELD instruction aligned to the new standards, and monitor student progress in program implementation. (2015-16 school year)

Person(s) Responsible

Teachers, leadership team

Cost and Funding Source (Itemize for Each Source)

<p>Task 1:</p> <p>The principal will compile the list of ELL students and share information with the teachers. (initial list by September 24, 2015, with updates throughout the 2015-16 school year.)</p> <p>Task 2:</p> <p>ELD time will be built into in the master schedule. (2015-16 school year)</p> <p>Task 3:</p> <p>Charter School will purchase supplementary ELD materials and benchmark assessments. (2015-16 school year)</p> <p>Task 4:</p> <p>Charter School will schedule and provide initial training for instructional staff and schedule follow up professional development activities. (by October 1, 2015)</p>	<p>Principal</p> <p>Principal, teachers</p> <p>Teachers, leadership team</p> <p>Leadership team, teachers</p>	<p>\$668 Title III, Part A funds for books and software to support ELL students in reaching proficiency targets</p> <p>\$500 Title III, Part A funds for ELD teacher training sponsored by SCCOE</p>
<p>Action Step 2:</p> <p>The leadership team and teachers will place students into appropriate intervention groups and teachers will provide targeted ELD support and interventions. (2015-16 school year)</p>	<p>Leadership team, teachers</p>	<p>\$2,000 Title III, Part A funds for professional development and in-service training for teachers and administrators</p>
<p>Task 1:</p> <p>Teachers will identify targeted ELD areas and levels of support needed. (2015-16 school year)</p>	<p>Teachers, leadership team</p>	
<p>Task 2:</p> <p>Teachers will develop and implement targeted lessons to meet the students' needs. Students will also be provided after-school intervention at least once a week. (2015-16 school year)</p>	<p>Teachers, leadership team</p>	
<p>Action Step 3:</p> <p>Teachers and the leadership team will monitor student progress in ELD as measured by in-class/benchmark assessments. <i>(ELA/Literacy and math monitoring via MAP tests have been described in Performance Goal 1.)</i> (2015-16 school year)</p>	<p>Teachers, leadership team</p>	
<p>Task 1:</p> <p>All ELs will be assessed for ELD at the end of each ELD curricular unit. (2015-16 school year)</p>	<p>Teachers, leadership team</p>	

PERFORMANCE GOAL 3: All students will be taught by highly qualified teachers.

LEA GOAL:

For each year of the charter, all Charter School teachers will be appropriately assigned and fully credentialed as required by law and the charter.

Identified Need:

To ensure teachers are appropriately assigned and fully credentialed

Expected Annual Measurable Outcomes:

- 100% of Charter School’s teachers will be appropriately assigned and fully credentialed as required by law and the charter.
- 100% of Charter School’s teachers will participate in at least 18 hours of professional development per year. PD includes the areas of Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas and training in strategies to support ELs with common core ELA/ELD and math curricula.

What data did you use to form this goal?

- Initial and annual verification of teacher credentials
- Compliance documentation for Charter School Oversight Visit
- Teacher PD needs assessments
- Teacher PD attendance, including participation in BTSA and EL Authorization programs
- Teacher performance evaluations

What were the findings from the analysis of this data?

Professional Development sessions are targeted to support teachers in content areas so that they can align lessons with Common Core standards and support students in their areas of need.

Additionally, MSA-SC holds staff meetings weekly. In these meetings, teachers and administrators work together to disaggregate data, support one another in content areas, and discuss student achievement across content areas in each grade level.

While we have increased the use of technology at our school, particularly with a 1:1 ratio of computer to students, we would like to better our blended learning program and expand our PD’s to include support for technology in the classroom.

Where can a budget plan of the proposed expenditures for this goal be found?

See Form F: Budget Planning Tool

STRATEGY: Charter School will ensure that all teachers and administrators participate in PD in areas, including but not limited to, Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas and training in strategies to support ELs with common core ELA/ELD and math curricula, and immigrant education.

Action Step 1:

Charter School will conduct credential review and support teachers’ credentialing needs. (2015-16 school year)

Task 1:
Charter School will conduct credential review as part of teacher hiring process. (2015-16 school year)

Person(s) Responsible

Teachers, leadership team

Principal, MPS Home Office

Principal, MPS Home Off

Cost and Funding Source (Itemize for Each Source)

We use LCFF funds for BTSA, and the amounts are already included in the LCAP.

<p>Task 2: Charter School will identify teacher credentialing needs and support teachers' credentialing needs. (2015-16 school year)</p>	Principal	
<p>Task 3: Charter School will annually review master schedule/teacher assignments to ensure compliance. (2015-16 school year)</p>	Principal, leadership team	
<p>Action Step 2: Charter School will schedule PD in areas, including but not limited to, Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas and training in strategies to support ELs with common core ELA/ELD and math curricula.. (2015-16 school year)</p>	Principal, leadership team	<p>Cost and Funding Source for PD and training in ELA/Literacy, math, ELD, and immigrant education have already been listed under Goals 1A, 1B, 2A, and 2B, respectively.</p>
<p>Task 1: Charter School will schedule PD in abovementioned areas. (2015-16 school year)</p>	Principal, leadership team	
<p>Task 2: Charter School will monitor how effectively teachers implement strategies and skills they learned in the PD sessions in the classroom. Charter School leadership team will make daily classroom observations using the MPS teacher observation protocol. (2015-16 school year)</p>	Principal, leadership team	
<p>Action Step 3: Teachers will receive PD in areas of need identified through needs assessment. (2015-16 school year)</p>	Principal, leadership team	
<p>Task 1: Charter School will identify further PD needs besides the ones listed in Action Step 2. (2015-16 school year)</p>	Principal, leadership team	
<p>Task 2: Charter School will schedule PD in areas of need. (2015-16 school year)</p>	Principal, leadership team	
<p>Action Step 4: Charter School will evaluate its teachers for their performance. (2015-16 school year)</p>	Principal and Assistant Principal	
<p>Task 1: Charter School will use multiple measures to assess teacher performance including walkthroughs, informal and formal observations and formal evaluation. (2015-16 school year)</p>	Principal and Assistant Principal	
<p>Task 2: Charter School will identify those areas the teachers need improvement to become more</p>	Principal and Assistant Principal	

<p>effective and efficient at their jobs and communicate with teachers about performance, mutually establish goals and identify actions for progress, and evaluate results. (2015-16 school year)</p> <p>Task 3:</p> <p>Charter School may use evaluation results as basis and documentation for transfer, promotion, reassignment, or disciplinary action. (2015-16 school year)</p>	<p>Principal and Assistant Principal</p>	
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PERFORMANCE GOAL 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

LEA GOAL:

Charter School will support students physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning.

Identified Need:

To avoid chronic absenteeism, school dropout, student suspension and expulsion, and to increase student attendance, sense of safety and school connectedness

Expected Annual Measurable Outcomes:

- Charter School will maintain an ADA rate of at last 95%.
- Charter School will maintain a chronic absenteeism rate of no more than 1%.
- Charter School will maintain a dropout rate of no more than 1%.
- Charter School will maintain a student suspension rate of no more than 5%.
- Charter School will maintain a student expulsion rate of no more than 1%.
- Charter School will hold a minimum of 3 school-wide activities/events per year.

What data did you use to form this goal?

- ADA reports
- Daily attendance records
- Enrollment records
- CDE records/CALPADS reports
- Behavior incident reports via CoolSIS
- Survey reports
- Home visit calendar

What were the findings from the analysis of this data?

Our core values are to teach students to contribute to the global community as socially responsible citizens.

To promote this culture, our school follows a positive behavioral support model utilizing a point system tracked by our online CoolSIS program. When a student accumulates excessive negative points and/or discipline referrals, teachers and administrators work closely with the student and his/her parents to develop a plan for improved behavior.

Students are also given the opportunity to earn positive points as a recognition of positive contributions to the school community. Earning positive points also off-sets negative points earned for poor behavioral choices.

Students who earn positive points earn rewards and are publicly acknowledged in assemblies and award ceremonies.

The Assistant Principal and discipline committee employ alternatives to suspension in order to focus on lifelong character building with tasks including: community service, campus beautification, loss of privileges, parent shadow, mentorship, etc.

We also call on outside counseling support services as needed.

How will the school evaluate the progress of this goal?

Weekly, monthly, quarterly, and annual program monitoring and evaluation

Where can a budget plan of the proposed expenditures for this goal be found?

See Form F: Budget Planning Tool

STRATEGY: Charter School will implement policies that encourage parent involvement, positive student behavior and improvements and Charter School teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.

Action Step 1:	Person(s) Responsible	Cost and Funding Source (Itemize for Each Source)
<p>Charter School will implement Positive Behavioral Interventions and Supports (PBIS). (2015-16 school year)</p> <p>Task 1:</p> <p>Charter School will implement PBIS and alternatives to suspension. (2015-16 school year)</p> <p>Task 2:</p> <p>Charter School will implement a positive behavior reward system and use CoolSIS for monitoring. (2015-16 school year)</p>	<p>Teachers, leadership team</p> <p>Teachers, leadership team</p> <p>Teachers, leadership team</p>	<p>\$7,000 General fund for CoolSIS</p> <p>\$1,000 Title 1 funds for teacher stipends to provide after hours and weekend student behavior support</p> <p>\$1,000 Title 1 funds for Positive Behavior Support System</p> <p>\$4,000 Title 1 funds for professional development on creating positive student culture</p>
<p>Action Step 2:</p> <p>Charter School will hold a minimum of 3 school-wide activities/events per year, including Back to School Night, all-school science fair (2015-16 school year)</p> <p>Task 1:</p> <p>Charter School will communicate with the parents of academically under-performing students. (2015-16 school year)</p>	<p>Teachers, leadership team</p> <p>Teachers, leadership team</p>	<p>\$1,000 Title 1 funds for school-wide events</p>
<p>Action Step 3:</p> <p>Charter School teachers will offer after school enrichment and support classes to help build positive relationships with students and improve student achievement (2015-16 school year)</p> <p>Task 1:</p> <p>Teachers and administrators will develop a schedule for after school enrichment and support classes (2015-16 school year)</p>	<p>Teachers, leadership team</p> <p>Teachers, leadership team</p>	<p>\$13,500 Title 1 funds for portion of teacher salaries that go toward after school support and enrichment activities</p>
<p>Action Step 4:</p> <p>Charter School teachers and staff will visit students at their homes to discuss student progress and enhance student learning and involvement. (2015-16 school year)</p> <p>Task 1:</p> <p>Charter School teachers will schedule and make home-visits. (2015-16 school year)</p>	<p>Teachers, leadership team</p>	<p>\$2,000 Title 1 funds for home visits</p>

<p>Task 2:</p> <p>Charter School teachers will document the visits, evaluate them and share necessary information with the appropriate staff (grade level team, counselor, administrator, etc.) (2015-16 school year)</p>		
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PERFORMANCE GOAL 5: All students will graduate from high school.

LEA GOAL:

Charter School will maintain a high rate of high school graduation and students will be on track to be college/career ready.

Identified Need:

To avoid school dropout, and to increase high school graduation rate and percentage of students who are on track to be college/career ready

Expected Annual Measurable Outcomes:

- Charter School will maintain a dropout rate of no more than 8%.
- Charter School will maintain a four-year cohort graduation rate of at least 75%.
- At least 75% of graduating seniors will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements.

What data did you use to form this goal?

- Enrollment records
- Graduation records
- CDE records/CALPADS reports
- 4-year plans
- Class schedules and rosters
- College Board reports

What were the findings from the analysis of this data?

MSA-SC will have its first graduating class this year. It is a small class of 11 students, one of whom is currently credit deficient. Four of the students are new to MSA-SC this year.

While the school had been increasing its high school enrollment over the past three years, the last-minute site lease and the long distance from the previous location led many of our high school students to transfer out of MSA=SC.

For these reasons, we need to re-set our base level for measuring cohort dropout graduation rates.

Currently, 100% of our high school seniors have applied to 4-year colleges.

The year, the school initiated an Admissions Representative visit program that invited admissions representatives from colleges and universities to visit the school and present information to students.

How will the school evaluate the progress of this goal?

Weekly, monthly, quarterly, and annual program monitoring and evaluation

Where can a budget plan of the proposed expenditures for this goal be found?

See Form F: Budget Planning Tool

STRATEGY: Charter School will provide students with 4-year plans and support programs to ensure timely high school graduation and college/career readiness.

Action Step 1:

Charter School will offer 4-year academic plans, outlining the classes students can take during the four years of high school, and monitor these plans to ensure timely high school graduation and satisfaction of UC/CSU requirements. (2015-16 school year)

Person(s) Responsible

High School teachers, leadership team

Cost and Funding Source (Itemize for Each Source)

<p>Action Step 2:</p> <p>Charter School will offer credit recovery and provide support to ensure timely high school graduation. (2015-16 school year)</p>	<p>High School teachers, leadership team</p>	<p>Fuel Ed Curriculum offers both standard courses and options for credit recovery</p> <p>\$4,500 general fund for Fuel Ed Curriculum that offers both standard courses and options for credit recovery</p>
<p>Action Step 3:</p> <p>Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. (2015-16 school year)</p>	<p>High School teachers, leadership team</p>	<p>Fuel Ed Curriculum offers both standard courses and options for AP courses</p> <p>All 11th and 12th grade students are taking AP Environmental Science.</p>
<p>Action Step 4:</p> <p>Charter School will offer “Advisory” classes for college planning. (2015-16 school year)</p>	<p>High School teachers, leadership team</p>	<p>\$500 Title 1 funds for student books and materials for college planning</p>

Form B: Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in Form B must be aligned with the Consolidated Application.

School Goal #: 1A, 1B, 2A, 2B, 3

Actions to be Taken to Reach This Goal ¹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date ² Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
<p>Instructional Support MPS Home Office academic department will provide staff development opportunities and guidance in areas related to the School Action Plan. Staff development on research-based instructional strategies include, but are not limited to:</p> <ul style="list-style-type: none"> ▪ Instructional strategies in Common Core State Standards implementation ▪ Literacy development across the curriculum ▪ Instructional strategies in mathematics ▪ Language acquisition for English learners ▪ Content area strategies ▪ Development of advanced instructional programming ▪ Intensive intervention ▪ Integration of state instructional resources, including digital libraries ▪ STEM activities ▪ Blended learning 	<p>July 29, 2015 June 10, 2016</p>	<p>Charter School receives these services from the MPS Home Office and uses its LCFF funds as a source. State or federal program funds as outlined in the school's ConApp are not used to fund these services.</p>	<p>\$0</p>	<p>N/A</p>

School Goal #: 2A

Actions to be Taken to Reach This Goal	Start Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize)
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¹ See Appendix A: Chart of Legal Specifics for the Single Plan for Student Achievement for content required by each program or funding source supporting this goal.

² List the date an action will be taken, or will begin, and the date it will be completed.

Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Completion Date			for each source)
<p>Title III-LEP Support</p> <p>The EL program coordinator sponsored by the Title III consortium lead will create a protocol for teacher observation and feedback mechanism regarding the implementation of the ELD program. The protocol will include look-fors, the frequency of observations and feedback.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will monitor the school-level implementation of the observation protocol monthly/quarterly and evaluate the EL services at the school at least semesterly.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will monitor and evaluate EL programs and services.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will closely work with the school's teachers, and the leadership team and provide professional development.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will coordinate and plan for the implementation of the initial CELDT test, the annual assessment of ELs, and the process for the follow-up required for reclassification</p>	<p>July 13, 2015 July 31, 2015</p> <p>August 18, 2015 June 10, 2016</p> <p>August 18, 2015 June 10, 2016</p> <p>August 18, 2015 June 10, 2016</p>	<p>Services and operating expenses, professional salaries and benefits for the EL program coordinator</p> <p>Charter School is a member of the Magnolia Science Academy consortium for Title III LEP funds. Per the MOU with the consortium lead, Magnolia Science Academy-1 (MSA-1) will receive ELD services, including monitoring and evaluation of the EL programs and services and professional development. The EL program coordinator of MSA-1 sponsored by the lead will closely work with the consortium schools such as charter school.</p>	<p>No Cost to MSA-SC. Monies go to MSA-1 as consortium leader.</p>	<p>Title III-LEP</p>

School Goal #: 1A, 1B, 2A, 2B, 3, 4, 5

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
<p>Data Disaggregation</p> <p>MPS Home Office data management department will provide data disaggregation to the Charter School for data, including but not limited to:</p> <ul style="list-style-type: none"> ▪ SBAC ELA/Literacy and math data disaggregated by grade and subgroups ▪ MAP test ELA and math data disaggregated by grade and subgroups 	<p>July 29, 2015 June 10, 2016</p>	<p>Charter School receives these services from the MPS Home Office and uses its LCFF funds as a source. State or federal program funds as outlined in the school's ConApp are not used to fund these services.</p>	<p>\$0</p>	<p>N/A</p>

<ul style="list-style-type: none"> ▪ CELDT results disaggregated by grade, years in US, AMAO targets, etc. ▪ API/AYP data disaggregated by grade and subgroups ▪ Graduation data ▪ ADA reports ▪ Graduation data ▪ Any other data as needed 				
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School Goal #: 1A, 1B, 2A, 2B, 3, 4, 5

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
<p>Parent and Community Outreach</p> <p>MPS Home Office Outreach and Communications department will provide guidance, support, and training to parents, teachers, administrators, and support staff. The activities of the Outreach and Communications department include, but are not limited to:</p> <ul style="list-style-type: none"> ▪ Providing professional development opportunities in parent education programs ▪ Serving as a link to parent and community resources ▪ Developing and encouraging high-quality parent programs and parental involvement opportunities at school sites ▪ Coordinating parent education and community outreach meetings ▪ Providing parents and staff the tools to successfully participate in curricular and budgetary decision making ▪ Providing staff and family access to trainings in effective school, family, and community partnerships ▪ Providing critical parent information that is readily available and in accessible 	<p>July 29, 2015 June 10, 2016</p>	<p>Charter School receives these services from the MPS Home Office and uses its LCFF funds as a source. State or federal program funds as outlined in the school's ConApp are not used to fund these services.</p>	<p>\$0</p>	<p>N/A</p>

<p>formats and languages spoken by families at schools</p> <p>Monitoring the Implementation of the Plan</p> <p>MPS Home Office will provide coordination of overall state and federally funded programs, articulation between schools, district, county, and assistance in the following:</p> <ul style="list-style-type: none"> ▪ Developing and monitoring the school budget and preparing financial reports ▪ Monitoring the implementation of state and federally funded programs ▪ Training and guiding of School Site Councils (SSC) and school staffs in the development and writing of the school plan ▪ Coordinating staff development in areas of emphasis and serving as a resource in additional areas 				
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Note: Centralized services may include the following direct services:

- Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff
- District-wide staff providing specific services to schools, e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches
- After-School and Summer School programs funded by categorical programs
- Data analysis services, software, and training for assessment of student progress

Centralized services do not include administrative costs.

Form C: Programs Included in this Plan

Check the box for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, check the box indicating that the program’s funds are being consolidated as part of operating a schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the school’s allocation from the ConApp.

Note: For many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility) with information available at <http://www.cde.ca.gov/fg/ac/co/documents/sbx34budgetflex.doc>.

Of the four following options, please select the one that describes this school site:

- This site operates as a targeted assistance school (TAS), not as a schoolwide program (SWP).
- This site operates a SWP but does not consolidate its funds as part of operating a SWP.
- This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.
- This site operates a SWP and consolidates all applicable funds as part of operating a SWP.

State Programs	Allocation	Consolidated in the SWP
<input type="checkbox"/> California School Age Families Education (Carryover only) Purpose: Assist expectant and parenting students to succeed in school	\$	<input type="checkbox"/>
<input type="checkbox"/> Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only) Purpose: Help educationally disadvantaged students succeed in the regular program	\$	<input type="checkbox"/>
<input type="checkbox"/> Economic Impact Aid/Limited English Proficient (EIA-LEP) (Carryover only) Purpose: Develop fluency in English and academic proficiency of English learners	\$	<input type="checkbox"/>
<input type="checkbox"/> Peer Assistance and Review (Carryover only) Purpose: Assist teachers through coaching and mentoring	\$	<input type="checkbox"/>
<input type="checkbox"/> Professional Development Block Grant (Carryover only) Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$	<input type="checkbox"/>

<input type="checkbox"/>	Pupil Retention Block Grant (Carryover only) Purpose: Prevent students from dropping out of school	\$	<input type="checkbox"/>
<input type="checkbox"/>	Quality Education Investment Act (QEIA) Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$	<input type="checkbox"/>
<input type="checkbox"/>	School and Library Improvement Program Block Grant (Carryover only) Purpose: Improve library and other school programs	\$	<input type="checkbox"/>
<input type="checkbox"/>	School Safety and Violence Prevention Act (Carryover only) Purpose: Increase school safety	\$	<input type="checkbox"/>
<input type="checkbox"/>	Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	\$	<input type="checkbox"/>
<input type="checkbox"/>	List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], etc.)	\$	<input type="checkbox"/>
Total amount of state categorical funds allocated to this school		\$	
Federal Programs		Allocation	Consolidated in the SWP
<input checked="" type="checkbox"/>	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$ 25,574	<input checked="" type="checkbox"/>
<input type="checkbox"/>	Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$	<input type="checkbox"/>
<input type="checkbox"/>	For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$	<input type="checkbox"/>
<input type="checkbox"/>	Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals		<input type="checkbox"/>

<input type="checkbox"/>	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$3,168	Title III funds may not be consolidated as part of a SWP ³
<input type="checkbox"/>	Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	\$	<input type="checkbox"/>
<input type="checkbox"/>	For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	\$	<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe) Title III, Part A: Immigrant Education Program	\$	<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$	<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$	<input type="checkbox"/>
Total amount of federal categorical funds allocated to this school		\$	
Total amount of state and federal categorical funds allocated to this school		\$	

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

³ Title III funds are not a school level allocation even if allocated by the district to a school site. The LEA is responsible for fiscal reporting and monitoring and cannot delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used for the purposes of Title III and only for those students the LEA has identified for services. For more information please contact the Language Policy and Leadership Office at 916-319-0845.

Form D: School Site Council Membership

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.⁴ The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Michele Ryan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jackie Cohen	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sancho Poon	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pamela Stewart	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sapna Jain	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Aamir Malik	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Anne Rogers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Rayyan Khan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Veronica Ramirez	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members in each category	1	3	1	3	1

⁴ EC Section 52852

Form E: Recommendations and Assurances

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

- State Compensatory Education Advisory Committee _____ Signature
- English Learner Advisory Committee _____ Signature
- Special Education Advisory Committee _____ Signature
- Gifted and Talented Education Advisory Committee _____ Signature
- District/School Liaison Team for schools in Program Improvement _____ Signature
- Compensatory Education Advisory Committee _____ Signature
- Departmental Advisory Committee (secondary) _____ Signature
- Other committees established by the school or district (list) _____ Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on:1/27/2016.


Attested:

Michele Ryan
Typed name of School Principal


Signature of School Principal

1/27/16
Date

Anne Rogers
Typed name of SSC Chairperson


Signature of SSC Chairperson

1/27/16
Date

Form F: Budget Planning Tool

CDE provides a budget planning tool at the following link. It is optional for schools to use.

The SPSA Budget Planning Tool has been redesigned to be simpler to use while remaining flexible and informative. The tool has been designed to provide those involved in school planning with a way to compare the costs of their estimated goal expenditures to funding source fiscal year allocations. The aim in providing this tool is to assist school planners in making effective and informed decisions as to the use of their funds. Form F (XLS; Aug-2014) is available for download at <http://www.cde.ca.gov/nclb/sr/le/singleplan.asp>.

Budget Summary:

Fiscal Year Allocation for Funding Resources	Funding Sources	Total of Estimated Expenditures from Funding Source	Remaining Balance for Funding Source
\$25,574	Title I, Part A	\$25,574	\$0.00
	Title II		\$0.00
\$3,168	Title III, LEP	\$3,168	\$0.00
	Title III, Immigrant		\$0.00

Budget/Resource Code Descriptions	Budget/Resource Codes	Estimated Expenditures for All Goals by Code Type
Unrestricted	0000	
Unrestricted Locally Defined	0001-0999	
Certificated Personnel Salaries	1000-1999	\$16,500
Classified Personnel Salaries	2000-2999	
Employee Benefits	3000-3999	
Books and Supplies	4000-4999	\$1,168
Services and other Operating Expenditures	5000-5699	\$2,000
Transfers of Direct Costs	5700-5799	
Professional/Consulting Services and Operating Expenditures	5800	\$9,074
Communications	5900	
Capital Outlay	6000-6999	
Other Outgo	7000-7439	

Description of Expenditures:

PERFORMANCE GOAL 1A: All students will reach high standards, at a minimum, attaining proficiency or better in reading.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Action Step 3: PD in ELA support and interventions	Prof. Services and Operating Expenditures	5800	\$574.00	

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999		
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999		
Books and Supplies	4000-4999		
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800	\$574	
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

Description of Expenditures:

PERFORMANCE GOAL 1B: All students will reach high standards, at a minimum, attaining proficiency or better in mathematics.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Action Step 3: PD in math support and interventions	Prof. Services and Operating Expenditures	5800	\$2,000.00	

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999		
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999		
Books and Supplies	4000-4999		
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800	\$2,000	
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

Description of Expenditures:

PERFORMANCE GOAL 2: All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title III, Part A
Action Step 1: Books and software to support ELL students	Books and Supplies	4000-4999		\$668.00
Action Step 1: PD in ELD support and interventions	Prof. Services and Operating Expenditures	5800		\$2,500.00

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title III, Part A
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999		
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999		
Books and Supplies	4000-4999		\$668.00
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800		\$2,500.00
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

PERFORMANCE GOAL 3: All students will be taught by highly qualified teachers.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
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Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999		
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999		
Books and Supplies	4000-4999		
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800		
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

Description of Expenditures:

PERFORMANCE GOAL 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Action Step 1: Teacher stipends to provide after hours and weekend student behavior support	Certificated Personnel Salaries	1000-1999	\$1,000.00	
Action Step 1: PBIS System	Services and other Operating Expenditures	5000-5699	\$1,000.00	
Action Step 1: PD on creating positive student culture	Prof. Services and Operating Expenditures	5800	\$4,000.00	
Action Step 2: School-wide event expenses	Services and other Operating Expenditures	5000-5699	\$1,000.00	
Action Step 3: Portion of teacher salaries that go toward after-school support and enrichment activities	Certificated Personnel Salaries	1000-1999	\$13,500.00	
Action Step 4: Home-visit stipends	Certificated Personnel Salaries	1000-1999	\$2,000.00	

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999	\$16,500	
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999		
Books and Supplies	4000-4999		
Services and other Operating Expenditures	5000-5699	\$2,000	
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800	\$4,000.00	
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

PERFORMANCE GOAL 5: All students will graduate from high school.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Action Step 4: Student books and materials to support college planning	Books and Supplies	4000-4999	\$500.00	

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999		
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999		
Books and Supplies	4000-4999	\$500.00	
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800		
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

Form G: Single Plan for Student Achievement Annual Evaluation

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for Single Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

SAMPLE QUESTIONS FOR SPSA ANNUAL EVALUATION

Plan Priorities

- Identify the top priorities of the current SPSA. **(No more than 2–3.)**
- Identify the major expenditures supporting these priorities.

Strategies and Activities

- Identify those strategies or activities that were particularly effective in improving student achievement. What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?

- Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.
 - Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement?
 - Lack of timely implementation
 - Limited or ineffective professional development to support implementation
 - Lack of effective follow-up or coaching to support implementation
 - Not implemented with fidelity
 - Not appropriately matched to student needs/student population
 - Other _____
 -
 - Based on the analysis of this practice, would you recommend:
 - Eliminating it from next year's plan
 - Continuing it with the following modifications: _____

Involvement/Governance

- How was the SSC involved in development of the plan?
- How were advisory committees involved in providing advice to the SSC?
- How was the plan monitored during the school year?
- What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

Outcomes

- Identify any goals in the current SPSA that were met.
- Identify any goals in the current SPSA that were not met, or were only partially met.

- o List any strategies related to this goal that were identified above as “not fully implemented” or “ineffective” or “minimally” effective.

- Based on this information, what might be some recommendations for future steps to meet this goal?