



Board Agenda Item #	Agenda # II A
Date:	January 19, 2017
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-3, MSA-San Diego, and MSA-Santa Ana

Proposed Board Recommendation

I move that the board approve the Single Plan for Student Achievement (SPSA) for MSA-3, MSA-San Diego, and MSA-Santa Ana.

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 have already been brought before the Board in December, 2016.

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.

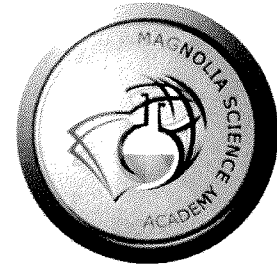
Name of Staff Originator:

David Yilmaz, Chief Accountability Officer

Attachments

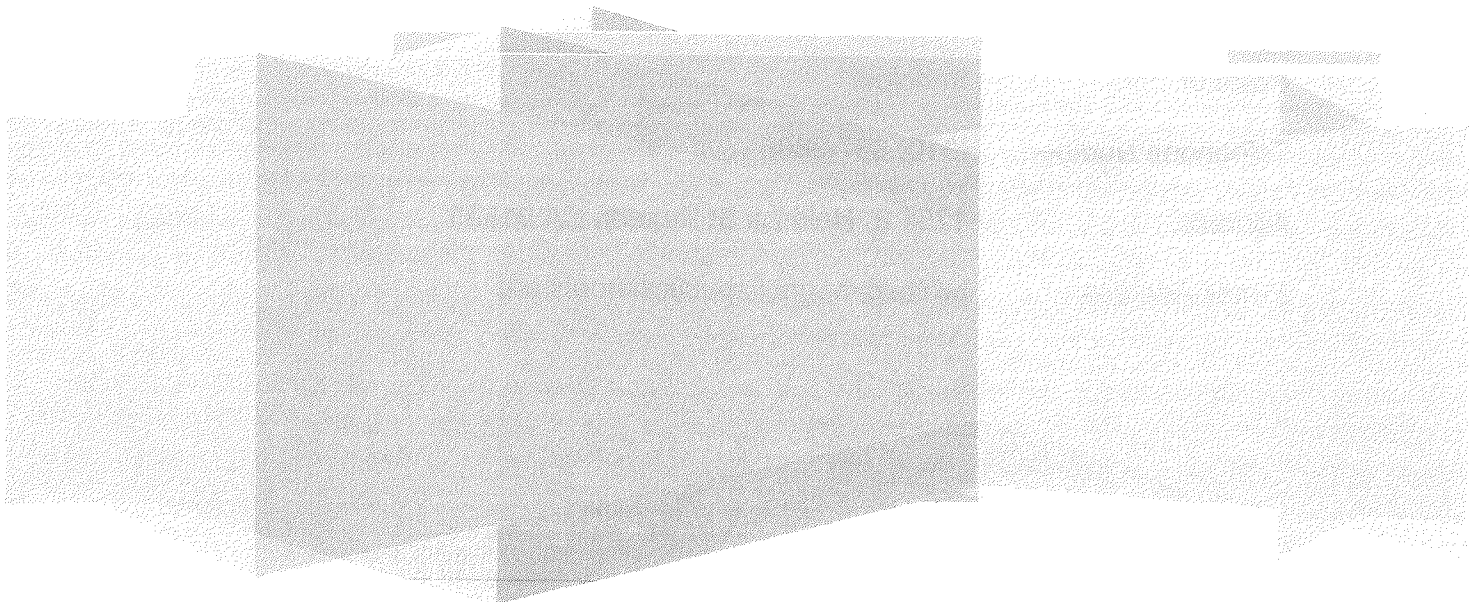
Single Plan for Student Achievement (SPSA) (for MSA-3, San Diego, and Santa Ana)

2016.



Single Plan for Student Achievement

Magnolia Science Academy-3



A Resource for the School Site Council

The Single Plan for Student Achievement

School: Magnolia Science Academy-3

District: Los Angeles Unified School District

County-District School (CDS) Code: 19-64733-0115030

Principal: John White

Date of this revision: 12/06/2016

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 White
Position:	Principal
Telephone Number:	(310) 637-3806
Address:	1254 E. Helmick St Reseda CA 91335
E-mail Address:	jwhite@magnoliapublicschools.org

Table of Contents

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

Form A: Planned Improvements in Student Performance

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

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

LEA GOAL:

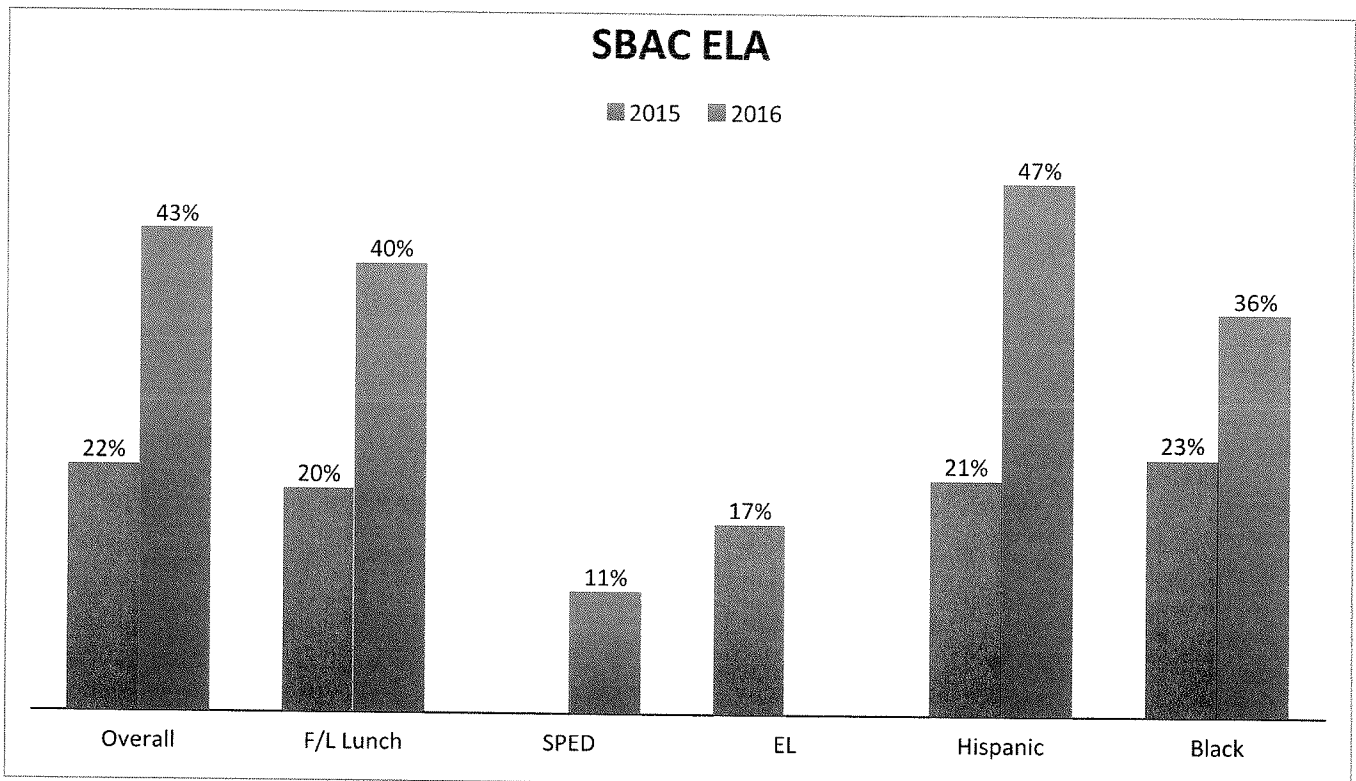
Charter School will set and strive to meet proficiency targets in English Language Arts/Literacy on the CAASPP assessment system.

Identified Need:

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

Expected Annual Measurable Outcomes:

- All student subgroups will meet or exceed proficiency targets in English Language Arts/Literacy on the CAASPP assessment system.
- 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.



<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. (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>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</p>	<p>Teachers, leadership team</p> <p>Teachers, leadership team</p> <p>Teachers, leadership team</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>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>(Itemize for Each Source)</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>What data did you use to form this goal?</p> <ul style="list-style-type: none"> SBAC ELA/Literacy data from 2016 	<p>What were the findings from the analysis of this data?</p> <p>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.</p> <p>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. MSA3 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.</p> <p>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 MSA3 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, MSA3 implements a highly effective incentive program to motivate its students.</p> <p>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.</p>	
<p>How will the school evaluate the progress of this goal? Weekly, monthly, quarterly, and annual program monitoring and evaluation</p>	<p>Where can a budget plan of the proposed expenditures for this goal be found? See Form F: Budget Planning Tool</p>	
<p>STRATEGY: Charter School will provide CCSS aligned ELA instruction, support and intervention to all students, including ELs, and monitor student progress in ELA/Literacy as measured by the MAP tests.</p>		
<p>Action Step 1:</p>	<p>Person(s) Responsible</p>	<p>Cost and Funding Source</p>

development activities. (by October 14, 2016)

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)

Task 1:

Teachers will implement the MAP test in Fall 2016 and Spring 2017 to measure student growth in ELA/Literacy.

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 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)

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

LEA GOAL:

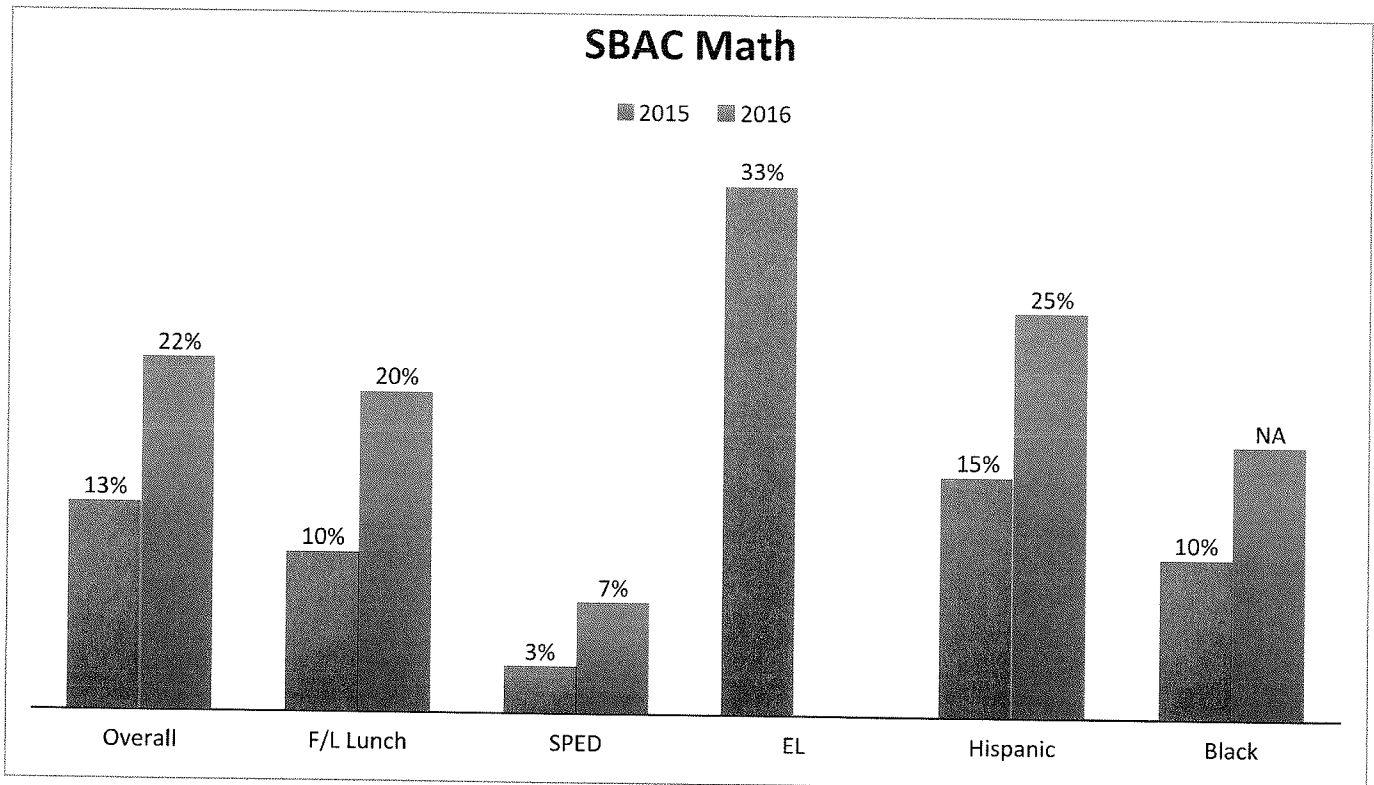
Charter School will set and strive to meet proficiency targets in math on the CAASPP assessment system.

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 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> <p>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. MSA3 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.</p> <p>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 MSA3 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, MSA3 implements a highly effective incentive program to motivate its students.</p> <p style="text-align: center;">Special Education Students</p> <p>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.</p> <p style="text-align: center;">English Language Learners</p>
--	--

	<p>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.</p> <p style="text-align: center;">Latino Students</p> <p>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 15% to 25%.</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. (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>Person(s) Responsible Teachers, leadership team Teachers, leadership team Teachers, leadership team Dean of Academics, Title 1 coordinator, leadership team</p>	<p>Cost and Funding Source (Itemize for Each Source)</p>

<p>Action Step 2: The leadership team will place students into appropriate intervention groups and teachers will provide targeted math support and interventions. (by September 12, 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 12, 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>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 September 30, 2016)</p> <p>Task 2: 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:</p>	<p>Dean of Academics, Title 1 coordinator, leadership team</p> <p>Teachers, Dean of Academics, Title 1 coordinator, leadership team</p> <p>Math Dept. Chair, Dean of Academics, Title 1 coordinator, leadership team Dean of Academics, Principal</p> <p>Dean of Academics, Principal</p> <p>Dean of Academics, Title 1 coordinator, leadership team</p> <p>Dean of Academics, Title 1 coordinator, leadership team</p> <p>Teachers, Dean of Academics, Title 1 coordinator, leadership team</p> <p>Teachers, Math Dept. Chair, Dean of Academics, Title 1 coordinator, leadership team</p>	<p>\$5,000 Title I fund for MAP test</p> <p>\$60,000.00 Title I Math teacher</p> <p>\$2,500 Title II for PD in math support and interventions</p>
---	---	--

<p>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>		
--	--	--

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	5%	2016	2016
EL	growth	goal	EL
17%	0.9%	18%	NA

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.

<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</p>	<table border="1"> <thead> <tr> <th data-bbox="703 810 1040 867">Person(s) Responsible</th> <th data-bbox="1040 810 1390 867">Cost and Funding Source (Itemize for Each Source)</th> </tr> </thead> <tbody> <tr> <td data-bbox="703 867 1040 924">Teachers, leadership team</td> <td data-bbox="1040 867 1390 924"></td> </tr> <tr> <td data-bbox="703 924 1040 1045">Office, Title I coordinator, leadership team</td> <td data-bbox="1040 924 1390 1045">\$12,000.00 Title I for Tech software, Flex Literacy instructional materials:</td> </tr> <tr> <td data-bbox="703 1045 1040 1146">Dean of Academics, Principal</td> <td data-bbox="1040 1045 1390 1146">\$10,000.00 Title I for Tech software, My On instructional materials:</td> </tr> <tr> <td data-bbox="703 1146 1040 1247">Dean of Academics, Principal</td> <td data-bbox="1040 1146 1390 1247">\$200 for novels for EL classes</td> </tr> <tr> <td data-bbox="703 1247 1040 1348">Dean of Academics, Title I coordinator, leadership team</td> <td data-bbox="1040 1247 1390 1348">\$285 for BrainPOP ESL</td> </tr> <tr> <td data-bbox="703 1348 1040 1449"></td> <td data-bbox="1040 1348 1390 1449">\$1,200.00 Staff PD books</td> </tr> <tr> <td data-bbox="703 1449 1040 1549">ELA/ELD teachers, Title I coordinator, Dean of Academics,</td> <td data-bbox="1040 1449 1390 1549">ELA/ELD Development Framework</td> </tr> <tr> <td data-bbox="703 1549 1040 1650">ELA/ELD teachers, Title I coordinator, Dean of Academics,</td> <td data-bbox="1040 1549 1390 1650">Common Core ELA/Literacy standards and ELs</td> </tr> <tr> <td data-bbox="703 1650 1040 1751">Teachers, Title I coordinator, Dean of Academics, leadership team</td> <td data-bbox="1040 1650 1390 1751">SDAIE strategies</td> </tr> <tr> <td data-bbox="703 1751 1040 1852"></td> <td data-bbox="1040 1751 1390 1852">Cooperative Learning and Student Engagement strategies training focused on ELs</td> </tr> <tr> <td data-bbox="703 1852 1040 1953"></td> <td data-bbox="1040 1852 1390 1953">Long Term English Learners training</td> </tr> <tr> <td data-bbox="703 1953 1040 2053"></td> <td data-bbox="1040 1953 1390 2053">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		\$1,200.00 Staff PD books	ELA/ELD teachers, Title I coordinator, Dean of Academics,	ELA/ELD Development Framework	ELA/ELD teachers, Title I coordinator, Dean of Academics,	Common Core ELA/Literacy standards and ELs	Teachers, Title I coordinator, Dean of Academics, leadership team	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
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																										
	\$1,200.00 Staff PD books																										
ELA/ELD teachers, Title I coordinator, Dean of Academics,	ELA/ELD Development Framework																										
ELA/ELD teachers, Title I coordinator, Dean of Academics,	Common Core ELA/Literacy standards and ELs																										
Teachers, Title I coordinator, Dean of Academics, leadership team	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>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 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>Teachers, Title I coordinator, Dean of Academics</p> <p>Teachers, Title I coordinator, 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>
--	--	---

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

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)

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 BTSAs 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, MSA3 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

<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 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:</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, 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>Cost and Funding Source (Itemize for Each Source)</p> <p>We use LCFF funds for BTSA and EL Authorization expenses and the amounts are already included in your LCAP.</p> <p>Cost and Funding Source for PD and training in ELA/Literacy, math, ELD, and immigrant education have already been listed under Goals 1A, 1B, 2A, and 2B, respectively.</p> <p>\$5,000 General fund for PD in the following areas: PLC, Bloom's Taxonomy, Classroom Instruction That Works, Differentiated Instruction, Rigor, different learning styles,</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. (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>students with special learning needs, understanding data and assessments, etc.</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 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

	<p>suspension in order to focus on lifelong character building with tasks including: community service, campus beautification, loss of privileges, parent shadow, mentorship, etc. We also work with Mitchell Family Counseling from CSUN to address social and behavioral needs. This allows students the opportunity to develop maturity while learning responsibility.</p> <p>Our partnership with CSUN also extends into a peer mentoring program, which allows our high school students to receive training on how to effectively communicate and help the younger middle school students be successful both academically and behaviorally. We also collaborate with our girls' small groups called Gems, offering the transitioning 6th grade girls the opportunity to learn appropriate social skills for middle school.</p> <p>Additionally, we obtain parent support and buy-in through regular home visits. It is our goal to visit each home at least once. Each teacher is asked to visit 5 households throughout the year. By making these types of connections, students understand what an integral role their parents combined with the school, play in their education.</p>	
<p>How will the school evaluate the progress of this goal? 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) Task 1: Charter School will implement PBIS and alternatives to suspension. (2016-17 school year) Task 2: Charter School will implement a positive behavior reward system and use CoolSIS for</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>Cost and Funding Source (Itemize for Each Source)</p> <p>\$2,000.00 for implementing PBIS</p>

<p>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>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, leadership team</p> <p>Teachers, Dean of Culture, leadership team</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>	<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>
--	--	--

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?

MSA3 currently has above 90% graduation rate.

The AP pass rate shows that we can do additional work to support our students.

AP Pass Rate

Analysis

MSA3 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, MSA3 offered 5 AP courses. As the first graph shows, our students did a great job with the Spanish Language test. In order to increase AP pass rate for MSA3, 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

	<p>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>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>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 for credit recovery</p>

college readiness, including test prep for ACT/SAT.
(2016-17 school year)

--	--	--

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

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.

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
<p>Title III-LEP Support The EL program coordinator sponsored by the Title III consortium lead will create a protocol for teacher observation and feedback mechanism regarding the implementation of the ELD program. The protocol will include look-fors, the frequency of observations and feedback.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will monitor the school-level implementation of the observation protocol monthly/quarterly and evaluate the EL services at the school at least semesterly.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will monitor and evaluate EL programs and services.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will closely work with the school's teachers, EL coordinator and the leadership team and provide professional development.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will coordinate and plan for the implementation of the initial CELDT test, the annual assessment of ELs, and the process for the follow-up required for reclassification</p>	<p>July 13, 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</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.</p>	<p>\$0</p>	<p>N/A</p>

<p>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>State or federal program funds as outlined in the school's ConApp are not used to fund these services.</p>		
---	--	---	--	--

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

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

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
California School Age Families Education (Carryover only) Purpose: Assist expectant and parenting students to succeed in school	\$	<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"/>
Economic Impact Aid/Limited English Proficient (EIA-LEP) (Carryover only) Purpose: Develop fluency in English and academic proficiency of English learners	\$	<input type="checkbox"/>
Peer Assistance and Review (Carryover only) Purpose: Assist teachers through coaching and mentoring	\$	<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"/>
Pupil Retention Block Grant (Carryover only) Purpose: Prevent students from dropping out of school	\$	<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"/>
School and Library Improvement Program Block Grant (Carryover only) Purpose: Improve library and other school programs	\$	<input type="checkbox"/>
School Safety and Violence Prevention Act (Carryover only) Purpose: Increase school safety	\$	<input type="checkbox"/>
Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	\$	<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
Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$155,755	<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).	\$	<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"/>

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	\$1,650.	
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		
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 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:12/06/2016.

Attested:

John White
Typed name of School Principal

John White
Signature of School Principal

12-06-16
Date

X Beatha S. Del Villar
Typed name of SSC Chairperson

X Beatha S. Del Villar
Signature of SSC Chairperson

12-06-16
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
\$155,755	Title I, Part A	\$155,755	\$0.00
\$1,860	Title II	\$1,860	\$0.00
0	Title III, LEP		
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	\$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	

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.)**

Academic achievement

Graduation rate

Safety and wellness of our students

- Identify the major expenditures supporting these priorities.

Curriculum,

Title I coordinators,

Staffing,

Plan Implementation

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

Title I support system was implemented

McGraw Hill online CCSS aligned curriculum implementation

- 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?

N/A

- Identify barriers to full or timely implementation of the strategies identified above.

N/A

- What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?

N/A

- 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?

N/A

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?

-Implementing McGraw Hill CCSS aligned curriculum helped improve Math and English SBAC scores
-One-on-one support from Title I Coordinators helped our low achieving students improve their scores

- 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?
-SSC provided input and guidance in developing the SPSA. It is reviewed periodically in SSC meetings to discuss its effectiveness.

- How were advisory committees involved in providing advice to the SSC?
-ELAC committee provides recommendations to the SSC which are then integrated into the SPSA

- How was the plan monitored during the school year?
- It is reviewed periodically in SSC meetings to discuss its effectiveness.

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

Outcomes

- Identify any goals in the current SPSA that were met.
-All but we did not meet our goal for EL improvements and chronic absenteeism

 - Identify any goals in the current SPSA that were not met, or were only partially met.
-EL improvements and chronic absenteeism
 - List any strategies related to this goal that were identified above as “not fully implemented” or “ineffective” or “minimally” effective.
- Outside factors influenced the outcome of these goals, not due to the lack of implementation of specific strategies

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

-EL improvements, More PDs for staff, ELD classes, SDAIE strategies, Flex Literacy, Myon, MobyMax

-Chronic absenteeism, be more proactive in communicating with parents

Magnolia Science Academy-3

Meeting Name: School Site Council Meeting Date: 12/16/14

	Name	Department	Sign In Time
1	<u>Amy Escobar</u>	<u>Superintendent</u>	<u>3:20</u>
2	<u>Will Gray</u>	<u>VOA MS</u>	<u>3:34</u>
3	<u>Shirley Daryl</u>	<u>Doc</u>	<u>3:20 pm</u>
4	<u>Student</u> →	<u>Kiera Glover</u>	<u>3:20 pm</u>
5	<u>Student</u> →	<u>La Joy Atkins</u>	<u>3:20 pm</u>
6	<u>John White</u>	<u>Magome</u>	<u>3:20</u>
7	<u>Bertha I Del Villar</u>	<u>Parent</u>	<u>3:20</u>
8	<u>Margarita Lopez</u>	<u>Parent</u>	<u>3:20</u>
9	<u>Robert Klaus</u>	<u>"</u>	<u>3:20</u>
10	<u>Ma. Carmen Fdy</u>	<u>"</u>	<u>3:20</u>
11	<u>Maria Eneus</u>	<u>"</u>	<u>3:00</u>
12	<u>Rose Ann</u>	<u>Teacher</u>	<u>3:20</u>
13	<u>Patricia Valenzuela</u>	<u>Staff</u>	<u>3:20</u>
14			
15			
16			
17			
18			
19			
20			
21			
22			
23			
24			
25			
26			
27			
28			
29			
30			

Single Plan for Student Achievement



2016-17

A Resource for the School Site Council

The Single Plan for Student Achievement

School: Magnolia Science Academy-San Diego

District: San Diego Unified School District

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

Principal: Gokhan Serce

Date of this revision: 12/15/2016

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

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

Contact Person: Gokhan Serce

Position: Principal

Telephone Number: (619) 644-1300 x 1013

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

E-mail Address: gserce@magnoliapublicschools.org

Table of Contents

Form A: Planned Improvements in Student Performance	4
Form B: Centralized Services for Planned Improvements in Student Performance	22
Form C: Programs Included in This Plan	26
Form D: School Site Council Membership	29
Form E: Recommendations and Assurances	30
Form F: Budget Planning Tool	31
Form G: Single Plan for Student Achievement Annual Evaluation	39

Form A: Planned Improvements in Student Performance

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

<p>PERFORMANCE GOAL 1A: All students will reach high standards, at a minimum, attaining proficiency or better in reading.</p> <p>LEA GOAL:</p> <p>Charter School will set and strive to meet proficiency targets in English Language Arts/Literacy on the CAASPP assessment system.</p> <p>Identified Need:</p> <p>To increase the percentage of students who score proficient or above in English Language Arts/Literacy on the CAASPP assessment system</p> <p>Expected Annual Measurable Outcomes:</p> <ul style="list-style-type: none"> ▪ School wide performance results will increase by 3% and all subgroups will meet or exceed proficiency targets in English Language Arts/Literacy on the CAASPP assessment system from 2016 to 2017. ▪ 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 2015 ▪ Fall 2015 MAP test data 	<p>What were the findings from the analysis of this data?</p> <p>On the 2016 SBAC the school performed well above the district, county, and state results in the area of English Language Arts. The school had 71% of our students met or exceeded the standards on the 2016 SBAC test.</p> <p>When looking at subgroups a growth area for our school is to address the needs of EL students. Of the 11 students tested none met or exceeded the standards the standards on the 2016 SBAC, however 45% nearly met the standards. It should be noted that 2.8% of our school's population was classified as EL and is a statistically insignificant subgroup. The socioeconomically disadvantaged subgroup, comprising 22.7% of our school's population, scored 61% at or above standard. An additional 26% of this subgroup scored nearly met standard.</p> <p>In the Fall of 2016 students took the NWEA Measures of Academic Performance (MAP) test. These results give us a view of the students currently attending our school and play a role in our goal setting. MAP testing scores students in 5 categories, ranking from low to high achievement. These tests score students in the areas of Mathematics, Reading and Language Usage.</p> <p>As a school 55% of students scored high or high-average on the reading section, and 61% scored high or high-average on the language usage section Fall 2016 MAP test</p>
<p>How will the school evaluate the progress of this goal?</p> <p>Weekly, monthly, quarterly, and annual program monitoring and evaluation</p>	<p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <p>See Form F: Budget Planning Tool</p>

STRATEGY: Charter School will provide CCSS aligned ELA 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 be provided a professional development by SDCOE on SDAIE Strategies in February 2017.</p> <p>Task 3: 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>\$500 SDAIE Training for teachers by SDCOE</p> <p>\$1,500 Title I for MAP test</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: 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, 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>\$22,533 Title I Title-I intervention teacher</p> <p>\$1,800 Title I for supplementary instructional materials: \$1500 for novels \$300 for Read Naturally</p> <p>\$1500 Title I 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:</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</p>	

<p>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>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>	<p>coordinator, leadership team</p> <p>Dean of Academics, RTI coordinator, leadership team</p> <p>Teachers, Dean of Academics, RTI coordinator, leadership team</p> <p>Teachers, ELA Dept. Chair, Dean of Academics, RTI coordinator, leadership team</p>	
---	---	--

<p>PERFORMANCE GOAL 1B: All students will reach high standards, at a minimum, attaining proficiency or better in mathematics.</p> <p>LEA GOAL:</p> <p>Charter School will set and strive to meet proficiency targets in math on the CAASPP assessment system.</p> <p>Identified Need:</p> <p>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"> ▪ School wide performance results will increase by 5% and all subgroups will meet or exceed proficiency targets in Math on the CAASPP assessment system from 2016 to 2017. ▪ 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 ▪ Fall 2016 MAP test data 	<p>What were the findings from the analysis of this data?</p> <p>On the 2016 SBAC the school performed well above the district, county, and state results in the area of Mathematics. The school had 61% of our students score at or above standards on the 2016 SBAC test.</p> <p>When looking at subgroups a growth area for our school is to address the needs of EL students. 0% of EL students met or exceeded the standards on the 2016 SBAC. 40% of students from this subgroup nearly met the standard. It should be noted that 2.8% of our school's population is classified as EL and is a statistically insignificant subgroup. The socioeconomically disadvantaged subgroup, comprising 22.7% of our school's population, scored 49% at or above standard. An additional 30% of this subgroup scored nearly met standard.</p> <p>In the Fall of 2016 students took the NWEA Measures of Academic Performance (MAP) test. These results give us a view of the students currently attending our school and play a role in our goal setting. MAP testing scores students in 5 categories, ranking from low to high achievement. These tests score students in the areas of Mathematics, Reading and Language Usage.</p> <p>As a school 53% of students scored in the High and High Average Range.</p>	
<p>How will the school evaluate the progress of this goal?</p> <p>Weekly, monthly, quarterly, and annual program monitoring and evaluation</p>	<p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <p>See Form F: Budget Planning Tool</p>	
<p>STRATEGY: Charter School will provide CCSS aligned math instruction, support and intervention to all students, including ELs, and monitor student progress in math as measured by the MAP tests.</p>		
<p>Action Step 1:</p> <p>Teachers will provide CCSS aligned math instruction using SDAIE strategies due to the increased importance of language in the mathematics components of CCSS. (2016-17 school year)</p> <p>Task 1:</p> <p>Teachers will develop CCSS aligned math lessons considering their EL students' needs. (2016-17 school year)</p>	<p>Person(s) Responsible</p> <p>Teachers, leadership team</p> <p>Teachers, leadership team</p> <p>Teachers, leadership team</p>	<p>Cost and Funding Source (Itemize for Each Source)</p>

<p>Task 2: Teachers will be provided a professional development by SDCOE on SDAIE Strategies in February 2017.</p> <p>Task 3:</p> <p>Teachers will provide CCSS aligned math instruction using SDAIE strategies. (2016-17 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, 2016)</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, 2016)</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. (2016-17 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. (2016-17 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. (by September 30, 2017)</p> <p>Task 2:</p> <p>Charter School will purchase supplementary instructional materials and benchmark assessments. (by October 14, 2016)</p> <p>Task 3:</p> <p>Charter School will schedule and provide initial training for instructional staff and schedule follow up professional development activities. (by October 14, 2016)</p> <p>Action Step 4:</p> <p>Teachers and the leadership team will monitor student progress in math as measured by in-class/benchmark assessments and MAP tests. (2016-17 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>Math Dept. Chair, Dean of Academics, RTI coordinator, leadership team</p> <p>Dean of Academics, Principal</p> <p>Dean of Academics, Principal</p> <p>Dean of Academics, RTI coordinator, leadership team</p> <p>Dean of Academics, RTI coordinator, leadership team</p> <p>Teachers, Dean of Academics, RTI coordinator, leadership team</p>	<p>\$500 SDAIE Training for teachers by SDCOE(This cost is already mentioned in 1-A)</p> <p>\$1,500 Title I for MAP test</p> <p>\$22,533 Title I Title-I intervention teacher(This cost is already mentioned in 1-A)</p> <p>\$2,000 Title I for supplementary instructional materials: Study Island</p> <p>\$1,000 Title I for PD in math support and interventions</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. (2016-17 school year)</p> <p>Task 3:</p> <p>Charter School will monitor and evaluate math intervention program goals and objectives; determine if goals and objectives are being met. Findings will be reflected in the SSC minutes. (2016-17 school year)</p>	<p>team</p> <p>Teachers, MathDept. Chair, Dean of Academics, RTI coordinator, leadership team</p>	
---	---	--

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

LEA GOAL:

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

Identified Need:

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

Expected Annual Measurable Outcomes:

- EL subgroup will meet or exceed proficiency targets in English Language Arts/Literacy and math on the CAASPP assessment system. (Specific targets will be set as data becomes available.)
- The percentage of ELs performing proficient on the Reading/ELA sections of our internal, common-core aligned Measures of Academic Progress (MAP) will increase 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 7% from the prior year.

What data did you use to form this goal?

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

What were the findings from the analysis of this data?

As stated in previous goals the EL subgroup had the following results on the 2016 SBAC test. 0% of EL students met or exceeded the standards on the 2016 SBAC English Language Arts subtest and 0% met or exceeded the standards on the Math portion. 45% of EL students nearly met the standard for Reading and 40% nearly met the standard for Math. It should be noted that 2.8% of our school's population is classified as EL and is a statistically insignificant subgroup.

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

In the 2016-2017 school year 14 students were assessed. At the time of this report being completed results had not been received.

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:

Person(s) Responsible

Cost and Funding

<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. (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 28, 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 14, 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 14, 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 14, 2016)</p> <p>Task 1: Teachers will identify targeted ELD areas and levels of support needed. (by October 14, 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. <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 in reading. (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</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>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,</p>	<p>Source (Itemize for Each Source)</p> <p>Below costs are already mentioned in Goal 1-A</p> <p>\$500 SDAIE Training for teachers by SDCOE</p> <p>\$1,500 Title I for MAP test</p> <p>\$22,533 Title I Title-I intervention teacher</p> <p>\$1,800 Title I for supplementary instructional materials: \$1500 for novels \$300 for Read Naturally</p> <p>\$1500 Title I for PD in ELA support and interventions</p>
---	--	---

<p>instruction. (2016-17 school year)</p> <p>Task 4:</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>(2016-17 school year)</p> <p>Task 5:</p> <p>The school leadership will implement the observation protocol monthly. (2016-17 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. (2016-17 school year)</p>	<p>leadership team</p> <p>Title III Consortium lead EL program coordinator, leadership team</p> <p>Dean of Academics, EL coordinator, RTI coordinator, leadership team</p> <p>Title III Consortium lead EL program coordinator, leadership team</p>	<p>Charter School is a member of the Magnolia Science Academy consortium for Title III LEP funds. Per the MOU with the consortium lead, Charter School will receive ELD services, including monitoring and evaluation of the EL programs and services and professional development. The EL program coordinator sponsored by the lead will closely work with the school's teachers, EL coordinator and the leadership team.</p>
---	---	--

<p>PERFORMANCE GOAL 3: All students will be taught by highly qualified teachers.</p> <p>LEA GOAL:</p> <p>For each year of the charter, all Charter School core class teachers will be appropriately assigned and fully credentialed as required by law and the charter.</p> <p>Identified Need:</p> <p>To ensure teachers are appropriately assigned and fully credentialed</p> <p>Expected Annual Measurable Outcomes:</p> <ul style="list-style-type: none"> ▪ 100% of Charter School's core class teachers will be appropriately assigned and fully credentialed as required by law and the charter. ▪ 100% of Charter School's teachers will participate in at least 18 hours of professional development per year. PD includes the areas of Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas and training in strategies to support ELs with common core ELA/ELD and math curricula. 		
<p>What data did you use to form this goal?</p> <ul style="list-style-type: none"> ▪ Initial and annual verification of teacher credentials ▪ Compliance documentation for Charter School Oversight Visit ▪ Teacher PD needs assessments ▪ Teacher PD attendance, including participation in BTSA and EL Authorization programs ▪ Teacher performance evaluations 	<p>What were the findings from the analysis of this data?</p> <p>MSA-SD employees meet the requirements of HQT as per our charter and the expectations set forth by our authorizer Teachers have a brief walkthrough at least twice per semester and one formal observation every semester. These observations in addition to their student performance scores are used to provide an overall annual evaluation.</p> <p>All of the teachers at MSA-SD are expected to be members of a national or state level professional organization in their content area. They are also encouraged to attend conferences and training related to their content area. Teachers participate bi-weekly in subject specific professional learning committees to focus on sharing best practices related to their content area.</p> <p>This year School modified its academic calendar to add more staff PD half and full days to provide specific PDs</p> <p>During MPS summer in-service, teachers were provided training by a variety of professionals on subject specific areas. It was 3 day long PD for all staff in LA.</p> <p>During MSA-SD's Winter professional development an outside provider from the SDCOE and on a separate occasion Dr. Gale Gorke trained our whole staff on SDAIE strategies, and differentiation.</p>	
<p>How will the school evaluate the progress of this goal?</p> <p>Weekly, monthly, quarterly, and annual program monitoring and evaluation</p>	<p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <p>See Form F: Budget Planning Tool</p>	
<p>STRATEGY: Charter School will ensure that all teachers and administrators participate in PD in areas, including but not limited to, Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas and training in strategies to support ELs with common core ELA/ELD and math curricula, and immigrant education.</p>		
<p>Action Step 1:</p>	<p>Person(s) Responsible</p>	<p>Cost and Funding Source (Itemize for</p>

<p>Charter School will conduct credential review and support teachers' credentialing needs. (2016-17 school year)</p> <p>Task 1:</p> <p>Charter School will conduct credential review as part of teacher hiring process. (2016-17 school year)</p> <p>Task 2:</p> <p>Charter School will identify teacher credentialing needs and support teachers' credentialing needs. (2016-17 school year)</p> <p>Task 3:</p> <p>Charter School will annually review master schedule/teacher assignments to ensure compliance. (2016-17 school year)</p> <p>Action Step 2:</p> <p>Charter School will schedule PD in areas, including but not limited to, Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas and training in strategies to support ELs with common core ELA/ELD and math curricula, and immigrant education. (2016-17 school year)</p> <p>Task 1:</p> <p>Charter School will schedule PD in abovementioned areas. (2016-17 school year)</p> <p>Task 2:</p> <p>Charter School will monitor how effectively teachers implement strategies and skills they learned in the PD sessions in the classroom. Charter School leadership team will make daily classroom observations using the MPS teacher observation protocol. (2016-17 school year)</p> <p>Action Step 3:</p> <p>Teachers will receive PD in areas of need identified through needs assessment. (2016-17 school year)</p> <p>Task 1:</p> <p>Charter School will identify further PD needs besides the ones listed in Action Step 2. (2016-17 school year)</p> <p>Task 2:</p> <p>Charter School will schedule PD in areas of need. (2016-17 school year)</p> <p>Action Step 4:</p> <p>Charter School will evaluate its teachers for their performance. (2016-17 school year)</p> <p>Task 1:</p> <p>Charter School will implement the MPS teacher observation and evaluation protocol which includes walkthroughs, informal and formal</p>	<p>Teachers, leadership team</p> <p>Principal, MPS Home Office</p> <p>Principal, MPS Home Office</p> <p>Principal</p> <p>Dean of Academics, EL coordinator, Principal, leadership team</p> <p>Dean of Academics, EL coordinator, Principal, leadership team</p> <p>Dean of Academics, EL coordinator, Principal, leadership team</p> <p>Dean of Academics, Principal, leadership team</p> <p>Dean of Academics, EL coordinator, Principal, leadership team</p> <p>Dean of Academics, EL coordinator, Principal, leadership team</p>	<p>Each Source)</p> <p>Cost and Funding Source for PD and training in ELA/Literacy, math, ELD, and immigrant education have already been listed under Goals 1A, 1B, and 2, respectively.</p> <p>\$662.00 for PBL (Project Based Learning) PD</p>
---	---	--

<p>observations and formal evaluation. (2016-17 school year)</p> <p>Task 2:</p> <p>Charter School will identify those areas the teachers need improvement to become more effective and efficient at their jobs and communicate with teachers about performance, mutually establish goals and identify actions for progress, and evaluate results. (2016-17 school year)</p> <p>Task 3:</p> <p>Charter School may use evaluation results as basis and documentation for transfer, promotion, reassignment, or disciplinary action. (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 15% of Charter School’s students will be home-visited by the teachers.

What data did you use to form this goal?

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

What were the findings from the analysis of this data?

During the 2015-2016 school year MSA-San Diego had an ADA rate of 96.7%. This was achieved with creating a school climate where students feel welcome and safe. The school has a character education program called Get Ready for Life that focuses on social emotional learning, life skills, and anti-bullying topics. The suspension rate for the 2015-2016 school year was 0.9% which was within our goal but is a number we have enacted policies to attempt to reduce. The expulsion rate for the school was 0%. The chronic absenteeism rate was below 1% of students during the creation of the report. We had monthly Parent Task Force (PTF) meetings as well as several campus events aimed at getting parent involvement as well as events aimed specifically at parents. This included advocacy for our newsite approval, coffee with the principal in which parents were invited monthly to meet the principal before school, school dances, University Showcase, Walk-a-thon, School Olympics and many other events.

With these data points in mind we set the goals of having an annual ADA percentage of 95%, as well as maintain a chronic absenteeism rate of no more than 1%. In order to ensure parents are involved in the school community we will be using periodic surveys to ensure parents are happy with the current programs at the school and to seek input for future campus changes and improvements. We have also set a goal of visiting 15% of the students with a home-visit during the school year to increase the connection between our school and the home.

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

<p>How will the school evaluate the progress of this goal?</p> <p>Weekly, monthly, quarterly, and annual program monitoring and evaluation</p>	<p>and teachers are prepared in the event of an emergency.</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). (2016-17 school year)</p> <p>Task 1:</p> <p>Charter School will implement PBIS and alternatives to suspension. (2016-17 school year)</p> <p>Task 2:</p> <p>Charter School will implement a positive behavior reward system and use CoolSIS for monitoring. (2016-17 school year)</p> <p>Action Step 2:</p> <p>Charter School will offer Life Skills program to supplement instruction. (2016-17 school year)</p> <p>(Life Skills program contains topics on social and emotional learning, study skills, environmental issues, conflict resolution, making responsible choices, self-discipline, college and career awareness and character education. Life Skills is an enrichment program that provides students with valuable skills to support academic excellence and social skill development. Students participate in activities/projects to demonstrate their understanding of the values/lessons. Guest speakers and various forms of technology also engage students in the course content. Life Skills themes are integrated into broader school-wide activities including assemblies, field trips, displays, announcements, and into the general curriculum. Parents are regularly informed about the Life Skills topics to support Magnolia's effort to inspire positive principles of conduct in future leaders. Life Skills program also enables all students, including socio-economically disadvantaged students, to have a vision and be more specific on their goals to be successful at school and during their life.)</p> <p>Action Step 3:</p> <p>Charter School will hold a minimum of 5 parent activities/events per year, including Student/Parent Orientation, Back to School Night, and parent conferences. (2016-17 school year)</p> <p>Task 1:</p> <p>Charter School will communicate with the parents of academically under-performing students, inviting them for parent conferences. (2016-17 school year)</p> <p>Task 2:</p>	<p>Person(s) Responsible</p> <p>Teachers, leadership team</p> <p>Teachers, Dean of Students, leadership team</p> <p>Teachers, Dean of Students, leadership team</p> <p>Teachers, Dean of Culture, leadership team</p> <p>Teachers, Dean of Culture, leadership team</p> <p>Teachers, Dean of Culture, Dean of Academics, leadership team</p> <p>EL coordinator, Dean of</p>	<p>Cost and Funding Source (Itemize for Each Source)</p> <p>\$5,000 for home-visit stipend (General Unrestricted Funds)</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. (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>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>	
--	--	--

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, 2, 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 LCFE funds as a source. State or federal program funds as outlined in the school's ConApp are not used to fund these services.</p>	<p>\$0</p>	<p>N/A</p>

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 #: 2

<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>

--	--	--	--	--

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

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 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, 2, 3, 4,

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 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 				
--	--	--	--	--

Note: Centralized services may include the following direct services:

- Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff
- District-wide staff providing specific services to schools, e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches

- After-School and Summer School programs funded by categorical programs
- Data analysis services, software, and training for assessment of student progress

Centralized services do not include administrative costs.

Please duplicate this form as necessary.

Form C: Programs Included in this Plan

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

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

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

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

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

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

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

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

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

Form D: School Site Council Membership

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

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Gokhan Serce	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Latif Arslan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nathan Williams	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Diane McBee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Miguel Talamantez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Numbers of members in each category	1	1	1	1	1

⁴ EC Section 52852

Form E: Recommendations and Assurances

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

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

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

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: 3/04/2015

Attested:

Aokhey Soree
Typed name of School Principal

Aokhey Soree
Signature of School Principal

1-10-2017
Date

Miguel Talamantez
Typed name of SSC Chairperson

Miguel Talamantez
Signature of SSC Chairperson

1-10-2017
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
\$26,810	Title I, Part A	\$32,333	\$0.00
\$662.00	Title II	\$662.00	\$0.00
	Title III, LEP	*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	\$22,533.00
Classified Personnel Salaries	2000-2999	
Employee Benefits	3000-3999	
Books and Supplies	4000-4999	\$6,800.00
Services and other Operating Expenditures	5000-5699	
Transfers of Direct Costs	5700-5799	
Professional/Consulting Services and Operating Expenditures	5800	\$3,662.00
Communications	5900	
Capital Outlay	6000-6999	
Other Outgo	7000-7439	

Description of Expenditures:

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

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Action Step 1: SDAIE Training for teachers by SDCOE	Prof. Services and Operating Expenditures	5800	\$500.00	
Action Step 2: MAP test	Books and Supplies	4000-4999	\$1,500.00	
Action Step 2: 1 Part Time Title -1 Teacher	Certificated Personnel Salaries	2000-2999	\$22,533.00	
Action Step 3: Read Naturrally	Books and Supplies	4000-4999	\$300.00	
Action Step 3: Novels	Books and Supplies	4000-4999	\$1500.00	
Action Step 3: PD in ELA support and interventions	Prof. Services and Operating Expenditures	5800	\$1,500.00	

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999	\$22,533.00	
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999		
Books and Supplies	4000-4999	\$3,300.00	
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: MAP test	Books and Supplies	4000-4999	\$1,500.00	
Action Step 3: Study Island	Books and Supplies	4000-4999	\$2,000.00	
Action Step 3: PD in Math support and interventions	Prof. Services and Operating Expenditures	5800	\$1,000.00	

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999	0	
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999		
Books and Supplies	4000-4999	\$3,500.00	
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800	\$1,000.00	
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

Description of Expenditures:

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

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

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

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		\$662.00

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		\$662.00
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		

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.

SPSA ANNUAL EVALUATION

The SSC met and evaluated the 2015-16 SPSA on December 15, 2016 and approved the 2016-17 SPSA. The following are highlights from the annual evaluation:

- Based on the 2015-16 state test results MSA-San Diego met its goals both in math and ELA and became the highest performing middle school in the neighborhood.
- The top priority in the current SPSA is the intervention programs for our students. MSA-San Diego teachers will continue to provide targeted CCSS aligned ELA and math intervention during the daily intervention period, before and after school and on Saturdays to meet the students' needs. MSA-San Diego has hired a part time Title 1 teacher to help implementation and effectiveness of the intervention programs, and to help dean of students 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-San Diego didn't meet its home visit goal in 2015-16 year. To increase the amount of home visits in 2016-17 school year admin and grade level teachers are scheduling home visits that related teachers participate.
- Teacher PD is an important part of our plan. Investing in our teachers' professional growth is essential to student achievement. MSA-San Diego started implementing "Teachboost" program and MPS 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.

Single Plan for Student Achievement



A Resource for the School Site Council

The Single Plan for Student Achievement
2016-17

School: Magnolia Science Academy-Santa Ana

District: SBE-Magnolia Science Academy-Santa Ana

County-District School (CDS) Code: 30-76893-0130765

Principal: Varol Gurler, Elementary School Principal and Site Director
Laura B. Schlottman, Secondary School Principal

Date of this revision: 12/4/2016

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: Varol Gurler

Position: Principal

Telephone Number: (714) 479-0115

Address: 2840 W 1st Street Santa Ana, CA 92703

E-mail Address: vgurler@magnoliapublicschools.org

Table of Contents

Form A: Planned Improvements in Student Performance	4
Form B: Centralized Services for Planned Improvements in Student Performance	25
Form C: Programs Included in This Plan	29
Form D: School Site Council Membership	32
Form E: Recommendations and Assurances	33
Form F: Budget Planning Tool	34
Form G: Single Plan for Student Achievement Annual Evaluation	43

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:

MSA-SA 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 show 10% increase in meet or exceed levels on the CAASPP assessment system in English Language Arts/Literacy.
- 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.

What data did you use to form this goal?

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

What were the findings from the analysis of this data?

Reading-

With MSA-SA’s relocation and expansion to grade levels from 6-12 to TK-12 in 2016-2017 school year, the student numbers increased from 145 to 630. New students brought new demographics and challenges. The new student population has 82% FRL, 84% Hispanic, 18% Homeless/Foster, 44% English Learners and 14% students with disabilities.

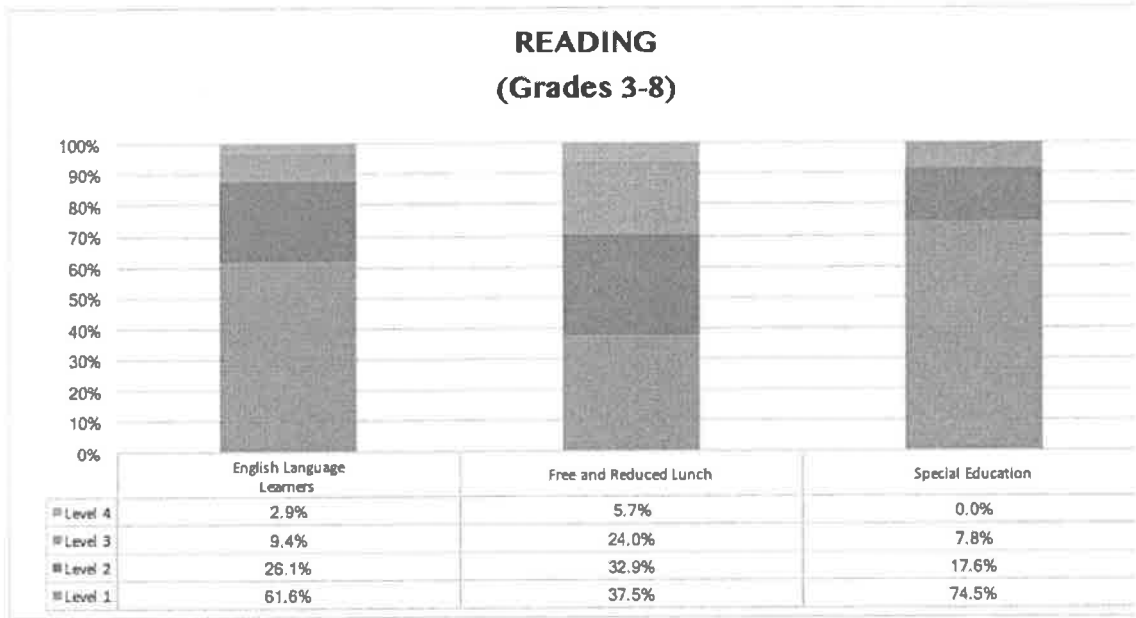
Fall 2016 MAP reading data shows only % 35.2 aggregate projected proficiency as compared to previous year’s SBAC proficiency of 73%. Current proficiency levels of students are not as much as previous year’s performance.

Grade level breakdown of Projected Proficiency on 2017 SBAC Reading based on 2016 Fall MAP Data

Grade	Student Count	Level 1		Level 2		Level 3		Level 4	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
3	61	18	29.5%	22	36.1%	13	21.3%	8	13.1%
4	56	30	53.6%	10	17.9%	9	16.1%	7	12.5%
5	54	19	35.2%	17	31.5%	17	31.5%	1	1.9%
6	58	26	44.8%	15	25.9%	15	25.9%	2	3.4%
7	89	27	30.3%	25	28.1%	31	34.8%	6	6.7%
8	43	7	16.3%	18	41.9%	12	27.9%	6	14.0%
Total	361	127	35.2%	107	29.6%	97	26.9%	30	8.3%

2016 Fall MAP Reading data shows %12.3 of projected proficiency for ELL, %29.7 proficiency for FRL and only 7.8% proficiency on 2017 SBAC Reading tests.

**DATA SUMMARY BY PROGRAMS
2016 FALL MAP**



How will the school evaluate the progress of this goal?	Where can a budget plan of the proposed expenditures for this goal be found?
--	---

<p>MSA-SA will look at the data from SBAC and MAP assessments:</p> <ul style="list-style-type: none"> ● Fall 2016, Winter 2016 and Spring 2017 MAP assessment results will be used to measure student growth over time and predict projected proficiency in the 2017 SBAC. ● SBAC Interim Comprehensive Assessments Data will be used to monitor overall scale scores, overall performance level designations, and claim-level information. ● SBAC Interim Assessment Blocks Data will be used as formative assessment for instructional purposes. 	<p>See Form F: Budget Planning Tool</p>	
<p>STRATEGY: MSA-SA 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 CHATS framework and strategies. (2016-17 school year)</p> <p><i>Task 1:</i></p> <p>Teachers will develop CCSS aligned ELA lessons considering their EL students' needs. (2016-17 school year)</p> <p><i>Task 2:</i></p> <p>Teachers will provide CCSS aligned ELA instruction using CHATS framework and strategies. (2016-17 school year)</p> <p>Action Step 2:</p> <p>RTI teams will place students into appropriate intervention groups, and teachers will provide targeted ELA support and interventions by October 2016.</p> <p><i>Task 1:</i></p> <p>MSA-SA will use the MAP test and teacher feedback to identify and place students in ELA intervention groups and classes by October 2016.</p> <p><i>Task 2:</i></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. (2016-17 school year)</p>		<p>\$2,600 Title I for MAP test</p> <p>\$6,825 Title I for Renaissance (AR) Program</p> <p>\$30,000 RTI coordinator's salary</p> <p>\$10,200 Employee benefits</p> <p>\$9,000 Instructional materials and supplies (including Reading Plus)</p> <p>\$2,800 Title I for Saturday Academy</p> <p>\$9,500 Title I for Home Visit Program</p>

Action Step 3:

MSA-SA uses research-based reading intervention programs (Accelerated Reader and Reading Plus) that target the individual literacy needs of struggling students and English Learners and includes ongoing assessments of student growth. (2016-17 school year)

Task 1:

MSA-SA will select reading intervention materials and resources. (by October, 2016)

Task 2:

MSA-SA will purchase supplementary instructional materials and benchmark assessments. (By October, 2016)

Task 2:

MSA-SA will schedule and provide initial training for instructional staff and schedule follow up professional development activities. (by October, 2016)

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)

Task 1:

Teachers will implement the MAP test in Fall 2016 and Spring 2017 to measure student growth in ELA/Literacy.

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:

MSA-SA 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)

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

LEA GOAL:

MSA-SA 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 show 10% increase in meet or exceed levels on the CAASPP assessment system in math.
- 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.

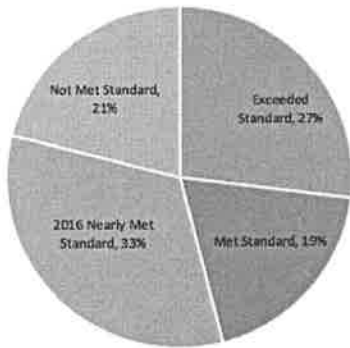
What data did you use to form this goal?

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

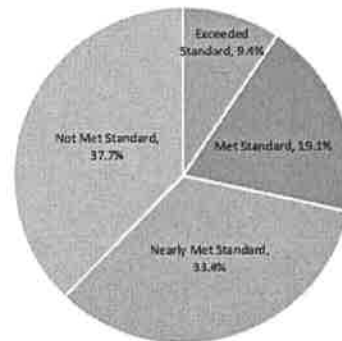
What were the findings from the analysis of this data?

Fall 2016 MAP Math data shows only % 28.5 aggregate projected proficiency as compared to previous year’s SBAC proficiency of 46%. Current proficiency levels of students are not as much as previous year’s performance.

MSA SA MATH SBAC 2016



MSA - SA MAP MATH FALL 2016



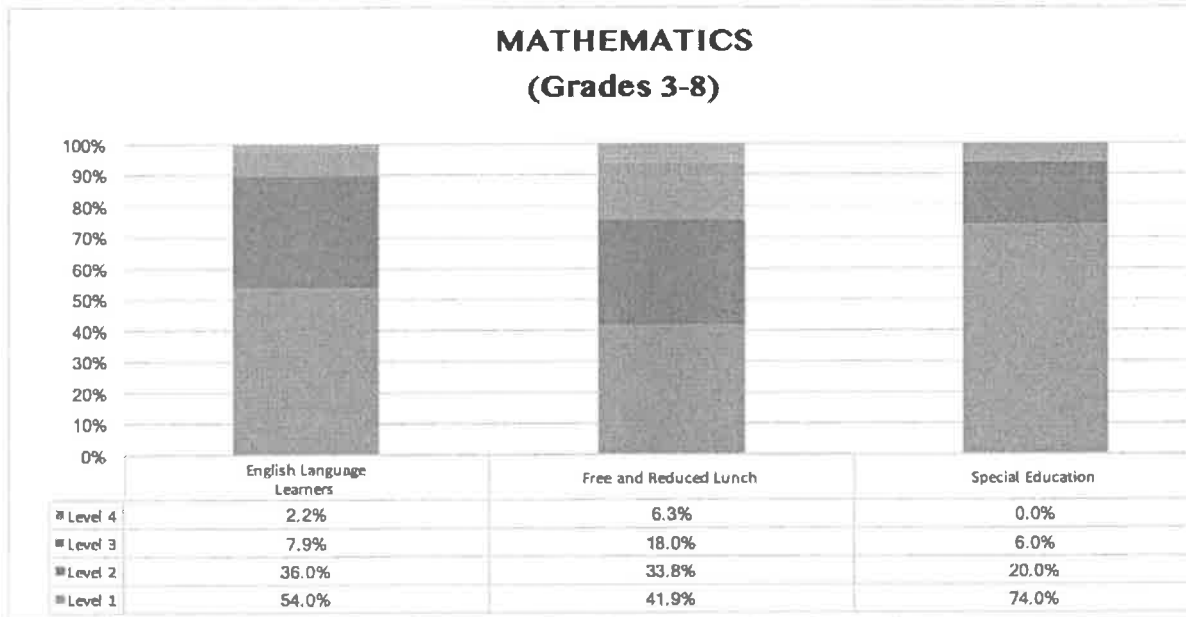
Grade level breakdown of Projected Proficiency on 2017 SBAC Math based on 2016 Fall MAP Data

Grade	Student Count	Level 1		Level 2		Level 3		Level 4	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
3	61	11	18.0%	27	44.3%	17	27.9%	6	9.8%
4	56	20	35.7%	19	33.9%	17	30.4%	0	0.0%
5	54	18	33.3%	24	44.4%	10	18.5%	2	3.7%
6	59	32	54.2%	18	30.5%	4	6.8%	5	8.5%
7	88	36	40.9%	28	31.8%	13	14.8%	11	12.5%
8	43	19	44.2%	6	14.0%	8	18.6%	10	23.3%
Total	361	136	37.7%	122	33.8%	69	19.1%	34	9.4%

2016 Fall MAP Math data shows %11.1 of projected proficiency for ELL, %24.3 proficiency for FRL and only 6.0% proficiency on 2017 SBAC Math tests.

DATA SUMMARY BY PROGRAMS

2016 FALL MAP



How will the school evaluate the progress of this

Where can a budget plan of the proposed expenditures for this

<p>goal?</p> <p>MSA-SA will look at the data from several assessments:</p> <ul style="list-style-type: none"> ● Fall 2016, Winter 2016 and Spring 2017 MAP assessment results will be used to measure student growth over time and predict projected proficiency in the 2017 SBAC. ● SBAC Interim Comprehensive Assessments Data will be used to monitor overall scale scores, overall performance level designations, and claim-level information. ● SBAC Interim Assessment Blocks Data will be used as formative assessment for instructional purposes. ● Intervention MAP data such as from ALEX will be used as RTI monitoring tool. ● Classroom assessment data. 	<p>goal be found?</p> <p>See Form F: Budget Planning Tool</p>	
<p>STRATEGY: MSA-SA 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 CHATS framework and strategies. (2016-17 school year)</p> <p><i>Task 1:</i></p> <p>Teachers will develop CCSS aligned math lessons considering their EL students' needs. (2016-17 school year)</p> <p><i>Task 2:</i></p> <p>Teachers will provide CCSS aligned math instruction using CHATS framework and strategies. (2016-17 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 October, 2016)</p> <p><i>Task 1:</i></p> <p>MSA-SA will use the MAP test and teacher feedback to identify and place students in math intervention groups</p>	<p>Person(s) Responsible</p> <p>Teachers, leadership team</p> <p>Teachers, leadership team</p> <p>Teachers, leadership team</p>	<p>Cost and Funding Source (Itemize for Each Source)</p> <p>\$2,600 Title I for MAP test</p> <p>\$30,000 RTI coordinator's salary</p> <p>\$10,200 Employee benefits</p> <p>\$9,000 Instructional materials and supplies</p> <p>\$2,800 Title I for Saturday Academy</p> <p>\$9,500 Title I for Home Visit Program</p>

<p>and classes. (by October, 2016)</p> <p><i>Task 2:</i></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>Action Step 3:</p> <p>MSA-SA 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><i>Task 1:</i></p> <p>MSA-SA will select math intervention materials and resources. (by October, 2016)</p> <p><i>Task 2:</i></p> <p>MSA-SA will purchase supplementary instructional materials and benchmark assessments. (by October, 2016)</p> <p><i>Task 3:</i></p> <p>MSA-SA will schedule and provide initial training for instructional staff and schedule follow up professional development activities. (by October, 2016)</p> <p>Action Step 4:</p> <p>Teachers and the leadership team will monitor student progress in math as measured by in-class/benchmark assessments and MAP tests. (2016-17 school year)</p> <p><i>Task 1:</i></p> <p>Teachers will implement the MAP test in Fall 2016 and Spring 2016 to measure student growth in math.</p> <p><i>Task 2:</i></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. (2016-17 school year)</p> <p><i>Task 3:</i></p> <p>MSA-SA 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, 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 Dept. Chair, Dean of Academics, RTI coordinator, leadership team</p> <p>Dean of Academics, Principal</p> <p>Dean of Academics, Principal</p> <p>Dean of Academics, RTI coordinator, leadership team</p> <p>Dean of Academics, RTI coordinator, leadership team</p> <p>Teachers, Dean of Academics, RTI coordinator, leadership team</p> <p>Teachers, Math Dept. Chair, Dean of Academics, RTI coordinator, leadership team</p>	
--	---	--

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

LEA GOAL:

MSA-SA 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.

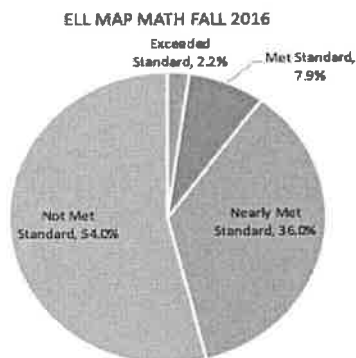
Expected Annual Measurable Outcomes:

- 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.

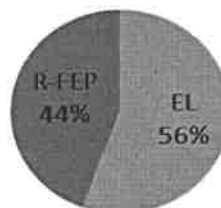
What data did you use to form this goal?

- SBAC ELA/Literacy and math data from 2016
- Spring 2015 MAP test data
- Fall 2016 MAP test data
- CELDT results
- EL re-classification rates
- Teacher recommendation/ELA Grades

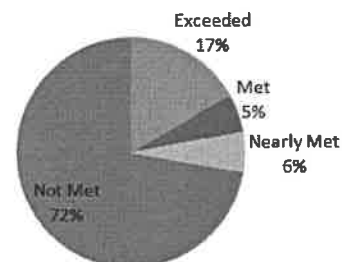
What were the findings from the analysis of this data?



MSA-SA EL Reclassification Rates 2015-2016



EL MAP Math Winter 2015



How will the school evaluate the progress of this goal?

MSA-SA will look at the data from several assessments:

- CELDT Data
- Fall 2016, Winter 2016 and Spring 2017 MAP assessment results will be used to measure student growth over time and predict projected proficiency in the 2017 SBAC.
- SBAC Interim Comprehensive Assessments Data will be used to monitor overall scale scores, overall performance level designations, and claim-level information.
- SBAC Interim Assessment Blocks Data will be used as formative assessment for instructional purposes.
- Intervention MAP data will be used as RTI monitoring tool.
- Classroom assessment data.

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

See Form F: Budget Planning Tool

STRATEGY: MSA-SA 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:

MSA-SA 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 October, 2016)

Task 2:

ELD time will be built into in the master schedule.

Task 3:

MSA-SA will purchase supplementary ELD materials and benchmark assessments. (by October, 2016)

Task 4:

MSA-SA will schedule and provide initial training for

Person(s) Responsible

Teachers, leadership team

Office, EL coordinator, leadership team

Dean of Academics, Principal

Dean of Academics, Principal

ELD Curriculum: \$1,681 (Title III funds)

MSA-SA is a member of the Magnolia Science Academy consortium for Title III LEP funds. Per the MOU with the consortium lead, MSA-SA 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>instructional staff and schedule follow up professional development activities. (by October, 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, 2016)</p>	<p>Dean of Academics, EL coordinator, leadership team</p>	
<p><i>Task 1:</i> Teachers will identify targeted ELD areas and levels of support needed. (by October, 2016)</p>		
<p><i>Task 2:</i> 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>ELA/ELD teachers, EL coordinator, Dean of Academics, RTI coordinator</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>ELA/ELD teachers, EL coordinator, Dean of Academics, RTI coordinator</p>	
<p><i>Task 1:</i> All ELs will be assessed for ELD at the end of each ELD curricular unit which takes approximately 6-8 weeks. (2015-16 school year)</p>	<p>Teachers, EL coordinator, Dean of Academics, leadership team</p>	
<p><i>Task 2:</i> MSA-SA will monitor student progress in ELD using in-class/benchmark assessments as progress indicators. (2016-17 school year)</p>	<p>Teachers, EL coordinator, Dean of Academics</p>	
<p><i>Task 3:</i> Teachers will collaborate on assessment results and make necessary adjustment in their instruction. (2016-17 school year)</p>	<p>Teachers, EL coordinator, Dean of Academics, leadership team</p>	
<p><i>Task 4:</i> 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, 2016)</p>	<p>Teachers, EL coordinator, Dean of Academics, leadership team</p>	
<p><i>Task 5:</i> The school leadership will implement the observation</p>	<p>Title III Consortium lead EL program coordinator, leadership team</p>	

<p>protocol monthly. (2016-17 school year)</p> <p><i>Task 6:</i></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 each semester. (2016-17 school year)</p>	<p>Dean of Academics, EL coordinator, RTI coordinator, leadership team</p> <p>Title III Consortium lead EL program coordinator, leadership team</p>	
---	---	--

<p>PERFORMANCE GOAL 2B: All immigrant children and youth will be provided with necessary resources and support systems.</p> <p>LEA GOAL:</p> <p>MSA-SA will provide each immigrant student with necessary resources and counseling to support their needs.</p> <p>Identified Need:</p> <p>To provide necessary counseling and support to immigrant students</p> <p>Expected Annual Measurable Outcomes:</p> <p>MSA-SA will provide each immigrant student with at least one hour of counseling per student per year and more as needed to support his or her needs.</p>	
<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 ● Cool SIS information on student enrollment, grades, and behavior 	<p>What were the findings from the analysis of this data?</p> <p>Immigrant students: MSA-SA currently has 23 immigrant students most of whom are in the beginning stages of English Language development. In order to support their English skills, our ELD coordinator works with teachers that integrated and designated ELD are provided. MSA-SA ELD coordinator supports all teachers to ensure that they are providing the proper accommodations to our English Learners. MSA-SA uses DuoLingo program to provide an additional support, and to accelerate their English acquisition during their ELD classes.</p>
<p>How will the school evaluate the progress of this goal?</p> <p>MSA-SA will look at the data from several assessments:</p> <ul style="list-style-type: none"> ● Fall 2016, Winter 2016 and Spring 2017 MAP assessment results will be used to measure student growth over time and predict projected proficiency in the 2017 SBAC. 	<p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <p>See Form F: Budget Planning Tool</p>

<ul style="list-style-type: none"> ● SBAC Interim Comprehensive Assessments Data will be used to monitor overall scale scores, overall performance level designations, and claim-level information. ● SBAC Interim Assessment Blocks Data will be used as formative assessment for instructional purposes. ● CELDT Data ● Intervention MAP data will be used as RTI monitoring tool. ● Classroom assessment data. ● CoolSIS Data on behavior 		
<p>STRATEGY: MSA-SA 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>MSA-SA 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><i>Task 1:</i></p> <p>MSA-SA will identify the immigrant students and their needs. (by October, 2016)</p> <p><i>Task 2:</i></p> <p>MSA-SA 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><i>Task 3:</i></p> <p>MPS Home Office will monitor the site-level implementation of the counseling services at least each semester. (2016-17 school year)</p> <p>Action Step 2:</p> <p>MSA-SA 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><i>Task 1:</i></p>	<p>Person(s) Responsible</p> <p>Teachers, leadership team</p> <p>Office, Dean of Student, RTI coordinator, EL coordinator, leadership team</p> <p>Dean of Students, leadership team</p> <p>MPS Home Office</p> <p>Dean of Students, RTI coordinator, EL coordinator, leadership team</p>	<p>Cost and Funding Source (Itemize for Each Source)</p> <p>-Bilingual Teacher Aide</p>

MSA-SA will schedule at least three hours of PD for its counselors/staff. PD will focus on immigrant student needs and counseling immigrant students. (By October, 2016)		
--	--	--

<p>PERFORMANCE GOAL 3: All students will be taught by qualified teachers.</p> <p>LEA GOAL: For each year of the charter, all MSA-SA 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 MSA-SA’s teachers will be appropriately assigned and fully credentialed as required by law and the charter. ● 100% of MSA-SA’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 MSA-SA 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-SA employs teachers and assigns classes in compliance with the Ed code and the charter petition. School leadership and MPS make sure teachers are appropriately credentialed and stay credentialed while employed at MSA-SA. School HRIS Paycom helps track the data.</p>
<p>How will the school evaluate the progress of this goal?</p> <p>Internal HR Audits are performed annually to stay compliance with the regulations. Data is confirmed each year by CDE oversight visit.</p> <p>MSA-SA performs at least one formal observation a year, as well as eight informal observations throughout the year. Teachers who need support are given feedback along with an action plan, which identify the areas of need.</p> <p>All teachers including those who need support</p>	<p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <p>Educator Effectiveness Grant and Title II funds: Total: \$19,814</p> <p>100 % of teachers are credentialed in the subject that they teach. Teacher PDs: \$19,814</p>

<p>are provided opportunities to participate on PD outside school.</p> <p>MSA-SA has a program where we allocate funding to reimburse teachers for their BTSA, which is, approve on our budget for the school year.</p>	<p>See Form F: Budget Planning Tool</p>	
<p>STRATEGY: MSA-SA will ensure that all teachers and administrators participate in PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, ELD Standards and integration of ELD standards into content areas and training in strategies to support ELs with common core ELA/ELD and math curricula, and immigrant education.</p>		
<p>Action Step 1:</p> <p>MSA-SA will conduct credential review and support teachers' credentialing needs. (2016-17 school year)</p> <p><i>Task 1:</i></p> <p>MSA-SA will conduct credential review as part of teacher hiring process. (2016-17 school year)</p> <p><i>Task 2:</i></p> <p>MSA-SA will identify teacher credentialing needs and support teachers' credentialing needs. (2016-17 school year)</p> <p><i>Task 3:</i></p> <p>MSA-SA will annually review master schedule/teacher assignments to ensure compliance. (2016-17 school year)</p> <p>Action Step 2:</p> <p>MSA-SA will schedule PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, 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><i>Task 1:</i></p> <p>MSA-SA will schedule PD in abovementioned areas. (2016-17 school year)</p> <p><i>Task 2:</i></p> <p>MSA-SA will monitor how effectively teachers implement strategies and skills they learned in the PD sessions in the classroom. MSA-SA leadership team will make daily classroom observations using the MPS teacher observation</p>	<p>Person(s) Responsible</p> <p>Teachers, leadership team</p> <p>Principal, MPS Home Office</p> <p>Principal, MPS Home Office</p> <p>Principal</p> <p>Dean of Academics, EL coordinator, Principal, leadership team</p> <p>Dean of Academics, EL coordinator, Principal, leadership team</p> <p>Dean of Academics, EL coordinator, Principal, leadership team</p>	<p>Cost and Funding Source (Itemize for Each Source)</p>

<p>protocol. (2016-17 school year)</p> <p>Action Step 3:</p> <p>Teachers will receive PD in areas of need identified through needs assessment. (2016-17 school year)</p> <p><i>Task 1:</i></p> <p>MSA-SA will identify further PD needs besides the ones listed in Action Step 2. (2016-17 school year)</p> <p><i>Task 2:</i></p> <p>MSA-SA will schedule PD in areas of need. (2016-17 school year)</p> <p>Action Step 4:</p> <p>MSA-SA will evaluate its teachers for their performance. (2016-17 school year)</p> <p><i>Task 1:</i></p> <p>MSA-SA 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><i>Task 2:</i></p> <p>MSA-SA 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><i>Task 3:</i></p> <p>MSA-SA may use evaluation results as basis and documentation for transfer, promotion, reassignment, or disciplinary action. (2016-17 school year)</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>	
---	--	--

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

LEA GOAL:

MSA-SA 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:

- MSA-SA will maintain an ADA rate of at last 95%.
- MSA-SA will maintain a chronic absenteeism rate of no more than 1%.
- MSA-SA will maintain a dropout rate of no more than 1%.
- MSA-SA will maintain a student suspension rate of no more than 5%.
- MSA-SA 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%.
- MSA-SA will hold a minimum of 5 parent activities/events per year.
- At least 25% of MSA-SA's students will be home-visited by the teachers.

What data did you use to form this goal?

- CoolSIS Data on attendance, behavior and grades
- Meeting minutes from PTF, SSC, LCAP, ELAC meetings.
- Agenda of Coffee with principals
- Master schedule
- After school program data
- School Newsletter
- School Calendar

What were the findings from the analysis of this data?

One of the unique characteristics of our school is our close relationship with our parents and our students. We have home visit program to create a family connection with our students.

Also, all our teacher have an after school club in which students participate in extracurricular activities such as chess, VEX robotics, Lego robotics, ASB, art, game design, coding, and many other.

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

Action Step 1:

Person(s) Responsible

Cost and Funding Source (Itemize for Each Source)

<p>MSA-SA will implement Positive Behavioral Interventions and Supports (PBIS). (2016-17 school year)</p> <p><i>Task 1:</i></p> <p>MSA-SA will implement PBIS and alternatives to suspension. (2016-17 school year)</p> <p><i>Task 2:</i></p> <p>MSA-SA will implement a positive behavior reward system and use Cool SIS for monitoring. (2016-17 school year)</p> <p>Action Step 2:</p> <p>MSA-SA will offer Life Skills program to supplement instruction. (2016-17 school year)</p> <p>(Life Skills program contains topics on social and emotional learning, study skills, environmental issues, and conflict resolution, making responsible choices, self-discipline, college and career awareness and character education. Life Skills is an enrichment program that</p>	<p>Teachers, leadership team</p> <p>Teachers, Dean of Students, leadership team</p> <p>Teachers, Dean of Students, leadership team</p> <p>Teachers, Dean of Culture, leadership team</p>	<p>Title I- Parent Involvement: \$500</p>
<p>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</p>	<p>Teachers, Dean of Culture, leadership team</p> <p>Teachers, Dean of Culture, Dean of Academics, leadership team</p> <p>EL coordinator, Dean of Culture, Dean of Academics, leadership team</p>	

<p>in future leaders. Life Skills program also enables all students, including socio-economically disadvantaged students, to have a vision and be more specific on their goals to be successful at school and during their life.)</p> <p>Action Step 3:</p> <p>MSA-SA 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><i>Task 1:</i></p> <p>MSA-SA will communicate with the parents of academically under-performing students, inviting them for parent conferences. (2016-17 school year)</p> <p><i>Task 2:</i></p> <p>MSA-SA 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:</p> <p>MSA-SA teachers will visit students at their homes to discuss student progress and enhance student learning and involvement. (2016-17 school year)</p> <p><i>Task 1:</i></p> <p>MSA-SA teachers will schedule and make home-visits. (2016-17 school year)</p> <p><i>Task 2:</i></p> <p>MSA-SA teachers will document the visits, evaluate them and share necessary</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>	
---	---	--

information with the appropriate staff (grade level team, counselor, administrator, etc.) (2016-17 school year)		
---	--	--

<p>PERFORMANCE GOAL 5: All students will graduate from high school.</p> <p>LEA GOAL: MSA-SA 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"> • MSA-SA will maintain a dropout rate of no more than 1%. • MSA-SA 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> <ul style="list-style-type: none"> • MSA-SA maintains graduation rate of %100 • MSA-SA has a full time College Counselor who helps students with 4-year planning, college readiness, application and scholarships. • MSA-SA provides workshops for students and parents on several college related areas. • MSA-SA goes to college field trips 	
<p>How will the school evaluate the progress of this goal?</p> <ul style="list-style-type: none"> • College counselor evaluation • College planning calendar • Weekly, monthly, quarterly, and annual program monitoring and evaluation 	<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: MSA-SA will provide students with 4-year plans and support programs to ensure timely high school graduation and college/career readiness.</p>		
Action Step 1:	Person(s) Responsible	Cost and Funding Source (Itemize for

<p>MSA-SA 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: MSA-SA 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 3: MSA-SA 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>College Advisor, Dean of Academics, leadership team</p> <p>College Advisor, Dean of Academics, leadership team</p>	<p>Each Source)</p>
---	---	---------------------

Form B: Centralized Services for Planned Improvements in Student Performance

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

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

<p style="text-align: center;">Actions to be Taken to Reach This Goal[1] Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)</p>	<p style="text-align: center;">Start Date Completion Date</p>	<p style="text-align: center;">Proposed Expenditures</p>	<p style="text-align: center;">Estimated Cost</p>	<p style="text-align: center;">Funding Source (itemize for each source)</p>
<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 ● NGSS and New Science Framework ● Content area strategies ● Development of advanced instructional programming ● Intensive intervention ● Integration of state instructional resources, including digital libraries ● STEM Education and activities ● Blended learning 	<p style="text-align: center;">Summer 2016-June 2017</p>	<p>MSA-SA 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 style="text-align: center;">\$0</p>	<p style="text-align: center;">N/A</p>

School Goal #: 2A

<p style="text-align: center;">Actions to be Taken to Reach This Goal</p>	<p style="text-align: center;">Start Date</p>	<p style="text-align: center;">Proposed Expenditures</p>	<p style="text-align: center;">Estimated</p>	<p style="text-align: center;">Funding</p>
---	---	--	--	--

Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Completion Date		Cost	Source (itemize for each source)
<p>Title III-LEP Support</p> <p>The EL program coordinator sponsored by the Title III consortium lead will create a protocol for teacher observation and feedback mechanism regarding the implementation of the ELD program. The protocol will include look-fors, the frequency of observations and feedback.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will monitor the school-level implementation of the observation protocol monthly/quarterly and evaluate the EL services at the school at least one for each semester.</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>Summer 2016- June 2017</p> <p>Summer 2016- June 2017</p> <p>Summer 2016- June 2017</p> <p>Summer 2016- June 2017</p>	<p>Services and operating expenses, professional salaries and benefits for the EL program coordinator</p> <p>MSA-SA is a member of the Magnolia Science Academy consortium for Title III LEP funds. Per the MOU with the consortium lead, MSA-SA 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>\$39,962 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</p> <p>MPS Home Office data management department will provide data disaggregation to the MSA-SA for data, including but not limited to:</p> <p>§ SBAC ELA/Literacy and math data disaggregated by grade and subgroups</p> <p>§ MAP test ELA and math data disaggregated by grade and subgroups</p> <p>§ CELDT results disaggregated by grade, years in US, AMAO targets, etc.</p> <p>§ API/AYP data disaggregated by grade and subgroups</p> <p>§ Graduation data</p> <p>§ ADA reports</p> <p>§ Graduation data</p> <p>§ Any other data as needed</p>	<p>Summer 2016- June 2017</p>	<p>MSA-SA 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>\$5,200 (MAP Testing)</p>	<p>Title I</p>
---	-----------------------------------	--	---	----------------

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

<p>Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)</p>	<p>Start Date Completion Date</p>	<p>Proposed Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source (itemize for each source)</p>
<p>Parent and Community Outreach</p> <p>MPS Home Office Outreach and Communications department will provide guidance, support, and training to parents, teachers, administrators, and support staff. The activities of the Outreach and Communications department include, but are not limited to:</p> <ul style="list-style-type: none"> • Providing professional development opportunities in parent education programs • Serving as a link to parent and community resources • Developing and encouraging high-quality parent programs and parental involvement opportunities at school sites • Coordinating parent education and community outreach meetings • Providing parents and staff the tools to successfully participate in curricular and 	<p>Summer 2016- June 2017</p>	<p>MSA-SA 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>\$500</p>	<p>Title I</p>

<p>budgetary decision making</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 				
--	--	--	--	--

Form C: Programs Included in this Plan

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 school wide 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 type="checkbox"/>	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$135,525	<input 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 qualified teachers and principals	\$2,362	<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	\$1,681	Title III funds may not be consolidated as part of a SWP ¹
<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) Title III, Part B: English Language Learners	\$1,681	<input type="checkbox"/>
<input type="checkbox"/>	Educator Effectiveness Grant (list and describe)	\$17,452	<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	\$155,708	

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

¹ 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
Varol Gurler	X				
Laura B. Schlottman	X				
Cobi Luciani (ELA)		X			
Vicente Washington (Math)		X			
Michael Thatcher (4 th grade)		X			
Maria Czermer-Rowell (5 th Grade)		X			
Carolina Herrera (SSC Chair)				X	
Maria Gonzales (Parent)				X	
Maria Ramirez (Parent)				X	
Joseph Oten					X
Julian Busciglio					X
Yasemin Turkkan					X
Numbers of members in each category	2	3	1	3	3

Form E: Recommendations and Assurances

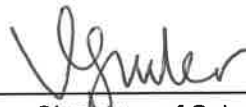
The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

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 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: **12/07/2016.**

Attested:
Varol Gurler
 Typed name of School Principal



 Signature of School Principal

12/07/2016
 Date

Carolina Herrera
 Typed name of SSC Chairperson



 Signature of SSC Chairperson

12/07/2016
 Date

Form F: Budget Planning Tool

Budget Summary:

Fiscal Year Allocation for Funding Resources	Funding Sources	Total of Estimated Expenditures from Funding Source	Remaining Balance for Funding Source
\$135,525	Title I, Part A	\$135,525	\$0.00
\$2,362	Title II	\$2,362	\$0.00
\$1,681	Title III, LEP	*A total of \$39,962 Title III, LEP funding is allocated for the Magnolia Science Academy consortium. Funding is not passed to member schools.	

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	\$84,600
Classified Personnel Salaries	2000-2999	
Employee Benefits	3000-3999	\$20,400
Books and Supplies	4000-4999	\$18,000
Services and other Operating Expenditures	5000-5699	
Transfers of Direct Costs	5700-5799	
Professional/Consulting Services and Operating Expenditures	5800	\$32,208
Communications	5900	\$500.00
Capital Outlay	6000-6999	
Other Outgo	7000-7439	

Description of Expenditures:

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

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Action Step 2: 1 Title-I RTI teacher and Assigned Saturday Academy Teachers	Certificated Personnel Salaries	1000-1999	\$52,300.00	
Action Step 2: MAP test	Books and Supplies	4000-4999	\$2,600.00	
Action Step 2: Employee Benefits	Retirement & health benefits	3000-3999	\$10,200.00	
Action Step 3: Instructional Materials	Books and Supplies	4000-4999	\$9,000.00	
Action Step 3: Accelerated Reader	Books and Supplies	4000-4999	\$6,825.00	

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	\$52,300.00	
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999	\$10,200.00	
Books and Supplies	4000-4999	\$18,425.00	
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating	5800		

Expenditures			
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 RTI teacher and Assigned Saturday Academy Teachers	Certificated Personnel Salaries	1000-1999	\$52,300.00	
Action Step 2: MAP test	Books and Supplies	4000-4999	\$2,600.00	
Action Step 2: Employee Benefits	Retirement & health benefits	3000-3999	\$10,200.00	
Action Step 3: Instructional Materials	Books and Supplies	4000-4999	\$9,000.00	

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	\$52,300.00	
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999	\$10,200.00	

Books and Supplies	4000-4999	\$11,600.00	
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800		
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title III	Estimated Costs Title II
Action Step 1: 1 ELD instructional assistant	Classified Personnel Salaries	2000-2999		
Action Step 1: Supplementary student materials from National Geographic: Inside	Books and Supplies	4000-4999	\$1,681.00	
Action Step 1: Novels for EL classes	Books and Supplies	4000-4999		
Action Step 1: BrainPOP ESL	Books and Supplies	4000-4999		
Action Step 1: Oxford dictionaries for EL classes	Books and Supplies	4000-4999		
Action Step 1: PD in ELD support and interventions	Prof. Services and Operating Expenditures	5800		

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.

Budget Category	Code	Estimated Costs Title III	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	\$1,681.00	
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800		
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

Description of Expenditures:

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

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

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		

Action Step 1: PD in immigrant education	Prof. Services and Operating Expenditures	5800		
--	--	------	--	--

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

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

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Action Step 3: PD in areas of need	Prof. Services and Operating Expenditures	5800		\$2,362 + \$17,452 (Educator Effectiveness Grant)

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		\$19,904.00
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	\$500.00	
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	\$500.00	
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

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

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Action Step 4: College Advisor	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

The SSC met and evaluated the 2015-16 SPSA on December 7, 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-Santa Ana teachers will continue to provide targeted CCSS aligned ELA and math intervention during the daily intervention period, before and after school and on Saturdays to meet the students' needs. MSA-Santa Ana has hired a full-time RTI coordinator to oversee implementation and effectiveness of the intervention programs, 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-Santa Ana uses ALEKS 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 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 ST Math program for math intervention in our elementary grades. MSA-Santa Ana 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-Santa Ana 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. MSA-Santa Ana has moved to its new location and needs to establish strong ties with the new community. Therefore, encouraging our teachers to make home visits is a priority in the new SPSA

[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] 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.

[4] EC Section 52852