



Board Agenda Item #	IIA- Consent Agenda
Date:	January 18, 2018
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-San Diego

Proposed Board Recommendation

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

Background

This is an annual plan that the schools prepare to articulate their intervention and student support programs and describe how they will be expending federal funds, including Title-I, Title-II, and Title-III, to supplement such programs. 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, home visits, etc.

The following are the performance goals in the SPSA:

PERFORMANCE GOAL 1A:

All students will reach high standards, at a minimum, attaining proficiency or better in reading.

PERFORMANCE GOAL 1B:

All students will reach high standards, at a minimum, attaining proficiency or better in mathematics.

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.

PERFORMANCE GOAL 2B:

All immigrant children and youth will be provided with necessary resources and support systems.

PERFORMANCE GOAL 3:

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

PERFORMANCE GOAL 4:

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

PERFORMANCE GOAL 5:

All students will graduate from high school.

Prior Board Actions:

Plans for MSA-1-8 and Santa Ana have already been approved by each school's School Site Council (SSC) and ratified by the MPS Board in December 2017. MSA-San Diego needed more time due to their facilities projects and relatively late school opening. MSA-San Diego's SSC has approved the attached SPSA at their January meeting.

Budget Implications

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

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

This is a required plan that articulates intervention and student support programs and describes how federal funds, including Title-I, Title-II, and Title-III, will be expended to supplement such programs.

Name of Staff Originator:

David Yilmaz, Chief Accountability Officer

Attachments

- Single Plan for Student Achievement (SPSA) for MSA-San Diego

Single Plan for Student Achievement



Magnolia Science Academy-San Diego

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: 1/8/2018

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
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Form A: Planned Improvements in Student Performance

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

PERFORMANCE GOAL 1A:

All students will reach high standards, at a minimum, attaining proficiency or better in reading.

RELATED LCAP GOAL:

EXCELLENCE: All students will pursue academic excellence and be college/career ready.

Identified Need:

To increase the percentage of students who meet or exceed standard on CASSPP-ELA/Literacy assessments

Expected Annual Measurable Outcomes: *(Aligned with LCAP)*

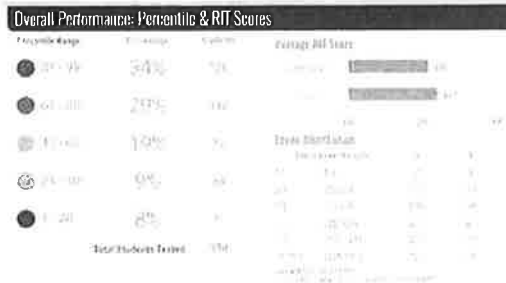
- **State Indicator: Academic: Average Distance from Level 3 on CASSPP-ELA/Literacy assessments (Grades 3-8)**
All Students: Average Distance from Level 3 will increase by 5 points compared to the prior year.
- **Percentage of students who meet or exceed standard on CASSPP-ELA/Literacy assessments**
All Students: Percentage will increase by 3% compared to the prior year.
- **Percentage of students who meet their expected growth targets on the Measures of Academic Progress (MAP) Reading assessment**
All Students: Expected 2017-18 Fall to Spring MAP Reading growth target met percentage: 55%.

What data did you use to form this goal?

- Spring 2017 CA School Dashboard data
- 2016 & 2017 SBAC ELA/Literacy data
- 2016-17 Fall to Spring MAP test data
- Fall 2017 MAP test data

COMPREHENSIVE NEEDS ASSESSMENT

What were the findings from the analysis of this data?



In the fall of 2017, Reading MAP results indicate that we had 63% of our students between an 80-99 percentile range.

Our 2017 SBAC data shows that the greatest opportunity school-wide is in the listening claim. On average, 7.2% of our students are below standard in this area, and 67.0% of our students are near the standard. In comparison, 25.8% of students were above standard.

The data also reveals that during the 2016-17 school year, though with an insignificant

	<p>representation EL students at our school, we had 84.6% of these students make progress towards English proficiency.</p> <p>Overall, our students are rated High (30.9 points above level 3) with a decline from last school year of 10.2 points.</p>	
<p>How will the school evaluate the progress of this goal?</p> <p>Weekly, monthly, quarterly, and annual program monitoring and evaluation</p>	<p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <p>See Form F: Budget Planning Tool</p>	
<p>STRATEGY: Charter School will provide CCSS aligned ELA instruction, support and intervention to all students, including ELs, and monitor student progress in ELA/Literacy as measured by the interim assessments (MAP, IAB, etc.)</p>		
Action Steps	Person(s) Responsible	Cost and Funding Source (Itemize for Each Source)
<p>Action Step 1:</p> <p>Teachers will provide CCSS aligned ELA instruction. (ongoing)</p>	Teachers, leadership team	Teacher salaries and benefits (LCFF funds; see LCAP)
<p>Action Step 2:</p> <p>The leadership team will place students into appropriate intervention groups and teachers will provide targeted ELA support and interventions. (within the first month of the school year)</p> <p>Task 1:</p> <p>Charter School will use the MAP test and teacher feedback to identify and place students in ELA intervention groups and classes. (within the first month of the school year)</p> <p>Task 2:</p> <p>Students will be provided with targeted CCSS aligned ELA intervention during the daily intervention period, once a week after school and on Saturdays to meet the students' needs. (ongoing)</p> <p>Task 3:</p> <p>Charter School will work with a Supplemental Educational Services (SES) Provider to provide targeted CCSS aligned ELA intervention to meet the students' needs. (ongoing)</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>\$2,300 Title I for MAP test</p> <p>\$8,000 for 3 ELA teachers for 5%</p> <p>\$1,500 Title I for supplementary instructional materials: Books , Rosetta Stone and Read naturally</p> <p>\$6000 for ELA assistant</p> <p>\$1500 Title I for PD in ELA support and interventions</p>
<p>Action Step 3:</p> <p>Charter School will select a research-based reading intervention program that targets the individual literacy needs of struggling students and English Learners and includes ongoing assessments of student growth. (prior to the start of the school year)</p> <p>Task 1:</p> <p>Charter School will select reading intervention materials and resources. (prior to the start of the school year)</p> <p>Task 2:</p>	<p>ELA Dept. Chair, Dean of Academics, RTI coordinator, leadership team</p> <p>Dean of Academics, Principal</p>	<p>\$5,000 Title I for supplementary instructional materials: Membean</p>

<p>Charter School will purchase supplementary instructional materials and benchmark assessments. (prior to the start of the school year)</p> <p>Task 3:</p> <p>Charter School will schedule and provide training for instructional staff and schedule follow up professional development activities. (prior to the start of the school year and ongoing)</p>	<p>Dean of Academics, Principal</p> <p>Dean of Academics, RTI coordinator, leadership team</p>	
<p>Action Step 4:</p> <p>Teachers and the leadership team will monitor student progress in ELA as measured by in-class/benchmark assessments, MAP and IABs. (ongoing)</p> <p>Task 1:</p> <p>Teachers will implement the MAP test in Fall 2017 and Spring 2018 to measure student growth in ELA/Literacy. (fall and spring)</p> <p>Task 2:</p> <p>Teachers will analyze areas of growth for each student on the Fall 2017 MAP test and measure growth on the Spring 2018 MAP test. Teachers will continue to use in-class/benchmark assessments and IABs as progress indicators. (fall and spring)</p> <p>Task 3:</p> <p>Charter School will monitor and evaluate reading intervention program goals and objectives; determine if goals and objectives are being met. Findings will be reflected in the SSC minutes. (ongoing)</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>Teachers, ELA Dept. Chair, Dean of Academics, RTI coordinator, leadership team</p>	

PERFORMANCE GOAL 1B:

All students will reach high standards, at a minimum, attaining proficiency or better in mathematics.

RELATED LCAP GOAL:

EXCELLENCE: All students will pursue academic excellence and be college/career ready.

Identified Need:

To increase the percentage of students who meet or exceed standard on CASSPP-Mathematics assessments

Expected Annual Measurable Outcomes: (Aligned with LCAP)

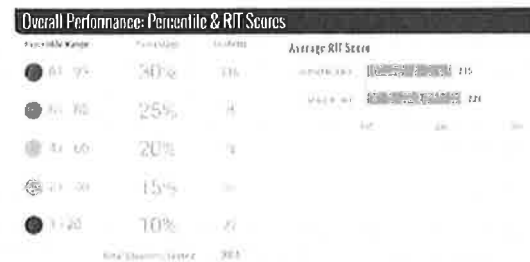
- **State Indicator: Academic: Average Distance from Level 3 on CASSPP-Mathematics assessments (Grades 3-8)**
All Students: Average Distance from Level 3 will increase by 3 points compared to the prior year.
- **Percentage of students who meet or exceed standard on CASSPP-Mathematics assessments**
All Students: Percentage will increase by 3% compared to the prior year.
- **Percentage of students who meet their expected growth targets on the Measures of Academic Progress (MAP) Mathematics assessment**
All Students: Expected 2017-18 Fall to Spring MAP Mathematics growth target met percentage: 55%.

What data did you use to form this goal?

- Spring 2017 CA School Dashboard data
- 2016 & 2017 SBAC Mathematics data
- 2016-17 Fall to Spring MAP test data
- Fall 2017 MAP test data

COMPREHENSIVE NEEDS ASSESSMENT

What were the findings from the analysis of this data?



What is a RIT Score? A RIT score is a representation of a student's reading level. It is a measure of a student's growth in reading.

What is a Percentile? Percentile describes how a student's score compares with other students who took the test during a certain time period.

What is a Level? Level is a measure of a student's reading ability.

In the fall of 2017, Math MAP results indicate that we had 55% of our students between an 80-99 percentile range.

The 2017 SBAC data shows that the greatest opportunity school-wide is in the problem solving & Modeling/Data claim. On average, 13.6% of our students are below standard in this area, and 49.3% of our students are near the standard. In comparison, 31.7% of students were above standard.

Overall, our students are rated High in Mathematics scoring 26.7 points above level 3, and maintained from the previous year at -1.2 points.

<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 interim assessments (MAP, IAB, etc.)</p>		
<p>Action Steps</p>	<p>Person(s) Responsible</p>	<p>Cost and Funding Source (Itemize for Each Source)</p>
<p>Action Step 1:</p> <p>Teachers will provide CCSS aligned math instruction. (ongoing)</p>	<p>Teachers, leadership team</p>	<p>Teacher salaries and benefits (LCFF funds; see LCAP)</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. (within the first month of the school year)</p> <p>Task 1:</p> <p>Charter School will use the MAP test and teacher feedback to identify and place students in math intervention groups and classes. (within the first month of the school year)</p> <p>Task 2:</p> <p>Students will be provided with targeted CCSS aligned math intervention during the daily intervention period, once a week after school and on Saturdays to meet the students' needs. (ongoing)</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. (ongoing)</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>\$2,300 Title I for MAP test</p> <p>\$8,000 for 3 Math teachers for 5%</p> <p>\$1,000 Title I for PD in math support and interventions</p>
<p>Action Step 3:</p> <p>Charter School will select a research-based reading intervention program that targets the individual literacy needs of struggling students and English Learners and includes ongoing assessments of student growth. (prior to the start of the school year)</p> <p>Task 1:</p> <p>Charter School will select math intervention materials and resources. (prior to the start of the school year)</p> <p>Task 2:</p> <p>Charter School will purchase supplementary instructional materials and benchmark assessments. (prior to the start of the school year)</p> <p>Task 3:</p> <p>Charter School will schedule and provide training for instructional staff and schedule follow up professional development activities.</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>\$2,000 Title I for supplementary instructional materials: Study Island</p>

(prior to the start of the school year and ongoing)		
<p>Action Step 4: Teachers and the leadership team will monitor student progress in math as measured by in-class/benchmark assessments, MAP and IABs. (ongoing)</p> <p>Task 1: Teachers will implement the MAP test in Fall 2017 and Spring 2018 to measure student growth in math. (in fall and spring; ongoing)</p> <p>Task 2: Teachers will analyze areas of growth for each student on the Fall 2017 MAP test and measure growth on the Spring 2018 MAP test. Teachers will continue to use in-class/benchmark assessments and IABs as progress indicators. (in fall and spring; ongoing)</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. (ongoing)</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> <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.

RELATED LCAP GOAL:

EXCELLENCE: All students will pursue academic excellence and be college/career ready.

Identified Need:

To increase the percentage of ELs who make annual progress in learning English as measured by ELPI; to increase the percentage of ELs who meet or exceed standard on CASSPP-ELA/Literacy and math assessments;

Expected Annual Measurable Outcomes: (Aligned with LCAP)

- **State Indicator: English Learner Progress Indicator (ELPI):** Percentage of ELs who are making progress toward language proficiency from one year to the next on the CELDT/ELPAC and the number for ELs who were reclassified from EL to fluent English proficient in the prior year
Percentage on ELPI is not calculated due to insignificant student count in the EL student group
Expected EL reclassification rate: 25%.
- **State Indicator: Academic: Average Distance from Level 3 on CASSPP-ELA/Literacy assessments (Grades 3-8)**
ELs: Average Distance from Level 3 will decrease by 6 points compared to the prior year.
- **Percentage of students who meet or exceed standard on CASSPP-ELA/Literacy assessments**
ELs: Percentage will increase by 5% compared to the prior year.
- **Percentage of students who meet their expected growth targets on the Measures of Academic Progress (MAP) Reading assessment**
ELs: Expected 2017-18 Fall to Spring MAP Reading growth target met percentage: 55%.
- **State Indicator: Academic: Average Distance from Level 3 on CASSPP-Mathematics assessments (Grades 3-8)**
ELs: Average Distance from Level 3 will decrease by 5 points compared to the prior year.
- **Percentage of students who meet or exceed standard on CASSPP-ELA/Literacy assessments**
ELs: Percentage will increase by 5% compared to the prior year.
- **Percentage of students who meet their expected growth targets on the Measures of Academic Progress (MAP) Reading assessment**
ELs: Expected 2017-18 Fall to Spring MAP Mathematics growth target met percentage: 55%.

<p>What data did you use to form this goal?</p> <ul style="list-style-type: none">▪ Spring 2017 CA School Dashboard data▪ 2016 & 2017 SBAC ELA/Literacy & Mathematics data▪ 2016-17 Fall to Spring MAP test data▪ Fall 2017 MAP test data▪ CELDT/ELPAC results▪ EL reclassification rates	<p>COMPREHENSIVE NEEDS ASSESSMENT</p> <p>What were the findings from the analysis of this data?</p> <p>Data reveals that during the 2016-17 school year, though with an insignificant representation EL students at our school, we had 84.6% of these students make progress towards English proficiency.</p> <p>In the 2016-2017 school year 14 students took the CELDT including 1 student who took the initial assessment.</p> <p>Overall 2 students scored advanced, 5 students scored early-advanced, 6 students scored intermediate, 1 student scored early intermediate.</p> <p>With regards to EL reclassification rates in the 2016-2017 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.</p>
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	<p>In the 2017-2018 school year 3 students who are newcomers were assessed with the CELDT. At the time of this report, the official results have not been received.</p>
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<p>How will the school evaluate the progress of this goal?</p> <p>Weekly, monthly, quarterly, and annual program monitoring and evaluation</p>	<p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <p>See Form F: Budget Planning Tool</p>
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STRATEGY: Charter School will provide CCSS aligned ELA and math instruction and ELD instruction, support and intervention to ELs, and monitor student progress in ELA/Literacy, math, and ELD as measured by the MAP tests and other assessments.

Action Steps	Person(s) Responsible	Cost and Funding Source (Itemize for Each Source)
<p>Action Step 1:</p> <p>Charter School will identify and group ELs by proficiency level, provide ELD instruction aligned to the new standards, and monitor student progress in program implementation. (ongoing)</p> <p>Task 1:</p> <p>The data office will create a report of identified ELs by class. The report will include students' CELDT levels including overall and subtest data and be given to all teachers. (prior to the start of the school year)</p> <p>Task 2:</p> <p>ELD time will be built into in the master schedule. (prior to the start of the school year)</p> <p>Task 3:</p> <p>Charter School will purchase supplementary</p>	<p>Teachers, leadership team</p> <p>Office, EL coordinator, leadership team</p> <p>Dean of Academics, Principal</p>	<p>\$685 Title I for supplementary instructional materials:</p> <p>\$300 for novels for EL classes \$285 for BrainPOP ESL \$100 for Oxford dictionaries for EL classes</p> <p>Below costs are already mentioned in Goal 1-A</p> <p>\$2,300 Title I for MAP test</p> <p>\$8,000 for 3 ELA</p>

<p>ELD materials and benchmark assessments. (prior to the start of the school year)</p> <p>Task 4:</p> <p>Charter School will schedule and provide training for instructional staff and schedule follow up professional development activities. (ongoing)</p>	<p>Dean of Academics, Principal</p> <p>Dean of Academics, EL coordinator, leadership team</p>	<p>teachers for 5%</p> <p>\$1,500 Title I for supplementary instructional materials: Books , Rosetta Stone and Read naturally</p> <p>\$6000 for ELA assistant</p> <p>\$1500 Title I for PD in ELA support and interventions</p> <p>\$5,000 Title I for supplementary instructional materials: Membean</p>
<p>Action Step 2:</p> <p>The leadership team will place students into appropriate intervention groups and teachers will provide targeted ELD support and interventions. (within the first month of the school year)</p> <p>Task 1:</p> <p>Teachers will identify targeted ELD areas and levels of support needed. (within the first month of the school year)</p> <p>Task 2:</p> <p>Teachers will develop and implement targeted lessons to meet the students' needs. Students will also be provided after-school intervention at least once a week and on Saturdays. (ongoing)</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>Action Step 3:</p> <p>Teachers and the leadership team will monitor student progress in ELD as measured by in-class/benchmark assessments. <i>(ELA/Literacy and math monitoring via MAP tests, LABs, etc., have been described in Performance Goal 1.)</i> (ongoing)</p> <p>Task 1:</p> <p>All ELs will be assessed for ELD at the end of each ELD curricular unit which takes approximately 6-8 weeks. (ongoing)</p> <p>Task 2:</p> <p>Charter School will monitor student progress in ELD using in-class/benchmark assessments as progress indicators. (ongoing)</p> <p>Task 3:</p> <p>Teachers will collaborate on assessment results and make necessary adjustment in their instruction. (ongoing)</p> <p>Task 4:</p> <p>The EL program coordinator sponsored by the</p>	<p>Teachers, EL coordinator, Dean of Academics, leadership team</p> <p>Teachers, EL coordinator, Dean of Academics</p> <p>Teachers, EL coordinator, Dean of Academics, leadership team</p> <p>Teachers, EL coordinator, Dean of Academics, leadership team</p> <p>Title III Consortium lead</p>	<p>Charter School is a member of the Magnolia Science Academy consortium for Title III LEP funds. Per the MOU of the Consortium, 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>Title III consortium lead will monitor MPS protocol for teacher observation and feedback regarding the implementation of the ELD program monthly. (ongoing)</p> <p>Task 5: The school leadership will implement the observation protocol monthly. (ongoing)</p> <p>Task 6: The EL program coordinator sponsored by the Title III consortium lead will evaluate the EL services at the school at least semesterly. (ongoing)</p>	<p>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>	
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PERFORMANCE GOAL 2B:

All immigrant children and youth will be provided with necessary resources and support systems.

RELATED LCAP GOAL:

EXCELLENCE: All students will pursue academic excellence and be college/career ready.

CONNECTION: All students, families, staff, and other stakeholders will feel a sense of community and connectedness.

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?

- Information on student background, family, grades, and behavior

COMPREHENSIVE NEEDS ASSESSMENT

What were the findings from the analysis of this data?

Currently MSA-San Diego has 4 immigrant students. One in 6th grade, two in 7th grade and one in 8th grade. Two of these students are from Turkey, One from Brazil and one from Philippines. Based on CELDT testing two of the students are at Beginning level, one Intermediate and one Early Intermediate level.

Currently we are providing the following services.

Family/literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children.

Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth.

Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth.

Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds.

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 counseling to provide support and resources to immigrant students and PD for school staff to best support those students.

Action Steps

Person(s) Responsible

Cost and Funding Source (Itemize for Each Source)

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. (Ongoing)

Teachers, leadership team

\$500 for immigrant student counseling (Estimated 10 hours per year at \$50 per hour)

Task 1:

Charter School will identify the immigrant

Office, Dean of Culture, RTI coordinator, EL

<p>students and their needs. (prior to the start of the school year)</p> <p>Task 2:</p> <p>Charter School will arrange for counseling 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. (ongoing)</p> <p>Task 3:</p> <p>MPS Home Office will monitor the site-level implementation of the counseling services at least semesterly. (ongoing)</p>	<p>coordinator, leadership team</p> <p>Dean of Culture, leadership team</p> <p>MPS Home Office</p>	
<p>Action Step 2:</p> <p>Charter School will schedule at least three hours of PD for its counselors/staff who will learn best practices and counseling methods geared towards helping immigrant students. (ongoing)</p> <p>Task 1:</p> <p>Charter School will schedule at least three hours of PD for its counselors/staff. PD will focus on immigrant student needs and counseling immigrant students. (ongoing)</p>	<p>Dean of Culture, RTI coordinator, EL coordinator, leadership team</p>	<p>\$600 Title I for PD in immigrant education</p>

PERFORMANCE GOAL 3:

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

RELATED LCAP GOAL:

EXCELLENCE: All students will pursue academic excellence and be college/career ready.

Identified Need:

To ensure teachers are appropriately assigned and fully credentialed

Expected Annual Measurable Outcomes: (Aligned with LCAP)

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

What data did you use to form this goal?

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

COMPREHENSIVE NEEDS ASSESSMENT

What were the findings from the analysis of this data?

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.

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.

This year School modified its academic calendar to add more staff PD half and full days to provide specific PDs

During MPS summer in-service, our administrators attended the teacher sessions to bring back the beneficial resources to our two week in-service in San Diego. MSA-San Diego Staff got a two day Restorative Practices PD through SDCOE, a half day PD from the author of Teach Like a pirate, Dave Burgess, a data PD from professors at SDSU.

How will the school evaluate the progress of this goal?

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

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

See Form F: Budget Planning Tool

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

Action Steps

Person(s) Responsible

Cost and Funding Source (Itemize for

		Each Source)
<p>Action Step 1: Charter School will conduct credential review and support teachers' credentialing needs. (ongoing)</p> <p>Task 1: Charter School will conduct credential review as part of teacher hiring process. (prior to the start of the school year and ongoing)</p> <p>Task 2: Charter School will identify teacher credentialing needs and support teachers' credentialing needs. (prior to the start of the school year and ongoing)</p> <p>Task 3: Charter School will annually review master schedule/teacher assignments to ensure compliance. (prior to the start of the school year and ongoing)</p>	<p>Teachers, leadership team</p> <p>Principal, MPS Home Office</p> <p>Principal, MPS Home Office</p> <p>Principal</p>	<p>BTSA/EL Authorization Credentialing program cost (LCFF funds; see LCAP)</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. (ongoing)</p> <p>Task 1: Charter School will schedule PD in abovementioned areas. (ongoing)</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. (ongoing)</p>	<p>Dean of Academics, EL coordinator, Principal, leadership team</p> <p>Dean of Academics, EL coordinator, Principal, leadership team</p> <p>Dean of Academics, EL coordinator, Principal, leadership team</p>	<p>Cost and Funding Source for PD and training in ELA/Literacy, math, ELD, and immigrant education have already been listed under Goals 1A, 1B, 2A, and 2B, respectively.</p>
<p>Action Step 3: Teachers will receive PD in areas of need identified through needs assessment. (ongoing)</p> <p>Task 1: Charter School will identify further PD needs besides the ones listed in Action Step 2. (ongoing)</p> <p>Task 2: Charter School will schedule PD in areas of need. (ongoing)</p>	<p>Dean of Academics, Principal, leadership team</p> <p>Dean of Academics, EL coordinator, Principal, leadership team</p> <p>Dean of Academics, EL coordinator, Principal, leadership team</p>	<p>Cost and Funding Source for PD and training in ELA/Literacy, math, ELD, and immigrant education have already been listed under Goals 1A, 1B, 2A, and 2B, respectively.</p>
<p>Action Step 4: Charter School will evaluate its teachers for their performance. (ongoing)</p>	<p>Principal, leadership team</p>	<p>Teacher performance pays are part of salaries (LCFF funds; see LCAP)</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. (ongoing)</p> <p>Task 2: Charter School will identify those areas the teachers need improvement to become more effective and efficient at their jobs and communicate with teachers about performance, mutually establish goals and identify actions for progress, and evaluate results. (ongoing)</p> <p>Task 3: Charter School may use evaluation results as basis and documentation for performance pay, transfer, promotion, reassignment, or disciplinary action. (ongoing)</p>	<p>Principal, leadership team</p> <p>Principal, leadership team</p> <p>Home Office, principal, leadership team</p>	
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PERFORMANCE GOAL 4:

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

RELATED LCAP GOAL:

CONNECTION: All students, families, staff, and other stakeholders will feel a sense of community and connectedness.

Identified Need:

To avoid chronic absenteeism, school dropout, student suspension and expulsion; to support students physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning; and to increase student attendance, sense of safety and school connectedness

Expected Annual Measurable Outcomes: (Aligned with LCAP)

- 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 5%.
- Charter School will maintain a student expulsion rate of no more than 1%.
- School experience survey average approval rates will be: Students: 80%, Families: 80%, Staff: 80%.
- Charter School will hold a minimum of 5 parent activities/events per year.
- At least 12% 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 SIS
- Survey reports
- Home visit calendar

COMPREHENSIVE NEEDS ASSESSMENT

What were the findings from the analysis of this data?

During the 2016-2017 school year MSA-San Diego had an ADA rate of 96.16%. 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 2016-2017 school year was 1.1% 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 5% . 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 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 5%. 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 12% of the students with a home-visit during the school year to increase the connection between our school and the home and we were able to meet it..

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>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>		
Action Steps	Person(s) Responsible	Cost and Funding Source (Itemize for Each Source)
<p>Action Step 1:</p> <p>Charter School will implement restorative practices and Positive Behavioral Interventions and Supports (PBIS). (ongoing)</p> <p>Task 1:</p> <p>Charter School will implement restorative practices, PBIS, and alternatives to suspension. (ongoing)</p> <p>Task 2:</p> <p>Charter School will implement a positive behavior reward system and use its SIS for monitoring it. (ongoing)</p>	<p>Teachers, Dean of Students, leadership team</p> <p>Teachers, Dean of Students, leadership team</p> <p>Teachers, Dean of Students, leadership team</p>	<p>Restorative Practices PD(Provided by SDCOE for Free)</p>
<p>Action Step 2:</p> <p>Charter School will offer Life Skills program to supplement instruction. (ongoing)</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 the Charter School's effort to inspire positive principles of conduct in future leaders. Life Skills program also enables all students, including socio-economically disadvantaged students, to have a vision and be more specific on their goals to be successful at school and during their life.)</p>	<p>Teachers, Dean of Culture, leadership team</p>	<p>\$15,000 Life Skills teacher (30%)</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. (ongoing)</p> <p>Task 1:</p>	<p>Teachers, Dean of Culture, leadership team</p> <p>Teachers, Dean of Culture,</p>	<p>\$500 Title I for parent workshops (mailing expenses: \$100, presenter compensation: \$400)</p>

<p>Charter School will communicate with the parents of academically under-performing students, inviting them for parent conferences. (in fall and spring; ongoing)</p> <p>Task 2:</p> <p>Charter School will schedule annual workshops for parents of EL students. Topics to be covered include, but are not limited to, 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. (ongoing)</p>	<p>Dean of Academics, leadership team</p> <p>EL coordinator, Dean of Culture, Dean of Academics, leadership team</p>	
<p>Action Step 4:</p> <p>Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement. (ongoing)</p> <p>Task 1:</p> <p>Charter School teachers will schedule and make home-visits. (ongoing)</p> <p>Task 2:</p> <p>Charter School teachers will document the visits, evaluate them and share necessary information with the appropriate staff (grade level team, counselor, administrator, etc.) (ongoing)</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>\$6,000 Title I for home-visit stipends</p>

Form B: Centralized Services for Planned Improvements in Student Performance

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

Magnolia Public Schools Home Office (“Home Office”)

The Magnolia Public Schools Home Office (“Home Office”)” executes the decisions and policies set by the Board. Through the Home Office, MPS establishes its educational mission in all MPS schools. Home Office provides services to the schools, supports and holds accountable the schools for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic achievement and growth, operational effectiveness, and financial sustainability. Home Office manages business operations of schools, which reduces program and operations-related burdens of the school administration and enables the schools to receive services at a lower cost. The services of Home Office include, but are not limited to:

- **Academics**
 - Academic standards, assessment, compliance and evaluation
 - Curriculum
 - Professional development and coaching
 - Special Education support
 - English Learner support
 - Gifted and Talented and special programs support
 - Science and blended learning advisory
- **Operations**
 - Governance support
 - Finance and accounting
 - Purchasing and contract compliance
 - Policies and procedures management
 - Legal
 - Facilities
 - Risk management
 - Information technology and data management
 - Auditing and compliance
 - Regional school site operational support
- **Talent**
 - Human resources operations
 - Recruitment and hiring
 - Credentials and qualifications oversight
 - Leadership development and career path support
- **External Relations**
 - Family and community engagement
 - Facilitation of school site governance councils and LCAP management
 - Development
 - Communications

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

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

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

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

School Goal #: 2A

<p>Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)</p>	<p>Start Date Completion Date</p>	<p>Proposed Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source (itemize for each source)</p>
<p>Title III-LEP Support</p> <p>The EL program coordinator sponsored by the Title III consortium lead will create a protocol for teacher observation and feedback 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 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>ongoing</p>	<p>Services and operating expenses, professional salaries and benefits for the MPS EL program coordinator</p> <p>Charter School is a member of the Magnolia Science Academy consortium for Title III LEP funds. Per the MOU of the consortium, Charter School will receive ELD services, including monitoring and evaluation of the EL programs and services and professional development. The MPS EL program coordinator sponsored by the lead will closely work with the school's teachers, EL coordinator and the leadership team.</p>	<p>\$59,103.00</p> <p>for the Magnolia Science Academy Consortium</p>	<p>Title III-LEP</p>

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

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

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

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

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

<p>Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)</p>	<p>Start Date Completion Date</p>	<p>Proposed Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source (itemize for each source)</p>
<p>Monitoring the Implementation of the Plan</p> <p>MPS Home Office will provide coordination of overall state and federally funded programs, articulation between schools, district, county, and assistance in the following:</p> <ul style="list-style-type: none"> ▪ Developing and monitoring the school budget and preparing financial reports ▪ Monitoring the implementation of state and federally funded programs ▪ Training and guiding of School Site Councils (SSC) and school staffs in the development and writing of the school plan ▪ Coordinating staff development in areas of emphasis and serving as a resource in additional areas 	<p>ongoing</p>	<p>Charter School receives these services from the Home Office. State or federal program funds as outlined in the school's Consolidated Application are not used to fund these services.</p>	<p>N/A</p>	<p>N/A</p>

Note: Centralized services may include the following direct services:

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

Centralized services do not include administrative costs.

Please duplicate this form as necessary.

Form C: Programs Included in this Plan

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

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

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

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

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

<input type="checkbox"/>	Pupil Retention Block Grant (Carryover only) Purpose: Prevent students from dropping out of school	\$	<input type="checkbox"/>
<input type="checkbox"/>	Quality Education Investment Act (QEIA) Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$	<input type="checkbox"/>
<input type="checkbox"/>	School and Library Improvement Program Block Grant (Carryover only) Purpose: Improve library and other school programs	\$	<input type="checkbox"/>
<input type="checkbox"/>	School Safety and Violence Prevention Act (Carryover only) Purpose: Increase school safety	\$	<input type="checkbox"/>
<input type="checkbox"/>	Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	\$	<input type="checkbox"/>
<input type="checkbox"/>	List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], etc.)	\$	<input type="checkbox"/>
Total amount of state categorical funds allocated to this school		\$	
Federal Programs		Allocation	Consolidated in the SWP
<input checked="" type="checkbox"/>	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$32,091	<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	\$7,265	<input checked="" type="checkbox"/>

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

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

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

Form D: School Site Council Membership

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

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
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 checked="" type="checkbox"/>	<input 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"/>
Cornelio Egasani	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kayla Duncan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Julia Conner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Numbers of members in each category	1	2	1	1	2

⁴ EC Section 52852

Form E: Recommendations and Assurances

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

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

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

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: 1/8/2018.

Attested:

[Signature]
 Typed name of School Principal

[Signature]
 Signature of School Principal

1/8/2018
 Date

Kayla Duncan
 Typed name of SSC Chairperson

[Signature]
 Signature of SSC Chairperson

1/8/2018
 Date

Form F: Budget Planning Tool

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

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

Budget Summary:

Fiscal Year Allocation for Funding Resources	Funding Sources	Total of Estimated Expenditures from Funding Source	Remaining Balance for Funding Source
\$32,091	Title I, Part A	\$51,885	\$0.00
\$7,265	Title II	\$8,000	\$0.00
\$59,103.00	Title III, LEP	*A total of \$59,103 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	\$31,000.00
Classified Personnel Salaries	2000-2999	\$5,000.00
Employee Benefits	3000-3999	
Books and Supplies	4000-4999	\$13,785.00
Services and other Operating Expenditures	5000-5699	
Transfers of Direct Costs	5700-5799	
Professional/Consulting Services and Operating Expenditures	5800	\$10,000.00
Communications	5900	\$100.00
Capital Outlay	6000-6999	
Other Outgo	7000-7439	

Description of Expenditures:

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

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Action Step 2: 3 ELA teachers for 5%	Certificated Personnel Salaries	1000-1999	\$8,000.00	
Action Step 2: MAP test	Books and Supplies	4000-4999	\$2,300.00	
Action Step 2: 1 ELA instructional assistant	Classified Personnel Salaries	2000-2999		\$5,000.00
Action Step 2: Books , Rosetta Stone and Read Naturally	Books and Supplies	4000-4999		\$1,500.00
Action Step 3: Membean	Books and Supplies	4000-4999	\$5,000.00	
Action Step 2: 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	\$8,000.00	
Classified Personnel Salaries	2000-2999		\$5,000.00
Employee Benefits	3000-3999		
Books and Supplies	4000-4999	\$7,300.00	\$1,500.00
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800		\$1,500.00
Communications	5900		
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: 3 math teachers for 5%	Certificated Personnel Salaries	1000-1999	\$8,000.00	
Action Step 2: MAP test	Books and Supplies	4000-4999	\$2,300.00	
Action Step 3: Math intervention program: 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	\$8,000.00	
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999		
Books and Supplies	4000-4999	\$4,300.00	
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 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: Supplementary student materials : Novels, dictionaries, Brainpop ESL	Books and Supplies	4000-4999	\$685.00	

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	\$685.00	
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	\$500.00	
Action Step 1: PD in immigrant education	Prof. Services and Operating Expenditures	5800	\$600.00	

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title III-Immigrant
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999		
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999		
Books and Supplies	4000-4999		
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800	\$1,100.00	
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

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

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

Description of Expenditures:

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

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Action Step 2: Life Skills Teacher 30%	Certificated Personnel Salaries	1000-1999	\$15,000.00	
Action Step 3: mailing expenses	Communications	5900	\$500.00	
Action Step 3: Home-visit stipends/ Parent workshop	Prof. Services and Operating Expenditures	5800	\$6,400.00	

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999	\$15,000.00	
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999		
Books and Supplies	4000-4999		
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800	\$6,400.00	
Communications	5900	\$100.00	
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

Form G: Single Plan for Student Achievement Annual Evaluation

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

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

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

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

SPSA ANNUAL EVALUATION

The SSC met and evaluated the 2016-17 SPSA on January 8, 2018 and approved the 2017-18 SPSA. The following are highlights from the annual evaluation:

- Based on the 2016-17 state test results MSA-San Diego met its goals both in math and ELA and MSA-San Diego is still the highest performing middle school in the neighborhood.
- The intervention programs for our students are still a priority in the current SPSA. MSA-San Diego teachers will continue to provide targeted CCSS aligned ELA and math intervention during the daily intervention period, before and after school. Unfortunately, due to construction Saturday interventions will not take place until March, 2018. Due to budget cuts school doesn't have a dedicated Title 1 teacher but school hired an ELA assistant to help EL students during the day and during power classes.
- MSA-San Diego exceeded its home visit goal in 2016-17 year.
- Teacher PD is an important part of our plan. Investing in our teachers' professional growth is essential to student achievement. MSA-San Diego continues to actively using "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.

- Based on student , parent and teacher feedback MSA-San Diego provided a 2 day Restorative Practices training to all its staff and started the full implementation of the program.

