



MAGNOLIA PUBLIC SCHOOLS

Board Of Directors

Board Agenda Item #	II A
Date:	March 10, 2016
To:	Magnolia Board of Directors
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	David Yilmaz, Director of Accountability
RE:	Approval of Single Plan for Student Achievement (SPSA) for MSA-4, MSA-6, MSA-San Diego

Proposed Board Recommendation

I move that the board approve the Single Plan for Student Achievement (SPSA) for MSA-4, MSA-6, MSA-San Diego

Background

This is an annual item that the Board needs to approve for each MPS. SPSA is a plan that outlines how the school will be using federal funds, including Title-I, Title-II, and Title-III. These are supplemental funds that need to be used within certain guidelines. MPS uses these funds to support instruction, including but not limited to, intervention programs during the day, after-school tutoring, English Learner extended support, professional development, supplemental education services (SES) for struggling students, etc.

The plan needs to be approved by each school's School Site Council (SSC) and ratified by our board annually.

Budget Implications

This plan outlines how federal funds are to be expensed by each school. It is mandatory to have this plan to ensure continuity of such funds.

Name of Staff Originator:

David Yilmaz, Director of Accountability

Attachments

Single Plan for Student Achievement (SPSA) for MSA-4, MSA-6, MSA-San Diego.



Single Plan for Student Achievement 2015-2016

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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.) <p>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>		
<p>What data did you use to form this goal?</p> <ul style="list-style-type: none"> SBAC ELA/Literacy data from 2015 Spring 2014-15 MAP test data Fall 2015 MAP test data 	<p>What were the findings from the analysis of this data?</p> <p>MSA-4 administers the MAP exams twice per year. MAP assesses students' progress toward set benchmarks and individual growth targets in math and reading. This computer adaptive test has been aligned with the common core standards so that schools are better able to gauge how students are expected to perform on the SBAC.</p> <p>See Appendix #1 for SBAC 2015 Results</p> <p><u>SBAC Results</u></p> <p><u>English Language Learners:</u></p> <p>12 Students</p> <p>Standard met/exceeded (ELA): 0%</p> <p><u>Economically Disadvantaged:</u></p> <p>85 Students</p> <p>Standard met/exceeded (ELA): 32%</p>	<p>How will the school evaluate the progress toward 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><u>Not Economically Disadvantaged</u></p> <p>27 students</p> <p>Standard met/exceeded (ELA): 48%</p> <p><u>Students with Disability</u></p> <p>14 students</p> <p>Standard met/exceeded (ELA): 14%</p> <p><u>Ethnicity for Economically Disadvantaged Hispanic:</u></p> <p>66 students</p> <p>Standard met/exceeded (ELA): 25%</p> <p>Standard met/exceeded (Math): 8%</p> <p><u>Ethnicity for Economically Disadvantaged Black or African American:</u></p> <p>8 students</p> <p>Standard met/exceeded (ELA): 50%</p> <p>Standard met/exceeded (Math): 0%</p> <p><u>Ethnicity for Not Economically Disadvantaged Hispanic</u></p> <p>18 students</p> <p>Standard met/exceeded (ELA): 47%</p> <p><u>Ethnicity for Not Economically Disadvantaged White</u></p> <p>6 students</p> <p>Standard met/exceeded (ELA): 84%</p> <p>MAP Reading:</p> <p><u>Black or African American</u></p> <p>10 HS students</p> <p>Standard met/exceeded (Reading): 60%</p> <p>5 MS students</p> <p>Standard met/exceeded (Reading): 20%</p> <p><u>Hispanic or Latino</u></p> <p>39 HS students</p>	
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	<p>Standard met/exceeded (Reading): 38.5%</p> <p>67 MS students</p> <p>Standard met/exceeded (Reading): 30%</p>	
<p>STRATEGY:</p> <p>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</p>	<p>Person(s) Responsible</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>\$6,500 Title I for supplementary instructional materials</p> <p>\$2,000 for reading intervention program (Accelerated Reader)</p> <p>\$8,829.00 for 2 ELA teachers for after-school ELA intervention for 10%</p>

<p>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. (2015-16 school year)</p> <p>Task 2: Charter School will schedule and provide initial training for instructional staff and schedule follow up professional development activities. (2015-16 school year)</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</p>	<p>Teachers, Dean of Academics, leadership team</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, leadership team</p>	<p>\$ 3,600.00 for Saturday School (General Funds)</p> <p>\$6,000 for supplemental materials: Rev k-12</p> <p>\$2,000 for PD in ELA support and interventions</p> <p>\$1000 for MAP testing – Fall 2015 and Spring 2016</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?

SBAC Results

English Language Learners:

12 Students
Standard met/exceeded (Math): 0%

Economically Disadvantaged:

85 Students
Standard met/exceeded (Math): 13%

Not Economically Disadvantaged

27 students
Standard met/exceeded (Math): 12%

Students with Disability

14 students
Standard met/exceeded (Math): 7%

Ethnicity for Economically

Disadvantaged Hispanic:
66 students
Standard met/exceeded (Math): 8%

Ethnicity for Economically

Disadvantaged Black or African American:
8 students
Standard met/exceeded (Math): 0%

Ethnicity for Not Economically

Disadvantaged Hispanic
18 students
Standard met/exceeded (Math): 19%

Ethnicity for Not Economically

Disadvantaged White
6 students

Standard met/exceeded (Math): 0%

MAP Math:

Black or African American

10 HS students

Standard met/exceeded :40%

5 MS students

Standard met/exceeded : 40%

Hispanic or Latino

40 HS students

Standard met/exceeded : 22.5%

68 MS students

Standard met/exceeded : 14.7%

<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>Task 3:</p> <p>Staff meetings and/or site learning days will be used to support teachers in implementation of CCSS math including an overview of the CCSS, aligning curriculum adoption to the CCSS, rewriting assessment questions and learning activities to better align with the CCSS. Staff time will be targeted for this purpose at least every quarter</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 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>Task 4:</p> <p>Charter school will initiate Saturday Academic Intervention program</p>	<p>Person(s) Responsible</p> <p>Teachers, leadership team</p> <p>Teachers, leadership team</p> <p>Math Teachers</p> <p>Dean, RTI coordinator, leadership team</p> <p>Teachers, Dean, RTI coordinator, leadership team</p> <p>Leadership Team</p> <p>Math teachers, Dean of Academics, leadership team</p>	<p>Cost and Funding Source (Itemize for Each Source)</p> <p>\$1,500 for TA to support students in the area of math</p> <p>\$ 12,000 Title I for SES for intervention</p> <p>\$8,075.00 for 2 math teachers for after-school math intervention for 10%</p> <p>\$3,600 for Saturday School (General Funds)</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. (2015-2016 school year)</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>Dean of Academics, Principal</p> <p>Dean of Academics, Principal</p> <p>Dean of Academics, RTI coordinator, leadership team</p>	<p>\$500 for supplemental math resources</p> <p>\$3,000 Title I for PD in math support and interventions</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; 3/1/16-3/11/16)</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; determine if goals and objectives are being met. (2015-16 school year)</p>	<p>Teachers, Dean of Academics, RTI coordinator, leadership team</p> <p>Teachers, Math Dept. Chair, Dean of Academics, leadership team</p> <p>Teachers, Math Dept. Chair, Dean of Academics, leadership team</p>	<p>\$1,000 for MAP testing</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.

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 2014-15 MAP test data
- Fall 2015-16 MAP test data
- CELDT results
- EL re-classification rates

What were the findings from the analysis of this data?

Based upon collective data, 13 of our current EL student placed in the Early Advanced to Advanced ranks. These EL students have been reclassified during the second semester based upon fall MAP scores.

The remaining EL students have access to structured EL instruction and receive support by way of SDAIE strategies in all curricular area.

English Language Learners:

12 Students

Standard met/exceeded (Math): 0%

English Language Learners:

12 Students

Standard met/exceeded (ELA): 0%

CELDT Data

Advanced – 1

Early Advanced – 12

Intermediate – 2

Early Intermediate – 1

Beginner – 1

EL Re- Classification Rate: 71%

<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 be given to all teachers. (by August 28, 2015)</p> <p>Task 2:</p> <p>ELD class(es) 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. (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 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. (2015-2016 school year)</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>Person(s) Responsible</p> <p>Teachers, leadership team</p> <p>Office, EL coordinator, leadership team</p> <p>Dean of Academics, Principal, teachers</p> <p>Dean of Academics, Principal</p> <p>Dean of Academics, leadership team</p> <p>ELA/ELD teachers, Dean of Academics</p> <p>ELA/ELD teachers, Dean of Academics,</p>	<p>Cost and Funding Source (Itemize for Each Source)</p> <p>\$6,500 Supplementary Materials (not a separate expense; already accounted for in Goal 1A)</p> <p>\$900.00 for EL PD</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 once per semester. (2015-16 school year)</p>	<p>Teachers, EL coordinator, Dean of Academics, 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> <p>\$150 – Title I Spanish/English Dictionaries</p> <p>\$285 – Title I BrainPOP ESL</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 no students who meet this criterion.</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>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 semesterly. (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>Person(s) Responsible</p> <p>Office, leadership team</p> <p>MPS Home Office</p> <p>Leadership team</p>	<p>Cost and Funding Source (Itemize for Each Source)</p> <p>\$151.00 - Title III-Immigrant for immigrant student counseling (Estimated 3 hours per year at \$50 per hour)</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>		
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<p>PERFORMANCE GOAL 3: All students will be taught by highly qualified teachers.</p> <p>LEA GOAL:</p> <p>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:</p> <p>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?</p> <p>MSA 4 Venice employees meet the requirements of HQT as per our charter and the expectations set forth by our authorizer, LAUSD.</p> <p>PD can be included here: PLC, Bloom’s Taxonomy, Differentiated Instruction, Rigor, different learning styles, students with special learning needs, understanding data and assessments and Blended Learning.</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 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>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, Principal, leadership team</p>	<p>Cost and Funding Source (Itemize for Each Source)</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>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>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>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. (2015-16 school year)</p> <p>Task 2:</p> <p>Charter School will schedule PD in areas of need. (2015-16 school year)</p>	<p>Dean of Academics, EL coordinator, Principal, leadership team</p> <p>AP Coordinator/Dean of Academics/Leadership Team</p>	<p>\$901.00 for PBL (Project Based Learning) PD</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</p>	<p>Dean of Academics/Principal</p>	

basis and documentation for transfer, promotion, reassignment, or disciplinary action. (2015-16 school year)		
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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 	<p>What were the findings from the analysis of this data?</p> <p>MSA-4 is dedicated to providing a college preparatory educational program emphasizing STEM in a safe environment that cultivates respect for self and others while preparing students to be scientific thinkers who contribute to the global community as socially responsible and educated members of society. Our core values Scholarship, Critical Thinking, Effective Communication, and Responsibility, and these core values are taught in our Life Skills course. The Dean and Reflection Committee utilizes alternatives to suspension in order to focus on teachable moments with alternative behaviors and lifelong character building. Some effective practices include: community service, academic and behavior support tracking forms, behavior contracts, parent conferences, parent shadow, character education, counseling, and more. Student safety and a positive school climate is our priority. Upon examining the data linked to Performance Goal 4, we have found that our areas of need include: habitual tardiness, behavior counseling and support, and positive school climate support. Our goal at MSA-4 is to implement a robust PBIS system. Some changes we made from last year to improve PBIS include monthly academic and behavior recognitions and awards during our assemblies; extended after-school program for both MS and HS with enrichment; tutoring offered 4 days a week for every core subject; student incentives based upon their CoolSIS positive points; assemblies; home visits to provide individualized support to students and families. Some action items we have planned to continue to increase PBIS and improve overall school climate are to: partner with Imagine Etiquette and Image Consulting to offer Respect/Etiquette classes during the school day; EDGE Coaching; monthly competitions tied to positive school climate and character education; partnerships with local businesses to offer prizes for recognition.</p>
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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 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 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 in order to increase participation food will be served if needed (2015-16 school year)</p>	<p>Person(s) Responsible</p> <p>Teachers, leadership team</p> <p>Teachers, Dean, leadership team</p> <p>Teachers, leadership team</p> <p>Teachers, Dean, leadership team</p>	<p>Cost and Funding Source (Itemize for Each Source)</p> <p>\$ 500 Title 1 Parent Workshops and Conference including logistics</p> <p>\$ 200 Title 1 Parent Events</p>

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?

MSA 4 Venice will maintain a dropout rate of no more than 1%. We will develop support plans and maintain open dialogue with families as a means by which to sustain our students.

At least 90% of our graduating seniors will have completed the coursework necessary to gain admissions to UC/CSU and/or be prepared for career technical education program requirements.

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 test 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

Cost and Funding Source (Itemize for Each Source)

MSA 4 offers its students credit recovery courses and other test prep opportunities (APEX and Rev K-12) as offered by YPI.

<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>Action Step 5: By June 2016, 80% of our graduating class will have successfully completed the UC/CSU "a-g" graduation requirements.</p> <p>Action Step 6: PSAT/SAT/ACT Participation Rate: By November 2015, 95% of our sophomores and 65% of our freshman and juniors will take the PSAT.</p> <p>Action Step 7: SAT Participation Rate: By January 2016, 90% of seniors will have attempted at least one SAT or ACT.</p> <p>Action Step 8: 80% of graduating class will apply to a 4-year college by April, 2016</p> <p>Action Step 9: Students in grades 10-12 will visit at least 1 college by June 2016</p>	<p>Principal, Dean, leadership team</p> <p>Principal, Dean, leadership team</p>	<p>Summer School is also offered as a means by which students can recover credits.</p> <p>\$2,759.00 – AP Exam fees</p> <p>\$1,500 – Cost of transporting students to colleges</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</p> <p>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</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 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
Lisa Ross	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Erik Anderson	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scott Smith	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dawn Farrington	<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"/>	<input type="checkbox"/>
Crystal Pena	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Deidre Roy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Lorena Romero	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sofie Aquino	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Royal Gordon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Kiara Tate	<input type="checkbox"/>	<input type="checkbox"/>	<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"/>
Numbers of members in each category	1	3	1	3	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:01/22/16.

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
\$58,584.00	Title I, Part A	\$58,584.00	\$0.00
\$901.00	Title II	\$901.00	\$0.00
	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.	
\$151.00	Title III, Immigrant	\$151.00	\$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	\$16,907.00
Classified Personnel Salaries	2000-2999	\$1,500.00
Employee Benefits	3000-3999	
Books and Supplies	4000-4999	\$16,435.00
Services and other Operating Expenditures	5000-5699	\$3,858.00
Transfers of Direct Costs	5700-5799	
Professional/Consulting Services and Operating Expenditures	5800	\$20,452.00
Communications	5900	\$200.00
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: 2 ELA teachers for 10% 1 Title-I intervention teacher for	Certificated Personnel Salaries	1000-1999	\$8,832.00	
Action Step 2: MAP test	Books and Supplies	4000-4999	\$1,000.00	
Action Step 3: Accelerated Reader	Books and Supplies	4000-4999	\$2,000.00	
Action Step 3: Supplementary instructional materials	Books and Supplies	4000-4999	\$6,500.00	
Action Step 3: Rev K-12	Books and Supplies	4000-4999	\$6,000.00	
Action Step 3: PD in ELA 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	\$8,832.00	
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999		
Books and Supplies	4000-4999	\$15,500.00	
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800	\$2,000.00	
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 2: 2 math teachers for 10% 1 Title-I intervention teacher for 50%	Certificated Personnel Salaries	1000-1999	\$8,075.00	
Action Step 2: MAP test	Books and Supplies	4000-4999	\$1,000.00	
Action Step 2: SES for math intervention	Prof. Services and Operating Expenditures	5800	\$12,000.00	
Action Step 2: TA for math support	Classified Personnel Salaries	2000-2999	\$1,500.00	
Action Step 3: Math manipulatives	Books and Supplies	4000-4999	\$500.00	
Action Step 3: PD in math support and interventions	Prof. Services and Operating Expenditures	5800	\$3,000.00	

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	\$8,075.00	
Classified Personnel Salaries	2000-2999	\$1,500.00	
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	\$15,000.00	
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: BrainPOP ESL	Books and Supplies	4000-4999	\$285.00	
Action Step 1: Oxford dictionaries for EL classes	Books and Supplies	4000-4999	\$150.00	
Action Step 1: PD in ELD support and interventions	Prof. Services and Operating Expenditures	5800	\$900.00	

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	\$435.00	
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800	\$900.00	
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		\$151.00

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		\$151.00
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		\$901.00

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		\$901.00
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	\$200.00	
Action Step 3: Parent workshop presenter compensation	Prof. Services and Operating Expenditures	5800	\$500.00	
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	\$1,500.00	
Communications	5900	\$200.00	
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 3: AP Exam Fees	Services and other Operating Expenditures	5000-5699	\$2,759.00	
Action Step 9: Transportation for college visits	Services and other Operating Expenditures	5000-5699	\$1,358.00	

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	\$4,000.00	
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?

Appendix 1- Smarter Balanced Summative Assessment- Sub- Group Summary

			Number Enrolled	Number Tested	Number with Scores	Mean Scale Score	Achievement Levels			
							Level 1 Standard Not Met	Level 2 Standard Nearlv Met	Level 3 Standard Met	Level 4 Standard Exceeded
							Percent	Percent	Percent	Percent
All Students	All Students	ELA	116	112	112	*	30%	34%	32%	4%
		Math	116	111	111	*	53%	34%	7%	5%
Gender	Males	ELA	70	70	70	*	29%	40%	29%	3%
		Math	70	70	70	*	51%	39%	3%	7%
	Females	ELA	42	42	42	*	33%	24%	38%	5%
		Math	41	41	41	*	56%	27%	15%	2%
Ethnicity	Black or African American	ELA	11	11	11	*	27%	36%	36%	0%
		Math	11	11	11	*	73%	27%	0%	0%
	American Indian or Alaska Native	ELA								
		Math								
	Asian	ELA	1	1	1	*	0%	0%	100%	0%
		Math	1	1	1	*	0%	0%	0%	100%
	Filipino	ELA	2	2	2	*	0%	0%	100%	0%
		Math	2	2	2	*	0%	0%	50%	50%
	Hispanic or Latino	ELA	83	83	83	*	33%	39%	28%	1%
		Math	82	82	82	*	54%	37%	6%	4%
	Native Hawaiian or Pacific Islander	ELA	1	1	1	*	100%	0%	0%	0%
		Math	1	1	1	*	100%	0%	0%	0%
	White	ELA	9	9	9	*	11%	11%	56%	22%
		Math	9	9	9	*	33%	44%	22%	0%
	Ethnicity -- Two or More Races	ELA	1	1	1	*	0%	0%	0%	100%
		Math	1	1	1	*	0%	0%	0%	100%
Disability Status	Students with No Reported Disability	ELA	98	98	98	*	27%	35%	35%	4%
		Math	97	97	97	*	52%	35%	8%	5%

			Number Enrolled	Number Tested	Number with Scores	Mean Scale Score	Achievement Levels			
							Level 1 Standard Not Met	Level 2 Standard Nearlv Met	Level 3 Standard Met	Level 4 Standard Exceeded
							Percent	Percent	Percent	Percent
Disability Status	Students with Disability	ELA	14	14	14	*	57%	29%	14%	0%
		Math	14	14	14	*	64%	29%	0%	7%
Economic Status	Economically Disadvantaged	ELA	85	85	85	*	35%	33%	28%	4%
		Math	85	85	85	*	53%	34%	7%	6%
	Not Economically Disadvantaged	ELA	27	27	27	*	15%	37%	44%	4%
		Math	26	26	26	*	54%	35%	8%	4%
English-Language Fluency	Fluent-English Proficient and English Only	ELA	99	99	99	*	24%	35%	36%	4%
		Math	98	98	98	*	49%	37%	8%	6%
	Initially-Fluent English Proficient (I-FEP)	ELA	16	16	16	*	13%	13%	75%	0%
		Math	15	15	15	*	33%	40%	7%	20%
	Reclassified-Fluent English Proficient (R-FEP)	ELA	44	44	44	*	32%	45%	20%	2%
		Math	44	44	44	*	48%	45%	7%	0%
	English Learners Enrolled in School in the U.S. Less Than 12 Months	ELA								
		Math								
	English Learners Enrolled in School in the U.S. 12 Months or More	ELA	12	12	12	*	75%	25%	0%	0%
		Math	12	12	12	*	83%	17%	0%	0%
	English Learner	ELA	12	12	12	*	75%	25%	0%	0%
		Math	12	12	12	*	83%	17%	0%	0%
English Only	ELA	39	39	39	*	21%	33%	38%	8%	
	Math	39	39	39	*	56%	26%	10%	8%	
Ethnicity for Economically Disadvantaged	Black or African American	ELA	8	8	8	*	25%	25%	50%	0%
		Math	8	8	8	*	63%	38%	0%	0%
	American Indian or Alaska Native	ELA								
		Math								

Appendix 1- Continued

			Number Enrolled	Number Tested	Number with Scores	Mean Scale Score	Achievement Levels			
							Level 1 Standard Not Met	Level 2 Standard Nearly Met	Level 3 Standard Met	Level 4 Standard Exceeded
							Percent	Percent	Percent	Percent
Ethnicity for Economically Disadvantaged	Asian	ELA	1	1	*	0%	0%	100%	0%	
		Math	1	1	*	0%	0%	0%	100%	
	Filipino	ELA	2	2	*	0%	0%	100%	0%	
		Math	2	2	*	0%	0%	50%	50%	
	Hispanic or Latino	ELA	66	66	*	38%	38%	23%	2%	
		Math	66	66	*	55%	38%	5%	3%	
	Native Hawaiian or Pacific Islander	ELA								
		Math								
	White	ELA	3	3	*	33%	0%	33%	33%	
		Math	3	3	*	33%	0%	67%	0%	
	Ethnicity -- Two or More Races	ELA	1	1	*	0%	0%	0%	100%	
		Math	1	1	*	0%	0%	0%	100%	
Ethnicity for Not Economically Disadvantaged	Black or African American	ELA	3	3	*	33%	67%	0%	0%	
		Math	3	3	*	100%	0%	0%	0%	
	American Indian or Alaska Native	ELA								
		Math								
	Asian	ELA								
		Math								
	Filipino	ELA								
		Math								
	Hispanic or Latino	ELA	17	17	*	12%	41%	47%	0%	
		Math	16	16	*	50%	31%	13%	6%	
	Native Hawaiian or Pacific Islander	ELA	1	1	*	100%	0%	0%	0%	
		Math	1	1	*	100%	0%	0%	0%	

			Number Enrolled	Number Tested	Number with Scores	Mean Scale Score	Achievement Levels			
							Level 1 Standard Not Met	Level 2 Standard Nearly Met	Level 3 Standard Met	Level 4 Standard Exceeded
							Percent	Percent	Percent	Percent
Ethnicity for Not Economically Disadvantaged	White	ELA	6	6	*	0%	17%	67%	17%	
		Math	6	6	*	33%	67%	0%	0%	
	Ethnicity -- Two or More Races	ELA								
		Math								
Migrant	Migrant Education	ELA								
		Math								
Parent Education	Not a High School Graduate	ELA	35	35	*	40%	31%	29%	0%	
		Math	35	35	*	60%	31%	6%	3%	
	High School Graduate	ELA	26	26	*	38%	27%	35%	0%	
		Math	25	25	*	52%	48%	0%	0%	
	Some College (Includes AA Degree)	ELA	22	22	*	23%	36%	27%	14%	
		Math	22	22	*	36%	36%	14%	14%	
	College Graduate	ELA	10	10	*	0%	30%	70%	0%	
		Math	10	10	*	50%	30%	10%	10%	
	Graduate School/Post Graduate	ELA	7	7	*	29%	43%	14%	14%	
		Math	7	7	*	71%	0%	14%	14%	
	Parent Education -- Declined to State	ELA	12	12	*	25%	50%	25%	0%	
		Math	12	12	*	58%	33%	8%	0%	

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:01/22/16.


Attested:

Lisa Ross
Typed name of School Principal


Signature of School Principal

3/3/16
Date

Lorena Romero
Typed name of SSC Chairperson


Signature of SSC Chairperson

3/2/2016
Date

Single Plan for Student Achievement



A Resource for the School Site Council

The Single Plan for Student Achievement

School: Magnolia Science Academy-6

District: Los Angeles Unified School District

County-District School (CDS) Code: 19 64733 0117648

Principal: John Terzi

Date of this revision: 3/1/2016

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: John Terzi

Position: Principal

Telephone Number: (310) 842-8555

Address: 3754 Dunn Drive, Los Angeles, CA 90034

E-mail Address: jterzi@magnoliapublicschools.org

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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 2014		
Far Below Basic	20	13%
Below Basic	22	14%
Basic	41	26%
Proficient	47	30%
Advanced	28	18%
Spring 2015		
Far Below Basic	10	6%
Below Basic	23	14%
Basic	51	32%
Proficient	44	27%
Advanced	33	20%

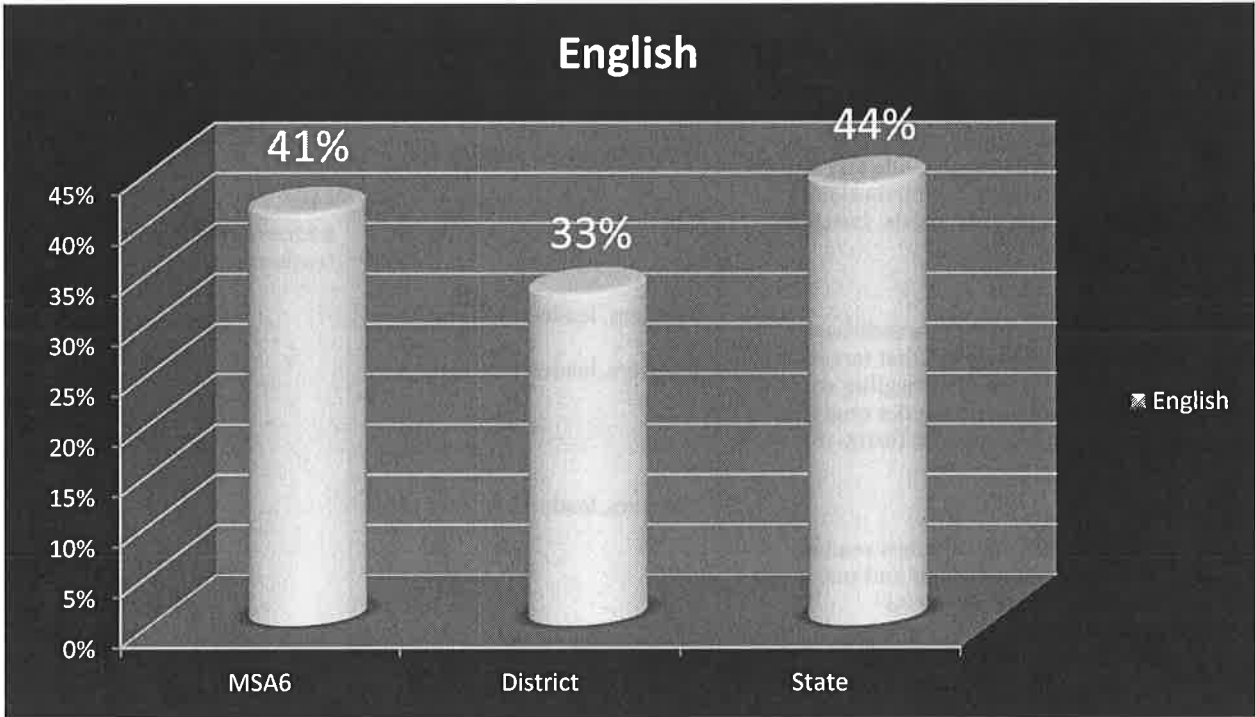
The data establishes that students have shown some growth in Reading at all grade levels.

The SBAC ELA data indicates that the proficiency of students across in all grade levels is above LAUSD but below the state average.

<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: Teachers will provide CCSS aligned ELA instruction using SDAIE strategies. (2015-16 school year) Task 1: Teachers will develop CCSS aligned ELA lessons considering their EL students' needs. (2015-16 school year) 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) 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) Task 2: 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) Task 1: Charter School will select reading intervention materials and resources. (by September 30, 2015) Task 2: Charter School will purchase supplementary instructional materials and benchmark assessments. (by October 14, 2015) 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>Person(s) Responsible Teachers, leadership team</p> <p>Teachers, leadership team</p> <p>Teachers, leadership team</p> <p>Teachers, leadership team</p> <p>Team, leadership team</p> <p>Teachers, leadership team</p> <p>Teachers, leadership team</p> <p>Teachers, leadership team</p> <p>Teachers, leadership team</p> <p>Team, leadership team</p>	<p>Cost and Funding Source (Itemize for Each Source)</p> <p>\$1,250 Title I fund for MAP test (Eng)</p> <p>\$9,000 Title I For SES to support students in ELA</p> <p>\$2200 Title I PD for ELA teachers</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: 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>		
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2015 SBAC English Results



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 some growth in Mathematics at all grade levels. Several students have been able to increase their proficiency levels.

MATHEMATICS		
Fall 2014		
Far Below Basic	12	7%
Below Basic	49	30%
Basic	58	36%
Proficient	35	21%
Advanced	9	6%
Spring 2015		
Far Below Basic	9	6%
Below Basic	43	27%
Basic	67	42%
Proficient	32	20%
Advanced	10	6%

The SBAC ELA data indicates that the proficiency of students across in all grade levels is above LAUSD but below the state average.

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 math instruction, support and intervention to all students, including ELs, and monitor student progress in math as measured by the MAP tests.

Action Step 1:

Teachers will provide CCSS aligned math instruction using SDAIE strategies. (2015-16 school year)

Task 1:

Teachers will develop CCSS aligned math lessons considering their EL students' needs. (2015-16 school year)

Task 2:

Teachers will provide CCSS aligned math instruction using SDAIE

Person(s) Responsible

Teachers, leadership team

Team, leadership team

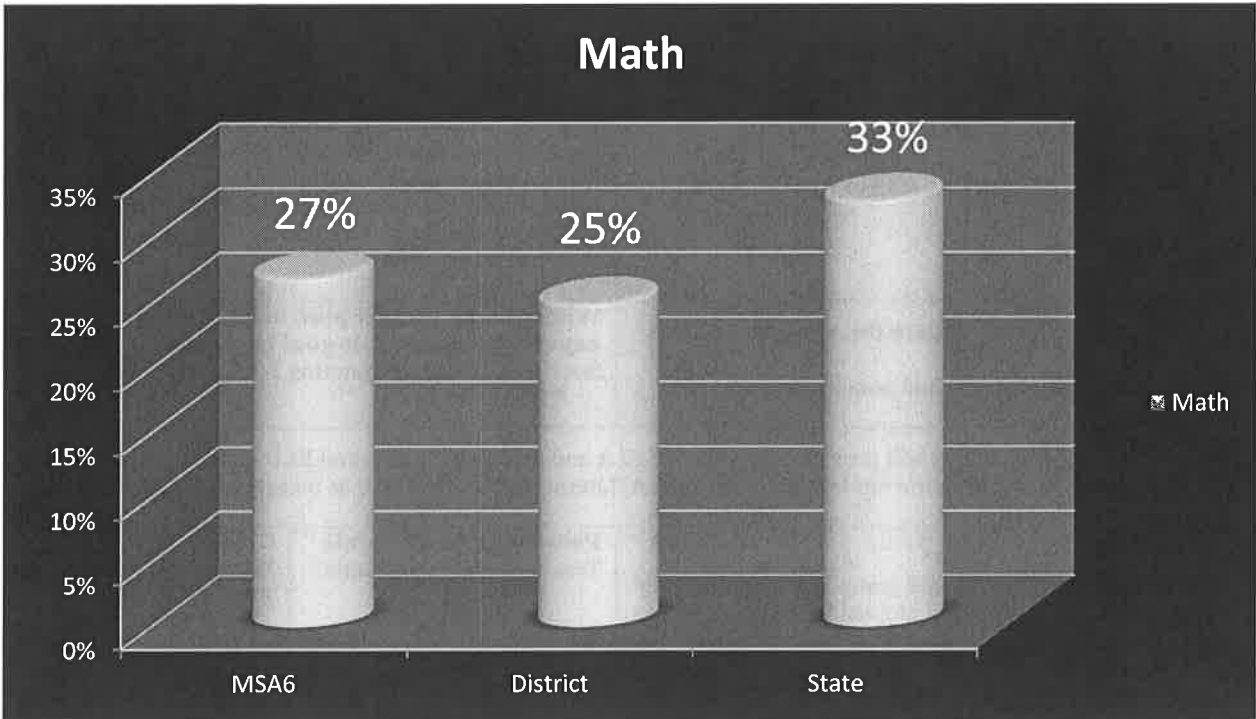
Cost and Funding Source (Itemize for Each Source)

\$1,250 Title I fund for MAP test (Math)

<p>strategies. (2015-16)</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> <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> <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> <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> <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> <p>Task 1: Charter School will select math 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>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> <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> <p>Task 2: Teachers will analyze areas of growth for each student on the Fall 2015 MAP test and measure growth</p>	<p>Teachers, leadership team</p> <p>Teachers, leadership team</p>	<p>\$9,000 Title I For SES to support students in Math</p> <p>\$2,400 Title I for PD for Math teachers</p>
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<p>on the Spring 2016 MAP test.</p> <p>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 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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2015 SBAC Math Results



<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: 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: 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 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 style="text-align: center;">English Language Learners</p> <p>In reviewing the scores of our English Language Learners, we see that Proficient scores increased in and most of the students were able to raise their levels from Below Basic to Proficient. We currently have a 72% reclassification rate. This is the highest reclassification rate in our history and it is higher than LAUSD and State.</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 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: 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>Person(s) Responsible</p> <p>Teachers, leadership team</p> <p>Office, 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>\$200 for novels for EL classes</p> <p>\$285 for BrainPOP ESL</p> <p>ELA/ELD Development Framework Common Core ELA/Literacy standards and ELs SDAIE strategies Cooperative Learning and Student Engagement strategies training focused on ELs Long Term English Learners training Rigor by Design: Leading the Learning of English Learners and Immigrant Students</p>

<p>Action Step 2: 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>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 5: The school leadership will implement the observation protocol monthly. (2015-16 school year)</p>	<p>Teachers, leadership team</p> <p>Teachers, leadership team</p> <p>Teachers, leadership team</p> <p>Leadership Team</p>	<p>Charter School is part of the Title III Consortium under the leadership of Magnolia #1 which serves as the lead of the Magnolia Science Academy consortium for Title III LEP funds. Charter School will follow the guidelines of this program.</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?</p> <p>We currently have 9 immigrant students of Hispanic origin. One student is in the beginning stages of English Language development. In order to support their English skills we have purchased Rosetta Stone to better support them and give them the assistance of a peer translator, materials in their home language, an ELD class, and an English/Spanish dictionary.</p> <p>We also provide CoolSIS training to our parents so that parents can support their children academically, and we have a very active PTF which supports parental involvement in the school.</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>

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. 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.

Additionally, MSA-6 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. 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 have a 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)

Task 2:

Charter School will identify teacher credentialing needs and support teachers' credentialing needs. (2015-16 school year)

Task 3:

Charter School will annually review master schedule/teacher assignments to ensure compliance. (2015-16 school year)

Person(s) Responsible

Teachers, leadership team

Principal, MPS Home Office

Principal, MPS Home Office

Principal

Dean of Academics, ,
Principal, leadership team

Dean of Academics, ,
Principal, leadership team

Cost and Funding Source (Itemize for Each Source)

We use LCFF funds for BTSA and EL Authorization expenses and the amounts are already included in our LCAP.

<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 above mentioned 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>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>Dean of Academics, , Principal, leadership team</p> <p>Dean of Academics, Principal, leadership team</p> <p>Dean of Academics, , Principal, leadership team</p> <p>Dean of Academics, , Principal, 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>\$1,000 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>
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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%.
- 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 award ceremonies.

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.

Additionally, we obtain parent support and buy-in through regular home visits. It is our goal to visit each home at least once. By making these types of connections, students understand what an integral role their parents combined with the school, play in their education.

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:

Charter School will implement Positive Behavioral Interventions and Supports (PBIS). (2015-16 school year)

Person(s) Responsible

Teachers, leadership team

Cost and Funding Source (Itemize for Each Source)

<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 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: 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: 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: 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, and college application, using SIS to check student progress, study habits, and family literacy. (2015-16 school year)</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>Task 1: Charter School teachers will schedule and make home-visits. (2015-16 school year)</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, Dean of Students, leadership team</p> <p>Teachers, Dean of Students, leadership team</p> <p>Teachers , leadership team</p> <p>Teachers , leadership team</p> <p>Teachers, Dean of Academics, leadership team</p> <p>Dean of Academics, leadership team</p> <p>Teachers , leadership team</p> <p>Teachers , leadership team</p> <p>Teachers , leadership team</p>	<p>\$500 Title I for parent workshops (mailing expenses: \$100, presenter compensation: \$400)</p> <p>\$2000 Title I for home-visit stipends</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 LCFE 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 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>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>July 13, 2015 July 31, 2015</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</p>	<p>No Cost to MSA-6. Monies go to MSA-1 as consortium leader.</p>	<p>Title III-LEP</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.

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.	August 18, 2015 June 10, 2016	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.		
The EL program coordinator sponsored by the Title III consortium lead will monitor and evaluate EL programs and services.	August 18, 2015 June 10, 2016			
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.	August 18, 2015 June 10, 2016			
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				

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)
Data Disaggregation MPS Home Office data management department will provide data disaggregation to the Charter School for data, including but not limited to: <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 	July 29, 2015 June 10, 2016	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.	\$0	N/A

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)
Parent and Community Outreach MPS Home Office Outreach and	July 29, 2015 June 10, 2016	Charter School receives these services from the MPS Home Office and	\$0	N/A

<p>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 writing of the school plan ▪ Coordinating staff development in areas of emphasis and serving as a resource in additional areas 		<p>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>		
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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)	\$46,306.00	<input checked="" type="checkbox"/>
<input checked="" 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).	\$2,000.00	<input checked="" type="checkbox"/>
<input checked="" 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)	\$4,630.60	<input checked="" 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	\$692	<input checked="" 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	\$	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	\$613.00	<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
John G. Terzi <i>J. Terzi</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mareva Coustaut <i>Mareva Coustaut</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
James Choe <i>J. Choe</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maria Huezo <i>Maria Huezo</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lisa Smith-Young <i>Lisa Smith-Young</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Yasmini Iglesias <i>Yasmini Iglesias</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Lorena Dimas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Matthew Lopez <i>Matthew Lopez</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Kian Reagan <i>Kian Reagan</i>	<input type="checkbox"/>	<input type="checkbox"/>	<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"/>
Numbers of members in each category	1	1	2	3	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: 3/3/2016.

Attested:

John G. Terzi
Typed name of School Principal

[Signature]
Signature of School Principal

3/3/16
Date

[Signature]
Typed name of SSC Chairperson

Lisa Smith-Young
Signature of SSC Chairperson

3/3/16
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
\$46,306.00	Title I, Part A	\$46,306.00	\$0.00
\$692.00	Title II	\$692.00	\$0.00
\$0.00	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.	
\$613.00	Title III, Immigrant	\$613.00	\$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	\$17,000.00
Classified Personnel Salaries	2000-2999	
Employee Benefits	3000-3999	
Books and Supplies	4000-4999	\$5,000.00
Services and other Operating Expenditures	5000-5699	
Transfers of Direct Costs	5700-5799	
Professional/Consulting Services and Operating Expenditures	5800	\$26,361.00
Communications	5900	\$250.00
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 English teacher %20	Certificated Personnel Salaries	1000-1999	\$8,000.00	
Action Step 2: MAP test	Books and Supplies	4000-4999	\$1,250.00	
Action Step 2: SES for ELA intervention	Prof. Services and Operating Expenditures	5800	\$9,000.00	
Action Step 3: Reading intervention program	Books and Supplies	4000-4999		
Action Step 3: Novels	Books and Supplies	4000-4999		
Action Step 3: Accelerated Reader	Books and Supplies	4000-4999	\$2,500.00	
Action Step 3: Discovery Learning	Books and Supplies	4000-4999		
Action Step 3: PD in ELA support and interventions	Prof. Services and Operating Expenditures	5800	\$2,200.00	

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	\$8,000.00	
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999		
Books and Supplies	4000-4999	\$2,500.00	
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800	\$11,200.00	
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 2: Math intervention teacher for 20%	Certificated Personnel Salaries	1000-1999	\$9,000.00	
Action Step 2: MAP test	Books and Supplies	4000-4999	\$1,250.00	
Action Step 2: SES for math intervention	Prof. Services and Operating Expenditures	5800	\$9,000.00	
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	\$2,400.00	

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	\$9,000.00	
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999		
Books and Supplies	4000-4999	\$1,250.00	
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800	\$11,400.00	
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: Title 1 English Teacher	Classified Personnel Salaries	2000-2999		
Action Step 1: Supplementary student materials from National Geographic: Inside	Books and Supplies	4000-4999		
Action Step 1: Novels for EL classes	Books and Supplies	4000-4999		
Action Step 1: BrainPOP ESL	Books and Supplies	4000-4999	\$300.00	
Action Step 1: 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		

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	\$400.00	
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		

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		
Action Step 1: PD in immigrant education	Prof. Services and Operating Expenditures	5800		\$613.00

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		\$613.00
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		\$692.00

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		\$692.00
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	\$250.00	
Action Step 3: Parent workshop presenter compensation	Prof. Services and Operating Expenditures	5800	\$1250.00	
Action Step 3: Home-visit stipends	Prof. Services and Operating Expenditures	5800	\$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		
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800	\$1,750.00	
Communications	5900	\$250.00	
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.)**

- 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?

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



School Site Council Meeting

March 3, 2016

Time: 11:15 am – 12:15 pm

Participants:

1. John G. Terzi – Principal *J. Terzi*
2. Yasmini Iglesias – Parent representative *Y. Iglesias*
3. Lisa Smith-Young - Parent representative *L. Smith-Young*
4. Lorena Dimas - Parent representative
5. Mareva Coustaut – Teacher representative *M. Coustaut*
6. Maria Huevo – Office manager *M. Huevo*
7. Matthew Lopez - Student representative (8th grade) *M. Lopez*
8. Kian Reagan- Student representative (8th grade) *Kian Reagan*

Agenda:

1. Discussion for SPSA (Single Plan for Student Achievement)

In accordance with Education Code 64001, districts shall assure that schools participating in programs funded through the state's consolidated application process and any other school program they choose to include, will develop a Single Plan for Student Achievement (SPSA). The school site council is responsible for the development, annual review, and update of this plan. The content of the SPSA shall be aligned with goals for improving student achievement and address how funds will be used to improve academic performance. The evaluation of the effectiveness of the instructional program will be based on an analysis of verifiable student data and annual updates will reflect the appropriate modifications to the program.

2. Safety Plan

Single Plan for Student Achievement



A Resource for the School Site Council

The Single Plan for Student Achievement

School: Magnolia Science Academy-San Diego

District: San Diego Unified School District

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

Principal: Gokhan Serce

Date of this revision: 3/04/2016

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: Gokhan Serce

Position: Principal

Telephone Number: (619) 644-1300 x 1013

Address: 6365 Lake Atlin Ave. San Diego, CA 92119

E-mail Address: gserce@magnoliapublicschools.org

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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"> ▪ School wide performance results will increase by 3% and all subgroups will meet or exceed proficiency targets in English Language Arts/Literacy on the CAASPP assessment system from 2015 to 2016. ▪ 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 ▪ Fall 2015 MAP test data 	<p>What were the findings from the analysis of this data?</p> <p>On the 2015 SBAC the school performed well above the district, county, and state results in the area of English Language Arts. The school had 60.7% of our students score at or above standards on the 2015 SBAC test.</p> <p>When looking at subgroups a growth area for our school is to address the needs of EL students. 21% of EL students met or exceeded the standards on the 2015 SBAC. It should be noted that 3.8% of our school's population is classified as EL and is a statistically insignificant subgroup. The socioeconomically disadvantaged subgroup, comprising 21% of our school's population, scored 53% at or above standard. An additional 30% of this subgroup scored nearly met standard.</p> <p>In the Fall of 2015 students took the NWEA Measures of Academic Performance (MAP) test. These results give us a view of the students currently attending our school and play a role in our goal setting. MAP testing scores students in 5 categories, ranking from low to high achievement. These tests score students in the areas of Mathematics, Reading and Language Usage.</p> <p>As a school 61.7% of students scored proficient or advanced on the reading section, and 64% scored proficient or advanced on the language usage section. When looking at subgroups the EL subgroup performed in a similar manner to the results found on the SBAC test. On the MAP test EL students scored 12.5% proficient or advanced on the reading portion and 15% proficient or advanced on the language usage section. Our socioeconomically disadvantaged subgroup scored 52% proficient or advanced on the Reading section and</p>

	55% or higher on the Language Usage section.	
<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: Teachers will be provided a professional development by SDCOE on SDAIE Strategies in February 2016.</p> <p>Task 3:</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>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</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>\$500 SDAIE Training for teachers by SDCOE</p> <p>\$1,500 Title I for MAP test</p> <p>\$3,500 Title I For Part Time Title-I intervention teacher</p> <p>\$2,500 Title I for SES for ELA intervention</p> <p>\$3,500 Title I for supplementary instructional materials: \$500 for novels \$1,500 for Accelerated Reader \$1500 for Read Naturally</p> <p>\$1000 Title I for PD in ELA support and interventions</p>

<p>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:

- School wide performance results will increase by 5% and all subgroups will meet or exceed proficiency targets in Math on the CAASPP assessment system from 2015 to 2016.
- 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 ▪ Fall 2015 MAP test data 	<p>What were the findings from the analysis of this data?</p> <p>On the 2015 SBAC the school performed well above the district, county, and state results in the area of Mathematics. The school had 57% of our students score at or above standards on the 2015 SBAC test.</p> <p>When looking at subgroups a growth area for our school is to address the needs of EL students. 0% of EL students met or exceeded the standards on the 2015 SBAC. 21% of students from this subgroup nearly met the standard. It should be noted that 3.8% of our school’s population is classified as EL and is a statistically insignificant subgroup. The socioeconomically disadvantaged subgroup, comprising 21% of our school’s population, scored 46% at or above standard. An additional 29% of this subgroup scored nearly met standard.</p> <p>In the Fall of 2015 students took the NWEA Measures of Academic Performance (MAP) test. These results give us a view of the students currently attending our school and play a role in our goal setting. MAP testing scores students in 5 categories, ranking from low to high achievement. These tests score students in the areas of Mathematics, Reading and Language Usage.</p> <p>As a school 54% of students scored proficient or advanced on the mathematics section. On the MAP test EL students scored 8% proficient or advanced on the mathematics portion. Our socioeconomically disadvantaged subgroup scored 41% proficient or advanced.</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 due to the increased importance of language in the mathematics components of CCSS. (2015-16 school year)</p>	<p>Person(s) Responsible</p> <p>Teachers, leadership team</p> <p>Teachers, leadership team</p>	<p>Cost and Funding Source (Itemize for Each Source)</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; determine if goals and objectives are being met. Findings will be reflected in the SSC minutes. (2015-16 school year)</p>	<p>Teachers, Dean of Academics, RTI coordinator, leadership team</p> <p>Teachers, MathDept. Chair, Dean of Academics, RTI coordinator, leadership team</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:

- EL subgroup 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 show 50% of students meeting or exceeding their goals from Fall 2015 to Spring 2016.
- The percentage of ELs making annual progress in learning English as measured by the CELDT will increase by 7% from the prior year.
- The percentage of ELs (less than 5 years) attaining English-language proficiency as measured by the CELDT will increase by 7% from the prior year.
- The percentage of ELs (5 years or more) attaining English-language proficiency as measured by the CELDT will increase by 7% from the prior year.

What data did you use to form this goal?

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

What were the findings from the analysis of this data?

As stated in previous goals the EL subgroup had the following results on the 2015 SBAC test. 21% of EL students met or exceeded the standards on the 2015 SBAC English Language Arts subtest and 0% met or exceeded the standards on the Math portion. 21% of EL students nearly met the standard. It should be noted that 3.8% of our school’s population is classified as EL and is a statistically insignificant subgroup.

In the 2014-2015 school year 13 students took the CELDT Test. Overall 3 students scored advanced, 5 students scored early-advanced, 2 students scored intermediate, 2 students scored early intermediate, and 1 student scored beginning. With regards to EL reclassification rates in the 2014-2015 school year 2 students were Reclassified English Language Proficient after the CELDT exam and results on their MAP tests were analyzed. This represents a 15% reclassification rate.

In the 2015-2016 school year 14 students took the CELDT test including 1 student who took the initial assessment. Overall 3 students scored advanced, 5 students scored early-advanced, 3 students scored intermediate, 2 students scored early intermediate, and 1 student scored beginning. With regards to EL reclassification rates in the 2015-2016 school year 2 students are in the process of being Reclassified English Language Proficient after the CELDT exam and results on their MAP tests were analyzed. This represents a 14% reclassification rate.

EL students this year have participated in the Fall 2015 NWEA Measures of Academic Performance (MAP) Test and had the following results. The EL subgroup performed in a similar manner to the results found on the SBAC test. On the MAP test EL students scored 12.5% average or higher on the reading portion, and 46% average or higher on the language usage section. They

	also scored 38% average or higher on the mathematics portion of the MAP test.	
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) 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) Task 2: ELD time will be built into in the master schedule. Task 3: Charter School will purchase supplementary ELD materials and benchmark assessments. (by October 14, 2015) Task 4: Charter School will schedule and provide initial training for instructional staff and schedule follow up professional development activities. (by October 14, 2015) Action Step 2: The leadership team will place students into appropriate intervention groups and teachers will provide targeted ELD support and interventions. (by October 14, 2015) Task 1: Teachers will identify targeted ELD areas and levels of support needed. (by October 14, 2015) 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) Action Step 3: Teachers and the 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.)	Person(s) Responsible Teachers, leadership team Office, EL coordinator, leadership team Dean of Academics, Principal Dean of Academics, Principal Dean of Academics, EL coordinator, leadership team ELA/ELD teachers, EL coordinator, Dean of Academics, RTI coordinator ELA/ELD teachers, EL coordinator, Dean of Academics, RTI coordinator Teachers, EL coordinator, Dean of Academics, leadership team	Cost and Funding Source (Itemize for Each Source) Below costs are already mentioned in Goal 1-A \$500 SDAIE Training for teachers by SDCOE \$1,500 Title I for MAP test \$3,500 Title I For Part Time Title-I intervention teacher \$2,500 Title I for SES for ELA intervention \$3,500 Title I for supplementary instructional materials: \$500 for novels \$1,500 for Accelerated Reader \$1500 for Read Naturally \$1000 Title I for PD in ELA support and interventions

<p>(2015-16 school year)</p> <p>Task 1: All ELs will be assessed in reading. (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-for, the frequency of observations and feedback. (2015-16 school year)</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, 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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<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> <p>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>		
<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>Currently the school has 1 immigrant student. This student moved to the United States from Mexico this school year. On the Fall 2015 MAP test this student scored 156 on the Language Usage section placing them in the low group. On the CELDT Test administered this year they scored beginning on all areas of the test. This student is in 8th grade. This student primarily needs EL support as they will not be able to access any of the material at their grade level without language support.</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>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 semesterly. (2015-16 school year)</p> <p>Action Step 2:</p> <p>Charter School will schedule at least three hours of PD</p>	<p>Person(s) Responsible</p> <p>Teachers, leadership team</p> <p>Office, Dean of Culture, RTI coordinator, EL coordinator, leadership team</p> <p>Dean of Culture, leadership team</p> <p>MPS Home Office</p>	<p>Cost and Funding Source (Itemize for Each Source)</p> <p>\$528 - Title III-Immigrant for immigrant student counseling (Estimated 10 hours per year at \$55 per hour)</p>

<p>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>EL coordinator, leadership team</p>	
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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> <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?</p> <p>MSA-SD employees meet the requirements of HQT as per our charter and the expectations set forth by our authorizer Teachers have a brief walkthrough at least twice per semester and one formal observation every semester. These observations in addition to their student performance scores are used to provide an overall annual evaluation.</p> <p>All of the teachers at MSA-SD are expected to be members of a national or state level professional organization in their content area. They are also encouraged to attend conferences and training related to their content area. Teachers participate bi-weekly in subject specific professional learning committees to focus on sharing best practices related to their content area.</p> <p>As a campus we are in the process of moving towards blended learning in our classrooms. With this in mind some of our teachers attended the San Diego Google Summit, the Computer Using Educators Conference in San Diego. Additionally the entire school participated in training for blended learning provided by the Altus Institute.</p> <p>During MSA-SD’s summer in-service teachers were provided training by the El Dorado Special Education Consortium regarding strategies to assist students receiving special education services.</p> <p>During MSA-SD’s Winter professional development an outside provider from the SDCOE will be training our whole staff on SDAIE strategies.</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 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>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>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</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>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>\$601.00 for PBL (Project Based Learning) PD</p>

<p>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?

During the 2014-2015 school year MSA-San Diego had an ADA rate of 96.7%. This was achieved with creating a school climate where students feel welcome and safe. The school has a character education program called Get Ready for Life that focuses on social emotional learning, life skills, and anti-bullying topics. The suspension rate for the 2014-2015 school year was 4% which was within our goal but is a number we have enacted policies to attempt to reduce. The expulsion rate for the school was 0%. The chronic absenteeism rate was below 1% of students. We had monthly Parent Task Force (PTF) meetings as well as several campus events aimed at getting parent involvement as well as events aimed specifically at parents. This included advocacy for our charter renewal, coffee with the principal in which parents were invited weekly to meet the principal before school, school dances, University Showcase, Walk-a-thon, School Olympics and many other events.

With these data points in mind we set the goals of having an annual ADA percentage of 95%, as well as maintain a chronic absenteeism rate of no more than 1%. In order to ensure parents are involved in the school community we will be using periodic surveys to ensure parents are happy with the current programs at the school and to seek input for future campus changes and improvements. We have also set a goal of visiting 25% of the students with a home-visit during the school year to increase the connection between our school and the home.

The school has created a Comprehensive School Safety Plan and shared it with all stakeholders at the school. This plan is critical in creating a safe environment at our campus. Each classroom is equipped with a full set of emergency supplies. Additionally the school participates in monthly emergency drills to ensure that all students and teachers are prepared in the event of an emergency.

<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 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</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>Teachers, Dean of Culture, Dean of Academics, leadership team</p> <p>EL coordinator, Dean of Culture, Dean of</p>	<p>Cost and Funding Source (Itemize for Each Source)</p> <p>We may research whether we can use Title funds to sponsor for student rewards for positive behavior.</p> <p>\$8,000 for home-visit stipend (General Unrestricted Funds)</p>

<p>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>Academics, leadership team</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, Dean of Culture, leadership team</p>	
<p>Task 1: Charter School teachers will schedule and make home-visits. (2015-16 school year)</p>	<p>Teachers, Dean of Culture, leadership team</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, Dean of Culture, leadership team</p>	

<p>PERFORMANCE GOAL 5: All students will graduate from high school.</p> <p>LEA GOAL: N/A Grade level not applicable</p> <p>Identified Need:</p> <p>Expected Annual Measurable Outcomes:</p>		
<p>What data did you use to form this goal?</p>	<p>What were the findings from the analysis of this data?</p>	
<p>How will the school evaluate the progress of this goal?</p>	<p>Where can a budget plan of the proposed expenditures for this goal be found?</p>	
<p>STRATEGY:</p>		
<p>Action Step 1:</p> <p>Action Step 2:</p> <p>Action Step 3:</p> <p>Action Step 4:</p>	<p>Person(s) Responsible</p>	<p>Cost and Funding Source (Itemize for Each Source)</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</p> <p>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</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
Gokhan Serce	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hillary King	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nathan Williams	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Diane McBee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Yolanda medina	<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	1	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: 3/04/2015

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
\$22,155	Title I, Part A	\$22,155	\$0.00
\$601.00	Title II	\$601.00	\$0.00
	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	\$7,000.00
Classified Personnel Salaries	2000-2999	
Employee Benefits	3000-3999	
Books and Supplies	4000-4999	\$8,500.00
Services and other Operating Expenditures	5000-5699	
Transfers of Direct Costs	5700-5799	
Professional/Consulting Services and Operating Expenditures	5800	\$8,629.00
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: SDAIE Training for teachers by SDCOE	Prof. Services and Operating Expenditures	1000-1999	\$500.00	
Action Step 2: MAP test	Books and Supplies	4000-4999	\$1,500.00	
Action Step 2: 1 Part Time Title -1 Teacher	Certificated Personnel Salaries	2000-2999	\$3,500.00	
Action Step 2: SES for ELA intervention	Prof. Services and Operating Expenditures	5800	\$2,500.00	
Action Step 3: Read Naturrally	Books and Supplies	4000-4999	\$1, 500.00	
Action Step 3: Novels	Books and Supplies	4000-4999	\$500.00	
Action Step 3: Accelerated Reader	Books and Supplies	4000-4999	\$1,500.00	
Action Step 3: PD in ELA support and interventions	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	\$3,500.00	
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999		
Books and Supplies	4000-4999	\$5,000.00	
Services and other Operating Expenditures	5000-5699		
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		

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: MAP test	Books and Supplies	4000-4999	\$1,500.00	
Action Step 2: 1 Part Time Title -1 Teacher	Certificated Personnel Salaries	2000-2999	\$3,500.00	
Action Step 2: SES for Math intervention	Prof. Services and Operating Expenditures	5800	\$2,500.00	
Action Step 3: Study Island	Books and Supplies	4000-4999	\$2,000.00	
Action Step 3: PD in Math support and interventions	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	\$3,500.00	
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999		
Books and Supplies	4000-4999	\$3,500.00	
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800	\$3,500.00	
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

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	Prof. Services and Operating Expenditures	5800		\$528

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		\$528
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		\$601.00

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		\$601.00
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		
Action Step 3: Parent workshop presenter compensation	Prof. Services and Operating Expenditures	5800		
Action Step 3: Home-visit stipends	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		
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
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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		

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.

The top priorities of the current SPSA focus on raising student achievement on the SBAC test for the 2016 test. This is both for the ELA and math portions of the test. The other top priority defined in the current SPSA is to ensure that EL students are receiving the appropriate support to ensure that they are improving on the CELDT test and moving towards fluency as well as increasing their performance on the SBAC Test.

- 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?

Involvement/Governance

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

The plan was presented to the SSC in a meeting in 3/4/216. The SSC then provided feedback and a revised final version of the SPSA was created.

- 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.

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

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: 3/04/2015

Attested:

Gokhan Serce
 Typed name of School Principal

[Signature]
 Signature of School Principal

3/4/15
 Date

Hillary King
 Typed name of SSC Chairperson

[Signature]
 Signature of SSC Chairperson

3/4/16
 Date



School Site Council

Friday March 4, 2016 Member Sign-in

Gokhan Serce	<i>Gokhan Serce</i>
Hillary King	<i>Hillary King</i>
Nathan Williams	
Diane McBee	<i>Diane McBee</i>
Yolanda medina	<i>Yolanda Medina</i>



School Site Council Agenda

Friday March 4, 2016

1) Welcome

- **Member Introductions-Chair Selection**

Gokhan Serce, Principal
Hillary King, Teacher
Nathan Williams, Staff
Diane McBee, Parent
Yolanda medina, Student

2) Action Item

Single Plan for Student Achievement



School Site Council

Friday March 4, 2016 Member Sign-in

Gokhan Serce
Hillary King
Nathan Williams
Diane McBee
Yolanda medina