



Board Agenda Item #	Agenda II L
Date:	December 8, 2016
To:	Magnolia Board of Directors
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	David Yilmaz, Chief Accountability Officer
RE:	Approval of Single Plan for Student Achievement (SPSA) for MSA-1, 2, 4, 5, 6, 7, and 8

Proposed Board Recommendation

I move that the board approve the Single Plan for Student Achievement (SPSA) for MSA-1, 2, 4, 5, 6, 7, and 8.

Background

This is an annual item that the Board needs to approve for each MPS school. SPSA is a plan that outlines how the school will be using federal funds, such as 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. SPSAs for the remaining MPS schools will be brought before the Board as they are approved by each school’s SSC. (Anticipated at the next board meeting)

Budget Implications

Budgeted. (This plan outlines how federal funds are to be expensed by each school.)

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

It is mandatory to have this plan to ensure continuity of federal funds. SSCs oversee these plans. The funds supplement the core instruction at MPS.

Name of Staff Originator:

David Yilmaz, Chief Accountability Officer

Attachments

Single Plan for Student Achievement (SPSA) (one for each MSA-1, 2, 4, 5, 6, 7, 8)

Single Plan for Student Achievement



Magnolia Science Academy 1, Reseda

A Resource for the School Site Council

The Single Plan for Student Achievement

School: Magnolia Science Academy-1

District: Los Angeles Unified School District

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

Principal: Mustafa Sahin

Date of this revision: 10/25/2016

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: Mustafa Sahin

Position: Principal

Telephone Number: (818) 609-0507

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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.
- For all student subgroups, the percentage of students performing proficient on the Reading/ELA sections of our CAASPP assessment system will increase by 3% from Fall 2016 to Spring 2017.

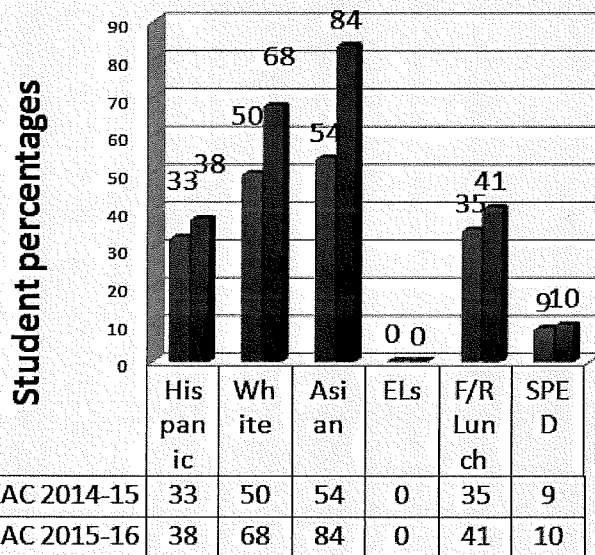
What data did you use to form this goal?

- SBAC ELA/Literacy data from 2016

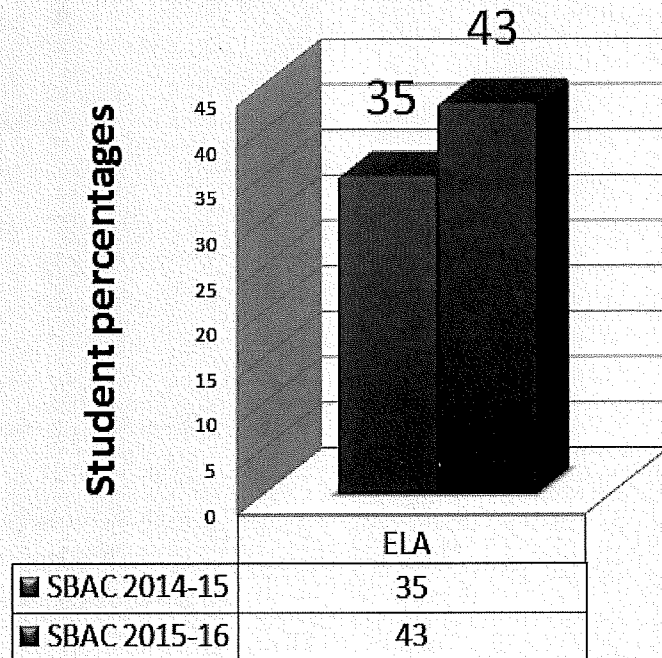
What were the findings from the analysis of this data?

The Smarter Balanced exam assess students in two areas- mathematics and reading. This computer adaptive exam is aligned with the Common Core standards so that schools are better able to gauge how students are meeting proficiency in these subjects.

2015 Vs 2016 SBAC ELA Results (Subgroups)



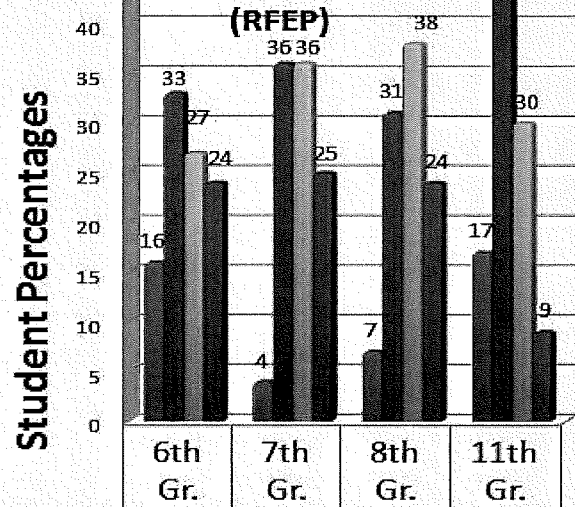
2015 Vs 2016 SBAC ELA Results (Overall)



As seen in the graphs above, when we compare the SBAC results of 2015 and 2016, we can see that the percentages of students who met or exceeded standards increased in our student population as a whole as well as in the listed subgroups. MSA1 has been providing many intervention programs to ensure that all students are delivered quality of instruction, and that the academic achievement gaps are reduced/closed. POWER classes, after school tutoring, Saturday school, home tutoring, zero period, and academic follow up system are a few of the intervention programs available to our struggling students.

Additionally, our Title 1 coordinator works closely with the low achieving students and their parents/guardians to make sure that their needs are being met. All faculty members of MSA1 believe in the importance of family involvement on state tests. Therefore, when teachers conduct home visits, they also mention/discuss about the state tests and their importance. Additionally, MSA1 implements a highly effective incentive program to motivate its students.

2016 SBAC ELA Results by Subgroup (RFEP)



	6th Gr.	7th Gr.	8th Gr.	11th Gr.
■ % S. Exceed	16	4	7	17
■ % S. Met	33	36	31	45
■ % S. Nearly Met	27	36	38	30
■ % S. Not Met	24	25	24	9

The English Learner students who demonstrate proficiency in English pass the CELDT, and meet other criteria outlined in our EL Master Plan and in state law. Subsequently, once they meet these requirements, they are no longer classified as English Learners. Therefore, the students who are identified as English Learners when the SBAC is administered are students who have not yet demonstrated proficiency in English (ELD levels 1-3), and as a result may tend to score lower than other subgroups, especially in English Language Arts. **However, our data of RFEP subgroups prove that after students are reclassified, they go on to meet or exceed SBAC standards.**

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

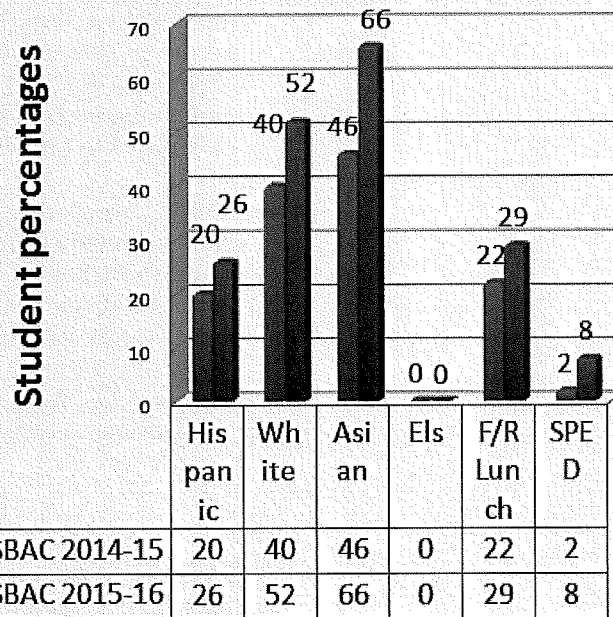
STRATEGY: Charter School will provide CCSS aligned ELA instruction, support and intervention to all students, including ELs, and monitor student progress in ELA/Literacy as measured by the MAP tests.

	Person(s) Responsible	Cost and Funding Source (Itemize for Each Source)
<p>Action Step 1: Teachers will provide CCSS aligned ELA instruction using SDAIE strategies. (2016-17 school year)</p> <p>Task 1: Teachers will develop CCSS aligned ELA lessons considering their EL students' needs. (2016-17 school year)</p> <p>Task 2: Teachers will provide CCSS aligned ELA instruction using SDAIE strategies. (2016-17 school year)</p>	<p>Teachers, leadership team</p> <p>Teachers, leadership team</p> <p>Teachers, leadership team</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 12, 2016)</p> <p>Task 1: Charter School will use the MAP test, SBAC assessment, and teacher feedback to identify and place students in ELA intervention groups and classes. (by September 12, 2016)</p> <p>Task 2: Teachers will provide targeted CCSS aligned ELA intervention during the daily intervention period, once a week after school and on Saturdays to meet the students' needs. (2016-17 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. (2016-17 school year)</p>	<p>Dean of Academics, Title I coordinator, leadership team</p> <p>Dean of Academics, Title I coordinator, leadership team</p> <p>Teachers, Dean of Academics, Title I coordinator, leadership team</p> <p>ELA Dept. Chair, Dean of Academics, Title I coordinator, leadership team Principal</p> <p>Dean of Academics, Principal</p>	<p>\$5,000 Title I for MAP test</p> <p>\$40,00.00 Title I ELA</p> <p>\$2,500 Title II for PD in ELA support and interventions</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. (2016-17 school year)</p> <p>Task 1: Charter School will select reading intervention materials and resources. (by September 30, 2016)</p> <p>Task 2: Charter School will purchase supplementary instructional materials and benchmark assessments. (by October 14, 2016)</p> <p>Task 2: Charter School will schedule and provide initial training for instructional staff and schedule follow up professional development activities. (by October 14, 2016)</p>	<p>Dean of Academics, Title I coordinator, leadership team</p> <p>Dean of Academics, Title I coordinator, leadership team</p> <p>Teachers, Dean of Academics, Title I coordinator, leadership team</p> <p>Teachers, ELA Dept. Chair, Dean of Academics, Title I coordinator, leadership team</p>	

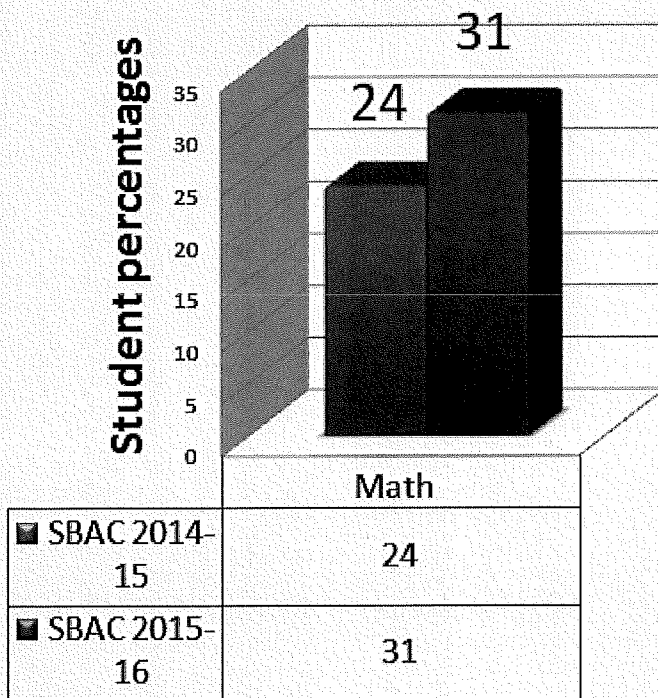
<p>Action Step 4: Teachers and the leadership team will monitor student progress in ELA as measured by in-class/benchmark assessments and MAP tests. (2016-17 school year)</p> <p>Task 1: Teachers will implement the MAP test in Fall 2016 and Spring 2017 to measure student growth in ELA/Literacy.</p> <p>Task 2: Teachers will analyze areas of growth for each student on the Fall 2016 MAP test and measure growth on the Spring 2017 MAP test. Teachers will continue to use in-class/benchmark assessments as progress indicators. (2016-17 school year)</p> <p>Task 3: Charter School will monitor and evaluate reading intervention program goals and objectives; determine if goals and objectives are being met. Findings will be reflected in the SSC minutes. (2016-17 school year)</p>		
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<p>PERFORMANCE GOAL 1B: All students will reach high standards, at a minimum, attaining proficiency or better in mathematics.</p> <p>LEA GOAL: Charter School will set and strive to meet proficiency targets in math on the CAASPP assessment system.</p> <p>Identified Need: To increase the percentage of students who score proficient or above in math 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 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 3% from Fall 2016 to Spring 2017. 	
<p>What data did you use to form this goal?</p> <ul style="list-style-type: none"> ▪ SBAC math data from 2016 ▪ Spring 2016 MAP test data ▪ Fall 2017 MAP test data 	<p>What were the findings from the analysis of this data?</p> <p>The data establishes that students have shown incremental growth in Mathematics in all subgroups except English learners. Several students have been able to increase their proficiency levels, particularly in the area of mathematics.</p>

2015 Vs 2016 SBAC MATH Results (Subgroups)



2015 Vs 2016 SBAC MATH Results (Overall)



As seen in the graphs above, when we compare the SBAC

results of 2015 and 2016, we can see that the percentages of students who met or exceeded standards increased in our student population as a whole as well as in the listed subgroups. MSA1 has been providing many intervention programs to ensure that all students are delivered quality of instruction, and their academic achievement gaps are reduced/closed. POWER classes, after school tutoring, Saturday school, home tutoring, zero period, and academic follow up system are a few of the intervention programs available to our struggling students.

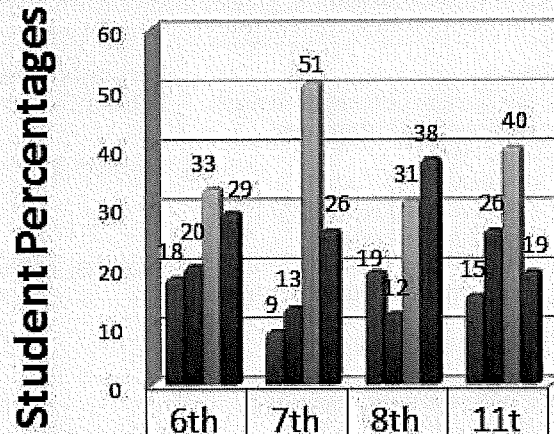
Additionally, our Title 1 coordinator works closely with the low achieving students and their parents/guardians to make sure that their needs are being met. All faculty members of MSA1 believe in the importance of family involvement on state tests. Therefore, when teachers conduct home visits, they also mention/discuss about the state tests and their importance. Additionally, MSA1 implements a highly effective incentive program to motivate its students.

Special Education Students

As seen in the graph, our percentage of students with special needs have increased from 2% to 8%. This significant increase is an outcome of our strong SPED department and endless efforts of our content teachers who meet their individualized needs.

English Language Learners

**2016 SBAC MATH Results by
Subgroup(RFEP)**



■ % S. Exceed	18	9	19	15
■ % S. Met	20	13	12	26
■ % S. Nearly Met	33	51	31	40
■ % S. Not Met	29	26	38	19

In reviewing the scores of our English Language Learners, we see that EL students need more guidance in order to meet or exceed the standards. However, the graphs above shows the proficiency rates of our EL students who have been reclassified. As seen in the graph, our reclassified students have done much better than the students identified as EL. That shows that the more time EL students spend at our school, they get reclassified and the better results they get in state tests.

Latino Students

Our students who have Hispanic/Latino background have shown great progress in state tests as the percentage of their at/above proficiency levels increased from 20% to 26%.

<p>Charter School will purchase supplementary instructional materials and benchmark assessments. (by October 12, 2016)</p> <p>Task 3: Charter School will schedule and provide initial training for instructional staff and schedule follow up professional development activities. (by October 12, 2016)</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. (2016-17 school year)</p> <p>Task 1: Teachers will implement the MAP test in Fall 2016 and Spring 2017 to measure student growth in math.</p> <p>Task 2: Teachers will analyze areas of growth for each student on the Fall 2016 MAP test and measure growth on the Spring 2017 MAP test. Teachers will continue to use in-class/benchmark assessments as progress indicators. (2016-17 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. (2016-17 school year)</p>	<p>Teachers, Math Dept. Chair, Dean of Academics, Title 1 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:

- 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 3% from Fall 2016 to Spring 2017.
- The percentage of ELs making annual progress in learning English as measured by the CELDT will increase by 3% from the prior year.
- The percentage of ELs (less than 5 years) attaining English-language proficiency as measured by the CELDT will increase by 3% from the prior year.
- The percentage of ELs (5 years or more) attaining English-language proficiency as measured by the CELDT will increase by 3% from the prior year.

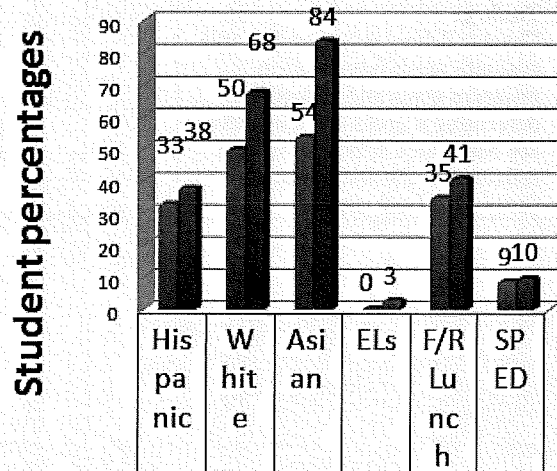
What data did you use to form this goal?

- SBAC ELA/Literacy and math data from 2015 and 2016
- Fall 2016 MAP test data
- CELDT results
- EL reclassification rates

What were the findings from the analysis of this data?

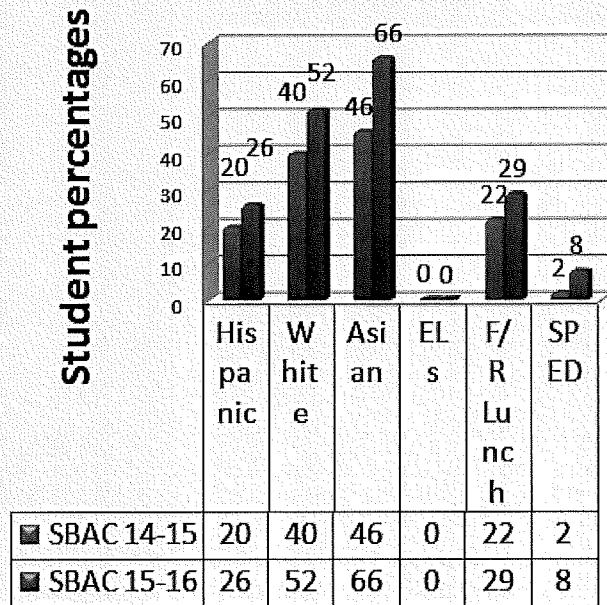
English Language Learners

2015 Vs 2016 SBAC ELA Results: Met/Exceeded Stds. (Subgroups)



■ SBAC 14-15	33	50	54	0	35	9
■ SBAC 15-16	38	68	84	3	41	10

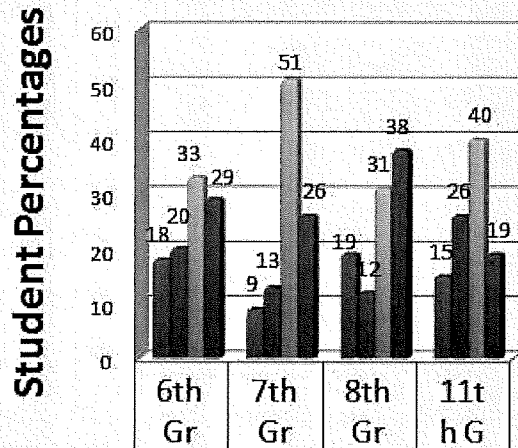
2015 Vs 2016 SBAC MATH Results: Met/Exceeded Std. (Subgroups)



In reviewing the scores of our English Language Learners, we see that EL students need more guidance in order to meet or exceed the standards in the areas of both Math and ELA.

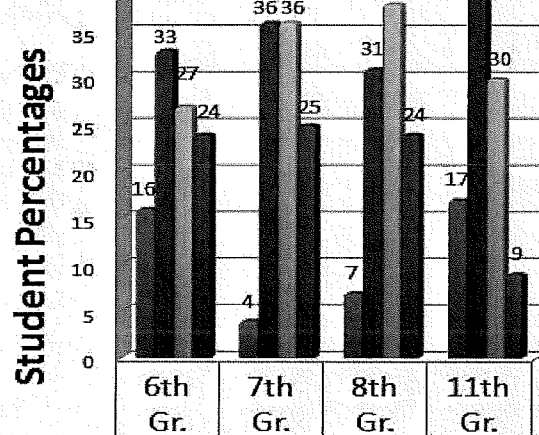
However, the graphs below show the proficiency rates of our EL students who have been reclassified. As seen in the graph, our reclassified students have done much better than the students identified as EL. That shows that the more time EL students spend at our school, they get reclassified and the better results they get in state tests.

**2016 SBAC MATH Results by
Subgroup(RFEP)**



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**2016 SBAC ELA Results by Subgroup
(RFEP)**



■ % S. Exceed	16	4	7	17
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<p>How will the school evaluate the progress of this goal? Weekly, monthly, quarterly, and annual program monitoring and evaluation</p>	<p>Where can a budget plan of the proposed expenditures for this goal be found? See Form F: Budget Planning Tool</p>																										
<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. (2016-17 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 26, 2016)</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 12, 2016)</p> <p>Task 4: Charter School will schedule and provide initial training for instructional staff and schedule follow up professional development activities. (by October 12, 2016)</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 12, 2016)</p> <p>Task 1: Teachers will identify targeted ELD areas and levels of support needed. (by October 12, 2016)</p> <p>Task 2: Teachers will develop and implement targeted lessons to meet the students' needs. Students will also be provided after-school intervention at least once a week and on Saturdays. (2016-17 school year)</p> <p>Action Step 3:</p>	<table border="1"> <thead> <tr> <th data-bbox="698 653 1063 716">Person(s) Responsible</th> <th data-bbox="1063 653 1417 716">Cost and Funding Source (Itemize for Each Source)</th> </tr> </thead> <tbody> <tr> <td data-bbox="698 716 1063 779">Teachers, leadership team</td> <td data-bbox="1063 716 1417 779"></td> </tr> <tr> <td data-bbox="698 779 1063 842">Office, Title I coordinator, leadership team</td> <td data-bbox="1063 779 1417 842">\$12,000.00 Title I for Tech software, Flex Literacy instructional materials:</td> </tr> <tr> <td data-bbox="698 842 1063 905">Dean of Academics, Principal</td> <td data-bbox="1063 842 1417 905">\$10,000.00 Title I for Tech software, My On instructional materials:</td> </tr> <tr> <td data-bbox="698 905 1063 968">Dean of Academics, Principal</td> <td data-bbox="1063 905 1417 968">\$200 for novels for EL classes</td> </tr> <tr> <td data-bbox="698 968 1063 1031">Dean of Academics, Title I coordinator, leadership team</td> <td data-bbox="1063 968 1417 1031">\$285 for BrainPOP ESL</td> </tr> <tr> <td data-bbox="698 1031 1063 1094">ELA/ELD teachers, Title I coordinator, Dean of Academics,</td> <td data-bbox="1063 1031 1417 1094">\$1,200.00 Staff PD books</td> </tr> <tr> <td data-bbox="698 1094 1063 1157">ELA/ELD teachers, Title I coordinator, Dean of Academics,</td> <td data-bbox="1063 1094 1417 1157">ELA/ELD Development Framework</td> </tr> <tr> <td data-bbox="698 1157 1063 1220">Teachers, Title I coordinator, Dean of Academics, leadership team</td> <td data-bbox="1063 1157 1417 1220">Common Core ELA/Literacy standards and ELs</td> </tr> <tr> <td data-bbox="698 1220 1063 1283">Teachers, Title I coordinator, Dean of Academics</td> <td data-bbox="1063 1220 1417 1283">SDAIE strategies</td> </tr> <tr> <td data-bbox="698 1283 1063 1346"></td> <td data-bbox="1063 1283 1417 1346">Cooperative Learning and Student Engagement strategies training focused on ELs</td> </tr> <tr> <td data-bbox="698 1346 1063 1409"></td> <td data-bbox="1063 1346 1417 1409">Long Term English Learners training</td> </tr> <tr> <td data-bbox="698 1409 1063 1472"></td> <td data-bbox="1063 1409 1417 1472">Rigor by Design: Leading the Learning of English Learners and Immigrant Students</td> </tr> </tbody> </table>	Person(s) Responsible	Cost and Funding Source (Itemize for Each Source)	Teachers, leadership team		Office, Title I coordinator, leadership team	\$12,000.00 Title I for Tech software, Flex Literacy instructional materials:	Dean of Academics, Principal	\$10,000.00 Title I for Tech software, My On instructional materials:	Dean of Academics, Principal	\$200 for novels for EL classes	Dean of Academics, Title I coordinator, leadership team	\$285 for BrainPOP ESL	ELA/ELD teachers, Title I coordinator, Dean of Academics,	\$1,200.00 Staff PD books	ELA/ELD teachers, Title I coordinator, Dean of Academics,	ELA/ELD Development Framework	Teachers, Title I coordinator, Dean of Academics, leadership team	Common Core ELA/Literacy standards and ELs	Teachers, Title I coordinator, Dean of Academics	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
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<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 IAB tests have been described in Performance Goal 1.)</i> (2016-17 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. (2016-17 school year)</p> <p>Task 2: Charter School will monitor student progress in ELD using in-class/benchmark assessments as progress indicators. (2016-17 school year)</p> <p>Task 3: Teachers will collaborate on assessment results and make necessary adjustment in their instruction. (2016-17 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 17, 2016)</p> <p>Task 5: The school leadership will implement the observation protocol monthly. (2016-17 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. (2016-17 school year)</p>	<p>Dean of Academics, leadership team</p> <p>Teachers, Title I coordinator, Dean of Academics, leadership team</p> <p>Title III Consortium lead EL program coordinator, leadership team</p> <p>Dean of Academics, Title I coordinator, leadership team</p> <p>Title III Consortium lead EL program coordinator, leadership team</p>	<p>Charter School serves as the lead of the Magnolia Science Academy consortium for Title III LEP funds. Per the MOU with the consortium members, Charter School will receive ELD services, including monitoring and evaluation of the EL programs and services and professional development. The EL program coordinator will closely work with our teachers and the leadership team.</p>
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PERFORMANCE GOAL 2B: All immigrant children and youth will be provided with necessary resources and support systems.

LEA GOAL:

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

Identified Need:

To provide necessary counseling and support to immigrant students

Expected Annual Measurable Outcomes:

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

What data did you use to form this goal?

- Fall 2016 MAP test data
- CELDT results
- EL re-classification rates
- CoolSIS information on student enrollment, grades, and behavior

What were the findings from the analysis of this data?

We currently have 10 immigrant students, 5 of them are in the beginning stages of English Language development. In order to support their English skills, our Title 1 coordinator works with them individually, both, in a pull-out and push in model. We have purchased Rosetta Stone to better support them and give them the assistance of a peer translator, materials in their home language, and an English/Spanish dictionary.

Additionally, we provide parents support in increasing their knowledge of the English language by providing Saturday Classes. This year we also started Parent university, it is a 9 week program, our teachers are running it, with a curriculum to help parents so they can be support their kids at home. We also provide CoolSIS training so that parents can support their children academically, and we have a very active PTF which supports parental involvement in the school.

We also have the support of our alumni who walk our AB540 students through the college application and financial aid process. We meet with students and parents regularly to address their specific needs.

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 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.

Action Step 1:

Charter School will identify immigrant student needs and provide counseling support and necessary resources to meet the needs of immigrant students such as provision of tutorials, mentoring, curricular and instructional materials. (2016-17 school year)

Task 1:

Charter School will identify the immigrant students and their needs. (by September 12, 2016)

Task 2:

Charter School will arrange for a counselor to provide support and necessary resources to meet the needs of immigrant students. Counseling will be for at least one hour per student per year and more as needed to support

Person(s) Responsible

Teachers, leadership team

Office, Dean of Culture, Title I coordinator, leadership team

Dean of Culture, leadership team

Cost and Funding Source (Itemize for Each Source)

\$200.00 Title III-Immigrant for immigrant student counseling (Estimated 30 hours per year at \$55 per hour)

PERFORMANCE GOAL 3: All students will be taught by appropriately assigned and fully credentialed teachers as required by law and the charter.

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, MSA1 holds staff meetings weekly and departmental and grade level meetings biweekly. Here, teachers work in PLC's to disaggregate data, support one another in content areas, and discuss student achievement across content areas in each grade level. While we have increased the use of technology at our school, particularly with a 1:1 ratio of computer to students, we would like to better our blended learning program and expand our PD's to include support for technology in the classroom.

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

See Form F: Budget Planning Tool

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

Action Step 1:

Charter School will conduct credential review and support teachers' credentialing needs. (2016-17 school year)

Task 1:

Charter School will conduct credential review as part of teacher hiring process. (2016-17 school

Person(s) Responsible

Teachers, leadership team

Principal, MPS Home Office

Cost and Funding Source (Itemize for Each Source)

We use LCFF funds

<p>year) Task 2: Charter School will identify teacher credentialing needs and support teachers' credentialing needs. (2016-17 school year) Task 3: Charter School will annually review master schedule/teacher assignments to ensure compliance. (2016-17 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. (2016-17 school year) Task 1: Charter School will schedule PD in above-mentioned areas. (2016-17 school year) 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. (2016-17 school year)</p> <p>Action Step 3: Teachers will receive PD in areas of need identified through needs assessment. (2016-17 school year) Task 1: Charter School will identify further PD needs besides the ones listed in Action Step 2. (2016-17 school year) Task 2: Charter School will schedule PD in areas of need. (2016-17 school year)</p> <p>Action Step 4: Charter School will evaluate its teachers for their performance. (2016-17 school year) Task 1: Charter School will implement the MPS teacher observation and evaluation protocol which includes walkthroughs, informal and formal observations and formal evaluation. (2016-17 school year) 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. (2016-17 school year) Task 3: Charter School may use evaluation results as basis and documentation for transfer, promotion, reassignment, or disciplinary action. (2016-17 school year)</p>	<p>Principal, MPS Home Office</p> <p>Principal</p> <p>Dean of Academics, Title I coordinator, Principal, leadership team</p> <p>Dean of Academics, Title I coordinator, Principal, leadership team</p> <p>Dean of Academics, Title I coordinator, Principal, leadership team</p> <p>Dean of Academics, Principal, leadership team</p> <p>Dean of Academics, Title I coordinator, Principal, leadership team</p> <p>Dean of Academics, Title I coordinator, Principal, leadership team</p>	<p>for BTSA and EL Authorization expenses and the amounts are already included in your LCAP.</p> <p>Cost and Funding Source for PD and training in ELA/Literacy, math, ELD, and immigrant education have already been listed under Goals 1A, 1B, 2A, and 2B, respectively.</p> <p>\$5,000 General fund 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 least 95%.
- Charter School will maintain a chronic absenteeism rate of no more than 5%.
- Charter School will maintain a dropout rate of no more than 1%.
- Charter School will maintain a student suspension rate of no more than 3%.
- 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. We also work with Mitchell Family Counseling from CSUN to address social and behavioral needs. This allows students the opportunity to develop maturity while learning responsibility.

Our partnership with CSUN also extends into a peer mentoring program, which allows our high school students to receive training on how to effectively communicate and help the younger middle school students be successful both

	<p>academically and behaviorally. We also collaborate with our girls' small groups called Gems, offering the transitioning 6th grade girls the opportunity to learn appropriate social skills for middle school.</p> <p>Additionally, we obtain parent support and buy-in through regular home visits. It is our goal to visit each home at least once. Each teacher is asked to visit 5 households throughout the year. By making these types of connections, students understand what an integral role their parents combined with the school, play in their education.</p>	
<p>How will the school evaluate the progress of this goal? 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 implement policies that encourage parent involvement, positive student behavior and improvements and Charter School teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.</p>		
<p>Action Step 1: Charter School will implement Positive Behavioral Interventions and Supports (PBIS). (2016-17 school year)</p> <p>Task 1: Charter School will implement PBIS and alternatives to suspension. (2016-17 school year)</p> <p>Task 2: Charter School will implement a positive behavior reward system and use CoolSIS for monitoring. (2016-17 school year)</p> <p>Action Step 2: Charter School will offer Life Skills program to supplement instruction. (2016-17 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</p>	<p>Person(s) Responsible Teachers, leadership team</p> <p>Teachers, Dean of Students, leadership team</p> <p>Teachers, Dean of Students, leadership team</p> <p>Teachers, Dean of Culture, leadership team</p> <p>Teachers, Dean of Culture, leadership team</p>	<p>Cost and Funding Source (Itemize for Each Source)</p> <p>\$2,000.00 for implementing PBIS</p> <p>\$9,500.00 Title I for parent workshops Parent college and Saturday School.</p> <p>\$20,000 Title I for home-visit stipends</p>

<p>conferences. (2016-17 school year)</p> <p>Task 1: Charter School will communicate with the parents of academically under-performing students, inviting them for parent conferences. (2016-17 school year)</p> <p>Task 2: Parent college Charter School implemented Parent college workshops for parents of EL students. Topics to be covered include the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. (2016-17 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. (2016-17 school year)</p> <p>Task 1: Charter School teachers will schedule and make home-visits. (2016-17 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.) (2016-17 school year)</p>	<p>Teachers, Dean of Culture, Dean of Academics, leadership team</p> <p>Title I coordinator, Dean of Culture, Dean of Academics, leadership team</p> <p>Teachers, Dean of Culture, leadership team</p> <p>Teachers, Dean of Culture, leadership team</p> <p>Teachers, Dean of Culture, leadership team</p>	
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PERFORMANCE GOAL 5: All students will graduate from high school.

LEA GOAL:

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

Identified Need:

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

Expected Annual Measurable Outcomes:

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

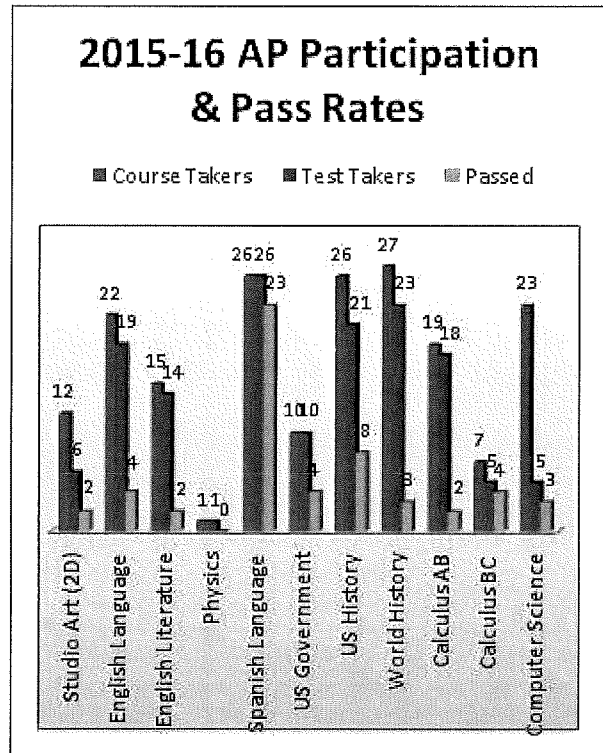
What data did you use to form this goal?

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

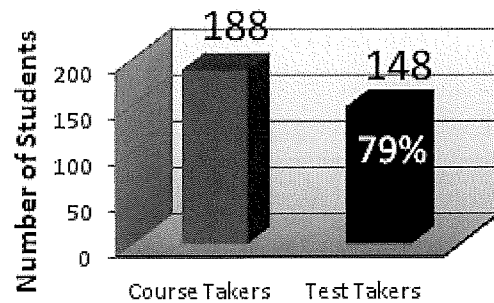
What were the findings from the analysis of this data?

MSA1 currently has a 99% graduation rate. The AP pass rate shows that we can do additional work to support our students.

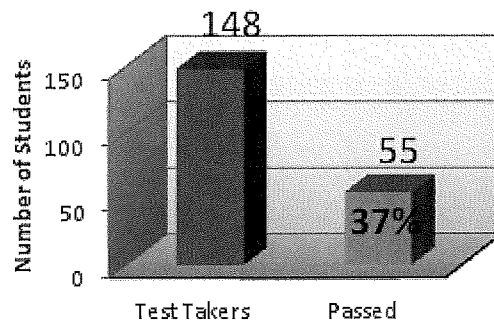
AP Pass Rate



2015-16 AP Participation



2015-16 AP Pass Rate



Analysis

MSA 1 has always had a culture of college readiness. It starts with the incoming 6th graders. They are placed in the classes that are named as popular four-year universities such as UCLA, UCS, Stanford, Harvard, etc. Offering Advanced Placement (AP) courses to the students is an essential component of this college readiness culture.

In the academic year of 2015-16, MSA1 offered 11 AP courses. This is the highest number of APs offered in the history of the school. In addition, Physics and Computer Science were offered for the first time last year. 188 high school students took those 11 AP courses. Majority of them took more than 1 AP. In terms of participation, students are highly recommended to take the test. As seen in the graph, 79% of the course takers took those AP tests.

As the first graph shows, our students did a great job with the Spanish Language test. Only 3 students out of 26 were not able to pass the test. Additionally, majority of the students passed the test with the scores of 5 and 4. It is

	<p>also seen in the graph that our students had difficulties with passing English and Calculus AB tests. The primary reason behind that is the teachers of those courses taught an AP class for the first time in their careers. Even though they were trained appropriately by College Board, the percent of the students who passed the test was not expected to be that low.</p> <p>In order to increase AP pass rate for MSA1, the academic team arranged individual meetings with the AP teachers. The objective of the meeting was giving them opportunities to reflect on their delivery of instruction performance as well as preparing their students for the tests. The outcomes of the meetings were very fruitful as the following decisions were made by the participants;</p> <ul style="list-style-type: none"> · AP teachers will be assigned to PDs that address content specific issues, · Practice AP tests will be effectively utilized, · College Board’s detailed AP reports will be analyzed thoroughly in order to see the students’ areas of weaknesses, · The performance of AP students in the practice tests will be tracked by their content teachers and deans of academics, · Variety of options for supplemental instruction will be given to students such as after school tutoring, Saturday school, zero period, etc, · Test taking culture will be discussed in department and grade-level meetings for an effective establishment, · More incentives will be provided to encourage the students, · Parents/guardians will be asked to get more involved in this process. 	
<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 students with 4-year plans and support programs to ensure timely high school graduation and college/career readiness.</p>		
<p>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. (2016-17 school year)</p> <p>Action Step 2: Charter School will offer credit recovery classes and provide support to ensure timely high school graduation. (2016-17 school year)</p>	<p>Person(s) Responsible College Advisor, Dean of Academics, leadership team</p> <p>College Advisor, Dean of Academics, leadership team</p>	<p>Cost and Funding Source (Itemize for Each Source)</p> <p>YPI is offering APEX for credit recovery</p> <p>School is offering FuelEd</p>

<p>Action Step 3: Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. (2016-17 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. (2016-17 school year)</p>	<p>College Advisor, Dean of Academics, leadership team</p> <p>College Advisor, Dean of Academics, leadership team</p>	<p>for credit recovery</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, 2016 June 10, 2017</p>	<p>Charter School receives these services from the MPS Home Office and uses its LCFF funds as a source. State or federal program funds as outlined in the school's ConApp are not used to fund these services.</p>	<p>\$0</p>	<p>N/A</p>

School Goal #: 2A

Actions to be Taken to Reach This Goal	Start Date	Proposed Expenditures	Estimated Cost	Funding Source
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¹ See Appendix A: Chart of Legal Specifics for the Single Plan for Student Achievement for content required by each program or funding source supporting this goal.
² List the date an action will be taken, or will begin, and the date it will be completed.

Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Completion Date			(itemize for each source)
<p>Title III-LEP Support The EL program coordinator sponsored by the Title III consortium lead will create a protocol for teacher observation and feedback mechanism regarding the implementation of the ELD program. The protocol will include look-fors, the frequency of observations and feedback.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will monitor the school-level implementation of the observation protocol monthly/quarterly and evaluate the EL services at the school at least semesterly.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will monitor and evaluate EL programs and services.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will closely work with the school's teachers, EL coordinator and the leadership team and provide professional development.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will coordinate and plan for the implementation of the initial CELDT test, the annual assessment of ELs, and the process for the follow-up required for reclassification</p>	<p>July 13, 2016 July 31, 2016</p> <p>August 22, 2016 June 10, 2017</p> <p>August 22, 2016 June 10, 2017</p> <p>August 22, 2016 June 10, 2017</p>	<p>Services and operating expenses, professional salaries and benefits for the EL program coordinator</p> <p>Charter School is a member of the Magnolia Science Academy consortium for Title III LEP funds. Per the MOU with the consortium lead, Charter School will receive ELD services, including monitoring and evaluation of the EL programs and services and professional development. The EL program coordinator sponsored by the lead will closely work with the school's teachers, EL coordinator and the leadership team.</p>	<p>\$41,456 for the Consortium</p>	<p>Title III-LEP</p>

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

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
<p>Data Disaggregation MPS Home Office data management department will provide data disaggregation to the Charter School for data, including but not limited to:</p> <ul style="list-style-type: none"> ▪ SBAC ELA/Literacy and math data disaggregated by grade and subgroups ▪ MAP test ELA and math data disaggregated by grade and 	<p>July 29, 2016 June 10, 2017</p>	<p>Charter School receives these services from the MPS Home Office and uses its LCFF funds as a source. State or federal program funds as outlined in the school's ConApp are not used to fund these services.</p>	<p>\$0</p>	<p>N/A</p>

<ul style="list-style-type: none"> ▪ 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 				
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School Goal #: 1A, 1B, 2A, 2B, 3, 4, 5

<p>Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)</p>	<p>Start Date Completion Date</p>	<p>Proposed Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source (itemize for each source)</p>
<p>Parent and Community Outreach</p> <p>MPS Home Office Outreach and Communications department will provide guidance, support, and training to parents, teachers, administrators, and support staff. The activities of the Outreach and Communications department include, but are not limited to:</p> <ul style="list-style-type: none"> ▪ Providing professional development opportunities in parent education programs ▪ Serving as a link to parent and community resources ▪ Developing and encouraging high-quality parent programs and parental involvement opportunities at school sites ▪ Coordinating parent education and community outreach meetings ▪ Providing parents and staff the tools to successfully participate in curricular and budgetary decision making ▪ Providing staff and family access to trainings in effective school, family, and community partnerships ▪ Providing critical parent information that is readily available and in accessible formats and languages spoken by families at schools <p>Monitoring the Implementation of the Plan</p> <p>MPS Home Office will provide coordination of overall state and federally funded programs, articulation between</p>	<p>July 29, 2016 June 10, 2017</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>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)	\$208,407.00	<input checked="" type="checkbox"/>
<input type="checkbox"/>	Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$	<input type="checkbox"/>

<input type="checkbox"/>	For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$		<input type="checkbox"/>
<input checked="" type="checkbox"/>	Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals		\$2,539.00	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards		\$	Title III funds may not be consolidated as part of a SWP ³
<input type="checkbox"/>	Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs		\$	<input type="checkbox"/>
<input type="checkbox"/>	For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement		\$	<input type="checkbox"/>
<input checked="" type="checkbox"/>	Other federal funds (list and describe) Title III, Part A: Immigrant Education Program		\$ 306.00	<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 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**):

- | | |
|--|-----------|
| <input type="checkbox"/> State Compensatory Education Advisory Committee | Signature |
| <input checked="" type="checkbox"/> English Learner Advisory Committee | Signature |
| <input type="checkbox"/> Special Education Advisory Committee | Signature |
| <input type="checkbox"/> Gifted and Talented Education Advisory Committee | Signature |
| <input type="checkbox"/> District/School Liaison Team for schools in Program Improvement | Signature |
| <input type="checkbox"/> Compensatory Education Advisory Committee | Signature |
| <input type="checkbox"/> Departmental Advisory Committee (secondary) | Signature |
| <input type="checkbox"/> Other committees established by the school or district (list) | Signature |

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

Attested:

Mustafa Sahin
 Typed name of School Principal

[Signature]
 Signature of School Principal

10/27/2016
 Date

Jillian Okamura
 Typed name of SSC Chairperson

[Signature]
 Signature of SSC Chairperson

10/27/16
 Date

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	Admin	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Mustafa Sahin	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jillian Okamura	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kerry Teague	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Meiling Seward	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ernesto Cruz	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sonny Taing	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maria Zambrano	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lindy Lara	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Miriam Quezada	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Lourdes Gonzalez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Jia Javate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Elizabeth Castillo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Christopher Jimenez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Numbers of members in each category	1	1	4	1	3	3

⁴ EC Section 52852

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
\$208,407.00	Title I, Part A	\$208,407.00	\$0.00
\$2,539.00	Title II	\$2,539.00	\$0.00
\$5,793	Title III, LEP	*A total of \$41,456 Title III, LEP funding is allocated for the Magnolia Science Academy consortium. Funding is not passed to member schools.	
\$306	Title III, Immigrant	\$306	\$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	\$100,000.00
Classified Personnel Salaries	2000-2999	
Employee Benefits	3000-3999	\$23,787.56
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 1A: All students will reach high standards, at a minimum, attaining proficiency or better in reading.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Action Step 2: 1 Title-I English teacher %100	Certificated Personnel Salaries	1000-1999	\$40,000.00	
Action Step 2: MAP test	Books and Supplies	4000-4999	\$5,000.00	
Action Step 2:	Prof. Services and Operating Expenditures	5800	\$22,000.00	
Action Step 3: Reading intervention program	Books and Supplies	4000-4999	\$5,000.00	
Action Step 3: Novels	Books and Supplies	4000-4999	\$3,000.00	
Action Step 3: Accelerated Reader	Books and Supplies	4000-4999	\$1,500.00	
Action Step 3: Discovery Learning	Books and Supplies	4000-4999	\$1,500.00	
Action Step 3: PD in ELA support and interventions	Prof. Services and Operating Expenditures	5800	\$5,000.00	

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

Description of Expenditures:

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

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Action Step 2: 1 Title-I intervention teacher for 100%	Certificated Personnel Salaries	1000-1999	\$60,000.00	
Action Step 2: MAP test	Books and Supplies	4000-4999	\$5,000.00	
Action Step 2: Alex	Prof. Services and Operating Expenditures	5800		
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		

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

Description of Expenditures:

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

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

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

Description of Expenditures:

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

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title III-Immigrant
Action Step 1: Immigrant student counseling	Prof. Services and Operating Expenditures	5800		\$200.00
Action Step 1: PD in immigrant education	Prof. Services and Operating Expenditures	5800		\$106.00

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		\$306.00
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

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

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

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

Description of Expenditures:

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

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

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

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

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

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

Form G: Single Plan for Student Achievement Annual Evaluation

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

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

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

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

SAMPLE QUESTIONS FOR SPSA ANNUAL EVALUATION

- We have many interventions set in place to assure **academic achievement**/growth for all students including students who are not progressing adequately in their classes. Some of the interventions include: mandatory tutoring, Saturday school, zero period and one-on-one support from Title I Coordinators. We have purchased the Flex Literacy curriculum to support students in their English intervention classes as well as the ALEKS program to support those who are struggling in math during both intervention classes and during Sat. school. Our Math and English Title 1 coordinators help to monitor and disaggregate student data.
- After reviewing our graduation data, we have very high **graduation rates**. We strive to maintain our high graduation rates by working with individual students, tracking their four year plans, and making sure that they have sufficient credits to be able to graduate on time. To ensure that our students are successful, we have a college advisor who mentors high school students to help with career planning, college applications, financial aid, and personal statements. To enhance our college bound culture, students go on college visits, attend

college and career fairs, and use the program Naviance, an online tool that helps track college requirements.

- The Safety and wellness of our students is very important to us. At the beginning of the school year, the SSC in collaboration with the Dean of Students reviews the Safety Plan and makes any necessary revisions. In addition to the physical well-being of the students, we also address the social-emotional aspect of their education. Students take a Life Skills course to help make them socially responsible citizens, which is taught by one of our qualified teachers. We also have an Edge Coach program implemented to allow students to set and accomplish goals, enabling them to be successful. All teachers have attended professional development trainings provided by the Edge Coach foundation, helping all staff to address the social-emotional needs of students as well as enhance critical thinking in the classroom. Our students are also supported through the successful Home Visit Program. Students and parents have the opportunity to interact and discuss student achievement and areas of growth in a one-on-one setting outside of the school.

Plan Implementation

- After reviewing the 2015-2016 SPSA, both the Title 1 support system and McGraw Hill online curriculum have been successfully implemented and are being utilized again for the 2016-2017 SPSA.

Involvement/Governance

- The School Site Council provided input and guidance in developing the SPSA. It is reviewed periodically in SSC meetings to discuss its effectiveness. The ELAC committee provides recommendations to the SSC which are then integrated into the SPSA. One area for potential growth is to have increased communication regarding these meetings would be to involve more stakeholders in the revision and decision-making process.

Outcomes

- After looking at the previous goals outlined in the 2015-2016 SPSA, we met or exceeded all of the goals set forth except our chronic absenteeism rate and our EL subgroup score on the SBAC. These goals were not impacted by the lack of implementation of specific strategies, but rather, outside factors that influenced these outcomes. To address these deficits, we have revised our EL program by providing more EL professional development opportunities for staff, offering a designated ELD course, and adopting Flex literacy, Myon, and MobyMax programs. To reduce our chronic absenteeism rate, we plan on being more proactive in communicating with parents/guardians when attendance becomes a concern.



Single Plan for Student Achievement 2016-2017

**Magnolia Science Academy 4
11330 Graham Place,
Los Angeles, CA 90064
Phone: 310-473-2464
FAX: 310-473-2416
msa4.magnoliascience.org**

The Single Plan for Student Achievement

School: Magnolia Science Academy-4

District: Los Angeles Unified School District

County-District School (CDS) Code: 19-64733-6117622

Principal: Lisa Ross

Date of this revision: 11/30/2016

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: Lisa Ross

Position: Principal

Telephone Number: (310) 473-2464

Address: 11330 Graham Place
Los Angeles, CA 90064

E-mail Address: lross@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: Charter School will set and strive to meet proficiency targets in English Language Arts/Literacy on the CAASPP assessment system.</p> <p>Identified Need: To increase the percentage of students who score proficient or above in English Language Arts/Literacy on the CAASPP assessment system</p> <p>Expected Annual Measurable Outcomes:</p> <ul style="list-style-type: none"> All student subgroups will meet or exceed proficiency targets in English Language Arts/Literacy on the CAASPP assessment system. (Specific targets will be set as data becomes available.) <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 2016 to Spring 2017.</p>		
<p>What data did you use to form this goal?</p> <ul style="list-style-type: none"> SBAC ELA/Literacy data from 2016 2016 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 2016 Results</p> <p><u>SBAC Results Economically Disadvantaged:</u> ELA: 79 Students Standard met/exceeded: 35%</p> <p><u>English Language Learners:</u> ELA: 9 Students Standard met/exceeded: *</p> <p><u>Students with Disability</u> ELA: 9 students Standard met/exceeded: *</p> <p><u>Not Economically Disadvantaged</u> ELA: 19 students Standard met/exceeded: 53%</p> <p><u>Ethnicity for Economically Disadvantaged Hispanic:</u></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>ELA: 70 students Standard met/exceeded: 32%</p> <p><u>Ethnicity for Economically Disadvantaged Black or African American:</u> ELA: 3 students Standard met/exceeded: *</p> <p><u>Ethnicity for Not Economically Disadvantaged Hispanic</u> ELA: 12 students Standard met/exceeded: 73%</p> <p><u>Ethnicity for Not Economically Disadvantaged Black or African American:</u> ELA: 4 students Standard met/exceeded: *</p> <p><u>Ethnicity for Not Economically Disadvantaged White</u> ELA: 4 students Standard met/exceeded: *</p>	
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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.

Action Step 1:	Person(s) Responsible	Cost and Funding Source (Itemize for Each Source)
<p>Teachers will provide CCSS aligned ELA instruction using SDAIE strategies. (2016-17 school year)</p> <p>Task 1: Teachers will develop CCSS aligned ELA lessons considering their EL students' needs. (2016-17 school year)</p> <p>Task 2: Teachers will provide CCSS aligned ELA instruction using SDAIE strategies. (2016-17 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.</p> <p>Task 1: Charter School will use the MAP test and teacher feedback to identify and place students in ELA intervention groups and classes. (2016-17 school year)</p> <p>Task 2: Teachers will provide targeted CCSS aligned ELA intervention</p>	<p>Teachers, leadership team</p> <p>Teachers, leadership team</p> <p>Dean of Academics, leadership team</p> <p>Dean of Academics, leadership team</p>	<p>\$1,000 Title I for supplementary instructional materials</p> <p>\$4,000 for reading intervention program (Accelerated Reader)</p> <p>\$9,000 for 2 ELA teachers for after-school ELA intervention for 12.5%</p> <p>\$ 7,200 for Saturday School</p>

<p>during the daily intervention period, once a week after school and on Saturdays to meet the students' needs. (2016-17 school year)</p> <p>Task 3: Charter School will provide targeted CCSS aligned ELA intervention to meet the students' needs. (2016-17 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. (2016-17 school year)</p> <p>Task 1: Charter School will select reading intervention materials and resources. (2016-17 school year)</p> <p>Task 2: Charter School will purchase supplementary instructional materials and benchmark assessments. (2016-17 school year)</p> <p>Task 2: Charter School will schedule and provide initial training for instructional staff and schedule follow up professional development activities. (2016-17 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. (2016-17 school year)</p> <p>Task 1: Teachers will implement the MAP test in Fall 2016 and Spring 2017 to measure student growth in ELA/Literacy. (8/29/16-9/02/16; 3/06/17-3/09/17)</p> <p>Task 2: Teachers will analyze areas of growth for each student on the Fall 2016 MAP test and measure growth on the Spring 2017 MAP test. Teachers will continue to use in-class/benchmark assessments as progress indicators. (2016-17 school year)</p>	<p>Teachers, Dean of Academics, leadership team</p> <p>ELA Dept. Chair, Dean of Academics, leadership team</p> <p>Dean of Academics, Principal</p> <p>Dean of Academics, Principal</p> <p>Dean of Academics, Principal, leadership team</p> <p>Teachers, ELA Dept. Chair, Dean of Academics, leadership team</p> <p>Teachers, ELA Dept. Chair, Dean of Academics, leadership team</p>	<p>\$2,000 for PD in ELA support and interventions</p> <p>\$1,000 for MAP testing – Fall 2016 and Spring 2017</p>
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<p>Task 3: Charter School will monitor and evaluate reading intervention program goals and objectives; determine if goals and objectives are being met.</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 2016 to Spring 2017.

<p>What data did you use to form this goal?</p> <ul style="list-style-type: none"> ▪ SBAC math data from 2016 ▪ 2016 MAP test data 	<p>What were the findings from the analysis of this data?</p> <p><u>SBAC Results</u> <u>English Language Learners:</u> Math: 9 Students Standard met/exceeded: *</p> <p><u>Economically Disadvantaged:</u> Math: 79 Students Standard met/exceeded: 13%</p> <p><u>Not Economically Disadvantaged</u> Math: 20 students Standard met/exceeded: 21%</p> <p><u>Students with Disability</u> Math: 9 students Standard met/exceeded: *</p> <p><u>Ethnicity for Economically Disadvantaged Hispanic:</u> Math: 70 students Standard met/exceeded: 10%</p> <p><u>Ethnicity for Economically Disadvantaged Black or African American:</u> Math: 3 students Standard met/exceeded: *</p> <p><u>Ethnicity for Not Economically Disadvantaged Hispanic</u> Math: 12 students Standard met/exceeded: 27%</p> <p><u>Ethnicity for Not Economically Disadvantaged White</u> 4 students Standard met/exceeded (Math): *</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 math instruction, support and intervention to all students, including ELs, and monitor student progress in math as measured by the MAP tests.</p>		
<p>Action Step 1: Teachers will provide CCSS aligned math instruction using SDAIE strategies. (2016-17 school year)</p>	<p>Person(s) Responsible</p>	<p>Cost and Funding Source (Itemize for Each Source)</p>

<p>Task 1: Teachers will develop CCSS aligned math lessons considering their EL students' needs. (2016-17 school year)</p> <p>Task 2: Teachers will provide CCSS aligned math instruction using SDAIE strategies. (2016-17 school year)</p> <p>Task 3: 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>Teachers, leadership team</p> <p>Teachers, leadership team</p> <p>Math Teachers</p>	
<p>Action Step 2: The leadership team will place students into appropriate intervention groups and teachers will provide targeted math support and interventions.</p>	<p>Dean, leadership team</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. (2016-17 school year)</p>	<p>Teachers, Dean, leadership team</p> <p>Leadership Team</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. (2016-17 school year)</p>	<p>Math teachers, Dean of Academics, leadership team</p>	<p>\$8,000 for 2 math teachers for after-school math intervention for 12.5%</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. (2016-17 school year)</p>	<p>Dean of Academics, Principal</p>	<p>\$7,200 for Saturday School</p>
<p>Task 4: Charter school will conduct Saturday Academic Intervention program</p>	<p>Dean of Academics, Principal</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. (2016-17 school year)</p>	<p>Dean of Academics, RTI coordinator, leadership team</p>	
<p>Task 1: Charter School will select math intervention materials and resources. (2016-2017 school year)</p>	<p>Teachers, Dean of Academics, leadership team</p>	<p>\$4,000 for math intervention program (ALEKS)</p>
<p>Task 2: Charter School will purchase supplementary instructional materials and benchmark</p>	<p>Teachers, Math Dept.</p>	<p>\$1,000 for supplemental</p>

<p>assessments.</p> <p>Task 3: Charter School will schedule and provide initial training for instructional staff and schedule follow up professional development activities. (2016-17 school year)</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. (2016-17 school year)</p> <p>Task 1: Teachers will implement the MAP test in Fall 2016 and Spring 2017 to measure student growth in math. (8/29/16-9/02/16; 3/06/17-3/09/17)</p> <p>Task 2: Teachers will analyze areas of growth for each student on the Fall 2016 MAP test and measure growth on the Spring 2017 MAP test. Teachers will continue to use in-class/benchmark assessments as progress indicators. (2016-17 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. (2016-17 school year)</p>	<p>Chair, Dean of Academics, leadership team</p> <p>Teachers, Math Dept. Chair, Dean of Academics, leadership team</p>	<p>math resources</p> <p>\$2,000 Title I for PD in math support and interventions</p> <p>\$1,000 for MAP testing</p>
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<p>PERFORMANCE GOAL 2A: All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.</p> <p>LEA GOAL: 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 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 2016 to Spring 2017. ▪ 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"> ▪ 2016 SBAC ELA/Literacy and math data ▪ Fall 2016-17 MAP test data ▪ CELDT results ▪ EL re-classification rates 	<p>What were the findings from the analysis of this data? Based upon collective data, 12 of our current EL student placed in the Early Advanced to Advanced ranks. These EL students will be recommended for 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.</p> <p><u>English Language Learners:</u> 12 Students Standard met/exceeded (Math): 0%</p> <p><u>English Language Learners:</u> 12 Students Standard met/exceeded (ELA): 0%</p> <p><u>CELDT Data</u> Advanced – 7 Early Advanced – 5 Intermediate – 3 Early Intermediate – 3 Beginner – 2 EL Re- Classification Rate: 57%</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. (2016-17 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.</p>	<p>Person(s) Responsible Teachers, leadership team</p> <p>Office, EL coordinator, leadership team</p>	<p>Cost and Funding Source (Itemize for Each Source)</p>

<p>Task 2: ELD class(es) will be built into in the master schedule. (2016-17 school year)</p> <p>Task 3: Charter School will purchase supplementary ELD materials and benchmark assessments. (2016-17 school year)</p> <p>Task 4: Charter School will schedule and provide initial training for instructional staff and schedule follow up professional development activities. (2016-17 school year)</p> <p>Action Step 2: The leadership team will place students into appropriate intervention groups and teachers will provide targeted ELD support and interventions. (2016-17 school year)</p> <p>Task 1: Teachers will identify targeted ELD areas and levels of support needed. (2016-17 school year)</p> <p>Task 2: Teachers will develop and implement targeted lessons to meet the students' needs. Students will also be provided after-school intervention at least once a week and on Saturdays. (2016-17 school year)</p> <p>Action Step 3: Teachers and the leadership team will monitor student progress in ELD as measured by in-class/benchmark assessments. <i>(ELA/Literacy and math monitoring via MAP tests have been described in Performance Goal 1.)</i> (2016-17 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. (2016-17 school year)</p> <p>Task 2: Charter School will monitor student progress in ELD using in-class/benchmark assessments as progress indicators. (2016-17 school year)</p> <p>Task 3: Teachers will collaborate on assessment results and make necessary adjustment in their instruction. (2016-17 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. (2016-17 school year)</p> <p>Task 5: The school leadership will implement the observation protocol monthly. (2016-17 school year)</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>Teachers, EL coordinator, Dean of Academics, leadership team</p> <p>Title III Consortium lead EL program coordinator, leadership team</p>	<p>\$1,000 Supplementary Materials (not a separate expense; already accounted for in Goal 1A)</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>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. (2016-17 school year)</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 2016 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? Weekly, monthly, quarterly, and annual program monitoring and evaluation</p>	<p>Where can a budget plan of the proposed expenditures for this goal be found? See Form F: Budget Planning Tool</p>	
<p>STRATEGY: Charter School will arrange for a counselor who will provide support and resources to both immigrant students and their teachers and school staff to best support those students.</p>		
<p>Action Step 1: Charter School will identify immigrant student needs and provide counseling support and necessary resources to meet the needs of immigrant students such as provision of tutorials, mentoring, curricular and instructional materials. (2016-17 school year)</p> <p>Task 1: Charter School will identify the immigrant students and their needs. (2016-17 school year)</p> <p>Task 2: Charter School will arrange for a counselor to provide support and necessary resources to meet the needs of immigrant students. Counseling will be for at least one hour per student per year and more as needed to support the needs of students. (2016-17 school year)</p> <p>Task 3: MPS Home Office will monitor the site-level implementation of the counseling services at least once per semester. (2016-17 school year)</p> <p>Action Step 2: Charter School will schedule at least three hours of PD for its counselors/staff who will learn best practices and counseling methods geared towards helping immigrant students. (2016-17 school year)</p> <p>Task 1: Charter School will schedule at least three hours of PD for its counselors/staff. PD will focus on immigrant student needs and counseling immigrant students. (2016-17 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>\$25 Title III-Immigrant for immigrant student counseling</p>

<p>PERFORMANCE GOAL 3: All students will be taught by credentialed teachers.</p> <p>LEA GOAL: For each year of the charter, all Charter School teachers will be appropriately assigned and fully credentialed as required by law and the charter.</p> <p>Identified Need: To ensure teachers are appropriately assigned and fully credentialed</p> <p>Expected Annual Measurable Outcomes:</p> <ul style="list-style-type: none"> 100% of Charter School's teachers will be appropriately assigned and fully credentialed as required by law and the charter. 100% of Charter School's teachers will participate in at least 18 hours of professional development per year. PD includes the areas of Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas and training in strategies to support ELs with common core ELA/ELD and math curricula. 		
<p>What data did you use to form this goal?</p> <ul style="list-style-type: none"> Initial and annual verification of teacher credentials Compliance documentation for Charter School Oversight Visit Teacher PD needs assessments Teacher PD attendance, including participation in BTSA and EL Authorization programs Teacher performance evaluations 	<p>What were the findings from the analysis of this data?</p> <p>MSA 4 Venice employees meet the requirements of 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: Charter School will conduct credential review and support teachers' credentialing needs. (2016-17 school year)</p> <p>Task 1: Charter School will conduct credential review as part of teacher hiring process. (2016-17 school year)</p> <p>Task 2: Charter School will identify teacher credentialing needs and support teachers' credentialing needs. (2016-17 school year)</p> <p>Task 3: Charter School will annually review master schedule/teacher assignments to ensure compliance. (2016-17 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. (2016-17 school year)</p> <p>Task 1: Charter School will schedule PD in abovementioned areas. (2016-17 school year)</p> <p>Task 2: Charter School will monitor how effectively teachers implement strategies and skills they</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>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</p>	<p>Cost and Funding Source (Itemize for Each Source)</p> <p>\$728.00 Title II funds to support teacher credentialing</p> <p>Cost and Funding Source for PD and training in ELA/Literacy, math, ELD, and immigrant education have already been listed</p>

<p>PERFORMANCE GOAL 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.</p> <p>LEA GOAL: Charter School will support students physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning.</p> <p>Identified Need: To avoid chronic absenteeism, school dropout, student suspension and expulsion, and to increase student attendance, sense of safety and school connectedness</p> <p>Expected Annual Measurable Outcomes:</p> <ul style="list-style-type: none"> ▪ 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. 		
<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? MSA-4 is dedicated to providing a college preparatory educational program emphasizing STEAM 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 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: monthly competitions tied to positive school climate and character education; partnerships with local businesses to offer prizes for recognition.</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 implement policies that encourage parent involvement, positive student behavior and improvements and Charter School teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.</p>		
<p>Action Step 1: Charter School will implement Positive Behavioral Interventions and Supports (PBIS). (2016-17 school year)</p>	<p>Person(s) Responsible Teachers, leadership team</p>	<p>Cost and Funding Source (Itemize for Each Source)</p>

<p>Task 1: Charter School will implement PBIS and alternatives to suspension. (2016-17 school year)</p> <p>Task 2: Charter School will implement a positive behavior reward system and use CoolSIS for monitoring. (2016-17 school year)</p> <p>Action Step 2: Charter School will offer Life Skills program to supplement instruction. (2016-17 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. (2016-17 school year)</p>	<p>Teachers, Dean, leadership team</p> <p>Teachers, leadership team</p>	
<p>Task 1: 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 (2016-17 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, college application, using SIS to check student progress, study habits, and family literacy. (2016-17 school year)</p>	<p>Teachers, Dean, leadership team</p> <p>EL coordinator/Dean of Academics, leadership team</p>	<p>\$ 1,000 Title 1 Parent Workshops and Conference including logistics \$ 200 Title 1 Parent Events</p>
<p>Action Step 4: Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement. (2016-17 school year)</p> <p>Task 1: Charter School teachers will schedule and make home-visits. (2016-17 school year)</p> <p>Task 2: Charter School teachers will document the</p>	<p>Teachers, Dean, leadership team</p> <p>Teachers, Dean, leadership</p>	<p>\$3,000 for Title I home-visit stipend</p>

visits, evaluate them and share necessary information with the appropriate staff (grade level team, counselor, administrator, etc.) (2016-17 school year)	team	
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<p>PERFORMANCE GOAL 5: All students will graduate from high school.</p> <p>LEA GOAL: Charter School will maintain a high rate of high school graduation and students will be on track to be college/career ready.</p> <p>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</p> <p>Expected Annual Measurable Outcomes:</p> <ul style="list-style-type: none"> ▪ 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. 		
<p>What data did you use to form this goal?</p> <ul style="list-style-type: none"> ▪ Enrollment records ▪ Graduation records ▪ CDE records/CALPADS reports ▪ 4-year plans ▪ Class schedules and rosters ▪ College Board reports 	<p>What were the findings from the analysis of this data?</p> <p>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.</p> <p>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.</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 students with 4-year plans and support programs to ensure timely high school graduation and college/career readiness.</p>		
<p>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. (2016-17 school year)</p> <p>Action Step 2: Charter School will offer credit recovery and test prep classes and provide support to ensure timely high school graduation. (2016-17 school year)</p> <p>Action Step 3: Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. (2016-17 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</p>	<p>Person(s) Responsible College Advisor, Dean of Academics, leadership team</p> <p>College Advisor, Dean of Academics, leadership team</p> <p>Principal, Dean, leadership team</p> <p>Principal, Dean, leadership team</p>	<p>Cost and Funding Source (Itemize for Each Source)</p> <p>MSA 4 offers its students credit recovery courses and other test prep opportunities (APEX and Rev K-12) as offered by YPI.</p> <p>Summer School is also offered as a means by which students can recover credits.</p> <p>\$3,000 – AP Exam fees</p>

<p>college readiness, including test prep for ACT/SAT. (2016-17 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 2016, 95% of our sophomores and 65% of our freshman and juniors will take the PSAT.</p> <p>Action Step 7: SAT Participation Rate: By March 2017, 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 2017</p> <p>Action Step 9: Students in grades 10-12 will visit at least 1 college by June 2017</p>		<p>\$1,000 – 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 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 ▪ STEAM activities ▪ Blended learning 	July 27, 2016 June 9, 2017	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

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 The EL program coordinator sponsored by the Title III consortium lead will maintain, evaluate, and improve the EL Master Plan and EL Program based on the observations, data, and feedback from each member school.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will provide coaching and professional development to all teachers of English learners (for example, provide integrated and designated ELD support, teacher training, coaching on SIOP, CHATS, and SDAIE strategies, as well as model push-in support).</p> <p>The EL program coordinator sponsored by the Title III consortium lead will conduct lesson demonstrations and classroom observations/walk throughs in order to help improve instruction delivered to English learners.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will help teachers and site level coordinators monitor the progress of English learners and reclassified students, and create appropriate interventions and action plans as needed.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will lead and train the ELD coordinators at each school site, including facilitate team meetings as well as coordinate the EL program strategic planning process.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will oversee the adoption and implementation of the ELD curriculum.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will oversee the Title III improvement plan, and any other Title III requirements.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will attend related professional development and share resources with school leaders and staff.</p>	<p>Ongoing</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>\$37,310 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 MPS Home Office data management department will provide data disaggregation to the Charter School for data, including but not limited to:</p> <ul style="list-style-type: none"> ▪ SBAC ELA/Literacy and math data disaggregated by grade and subgroups ▪ MAP test ELA and math data disaggregated by grade and subgroups ▪ CELDT results disaggregated by grade, years in US, AMAO targets, etc. ▪ Graduation data ▪ ADA reports ▪ Graduation data ▪ Any other data as needed 	<p>July 27, 2016 June 9, 2017</p>	<p>Charter School receives these services from the MPS Home Office and uses its LCFF funds as a source. State or federal program funds as outlined in the school's ConApp are not used to fund these services.</p>	<p>\$0</p>	<p>N/A</p>

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

<p>Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)</p>	<p>Start Date Completion Date</p>	<p>Proposed Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source (itemize for each source)</p>
<p>Parent and Community Outreach 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 	<p>July 27, 2016 June 9, 2017</p>	<p>Charter School receives these services from the MPS Home Office and uses its LCFF funds as a source. State or federal program funds as outlined in the school's ConApp are not used to fund these services.</p>	<p>\$0</p>	<p>N/A</p>

<ul style="list-style-type: none"> ▪ 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 				
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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"/>
Amine Farhat	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tiana Santos	<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"/>
Wegahita Araya	<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: 12/02/16.

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
\$58,233.00	Title I, Part A	\$58,233.00	\$0.00
\$728.00	Title II	\$728.00	\$0.00
	Title III, LEP	*A total of \$37,130.00 Title III, LEP funding is allocated for the Magnolia Science Academy consortium. Funding is not passed to member schools.	
\$0.00	Title III, Immigrant	\$0.00	\$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	\$31,400.00
Classified Personnel Salaries	2000-2999	
Employee Benefits	3000-3999	
Books and Supplies	4000-4999	\$11,000.00
Services and other Operating Expenditures	5000-5699	\$4,000.00
Transfers of Direct Costs	5700-5799	
Professional/Consulting Services and Operating Expenditures	5800	\$13,000.00
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 12.5%	Certificated Personnel Salaries	1000-1999	\$9,000.00	
Action Step 2: Saturday School	Certificated Personnel Salaries	1000-1999	\$7,200.00	
Action Step 2: MAP test	Books and Supplies	4000-4999	\$1,000.00	
Action Step 3: Accelerated Reader	Books and Supplies	4000-4999	\$4,000.00	
Action Step 3: Supplementary instructional materials	Books and Supplies	4000-4999	\$1,000.00	
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	\$16,200.00	
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999		
Books and Supplies	4000-4999	\$6,000.00	
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 12.5%	Certificated Personnel Salaries	1000-1999	\$8,000.00	
Action Step 2: Saturday School	Certificated Personnel Salaries	1000-1999	\$7,200.00	
Action Step 2: MAP test	Books and Supplies	4000-4999	\$1,000.00	
Action Step 3: ALEKS	Books and Supplies	4000-4999	\$4,000.00	
Action Step 3: PD in math support and interventions	Prof. Services and Operating Expenditures	5800	\$2,000.00	

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999	\$15,200.00	
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	\$2,000.00	
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: PD in ELD 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		
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	\$1,000.00	
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

Description of Expenditures:

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

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title III-Immigrant
Action Step 1: Immigrant student counseling	Prof. Services and Operating Expenditures	5800		\$25.00

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		\$25.00
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	\$4,000.00	\$728.00

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	\$4,000.00	\$728.00
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 logistical expenses	Communications	5900	\$200.00	
Action Step 3: Parent workshop presenter compensation	Prof. Services and Operating Expenditures	5800	\$1,000.00	
Action Step 3: Home-visit stipends	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		
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	\$4,000.00	
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	\$3,000.00	
Action Step 9: Transportation for college visits	Services and other Operating Expenditures	5000-5699	\$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	\$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.

SPSA ANNUAL EVALUATION

MSA 4's SSC met and evaluated the 2015-16 SPSA on Friday, December 2, 2016 and approved the 2016-17 SPSA. The following are the highlights from the annual evaluation:

- The top priority in the current SPSA is the intervention programs for our students. MSA 4 will continue to provide targeted CCSS aligned ELA and math interventions during the daily intervention period, after school and on Saturdays to meet the students' needs. MSA 4 will continue to take a critical look at instructional practices and data to implement strategic instructional interventions.
- MSA 4 utilizes ALEKS and Rev K-12 for math intervention curriculum. These programs provides targeted instruction to students at their level. For ELA support, the school uses Accelerated Reader and Study Sync for further support.
- Teacher PD is an important part of our plan. Investing in our teachers' professional growth is essential to student achievement. MSA 4 uses a teacher coaching and evaluation protocol to support our teachers' instructional practices and identify areas for growth. Teachers participate in MPS-wide professional development days as well as site-based PD. The school will continue to support teacher PD activities.
- Home visits serve to improve family-school connectedness. MSA 4 has made this unique feature of MPS a priority for all staff in the new SPSA.

Magnolia Science Academy-5

Single Plan for Student Achievement

2016-17



A Resource for the School Site Council

The Single Plan for Student Achievement

School: Magnolia Science Academy-5

District: Los Angeles Unified School District

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

Principal: Brad Plonka

Date of this revision: 11/30/2016

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:	Brad Plonka
Position:	Principal
Telephone Number:	(818) 705-5676
Address:	18230 Kittridge Street, Reseda, CA 91335
E-mail Address:	bplonka@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: Charter School will set and strive to meet proficiency targets in English Language Arts/Literacy on the CAASPP assessment system.</p> <p>Identified Need: To increase the percentage of students who score proficient or above in English Language Arts/Literacy on the CAASPP assessment system</p> <p>Expected Annual Measurable Outcomes:</p> <ul style="list-style-type: none"> All student subgroups will meet or exceed proficiency targets in English Language Arts/Literacy on the CAASPP assessment system. (Specific targets will be set as data becomes available.) For all student subgroups, the percentage of students performing proficient on the Reading/ELA sections of our internal, common-core aligned Measures of Academic Progress (MAP) assessment will increase by 5% from Fall 2016 to Spring 2017. 		
<p>What data did you use to form this goal?</p> <ul style="list-style-type: none"> SBAC ELA/Literacy data from 2016 Spring 2016 MAP test data Fall 2016 MAP test data 	<p>What were the findings from the analysis of this data?</p> <p>According to the data, a large portion of our students are not meeting the standards in ELA. This is also the case for our EL students and other subgroups as well.</p> <p>41% of the students met or exceeded the standards for ELA. While 9% of our EL and 37% of our Latino students met or exceeded the standards, which is a growth from 0% and 19% in 2015.</p> <p>Our fall MAP data indicates 21% of our students are proficient in reading and 34% are at nearly met standard.</p>	
<p>How will the school evaluate the progress of this goal? Weekly, monthly, quarterly, and annual program monitoring and evaluation</p>	<p>Where can a budget plan of the proposed expenditures for this goal be found? See Form F: Budget Planning Tool</p>	
<p>STRATEGY: Charter School will provide CCSS aligned ELA instruction, support and intervention to all students, including ELs, and monitor student progress in ELA/Literacy as measured by the MAP tests.</p>		
<p>Action Step 1: Teachers will provide CCSS aligned ELA instruction using SDAIE strategies. (2016-17 school year)</p> <p>Task 1: Teachers will develop CCSS aligned ELA lessons considering their EL students' needs. (2016-17 school year)</p>	<p>Person(s) Responsible</p> <p>Teachers, leadership team</p>	<p>Cost and Funding Source (Itemize for Each Source)</p>

<p>Task 2: Teachers will provide CCSS aligned ELA instruction using SDAIE strategies. (2016-17 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.</p> <p>Task 1: Charter School will use the MAP test and teacher feedback to identify and place students in ELA intervention groups and classes.</p> <p>Task 2: Teachers will provide targeted CCSS aligned ELA intervention during the daily intervention period, once a week after school and on Saturdays to meet the students' needs. (2016-17 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. (2016-17 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. (2016-17 school year)</p> <p>Task 1: Charter School will select reading intervention materials and resources.</p> <p>Task 2: Charter School will purchase supplementary instructional materials and benchmark assessments.</p> <p>Task 2: Charter School will schedule and provide initial training for instructional staff and schedule follow up professional development activities.</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. (2016-17 school year)</p> <p>Task 1: Teachers will implement the MAP test in Fall 2016 and Spring 2017 to measure student growth in ELA/Literacy.</p> <p>Task 2: Teachers will analyze areas of growth for each student on the Fall 2016 MAP test and measure growth on the Spring 2017 MAP test. Teachers will continue to use in-class/benchmark assessments as progress indicators. (2016-17 school year)</p> <p>Task 3: Charter School will monitor and evaluate reading intervention program goals and</p>	<p>Teachers, leadership team</p> <p>Teachers, leadership team</p> <p>Leadership team</p> <p>Leadership team</p> <p>Teachers, Leadership team</p> <p>ELA teacher, leadership team</p> <p>Dean of Academics, Principal</p> <p>Dean of Academics, Principal</p> <p>Dean of Academics, RTI coordinator, leadership team</p> <p>Leadership team</p> <p>Teachers & leadership team</p>	<p>\$3,500 for MAP test</p> <p>\$20,755.80 Title I for two Intervention teachers for 20%</p> <p>\$26,802.62 Title I for SES or similar services for ELA intervention</p> <p>\$10,000 for reading intervention program</p> <p>\$1,500 for novels Title I & non-fiction books \$10,000 for MyON</p> <p>\$13,401.31 Title I for PD in ELA support and interventions</p>
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objectives; determine if goals and objectives are being met. Findings will be reflected in the SSC minutes. (2016-17 school year)	Teachers & Leadership team	
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<p>PERFORMANCE GOAL 1B: All students will reach high standards, at a minimum, attaining proficiency or better in mathematics.</p> <p>LEA GOAL: Charter School will set and strive to meet proficiency targets in math on the CAASPP assessment system.</p> <p>Identified Need: To increase the percentage of students who score proficient or above in math 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 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 2016 to Spring 2017. 		
<p>What data did you use to form this goal?</p> <ul style="list-style-type: none"> SBAC math data from 2016 Spring 2016 MAP test data Fall 2016 MAP test data 	<p>What were the findings from the analysis of this data?</p> <p>Finding showed that the majority of our students are not meeting the standards in mathematics. This is the case in all of our subgroups as well.</p> <p>15% of our students met or exceed the standards for math. 6% of our English Learners and 10% of our Latino students met or exceeded the standards, which shows growth from 2015 in both areas.</p> <p>Our fall MAP data indicates 6% of our students are proficient in math and 25% are at nearly met standard.</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 math instruction, support and intervention to all students, including ELs, and monitor student progress in math as measured by the MAP tests.</p>		
<p>Action Step 1: Teachers will provide CCSS aligned math instruction using SDAIE strategies. (2016-17 school year)</p> <p>Task 1: Teachers will develop CCSS aligned math lessons considering their EL students' needs. (2015-16 school year)</p> <p>Task 2: Teachers will provide CCSS aligned math instruction using SDAIE strategies. (2016-17 school year)</p> <p>Action Step 2: The leadership team will place students into appropriate intervention groups and teachers will provide targeted math support and interventions</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. Task 2:</p>	<p>Person(s) Responsible</p> <p>Teachers, leadership team</p> <p>Teachers, leadership team</p> <p>Teachers, leadership team</p> <p>Leadership team</p>	<p>Cost and Funding Source (Itemize for Each Source)</p> <p>\$3,500 for MAP test</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. (2016-17 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. (2016-17 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. (2016-17 school year)</p> <p>Task 1: Charter School will select math intervention materials and resources.</p> <p>Task 2: Charter School will purchase supplementary instructional materials and benchmark assessments.</p> <p>Task 3: Charter School will schedule and provide initial training for instructional staff and schedule follow up professional development activities.</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. (2016-17 school year)</p> <p>Task 1: Teachers will implement the MAP test in Fall 2015 and Spring 2016 to measure student growth in math.</p> <p>Task 2: Teachers will analyze areas of growth for each student on the Fall 2016 MAP test and measure growth on the Spring 2017 MAP test. Teachers will continue to use in-class/benchmark assessments as progress indicators. (2016-17 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. (2016-17 school year)</p>	<p>Leadership team</p> <p>Teachers & Leadership team</p> <p>Math teachers, Dean of Academics, leadership team</p> <p>Dean of Academics, Principal</p> <p>Dean of Academics, Principal</p> <p>Leadership team</p> <p>Leadership team</p> <p>Teachers & leadership team</p> <p>Teachers & leadership team</p>	<p>\$20,755.80 Title I for two Intervention teachers for 20%</p> <p>\$26,802.62 Title I for SES or similar services for ELA intervention</p> <p>\$2,000 Title I for supplementary instructional materials:</p> <p>\$1,000 for math manipulatives</p> <p>\$13,401.31 Title I for PD in Math support and interventions</p>
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PERFORMANCE GOAL 2A: All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

LEA GOAL:

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

Identified Need:

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

Expected Annual Measurable Outcomes:

- ELs will meet or exceed proficiency targets in English Language Arts/Literacy and math on the CAASPP assessment system. (Specific targets will be set as data becomes available.)
- The percentage of ELs performing proficient on the Reading/ELA sections of our internal, common-core aligned Measures of Academic Progress (MAP) assessment will increase by 5% from Fall 2016 to Spring 2017.
- 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 2016 MAP test data ▪ Fall 2016 MAP test data ▪ CELDT results ▪ EL re-classification rates 	<p>What were the findings from the analysis of this data?</p> <p>For our EL population, we had 9% in ELA and 6% in Math that met or exceed the standards on the ELA/Literacy portion of the SBAC. 18% of our students reclassified during the 2015-16 school year. 17 of our 39 EL students met their ELA MAP growth target from the 2015-16 school year.</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. (2016-17 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.</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.</p> <p>Task 4:</p>	<table border="1"> <thead> <tr> <th data-bbox="812 1407 1136 1470">Person(s) Responsible</th> <th data-bbox="1136 1407 1453 1470">Cost and Funding Source (Itemize for Each Source)</th> </tr> </thead> <tbody> <tr> <td data-bbox="812 1470 1136 1533">Teachers, leadership team</td> <td data-bbox="1136 1470 1453 1533"></td> </tr> <tr> <td data-bbox="812 1533 1136 1596">Office & Dean of Academics</td> <td data-bbox="1136 1533 1453 1596"></td> </tr> <tr> <td data-bbox="812 1596 1136 1659">Dean of Academics,</td> <td data-bbox="1136 1596 1453 1659"></td> </tr> <tr> <td data-bbox="812 1659 1136 1900">Principal</td> <td data-bbox="1136 1659 1453 1900">\$285 for BrainPOP ESL</td> </tr> </tbody> </table>	Person(s) Responsible	Cost and Funding Source (Itemize for Each Source)	Teachers, leadership team		Office & Dean of Academics		Dean of Academics,		Principal	\$285 for BrainPOP ESL
Person(s) Responsible	Cost and Funding Source (Itemize for Each Source)										
Teachers, leadership team											
Office & Dean of Academics											
Dean of Academics,											
Principal	\$285 for BrainPOP ESL										

<p>Charter School will schedule and provide initial training for instructional staff and schedule follow up professional development activities.</p> <p>Action Step 2: The leadership team will place students into appropriate intervention groups and teachers will provide targeted ELD support and interventions.</p> <p>Task 1: Teachers will identify targeted ELD areas and levels of support needed.</p> <p>Task 2: Teachers will develop and implement targeted lessons to meet the students' needs. Students will also be provided after-school intervention at least once a week and on Saturdays. (2016-17 school year)</p> <p>Action Step 3: Teachers and the leadership team will monitor student progress in ELD as measured by in-class/benchmark assessments. (<i>ELA/Literacy and math monitoring via MAP tests have been described in Performance Goal 1.</i>) (2015-16 school year)</p> <p>Task 1: All ELs will be assessed for ELD at the end of each ELD curricular unit which takes approximately 6-8 weeks. (2016-17 school year)</p> <p>Task 2: Charter School will monitor student progress in ELD using in-class/benchmark assessments as progress indicators. (2016-17 school year)</p> <p>Task 3: Teachers will collaborate on assessment results and make necessary adjustment in their instruction. (2016-17 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.</p> <p>Task 5: The school leadership will implement the observation protocol monthly. (2016-17 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. (2016-17 school year)</p>	<p>Dean of Academics</p> <p>Leadership team</p> <p>Teachers & leadership team</p> <p>Teachers & leadership team</p> <p>Teachers &, Dean of Academics</p> <p>Teachers, EL coordinator, Dean of Academics, leadership team</p> <p>Teachers, EL coordinator, Dean of Academics, leadership team</p> <p>Title III Consortium lead EL program coordinator, leadership team</p> <p>Title III Consortium lead EL program coordinator, leadership team</p> <p>Dean of Academics, EL coordinator, RTI coordinator, leadership team</p> <p>Title III Consortium lead EL program coordinator, leadership team</p>	<p>\$13,401.31 Title I for PD in ELD support and interventions</p> <p>Charter School is a member of the Magnolia Science Academy consortium for Title III LEP funds. Per the MOU with the consortium lead, Charter School will receive ELD services, including monitoring and evaluation of the EL programs and services and professional development. The EL program coordinator sponsored by the lead will closely work with the school's teachers and the leadership team.</p>
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PERFORMANCE GOAL 2B: All immigrant children and youth will be provided with necessary resources and support systems.

LEA GOAL:

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

Identified Need:

To provide necessary counseling and support to immigrant students

Expected Annual Measurable Outcomes:

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

What data did you use to form this goal?

- Fall 2016 MAP test data
- CELDT results
- EL re-classification rates
- CoolSIS information on student enrollment, grades, and behavior

What were the findings from the analysis of this data?

More professional development on EL support, RTI, and differentiated instruction for the teachers.
Workshops for parents so that they will be able to support the students at home.
More tutoring opportunities to just immigrant students.

How will the school evaluate the progress of this goal?

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

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

See Form F: Budget Planning Tool

STRATEGY: Charter School will 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.

Action Step 1:

Charter School will identify immigrant student needs and provide counseling support and necessary resources to meet the needs of immigrant students such as provision of tutorials, mentoring, curricular and instructional materials. (2016-17 school year)

Task 1:

Charter School will identify the immigrant students and their needs.

Task 2:

Charter School will arrange for a counselor to provide support and necessary resources to meet the needs of immigrant students. Counseling will be for at least one hour per student per year and more as needed to support the needs of students.

Task 3:

MPS Home Office will monitor the site-level implementation of the counseling services at least semesterly. (2016-17 school year)

Action Step 2:

Charter School will schedule at least three hours of PD for its counselors/staff who will learn best practices and counseling methods geared towards helping immigrant students. 2016-17 school year)

Task 1:

Charter School will schedule at least three hours of PD for its counselors/staff. PD will focus on immigrant student needs and counseling immigrant students.

Person(s) Responsible
Teachers, leadership team

Office & leadership team

Leadership team

MPS Home Office

Leadership team

Cost and Funding Source (Itemize for Each Source)

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?

Findings were:

- All teachers have preliminary/clear credentials and teach in their respective subject area.
- All teachers are enrolled in BTSA program who have not cleared their credential.
- Teachers continue to receive PD in areas of, Rigor, Differentiated Instruction, RTI, Blended learning, Special Education
- Teachers showed growth after first classroom observation.

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 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. (2016-17 school year)

Task 1:

Charter School will conduct credential review as part of teacher hiring process. (2016-17 school year)

Task 2:

Charter School will identify teacher credentialing needs and support teachers' credentialing needs. (2016-17 school year)

Task 3:

Charter School will annually review master schedule/teacher assignments to ensure compliance. (2016-17 school year)

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

Person(s) Responsible

Teachers, leadership team

Principal, MPS Home Office

Principal, MPS Home Office

Principal

Leadership team

Cost and Funding Source (Itemize for Each Source)

Cost and Funding Source for PD and training in ELA/Literacy, math, ELD,

<p>common core ELA/ELD and math curricula, and immigrant education. (2016-17 school year)</p> <p>Task 1: Charter School will schedule PD in abovementioned areas. (2016-17 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. (2016-17 school year)</p> <p>Action Step 3: Teachers will receive PD in areas of need identified through needs assessment. (2016-17 school year)</p> <p>Task 1: Charter School will identify further PD needs besides the ones listed in Action Step 2. (2016-17 school year)</p> <p>Task 2: Charter School will schedule PD in areas of need. (2016-17 school year)</p> <p>Action Step 4: Charter School will evaluate its teachers for their performance. (2016-17 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. (2016-17 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. (2016-17 school year)</p> <p>Task 3: Charter School may use evaluation results as basis and documentation for transfer, promotion, reassignment, or disciplinary action. (2016-17 school year)</p>	<p>Leadership team</p> <p>Leadership team</p> <p>Leadership team</p> <p>Leadership team</p> <p>Leadership team</p> <p>Leadership team</p> <p>Leadership team</p> <p>Leadership team</p>	<p>and immigrant education have already been listed under Goals 1A, 1B, 2A, and 2B, respectively.</p>
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PERFORMANCE GOAL 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

LEA GOAL:

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

Identified Need:

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

Expected Annual Measurable Outcomes:

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

<p>What data did you use to form this goal?</p> <ul style="list-style-type: none"> ▪ ADA reports ▪ Daily attendance records ▪ Enrollment records ▪ CDE records/CALPADS reports ▪ Behavior incident reports via CoolSIS ▪ Survey reports ▪ Home visit calendar 	<p>What were the findings from the analysis of this data?</p> <p>Findings for this goal were: 95% ADA 0% Suspension rate 0% Expulsion rate 25% of our students homes were visited More than 5 parent activities & events were held Mitchell Family Counseling was offered to students who had difficulty with attendance, behavior, and/or academics. Life Skills was provided to all students one class period a week and themes were discussed school-wide.</p>										
<p>How will the school evaluate the progress of this goal? 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 implement policies that encourage parent involvement, positive student behavior and improvements and Charter School teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.</p>											
<p>Action Step 1: Charter School will implement Positive Behavioral Interventions and Supports (PBIS). (2016-17 school year)</p> <p>Task 1: Charter School will implement PBIS and alternatives to suspension. (2016-17 school year)</p> <p>Task 2: Charter School will implement a positive behavior reward system and use CoolSIS for monitoring. (2016-17 school year)</p> <p>Action Step 2: Charter School will offer Life Skills program to supplement instruction. (2016-17 school year) (Life Skills program contains topics on social and emotional learning, study skills, environmental issues,</p>	<table border="1"> <thead> <tr> <th data-bbox="815 1411 1140 1453">Person(s) Responsible</th> <th data-bbox="1146 1411 1448 1507">Cost and Funding Source (Itemize for Each Source)</th> </tr> </thead> <tbody> <tr> <td data-bbox="815 1474 1140 1537">Teachers & leadership team</td> <td data-bbox="1146 1474 1448 1537"></td> </tr> <tr> <td data-bbox="815 1558 1140 1621">Teachers & leadership team</td> <td data-bbox="1146 1558 1448 1621"></td> </tr> <tr> <td data-bbox="815 1663 1140 1726">Teachers & leadership team</td> <td data-bbox="1146 1663 1448 1726"></td> </tr> <tr> <td data-bbox="815 1810 1140 1873">Teachers & leadership team</td> <td data-bbox="1146 1810 1448 1873"></td> </tr> </tbody> </table>	Person(s) Responsible	Cost and Funding Source (Itemize for Each Source)	Teachers & leadership team		Teachers & leadership team		Teachers & leadership team		Teachers & leadership team	
Person(s) Responsible	Cost and Funding Source (Itemize for Each Source)										
Teachers & leadership team											
Teachers & leadership team											
Teachers & leadership team											
Teachers & leadership team											

<p>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, Parent College, Parent task Force Meetings, and parent conferences. (2016-17 school year)</p> <p>Task 1: Charter School will communicate with the parents of academically under-performing students, inviting them for parent conferences. (2016-17 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, college application, using SIS to check student progress, study habits, and family literacy. (2016-17 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. (2016-17 school year)</p> <p>Task 1: Charter School teachers will schedule and make home-visits. (2016-17 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.) (2016-17 school year)</p>	<p>Teachers & leadership team</p> <p>Teachers & leadership team</p> <p>Teachers & leadership team</p> <p>Teachers & leadership team</p> <p>Teachers & leadership team</p> <p>Teachers & leadership team</p>	<p>\$6000 Title I parent involvement</p> <p>\$5,000 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 	Fall 2016 On-Going	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 #: 2A

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)

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

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

<p>Title III-LEP Support The EL program coordinator sponsored by the Title III consortium lead will maintain, evaluate, and improve the EL Master Plan and EL Program based on the observations, data, and feedback from each member school.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will provide coaching and professional development to all teachers of English learners (for example, provide integrated and designated ELD support, teacher training, coaching on SIOP, CHATS, and SDAIE strategies, as well as model push-in support).</p> <p>The EL program coordinator sponsored by the Title III consortium lead will conduct lesson demonstrations and classroom observations/walk throughs in order to help improve instruction delivered to English learners.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will help teachers and site level coordinators monitor the progress of English learners and reclassified students, and create appropriate interventions and action plans as needed.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will lead and train the ELD coordinators at each school site, including facilitate team meetings as well as coordinate the EL program strategic planning process.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will oversee the adoption and implementation of the ELD curriculum.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will oversee the Title III improvement plan, and any other Title III requirements.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will attend related professional development and share resources with school leaders and staff.</p>	<p>Ongoing</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>\$37,310 for the Consortium</p>	<p>Title III-LEP</p>
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School Goal #: 1A, 1B, 2A, 2B, 3, 4, 5

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
<p>Data Disaggregation MPS Home Office data management department will provide data disaggregation to the Charter School for data, including but not limited to:</p> <ul style="list-style-type: none"> ▪ SBAC ELA/Literacy and math data disaggregated by grade and subgroups ▪ MAP test ELA and math data disaggregated by grade and subgroups ▪ CELDT results disaggregated by grade, years in US, AMAO targets, etc. ▪ API/AYP data disaggregated by grade and subgroups ▪ Graduation data ▪ ADA reports ▪ Graduation data ▪ Any other data as needed 		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)
<p>Parent and Community Outreach MPS Home Office Outreach and Communications department will provide guidance, support, and training to parents, teachers, administrators, and support staff. The activities of the Outreach and Communications department include, but are not limited to:</p> <ul style="list-style-type: none"> ▪ Providing professional development opportunities in parent education programs ▪ Serving as a link to parent and community resources 		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

<ul style="list-style-type: none"> ▪ 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 				
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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)	\$134,013.08	<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	\$633		<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 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"/>

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.

<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	\$ 134,013.08	

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

Form D: School Site Council Membership

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

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Brad Plonka	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kemal Fazla	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Elaine Nardini	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adrian Uribe	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Brenda Rosas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Elizabeth Ascencio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Elena Carillo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Kimberly Papon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Katherine Aguilar Monzon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

⁴ EC Section 52852

Cassandra Esparza	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Numbers of members in each category	1	2	1	3	3

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:

- The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
- The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
- The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**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
- The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
- This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- This SPSA was adopted by the SSC at a public meeting on: 11/30/2016.

Attested:

Brad Plonka
Typed name of School Principal


Signature of School Principal

11/30/16
Date

Elizabeth Ascencio
Typed name of SSC Chairperson


Signature of SSC Chairperson

11-30-16
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
\$81,991.00	Title I, Part A	\$131,146.09	\$0.00
\$633.00	Title II	\$633.00	\$0.00
\$0	Title III, LEP	*A total of \$37,310 Title III, LEP funding is allocated for the Magnolia Science Academy consortium. Funding is not passed to member schools.	
\$0	Title III, Immigrant	\$0	\$0.00

Budget/Resource Code Descriptions	Budget/Resource Codes	Estimated Expenditures for All Goals by Code Type
Unrestricted	0000	
Unrestricted Locally Defined	0001-0999	
Certificated Personnel Salaries	1000-1999	\$36,255.80
Classified Personnel Salaries	2000-2999	\$0
Employee Benefits	3000-3999	\$1,688.37
Books and Supplies	4000-4999	\$47,000.00
Services and other Operating Expenditures	5000-5699	\$17400.30
Transfers of Direct Costs	5700-5799	
Professional/Consulting Services and Operating Expenditures	5800	\$26,802.62
Communications	5900	
Capital Outlay	6000-6999	
Other Outgo	7000-7439	

Description of Expenditures:

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

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Action Step 2: 2 Intervention teachers for 20% Home visits Saturday School	Certificated Personnel Salaries	1000-1999	\$36,255.80	
Action Step 2: SES for ELA intervention	Prof. Services and Operating Expenditures	5800	\$26,802.62	
Action Step 3: PD in ELA support and interventions	Prof. Services and Operating Expenditures	5000-5699	\$13,401.31	

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	\$36,300.00	
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999		
Books and Supplies	4000-4999		
Services and other Operating Expenditures	5000-5699	\$13401.31	
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800	\$26802.62	
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

Description of Expenditures:

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

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Action Step 2: 2 Intervention teachers for 20% Home visits Saturday School	Certificated Personnel Salaries	1000-1999	\$36,255.80	
Action Step 2: SES for Math intervention	Prof. Services and Operating Expenditures	5800	\$26,802.62	
Action Step 3: PD in Math support and interventions	Prof. Services and Operating Expenditures	5800	\$13,401.31	

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	\$36,255.80	
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999		
Books and Supplies	4000-4999		
Services and other Operating Expenditures	5000-5699	\$13,401.31	
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800	\$26,802.62	
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: Chrome books, student supplies, ELA class set books	Books and Supplies	4000-4999	\$47,000	
Action Step 1: PD in ELD support and interventions	Prof. Services and Operating Expenditures	5800	\$13,401.31	

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	\$37,500.00	
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800	\$13,401.31	
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-Immigra nt
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	\$13,401.31	

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title III-Immigra nt
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	\$13,401.21	
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	\$13,401.21	

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	13,401.21	
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
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Action Step 3: Parent workshop mailing expenses	Parental Involvement	5900	\$6000.00	
Action Step 3: Home-visit stipends	Full Time Staff-Home visits		\$5000.00	

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	\$5000.00	
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	\$6000.00	
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

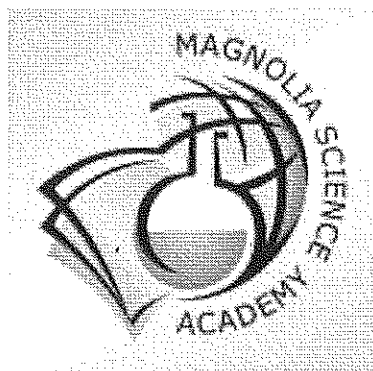
- Identify strategies in the current SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.
 - What specific actions related to those strategies were eliminated or modified during the year?
 - Identify barriers to full or timely implementation 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?

- 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?

Single Plan for Student Achievement



A Resource for the School Site Council

The Single Plan for Student Achievement

School: Magnolia Science Academy-2

District: Los Angeles Unified School District

County-District School (CDS) Code: 19 64733 0115212

Principal: Steven Keskindurk

Date of this revision: 10/27/2016

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

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

Contact Person: Steven Keskindurk

Position: Principal

Telephone Number: (818) 758-0300

Address: 17125 Victory Blvd., Van Nuys CA 91406

E-mail Address: skeskindurk@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.
- 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 2016 to Spring 2017. CAASPP assessment will increase by 5% from Spring 2016 to Spring 2017.

What data did you use to form this goal?

- SBAC ELA/Literacy data from 2016
- Fall 2016 MAP test data
- Fall-2015-Spring 2016

What were the findings from the analysis of this data?

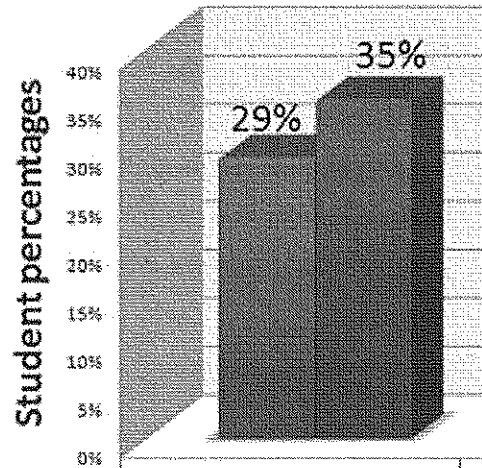
The MAP exams assess students in two areas- mathematics and reading. This computer adaptive exam has been reformatted to align with the Common Core standards so that schools are better able to gauge how students are expected to score on the Smarter Balanced exam.

MAP TEST RESULT FALL 2015-Spring 2016

READING		
Fall 2015		
Level-1	100	32.6%
Level-2	114	37.1%
Level-3	85	27.7%
Level-4	8	2.6%
Spring 2016		
Level-1	96	32.8%
Level-2	108	36.9%
Level-3	73	24.9%
Level-4	16	5.5%

We use MAP data to track student progress over the academic year. Administering MAP testing in fall allows us to analyze the level of each student is the beginning of the year and with this data we place students in the appropriate interventions. Students then take the assessments again in the spring to see growth individually and in subgroups. The most effective growth in seen in longer stretch of time. In other words, the longer they stay at Magnolia Science Academy -2, the better individual and subgroup growth due to interventions they receive.

2015 vs 2016 SBAC ELA & (Overall)

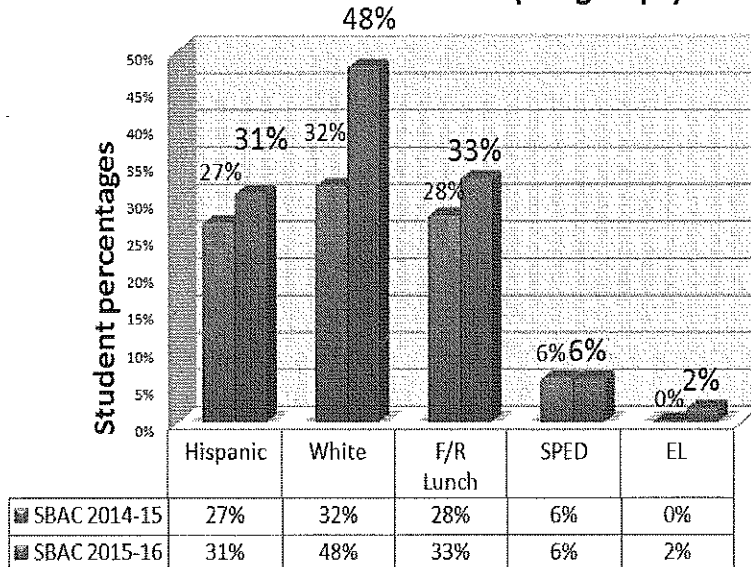


	ELA
■ SBAC 2014-15	29%
■ SBAC 2015-16	35%

As we administer the SBAC test for the second year, we see that MSA-2's overall ELA scores has increased from 29% to 35%.

MSA-2 has in place multi interventions for its students with targeting specific areas of need. Using internal and external assessments, students are placed in the appropriate intervention programs, including Saturday School and Power classes.

2015 vs 2016 SBAC ELA Results (Subgroups)



Looking over the subgroup comparisons, we see an increase in all categories. Per definition of English Learners, students who are considered an English Learner are those who do not show proficiency and fluency in different areas like speaking, writing and listening. Students who were English Learners previously and are able to show proficiency are those who are reclassified, which means they are no longer classified as an English Learner. For this reason, the proficiency levels of English learners are very low in the SBAC ELA testing.

- Increase in the overall EL category (0% - 2%)
- 0% of EL's scored met or exceeded in 2015 - some student's scores were not included in the percentage due to having small number of students in sub groups
- The percentage of students who met and exceeded the ELA test has increased from 27% to 31%
- The number of SPED students tested remained the same during both years and the percentages are similar as well.

We have a Title-1 team who monitors the EL Student.

The English Learner students who demonstrate proficiency in English pass the CELDT, and meet other criteria outlined in our EL Master Plan and in state law. Subsequently, once they meet these requirements, they are no longer classified as English Learners. Therefore, the students who are identified as English Learners when the SBAC is administered are students who have not yet demonstrated proficiency in English (ELD levels 1-3), and as a result may tend to score lower than other subgroups, especially in English Language Arts. Classroom teacher and/or the Language Appraisal Team (teacher, administrator/designee, EL Coordinator, counselor, etc.) Evaluates student performance and concurs with the recommendation to reclassify.

<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. (2016-17 school year)</p> <p>Task 1: Teachers will develop CCSS aligned ELA lessons considering their EL students' needs. (2016-17 school year)</p> <p>Task 2: Teachers will provide CCSS aligned ELA instruction using SDAIE strategies. (2016-17 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 12, 2016)</p> <p>Task 1: Charter School will use the MAP test and teacher feedback to identify and place students in ELA intervention groups and classes. (by September 12, 2016)</p> <p>Task 2: Teachers will provide targeted CCSS aligned ELA intervention during the daily intervention period, once a week after school and on Saturdays to meet the students' needs. (2016-17 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. (2016-17 school year)</p>	<p>Person(s) Responsible Teachers, leadership team</p> <p>Teachers, leadership team</p> <p>Teachers, leadership team</p> <p>Dean of Academics, Title I RTI Team, leadership team</p> <p>Dean of Academics, Title I RTI Team, leadership team</p> <p>Teachers, Dean of Academics, Title I RTI Team, leadership team</p> <p>ELA Dept. Chair, Dean of Academics, Title I RTI Team, leadership team Dean of Academics, Principal</p>	<p>Cost and Funding Source (Itemize for Each Source)</p> <p>\$45,282.00 Title I ELA</p> <p>\$21,000 Title I for ELA and Math interventions on Saturdays</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. (2016-17 school year)</p> <p>Task 1: Charter School will select reading intervention materials and resources. (by September 30, 2016)</p> <p>Task 2: Charter School will purchase supplementary instructional materials and benchmark assessments. (by October 14, 2015)</p> <p>Task 2: Charter School will schedule and provide initial training for instructional staff and schedule follow up professional development activities. (by October 12, 2016)</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. (2016-17 school year)</p> <p>Task 1: Teachers will implement the MAP test in Fall 2016 and Spring 2017</p> <p>Task 2: Teachers will analyze areas of growth for each student on the Fall 2016 MAP test and measure growth on the Spring 2017 MAP test. Teachers will continue to use in-class/benchmark assessments as progress indicators. (2016-17 school year)</p> <p>Task 3: Charter School will monitor and evaluate reading intervention program goals and objectives; determine if goals and objectives are being met. Findings will be reflected in the SSC minutes. (2016-17 school year)</p>	<p>Dean of Academics, Title I RTI Team, leadership team</p> <p>Dean of Academics, Title I RTI Team, leadership team</p> <p>Teachers, Dean of Academics, Title I RTI Team, leadership team</p> <p>Teachers, ELA Dept. Chair, Dean of Academics, Title I RTI Team, leadership team</p>	
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PERFORMANCE GOAL 1B: All students will reach high standards, at a minimum, attaining proficiency or better in mathematics.

LEA GOAL:

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

Identified Need:

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

Expected Annual Measurable Outcomes:

- All student subgroups will meet or exceed proficiency targets in math on the CAASPP assessment system. (Specific targets will be set as data becomes available.)
- For all student subgroups, the percentage of students performing proficient on the math section of our internal, common-core aligned Measures of Academic Progress (MAP) assessment will increase by 5% from Fall 2016 to Spring 2017. CAASPP assessment will increase by 5% from Spring 2016 to Spring 2017.

What data did you use to form this goal?

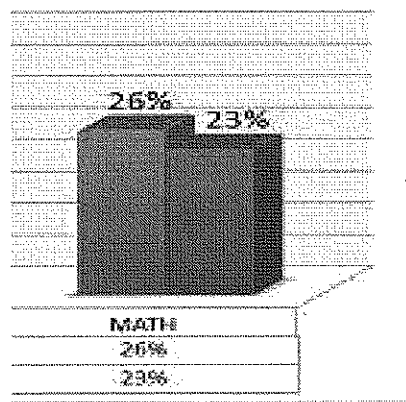
- SBAC math data from 2015-2016
- Spring 2016 MAP test data
- Fall 2017 MAP test data

What were the findings from the analysis of this data?

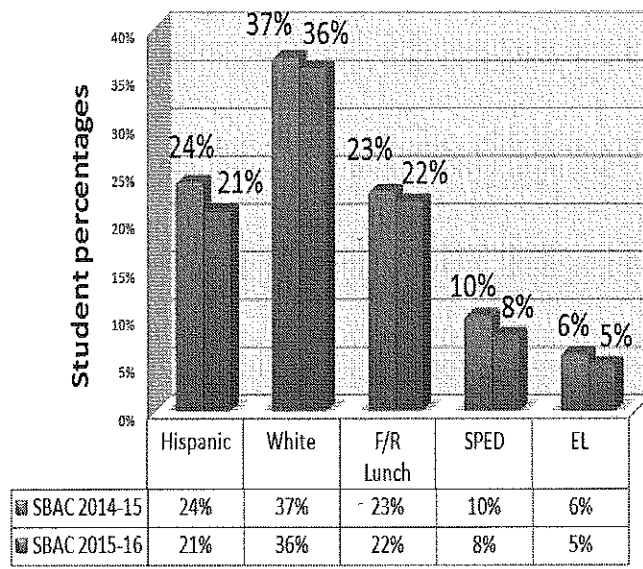
MAP FALL 2016-SPRING 2016

MATHEMATICS		
Fall 2015		
Level-1	124	40.4%
Level-2	112	36.5%
Level-3	48	15.6%
Level-4	23	7.5%
Spring 2016		
Level-1	142	48%
Level-2	100	40%
Level-3	40	13.5%
Level-4	14	4.7%

**SBAC 2015-2016 OVERALL
MATH Results**



2015 vs 2016 SBAC MATH Results (Subgroups)



Looking at the overall math scores may not give a clear increase however when analyzing subgroups, grades and specific categories we see that students were able to show some growth.

For example, only 5% of EL students scored standards met or exceeded yet there is also an increase in the standards met category - which shows that students are improving in their scores and overtime they might be able to score proficient. Another subcategory that shows an increase is Latino high school students which increased from 19% to 34%.

Decrease in the overall EL category (6% to 5%) However there are more number of EL students, and increase in the "Standards met" category

We see a slight decrease in the Math % of SPED students - when looked at individual grades, we see that the number of students are low that it did not generate a percentage Although the overall percentages of students who met and exceeded the Math test has decreased, when looked at grades individually we can see an increase in grades 8th and 11th.

MSA 2 has been providing many intervention programs to ensure that all students are delivered quality of instruction, and that the academic achievement gaps are closed. Power classes, after school tutoring, Saturday school, home tutoring, zero periods, are a few of the intervention programs available to our struggling students.

<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 math instruction, support and intervention to all students, including ELs, and monitor student progress in math as measured by the MAP tests.</p>		
<p>Action Step 1: Teachers will provide CCSS aligned math instruction using SDAIE strategies. (2015-16 school year) Task 1: Teachers will develop CCSS aligned math lessons considering their EL students' needs. (2016-17 school year) Task 2: Teachers will provide CCSS aligned math instruction using SDAIE strategies. (2016-17 school year)</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 12, 2016) 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 12, 2016) 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. (2016-17 school year) 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. (2016-17 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. (2016-17 school year) Task 1: Charter School will select math intervention materials and resources. (by September 30, 2016) Task 2: Charter School will purchase supplementary instructional materials and benchmark</p>	<p>Person(s) Responsible Teachers, leadership team</p> <p>Teachers, leadership team</p> <p>Teachers, leadership team</p> <p>Dean of Academics, Title I RTI Team, leadership team</p> <p>Dean of Academics, Title I RTI Team, leadership team</p> <p>Teachers, Dean of Academics, Title I RTI Team, leadership team</p> <p>Math Dept. Chair, Dean of Academics, Title I RTI Team, leadership team Dean of Academics, Principal</p> <p>Dean of Academics, Principal</p> <p>Dean of Academics, Title I RTI Team, leadership team</p>	<p>Cost and Funding Source (Itemize for Each Source)</p> <p>\$67,736.00 Title I Intervention Teacher</p> <p>\$21,000 Title I for ELA and Math interventions on Saturdays</p>

<p>assessments. (by October 12, 2016)</p> <p>Task 3: Charter School will schedule and provide initial training for instructional staff and schedule follow up professional development activities. (by October 12, 2016)</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. (2016-17 school year)</p> <p>Task 1: Teachers will implement the MAP test in Fall 2016 and Spring 2017</p> <p>Task 2: Teachers will analyze areas of growth for each student on the Fall 2016 MAP test and measure growth on the Spring 2017 MAP test. Teachers will continue to use in-class/benchmark assessments as progress indicators. (2016-17 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. (2016-17 school year)</p>	<p>Dean of Academics, Title I RTI Team, leadership team</p> <p>Teachers, Dean of Academics, Title I RTI Team, leadership team</p> <p>Teachers, Math Dept., Dean of Academics, Title I RTI Team, 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:

- 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 2017.
- 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 2016
- Spring 2016-17 MAP test data
- Fall 2016 MAP test data
- CELDT results
- EL re-classification rates

What were the findings from the analysis of this data?

English Language Learners

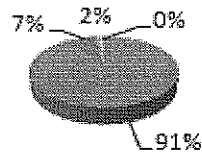
**NWEA MAP EL RESULTS
FALL 2015-Spring 2016**

EL/MATH	GRADE	Growth Count	Count Met Growth Target	Percent Met Growth Target
	6th grade	17	4	24
	7th grade	15	4	27
	8th grade	10	7	70
	9th grade	5	2	40

EL/ELA	GRADE	Growth Count	Count Met Growth Target	Percent Met Growth Target
	6th grade	17	9	53
	7th grade	15	8	53
	8th grade	10	2	20
	9th grade	7	1	14
	10th grade	7	0	0

2016 MSA-2 SBAC ELA English Learners

■ Level 1 ■ Level 2 ■ Level 3 ■ Level 4



- Increase in the overall EL category (0% - 2%)
- 0% of EL's scored met or exceeded in 2015 - some student's scores were not included in the percentage due to having small number of students in sub groups

2016 MSA-2 SBAC Math English Learners

■ Level 1 ■ Level 2 ■ Level 3 ■ Level 4



- Decrease in the overall EL category (6% to 5%)
However there are more number of EL students, and increase in the "Standards met" category

CELDT Test results are analyzed by our EL Coordinator and Dean of Academics. These results are used for placing students in an English Language Learners Program based on their reading, writing, and speaking levels. English Language Learners are also supported by:

- Saturday School Program taught by ELD Certified teacher.
- English Language Learners support classes everyday
- Study Sync (ELD Component)
- Myon
- Illuminate
- SDAIE Lesson Plans

Parents are also a part of English Language Learners Program by meeting with EL Coordinator and discussing options and progress for each level a student is designated. This relationship continues once a student is reclassified.

Per our AMAO goals, we will attempt to increase overall reclassification rates by at least 5% with each student increasing their individual scores by 1 level.

<p>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. (2016-17 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 26, 2016)</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 12, 2016)</p> <p>Task 4: Charter School will schedule and provide initial training for instructional staff and schedule follow up professional development activities. (by October 12, 2016)</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 12, 2016)</p> <p>Task 1: Teachers will identify targeted ELD areas and levels of support needed. (by October 12, 2016)</p> <p>Task 2: Teachers will develop and implement targeted lessons to meet the students' needs. Students will also be provided after-school intervention at least once a week and on Saturdays. (2016-17 school year)</p> <p>Action Step 3: Teachers and the leadership team will monitor student progress in ELD as measured by in-class/benchmark assessments. (ELA/Literacy and math monitoring via MAP tests have been described in Performance Goal 1.) (2016-17 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</p>	<p>Person(s) Responsible Teachers, leadership team</p> <p>Office , leadership team</p> <p>Dean of Academics, Principal</p> <p>Dean of Academics, Principal</p> <p>Dean of Academics, , leadership team</p> <p>ELA/ELD teachers, , Dean of Academics, Title I RTI Team</p> <p>ELA/ELD teachers, , Dean of Academics, Title I RTI Team</p> <p>Teachers, , Dean of Academics, leadership team</p> <p>Title III Consortium lead EL program coordinator, leadership team</p> <p>Dean of Academics, , Title I RTI Team, leadership team</p>	<p>Cost and Funding Source (Itemize for Each Source)</p> <p>\$200 for novels for EL classes \$285 for BrainPOP ESL \$100 for dictionaries for EL classes</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>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>

<p>weeks. (2016-17 school year)</p> <p>Task 2: Charter School will monitor student progress in ELD using in-class/benchmark assessments as progress indicators. (2016-17 school year)</p> <p>Task 3: Teachers will collaborate on assessment results and make necessary adjustment in their instruction. (2016-17 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 17, 2016)</p> <p>Task 5: The school leadership will implement the observation protocol monthly. (2016-17 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 semester. (2016-17 school year)</p>	<p>Title III Consortium lead EL program coordinator, leadership team</p>	
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PERFORMANCE GOAL 2B: All immigrant children and youth will be provided with necessary resources and support systems.

LEA GOAL:

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

Identified Need:

To provide necessary counseling and support to immigrant students

Expected Annual Measurable Outcomes:

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

<p>What data did you use to form this goal?</p> <ul style="list-style-type: none"> ▪ Fall 2016 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 11 immigrant students. 8 of them are in the beginning stages of English Language development. In order to support their English skills, our Title 1 team works with them individually, both, in a pull-out and push in model.</p> <p>Saturday School Program taught by ELD Certified teacher. English Language Learners support classes everyday Study Sync (ELD Component) Myon</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>We also received support from outside organizations which support our AB540 students through the college application and financial aid process. We meet with students and parents regularly to address their specific needs.</p>												
<p>How will the school evaluate the progress of this goal?</p> <p>Weekly, monthly, quarterly, and annual program monitoring and evaluation</p>	<p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <p>See Form F: Budget Planning Tool</p>												
<p>STRATEGY: Charter School will arrange for a counselor who will provide support and resources to current and new incoming immigrant students and their teachers and school staff to best support those students.</p>													
<p>Action Step 1: Charter School will identify immigrant student needs and provide counseling support and necessary resources to meet the needs of immigrant students such as provision of tutorials, mentoring, curricular and instructional materials. (2015-16 school year)</p> <p>Task 1: Charter School will identify the immigrant students and their needs. (by September 12, 2016)</p> <p>Task 2: Charter School will arrange for a counselor to provide support and necessary resources to meet the needs of immigrant students. Counseling will be for at least one hour per student per year and more as needed to support the needs of students. (2016-17 school year)</p> <p>Task 3: MPS Home Office will monitor the site-level implementation of the counseling services at least semesterly. (2016-17 school year)</p> <p>Action Step 2: Charter School will schedule at least three hours of PD for its counselors/staff who will learn best practices and counseling methods geared towards helping immigrant students. (2016-17 school year)</p> <p>Task 1: Charter School will schedule at least three hours of PD for its counselors/staff. PD will focus on</p>	<table border="1"> <thead> <tr> <th data-bbox="815 1167 1133 1243">Person(s) Responsible</th> <th data-bbox="1133 1167 1443 1243">Cost and Funding Source (Itemize for Each Source)</th> </tr> </thead> <tbody> <tr> <td data-bbox="815 1243 1133 1327">Teachers, leadership team</td> <td data-bbox="1133 1243 1443 1327"></td> </tr> <tr> <td data-bbox="815 1327 1133 1411">Office, Dean of Culture, , leadership team</td> <td data-bbox="1133 1327 1443 1411">\$1,197.00 Title III-Immigrant for immigrant student counseling</td> </tr> <tr> <td data-bbox="815 1411 1133 1495">Dean of Culture, leadership team</td> <td data-bbox="1133 1411 1443 1495"></td> </tr> <tr> <td data-bbox="815 1495 1133 1579">MPS Home Office</td> <td data-bbox="1133 1495 1443 1579"></td> </tr> <tr> <td data-bbox="815 1579 1133 1663">Dean of Culture, Title I RTI Team, leadership team</td> <td data-bbox="1133 1579 1443 1663"></td> </tr> </tbody> </table>	Person(s) Responsible	Cost and Funding Source (Itemize for Each Source)	Teachers, leadership team		Office, Dean of Culture, , leadership team	\$1,197.00 Title III-Immigrant for immigrant student counseling	Dean of Culture, leadership team		MPS Home Office		Dean of Culture, Title I RTI Team, leadership team	
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immigrant student needs and counseling immigrant students. (by October 14, 2016)		
<p>PERFORMANCE GOAL 3: All students will be taught by highly qualified teachers.</p> <p>LEA GOAL: For each year of the charter, all Charter School teachers will be appropriately assigned and fully credentialed as required by law and the charter.</p> <p>Identified Need: To ensure teachers are appropriately assigned and fully credentialed</p> <p>Expected Annual Measurable Outcomes:</p> <ul style="list-style-type: none"> ▪ 100% of Charter School's teachers will be appropriately assigned and fully credentialed as required by law and the charter. ▪ 100% of Charter School's teachers will participate in at least 18 hours of professional development per year. PD includes the areas of Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas and training in strategies to support ELs with common core ELA/ELD and math curricula. 		
<p>What data did you use to form this goal?</p> <ul style="list-style-type: none"> ▪ Initial and annual verification of teacher credentials ▪ Compliance documentation for Charter School Oversight Visit ▪ Teacher PD needs assessments ▪ Teacher PD attendance, including participation in BTSA and EL Authorization programs ▪ Teacher performance evaluations 	<p>What were the findings from the analysis of this data?</p> <p>Professional Development sessions are targeted to support teachers in content areas so that they can align lessons with Common Core standards and support students in their areas of need. California State University, Northridge has been invited to present information and host workshops in the areas of Math, Science, English, History, and Enrichment. Based on the areas students seem to be struggling the most, teachers are asked to bring in lesson plans so that they could work in groups to better adapt them to the CCSS.</p> <p>Additionally, MSA-2 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 better our blended learning program and expand our PD's to include support for technology in the classroom.</p>	
	<p>Where can a budget plan of the proposed expenditures for this goal be found? 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. (2016-17 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. (2016-17 school year)</p> <p>Task 3: Charter School will annually review master schedule/teacher assignments to ensure compliance. (2016-17 school year)</p> <p>Action Step 2:</p>	<p>Person(s) Responsible Teachers, leadership team</p> <p>Principal, MPS Home Office</p> <p>Principal, MPS Home Office</p> <p>Principal</p> <p>Dean of Academics,</p>	<p>Cost and Funding Source (Itemize for Each Source)</p> <p>We use LCFF funds for BTSA and EL Authorization expenses and the amounts are already included in your LCAP.</p>

<p>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. (2016-17 school year)</p> <p>Task 1: Charter School will schedule PD in abovementioned areas. (2016-17 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. (2016-17 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. (2016-17 school year)</p> <p>Task 2: Charter School will schedule PD in areas of need. (2016-17 school year)</p> <p>Action Step 4: Charter School will evaluate its teachers for their performance. (2016-17 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. (2016-17 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. (2016-17 school year)</p> <p>Task 3: Charter School may use evaluation results as basis and documentation for transfer, promotion, reassignment, or disciplinary action. (2016-16 school year)</p>	<p>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>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>\$2,088.00 Title II 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 least 95%.
- Charter School will maintain a chronic absenteeism rate of no more than 1%.
- Charter School will maintain a dropout rate of no more than 1%.
- Charter School will maintain a student suspension rate of no more than 5%.
- Charter School will maintain a student expulsion rate of no more than 1%.
- Approval rating on school satisfaction surveys of students, parents, and teachers on the sense of safety and school connectedness will be at least 85%.
- Charter School will hold a minimum of 5 parent activities/events per year.
- At least 25% of Charter School's students will be home-visited by the teachers.

What data did you use to form this goal?

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

What were the findings from the analysis of this data?

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

Our school follows a positive behavioral support model utilizing a point system tracked by our online CoolSIS program. When a student receives negative twenty 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. We also work with Mitchell Family Counseling from CSUN to address social and behavioral needs. This allows students the opportunity to develop maturity while learning responsibility.

Our partnership with CSUN also extends into a peer mentoring program, which allows our high school students to receive training on how to effectively communicate and help the younger middle school students be successful both academically and behaviorally

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.

	Person(s) Responsible	Cost and Funding Source (Itemize for Each Source)
<p>Action Step 1: Charter School will implement Positive Behavioral Interventions and Supports (PBIS). (2016-17 school year)</p> <p>Task 1: Charter School will implement PBIS and alternatives to suspension. (2016-17 school year)</p> <p>Task 2: Charter School will implement a positive behavior reward system and use CoolSIS for monitoring. (2016-17 school year)</p>	<p>Teachers, leadership team</p> <p>Teachers, Dean of Students, leadership team</p> <p>Teachers, Dean of Students, leadership team</p>	
<p>Action Step 2: Charter School will offer Life Skills program to supplement instruction. (2016-17 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>Teachers, Dean of Culture, leadership team</p>	<p>\$500 for parent workshops (mailing expenses: \$100, presenter compensation: \$400)</p> <p>\$16,000 Title I for home-visit stipends</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. (2016-17 school year)</p>	<p>Teachers, Dean of Culture, leadership team</p>	
<p>Task 1: Charter School will communicate with the parents of academically under-performing students, inviting them for parent conferences. (2016-17 school year)</p>	<p>Teachers, Dean of Culture, Dean of Academics, leadership team</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. (2016-17 school year)</p>	<p>Dean of Culture, Dean of 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. (2016-17 school year)</p>	<p>Teachers, Dean of Culture, leadership team</p>	
<p>Task 1: Charter School teachers will schedule and make home-visits. (2016-17 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.) (2016-17 school year)</p>	<p>Teachers, Dean of Culture, leadership team</p>	

Form B: Centralized Services for Planned Improvements in Student Performance

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

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

Actions to be Taken to Reach This Goal ¹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date ² Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
<p>Instructional Support MPS Home Office academic department will provide staff development opportunities and guidance in areas related to the School Action Plan. Staff development on research-based instructional strategies include, but are not limited to:</p> <ul style="list-style-type: none"> ▪ Instructional strategies in Common Core State Standards implementation ▪ Literacy development across the curriculum ▪ Instructional strategies in mathematics ▪ Language acquisition for English learners ▪ Content area strategies ▪ Development of advanced instructional programming ▪ Intensive intervention ▪ Integration of state instructional resources, including digital libraries ▪ STEM activities ▪ Blended learning 	<p>July 29, 2016 June 10, 2017</p>	<p>Charter School receives these services from the MPS Home Office and uses its LCFF funds as a source. State or federal program funds as outlined in the school's ConApp are not used to fund these services.</p>	<p>\$0</p>	<p>N/A</p>

School Goal #: 2A

Actions to be Taken to Reach This Goal ¹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
<p>Title III-LEP Support The EL program coordinator sponsored</p>	<p>July 13,</p>	<p>Services and operating expenses, professional</p>	<p>No Cost to MSA-2.</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.

<p>by the Title III consortium lead will create a protocol for teacher observation and feedback mechanism regarding the implementation of the ELD program. The protocol will include look-fors, the frequency of observations and feedback.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will monitor the school-level implementation of the observation protocol monthly/quarterly and evaluate the EL services at the school at least semesterly.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will monitor and evaluate EL programs and services.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will closely work with the school's teachers, and the leadership team and provide professional development.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will coordinate and plan for the implementation of the initial CELDT test, the annual assessment of ELs, and the process for the follow-up required for reclassification</p>	<p>2016 July 31, 2017</p> <p>August 22, 2016 June 10, 2017</p> <p>August 22, 2016 June 10, 2017</p> <p>August 22, 2016 June 10, 2017</p>	<p>salaries and benefits for the EL program coordinator</p> <p>Charter School is a member of the Magnolia Science Academy consortium for Title III LEP funds. Per the MOU with the consortium lead, Magnolia Science Academy-1 (MSA-1) will receive ELD services, including monitoring and evaluation of the EL programs and services and professional development. The EL program coordinator of MSA-1 sponsored by the lead will closely work with the consortium schools such as charter school.</p>	<p>Monies go to MSA-1 as consortium leader.</p>	
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School Goal #: 1A, 1B, 2A, 2B, 3, 4, 5

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
<p>Data Disaggregation MPS Home Office data management department will provide data disaggregation to the Charter School for data, including but not limited to:</p> <ul style="list-style-type: none"> ▪ SBAC ELA/Literacy and math data disaggregated by grade and subgroups ▪ MAP test ELA and math data disaggregated by grade and subgroups ▪ CELDT results disaggregated by grade, years in US, AMAO targets, etc. ▪ API/AYP data disaggregated by grade and subgroups ▪ Graduation data ▪ ADA reports ▪ Graduation data ▪ Any other data as needed 	<p>July 29, 2016 June 10, 2017</p>	<p>Charter School receives these services from the MPS Home Office and uses its LCFF funds as a source. State or federal program funds as outlined in the school's ConApp are not used to fund these services.</p>	<p>\$0</p>	<p>N/A</p>

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

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
<p>Parent and Community Outreach</p> <p>MPS Home Office Outreach and Communications department will provide guidance, support, and training to parents, teachers, administrators, and support staff. The activities of the Outreach and Communications department include, but are not limited to:</p> <ul style="list-style-type: none"> ▪ Providing professional development opportunities in parent education programs ▪ Serving as a link to parent and community resources ▪ Developing and encouraging high-quality parent programs and parental involvement opportunities at school sites ▪ Coordinating parent education and community outreach meetings ▪ Providing parents and staff the tools to successfully participate in curricular and budgetary decision making ▪ Providing staff and family access to trainings in effective school, family, and community partnerships ▪ Providing critical parent information that is readily available and in accessible 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>July 29, 2016 June 10, 2017</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>

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)	\$155,425.00	<input checked="" type="checkbox"/>
<input type="checkbox"/>	Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$	<input type="checkbox"/>
<input type="checkbox"/>	For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$	<input type="checkbox"/>
<input checked="" type="checkbox"/>	Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals	\$2,088.00	<input 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
Steven Keskinturk	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Timothy Minnig	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Joseph Compagno	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Janet Tran	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Patricia Capistrano	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Gloria Medina	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Martha Galinda	<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"/>	<input 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"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members in each category	1	1	2	2	1

⁴ EC Section 52852

Form E: Recommendations and Assurances

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

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

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

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: 10/28/2016.

Attested:

Steven Keskindurk _____
 Typed name of School Principal

[Signature]
 Signature of School Principal

10/26/2016
 Date

Martha Galinda _____
 Typed name of SSC Chairperson

[Signature]
 Signature of SSC Chairperson

10-26-16
 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
\$155,425.00	Title I, Part A	\$157,518.00	\$0.00
	Title II		\$0.00
\$2,088.00	Title III, LEP		\$2,088.00
\$528	Title III, Immigrant		\$1,197.00

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	\$138,518.00
Classified Personnel Salaries	2000-2999	
Employee Benefits	3000-3999	\$16,000.00
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	\$3,000.00
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 2: 1 Title-I English teacher %100	Certificated Personnel Salaries	1000-1999	\$45,282.00	
Action Step 2: MAP test	Books and Supplies	4000-4999		
Action Step 2: ELA and Math interventions on Saturdays	Prof. Services and Operating Expenditures	5800	\$21,000.00	
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		
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		

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	\$45,282.00	
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	\$21,000.00	
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: 1 Title-I intervention teacher for 100%	Certificated Personnel Salaries	1000-1999	\$67,736.00	
Action Step 2: MAP test	Books and Supplies	4000-4999		
Action Step 2: ELA and Math interventions on Saturdays	Prof. Services and Operating Expenditures	5800	\$21,000.00	
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		

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	\$67,736.00	
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	\$21,000.00	
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: Title 1 English Teacher	Classified Personnel Salaries	2000-2999	\$45,282.00	
Action Step 1: Supplementary student materials from National Geographic: Inside	Books and Supplies	4000-4999		
Action Step 2: ELA and Math interventions on Saturdays	Prof. Services and Operating Expenditures	5800	\$21,000.00	
Action Step 1: BrainPOP ESL	Books and Supplies	4000-4999		
Action Step 1: Dictionaries for EL classes	Books and Supplies	4000-4999		
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	\$45,282.00	
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	\$21,000.00	
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

Description of Expenditures:

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

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title III-Immigrant
Action Step 1: Immigrant student counseling	Prof. Services and Operating Expenditures	5800		\$1,197.00
Action Step 1: PD in immigrant education	Prof. Services and Operating Expenditures	5800		

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		\$1,197.00
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

Description of Expenditures:

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

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Action Step 3: PD in areas of need	Prof. Services and Operating Expenditures	5800		\$2,088.00

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999		
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999		
Books and Supplies	4000-4999		
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800		\$2,088.00
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		

Description of Expenditures:

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

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Action Step 2: 1 Title I ELA teacher for 10% 1 Title I Intervention teacher for 10%	Certificated Personnel Salaries	1000-1999	\$11,000.00	
Action Step 4: 1 Title I ELA teacher for 10% (ACT/SAT prep) 1 Title I Intervention teacher for 10% (ACT/SAT prep)	Certificated Personnel Salaries	1000-1999	\$11,000.00	

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	\$22,000.00	
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.

10-20-16

Please highlight the questions we should go with.

Go **QUESTIONS FOR SPSA ANNUAL EVALUATION**

✓ **Plan Priorities**

- Identify the top priorities of the current SPSA. (No more than 2-3.)
- Allocate more resources and support for students reclassified from EL. Especially as a subgroup in math
- Continue to improve High School AP course participation
- More inclusion of 8th and 9th grade in college readiness programs
- Identify the major expenditures supporting these priorities.
- ~~EL~~ EL coordinator will continue to support reclassified students in cooperation with Title I and general education teachers

Go ✓ ✓ ✓ **Plan Implementation**

P 98

- Identify strategies in the current SPSA that were fully implemented as described in the plan. Charter School will monitor and evaluate reading intervention programs. goals and objectives determine if goals and objectives are being met. findings will be reflected in the SSC minutes
- 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?

EL students that were reclassified were not put in a separate subgroup and their poor performances on SDAC

Single Plan for Student Achievement

were later identified and an action plan was created by SSC to address and support sub group.

Strategies and Activities

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

• Saturday school for low performing students was heavily promoted and strongly encouraged. MAP Assessments were given and overall scores increased.

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

- o Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement? Zero Period

- 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 _____

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

- Eliminating it from next year's plan
- Continuing it with the following modifications: Have zero period transition

into an SSZ for grades 7, 7, and 8 for low performing Math/English

Involvement/Governance

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

SSC Council Read over SPAC Data and School Rankings including sub groups. SSC then analyzed where we felt short in our measurable outcomes.

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

Thru group discussion and input from

- Student perspectives
- Parent perspective
- Teacher perspective

- How was the plan monitored during the school year?

Monthly SSC meetings which included updates on goals.

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

- ~~to the SSC~~ Add a end of the school year "wrap up" meeting for SSC.

Outcomes

- Identify any goals in the current SPSA that were met.

- All students will reach high standards at a minimum attaining Proficiency or better in reading.

- For students subgroups... will increase by 5% from fall 2015-2016

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

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

- o Morning school or period 0 was ~~not effective~~ as an intervention not effective as in intervention

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

~~Offering a morning period for math~~
~~Offering all student study tables in the morning~~
~~Plus when seeing student progress~~

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: 10/31/2016

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:

<p>PERFORMANCE GOAL 1A: All students will reach high standards, at a minimum, attaining proficiency or better in reading.</p> <p>LEA GOAL: Charter School will set and strive to meet proficiency targets in English Language Arts/Literacy on the CAASPP assessment system.</p> <p>Identified Need: To increase the percentage of students who score proficient or above in English Language Arts/Literacy on the CAASPP assessment system</p> <p>Expected Annual Measurable Outcomes:</p> <ul style="list-style-type: none"> All student subgroups will meet or exceed proficiency targets in English Language Arts/Literacy on the CAASPP assessment system. (Specific targets will be set as data becomes available.) For all student subgroups, the percentage of students performing proficient on the ELA sections of our internal, common-core aligned Measures of Academic Progress (MAP) assessment will increase by 5% from Fall 2016 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 2016 2015 CAASPP 2016 CAASPP 	<p>What were the findings from the analysis of this data?</p> <p>The SBAC exams assess students in two areas- mathematics and reading. This computer adaptive exam has been reformatted to align with the Common Core standards so that schools are better able to gauge how students are expected to score on the Smarter Balanced exam.</p> <table border="1" data-bbox="740 1035 1427 1589"> <thead> <tr> <th colspan="2">ELA</th> </tr> <tr> <th colspan="2">2016</th> </tr> </thead> <tbody> <tr> <td>Above Standards</td> <td>12%</td> </tr> <tr> <td>At Standards</td> <td>32%</td> </tr> <tr> <td>Near Standards</td> <td>34%</td> </tr> <tr> <td>Below Standards</td> <td>23%</td> </tr> <tr> <th colspan="2">2015</th> </tr> <tr> <td>Above Standards</td> <td>12%</td> </tr> <tr> <td>At Standards</td> <td>29%</td> </tr> <tr> <td>Near Standards</td> <td>31%</td> </tr> <tr> <td>Below Standards</td> <td>28%</td> </tr> </tbody> </table> <p>The data establishes that students have shown some growth in Reading at all grade levels.</p> <p>The SBAC ELA data indicates that the proficiency of students across in all grade levels is above LAUSD but below the state average.</p>	ELA		2016		Above Standards	12%	At Standards	32%	Near Standards	34%	Below Standards	23%	2015		Above Standards	12%	At Standards	29%	Near Standards	31%	Below Standards	28%
ELA																							
2016																							
Above Standards	12%																						
At Standards	32%																						
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2015																							
Above Standards	12%																						
At Standards	29%																						
Near Standards	31%																						
Below Standards	28%																						
<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>																						

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.

	Person(s) Responsible	Cost and Funding Source (Itemize for Each Source)
<p>Action Step 1: Teachers will provide CCSS aligned ELA instruction using SDAIE strategies. (2016-17 school year)</p> <p>Task 1: Teachers will develop CCSS aligned ELA lessons considering their EL students' needs. (2016-17 school year)</p> <p>Task 2: Teachers will provide CCSS aligned ELA instruction using SDAIE strategies. (2016-17 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, 2016)</p> <p>Task 1: Charter School will use the MAP test and teacher feedback to identify and place students in ELA intervention groups and classes. (by September 14, 2016)</p> <p>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. (2016-17 school year)</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>\$1,250 Title I fund for MAP test (Eng)</p> <p>\$5,000 Title I For SES to support students in ELA</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. (2016-17 school year)</p> <p>Task 1: Charter School will select reading intervention materials and resources. (by September 30, 2016)</p> <p>Task 2: Charter School will purchase supplementary instructional materials and benchmark assessments. (by October 14, 2016)</p> <p>Task 2: Charter School will schedule and provide initial training for instructional staff and schedule follow up professional development activities. (by October 14, 2016)</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. (2016-17 school year)</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>\$2000 Title I PD for ELA teachers</p>

<p>Task 1: Teachers will implement the MAP test in Fall 2016 and Spring 2017 to measure student growth in ELA/Literacy. (8/31/16-9/11/16; 3/1/17-6/1/17)</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. (2016-17 school year)</p>		
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1A

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 2016 to Spring 2016.

What data did you use to form this goal?

- SBAC math data from 2016
- 2015 CAASPP
- 2016 CAASPP

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	
2016	
Above Standards	9%
At Standards	17%
Near Standards	35%
Below Standards	40%
2015	
Above Standards	13%
At Standards	14%
Near Standards	32%
Below Standards	41%

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:	Person(s) Responsible	Cost and Funding Source (Itemize for Each Source)
<p>Teachers will provide CCSS aligned math instruction using SDAIE strategies. (2016-17 school year)</p> <p>Task 1: Teachers will develop CCSS aligned math lessons considering their EL students' needs. (2016-17 school year)</p> <p>Task 2: Teachers will provide CCSS aligned math instruction using SDAIE strategies. (2016-17)</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, 2016)</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, 2016)</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. (2016-17 school year)</p>	<p>Teachers, leadership team</p> <p>Team, leadership team</p>	<p>\$1,250 Title I fund for MAP test (Math)</p> <p>\$5,000 Title I For SES to support students in Math</p> <p>\$2,000 Title I for PD for Math teachers</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. (2016-17 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. (2016-17 school year)</p> <p>Task 1: Charter School will select math intervention materials and resources. (by August 30, 2016)</p> <p>Task 2: Charter School will purchase supplementary instructional materials and benchmark assessments. (by October 14, 2016)</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, 2016)</p>	<p>Teachers, leadership team</p> <p>Teachers, leadership team</p>	<p>\$6,000 Title I For Saturday school</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. (2016-17 school year)

Task 1:

Teachers will implement the MAP test in Fall 2016 and Spring 2016 to measure student growth in math. (8/31/16-9/11/16; 3/1/17-3/1/17)

Task 2:

Teachers will analyze areas of growth for each student on the Fall 2016 MAP test and measure growth on the Spring 2017 MAP test.

Teachers will continue to use in-class/benchmark assessments as progress indicators. (2016-17 school year)

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. (2016-17 school year)

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 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 2016
- Spring 2016 MAP test data
- Fall 2016 MAP test data
- CELDT results
- EL re-classification rates

What were the findings from the analysis of this data?

English Language Learners

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.

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. (2016-17 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, 2016)

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, 2016)

Task 4:

Charter School will schedule and provide initial training for instructional staff and schedule follow up professional development activities. (by October 14, 2016)

Person(s) Responsible

Teachers, leadership team

Office, leadership team

Teachers, leadership team

Teachers, leadership team

Teachers, leadership team

Teachers, leadership team

Cost and Funding Source (Itemize for Each Source)

\$350 for novels for EL classes

\$350 for Brain POP ESL

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>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, 2016)</p> <p>Task 1: Teachers will identify targeted ELD areas and levels of support needed. (by October 14, 2016)</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> (2016-17 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. (2016-17 school year)</p> <p>Task 2: Charter School will monitor student progress in ELD using in-class/benchmark assessments as progress indicators. (2016-17 school year)</p> <p>Task 3: Teachers will collaborate on assessment results and make necessary adjustment in their instruction. (2016-17 school year)</p> <p>Task 5: The school leadership will implement the observation protocol monthly. (2016-17 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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PERFORMANCE GOAL 2B: All immigrant children and youth will be provided with necessary resources and support systems.

LEA GOAL:

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

Identified Need:

To provide necessary counseling and support to immigrant students

Expected Annual Measurable Outcomes:

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

<p>What data did you use to form this goal?</p> <ul style="list-style-type: none"> ▪ Fall 2016 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 1 immigrant student of Turkish origin. The student is in the beginning stages of English Language development. In order to support her English skills we provided some ELD materials and put her in ELD class. In addition, we have total 20 EL students and they take an ELD class every day. We will monitor their progress via CELDT reports and academic progress reports.</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. Guest speakers have 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. (2016-17 school year)

Task 1:

Charter School will conduct credential review as part of teacher hiring process. (2016-17 school year)

Task 2:

Charter School will identify teacher credentialing needs and support teachers’ credentialing needs. (2016-17 school year)

Task 3:

Charter School will annually review master schedule/teacher assignments to ensure compliance. (2016-17 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. (2016-17 school year)</p> <p>Task 1: Charter School will schedule PD in above mentioned areas. (2016-17 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. (2016-17 school year)</p> <p>Action Step 3: Teachers will receive PD in areas of need identified through needs assessment. (2016-17 school year)</p> <p>Task 1: Charter School will identify further PD needs besides the ones listed in Action Step 2. (2016-17 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>\$2,000 Title I for PD in the following areas: PLC, Bloom's Taxonomy, Classroom Instruction That Works, Differentiated Instruction, Rigor, different learning styles, students with special learning needs, understanding data and assessments, etc.</p>
<p>Task 2: Charter School will schedule PD in areas of need. (2016-17 school year)</p> <p>Action Step 4: Charter School will evaluate its teachers for their performance. (2016-17 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. (2016-17 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. (2016-17 school year)</p> <p>Task 3: Charter School may use evaluation results as basis and documentation for transfer, promotion, reassignment, or disciplinary action. (2016-17 school year)</p>		

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

LEA GOAL:

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

Identified Need:

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

Expected Annual Measurable Outcomes:

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

What data did you use to form this goal?

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

What were the findings from the analysis of this data?

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

Our school follows a positive behavioral support model utilizing a point system tracked by our online CoolSIS program. When a student receives negative fifteen behavior points, those students and parents are worked with closely and placed on a behavior plan which is tracked daily. Students are given the opportunity to rectify their behavior in each class and consequently earn positive points by following the agreement made between the administration, parents, and student. Students that earn positive points (in increments of 5) earn rewards and are publicly acknowledged in assemblies and 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). (2016-17 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. (2016-17 school year)</p> <p>Task 2: Charter School will implement a positive behavior reward system and use CoolSIS for monitoring. (2016-17 school year)</p> <p>Action Step 2: Charter School will offer Life Skills program to supplement instruction. (2016-17 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>Teachers, Dean of Students, leadership team</p> <p>Teachers, Dean of Students, leadership team</p> <p>Teachers , leadership team</p>	<p>\$5,500 Title I for parent workshops</p> <p>\$2,000 Title I for home-visit stipends</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. (2016-17 school year)</p> <p>Task 1: Charter School will communicate with the parents of academically under-performing students, inviting them for parent conferences. (2016-17 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. (2016-17 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. (2016-17 school year)</p> <p>Task 1: Charter School teachers will schedule and make home-visits. (2016-17 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.) (2016-17 school year)</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>	

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, 2016 June 10, 2017</p>	<p>Charter School receives these services from the MPS Home Office and uses its LCFF funds as a source.</p> <p>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 Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
<p>Title III-LEP Support The EL program coordinator sponsored by the Title III consortium lead will maintain, evaluate, and improve the EL Master Plan and EL Program based on the observations, data, and feedback from each member school.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will</p>	<p>Ongoing</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</p>	<p>\$37,310 for the Consortium</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.

<p>provide coaching and professional development to all teachers of English learners (for example, provide integrated and designated ELD support, teacher training, coaching on SIOP, CHATS, and SDAIE strategies, as well as model push-in support).</p> <p>The EL program coordinator sponsored by the Title III consortium lead will conduct lesson demonstrations and classroom observations/walk throughs in order to help improve instruction delivered to English learners.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will help teachers and site level coordinators monitor the progress of English learners and reclassified students, and create appropriate interventions and action plans as needed.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will lead and train the ELD coordinators at each school site, including facilitate team meetings as well as coordinate the EL program strategic planning process.</p>		<p>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>The EL program coordinator sponsored by the Title III consortium lead will oversee the adoption and implementation of the ELD curriculum.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will oversee the Title III improvement plan, and any other Title III requirements.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will attend related professional development and share resources with school leaders and staff.</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 MPS Home Office data management department will provide data disaggregation to the Charter School for data, including but not limited to:</p> <ul style="list-style-type: none"> ▪ SBAC ELA/Literacy and math data disaggregated by grade and subgroups ▪ MAP test ELA and math data disaggregated by grade and subgroups ▪ CELDT results disaggregated by 	<p>July 29, 2016 June 10, 2017</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>

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

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
<p>Parent and Community Outreach</p> <p>MPS Home Office Outreach and Communications department will provide guidance, support, and training to parents, teachers, administrators, and support staff. The activities of the Outreach and Communications department include, but are not limited to:</p> <ul style="list-style-type: none"> ▪ Providing professional development opportunities in parent education programs ▪ Serving as a link to parent and community resources ▪ Developing and encouraging high-quality parent programs and parental involvement opportunities at school sites ▪ Coordinating parent education and community outreach meetings ▪ Providing parents and staff the tools to successfully participate in curricular and budgetary decision making ▪ Providing staff and family access to trainings in effective school, family, and community partnerships ▪ Providing critical parent information that is readily available and in accessible 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 	July 29, 2016 June 10, 2017	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

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)	\$58,499	<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).	\$5,500.00	<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)	\$2,000.00	<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	\$717	<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 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
John G. Terzi <i>J. Terzi</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mahya Babaie <i>M. Babaie</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maria Huevo <i>M. Huevo</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Patricia Martinez <i>P. Martinez</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Lorena Dimas <i>Lorena Dimas</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Katherine Arriola <i>K. Arriola</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Rah-San Bailey <i>RS</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Judith Soto <i>Judith Soto</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"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members in each category	1	1	1	2	3

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

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: 10/31/2016.

Attested:

John G. Terzi
Typed name of School Principal

[Signature]
Signature of School Principal

10/31/16
Date

Patricia Martinez
Typed name of SSC Chairperson

[Signature]
Signature of SSC Chairperson

10-31-16
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
\$58,499.00	Title I, Part A	\$58,499.00	\$0.00
\$717.00	Title II	\$717.00	\$0.00
\$0.00	Title III, LEP	\$0.00	
\$0.00	Title III, Immigrant	\$0.00	\$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	\$43,059.30
Classified Personnel Salaries	2000-2999	
Employee Benefits	3000-3999	
Books and Supplies	4000-4999	\$5,500.00
Services and other Operating Expenditures	5000-5699	\$2,500.00
Transfers of Direct Costs	5700-5799	
Professional/Consulting Services and Operating Expenditures	5800	\$6,000.00
Communications	5900	\$1,500.00
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.)**
1. Math intervention classes for our students. In 2014-2015, our school scored 26% proficient and advanced for math in SBAC. In 2016-2017, our school scores 25% proficient and advanced for math in the SBAC test. In the 2016-2017 school year, our priority is to focus on increasing our math scores.
 2. Our administrative team analyzed the 2016 SBAC data and the fall Map Testing data. We decided to work with students who did not meet the standards. In small settings, we created a smaller intervention group for no more than 10 students. We pull out these students from their PE or computers classes to close the math curriculum gaps.

3. In 2014-2015, our students scored 41% advanced and proficient for English. In 2015-2016, our scores increased to 44%. We analyzed the 2016 SBAC results and noticed that students' writing skills needed to improve. In ELA class, we will assign more writing assignments.

- **Identify the major expenditures supporting these priorities.**

1. For math, we adopted the McGraw Hill curriculum, which is state approved. We invested in new common core textbooks and its online resources such as connect ed (general math) and ALEKS (math intervention).
2. We purchased study sync for our ELA online curriculum.
3. We allocated some money for professional development opportunities for our staff.
4. We will start Saturday school to provide more support for math and ELA.
5. We have upgraded our internet. We now have high speed fiber internet.

Plan Implementation

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

1. We provided power math and power English classes as an intervention tool to close student gaps.
2. We provided new textbooks and online resources for our students.
3. We provided supplemental educational services (SES) to 20 students at their homes.
4. We provided professional development for our staff.
5. We provided ELD programs for our ELD population. 72% of our students were reclassified.

- **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?**
 1. Ironbox math – We purchased ironbox math books for our math intervention class, but due to our first year implementation of ConnectEd and the curriculum conflict with ALEKS, we were not able to implement Ironbox math the way we hoped for.
 2. Power Math classes- Since there were too many students with huge curriculum gap, we could not have small size power math classes. Last academic year, our student demographic population has changed. We had 87% low income families. Students from various neighborhood schools joined our school with a huge Math curriculum gap.
 - **Identify barriers to full or timely implementation of the strategies identified above.**
 1. The barriers to full or timely implementation of the strategies were mentioned above.
 - **What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?**
 1. To mitigate those barriers, we focused on McGraw Hills curriculum and its online resources, which are ConnectED and Aleks. We also, created smaller Math intervention groups to provide a better support for students who needed extra help to meet Common Core Standards.
 - **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?**
 1. Our Power Math classes were not as efficient and effective in meeting students' academic goals.
 2. Due to having many different resources which included iron box, we were unable to focus on one curriculum.

Strategies and Activities

- **Identify those strategies or activities that were particularly effective in improving student achievement. What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?**
 1. We have implemented online resources from McGraw Hill publication and it has increased students' reading and comprehension skills. Our school's English proficiency scores increased from 41% to 44% in SBAC.

- **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 effective follow-up or coaching to support implementation
 - Not appropriately matched to student needs/student population
 - **Based on the analysis of this practice, would you recommend:**
 - Eliminating it from next year's plan

Involvement/Governance

- **How was the SSC involved in development of the plan?**
 1. In 2015-16 school year, we held 4 SSC meetings to get parents', teachers' and students' inputs regarding development of the plan.

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

N/A

- **How was the plan monitored during the school year?**

The principal monitored the sessions and processes. He scheduled the meetings and made announcement regarding these meetings. He followed up the plan with staff in the staff meetings and shared updates with parents during Parent Task Force, coffee with the principal and school site council meetings.

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

1. We need to hold more parent training meeting to ensure the parents are informed properly and engaged more for school events.

Outcomes

- **Identify any goals in the current SPSA that were met.**

1. We have increased our proficiency in SBAC 2015-2016 in ELA.
2. We have re-classified 18 out of 25 English learners.
3. We have provided afterschool tutoring for low achieving students at school.
4. We have provided supplemental educational services (private tutoring) at home for low achieving, low-income students

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

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

1. There was a decline in Math proficiency, from 26% to 25% in 2016 SBAC.

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

Restructuring the math intervention programs at our school.

Analyzing data and placing the students in smaller intervention groups.

Administering more benchmark tests to drive instruction.

Monitoring student progress at all times and differentiating the math intervention program.

Hiring some teacher aides to provide more support for teachers and students.

Providing more training for parents and informing them about Common core standards and some resources for their children.

Starting a Saturday school for students who need extra academic support.

Single Plan for Student Achievement



A Resource for the School Site Council

The Single Plan for Student Achievement

School: Magnolia Science Academy-7

District: Los Angeles Unified School District

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

Principal: Fatih Metin

Date of this revision: 11/14/2016

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

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

Contact Person: Fatih Metin

Position: Principal

Telephone Number: (818) 886-0585

Address: 18355 Roscoe Blvd Northridge CA 91325

E-mail Address: fmetin@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 expectations and progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<p>PERFORMANCE GOAL 1A: All students will reach high standards, at a minimum, attaining proficiency or better in reading.</p> <p>LEA GOAL: Charter School will set and strive to meet proficiency targets in English Language Arts/Literacy on the CAASPP assessment system.</p> <p>Identified Need: To increase the percentage of students who score proficient or above in English Language Arts/Literacy on the CAASPP assessment system</p> <p>Expected Annual Measurable Outcomes:</p> <ul style="list-style-type: none"> ▪ All student subgroups will meet or exceed proficiency targets in English Language Arts/Literacy on the CAASPP assessment system. (Specific targets will be set as data becomes available.) ▪ For all student subgroups, the percentage of students performing proficient on the Reading/ELA sections of our internal, common-core aligned Measures of Academic Progress (MAP) assessment will increase by 5% from Fall 2015 to Spring 2016. 	
<p>What data did you use to form this goal?</p> <ul style="list-style-type: none"> ▪ SBAC ELA/Literacy data from 2016 ▪ Spring 2016 MAP test data ▪ Fall 2016 MAP test data 	<p>What were the findings from the analysis of this data?</p> <p>Spring 2016 MAP Reading Test Data:</p> <ul style="list-style-type: none"> • 2nd (2 classes) – 34% met or exceeded standard • 3rd (3 classes) – 34% met or exceeded standard • 4th (2 classes) – 34% met or exceeded standard • 5th (2 class) – 34% met or exceeded standard <p><i>Summary:</i></p> <p><i>Upon analysis and discussion of the Spring 2016 MAP ELA data for grades second through fifth, we were surprised to see that each grade level performed at the same proficiency rate. We were concerned by the low level of proficiency across grade levels and discussed some possible reasons for this. One being the fact that the students took this assessment a week after finishing the SBAC. Despite our efforts to motivate and encourage, they were exhausted and tired of testing. We don't believe this data is an accurate picture of what our students are capable of doing.</i></p> <p><i>We've identified a need for extra support for our EL students, as well as our IEP students to help further their progress and ability to be successful on future assessments and in class. Our full-time EL Intervention Teacher will continue working with all EL students and will provide one hour of direct EL instruction to any students who are currently an EL level 1 or 2. Our RSP teacher and aide will continue to support IEP students in working toward their goals. Some IEPs have been revised to include additional goals or supports as the team decides. Campus aides will continue to provide classroom support.</i></p>

In addition to these supports, we have after school tutoring, online intervention programs, and we held a Summer school program this past Summer focusing on ELA and Math intervention.

SBAC ELA/Literacy Data 2016:

- 3rd – (76 students tested) 42% met or exceeded standard
- 4th – (56 students tested) 59% met or exceeded standard
- 5th – (51 students tested) 57% met or exceeded standard
- EL Subgroup:
 - 3rd - (21 students tested) 20% met or exceeded standard
 - 4th – (11 students tested) 9% met or exceeded standard
 - 5th - *fewer than 10 students in subgroup so no data posted
- IEP Subgroup:
 - 3rd – (13 students tested) 23% met or exceeded standard
 - 4th – *fewer than 10 students in subgroup so no data posted
 - 5th - *fewer than 10 students in subgroup so no data posted

Summary:

Upon analysis and discussion of the 2016 SBAC data for grades third through fifth, it has been concluded that all grades performed higher in the area of ELA than in Math. 4th and 5th grade scored higher than 3rd grade, mostly due to the fact that they have had more exposure to this test. Approximately half of the students tested performed at the proficient or advanced level in ELA.

We've identified a need for extra support for our EL students, as well as our IEP students to help further their progress and ability to be successful on future assessments and in class. Our full-time EL Intervention Teacher will continue working with all EL students and will provide one hour of direct EL instruction to any students who are currently an EL level 1 or 2. Our RSP teacher and aide will continue to support IEP students in working toward their goals. Some IEPs have been revised to include additional goals or supports as the team decides. Campus aides will continue to provide classroom support.

In addition to these supports, we have after school tutoring, online intervention programs, and we held a Summer school program this past Summer focusing on ELA and Math intervention.

	<p>Fall 2016 MAP Reading Test Data:</p> <ul style="list-style-type: none"> • 2nd (1 class) – 44% met or exceeded standard • 3rd (2 classes) – 29% met or exceeded standard • 4th (3 classes) – 30% met or exceeded standard • 5th (2 classes) – 36% met or exceeded standard <p><i>Summary:</i></p> <p><i>Upon analysis and discussion of the Fall 2016 MAP ELA data for grades second through fifth, it has been concluded that less than 50% of our students were able to perform at a proficient or advanced level on this assessment. Teachers and staff reviewed the results and came up with action plans for their classes and students to help ensure progress throughout the year. We now have a Data Manager who will assist admin and teachers with the data analysis process by implementing weekly and monthly grade level Data Ride discussions.</i></p> <p><i>We've identified a need for extra support for our EL students, as well as our IEP students to help further their progress and ability to be successful on future assessments and in class. Our full-time EL Intervention Teacher will continue working with all EL students and will provide one hour of direct EL instruction to any students who are currently an EL level 1 or 2. Our RSP teacher and aide will continue to support IEP students in working toward their goals. Some IEPs have been revised to include additional goals or supports as the team decides. Campus aides will continue to provide classroom support.</i></p> <p><i>In addition to these supports, we have after school tutoring, online intervention programs, and we held a Summer school program this past Summer focusing on ELA and Math intervention.</i></p>	
<p>How will the school evaluate the progress of this goal?</p> <p>Weekly, monthly, quarterly, and annual program monitoring and evaluation</p>	<p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <p>See Form F: Budget Planning Tool</p>	
<p>STRATEGY: Charter School will provide CCSS aligned ELA instruction, support and intervention to all students, including ELs, and monitor student progress in ELA/Literacy as measured by the MAP tests.</p>		
<p>Action Step 1:</p> <p>Teachers will provide CCSS aligned ELA instruction using SDAIE strategies. (201-17 school year)</p> <p>Task 1:</p> <p>Teachers will develop CCSS aligned ELA lessons considering their EL students' needs. (2016-17 school year)</p> <p>Task 2:</p> <p>Teachers will provide CCSS aligned ELA instruction using SDAIE strategies. (2016-17 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>ELD Coordinator Salary (from General Funding) with benefits</p>

<p>Action Step 2:</p> <p>The leadership(Data coordinator) team placed students into appropriate intervention groups and teachers will provide targeted ELA support and interventions.</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.</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</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>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>Data coordinator difference (from General Funding)</p> <p>For MAP testing (from General Funding)</p> <p>\$83,520 for 5 TAs (36 week* 29 hours weekly* \$16*5) salaries they provide instructional help for low achieving students)</p> <p>\</p> <p><u>Supplementary Instructional Materials:</u></p>
<p>Action Step 3:</p> <p>Charter School will select a research-based reading intervention program that targets the individual literacy needs of struggling students and English Learners and includes ongoing assessments of student growth. (2015-16 school year)</p> <p>Task 1:</p> <p>Charter School will select reading intervention materials and resources</p> <p>Task 2:</p> <p>Charter School will purchase supplementary instructional materials and benchmark assessments.</p> <p>Task 3:</p> <p>Charter School will schedule and provide initial training for instructional staff and schedule follow up professional development activities.</p>	<p>ELA Dept. Chair, Dean of Academics, RTI coordinator, leadership team</p> <p>Dean of Academics, Principal</p> <p>Dean of Academics, Principal</p> <p>Dean of Academics, RTI coordinator, leadership team</p>	<p><u>Supplementary Instructional Materials:</u></p> <ul style="list-style-type: none"> • Ticket to Read Intervention & Enrichment Computer Program(from General Funding) • Accelerated Reader Program (from General Funding) • Alexandria Software for Library System (from General Funding) <p><u>ELA related Professional Development:</u></p> <ul style="list-style-type: none"> • Kindergarten Association of California Conference Title II (\$500) • Wonders Curriculum Training McGraw Hill • Implementing Design Thinking Dr.Toutoule <p>Ntoya</p> <ul style="list-style-type: none"> • Whole Group Math/Language Arts Heidi Butkus

<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 2016 and Spring 2017 to measure student growth in ELA/Literacy.</p> <p>Task 2:</p> <p>Teachers will analyze areas of growth for each student on the Fall 2016 MAP test and measure growth on the Spring 2017 MAP test. Teachers will continue to use in-class/benchmark assessments as progress indicators.</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, RTI coordinator, leadership team</p> <p>Teachers, Dean of Academics, RTI coordinator, leadership team</p> <p>Teachers, ELA Dept. Chair, Dean of Academics, RTI coordinator, leadership team</p>	
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PERFORMANCE GOAL 1B: All students will reach high standards, at a minimum, attaining proficiency or better in mathematics.

LEA GOAL:

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

Identified Need:

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

Expected Annual Measurable Outcomes:

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

What data did you use to form this goal?

- SBAC math data from 2016
- Spring 2016 MAP test data
- Fall 2016 MAP test data

What were the findings from the analysis of this data?

Spring 2016 MAP Math Test Data:

- 2nd (2 classes) – 21% met or exceeded standard
- 3rd (3 classes) – 26% met or exceeded standard
- 4th (2 classes) – 28% met or exceeded standard
- 5th (2 class) – 24% met or exceeded standard

Summary:

Upon analysis and discussion of the Spring 2016 Math MAP data for grades second through fifth, it has been concluded that all grades performed higher in the area of ELA than Math. Since this was true about our SBAC data as well, Math has been identified as our school's focus area for the current school year.

We've identified a need for extra support for our EL students, as well as our IEP students to help further their progress and ability to be successful on future assessments and in class. Our full-time EL Intervention Teacher will continue working with all EL students and will provide one hour of direct EL instruction to any students who are currently an EL level 1 or 2. Our RSP teacher and aide will continue to support IEP students in working toward their goals. Some IEPs have been revised to include additional goals or supports as the team decides. A part-time Math Intervention teacher was hired and is working with students during pull out sessions focusing on math facts and students who scored in the basic range. Campus aides will continue to provide classroom support.

In addition to these supports, we have after school tutoring, online intervention programs, and we held a Summer school program this past Summer focusing on ELA and Math intervention. We have also partnered with CSUN to develop an arts integrated math curriculum to provide further enrichment and support to students. Teachers will also be attending more Math PD this school year.

SBAC Math Data 2016:

- 3rd – (75 students tested) 37% met or exceeded standards
- 4th – (56 students tested) 39% met or exceeded standards
- 5th – (50 students tested) 24% met or exceeded standards
- EL Subgroup:
 - 3rd (21 students tested) – 30% met or exceeded standards
 - 4th (11 students tested) – 9% met or exceeded standards
 - 5th – * fewer than 10 students in subgroup so no data posted
- IEP Subgroup:
 - 3rd (13 students tested) – 16% met or exceeded standards
 - 4th * fewer than 10 students in subgroup so no data posted
 - 5th * fewer than 10 students in subgroup so no data posted

Summary:

Upon analysis and discussion of the 2016 SBAC data for grades third through fifth, it has been concluded that students performed significantly lower in the area of Math than ELA. Since this was true about our MAP data as well, Math has been identified as our school's focus for the current school year.

We've identified a need for extra support for our EL students, as well as our IEP students to help further their progress and ability to be successful on future assessments and in class. Our full-time EL Intervention Teacher will continue working with all EL students and will provide one hour of direct EL instruction to any students who are currently an EL level 1 or 2. Our RSP teacher and aide will continue to support IEP students in working toward their goals. Some IEPs have been revised to include additional goals or supports as the team decides. A part-time Math Intervention teacher was hired and is working with students during pull out sessions focusing on math facts and students who scored in the basic range. Campus aides will continue to provide classroom support.

In addition to these supports, we have after school tutoring, online intervention programs, and we held a Summer school program this past Summer focusing on ELA and Math intervention. We have also partnered with CSUN to develop an arts integrated math curriculum to provide further enrichment and support to students. Teachers will also be attending more Math PD this school year.

	<p>Fall 2016 MAP Math Test Data:</p> <ul style="list-style-type: none"> • 2nd (1 class) – 52% met or exceeded standard • 3rd (2 classes) – 25% met or exceeded standard • 4th (3 classes) – 28% met or exceeded standard • 5th (2 classes) – 33% met or exceeded standard <p><i>Summary:</i></p> <p><i>Upon analysis and discussion of the Fall 2016 MAP Math data for grades second through fifth, it has been concluded that less than 50% of our students, with the exception of 2nd grade, were able to perform at a proficient or advanced level on this assessment. It was observed that students did show an improvement across grade levels compared to the Spring MAP data. Teachers and staff reviewed the results and came up with action plans for their classes and students to help ensure progress throughout the year.</i></p> <p><i>We've identified a need for extra support for our EL students, as well as our IEP students to help further their progress and ability to be successful on future assessments and in class. Our full-time EL Intervention Teacher will continue working with all EL students and will provide one hour of direct EL instruction to any students who are currently an EL level 1 or 2. Our RSP teacher and aide will continue to support IEP students in working toward their goals. Some IEPs have been revised to include additional goals or supports as the team decides. A part-time Math Intervention teacher was hired and is working with students during pull out sessions focusing on math facts and students who scored in the basic range. Campus aides will continue to provide classroom support.</i></p> <p><i>In addition to these supports, we have after school tutoring, online intervention programs, and we held a Summer school program this past Summer focusing on ELA and Math intervention. We have also partnered with CSUN to develop an arts integrated math curriculum to provide further enrichment and support to students. Teachers will also be attending more Math PD this school year.</i></p>	
<p>How will the school evaluate the progress of this goal?</p> <p>Weekly, monthly, quarterly, and annual program monitoring and evaluation</p>	<p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <p>See Form F: Budget Planning Tool</p>	
<p>STRATEGY: Charter School will provide CCSS aligned math instruction, support and intervention to all students, including ELs, and monitor student progress in math as measured by the MAP tests.</p>		
<p>Action Step 1:</p> <p>Teachers will provide CCSS aligned math instruction using SDAIE strategies. (2015-16 school year)</p> <p>Task 1:</p> <p>Teachers will develop CCSS aligned math lessons considering their EL students' needs. (2015-16 school year)</p>	<p>Person(s) Responsible</p> <p>Teachers, leadership team</p>	<p>Cost and Funding Source (Itemize for Each Source)</p> <p>For MAP testing (From General Funding)</p>

<p>Task 2:</p> <p>Teachers will provide CCSS aligned math instruction using SDAIE strategies. (2015-16 school year)</p> <p>Action Step 2:</p> <p>The leadership team will place students into appropriate intervention groups and teachers will provide targeted math support and interventions. (by September 14, 2015)</p> <p>Task 1:</p> <p>Charter School will use the MAP test and teacher feedback to identify and place students in math intervention groups and classes. (by September 14, 2015)</p> <p>Task 2:</p> <p>Teachers will provide targeted CCSS aligned math intervention during the daily intervention period, once a week after school and on Saturdays to meet the students' needs. (2015-16 school year)</p> <p>Task 3:</p> <p>Charter School will work with a Supplemental Educational Services (SES) Provider to provide targeted CCSS aligned math intervention to meet the students' needs. (2015-16 school year)</p> <p>Action Step 3:</p> <p>Charter School will select a research-based math intervention program that targets the individual math needs of struggling students and English Learners and includes ongoing assessments of student growth. (2016-17 school year)</p> <p>Task 1:</p> <p>Charter School will select math intervention materials and resources.</p> <p>Task 2:</p> <p>Charter School will purchase supplementary instructional materials and benchmark assessments.</p> <p>Task 3:</p> <p>Charter School will schedule and provide initial training for instructional staff and schedule follow up professional development activities.</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>Math Tutor, Dean of Academics, RTI coordinator, leadership team</p> <p>Dean of Academics, Principal</p> <p>Dean of Academics, Principal</p>	<p>Part Time Math intervention teacher salary (From General Funding)</p> <p><u>Supplementary Instructional Materials:</u></p> <ul style="list-style-type: none"> • Building Blocks Intervention & Enrichment Computer Program (From General Funding) • ALEKS Intervention Computer Program (From General Funding)
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<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.</p> <p>Task 1:</p> <p>Teachers will implement the MAP test in Fall 2016 and Spring 2017 to measure student growth in math.</p> <p>Task 2:</p> <p>Teachers will analyze areas of growth for each student on the Fall 2016 MAP test and measure growth on the Spring 2017 MAP test. Teachers will continue to use in-class/benchmark assessments as progress indicators.</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.</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>	<ul style="list-style-type: none"> • Art Integrated Math Program through CSUN (From Fundraisings) <p><u>Math Related Professional Development:</u></p> <ul style="list-style-type: none"> • Kindergarten Association of California Conference Title • My Math Curriculum Training McGraw Hill • Implementing Design Thinking Dr.Toutoule <p>Ntoya</p> <ul style="list-style-type: none"> • Whole Group Math/Language Arts Heidi Butkus
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<p>PERFORMANCE GOAL 2A: All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.</p> <p>LEA GOAL:</p> <p>Charter School will set and strive to meet proficiency targets for the EL subgroup in English Language Arts/Literacy on the CAASPP assessment system and proficiency and growth targets on CELDT/ELPAC.</p> <p>Identified Need:</p> <p>To increase the percentage of ELs who score proficient or above in English Language Arts/Literacy and math on the CAASPP assessment system; to increase the percentage of ELs who make annual progress in learning English</p> <p>Expected Annual Measurable Outcomes:</p> <ul style="list-style-type: none"> ▪ ELs will meet or exceed proficiency targets in English Language Arts/Literacy and math on the CAASPP assessment system. (Specific targets will be set as data becomes available.) ▪ The percentage of ELs performing proficient on the Reading/ELA sections of our internal, common-core aligned Measures of Academic Progress (MAP) assessment will increase by 5% from Fall 2015 to Spring 2016. ▪ The percentage of ELs making annual progress in learning English as measured by the CELDT will increase by 5% from the prior year. ▪ The percentage of ELs (less than 5 years) attaining English-language proficiency as measured by the CELDT will increase by 5% from the prior year. ▪ The percentage of ELs (5 years or more) attaining English-language proficiency as measured by the CELDT will increase by 5% from the prior year. 	
<p>What data did you use to form this goal?</p> <ul style="list-style-type: none"> ▪ SBAC ELA/Literacy and math data from 2015 ▪ CELDT results 	<p>What were the findings from the analysis of this data?</p> <p><u>SBAC ELA/Literacy Data 2016:</u></p> <ul style="list-style-type: none"> • EL Subgroup:

<ul style="list-style-type: none"> ▪ EL re-classification rates 	<ul style="list-style-type: none"> ▪ 3rd - (21 students tested) 20% met or exceeded standard ▪ 4th - (11 students tested) 9% met or exceeded standard ▪ 5th - * fewer than 10 students in subgroup so no data posted <p><u>CELDT Results 2015-2016:</u></p> <ul style="list-style-type: none"> • Total Number Students Tested: 91 students • K (13 students tested) - 4 annual & 9 initials; 1 student at Beginning Level, 2 students at Early Intermediate, 4 students at Intermediate Level, 6 students at Early Advanced Level • 1st (10 students tested) – 10 annual; 3 students at Early Intermediate, 3 students at Intermediate Level, 3 students at Early Advanced Level, 1 student at Advanced Level • 2nd (17 students tested) – 16 annual & 1 initial; 1 student at Beginning Level, 2 students at Early Intermediate, 8 students at Intermediate Level, 4 students at Early Advanced Level, 2 students at Advanced Level • 3rd (24 students tested) – 24 annuals; 5 students at Early Intermediate, 14 students at Intermediate Level, 4 students at Early Advanced Level, 1 student at Advanced Level • 4th (15 students tested) - 14 annuals & 1 initial; 1 student at Beginning Level, 4 students at Early Intermediate, 7 students at Intermediate Level, 2 students at Early Advanced Level, 1 students at Advanced Level • 5th (12 students tested) – 12 annuals; 3 students at Intermediate Level, 7 students at Early Advanced Level, 2 students at Advanced Level <p><u>EL Reclassification Rates 2015-2016:</u></p> <ul style="list-style-type: none"> • Total Number Students Tested: 91 students • Number of Students Reclassified: 17 students • 2015-2016 Reclassification Rate: 18.6% <ul style="list-style-type: none"> ▪ 1st grade – 2 students ▪ 2nd grade – 4 students ▪ 3rd grade – 2 students ▪ 4th grade – 3 student ▪ 5th grade – 6 students
<p>How will the school evaluate the progress of this</p>	<p>Where can a budget plan of the proposed</p>

<p>goal?</p> <p>Weekly, monthly, quarterly, and annual program monitoring and evaluation</p>	<p>expenditures for this goal be found?</p> <p>See Form F: Budget Planning Tool</p>	
<p>STRATEGY: Charter School will provide CCSS aligned ELA and math instruction and ELD instruction, support and intervention to ELs, and monitor student progress in ELA/Literacy, math, and ELD as measured by the MAP tests and other assessments.</p>		
<p>Action Step 1:</p> <p>Charter School will identify and group ELs by proficiency level, provide ELD instruction aligned to the new standards, and monitor student progress in program implementation.</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.</p> <p>Task 2:</p> <p>ELD time will be built into in the master schedule.</p> <p>Task 3:</p> <p>Charter School will purchase supplementary ELD materials and benchmark assessments.</p> <p>Task 4:</p> <p>Charter School will schedule and provide initial training for instructional staff and schedule follow up professional development activities. (by October 14, 2015)</p> <p>Action Step 2:</p> <p>The leadership team will place students into appropriate intervention groups and teachers will provide targeted ELD support and interventions.</p> <p>Task 1:</p> <p>Teachers will identify targeted ELD areas and levels of support needed.</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></p> <p>Task 1:</p> <p>All ELs will be assessed for ELD at the end of each ELD curricular unit which takes approximately 6-8 weeks.</p> <p>Task 2:</p>	<p>Person(s) Responsible</p> <p>Teachers, leadership team</p> <p>Office, EL coordinator, leadership team</p> <p>Dean of Academics, Principal</p> <p>Dean of Academics, Principal</p> <p>Dean of Academics, EL coordinator, leadership team</p> <p>ELA/ELD teachers, EL coordinator, Dean of Academics, RTI coordinator</p> <p>ELA/ELD teachers, EL coordinator, Dean of Academics, RTI coordinator</p>	<p>Cost and Funding Source (Itemize for Each Source)</p> <p>Full Time EL Coordinator and Teacher Salary (full Salary from General Funding)</p> <p>EL Related Professional Development:</p> <ul style="list-style-type: none"> ● CELDT STOT Training ● ELD Standard Framework with Dr. Collier MPS Symposium ● Universal Design with Dr. Wendy Murawski MPS Symposium ● Intro to CHATS Framework with N. Vasquez MPS Symposium ● LACOE Workshop – ELD & SDAIE ● GLAD Conference

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

LEA GOAL:

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

Identified Need:

To provide necessary counseling and support to immigrant students

Expected Annual Measurable Outcomes:

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

What data did you use to form this goal?

- Fall 2016 MAP test data
- CELDT results
- EL re-classification rates
- CoolsIS information on student enrollment, grades, and behavior

What were the findings from the analysis of this data?

We currently have 11 immigrant students enrolled in our school.

- K – Guatemala – Spanish – Initial US enrollment 8/16/16 - **TBD**
- K – Egypt – Arabic - Initial US enrollment 8/16/16 - **TBD**
- K – Egypt – Arabic - Initial US enrollment 8/18/15 - **EL**
- 1st grade – Mexico – Spanish - Initial US enrollment 8/12/14 – **EL**
- 3rd grade – El Salvador – Spanish - Initial US enrollment 9/19/16 – **TBD**
- 3rd grade – Syria – Arabic - Initial US enrollment 8/25/14 – **TBD**
- 3rd grade – Syria – Arabic - Initial US enrollment 8/25/14 – **TBD**
- 4th grade – Egypt – Arabic - Initial US enrollment 8/18/15 – **EL**
- 4th grade – Turkey – Turkish - Initial US enrollment 8/16/16 – **TBD**
- 5th grade – Nigeria – English – Initial US enrollment 8/16/14 - **EO**
- 5th grade – Egypt – Arabic - Initial US enrollment /29/14 - **EL**

Supports Needed:

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

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

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

LEA GOAL:

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

Identified Need:

To ensure teachers are appropriately assigned and fully credentialed

Expected Annual Measurable Outcomes:

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

What data did you use to form this goal?

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

What were the findings from the analysis of this data?

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

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

- Capturing Kids’ Hearts 3-day Workshop – 3 staff members; social/emotional care for students & classroom management strategies
- COP3 Special Education Summit – RSP teacher and administrator; strategies and programs to use for SPED students in the GED setting
- MPS Admin and Staff Inservice Days – occurring before the start of the school; included PD on PBIS support, Co-teaching models, etc.
- EDGE Coaching – 3 staff members; student coaching to help students develop their executive functioning skills
- California Department of Education – Dean of Academics; SBAC and ELPAC updates
- Admin Meetings – principal and dean; monthly meetings/trainings with Home Office staff
- Staff Meetings - monthly

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 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:	Person(s) Responsible	Cost and Funding Source (Itemize for Each Source)
<p>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>Teachers, leadership team</p> <p>Principal, MPS Home Office</p> <p>Principal, MPS Home Office</p> <p>Principal</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.</p> <p>Task 1: Charter School will schedule PD in abovementioned areas.</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.</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>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: Teachers will receive PD in areas of need identified through needs assessment.</p> <p>Task 1: Charter School will identify further PD needs besides the ones listed in Action Step 2.</p> <p>Task 2: Charter School will schedule PD in areas of need.</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>Action Step 4: Charter School will evaluate its teachers for their performance.</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.</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.</p> <p>Task 3:</p> <p>Charter School may use evaluation results as basis and documentation for transfer, promotion, reassignment, or disciplinary action.</p>		
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PERFORMANCE GOAL 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

LEA GOAL:

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

Identified Need:

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

Expected Annual Measurable Outcomes:

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

What data did you use to form this goal?

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

What were the findings from the analysis of this data?

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

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

	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
2010-2011	98	97	95	95	94	93	96	95	97	95
2011-2012	98	97	97	95	97	95	96	96	97	98
2012-2013	98	97	96	97	97	94	95	96	97	97
2013-2014	98	97	97	97	95	96	96	96	97	96
2014-2015	98	98	97	97	96	93	96	96	96	95
2015-2016	98	98	96	96	96	95	94	96	96	96
2016-2017	97	96	98							

- School currently has a chronic absenteeism rate of approximately 1%. Dean of Students is working with parents of these students to create action plans to help them ensure their children are here every day and on time.
- School maintains a dropout record of 0%.
- School maintains a suspension and expulsion record of 0%. Monthly suspension reports are submitted to the District by the Dean of Students.
- School maintains a satisfaction rating of 98% as determined by 2015-2016 parent, student, and staff surveys results.
- School holds a minimum of 5 parent activities and events each

school year. Below is a list of the activities/events planned for the 2016-2017 school year:

- Parent & Student Orientation/Teacher Meet and Greet
 - Chuck E Cheese Family Nights
 - Back to School Night
 - Parent Conferences – October 2016 & March 2017
 - Fall Family Festival
 - International Day Festival
 - Winter Show
 - Science Fair Parent Meeting/Training
 - RFEP Parent Meeting
 - 5th Grade Parent Meeting
 - Family Night (Open House, Science Fair, Book Fair, Science Expo, Art Night)
 - Kindergarten Orientation
 - Volunteer Thank You Tea
 - Drama Club Spring Production
 - Monthly Parent Task Force (PTF), English Language Advisory Council (ELAC) and School Site Council (SSC) Meetings that also include parent training sessions
 - Monthly Awards Assemblies
- School set a goal of visiting at least 30% of student's home through the Home Visit program. At this point in the school year, 15% of our families have received a Home Visit. The School Culture Coordinator oversees this program by assisting staff with paperwork, setting up visits, and keeping track of all completed visits in the Home Visit Binder.

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

- **Physical** – breakfast & lunch provided daily, 76% of enrolled students receive free or reduced lunch; daily supervised recess and lunch activity time (30 minutes per day); weekly grade level, standards-based PE classes provided to all students; weekly grade level, standards-based Health classes provided to all students; vision and health screenings done periodically and as needed; annual Health and Fitness Week; annual Community Fitness Expo and 5K
- **Social** – school wide Character Education program; Social Skills Group led by Mitchell Family Clinic; after school Clubs to promote socializing; ARC after school program; EDGE coaching
- **Emotional** – counseling program open to all students, led by Mitchell Family Clinic; counseling for SPED students with social/emotional IEP goals; Dean of Students is certified in Mental Health First Aid to support students as needed; staff trained by Dean of Students in Capturing Kid's Hearts program; EDGE coaching
- **Intellectual** – all teachers are highly qualified and participate in professional development to continue their growth in reaching all students of all intellectual ability. Multiple programs available to support and enrich student achievement:
 - After school tutoring led by teachers
 - EL Intervention with EL teacher (pull-out and push-in support)

	<ul style="list-style-type: none"> ▪ Math Intervention teacher (pull-out support) ▪ RSP support with RSP teacher (pull-out and push-in support) ▪ RTI & SST process as needed ▪ GATE recommendations for Identification from the District ▪ EDGE Coaching to help develop executive functioning skills 	
<p>How will the school evaluate the progress of this goal?</p> <p>Weekly, monthly, quarterly, and annual program monitoring and evaluation</p>	<p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <p>See Form F: Budget Planning Tool</p>	
<p>STRATEGY: Charter School will implement policies that encourage parent involvement, positive student behavior and improvements and Charter School teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.</p>		
<p>Action Step 1:</p> <p>Charter School will implement Positive Behavioral Interventions and Supports (PBIS).</p> <p>Task 1:</p> <p>Charter School will implement PBIS and alternatives to suspension.</p> <p>Task 2:</p> <p>Charter School will implement a positive behavior reward system and use CoolSIS for monitoring.</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-</p>	<p>Person(s) Responsible</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>Cost and Funding Source (Itemize for Each Source)</p> <p>Student awards Fundraising & Donations</p> <p>Health Class and School WIDE Character Education Program (Funded by General Funding)</p>

<p>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.</p> <p>Task 1:</p> <p>Charter School will communicate with the parents of academically under-performing students, inviting them for parent conferences.</p> <p>Task 2:</p> <p>Charter School will schedule annual workshops for parents of EL students. Topics to be covered include the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy.</p> <p>Action Step 4:</p> <p>Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.</p> <p>Task 1:</p> <p>Charter School teachers will schedule and make home-visits. (2015-16 school year)</p> <p>Task 2:</p> <p>Charter School teachers will document the visits, evaluate them and share necessary information with the appropriate staff (grade level team, counselor, administrator, etc.) (2015-16 school year)</p>	<p>Teachers, Dean of Culture, Dean of Academics, leadership team</p> <p>EL coordinator, Dean of Culture, Dean of Academics, leadership team</p> <p>Teachers, Dean of Culture, leadership team</p> <p>Teachers, Dean of Culture, leadership team</p>	<p>Parent workshops related to safety, health, and cyber bullying. Title I (\$800)</p> <p>Home visit Reimbursement Title I (\$10,000)</p>
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PERFORMANCE GOAL 5: All students will graduate from high school. **Not applicable for MSA-7**

LEA GOAL: NA

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

Identified Need:

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

Expected Annual Measurable Outcomes:

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

What data did you use to form this goal?

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

What were the findings from the analysis of this data?

How will the school evaluate the progress of this goal?

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

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

See Form F: Budget Planning Tool

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

Action Step 1:

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

Person(s) Responsible

College Advisor, Dean of Academics, leadership team

Cost and Funding Source (Itemize for Each Source)

Action Step 2:

Charter School will offer credit recovery and CAHSEE prep classes and provide support to ensure timely high school graduation.

College Advisor, Dean of Academics, leadership team

Action Step 3:

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

College Advisor, Dean of Academics, leadership team

Action Step 4:

Charter School will offer "Advisory" classes (college

College Advisor, Dean of

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

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

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

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, 2016 June 10, 2017</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 maintain, evaluate, and improve the EL Master Plan and EL Program based on the observations, data, and feedback from each member school.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will provide coaching and professional development to all teachers of English learners (for example, provide integrated and designated ELD support, teacher training, coaching on SIOP, CHATS, and SDAIE strategies, as well as model push-in support).</p> <p>The EL program coordinator sponsored by the Title III consortium lead will conduct lesson demonstrations and classroom observations/walk throughs in order to help improve instruction delivered to English learners.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will help teachers and site level coordinators monitor the progress of English learners and reclassified students, and create appropriate interventions and action plans as needed.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will lead and train the ELD coordinators at each school site, including facilitate team meetings as well as coordinate the EL program strategic planning process.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will oversee the adoption and implementation of the ELD curriculum.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will oversee the Title III improvement plan, and any other Title III requirements.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will attend related professional development and share resources with school leaders and staff.</p>	<p>Ongoing</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>\$37,310 for the Consortium</p>	<p>Title III-LEP</p>

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

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
<p>Data Disaggregation</p> <p>MPS Home Office data management department will provide data disaggregation to the Charter School for data, including but not limited to:</p> <ul style="list-style-type: none"> ▪ SBAC ELA/Literacy and math data disaggregated by grade and subgroups ▪ MAP test ELA and math data disaggregated by grade and subgroups ▪ 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, 2016 June 10, 2017	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.	\$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)
<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 	July 29, 2016 June 10, 2017	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.	\$0	N/A

<ul style="list-style-type: none"> ▪ 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 			
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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)	\$84,709	<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	\$1,127	<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 type="checkbox"/>	Other federal funds (list and describe) Title III, Part A: Immigrant Education Program	\$	<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$	<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$	<input type="checkbox"/>
Total amount of federal categorical funds allocated to this school		\$	
Total amount of state and federal categorical funds allocated to this school		\$	

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

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

Form D: School Site Council Membership

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

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Fatih Metin	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jennifer Rivera	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gilbert Yoon	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kayleigh Atwater	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Veronica Romero	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Miriam Quezada	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Carla Bautista	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Oana Rosu (SSC President)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Grace Sullivan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Villegas Griselda	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Numbers of members in each category	1	3	1	5	0

⁴ EC Section 52852

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

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

Attested:

Fatih METIN
Typed name of School Principal

Fatih Metin
Signature of School Principal

12/5/2016
Date

Oana Rosu
Typed name of SSC Chairperson

Oana Rosu
Signature of SSC Chairperson

12-05-16
Date

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

Form F: Budget Planning Tool

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

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

Budget Summary:

Fiscal Year Allocation for Funding Resources	Funding Sources	Total of Estimated Expenditures from Funding Source	Remaining Balance for Funding Source
\$84,709	Title I, Part A	\$84,709	\$0.00
\$1,127	Title II	\$1,127	\$0.00
\$0	Title III, LEP	*A total of \$37,310 Title III, LEP funding is allocated for the Magnolia Science Academy consortium. Funding is not passed to member schools.	
\$0	Title III, Immigrant	\$0	\$0.00

Budget/Resource Code Descriptions	Budget/Resource Codes	Estimated Expenditures for All Goals by Code Type
Unrestricted	0000	
Unrestricted Locally Defined	0001-0999	
Certificated Personnel Salaries	1000-1999	
Classified Personnel Salaries	2000-2999	\$83,520
Employee Benefits	3000-3999	
Books and Supplies	4000-4999	\$627
Services and other Operating Expenditures	5000-5699	
Transfers of Direct Costs	5700-5799	
Professional/Consulting Services and Operating Expenditures	5800	\$12,093
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: 5 ELA Instructional Assistants	Classified Personnel Salaries	2000-2999	\$41,760	
Action Step 2: Ticket to Read	Prof. Services and Operating Expenditures	4000-4999	General Funding	
Action Step 3: Saturday School	Certificated Personnel Salaries	1000-1999	General Funding	
Action Step 4: Novels	Books and Supplies	4000-4999	General Funding	
Action Step 5: Accelerated Reader	Books and Supplies	4000-4999	General Funding	

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	\$41,760	
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 1B: All students will reach high standards, at a minimum, attaining proficiency or better in mathematics.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Action Step 1: Math intervention teacher and teachers tutoring fee	Certificated Personnel Salaries	1000-1999	General Funding	
Action Step 2: 5 ELA Instructional assistants	Books and Supplies	2000-2999	\$41,760	
Action Step 3: Saturday School	Certificated Personnel Salaries	1000-1999	General Funding	
Action Step 4: Math intervention program Building Blocks	Books and Supplies	4000-4999	General Funding	

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	\$41,760	
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 2A: All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Action Step 1: 1 ELD coordinator/ teacher	Classified Personnel Salaries	2000-2999	Full salary from General Funding	Full salary from General Funding
Action Step 2: Teacher Training Books	Books and Supplies	4000-4999		\$627
Action Step 3: PDs in ELD support and interventions	Prof. Services and Operating Expenditures	5800		\$500

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		\$627
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800		\$500
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. Coaching/counseling services	Prof. Services and Operating Expenditures	5800		General Funding
Action Step 2: Parent workshop presenter compensation	Prof. Services and Operating Expenditures	5800		General Funding

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		General Funding
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

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

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Action Step 1: PD in areas of need, Some BTSA and Various PD's which are mentioned above.	Prof. Services and Operating Expenditures	5800		General Funding

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

Description of Expenditures:

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

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Action Step 1: Parent workshop presenter compensation	Prof. Services and Operating Expenditures	5800	\$689 is from Title 1 and the rest is from General funding	
Action Step 2: Home-visit stipends	Prof. Services and Operating Expenditures	5819	\$10,000	

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	\$10,689	
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

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

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

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

Form 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.

SPSA ANNUAL EVALUATION

Plan Priorities

The SSC met and evaluated the 2015-16 SPSA on November 16, 2016 and approved the 2016-17 SPSA. The following are highlights from the annual evaluation:

- The top priority in the current SPSA is the intervention programs for our students. MSA-7 teachers will continue to provide targeted CCSS aligned ELA and math intervention during the weekly tutoring hours, math intervention programs. MSA-7 also has 5 Teacher Aids which provides small group and individualized help to the students with various needs. MSA-7 has hired a full-time EL coordinator to oversee implementation and effectiveness of the ELD programs. MSA-7 also assigned data coordinator to monitor student growth using student achievement and growth data, disaggregate and analyze data and train and monitor teachers in use of data to inform instruction.
- MSA-7 utilizes Building Blocks as its main math intervention curriculum. The program provides targeted instruction to students at their level. For reading support, the school has been using Accelerated Reader and Ticket to Read successfully and will expand the program into elementary grades. Wonders curriculum for elementary also provides additional intervention materials for our students in ELA. We will explore the Art -Math integrated program for math intervention in our elementary grades. MSA-7 will evaluate the effectiveness of our new elementary curriculum by the end of the school year.

- Teacher PD is an important part of our plan. Investing in our teachers' professional growth is essential to student achievement. MSA-7 uses a teacher coaching and evaluation protocol to support our teachers' instructional practices and identify areas for growth. Teachers participate in MPS-wide professional development days as well as site-based PD. The school will continue to support teacher PD activities.
- Home visits have been greatly appreciated by our parents in the past years and helped improve family-school connectedness. Therefore, encouraging our teachers to make home visits is a priority in the new SPSA.

AGENDA

MEETING: School Site Council

DATE: November 29, 2016 / 29 de noviembre de 2016

LOCATION: Room D106

- I. Opening Items / Elementos de apertura
 - a. Record Attendance; Call to Order; Approval of Agenda; Public Comment / Asistencia récord; Llama para ordenar; Aprobación del orden del día; Comentario público
- II. Action Items / Elementos de acción
 - a. Election of Officers (Chair, Vice-Chair; Clerk) / Elección de Oficiales (Presidente, Vicepresidente, Secretario)
 - b. Review and Update School Safety Plan / Revisar y actualizar el plan de seguridad escolar
 - c. Review the finding from 2015-16 SPSA / Revisar el hallazgo de 2015-16 SPSA
 - d. Review and Update SPSA for 2016-17 / Revisar y actualizar SPSA para 2016-17
- III. Closing Items / Artículos de Cierre
 - a. Next meeting date / Fecha de la próxima reunión
 - b. Adjourn meeting / Aplazar la reunión

School Site Council Meeting

DATE: 11/29/16

Parent/Guardian Name Nombre del Padre/Tutor	Student Name Nombre del Estudiante	Phone Number Numero de Telefono	Grade Group Grado y Grupo
Lauren Yao	Physical Education		
Mayra Leyva	Para professional		
Evelyn Avelar	Student		8-E
Jennifer Flores	Student		6-D
Leonina Lira	Student		6-E
Georgina Velasco	Jose Luis Briseno	(323) 456-9824	6-A
Elsamar Zurita	Josue A Ponce	323-773-2715	G.C.
Abigail Fernandez	student		6-A
Daniel Cortez	Mesic		
David Garner	Dean of Students		
Stephanie Diaz	Student		7-D
Jason Hernandez	Principal		



Single Plan for Student Achievement at Magnolia Science Academy Bell 2016-2017

Metas y detalles

Goals & Details

Goals & Details	Metas y detalles	COST
<p>MSA Bell provides ACADEMIC EXCELLENCE to all students.</p> <p><i>MSA Bell promotes academic excellence with English Learners by providing research-based supports to increase the EL reclassification rate by 5% from the previous year.</i></p>	<p>MSA Bell ofrece excelencia académica para todos los estudiantes.</p> <p><i>MSA Bell promueve la excelencia académica con los Aprendices del Inglés al proporcionar apoyos basados en la investigación para aumentar la tasa de reclasificación de EL en un 5% del año anterior.</i></p>	<p>\$110,804.00</p>
<p>MSA Bell promotes INNOVATION amongst all students.</p> <p><i>MSA Bell promotes innovation by providing social-emotional supports for English Learners, Migrant, Foster Youth, and Homeless student as measured by ADA of 95% or better.</i></p>	<p>MSA Bell promueve la innovación entre todos los estudiantes.</p> <p><i>MSA Bell promueve la innovación proporcionando apoyos socio-emocionales para estudiantes de inglés, inmigrantes, jóvenes adaptivos y estudiantes sin hogar según lo determinado por ADA del 95% o mejor.</i></p>	<p>\$6,000.00</p>
<p>MSA Bell builds CONNECTIONS amongst all stakeholders in the community</p> <p><i>MSA Bell builds connections amongst all stakeholders in the community to empower families by offering opportunities for involvement, both at school and home, as measured by a parent satisfaction rating of 90% or higher.</i></p>	<p>MSA Bell construye CONEXIONES entre todos los interesados en la comunidad</p> <p><i>MSA Bell construye conexiones entre todas las partes interesadas de la comunidad para empoderar a las familias ofreciendo oportunidades de participación, tanto en la escuela como en el hogar, según lo determinado por un índice de satisfacción de padres de 90% o más.</i></p>	<p>\$88,940.00</p>
Title 1 Total		\$205,744.00

ELD
Coordinator;
Fast ForWord;
After-school and
Saturday
student support

CSUN;
Professional
Development
for teachers

Dean of Culture;
Parent College;
Food; Home
Visits

Single Plan for Student Achievement



Magnolia Science Academy Bell
HOME OF THE WOLVES
2016-2017



The Single Plan for Student Achievement

School: Magnolia Science Academy Bell

District: Magnolia Science Academy Bell, authorized by LAUSD

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

Principal: Jason Hernandez

Date of this revision: November 29, 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:	Jason Hernandez
Position:	Principal
Telephone Number:	323-826-3925
Address:	6411 Orchard Ave., Bell, CA 90201
E-mail Address:	jhernandez@magnoliapublicschools.org

The District Governing Board approved this revision of the SPSA on _____.



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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:

LEA GOAL:
MSA Bell promotes academic excellence to all students.
SCHOOL GOAL: ____ (Goals should be prioritized, measurable, and focused on identified student learning needs.)
MSA Bell promotes academic excellence with English Learners by providing research-based supports to increase the EL reclassification rate by 5% from the previous year.

What data did you use to form this goal? SBAC, CELDT, MAP, Parent Survey	What were the findings from the analysis of this data? Parent survey shows they want more supports offered for English Learners. MAP and SBAC data show that English Learners are scoring at low levels of proficiency (96%).	How will the school evaluate the progress of this goal? Increase EL reclassification rate by 5% from previous year. Where can a budget plan of the proposed expenditures for this goal be found? SPSA Budget Tool
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STRATEGY: Employ research-based supports to increase EL reclassification rates.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Employ EL Coordinator at school site to oversee ELD program.	Principal	Selecting and hiring an EL Coordinator based on qualifications. EL Coordinator is responsible to implement and monitor the ELD program.	\$59,766, Title 1 (staffing)

<p>Identify struggling readers and identify, screen and 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.</p>	<p>Teachers ELD Coordinator Grade Level Chairs Dean of Academics Principal</p>	<p>Collect and analyze school-level summative and formative ELA and English learner data; identify students from each grade level for reading interventions and their specific literacy needs.</p> <p>Develop specific criteria for identifying, selecting, implementing, monitoring, and evaluating research-based reading intervention programs that are designed to meet individual literacy needs of struggling students and English learners, measure growth, and accelerate reading comprehension.</p>	<p>\$10,500, Title 1 Fast Forward</p>
<p>Provide Supplemental Educational Services in the areas of ELA and Math to provide support for English Learners and struggling students</p>	<p>Teachers ELD Coordinator Grade Level Chairs Dean of Academics Principal</p>	<p>Collect and analyze school-level summative and formative ELA and English learner data; identify students from each grade level for interventions and their specific needs.</p> <p>Develop specific criteria for identifying, selecting, implementing, monitoring, and evaluating research-based intervention programs that are designed to meet individual needs of struggling students and English learners.</p> <p>Two teachers assigned per grade level to assist in the areas of ELA and Math to offer 4 hours a week of additional support to ELs and struggling students.</p>	<p>\$40,538, Title 1 (After-school support and Saturday School/Stipend will be used for Teachers)</p>

LEA GOAL:

MSA Bell promotes innovation amongst all students.

SCHOOL GOAL: ____ (Goals should be prioritized, measurable, and focused on identified student learning needs.)

MSA Bell promotes innovation by providing social-emotional supports for English Learners, Migrant, Foster Youth, and Homeless student as measured by ADA of 95% or better.

What data did you use to form this goal? SBAC, MAP, Parent Survey, Stakeholder input	What were the findings from the analysis of this data? Attendance issues occur when students do not feel safe or comfortable at school. In order to encourage attendance for Foster Youth, Migrant students, homeless students, and English Learners, social-emotional supports are needed.	How will the school evaluate the progress of this goal? ADA of 95% or higher based on CALPADS reporting
		Where can a budget plan of the proposed expenditures for this goal be found? SPSA Budget Tool

STRATEGY : Employ research-based social-emotional supports to assist all students in need.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Counseling Services	Mitchell Family Clinic School Psychologist Office Manager Dean of Students Dean of Academics Principal	Collect and analyze data relating to incidents of reported bullying, self-harm, sadness, negative behaviors, etc. Placement of students in appropriate interventions based on needs analysis.	\$2,000, Title 1 (\$3,500, might be more realistic)

<p>Professional Development in the area of Social-Emotional Development (this includes resource materials)</p>	<p>Teacher Leaders Dean of Students Justice League Principal</p>	<p>Based on the needs assessment, provide training to all staff members on the major issues impacting school culture. Conduct and implement research-based strategies that support Social-Emotional Development, including Restorative Practices.</p>	<p>\$4,000, Title 1 (professional development and materials)</p>
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LEA GOAL:

MSA Bell builds connections amongst all stakeholders in the community.

SCHOOL GOAL: ____ (Goals should be prioritized, measurable, and focused on identified student learning needs.)

MSA Bell builds connections amongst all stakeholders in the community to empower families by offering opportunities for involvement, both at school and home, as measured by a parent satisfaction rating of 90% or higher.

<p>What data did you use to form this goal? Parent Survey, Stakeholder input</p>	<p>What were the findings from the analysis of this data? Families are seeking opportunities to be involved and be better prepared to support their children in their academic endeavors, Social-Emotional Development, and betterment of the home-school relationship.</p>	<p>How will the school evaluate the progress of this goal? 90% or better parent satisfaction rating on school survey</p> <p>Where can a budget plan of the proposed expenditures for this goal be found? SPSA Budget Tool</p>
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STRATEGY: Create community awareness in order to empower families.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>Employ Dean of Culture to serve as a community liaison.</p>	<p>Principal</p>	<p>Selecting and hiring Dean of Culture based on qualifications. Dean of Culture is responsible to implement, monitor, and grow programs to strengthen the home-school-community relationship.</p>	<p>\$72,000, Title 1 (staffing)</p>
<p>Parent College</p>	<p>Teachers Dean of Culture</p>	<p>Parent college is a once a month workshop lead by MSA Bell teachers to provide resources and information to parents about pathways to college. Empowers parents with basic skills to navigate college application process.</p>	<p>\$15,000, Title 1 (stipend for teachers and coordinator; training; food)</p>

Home Visits	Paraprofessionals Teachers Instructional Coaches Dean of Culture Dean of Students Dean of Academics Principal	In order to build home-school connections, staff visits families in their own homes to encourage dialogue, share resources, and provide support outside the traditional school setting.	\$1,940, Title 1
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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 #: 1) *MSA Bell promotes academic excellence with English Learners by providing research-based supports to increase the EL reclassification rate by 5% from the previous year.*

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)
Staff appropriate ELD Coordinator to meet LEA needs.	Fall 2016	\$60,000	\$59,766	Title 1
Identify struggling readers through collection of data from various resources.	Fall 2016			
Purchase research-based reading program to provide support.	Fall 2016	\$10,500	\$10,500	Title 1
Provide supplemental educational services in the area of Math and ELA by staffing teachers for after-school and Saturday school.	Fall 2016 Jan. 2017	\$40,538	\$40,538	Title 1

School Goal #: 2) *MSA Bell promotes innovation by providing social-emotional supports for English Learners, Migrant, Foster Youth, and Homeless student as measured by ADA of 95% or better.*

Actions to be Taken to Reach This Goal ³ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date ⁴ Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
Acquire counseling services through Mitchell Family Clinic (CSUN) and identify students that have a need for counseling such as English Learners,	Fall 2016 On-Going	\$2,000	\$2,000	Title 1

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.

³ 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.

⁴ List the date an action will be taken, or will begin, and the date it will be completed.

Migrant, Foster Youth, and Homeless.				
Provide professional development in the area of social-emotional development. (ex. Dr. Gale Gorke)	Fall 2016 On-Going	\$4,000	\$4,000	Title 1
Promising practices will be highlighted during Wednesday staff meetings and other PD opportunities.	Fall 2016 On-Going			

School Goal #: 3) MSA Bell builds connections amongst all stakeholders in the community to empower families by offering opportunities for involvement, both at school and home, as measured by a parent satisfaction rating of 90% or higher.

Actions to be Taken to Reach This Goal ⁵ (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date ⁶ Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
Staff and continually develop the position of Dean of Culture.	Fall 2016	\$72,000	\$72,000	Title 1
Recruit and train teachers to lead parents through Parent College	Fall 2016			
Provide monthly training for parents through Parent College to develop a college focused learning community. Food will be provided to encourage attendance.	Fall 2016 Spring 2017	\$15,000	\$15,000	Title 1
homes visits will be conducted by all staff members to encourage dialogue, share resources, and provide support outside the traditional school setting.	Fall 2016 On-Going	\$1,940	\$1,940	Title 1

⁵ 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.

⁶ List the date an action will be taken, or will begin, and the date it will be completed.

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"/>

Revised September 2015

<input type="checkbox"/>	Professional Development Block Grant (Carryover only) Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$	<input type="checkbox"/>
<input type="checkbox"/>	Quality Education Investment Act (QEIA) Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$	<input type="checkbox"/>
<input type="checkbox"/>	School and Library Improvement Program Block Grant (Carryover only) Purpose: Improve library and other school programs	\$	<input type="checkbox"/>
<input type="checkbox"/>	School Safety and Violence Prevention Act (Carryover only) Purpose: Increase school safety	\$	<input type="checkbox"/>
<input type="checkbox"/>	Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	\$	<input type="checkbox"/>
<input type="checkbox"/>	List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], etc.)	\$	<input type="checkbox"/>
Total amount of state categorical funds allocated to this school		\$	
Federal Programs		Allocation	Consolidated in the SWP
<input checked="" type="checkbox"/>	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$202,691.00	<input checked="" type="checkbox"/>
<input type="checkbox"/>	Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$	<input type="checkbox"/>

<input type="checkbox"/>	For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$	<input type="checkbox"/>
<input type="checkbox"/>	Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals	\$	<input type="checkbox"/>
<input type="checkbox"/>	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$	Title III funds may not be consolidated as part of a SWP ⁷
<input type="checkbox"/>	Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	\$	<input type="checkbox"/>
<input type="checkbox"/>	For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	\$	<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$	<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		\$202,691.00	

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

⁷ 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.⁸ The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Jason Hernandez	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Esteban Quiroz, 6th Science	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lauren Yao, PE	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Corina Hernandez, 8th Math	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Danny Cortez, Music	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mayra Leyva, Paraprofessional	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Georgina Velasco (Jose B. 6A)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Estela Ledezma (Marcelino L. 6A)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Elsamar Zurita (Josue P. 6C)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Maria Lobatos (Selena L. 7C & Luis L. 6A)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Evelyn Avelar (8E)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Stephanie Diaz 7D	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Abigail Fernandez 6A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Jennifer Flores 6D	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Leonira Lira 6E	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Numbers of members in each category	1	4	1	4	5

⁸ 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:

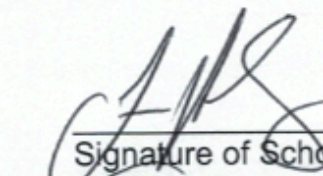
1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student 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 Trayb (Dean of Academics) Signature
- Special Education Advisory Committee _____ Signature
- Gifted and Talented Education Advisory Committee _____ Signature
- District/School Liaison Team for schools in Program Improvement _____ Signature
- Compensatory Education Advisory Committee _____ Signature
- Departmental Advisory Committee (secondary) _____ Signature
- Other committees established by the school or district (list) _____ Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: Nov. 29th, 2016

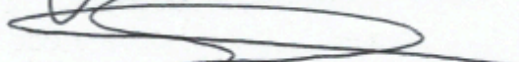
Attested:

Jason Hernandez
Typed name of School Principal


Signature of School Principal

11/29/16
Date

Stephanie Diaz
Typed name of SSC Chairperson


Signature of SSC Chairperson

11/29/16
Date

Form F: Budget Planning Tool

Budget Summary:

Fiscal Year Allocation for Funding Source	Funding Source	Total of Estimated Expenditures from Funding Source	Remaining Balance for Funding Source
\$202,691.00	Title I, Part A	\$202,691.00	
\$2,451.00	Title II	\$2,451.00	
\$485	Title III	\$0	\$0

Budget/Resource Code Description	Budget/Resource Codes	Estimated Expenditures for All Goals by Code Type
Unrestricted	0000	
Unrestricted Locally Defined	0001-0999	
Certified Personnel Salaries	1000-1999	\$172,304.00
Classified Personnel Salaries	2000-2999	
Employee Benefits	3000-3999	
Books and Supplies	4000-4999	\$10,500.00
Services and other Operating Expenditures	5000-5699	\$15,000
Transfers of Direct Cost	5700-5799	
Professional/Consulting Services and Operating Expenditures	5800	\$6,000.00
Communications	5900	\$1,940.00
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 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?

Strategies and Activities

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

Involvement/Governance

- How was the SSC involved in development of the plan?
- How were advisory committees involved in providing advice to the SSC?

- How was the plan monitored during the school year?
- What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

Outcomes

- Identify any goals in the current SPSA that were met.
- Identify any goals in the current SPSA that were not met, or were only partially met.
 - List any strategies related to this goal that were identified above as "not fully implemented" or "ineffective" or "minimally" effective.
- Based on this information, what might be some recommendations for future steps to meet this goal?

Form G: Single Plan for Student Achievement Annual Evaluation

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

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

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

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

Strategies and Activities

- 1. Identify those strategies or activities that were particularly effective in improving student achievement. What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?
 - a. The collaboration between our EL Coordinator and Language Literacy Coach was instrumental in the success of re-classifying 31% of our EL students. Both educators provided classroom support for teachers in the area of language arts. The support includes strategic planning of lessons plans to use strategies that support EL students such as

sentence frames, Socratic method of questioning that focuses on appropriate language level, leveled readings, etc. Both teachers were instrumental in dialoguing the importance and reason for CELDT testing. The added information assisted to engage students and form the necessary “buy-in” to our goals of re-classification.

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

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

- a. Our math enrichment program has been a struggle in the process of providing the necessary support to obtain growth. However, more data is still necessary in order to make this assessment. The lack of support by maintaining a teacher consistent in this teaching area is of concern. **RECOMMENDATIONS:** Human Resource and the administration team are currently developing a plan to maintain high performing teachers for longevity. Part of the investigation includes fair monetary compensation and the collaboration with teaching programs to identify how to best meet the needs of struggling students and fill positions in areas of need, such as math and science.
- b. Funding was not available for the additional 11 seats for the Fast Forward program. We will look into additional funding for the next school year.

Involvement/Governance

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

- a. Members of SSC were elected to review and understand the programs in place at MSA Bell. The various meetings allowed for collective dialogue from all stakeholders. Executive officers from the elected student council were invited to share student input with the SSC. Engaging stakeholders on the effective evaluation of the program still needs further development.

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

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

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

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

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

outcomes?

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

Outcomes

1. **Identify any goals in the current SPSA that were met.**
 - a. **Highly Qualified Teachers are currently in all teaching assignments at MSA Bell.**
 - b. **Utilization of data from programs such as MAP has provided insight on student progress in the areas of math and literacy.**
 - c. **Implementation of various programs that support our subgroups such as Fast Forward, BrainPop, Khan Academy, etc.**
 - d. **Various PD's have been provided in the support of areas such as Common Core, Classroom Management, BTSA, etc.**
 - e. **The development of school culture in the area of social-emotional education has been implemented. Life Skills classes focuses on various skills that provide academic and social support for middle school students. PBIS, this is currently called the Justice League. They provide school wide support in the areas of school-wide expectations and social-emotional support for all students. They currently meet on a weekly basis. Members include teachers from all grades, SPED teacher and Dean of Students.**
2. **Identify any goals in the current SPSA that were not met, or were only partially met.**
 - a. **TES services in the area of math and literacy. Not Fully Implemented.**
 - b. **Identification and support of struggling students in the area of math. Not Fully Implemented.**
3. **Based on the information, what might be some recommendations for future steps to meet this goal?**
 - a. **Research other options for supplemental educational services that will be more appealing to our families in order to reach more struggling students.**
 - b. **Implement Summit Basecamp curriculum to expand differentiated interventions and support within the classroom. Research open source resources to share with families for at-home interventions. (Khan Academy, Code Monkey, etc)**