



Board Agenda Item #	Agenda # II B – Action Item
Date:	November 8, 2018
To:	Magnolia Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	David Yilmaz, Chief Accountability Officer
RE:	Approval of Single Plan for Student Achievement (SPSA) for MPS

Proposed Board Recommendation

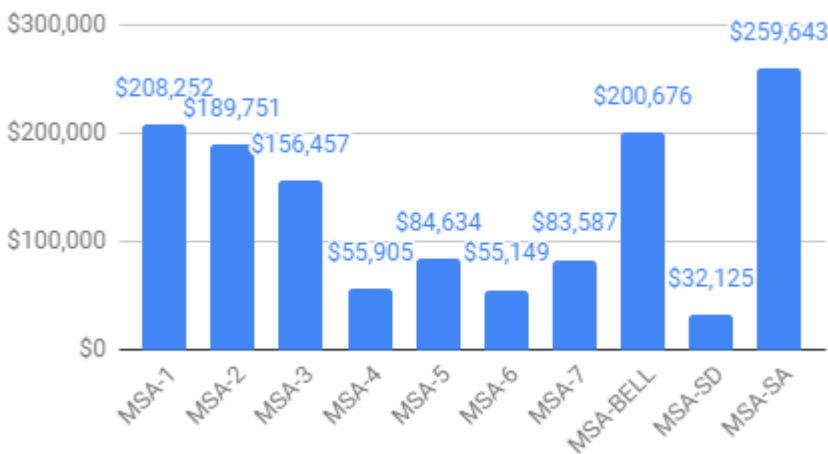
I move that the board approve the Single Plan for Student Achievement (SPSA) for MPS.

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, Title-III and Title-IV, to supplement such programs. MPS uses these funds to support instruction through intervention programs during the day, after-school tutoring, English Learner extended support, professional development, innovative and well-rounded education activities, home visits, etc.

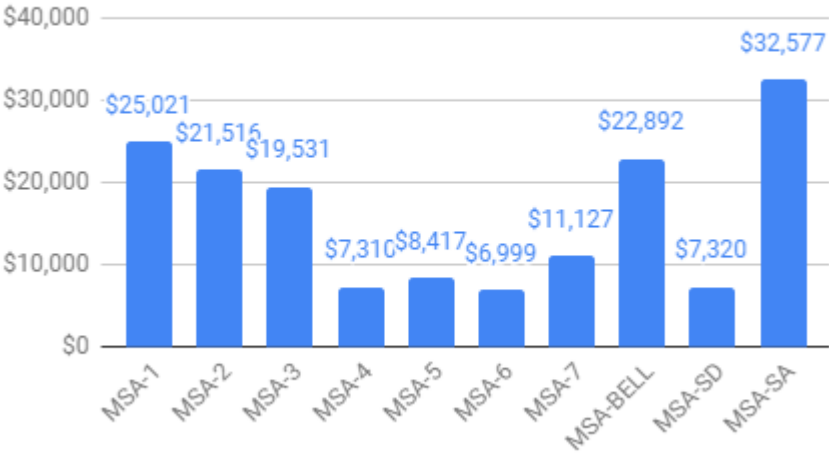
How much does MPS receive in Title funds?

Title I, Part A 2018-19 Preliminary Eligibility Amount



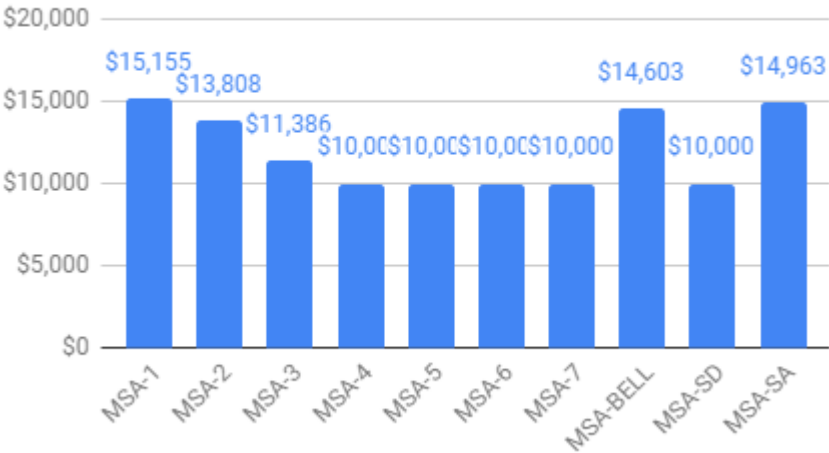
TOTAL: \$1,326,179

Title II, Part A 2018-19 Preliminary Eligibility Amount



TOTAL: \$162,710

Title IV, Part A 2018-19 Preliminary Eligibility Amount



TOTAL: \$119,915

Title III, Part A – EL

MPS receives Title III, Part A – EL funds as a consortium. **TOTAL: \$64,283**

What strategies/actions will these funds be used for?

Aligned with our LCAP actions/services, the following are strategies identified in our schools' SPSAs.

GOAL 1: EXCELLENCE: All students will pursue academic excellence and be college/career ready.

Strategies:

- Charter School will ensure that all teachers are supported with their credentialing needs and that they participate in PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment.
- Charter School will provide CCSS aligned ELA and math instruction and ELD instruction, support and intervention to ELs and immigrant students, and monitor student progress in ELA/Literacy, math, and ELD as measured by the MAP tests and other assessments.
- Charter School will provide CCSS aligned ELA and math instruction, support and intervention to all students, including ELs and immigrant students, and monitor student progress in ELA/Literacy and math as measured by the interim assessments (MAP, IAB, etc.)
- Charter School will promote a college-going culture through dual enrollment, AP courses, college visits, and other college related activities.

GOAL 2: INNOVATION: All students will become independent, innovative scholars.

Strategies:

- Charter School will provide students with a well-rounded education including programs such as health and physical education, arts and civics.
- Charter School will provide students with STEAM focused programs such as science fairs, advanced math courses/clubs, and engineering activities.
- Charter School will ensure that technology supports instruction.

GOAL 3: CONNECTION: All students, families, staff, and other stakeholders will feel a sense of community and connectedness.

Strategies:

- Charter School will pursue an integrated strategy to support the exchange of information, purposeful interaction, and meaningful participation between the school, families, and community partners to support student learning and achievement. This will include but not be limited to SSC, ELAC, and PTF meetings, parent activities/events, web portal, home-visits, and school experience surveys.

- Charter School will provide students with 4-year plans and support programs to ensure timely high school graduation. Charter School will implement policies that encourage and support student attendance, positive student behavior and improvements. Charter School teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.

The SPSA has already been approved by each school's School Site Council (SSC) and is herein presented to the board for ratification.

Note: For charter schools that receive federal funds this is the last year of SPSA requirement. As of January 1, 2019, our SPSA and LCAP will be consolidated into one document, i.e., LCAP, and moving forward, we will use our LCAP as the single plan for school achievement.

Budget Implications

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

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

It is a mandatory plan which details how MPS uses federal Title I, II, III, and IV funds to support instruction.

Name of Staff Originator:

David Yilmaz, Chief Accountability Officer

Attachments

- Single Plan for Student Achievement (SPSA) for MPS (one for each MSA)

School Year: 2018-19

Single Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Addendum.

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Magnolia Science Academy-1	19-10199-6119945	10/24/18	11/8/18

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

In order to promote learning and provide a more positive learning experience for our students, MSA-1 has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our annual SPSA.

Information/input sessions include Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, and staff meetings. Parents on our PTF and SSC also serve as our parent advisory committee for Local Control and Accountability Plan (LCAP). Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our parent advisory committee and ELAC provide valuable input for the new SPSA. In addition, the Charter School conducts surveys for parents, students, and staff, and the Charter School staff make home visits. These all serve as ways to inform, educate, and gather input & feedback from all critical stakeholders.

The Charter School has:

- an approved charter petition with measurable student outcomes and methods to assess student progress,
- a LCAP as a comprehensive planning tool that addresses the state priorities and locally identified priorities,
- a WASC action plan for continuous school improvement,
- a LCAP Federal Addendum to supplement the LCAP to meet the Local Educational Agency (LEA) Plan provisions of the ESSA,
- and a SPSA that documents the school's approach to maximizing the impact of federal investments in support of underserved students.

MSA-1 aligns its federally-funded programs with the priority goals of the school and such funds provide the opportunity to innovate. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

During the 2017-18 school year the Charter School held its periodical meetings to gather input from our stakeholders. These include 8 PTF meetings, 4 SSC meetings, 4 ELAC meetings, at least 6 parent activities/events including two Coffee with the Principal meetings,

weekly staff meetings, and other stakeholder meetings. The school conducted a family, staff, and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement. A majority of our stakeholders participated in this survey. The Charter School staff also made 368 home visits and sought feedback from the parents for school improvement.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school’s goals. Duplicate the table as needed.

Goal 1

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

Basis for this Goal

- To ensure our students are college/career ready
- To ensure student proficiency in all courses
- To ensure students meet or exceed standard on CASSPP-ELA/Literacy and Mathematics assessments
- To ensure EL students make annual progress in learning English
- To ensure implementation of state board adopted academic content and performance standards for all students
- To ensure teachers are appropriately assigned and fully credentialed
- To ensure students have sufficient access to standards-aligned instructional materials

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter	100%	100%
Percentage of students who will have sufficient access to standards-aligned instructional materials	100%	100%

Percentage of students performing proficient on the CAASPP-ELA/Literacy assessments (Grades 3-8,11):

2017-18 (Baseline):

All Students: 48.32%
English Learners: 0%
Socioeconomically Disadvantaged: 45.45%
Students with Disabilities: 8.52%
Homeless: N/A
African American: N/A
Hispanic: 45.33%
White: 66.67%

2018-19 (Expected):

All Students: 5 percentage points up from the prior year
English Learners: 5 percentage points up from the prior year
Socioeconomically Disadvantaged: 5 percentage points up from the prior year
Students with Disabilities: 3 percentage points up from the prior year
Homeless: NA
African American: NA
Hispanic: 5 percentage points up from the prior year
White: 5 percentage points up from the prior year

Change in Average Distance from Level 3 on the CASSPP-ELA/Literacy assessments (Grades 3-8,11)

2016-17 (Baseline):

All Students: 20.0 points below level 3
English Learners: 70.7 points below level 3
Socioeconomically Disadvantaged: 25.7 points below level 3
Students with Disabilities: 94.7 points below level 3
Hispanic: 25.7 points below level 3
White: 24.39 points above level 3

2017-18 (Expected):

All Students: 3 points up from the prior year
English Learners: 3 points up from the prior year
Socioeconomically Disadvantaged: 3 points up from the prior year
Students with Disabilities: 3 points up from the prior year
Hispanic: 3 points up from the prior year
White: 3 points up from the prior year

<p>Percentage of students meeting their growth targets on the MAP-Reading assessment (Grades 3-10)</p>	<p>2017-18 (Baseline):</p> <table border="1"> <tr><td>All Students: 59%</td></tr> <tr><td>English Learners: 52%</td></tr> <tr><td>Socioeconomically Disadvantaged: 58%</td></tr> <tr><td>Students with Disabilities: 59%</td></tr> <tr><td>Hispanic: 59%</td></tr> </table>	All Students: 59%	English Learners: 52%	Socioeconomically Disadvantaged: 58%	Students with Disabilities: 59%	Hispanic: 59%	<p>2018-19 (Expected):</p> <table border="1"> <tr><td>All Students: 2 percentage points up from the prior year</td></tr> <tr><td>English Learners: 2 percentage points up from the prior year</td></tr> <tr><td>Socioeconomically Disadvantaged: 2 percentage points up from the prior year</td></tr> <tr><td>Students with Disabilities: 2 percentage points up from the prior year</td></tr> <tr><td>Hispanic: 2 percentage points up from the prior year</td></tr> </table>	All Students: 2 percentage points up from the prior year	English Learners: 2 percentage points up from the prior year	Socioeconomically Disadvantaged: 2 percentage points up from the prior year	Students with Disabilities: 2 percentage points up from the prior year	Hispanic: 2 percentage points up from the prior year		
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<p>Percentage of students performing proficient on the CAASPP-Mathematics assessments (Grades 3-8,11):</p>	<p>2017-18 (Baseline):</p> <table border="1"> <tr><td>All Students: 35.06%</td></tr> <tr><td>English Learners: 1.85%</td></tr> <tr><td>Socioeconomically Disadvantaged: 31.88%</td></tr> <tr><td>Students with Disabilities: 4.26%</td></tr> <tr><td>Hispanic: 32.18%</td></tr> <tr><td>White: 63.16%</td></tr> </table>	All Students: 35.06%	English Learners: 1.85%	Socioeconomically Disadvantaged: 31.88%	Students with Disabilities: 4.26%	Hispanic: 32.18%	White: 63.16%	<p>2018-19 (Expected):</p> <table border="1"> <tr><td>All Students: 3 percentage points up from the prior year</td></tr> <tr><td>English Learners: 3 percentage points up from the prior year</td></tr> <tr><td>Socioeconomically Disadvantaged: 3 percentage points up from the prior year</td></tr> <tr><td>Students with Disabilities: 3 percentage points up from the prior year</td></tr> <tr><td>Hispanic: 3 percentage points up from the prior year</td></tr> <tr><td>White: 3 percentage points up from the prior year</td></tr> </table>	All Students: 3 percentage points up from the prior year	English Learners: 3 percentage points up from the prior year	Socioeconomically Disadvantaged: 3 percentage points up from the prior year	Students with Disabilities: 3 percentage points up from the prior year	Hispanic: 3 percentage points up from the prior year	White: 3 percentage points up from the prior year
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<p>Change in Average Distance from Level 3 on the CASSPP-Mathematics assessments (Grades 3-8)</p>	<p>2016-17 (Baseline):</p> <table border="1"> <tr><td>All Students: 46.1 points below level 3</td></tr> <tr><td>English Learners: 91.6 points below level 3</td></tr> <tr><td>Socioeconomically Disadvantaged: 55 points below level 3</td></tr> <tr><td>Students with Disabilities: 140.2 points below level 3</td></tr> <tr><td>Hispanic: 55.6 points below level 3</td></tr> <tr><td>White: 39 points above level 3</td></tr> </table>	All Students: 46.1 points below level 3	English Learners: 91.6 points below level 3	Socioeconomically Disadvantaged: 55 points below level 3	Students with Disabilities: 140.2 points below level 3	Hispanic: 55.6 points below level 3	White: 39 points above level 3	<p>2017-18 (Expected):</p> <table border="1"> <tr><td>All Students: 3 points up from the prior year</td></tr> <tr><td>English Learners: 3 points up from the prior year</td></tr> <tr><td>Socioeconomically Disadvantaged: 3 points up from the prior year</td></tr> <tr><td>Students with Disabilities: 3 points up from the prior year</td></tr> <tr><td>Hispanic: 3 points up from the prior year</td></tr> <tr><td>White: 3 points up from the prior year</td></tr> </table>	All Students: 3 points up from the prior year	English Learners: 3 points up from the prior year	Socioeconomically Disadvantaged: 3 points up from the prior year	Students with Disabilities: 3 points up from the prior year	Hispanic: 3 points up from the prior year	White: 3 points up from the prior year
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<p>Percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC</p>	<p>14%</p>	<p>2 percentage points up from the prior year</p>												
<p>Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually</p>	<p>6%</p>	<p>1 percentage point up from the prior year</p>												

Percentage of students who will receive a grade of “C” or better (or perform “proficient” on the related state standardized tests) in core subjects and electives	92%	1 percentage point up from the prior year
Percentage of graduating seniors who have met or exceeded standard on both ELA and Mathematics on Smarter Balanced Summative Assessments	34.7%	2 percentage points up from the prior year
Percentage of graduating seniors who have passed an AP exam with a score of 3 or higher	52.3%	2 percentage points up from the prior year
Percentage of graduating seniors who will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements	98.4%	2 percentage points up from the prior year
Percentage of students in grades 9-11 who will participate in the PSAT test	100%	100%
Percentage of students who will meet or exceed college readiness benchmarks for their grade level out of all students who participate in the PSAT test	44%	2 percentage points up from the prior year

PLANNED STRATEGIES/ACTIVITIES

Complete a copy of the following table for each of the school’s strategies/Activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

- Charter School will conduct credential review as part of teacher hiring process and support our teachers’ credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance.

- Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials.
- Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) Teachers will be provided with instructional guidance and feedback through classroom visits.

SPSA Strategy/Activity:

- Charter School will ensure that all teachers are supported with their credentialing needs and that they participate in PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment. Charter School will also monitor and evaluate teachers for their performance.

Action Steps & Person(s) Responsible:

- 1) Charter School will conduct credential review as part of teacher hiring process. (prior to the start of the school year and ongoing) (Principal, MPS Home Office)
- 2) Charter School will identify teacher credentialing needs and support teachers' credentialing needs. (prior to the start of the school year and ongoing) (Principal, MPS Home Office)
- 3) Charter School will annually review master schedule/teacher assignments to ensure compliance. (prior to the start of the school year and ongoing) (Principal)
- 4) Charter School will schedule PD in areas, including but not limited to, Common Core ELA/Literacy, math, and NGSS, and in areas of need identified through needs assessment. (ongoing) (Dean of Academics, Principal, leadership team)
- 5) 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 which includes walkthroughs, informal and formal observations and formal evaluation. (ongoing) (Dean of Academics, Principal, leadership team)
- 6) Charter School will evaluate its teachers for their performance. 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. Charter School may use evaluation results as basis and documentation for performance pay, transfer, promotion, reassignment, or disciplinary action. (ongoing) (Home Office, principal, leadership team)

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$15,000 Professional Development; \$2,482 TeachBoost fees <i>(See LCAP for non-federally funded expenditures.)</i>
Source(s)	Title I, Title II <i>(See LCAP for non-federal sources.)</i>
Budget Reference(s)	\$21,000 BTSA expenses (5000)(Title II); \$15,000 Professional Development (5800) (General);

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

LCAP Planned Actions/Services:

- Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.
- Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.

SPSA Strategy/Activity:

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

Action Steps & Person(s) Responsible:

- 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. (ongoing) (Dean of Academics, EL coordinator, leadership team)
 - a) The data office will create a report of identified ELs by class. The report will include students' ELPAC levels including overall and subtest data and be given to all teachers. (prior to the start of the school year) (Office, EL coordinator, leadership team)
 - b) ELD time will be built into in the master schedule. (prior to the start of the school year) (Dean of Academics, Principal)
 - c) Charter School will purchase supplementary ELD materials and benchmark assessments. (prior to the start of the school year) (Dean of Academics, Principal)
 - d) Charter School will schedule and provide training for instructional staff and schedule follow up professional development activities. (ongoing) (Dean of Academics, EL coordinator, leadership team)
- 2) 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) (ELA/ELD teachers, EL coordinator, Dean of Academics, RTI coordinator)
- 3) Teachers and the leadership team will monitor student progress in ELD as measured by in-class/benchmark assessments. (ELA/Literacy and math monitoring via MAP tests, IABs, etc.)

4) The EL program coordinator sponsored by the Title III consortium lead will monitor MPS protocol for teacher observation and feedback regarding the implementation of the ELD program monthly. (ongoing) (Title III Consortium lead EL program coordinator, leadership team)

5) The EL program coordinator sponsored by the Title III consortium lead will evaluate the EL services at the school at least semesterly. (ongoing) (Title III Consortium lead EL program coordinator, leadership team)

NOTE: Charter School is a member of the Magnolia Science Academy consortium for Title III EL 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.

Proposed Expenditures for this Strategy/Activity

Amount(s)

\$3,000 EL supplemental materials;
\$4,000 Focused PD on ELD standards
(See LCAP for non-federally funded expenditures.)

Source(s)

Title 1 *(See LCAP for non-federal sources.)*

Budget Reference(s)

\$3,000 EL supplemental materials (4000)(Title I);
\$4,000 Focused PD on ELD standards (5800)(Title I)
(See LCAP for non-federally funded expenditures.)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

- During the day, Charter School will provide additional supports and interventions to all students, including ELs.
- Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.
- Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.

SPSA Strategy/Activity:

- Charter School will provide CCSS aligned ELA and math instruction, support and intervention to all students, including ELs and immigrant students, and monitor student progress in ELA/Literacy and math as measured by the interim assessments (MAP, IAB, etc.)

Action Steps & Person(s) Responsible:

- 1) Teachers will provide CCSS aligned ELA and math instruction. (ongoing) (Teachers, leadership team)
- 2) 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) (Dean of Academics, RTI coordinator, leadership team)
 - a) Charter School will use the MAP test and teacher feedback to identify and place students in ELA and Math intervention groups and classes. (within the first month of the school year)
 - b) Students will be provided with targeted CCSS aligned ELA and math intervention during the daily Intervention period, once a week after school and on Saturdays to meet the students’ needs. (ongoing)
- 3) Charter School will select a research-based reading intervention and math 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) (ELA Dept. Chair, Math Dept. Chair, Dean of Academics, RTI coordinator, leadership team)
 - a) Charter School will select reading and math intervention materials and resources. (prior to the start of the school year)
 - b) Charter School will purchase supplementary instructional materials and benchmark assessments. (prior to the start of the school year)
 - c) 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)
- 4) Teachers and the leadership team will monitor student progress in ELA and math as measured by in-class/benchmark assessments, MAP and IABs. (ongoing) (Teachers, ELA Dept. Chair, Dean of Academics, RTI coordinator, leadership team)
 - a) Teachers will implement the MAP test in the fall and spring and IABs during the year to measure student growth in ELA/Literacy and math. (fall and spring; ongoing)
 - b) Charter School will purchase supplementary instructional materials and benchmark assessments. (prior to the start of the school year)
 - c) 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)

Proposed Expenditures for this Strategy/Activity

Amount(s)	<p>\$65,000 Title-I coordinator salaries;</p> <p>\$32,019.28 Title-I coordinator benefits;</p> <p>\$6,400 MAP testing fees;</p> <p>\$41,894 Supplemental instructional materials; (myON, Discovery Learning, ALEKS, turntitin)</p> <p><i>(See LCAP for non-federally funded expenditures.)</i></p>
Source(s)	<p>Title I <i>(See LCAP for non-federal sources.)</i></p>
Budget Reference(s)	<p>\$65,000 Title-I coordinator salaries; (1000)(Title I);</p> <p>\$32,019.28 Title-I coordinator benefits; (3000)(Title I);</p>

Amount(s)

\$65,000 Title-I coordinator salaries;
\$32,019.28 Title-I coordinator benefits;
\$6,400 MAP testing fees;
\$41,894 Supplemental instructional materials; (myON, Discovery Learning, ALEKS, turnitin
(See LCAP for non-federally funded expenditures.)

\$6,400 MAP testing fees; (5000)(Title I);
\$41,894 Supplemental instructional materials; (myON, Discovery Learning, ALEKS, turnitin
(4000)(Title I);
(See LCAP for non-federally funded expenditures.)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

- Charter School will offer individual graduation plans, outlining the classes students will take during their high school years.
- Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.
- Charter School will offer “Advisory” classes (college planning and career exploration program) and “College Readiness” classes and programs preparing students for college readiness, including test prep for ACT/SAT.

SPSA Strategy/Activity:

- Charter School will promote a college-going culture through dual enrollment, AP courses, college visits, and other college related activities.

Action Steps & Person(s) Responsible:

1) Charter School will offer the following AP courses: United States Government AP United States History AP World History, AP English Language & Composition, AP English Literature & Composition, AP Calculus AB, AP Calculus BC, AP Statistics, AP Biology, AP Physics, AP Spanish Language & Culture, AP Spanish Literature & Culture, AP Art. (ongoing) College Counselor, Dean of Academics, leadership team)

2) Charter School will offer Advisory classes in grades 9-12 and ACT/SAT prep in grades 10-12. (ongoing) (College Counselor, Dean of Academics, leadership team) (ongoing)

Proposed Expenditures for this Strategy/Activity

Amount(s)

\$2,000 AP course materials;
\$3,000 College preparation materials;
\$2,000 Naviance program;
(See LCAP for non-federally funded expenditures.)

Source(s)

Title I *(See LCAP for non-federal sources.)*

Budget Reference(s)

\$2,000 AP course materials (4000)(Title I);
\$3,000 College preparation materials (4000)(Title I);
\$2,000 Naviance program (5000)(Title I);
(See LCAP for non-federally funded expenditures.)

Goal 2

INNOVATION: All students will become independent, innovative scholars.

Basis for this Goal

- To provide students with a well-rounded education including programs such as STEM, arts, and civics
- To increase student access to a broad course of study
- To offer innovative courses and programs
- To ensure student participation and achievement in innovative courses and programs
- To support the effective use of technology

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	100%	100%

Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	100%	100%
Percentage of students enrolled in the Charter School's grades 6-8 who take the Accelerated and/or Advanced Math class and/or Advanced Math club	5%	5%
Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study	100%	100%
Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo	80%	100%

PLANNED STRATEGIES/ACTIVITIES

Complete a copy of the following table for each of the school's strategies/Activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

- Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.
- Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.

SPSA Strategy/Activity:

- Charter School will provide students with a well-rounded education including programs such as health and physical education, arts and civics.

Action Steps & Person(s) Responsible:

- 1) In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, clubs, health and physical education, arts, civics, etc. (ongoing) (Dean of Academics, Principal, MPS Home Office)
- 2) Charter School will strive to provide our students with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, etc. (ongoing) (Leadership Team, MPS Home Office)

Proposed Expenditures for this Strategy/Activity

Amount(s)

\$5,000 Art integration training;
 \$30,000 Field trip expenses
(See LCAP for non-federally funded expenditures.)

Source(s)

Title I, Title IV *(See LCAP for non-federal sources.)*

Budget Reference(s)

\$5,000 Art integration training (5000)(Title IV);
 \$30,000 Field trip expenses (5000)(Gen Fund)
(See LCAP for non-federally funded expenditures.)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

- Charter School will offer Accelerated and/or Advanced Math class and/or Advanced Math club to students in grades 6-8.
- Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements.

SPSA Strategy/Activity:

- Charter School will provide students with STEAM focused programs such as science fairs, advanced math courses/clubs, and engineering activities.

Action Steps & Person(s) Responsible:

- 1) Charter School will design its master schedule to include Accelerated and Advanced math classes/clubs. (prior to the start of the school year and ongoing) (Dean of Academics, Principal, MPS Home Office)
- 2) Charter School teachers will mentor students with STEAM focused projects, experiments, models or demos in their classes. (ongoing) (Teachers, Dean of Academics, Principal, MPS Home Office)
- 3) Charter School will organize a STEAM Festival/EXPO and also provide students with information and access to quality out-of-school STEAM activities and achievements. (ongoing) (Science Dept. Chair, Dean of Academics, Principal, MPS Home Office)
- 4) Charter School will design and implement engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW) programs, etc. (prior to the start of the school year and ongoing) (Science Dept. Chair, Dean of Academics, Principal, MPS Home Office)

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$10,000 Science supplemental materials; <i>(See LCAP for non-federally funded expenditures.)</i>
Source(s)	Title IV <i>(See LCAP for non-federal sources.)</i>
Budget Reference(s)	\$10,000 Science supplemental materials (4000)(Gen fund); <i>(See LCAP for non-federally funded expenditures.)</i>

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

- Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.

SPSA Strategy/Activity:

- Charter School will ensure that technology supports instruction.

Action Steps & Person(s) Responsible:

- 1) Charter School will assure that students have physical access, support, and time to use classroom, school, and community resources, including instructional materials and technology. (prior to the start of the school year and ongoing) (Teachers, Dean of Academics, Principal)
- 2) Teachers will use accessible technology tools and other resources on a regular basis to engage and enhance learning and to differentiate instruction to meet the needs of every student. Teachers will effectively use challenging resources that are mentally,

visually, aurally, and kinesthetically stimulating. (Ex: internet, PowerPoint, interactive white boards, document camera, multimedia, educational software, interactive games and simulations, apps, class website, lab materials, manipulatives, assistive technology, etc.) (ongoing) (Teachers, Dean of Academics, Principal)

3) Teachers and students will keep up to date with technology and blended learning practices. Teachers will model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law and student maintaining internet security. Teachers will provide resources and instructional materials that require cognitive engagement. Students will choose, adapt, or create materials to extend learning. (ongoing) (Teachers, Dean of Academics, Principal)

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$15,000 Chromebooks; \$20,000 Technology expenses <i>(See LCAP for non-federally funded expenditures.)</i>
Source(s)	Title I, Gen Fund <i>(See LCAP for non-federal sources.)</i>
Budget Reference(s)	\$15,000 Chromebooks (4000) (Gen Fund); \$20,000 Technology expenses (4000) Gen fund <i>(See LCAP for non-federally funded expenditures.)</i>

Goal 3

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

Basis for this Goal

- To seek parent input in making decisions for the Charter School
- To promote parental participation in programs
- To increase student attendance
- To avoid chronic absenteeism
- To avoid middle school dropout
- To avoid high school dropout
- To increase high school graduation rate
- To avoid student suspension
- To avoid student expulsion
- To increase the sense of safety and school connectedness

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome						
Number of SSC meetings per year	4	4						
Number of ELAC meetings per year	4	4						
Number of PTF meetings per year	4	4						
Number of activities/events for parent involvement per year	5	5						
Frequency of SIS record updates	Daily/Weekly	Daily/Weekly						
Number of progress reports sent to parents per year	4	4						
Percentage of students who have been home-visited by the teachers per year	20%	25%						
ADA rate	97%	97%						
Chronic absenteeism rate	10%	8%						
Middle school dropout rate	0%	0%						
High school dropout rate	0%	0%						
Four-year cohort graduation rate	98%	100%						
Student suspension rate	0%	0%						
Student expulsion rate	0%	0%						
School experience survey participation rates	<table border="1"> <tr> <td>Students: 90%</td> </tr> <tr> <td>Families: 85%</td> </tr> <tr> <td>Staff: 75%</td> </tr> </table>	Students: 90%	Families: 85%	Staff: 75%	<table border="1"> <tr> <td>Students: 90%</td> </tr> <tr> <td>Families: 90%</td> </tr> <tr> <td>Staff: 80%</td> </tr> </table>	Students: 90%	Families: 90%	Staff: 80%
Students: 90%								
Families: 85%								
Staff: 75%								
Students: 90%								
Families: 90%								
Staff: 80%								
School experience survey average approval rates	<table border="1"> <tr> <td>Students: 60%</td> </tr> <tr> <td>Families: 85%</td> </tr> <tr> <td>Staff: 75%</td> </tr> </table>	Students: 60%	Families: 85%	Staff: 75%	<table border="1"> <tr> <td>Students: 65%</td> </tr> <tr> <td>Families: 90%</td> </tr> <tr> <td>Staff: 80%</td> </tr> </table>	Students: 65%	Families: 90%	Staff: 80%
Students: 60%								
Families: 85%								
Staff: 75%								
Students: 65%								
Families: 90%								
Staff: 80%								

PLANNED STRATEGIES/ACTIVITIES

Complete a copy of the following table for each of the school's strategies/Activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

- Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings.
- Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.
- Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level.
- Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.
- Charter School will annually administer school experience surveys to students, parents, and staff.

SPSA Strategy/Activity:

- Charter School will pursue an integrated strategy to support the exchange of information, purposeful interaction, and meaningful participation between the school, families, and community partners to support student learning and achievement. This will include but not be limited to SSC, ELAC, and PTF meetings, parent activities/events, web portal, home-visits, and school experience surveys.

Action Steps & Person(s) Responsible:

- 1) Charter School will schedule at least quarterly SSC, ELAC, and PTF meetings. (ongoing) (Leadership team, Principal)
- 2) Charter School will communicate with the parents of academically under-performing students, inviting them for parent conferences. (in fall and spring; ongoing) (Teachers, Dean of Academics, Principal)
- 3) Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL students and immigrant 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) (EL Coordinator, Leadership team)
- 4) Charter School teachers will schedule and make home-visits. Teachers will document the visits, evaluate them and share necessary information with the appropriate staff (grade level team, counselor, administrator, etc.) (ongoing) (Teachers, Principal)
- 5) Charter School will use an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and students' own strengths and weaknesses. This feedback instrument will provide teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement.

Proposed Expenditures for this Strategy/Activity

Amount(s)

\$5,000 Parent meeting/workshop expenses;
\$2,000 Parent activities/events expenses;
\$3,000 ParentSquare communication software;
\$20,000 Home visit compensation
(See LCAP for non-federally funded expenditures.)

Source(s)

Title I *(See LCAP for non-federal sources.)*

Budget Reference(s)

\$5,000 Parent meeting/workshop expenses (4000)(Title I);
\$2,000 Parent activities/events expenses (4000)(Gen Fund);
\$3,000 ParentSquare communication software (5000)(Title I);
\$20,000 Home visit compensation (1000)(Title I)
\$ *(See LCAP for non-federally funded expenditures.)*

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

- Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs.
- Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.
- Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.
- Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.
- Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.

SPSA Strategy/Activity:

- Charter School will provide students with 4-year plans and support programs to ensure timely high school graduation. Charter School will implement policies that encourage and support student attendance, positive student behavior and improvements. Charter School

teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.

Action Steps & Person(s) Responsible:

- 1) Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation and satisfaction of UC/CSU requirements. (ongoing) (College Counselor, Dean of Academics, leadership team)
- 2) Charter School will implement restorative practices and Positive Behavioral Interventions and Supports (PBIS). (ongoing) (Teachers, Dean of Students, leadership team)
 - a) Charter School will implement restorative practices, PBIS, and alternatives to suspension. (ongoing)
 - b) Charter School will implement a positive behavior reward system and use its SIS for monitoring it. (ongoing)
- 3) Charter School will offer Life Skills program to supplement instruction. (ongoing) (Teachers, Dean of Students, leadership team)
- 4) Charter School will connect students and families with resources for social-emotional and behavioral support.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$3,000 PD on PBIS, restorative practices, and classroom management; <i>(See LCAP for non-federally funded expenditures.)</i>
Source(s)	Title I <i>(See LCAP for non-federal sources.)</i>
Budget Reference(s)	\$3,000 PD on PBIS, restorative practices, and classroom management (5000)(Gen fund); \$ <i>(See LCAP for non-federally funded expenditures.)</i>

Annual Review and Update

SPSA Year Reviewed: 2017–18

Complete a copy of the following table for each of the school’s goals from the prior year SPSA. Duplicate the table as needed.

Goal 1

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

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
Percentage of teachers who will be appropriately assigned and fully	100%	100%

Metric/Indicator

Expected Outcomes

Actual Outcomes

credentialed as required by law and the charter

Percentage of students who will have sufficient access to standards-aligned instructional materials

Percentage of students performing proficient on the CAASPP-ELA/Literacy assessments (Grades 3-11):

Change in Average Distance from Level 3 on the CASSPP-ELA/Literacy assessments (Grades 3-11)

100%

2017-18 (Expected):

All Students: 5 percentage points up from the prior year

English Learners: 3 percentage points up from the prior year

Socioeconomically Disadvantaged: 5 percentage points up from the prior year

Students with Disabilities: 3 percentage points up from the prior year

Hispanic: 3 percentage points up from the prior year

White: 5 percentage points up from the prior year

2017-18 (Expected):

All Students: 3 points up from the prior year

100%

2016-17 (Baseline):

All Students: 42%

English Learners: 0%

Socioeconomically Disadvantaged: 40%

Students with Disabilities: 18%

Hispanic: 40%

White: 60%

2017-18 (Actual):

All Students: 5 percentage points up from the prior year

English Learners: 3 percentage points up from the prior year

Socioeconomically Disadvantaged: 5 percentage points up from the prior year

Students with Disabilities: 3 percentage points up from the prior year

Hispanic: 3 percentage points up from the prior year

White: 5 percentage points up from the prior year

2017-18 CA School Dashboard data is not available at this time.

2016-17 (Actual):

Metric/Indicator

Expected Outcomes

Actual Outcomes

	<p>English Learners: 3 points up from the prior year</p>		<p>All Students: 3 points up from the prior year</p>
	<p>Socioeconomically Disadvantaged: 3 points up from the prior year</p>		<p>English Learners: 3 points up from the prior year</p>
	<p>Students with Disabilities: 3 points up from the prior year</p>		<p>Socioeconomically Disadvantaged: 3 points up from the prior year</p>
	<p>Hispanic: 3 points up from the prior year</p>		<p>Students with Disabilities: 3 points up from the prior year</p>
	<p>White: 3 points up from the prior year</p>		<p>Hispanic: 3 points up from the prior year</p>
			<p>White: 3 points up from the prior year</p>

<p>Percentage of students meeting their growth targets on the MAP-Reading assessment (Grades 3-10)</p>	<p>2017-18 (Expected):</p>	<p>2016-17 (Baseline):</p>
	<p>All Students: 2 percentage points up from the prior year</p>	<p>All Students: 44%</p>
	<p>English Learners: 2 percentage points up from the prior year</p>	<p>English Learners: 2%</p>
	<p>Socioeconomically Disadvantaged: 2 percentage points up from the prior year</p>	<p>Socioeconomically Disadvantaged: 37%</p>
	<p>Students with Disabilities: 2 percentage points up from the prior year</p>	<p>Students with Disabilities: 7%</p>
	<p>Hispanic: 2 percentage points up from the prior year</p>	<p>Hispanic: 38%</p>
	<p>White: 2 percentage points up from the prior year</p>	<p>White: 66%</p>
		<p>2017-18 (Actual):</p>
		<p>All Students: 2 percentage points up from the prior year</p>
		<p>English Learners: 2 percentage points up from the prior year</p>
		<p>Socioeconomically Disadvantaged: 2 percentage points up from the prior year</p>
		<p>Students with Disabilities: 2 percentage points up from the prior year</p>

Metric/Indicator

Expected Outcomes

Actual Outcomes

		<table border="1"> <tr> <td>Hispanic: 2 percentage points up from the prior year</td> </tr> <tr> <td>White: 2 percentage points up from the prior year</td> </tr> </table>	Hispanic: 2 percentage points up from the prior year	White: 2 percentage points up from the prior year
Hispanic: 2 percentage points up from the prior year				
White: 2 percentage points up from the prior year				

<p>Percentage of students performing proficient on the CAASPP-Mathematics assessments (Grades 3-11):</p>	<p>2017-18 (Expected):</p> <table border="1"> <tr> <td>All Students: 3 percentage points up from the prior year</td> </tr> <tr> <td>English Learners: 3 percentage points up from the prior year</td> </tr> <tr> <td>Socioeconomically Disadvantaged: 3 percentage points up from the prior year</td> </tr> <tr> <td>Students with Disabilities: 3 percentage points up from the prior year</td> </tr> <tr> <td>Hispanic: 3 percentage points up from the prior year</td> </tr> <tr> <td>White: 3 percentage points up from the prior year</td> </tr> </table>	All Students: 3 percentage points up from the prior year	English Learners: 3 percentage points up from the prior year	Socioeconomically Disadvantaged: 3 percentage points up from the prior year	Students with Disabilities: 3 percentage points up from the prior year	Hispanic: 3 percentage points up from the prior year	White: 3 percentage points up from the prior year	<p>2016-17 (Baseline):</p> <table border="1"> <tr> <td>All Students: 29%</td> </tr> <tr> <td>English Learners: 4%</td> </tr> <tr> <td>Socioeconomically Disadvantaged: 24%</td> </tr> <tr> <td>Students with Disabilities: 3%</td> </tr> <tr> <td>Hispanic: 25%</td> </tr> <tr> <td>White: 51%</td> </tr> </table> <p>2017-18 (Actual):</p> <table border="1"> <tr> <td>All Students: 5 percentage points up from the prior year</td> </tr> <tr> <td>English Learners: 5 percentage points up from the prior year</td> </tr> <tr> <td>Socioeconomically Disadvantaged: 5 percentage points up from the prior year</td> </tr> <tr> <td>Students with Disabilities: 5 percentage points up from the prior year</td> </tr> <tr> <td>Hispanic: 5 percentage points up from the prior year</td> </tr> <tr> <td>White: 5 percentage points up from the prior year</td> </tr> </table>	All Students: 29%	English Learners: 4%	Socioeconomically Disadvantaged: 24%	Students with Disabilities: 3%	Hispanic: 25%	White: 51%	All Students: 5 percentage points up from the prior year	English Learners: 5 percentage points up from the prior year	Socioeconomically Disadvantaged: 5 percentage points up from the prior year	Students with Disabilities: 5 percentage points up from the prior year	Hispanic: 5 percentage points up from the prior year	White: 5 percentage points up from the prior year
	All Students: 3 percentage points up from the prior year																			
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Students with Disabilities: 5 percentage points up from the prior year																				
Hispanic: 5 percentage points up from the prior year																				
White: 5 percentage points up from the prior year																				

<p>Change in Average Distance from Level 3 on the CASSPP-Mathematics assessments (Grades 3-11)</p>	<p>2017-18 (Expected):</p> <table border="1"> <tr> <td>All Students: 3 points up from the prior year</td> </tr> <tr> <td>English Learners: 3 points up</td> </tr> </table>	All Students: 3 points up from the prior year	English Learners: 3 points up	<p>2017-18 CA School Dashboard data is not available at this time.</p> <p>2016-17 (Actual):</p> <table border="1"> <tr> <td>All Students: 46.1 points</td> </tr> </table>	All Students: 46.1 points
All Students: 3 points up from the prior year					
English Learners: 3 points up					
All Students: 46.1 points					

Metric/Indicator

Expected Outcomes

Actual Outcomes

	<p>from the prior year</p> <p>Socioeconomically Disadvantaged: 3 points up from the prior year</p> <p>Students with Disabilities: 3 points up from the prior year</p> <p>Hispanic: 3 points up from the prior year</p> <p>White: 3 points up from the prior year</p>	<p>below level 3</p> <p>English Learners: 91.6 points below 3</p> <p>Socioeconomically Disadvantaged: 55.0 points below 3</p> <p>Students with Disabilities: 140.2 points below 3</p> <p>Hispanic: 55.6 points below 3</p> <p>White: 39.0 points below 3</p>
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<p>Percentage of students meeting their growth targets on the MAP-Mathematics assessment (Grades 3-10)</p>	<p>2017-18 (Expected):</p> <p>All Students: 2 percentage points up from the prior year</p> <p>English Learners: 2 percentage points up from the prior year</p> <p>Socioeconomically Disadvantaged: 2 percentage points up from the prior year</p> <p>Students with Disabilities: 2 percentage points up from the prior year</p> <p>Hispanic: 2 percentage points up from the prior year</p> <p>White: 2 percentage points up from the prior year</p>	<p>2016-17 (Baseline):</p> <p>All Students: 45%</p> <p>English Learners: 2%</p> <p>Socioeconomically Disadvantaged: 38%</p> <p>Students with Disabilities: 3%</p> <p>Hispanic: 37%</p> <p>White: 65%</p> <p>2017-18 (Actual):</p> <p>All Students: 2 percentage points up from the prior year</p> <p>English Learners: 2 percentage points up from the prior year</p> <p>Socioeconomically Disadvantaged: 2 percentage points up from the prior year</p> <p>Students with Disabilities: 2 percentage points up from the prior year</p> <p>Hispanic: 2 percentage points up from the prior year</p>
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Metric/Indicator

Expected Outcomes

Actual Outcomes

		<table border="1"> <tr> <td>up from the prior year</td> <td></td> </tr> <tr> <td>White: 2 percentage points up from the prior year</td> <td></td> </tr> </table>	up from the prior year		White: 2 percentage points up from the prior year	
up from the prior year						
White: 2 percentage points up from the prior year						
Percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC	2 percentage points up from the prior year	<p>2017-18 English Learner Progress Indicator (ELPI) data is not available at this time.</p> <table border="1"> <tr> <td>2016-17 (Baseline)</td> <td>50%</td> </tr> <tr> <td>2017-18 (Projected)</td> <td>2 percentage points up from the prior year</td> </tr> </table>	2016-17 (Baseline)	50%	2017-18 (Projected)	2 percentage points up from the prior year
2016-17 (Baseline)	50%					
2017-18 (Projected)	2 percentage points up from the prior year					
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually	1 percentage point up from the prior year	<table border="1"> <tr> <td>2016-17 (Baseline)</td> <td>33%</td> </tr> <tr> <td>2017-18 (Actual)</td> <td>12%</td> </tr> </table>	2016-17 (Baseline)	33%	2017-18 (Actual)	12%
2016-17 (Baseline)	33%					
2017-18 (Actual)	12%					
Percentage of students who will receive a grade of “C” or better (or perform “proficient” on the related state standardized tests) in core subjects and electives	80%	78%				
Percentage of graduating seniors who have met or exceeded standard on both ELA and Mathematics on Smarter Balanced Summative Assessments	2 percentage points up from the prior year	<table border="1"> <tr> <td>2016-17 (Baseline)</td> <td>48%</td> </tr> <tr> <td>2017-18 (Actual)</td> <td>50%</td> </tr> </table>	2016-17 (Baseline)	48%	2017-18 (Actual)	50%
2016-17 (Baseline)	48%					
2017-18 (Actual)	50%					
Percentage of graduating seniors who have passed an AP exam with a score of 3 or higher	2 percentage points up from the prior year	<table border="1"> <tr> <td>2016-17 (Baseline)</td> <td>25%</td> </tr> <tr> <td>2017-18 (Actual)</td> <td>32%</td> </tr> </table>	2016-17 (Baseline)	25%	2017-18 (Actual)	32%
2016-17 (Baseline)	25%					
2017-18 (Actual)	32%					
Percentage of graduating seniors who will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements	2 percentage points up from the prior year	<table border="1"> <tr> <td>2016-17 (Baseline)</td> <td>100%</td> </tr> <tr> <td>2017-18 (Actual)</td> <td>100%</td> </tr> </table>	2016-17 (Baseline)	100%	2017-18 (Actual)	100%
2016-17 (Baseline)	100%					
2017-18 (Actual)	100%					
Percentage of students in grades 9-11 who will participate in the PSAT test	100%	100%				
Percentage of students who will meet or exceed college readiness benchmarks for their grade level out of all students who	2 percentage points up from the prior year	<table border="1"> <tr> <td>2016-17 (Baseline)</td> <td>40%</td> </tr> <tr> <td>2017-18 (Actual)</td> <td>42%</td> </tr> </table>	2016-17 (Baseline)	40%	2017-18 (Actual)	42%
2016-17 (Baseline)	40%					
2017-18 (Actual)	42%					

Metric/Indicator

Expected Outcomes

Actual Outcomes

participate in the PSAT test

STRATEGIES/ACTIVITIES

Duplicate the Strategies/Activities from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> Charter School will ensure that all teachers are supported with their credentialing needs and that they participate in PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment. Charter School will also monitor and evaluate teachers for their performance. 	<ul style="list-style-type: none"> We have supported our teachers with their credentialing needs. Teachers participated in PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment. We also monitored and evaluated all our teachers for their performance. 	2017-18: \$9,000 BTSA expenses (5000)(Title II); \$25,000 Professional Development (5800) (General fund); \$2,482 TeachBoost fees (5000) <i>(See LCAP for non-federally funded expenditures.)</i>	2017-18: \$9,000 BTSA expenses (5000)(Title II); \$11,000 Professional Development (5800) (General fund); \$2,482 TeachBoost fees (5000) <i>(See LCAP for non-federally funded expenditures.)</i>

Strategy/Activity 2

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> Charter School will provide CCSS aligned ELA and math instruction and ELD instruction, support and intervention to ELs and immigrant students, and monitor student progress in ELA/Literacy, math, and ELD as measured by the MAP tests and other assessments. 	<ul style="list-style-type: none"> Charter School provided CCSS aligned ELA and math instruction and ELD instruction, support and intervention to ELs, and monitored student progress in ELA/Literacy, math, and ELD as measured by the MAP tests and other assessments. 	2017-18: \$3,000 EL supplemental materials (4000)(Title I); \$4,000 Focused PD on ELD standards (5800)(Title I) <i>(See LCAP for non-federally funded expenditures.)</i>	2017-18: \$3,000 EL supplemental materials (4000)(Title I); \$4,000 Focused PD on ELD standards (5800)(Title I) <i>(See LCAP for non-federally funded expenditures.)</i>

Strategy/Activity 3

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> Charter School will provide CCSS aligned ELA and math instruction, support and intervention to all students, including ELs and immigrant students, and monitor student progress in ELA/Literacy and math as measured by the interim assessments (MAP, IAB, etc.) 	<ul style="list-style-type: none"> Charter School provided CCSS aligned ELA and math instruction, support and intervention to all students, including ELs, and monitored student progress in ELA/Literacy and math as measured by the interim assessments (MAP, IAB, etc.) 	2017-18: \$65,000 Title-I coordinator salaries (1000)(Title I); \$32,000 Title-I coordinator benefits (3000)(Title I); \$6,400 MAP testing fees (5000)(Title I); \$41,894 Supplemental instructional materials (4000)(Title I); (myON, Discovery Learning, ALEKS, turnitin <i>(See LCAP for non-federally funded expenditures.)</i>	2017-18: \$65,000 Title-I coordinator salaries (1000)(Title I); \$32,000 Title-I coordinator benefits (3000)(Title I); \$6,400 MAP testing fees (5000)(Title I); \$41,894 Supplemental instructional materials (4000)(Title I); (myON, Discovery Learning, ALEKS, turnitin <i>(See LCAP for non-federally funded expenditures.)</i>

Strategy/Activity 4

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> Charter School will promote a college-going culture through dual enrollment, AP courses, college visits, and other college related activities. 	<ul style="list-style-type: none"> Charter School promoted a college-going culture through dual enrollment, AP courses, college visits, and other college related activities. AP courses offered include the following: AP United States Government AP United States History AP World History AP English Language & Compost AP English Literature & Compos AP Calculus AB AP Calculus BC AP Statistics AP Biology AP Physics AP Spanish Language & Culture AP Spanish Literature & Culture AP Art History 	2017-18: \$2,000 AP course materials (4000)(Title I); \$3,000 College preparation materials (4000)(Title I); \$2,000 Naviance program (5000)(Title I); <i>(See LCAP for non-federally funded expenditures.)</i>	2017-18: \$2,000 AP course materials (4000)(Title I); \$3,000 College preparation materials (4000)(Title I); \$2,000 Naviance program (5000)(Title I); <i>(See LCAP for non-federally funded expenditures.)</i>

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures

ANALYSIS

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed.

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our EXCELLENCE goal. We supported our teachers with their credentialing and PD needs; we offer standards-based instruction and our students have sufficient access to standards-aligned instructional materials; we regularly review student performance data and progress towards targets with our staff and continue to provide additional supports and interventions to all students, including ELs, during the school day, after school hours, and on Saturday; we provide our ELs with designated and integrated EL instruction; and we offer AP and Advisory classes for college readiness.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The actions/services have been effective as measured by progress towards our annual measurable outcomes.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes with new performance targets for the upcoming school year based on input from all stakeholders and available data through surveys and student performance data. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Strategies, & Proposed Expenditures section of the SPSA.

Goal 2

INNOVATION: All students will become independent, innovative scholars.

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	100%	100%
Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	100%	100%
Percentage of students enrolled in the Charter School's grades 6-8 who take the Accelerated and/or Advanced Math class and/or Advanced Math club	5%	5%
Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study	100%	100%
Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo	80%	80%

STRATEGIES/ACTIVITIES

Duplicate the Strategies/Activities from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> Charter School will provide students with a well-rounded education including programs such as health and physical education, arts and civics. 	<ul style="list-style-type: none"> Charter School provided students with a well-rounded education including programs such as health and physical education, arts and civics. 	2017-18: \$5,000 Art integration training (5000)(Title IV); \$03,000 Field trip expenses (5000)(Gen	2017-18: \$5,000 Art integration training (5000)(Title IV); \$30,000 Field trip expenses (5000)(Gen

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
		Fund) <i>(See LCAP for non-federally funded expenditures.)</i>	Fund) <i>(See LCAP for non-federally funded expenditures.)</i>

Strategy/Activity 2

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> Charter School will provide students with STEAM focused programs such as science fairs, advanced math courses/clubs, and engineering activities. 	<ul style="list-style-type: none"> Charter School provided students with STEAM focused programs such as science fairs, advanced math courses/clubs, and engineering activities. 	2017-18: \$10,000 Science supplemental materials (4000)(Gen Fund); <i>(See LCAP for non-federally funded expenditures.)</i>	2017-18: \$10,000 Science supplemental materials (4000)(Gen Fund); <i>(See LCAP for non-federally funded expenditures.)</i>

Strategy/Activity 3

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> Charter School will ensure that technology supports instruction. 	<ul style="list-style-type: none"> Charter School provided technology to support instruction (Chromebooks, smart tvs, ipdads etc.) 	2017-18: 15,000 Chromebooks (Gen fund); \$20,000 Technology expenses (Gen fund) <i>(See LCAP for non-federally funded expenditures.)</i>	2017-18: 15,000 Chromebooks (Gen fund); \$20,000 Technology expenses (Gen fund) <i>(See LCAP for non-federally funded expenditures.)</i>

ANALYSIS

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed.

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our INNOVATION goal. We provide courses, electives, programs, and services outlined in our charter petition, certain programs and services being dependent on student need and interest; our master schedule is designed to meet the needs of all students; we provide opportunities for online and dual enrollment; we offer Advanced Math and Computer Technology classes; and provide opportunities for students to create or demonstrate a STEAM focused project, experiment, model or demo.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The actions/services have been effective as measured by progress towards our annual measurable outcomes.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our budget for the upcoming school year based on technology needs and input from all stakeholders. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Strategies, & Proposed Expenditures section of the SPSA.

Goal 3

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

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
Number of SSC meetings per year	4	4
Number of ELAC meetings per year	4	4
Number of PTF meetings per year	4	4
Number of activities/events for parent involvement per year	5	5
Frequency of SIS record updates	Daily/Weekly	Daily/Weekly
Number of progress reports sent to parents per year	4	4

Metric/Indicator	Expected Outcomes	Actual Outcomes						
Percentage of students who have been home-visited by the teachers per year	20%	41%						
ADA rate	97%	97%						
Chronic absenteeism rate	10%	8%						
Middle school dropout rate	0%	0%						
High school dropout rate	0%	0%						
Four-year cohort graduation rate	95%	98%						
Student suspension rate	0%	0%						
Student expulsion rate	0%	0%						
School experience survey participation rates	<table border="1"> <tr><td>Students: 90%</td></tr> <tr><td>Families: 85%</td></tr> <tr><td>Staff: 75%</td></tr> </table>	Students: 90%	Families: 85%	Staff: 75%	<table border="1"> <tr><td>Students: 90%</td></tr> <tr><td>Families: 90%</td></tr> <tr><td>Staff: 80%</td></tr> </table>	Students: 90%	Families: 90%	Staff: 80%
Students: 90%								
Families: 85%								
Staff: 75%								
Students: 90%								
Families: 90%								
Staff: 80%								
School experience survey average approval rates	<table border="1"> <tr><td>Students: 60%</td></tr> <tr><td>Families: 85%</td></tr> <tr><td>Staff: 75%</td></tr> </table>	Students: 60%	Families: 85%	Staff: 75%	<table border="1"> <tr><td>Students: 65%</td></tr> <tr><td>Families: 90%</td></tr> <tr><td>Staff: 80%</td></tr> </table>	Students: 65%	Families: 90%	Staff: 80%
Students: 60%								
Families: 85%								
Staff: 75%								
Students: 65%								
Families: 90%								
Staff: 80%								

STRATEGIES/ACTIVITIES

Duplicate the Strategies/Activities from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> Charter School will pursue an integrated strategy to support the exchange of information, purposeful interaction, and meaningful participation between the school, families, and community partners to support student learning and achievement. This will include but not be limited to SSC, ELAC, and PTF meetings, 	<ul style="list-style-type: none"> We held regular SSC, ELAC, and PTF meetings and parent activities/events. We communicated with the parents of academically under-performing students, inviting them for parent conferences. Our teachers used the school web portal actively and conducted home-visits. The school implemented the school 	<ul style="list-style-type: none"> \$5,000 Parent meeting/workshop expenses (4000)(Title I); \$2,000 Parent activities/events expenses (4000)(Gen Fund); \$3,000 ParentSquare communication software 	<ul style="list-style-type: none"> \$5,000 Parent meeting/workshop expenses (4000)(Title I); \$2,000 Parent activities/events expenses (4000)(Gen Fund); \$3,000 ParentSquare

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
parent activities/events, web portal, home-visits, and school experience surveys.	experience surveys.	(5000)(Title I); \$20,000 Home visit compensation (1000)(Title I) \$ (See LCAP for non-federally funded expenditures.)	communication software (5000)(Title I); \$20,000 Home visit compensation (1000)(Title I) \$ (See LCAP for non-federally funded expenditures.)

Strategy/Activity 2

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> Charter School will provide students with 4-year plans and support programs to ensure timely high school graduation. Charter School will implement policies that encourage and support student attendance, positive student behavior and improvements. Charter School teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. 	<ul style="list-style-type: none"> We provided students with 4-year plans and supported programs to ensure timely high school graduation. Charter School implemented policies that encourage and support student attendance, positive student behavior and improvements. Our teachers implemented PBIS. We offered Life Skills program to supplement instruction and connected students and families with resources for social-emotional and behavioral support. 	2017-18: \$3,000 PD on PBIS, restorative practices, and classroom management (5000)(Gen Fund); <i>(See LCAP for non-federally funded expenditures.)</i>	2017-18: \$3,000 PD on PBIS, restorative practices, and classroom management (5000)(Gen Fund); <i>(See LCAP for non-federally funded expenditures.)</i>

ANALYSIS

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed.

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our CONNECTION goal. We have held quarterly SSC, ELAC, and PTF meetings; hosted parent activities/events; provided parents with access to our SIS; visited our students at their homes; encouraged and supported student attendance; provided support to ensure timely high school graduation; implemented alternatives to suspension/expulsion, including restorative practices; acknowledged and encouraged positive student behavior and improvements; and administered school experience surveys to our students, parents, and staff.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The actions/services have been effective as measured by progress towards our annual measurable outcomes.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes for school experience survey average approval rates. Based on input from all stakeholders, we will continue to hold events that promote parental participation as well as parent training activities such as Parent College. We will focus on acknowledging positive student behavior and restorative practices. We will continue to offer PD to our teachers on classroom management and student engagement procedures to help create an atmosphere of trust, respect, and high expectations. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Strategies, & Proposed Expenditures section of the SPSA.

Budget Summary and Consolidation

Complete the table below. Schools may include additional information or more detail. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$248,428 (excluding Title III Consortium funds)
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$247,000

Consolidation of Funds

List the Federal programs that the school is consolidating in the schoolwide program. Adjust the table as needed.

Federal Programs	Allocation (\$)
Title I, Part A: School Allocation	\$208,252

Federal Programs	Allocation (\$)
Title II, Part A: Supporting Effective Instruction	\$25,021
Title III, Part A: Language Instruction for English Learners and Immigrate Youth	\$7,924 (EL) \$0 (Immigrant)
Title IV Part A: Student Support and Academic Enrichment Grants	\$15,155

Subtotal of consolidated federal funds for this school: \$256,352

List the State and local programs that the school is consolidating in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF Base Revenue	\$2,000,000
Supplemental and Concentration Grant Funds	\$1,658,081
[List state or local program here]	[\$Enter amount here]
[List state or local program here]	[\$Enter amount here]
[List state or local program here]	[\$Enter amount here]

Subtotal of consolidated state or local funds for this school: \$3,658,081

Total of consolidated (federal, state, and/or local) funds for this school: \$3,914,433

Addendum

The Single Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to *EC* 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available

at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measureable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in *EC* Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to *EC* Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in *EC* Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: *EC* sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
 - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
 - c. the devotion of sufficient resources to effectively carry out professional development activities; and

- d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation

Title I, Part A: School Parent and Family Engagement Allocation

Title I, Part A: Targeted Support and Improvement Allocation

Title I, Part C: Education of Migratory Children

Title II, Part A: Supporting Effective Instruction

Title III, Part A: Language Instruction for English Learners and Immigrate Youth

Title IV Part A: Student Support and Academic Enrichment Grants

Title IV Part B: 21st Century Community Learning Centers

Title V, Part B: Rural Education Initiative

Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program

American Indian Education

Child Development Programs

Economic Impact Aid/State Compensatory Education (carryover funds)

Economic Impact Aid/Limited English Proficient (carryover funds)

California Foster Youth Services

California Partnership Academies

California Tobacco-Use Prevention Education Program

Single Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Addendum.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Magnolia Science Academy-2	19-10199-0115212	11/02/18	11/08/18

In the pages that follow, please describe the school’s plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

In order to promote learning and provide a more positive learning experience for our students, MSA-2 has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our annual SPSA.

Information/input sessions include Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, and staff meetings. Parents on our PTF and SSC also serve as our parent advisory committee for Local Control and Accountability Plan (LCAP). Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our parent advisory committee and ELAC provide valuable input for the new SPSA. In addition, the Charter School conducts surveys for parents, students, and staff, and the Charter School staff make home visits. These all serve as ways to inform, educate, and gather input & feedback from all critical stakeholders.

The Charter School has:

- an approved charter petition with measurable student outcomes and methods to assess student progress,
- a LCAP as a comprehensive planning tool that addresses the state priorities and locally identified priorities,
- a WASC action plan for continuous school improvement,
- a LCAP Federal Addendum to supplement the LCAP to meet the Local Educational Agency (LEA) Plan provisions of the ESSA,
- and a SPSA that documents the school’s approach to maximizing the impact of federal investments in support of underserved students.

MSA-2 aligns its federally-funded programs with the priority goals of the school and such funds provide the opportunity to innovate. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

During the 2017-18 school year the Charter School held its periodical meetings to gather input from our stakeholders. These include 8 PTF meetings, 4 SSC meetings, 4 ELAC meetings, at least 6 parent activities/events including two Coffee with the Principal meetings, weekly staff meetings, and other stakeholder meetings. The school conducted a family, staff, and student experience survey with

specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement. A majority of our stakeholders participated in this survey. The Charter School staff also made 100 home visits and sought feedback from the parents for school improvement.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school’s goals. Duplicate the table as needed.

Goal 1

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

Basis for this Goal

- To ensure our students are college/career ready
- To ensure student proficiency in all courses
- To ensure students meet or exceed standard on CASSPP-ELA/Literacy and Mathematics assessments
- To ensure EL students make annual progress in learning English
- To ensure implementation of state board adopted academic content and performance standards for all students
- To ensure teachers are appropriately assigned and fully credentialed
- To ensure students have sufficient access to standards-aligned instructional materials

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome						
Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter	100%	100%						
Percentage of students who will have sufficient access to standards-aligned instructional materials	100%	100%						
Percentage of students performing proficient on the CAASPP-ELA/Literacy assessments (Grades 3-8):	2017-18 (Baseline): <table border="1" style="margin-left: 20px;"> <tr> <td>All Students: 34.32%</td> </tr> <tr> <td>English Learners: 6.6%</td> </tr> <tr> <td>Socioeconomically Disadvantaged: 33.21%</td> </tr> </table>	All Students: 34.32%	English Learners: 6.6%	Socioeconomically Disadvantaged: 33.21%	2018-19 (Expected): <table border="1" style="margin-left: 20px;"> <tr> <td>39%0</td> </tr> <tr> <td>All Students: 5 percentage points up from the prior year</td> </tr> <tr> <td>English Learners: 5 percentage points up from the prior year</td> </tr> </table>	39%0	All Students: 5 percentage points up from the prior year	English Learners: 5 percentage points up from the prior year
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<p>Change in Average Distance from Level 3 on the CASSPP-ELA/Literacy assessments (Grades 3-8)</p>	<p>2017-18 (Baseline):</p> <table border="1"> <tr> <td data-bbox="610 842 956 951">All Students: 49.7 points below level 3</td> </tr> <tr> <td data-bbox="610 951 956 1060">English Learners: 91.6 points below level 3</td> </tr> <tr> <td data-bbox="610 1060 956 1207">Socioeconomically Disadvantaged: 51.4 points below level 3</td> </tr> <tr> <td data-bbox="610 1207 956 1316">Students with Disabilities: 127.9 points below level 3</td> </tr> <tr> <td data-bbox="610 1316 956 1379">Homeless: N/A</td> </tr> <tr> <td data-bbox="610 1379 956 1442">African American: N/A</td> </tr> <tr> <td data-bbox="610 1442 956 1551">Hispanic: 57.0 points below level 3</td> </tr> <tr> <td data-bbox="610 1551 956 1654">White: 5.3 points below level 3</td> </tr> </table>	All Students: 49.7 points below level 3	English Learners: 91.6 points below level 3	Socioeconomically Disadvantaged: 51.4 points below level 3	Students with Disabilities: 127.9 points below level 3	Homeless: N/A	African American: N/A	Hispanic: 57.0 points below level 3	White: 5.3 points below level 3	<p>2018-19 (Expected):</p> <table border="1"> <tr> <td data-bbox="1114 842 1463 951">All Students: 5 points up from the prior year</td> </tr> <tr> <td data-bbox="1114 951 1463 1060">English Learners: 5 points up from the prior year</td> </tr> <tr> <td data-bbox="1114 1060 1463 1207">Socioeconomically Disadvantaged: 5 points up from the prior year</td> </tr> <tr> <td data-bbox="1114 1207 1463 1316">Students with Disabilities: 5 points up from the prior year</td> </tr> <tr> <td data-bbox="1114 1316 1463 1379">Homeless: N/A</td> </tr> <tr> <td data-bbox="1114 1379 1463 1442">African American: N/A</td> </tr> <tr> <td data-bbox="1114 1442 1463 1551">Hispanic: 5 points up from the prior year</td> </tr> <tr> <td data-bbox="1114 1551 1463 1654">White: 5 points up from the prior year</td> </tr> </table>	All Students: 5 points up from the prior year	English Learners: 5 points up from the prior year	Socioeconomically Disadvantaged: 5 points up from the prior year	Students with Disabilities: 5 points up from the prior year	Homeless: N/A	African American: N/A	Hispanic: 5 points up from the prior year	White: 5 points up from the prior year
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<p>Percentage of students meeting their growth targets on the MAP-Reading assessment (Grades 3-10)</p>	<p>2017-18 (Baseline):</p> <table border="1"> <tr> <td data-bbox="610 1717 956 1791">All Students: 54.8%</td> </tr> <tr> <td data-bbox="610 1791 956 1852">English Learners: 51.4 %</td> </tr> </table>	All Students: 54.8%	English Learners: 51.4 %	<p>2018-19 (Expected):</p> <table border="1"> <tr> <td data-bbox="1114 1717 1463 1822">All Students: 5 percentage points up from the prior year</td> </tr> </table>	All Students: 5 percentage points up from the prior year													
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Percentage of students meeting their growth targets on the MAP-Mathematics assessment (Grades 3-10)	<p>2017-18 (Baseline):</p> <p>All Students: 52.8%</p> <p>English Learners: 43.2%</p> <p>Socioeconomically Disadvantaged: 52.75%</p> <p>Students with Disabilities: 49%</p> <p>Hispanic: 50.17%</p> <p>White: 75%</p>	<p>2018-19 (Expected):</p> <p>All Students: 5 percentage points up from the prior year</p> <p>English Learners: 5 percentage points up from the prior year</p> <p>Socioeconomically Disadvantaged: 5 percentage points up from the prior year</p> <p>Students with Disabilities: 5 percentage points up from the prior year</p> <p>Hispanic: 5 percentage points up from the prior year</p> <p>White: 5 percentage points up from the prior year</p>
Percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC	88.7%	2 percentage point up from the prior year
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually	28.2%	1 percentage point up from the prior year
Percentage of students who will receive a grade of “C” or better (or perform “proficient”	82%	80%

on the related state standardized tests) in core subjects and electives		
Percentage of graduating seniors who have met or exceeded standard on both ELA and Mathematics on Smarter Balanced Summative Assessments	17.1%	2 percentage points up from the prior year
Percentage of graduating seniors who have passed an AP exam with a score of 3 or higher	50.0%	2 percentage points up from the prior year
Percentage of graduating seniors who will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements	92.7%	2 percentage points up from the prior year
Percentage of students in grades 9-11 who will participate in the PSAT test	86%	100%
Percentage of students who will meet or exceed college readiness benchmarks for their grade level out of all students who participate in the PSAT test	15%	2 percentage points up from the prior year

PLANNED STRATEGIES/ACTIVITIES

Complete a copy of the following table for each of the school's strategies/Activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

- Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance.
- Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials.

- Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) Teachers will be provided with instructional guidance and feedback through classroom visits.

SPSA Strategy/Activity:

- Charter School will ensure that all teachers are supported with their credentialing needs and that they participate in PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment. Charter School will also monitor and evaluate teachers for their performance.

Action Steps & Person(s) Responsible:

- 1) Charter School will conduct credential review as part of teacher hiring process. (prior to the start of the school year and ongoing) (Principal, MPS Home Office)
- 2) Charter School will identify teacher credentialing needs and support teachers' credentialing needs. (prior to the start of the school year and ongoing) (Principal, MPS Home Office)
- 3) Charter School will annually review master schedule/teacher assignments to ensure compliance. (prior to the start of the school year and ongoing) (Principal)
- 4) Charter School will schedule PD in areas, including but not limited to, Common Core ELA/Literacy, math, and NGSS, and in areas of need identified through needs assessment. (ongoing) (Dean of Academics, Principal, leadership team)
- 5) 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 which includes walkthroughs, informal and formal observations and formal evaluation. (ongoing) (Dean of Academics, Principal, leadership team)
- 6) Charter School will evaluate its teachers for their performance. 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. Charter School may use evaluation results as basis and documentation for performance pay, transfer, promotion, reassignment, or disciplinary action. (ongoing) (Home Office, principal, leadership team)

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$8,000 BTSA expenses; \$13,516 Professional Development;
Source(s)	Title I
Budget Reference(s)	\$8,000 BTSA expenses (5000)(Title I); \$13,516 Professional Development (5800) (Title I);

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

LCAP Planned Actions/Services:

- Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.
- Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.

SPSA Strategy/Activity:

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

Action Steps & Person(s) Responsible:

- 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. (ongoing) (Dean of Academics, EL coordinator, leadership team)
 - a) The data office will create a report of identified ELs by class. The report will include students' ELPAC levels including overall and subtest data and be given to all teachers. (prior to the start of the school year) (Office, EL coordinator, leadership team)
 - b) ELD time will be built into in the master schedule. (prior to the start of the school year) (Dean of Academics, Principal)
 - c) Charter School will purchase supplementary ELD materials and benchmark assessments. (prior to the start of the school year) (Dean of Academics, Principal)
 - d) Charter School will schedule and provide training for instructional staff and schedule follow up professional development activities. (ongoing) (Dean of Academics, EL coordinator, leadership team)
- 2) 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) (ELA/ELD teachers, EL coordinator, Dean of Academics, RTI coordinator)
- 3) Teachers and the leadership team will monitor student progress in ELD as measured by in-class/benchmark assessments. (ELA/Literacy and math monitoring via MAP tests, IABs, etc.)
- 4) The EL program coordinator sponsored by the Title III consortium lead will monitor MPS protocol for teacher observation and feedback regarding the implementation of the ELD program monthly. (ongoing) (Title III Consortium lead EL program coordinator, leadership team)

5) The EL program coordinator sponsored by the Title III consortium lead will evaluate the EL services at the school at least semesterly. (ongoing) (Title III Consortium lead EL program coordinator, leadership team)

NOTE: Charter School is a member of the Magnolia Science Academy consortium for Title III EL 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.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$0.00
Source(s)	\$0.00
Budget Reference(s)	\$0.00

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

- During the day, Charter School will provide additional supports and interventions to all students, including ELs.
- Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.
- Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.

SPSA Strategy/Activity:

- Charter School will provide CCSS aligned ELA and math instruction, support and intervention to all students, including ELs and immigrant students, and monitor student progress in ELA/Literacy and math as measured by the interim assessments (MAP, IAB, etc.)

Action Steps & Person(s) Responsible:

- 1) Teachers will provide CCSS aligned ELA and math instruction. (ongoing) (Teachers, leadership team)
- 2) 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) (Dean of Academics, RTI coordinator, leadership team)
 - a) Charter School will use the MAP test and teacher feedback to identify and place students in ELA and Math intervention groups and classes. (within the first month of the school year)

b) Students will be provided with targeted CCSS aligned ELA and math intervention during the daily Intervention period, once a week after school and on Saturdays to meet the students' needs. (ongoing)

3) Charter School will select a research-based reading intervention and math 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) (ELA Dept. Chair, Math Dept. Chair, Dean of Academics, RTI coordinator, leadership team)

a) Charter School will select reading and math intervention materials and resources. (prior to the start of the school year)

b) Charter School will purchase supplementary instructional materials and benchmark assessments. (prior to the start of the school year)

c) 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)

4) Teachers and the leadership team will monitor student progress in ELA and math as measured by in-class/benchmark assessments, MAP and IABs. (ongoing) (Teachers, ELA Dept. Chair, Dean of Academics, RTI coordinator, leadership team)

a) Teachers will implement the MAP test in the fall and spring and IABs during the year to measure student growth in ELA/Literacy and math. (fall and spring; ongoing)

b) Charter School will purchase supplementary instructional materials and benchmark assessments. (prior to the start of the school year)

c) 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)

Proposed Expenditures for this Strategy/Activity

Amount(s)

\$38,532 Intervention teacher salaries;
 \$70,000 Title-I coordinator salaries;
 \$20,472 Intervention teacher and Title-I coordinator benefits;
 \$5,000 Saturday Intervention School teacher salaries;
 \$20,141 Instructional materials; (myON, NWEA, Naviance)

Source(s)

Title I

Budget Reference(s)

\$35,000 Intervention teacher salaries (1000)(Title I);
 \$70,000 Title-I coordinator salaries (1000)(Title I);
 \$20,472 Intervention teacher and Title-I coordinator benefits (3000)(Title I);
 \$5,000 Saturday Intervention School teacher salaries (1000)(Title I);
 \$20,141 Instructional materials (4000)(Title I); (myON, NWEA, Naviance)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

- Charter School will offer individual graduation plans, outlining the classes students will take during their high school years.
- Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.
- Charter School will offer “Advisory” classes (college planning and career exploration program) and “College Readiness” classes and programs preparing students for college readiness, including test prep for ACT/SAT.

SPSA Strategy/Activity:

- Charter School will promote a college-going culture through dual enrollment, AP courses, college visits, and other college related activities.

Action Steps & Person(s) Responsible:

- 1) Charter School will offer the following AP courses: AP United States History, AP English Language & Composition, AP Calculus AB, AP Environmental Science, AP Spanish Language and Culture, AP Studio Art: 2-D Design, AP Computer Science Principles. (ongoing) (College Counselor, Dean of Academics, leadership team)
- 2) Charter School will offer Advisory classes in grades 9-12 and ACT/SAT prep in grades 10-12. (ongoing) (College Counselor, Dean of Academics, leadership team)

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$10,000 AP Exam Test Fees;
Source(s)	Title I
Budget Reference(s)	\$10,000 AP Exam Test Fees (5000)(Title I)

Goal 2

INNOVATION: All students will become independent, innovative scholars.

Basis for this Goal

- To provide students with a well-rounded education including programs such as STEM, arts, and civics
- To increase student access to a broad course of study
- To offer innovative courses and programs
- To ensure student participation and achievement in innovative courses and programs
- To support the effective use of technology

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	100%	100%
Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	100%	100%
Percentage of students enrolled in the Charter School's grades 6-8 who take the Accelerated and/or Advanced Math class and/or Advanced Math club	12%	5%
Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study	100%	100%
Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo	88%	100%

PLANNED STRATEGIES/ACTIVITIES

Complete a copy of the following table for each of the school's strategies/Activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

- Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.
- Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.

SPSA Strategy/Activity:

- Charter School will provide students with a well-rounded education including programs such as health and physical education, arts and civics.

Action Steps & Person(s) Responsible:

- 1) In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, clubs, health and physical education, arts, civics, etc. (ongoing) (Dean of Academics, Principal, MPS Home Office)
- 2) Charter School will strive to provide our students with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, etc. (ongoing) (Leadership Team, MPS Home Office)

Proposed Expenditures for this Strategy/Activity

Amount(s)

\$12,000 School Psychologist salaries;
\$2,078 School Psychologist Benefits;

Source(s)

Title IV

Budget Reference(s)

\$12,000 School Psychologist salaries (1000)(Title I);
\$2,078 School Psychologist Benefits (3000)(Title I);

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

- Charter School will offer Accelerated and/or Advanced Math class and/or Advanced Math club to students in grades 6-8.
- Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements.

SPSA Strategy/Activity:

- Charter School will provide students with STEAM focused programs such as science fairs, advanced math courses/clubs, and engineering activities.

Action Steps & Person(s) Responsible:

- 1) Charter School will design its master schedule to include Accelerated and Advanced math classes/clubs. (prior to the start of the school year and ongoing) (Dean of Academics, Principal, MPS Home Office)
- 2) Charter School teachers will mentor students with STEAM focused projects, experiments, models or demos in their classes. (ongoing) (Teachers, Dean of Academics, Principal, MPS Home Office)
- 3) Charter School will organize a STEAM Festival/EXPO and also provide students with information and access to quality out-of-school STEAM activities and achievements. (ongoing) (Science Dept. Chair, Dean of Academics, Principal, MPS Home Office)
- 4) Charter School will design and implement engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Vex Robotics, etc. (prior to the start of the school year and ongoing) (Science Dept. Chair, Dean of Academics, Principal, Technology Department Chair, MPS Home Office)

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$0.00
Source(s)	\$0.00
Budget Reference(s)	\$0.00

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

- Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.

SPSA Strategy/Activity:

- Charter School will ensure that technology supports instruction. In addition, Charter School initiated a pilot program of Blended Learning in 6th and 7th grade math and English courses led by a Blended Learning Coordinator where teachers will implement a station rotation model of blended learning into their ongoing instructional program and practices.

Action Steps & Person(s) Responsible:

- 1) Charter School will assure that students have physical access, support, and time to use classroom, school, and community resources, including instructional materials and technology. (prior to the start of the school year and ongoing) (Teachers, Dean of Academics, Blended Learning Coordinator, IT Director, Principal)
- 2) Teachers will use accessible technology tools and other resources on a regular basis to engage and enhance learning and to differentiate instruction to meet the needs of every student. Teachers will effectively use challenging resources that are mentally,

visually, aurally, and kinesthetically stimulating. (Ex: internet, PowerPoint, interactive whiteboards, document camera, multimedia, educational software, interactive games and simulations, apps, class website, lab materials, manipulatives, assistive technology, etc.) (ongoing) (Teachers, Dean of Academics, Blended Learning Coordinator, IT Director, Principal)

3) Teachers and students will keep up to date with technology and blended learning practices. Teachers will model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law and student maintaining internet security. Teachers will provide resources and instructional materials that require cognitive engagement. Students will choose, adapt, or create materials to extend learning. (ongoing) (Teachers, Dean of Academics, Blended Learning Coordinator, IT Director, Principal)

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$20,141 Instructional materials; (myON, NWEA, Naviance)
Source(s)	Title I
Budget Reference(s)	\$20,141 Instructional materials (4000)(Title I); (myON, NWEA, Naviance)

Goal 3

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

Basis for this Goal

- To seek parent input in making decisions for the Charter School
- To promote parental participation in programs
- To increase student attendance
- To avoid chronic absenteeism
- To avoid middle school dropout
- To avoid high school dropout
- To increase high school graduation rate
- To avoid student suspension
- To avoid student expulsion
- To increase the sense of safety and school connectedness

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Number of SSC meetings per year	4	4

Number of ELAC meetings per year	4	4						
Number of PTF meetings per year	4	4						
Number of activities/events for parent involvement per year	5	5						
Frequency of SIS record updates	Daily/Weekly	Daily/Weekly						
Number of progress reports sent to parents per year	4	4						
Percentage of students who have been home-visited by the teachers per year	21%	25%						
ADA rate	95%	97%						
Chronic absenteeism rate	10%	7%						
Middle school dropout rate	0%	0%						
High school dropout rate	0%	0%						
Four-year cohort graduation rate	92.1%	100%						
Student suspension rate	0%	0%						
Student expulsion rate	0.1%	0%						
School experience survey participation rates	<table border="1"> <tr><td>Students: 90%</td></tr> <tr><td>Families: 90%</td></tr> <tr><td>Staff: 80%</td></tr> </table>	Students: 90%	Families: 90%	Staff: 80%	<table border="1"> <tr><td>Students: 90%</td></tr> <tr><td>Families: 90%</td></tr> <tr><td>Staff: 80%</td></tr> </table>	Students: 90%	Families: 90%	Staff: 80%
Students: 90%								
Families: 90%								
Staff: 80%								
Students: 90%								
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Staff: 80%								
School experience survey average approval rates	<table border="1"> <tr><td>Students: 60%</td></tr> <tr><td>Families: 85%</td></tr> <tr><td>Staff: 75%</td></tr> </table>	Students: 60%	Families: 85%	Staff: 75%	<table border="1"> <tr><td>Students: 65%</td></tr> <tr><td>Families: 90%</td></tr> <tr><td>Staff: 80%</td></tr> </table>	Students: 65%	Families: 90%	Staff: 80%
Students: 60%								
Families: 85%								
Staff: 75%								
Students: 65%								
Families: 90%								
Staff: 80%								

PLANNED STRATEGIES/ACTIVITIES

Complete a copy of the following table for each of the school's strategies/Activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

LCAP Planned Actions/Services:

- Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings.
- Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.
- Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level.
- Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.
- Charter School will annually administer school experience surveys to students, parents, and staff.

SPSA Strategy/Activity:

- Charter School will pursue an integrated strategy to support the exchange of information, purposeful interaction, and meaningful participation between the school, families, and community partners to support student learning and achievement. This will include but not be limited to SSC, ELAC, and PTF meetings, parent activities/events, web portal, home-visits, and school experience surveys.

Action Steps & Person(s) Responsible:

- 1) Charter School will schedule at least quarterly SSC, ELAC, and PTF meetings. (ongoing) (Leadership team, Principal)
- 2) Charter School will communicate with the parents of academically under-performing students, inviting them for parent conferences. (in fall and spring; ongoing) (Teachers, Dean of Academics, Principal)
- 3) Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL students and immigrant 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, parent college, parent computer classes. (ongoing) (EL Coordinator, Leadership team)
- 4) Charter School teachers will schedule and make home-visits. Teachers will document the visits, evaluate them and share necessary information with the appropriate staff (grade level team, counselor, administrator, etc.) (ongoing) (Teachers, Principal)
- 5) Charter School will use an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and students' own strengths and weaknesses. This feedback instrument will provide teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement.

Proposed Expenditures for this Strategy/Activity

Amount(s)

\$8,000 Parent meeting/workshop expenses;
\$10,000 Home visit compensation

Source(s)

Title I

Budget Reference(s)

\$8,000 Parent meeting/workshop expenses (4000)(Title I);
\$10,000 Home visit compensation (1000)(Title I)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

- Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs.
- Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.
- Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.
- Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.
- Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.

SPSA Strategy/Activity:

- Charter School will provide students with 4-year plans and support programs to ensure timely high school graduation. Charter School will implement policies that encourage and support student attendance, positive student behavior and improvements. Charter School teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.

Action Steps & Person(s) Responsible:

- 1) Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation and satisfaction of UC/CSU requirements. (ongoing) (College Counselor, Dean of Academics, leadership team)
- 2) Charter School will implement restorative practices and Positive Behavioral Interventions and Supports (PBIS). (ongoing) (Teachers, Dean of Students, leadership team)
 - a) Charter School will implement restorative practices, PBIS, and alternatives to suspension. (ongoing)
 - b) Charter School will implement a positive behavior reward system and use its SIS for monitoring it. (ongoing)
- 3) Charter School will offer Life Skills program to supplement instruction. (ongoing) (Teachers, Dean of Students, leadership team)
- 4) Charter School will connect students and families with resources for social-emotional and behavioral support.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$0.00
Source(s)	\$0.00
Budget Reference(s)	\$0.00

Annual Review and Update

SPSA Year Reviewed: 2017–18

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed.

Goal 1

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

ANNUAL MEASURABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes												
Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter	100%	100%												
Percentage of students who will have sufficient access to standards-aligned instructional materials	100%	100%												
Percentage of students performing proficient on the CAASPP-ELA/Literacy assessments (Grades 3-8):	2017-18 (Expected): <table border="1" style="margin-left: 20px;"> <tr><td>All Students: 38%</td></tr> <tr><td>English Learners: 8%</td></tr> <tr><td>Socioeconomically Disadvantaged: 37%</td></tr> <tr><td>Students with Disabilities: 13%</td></tr> <tr><td>Hispanic: 34%</td></tr> <tr><td>White: 76%</td></tr> </table>	All Students: 38%	English Learners: 8%	Socioeconomically Disadvantaged: 37%	Students with Disabilities: 13%	Hispanic: 34%	White: 76%	2017-18 (Actual): <table border="1" style="margin-left: 20px;"> <tr><td>All Students: 34.32%</td></tr> <tr><td>English Learners: 6.6%</td></tr> <tr><td>Socioeconomically Disadvantaged: 33.21%</td></tr> <tr><td>Students with Disabilities: 10.41%</td></tr> <tr><td>Hispanic: 30.57%</td></tr> <tr><td>White: 65.0%</td></tr> </table>	All Students: 34.32%	English Learners: 6.6%	Socioeconomically Disadvantaged: 33.21%	Students with Disabilities: 10.41%	Hispanic: 30.57%	White: 65.0%
All Students: 38%														
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English Learners: 6.6%														
Socioeconomically Disadvantaged: 33.21%														
Students with Disabilities: 10.41%														
Hispanic: 30.57%														
White: 65.0%														

<p>Change in Average Distance from Level 3 on the CASSPP-ELA/Literacy assessments (Grades 3-8)</p>	<p>2017-18 (Expected):</p> <table border="1"> <tr><td>All Students: 44.7 points below level 3</td></tr> <tr><td>English Learners: 86.6 points below level 3</td></tr> <tr><td>Socioeconomically Disadvantaged: 46.4 points below level 3</td></tr> <tr><td>Students with Disabilities: 122.9 points below level 3</td></tr> <tr><td>Hispanic: 52.0 points below level 3</td></tr> <tr><td>White: 0.3 points below level 3</td></tr> </table>	All Students: 44.7 points below level 3	English Learners: 86.6 points below level 3	Socioeconomically Disadvantaged: 46.4 points below level 3	Students with Disabilities: 122.9 points below level 3	Hispanic: 52.0 points below level 3	White: 0.3 points below level 3	<p>2017-18 (Actual):</p> <table border="1"> <tr><td>All Students: 49.7 points below level 3</td></tr> <tr><td>English Learners: 91.6 points below level 3</td></tr> <tr><td>Socioeconomically Disadvantaged: 51.4 points below level 3</td></tr> <tr><td>Students with Disabilities: 127.9 points below level 3</td></tr> <tr><td>Homeless: N/A</td></tr> <tr><td>African American: N/A</td></tr> <tr><td>Hispanic: 57.0 points below level 3</td></tr> <tr><td>White: 5.3 points below level 3</td></tr> </table>	All Students: 49.7 points below level 3	English Learners: 91.6 points below level 3	Socioeconomically Disadvantaged: 51.4 points below level 3	Students with Disabilities: 127.9 points below level 3	Homeless: N/A	African American: N/A	Hispanic: 57.0 points below level 3	White: 5.3 points below level 3
All Students: 44.7 points below level 3																
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White: 5.3 points below level 3																
<p>Percentage of students meeting their growth targets on the MAP-Reading assessment (Grades 3-10)</p>	<p>2017-18 (Expected):</p> <table border="1"> <tr><td>All Students: 57.0%</td></tr> <tr><td>English Learners: 53.3%</td></tr> <tr><td>Socioeconomically Disadvantaged: 56.5%</td></tr> <tr><td>Students with Disabilities: 53.3%</td></tr> <tr><td>Hispanic: 56.0%</td></tr> <tr><td>White: 66.9%</td></tr> </table>	All Students: 57.0%	English Learners: 53.3%	Socioeconomically Disadvantaged: 56.5%	Students with Disabilities: 53.3%	Hispanic: 56.0%	White: 66.9%	<p>2017-18 (Actual):</p> <table border="1"> <tr><td>All Students: 54.8%</td></tr> <tr><td>English Learners: 51.4 %</td></tr> <tr><td>Socioeconomically Disadvantaged: 54.72%</td></tr> <tr><td>Students with Disabilities: 41.2%</td></tr> <tr><td>Hispanic: 52.38%</td></tr> <tr><td>White: 62.50%</td></tr> </table>	All Students: 54.8%	English Learners: 51.4 %	Socioeconomically Disadvantaged: 54.72%	Students with Disabilities: 41.2%	Hispanic: 52.38%	White: 62.50%		
All Students: 57.0%																
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Socioeconomically Disadvantaged: 54.72%																
Students with Disabilities: 41.2%																
Hispanic: 52.38%																
White: 62.50%																
<p>Percentage of students performing proficient on the CAASPP-Mathematics assessments (Grades 3-8):</p>	<p>2017-18 (Expected):</p> <table border="1"> <tr><td>All Students: 29.0%</td></tr> <tr><td>English Learners: 5%</td></tr> <tr><td>Socioeconomically Disadvantaged: 29%</td></tr> </table>	All Students: 29.0%	English Learners: 5%	Socioeconomically Disadvantaged: 29%	<p>2017-18 (Actual):</p> <table border="1"> <tr><td>All Students: 25.58%</td></tr> <tr><td>English Learners: 2.94%</td></tr> <tr><td>Socioeconomically Disadvantaged: 24.18%</td></tr> </table>	All Students: 25.58%	English Learners: 2.94%	Socioeconomically Disadvantaged: 24.18%								
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	<table border="1"> <tr> <td>Students with Disabilities: 11%</td> </tr> <tr> <td>Hispanic: 26%</td> </tr> <tr> <td>White: 57%</td> </tr> </table>	Students with Disabilities: 11%	Hispanic: 26%	White: 57%	<table border="1"> <tr> <td>Students with Disabilities: 8.16%</td> </tr> <tr> <td>Hispanic: 22.0%</td> </tr> <tr> <td>White: 60.0%</td> </tr> </table>	Students with Disabilities: 8.16%	Hispanic: 22.0%	White: 60.0%						
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Hispanic: 22.0%														
White: 60.0%														
Change in Average Distance from Level 3 on the CASSPP-Mathematics assessments (Grades 3-8)	<p>2017-18 (Expected):</p> <table border="1"> <tr> <td>All Students: 57.3 points below level 3</td> </tr> <tr> <td>English Learners: 106.6 points below level 3</td> </tr> <tr> <td>Socioeconomically Disadvantaged: 57.7 points below level 3</td> </tr> <tr> <td>Students with Disabilities: 97.9 points below level 3</td> </tr> <tr> <td>Hispanic: 63.3 points below level 3</td> </tr> <tr> <td>White: 30.0 points below level 3</td> </tr> </table>	All Students: 57.3 points below level 3	English Learners: 106.6 points below level 3	Socioeconomically Disadvantaged: 57.7 points below level 3	Students with Disabilities: 97.9 points below level 3	Hispanic: 63.3 points below level 3	White: 30.0 points below level 3	<p>2017-18 (Actual):</p> <table border="1"> <tr> <td>All Students: 62.3 points below level 3</td> </tr> <tr> <td>English Learners: 111.6 points below level 3</td> </tr> <tr> <td>Socioeconomically Disadvantaged: 62.7 points below level 3</td> </tr> <tr> <td>Students with Disabilities: 102.9 points below level 3</td> </tr> <tr> <td>Hispanic: 68.3 points below level 3</td> </tr> <tr> <td>White: 35.0 points below level 3</td> </tr> </table>	All Students: 62.3 points below level 3	English Learners: 111.6 points below level 3	Socioeconomically Disadvantaged: 62.7 points below level 3	Students with Disabilities: 102.9 points below level 3	Hispanic: 68.3 points below level 3	White: 35.0 points below level 3
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Students with Disabilities: 102.9 points below level 3														
Hispanic: 68.3 points below level 3														
White: 35.0 points below level 3														
Percentage of students meeting their growth targets on the MAP-Mathematics assessment (Grades 3-10)	<p>2017-18 (Expected):</p> <table border="1"> <tr> <td>All Students: 50.6 %</td> </tr> <tr> <td>English Learners: 55 %</td> </tr> <tr> <td>Socioeconomically Disadvantaged: 50.8%</td> </tr> <tr> <td>Students with Disabilities: 50.8%</td> </tr> <tr> <td>Hispanic: 50.4%</td> </tr> <tr> <td>White: 45%</td> </tr> </table>	All Students: 50.6 %	English Learners: 55 %	Socioeconomically Disadvantaged: 50.8%	Students with Disabilities: 50.8%	Hispanic: 50.4%	White: 45%	<p>2017-18 (Actual):</p> <table border="1"> <tr> <td>All Students: 52.8%</td> </tr> <tr> <td>English Learners: 43.2%</td> </tr> <tr> <td>Socioeconomically Disadvantaged: 52.75%</td> </tr> <tr> <td>Students with Disabilities: 49%</td> </tr> <tr> <td>Hispanic: 50.17%</td> </tr> <tr> <td>White: 75%</td> </tr> </table>	All Students: 52.8%	English Learners: 43.2%	Socioeconomically Disadvantaged: 52.75%	Students with Disabilities: 49%	Hispanic: 50.17%	White: 75%
All Students: 50.6 %														
English Learners: 55 %														
Socioeconomically Disadvantaged: 50.8%														
Students with Disabilities: 50.8%														
Hispanic: 50.4%														
White: 45%														
All Students: 52.8%														
English Learners: 43.2%														
Socioeconomically Disadvantaged: 52.75%														
Students with Disabilities: 49%														
Hispanic: 50.17%														
White: 75%														
Percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC	2 percentage points up from the prior year	<p>2017-18 English Learner Progress Indicator (ELPI) data is not available at this time.</p> <table border="1"> <tr> <td>2016-17 (Baseline)</td> <td>88.7%</td> </tr> </table>	2016-17 (Baseline)	88.7%										
2016-17 (Baseline)	88.7%													

		2017-18 (Projected)	2 percentage points up from the prior year
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually	1 percentage point up from the prior year	2017-18 (Actual)	28.2%
Percentage of students who will receive a grade of “C” or better (or perform “proficient” on the related state standardized tests) in core subjects and electives	80%		82%
Percentage of graduating seniors who have met or exceeded standard on both ELA and Mathematics on Smarter Balanced Summative Assessments	2 percentage points up from the prior year	2017-18 (Actual)	17.1%
Percentage of graduating seniors who have passed an AP exam with a score of 3 or higher	2 percentage points up from the prior year	2017-18 (Actual)	50%
Percentage of graduating seniors who will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements	2 percentage points up from the prior year	2017-18 (Actual)	92.7%
Percentage of students in grades 9-11 who will participate in the PSAT test	100%		86%
Percentage of students who will meet or exceed college readiness benchmarks for their grade level out of all students who participate in the PSAT test	2 percentage points up from the prior year	2017-18 (Actual)	15%

STRATEGIES/ACTIVITIES

Duplicate the Strategies/Activities from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
• Charter School will ensure that all teachers are supported with their credentialing needs and that they participate in PD in areas, including but not limited to, Common Core	We have supported our teachers with their credentialing needs. Teachers participated in PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas	2017-18: \$6,000 BTSA expenses (5000)(Title II);	2017-18: \$12,000 BTSA expenses (5000)(Title II);

ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment. Charter School will also monitor and evaluate teachers for their performance.	of need identified through needs assessment. We also monitored and evaluated all our teachers for their performance.	\$10,000 Professional Development (5800) (Title I); \$1,000 TeachBoost fees (5000)	\$10,000 Professional Development (5800) (Title I); \$1,000 TeachBoost fees (5000)
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Strategy/Activity 2

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
• Charter School will provide CCSS aligned ELA and math instruction and ELD instruction, support and intervention to ELs and immigrant students, and monitor student progress in ELA/Literacy, math, and ELD as measured by the MAP tests and other assessments.	• Charter School provided CCSS aligned ELA and math instruction and ELD instruction, support and intervention to ELs, and monitored student progress in ELA/Literacy, math, and ELD as measured by the MAP tests and other assessments.	2017-18: \$3,000 EL supplemental materials (4000)(Title I); \$2,000 Focused PD on ELD standards (5800)(Title I)	2017-18: \$3,000 EL supplemental materials (4000)(Title I); \$4,000 Focused PD on ELD standards (5800)(Title I)

Strategy/Activity 3

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
• Charter School will provide CCSS aligned ELA and math instruction, support and intervention to all students, including ELs and immigrant students, and monitor student progress in ELA/Literacy and math as measured by the interim assessments (MAP, IAB, etc.)	• Charter School provided CCSS aligned ELA and math instruction, support and intervention to all students, including ELs, and monitored student progress in ELA/Literacy and math as measured by the interim assessments (MAP, IAB, etc.)	2017-18: \$40,000 Intervention teacher salaries (1000)(Title I); \$70,000 Title-I coordinator salaries (1000)(Title I); \$25,000 Intervention teacher and Title-I coordinator benefits (3000)(Title I); \$3,000 MAP testing fees (5000)(Title I); \$10,000 Supplemental instructional materials (4000)(Title I); (myON)	2017-18: \$40,000 Intervention teacher salaries (1000)(Title I); \$70,000 Title-I coordinator salaries (1000)(Title I); \$25,000 Intervention teacher and Title-I coordinator benefits (3000)(Title I); \$3,000 MAP testing fees (5000)(Title I); \$10,000 Supplemental instructional materials (4000)(Title I); (myON)

Strategy/Activity 4

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures	
<ul style="list-style-type: none"> Charter School will promote a college-going culture through dual enrollment, AP courses, college visits, and other college related activities. 	<ul style="list-style-type: none"> Charter School promoted a college-going culture through dual enrollment, AP courses, college visits, and other college related activities. AP courses offered include the following: 	2017-18: \$2,000 AP course materials (4000)(Title I); \$3,000 College preparation materials (4000)(Title I); \$2,000 Naviance program (5000)(Title I); <i>(See LCAP for non-federally funded expenditures.)</i>	2017-18: \$2,000 AP course materials (4000)(Title I); \$3,000 College preparation materials (4000)(Title I); \$2,000 Naviance program (5000)(Title I); <i>(See LCAP for non-federally funded expenditures.)</i>	
	AP United States History, AP English Language & Composition, AP Calculus AB, AP Environmental Science, AP Spanish Language and Culture, AP Studio Art: 2-D Design, AP Computer Science Principles			

ANALYSIS

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed.

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our EXCELLENCE goal. We supported our teachers with their credentialing and PD needs; we offer standards-based instruction and our students have sufficient access to standards-aligned instructional materials; we regularly review student performance data and progress towards targets with our staff and continue to provide additional supports and interventions to all students, including ELs, during the school day, after school hours, and on Saturday; we provide our ELs with designated and integrated EL instruction; and we offer AP and Advisory classes for college readiness.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The actions/services have been effective as measured by progress towards our annual measurable outcomes. We were able to increase our scores in math and maintain our scores in ELA as a result of having an efficient Title I Coordinator. Our EL reclassification rate during the 2017-18 academic year was 28.2% which demonstrates that we had an effective implementation of our EL program. Subsequently, with our EL population gaining proficiency in English, we anticipate that they will be able to access their other subjects with increased efficiency and ease in the upcoming years.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

We only have minor differences between Budgeted and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes with new performance targets for the upcoming school year based on input from all stakeholders and available data through surveys and student performance data. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Strategies, & Proposed Expenditures section of the SPSA.

Goal 2

INNOVATION: All students will become independent, innovative scholars.

ANNUAL MEASURABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	100%	100%
Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	100%	100%
Percentage of students enrolled in the Charter School's grades 6-8 who take the Accelerated and/or Advanced Math class and/or Advanced Math club	5%	12%
Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study	100%	100%
Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo	100%	88%

STRATEGIES/ACTIVITIES

Duplicate the Strategies/Activities from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
• Charter School will provide students with a well-rounded education including programs such as health and physical education, arts and civics.	• Charter School provided students with a well-rounded education including programs such as health and physical education, arts and civics.	2017-18: \$3,000 Field trip expenses (5000)(Title I)	2017-18: \$3,000 Field trip expenses (5000)(Title I)

Strategy/Activity 2

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
• Charter School will provide students with STEAM focused programs such as science fairs, advanced math courses/clubs, and engineering activities.	• Charter School provided students with STEAM focused programs such as science fairs, advanced math courses/clubs, and engineering activities.	2017-18: \$10,000 Science supplemental materials (4000)(Gen Fund); <i>(See LCAP for non-federally funded expenditures.)</i>	2017-18: \$10,000 Science supplemental materials (4000)(Gen Fund); <i>(See LCAP for non-federally funded expenditures.)</i>

Strategy/Activity 3

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
• Charter School will ensure that technology supports instruction.	• Charter School provided technology to support instruction (New laptops, SmartBoards)	2017-18: 5,000 Chromebooks (Title I); \$6,000 Technology expenses (Gen fund) <i>(See LCAP for non-federally funded expenditures.)</i>	2017-18: 5,000 Chromebooks (Title I); \$6,000 Technology expenses (Gen fund) <i>(See LCAP for non-federally funded expenditures.)</i>

ANALYSIS

Complete a copy of the following table for each of the school’s goals from the prior year SPSA. Duplicate the table as needed.

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our INNOVATION goal. We provide courses, electives, programs, and services outlined in our charter petition, certain programs and services being dependent on student need and interest; our master schedule is designed to meet the needs of all students; we provide opportunities for online and dual enrollment; we offer Advanced Math and Computer Technology classes; and provide opportunities for students to create or demonstrate a STEAM focused project, experiment, model or demo.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The actions/services have been effective as measured by progress towards our annual measurable outcomes. One area of innovation which occurred during the past academic year was with our robotics program which expanded to include a Vex IQ program for middle school students for the first time. During this process, our students won 1st place in the regional qualifying tournament held in Nipomo, CA in the Skills Challenge category, as well as 1st place in the STEAM project which discussed robots used in aortic heart valve replacement technology as well as used to explore outer space. Further, our students qualified for the US Championship Vex IQ Robotics tournament in Iowa where they competed and placed 13th place in the United States in the Alliance Challenge category with the robot which they designed, engineered, constructed and drove. During the current academic year, the Vex IQ and Vex EDR Robotics programs have expanded to include increased opportunities for students to take courses during their elective portions of their school day as well as to meet as a club after school where they train for competitions. In addition, we hired a 2nd technology teacher this year to expand our course offerings in computers, robotics and other related fields to all students during the instructional day.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

We only have minor differences between Budgeted and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our budget for the upcoming school year based on technology needs and input from all stakeholders. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Strategies, & Proposed Expenditures section of the SPSA.

Goal 3

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

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
Number of SSC meetings per year	4	4
Number of ELAC meetings per year	4	4

Number of PTF meetings per year	4	4						
Number of activities/events for parent involvement per year	5	5						
Frequency of SIS record updates	Daily/Weekly	Daily/Weekly						
Number of progress reports sent to parents per year	4	4						
Percentage of students who have been home-visited by the teachers per year	25%	21%						
ADA rate	97%	95%						
Chronic absenteeism rate	7%	10%						
Middle school dropout rate	0%	0%						
High school dropout rate	0%	0%						
Four-year cohort graduation rate	100%	92.1%						
Student suspension rate	0%	0%						
Student expulsion rate	0%	0.1%						
School experience survey participation rates	<table border="1"> <tr><td>Students: 90%</td></tr> <tr><td>Families: 85%</td></tr> <tr><td>Staff: 75%</td></tr> </table>	Students: 90%	Families: 85%	Staff: 75%	<table border="1"> <tr><td>Students: 89%</td></tr> <tr><td>Families: 100%</td></tr> <tr><td>Staff: 95%</td></tr> </table>	Students: 89%	Families: 100%	Staff: 95%
Students: 90%								
Families: 85%								
Staff: 75%								
Students: 89%								
Families: 100%								
Staff: 95%								
School experience survey average approval rates	<table border="1"> <tr><td>Students: 75%</td></tr> <tr><td>Families: 90%</td></tr> <tr><td>Staff: 80%</td></tr> </table>	Students: 75%	Families: 90%	Staff: 80%	<table border="1"> <tr><td>Students: 72%</td></tr> <tr><td>Families: 91%</td></tr> <tr><td>Staff: 83%</td></tr> </table>	Students: 72%	Families: 91%	Staff: 83%
Students: 75%								
Families: 90%								
Staff: 80%								
Students: 72%								
Families: 91%								
Staff: 83%								

STRATEGIES/ACTIVITIES

Duplicate the Strategies/Activities from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
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<ul style="list-style-type: none"> Charter School will pursue an integrated strategy to support the exchange of information, purposeful interaction, and meaningful participation between the school, families, and community partners to support student learning and achievement. This will include but not be limited to SSC, ELAC, and PTF meetings, parent activities/events, web portal, home-visits, and school experience surveys. 	<ul style="list-style-type: none"> We held regular SSC, ELAC, and PTF meetings and parent activities/events. We communicated with the parents of academically under-performing students, inviting them for parent conferences. Our teachers used the school web portal actively and conducted home-visits. The school implemented the school experience surveys. 	<p>2017-18:</p> <ul style="list-style-type: none"> \$3,000 Parent meeting/workshop expenses (4000)(Title I); \$2,000 Parent activities/events expenses (4000)(Title I); \$3,000 ParentSquare communication software (5000)(Title I); \$10,000 Home visit compensation (1000)(Title I); 	<p>2017-18:</p> <ul style="list-style-type: none"> \$3,000 Parent meeting/workshop expenses (4000)(Title I); \$2,000 Parent activities/events expenses (4000)(Title I); \$3,000 ParentSquare communication software (5000)(Title I); \$10,000 Home visit compensation (1000)(Title I);
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Strategy/Activity 2

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> Charter School will provide students with 4-year plans and support programs to ensure timely high school graduation. Charter School will implement policies that encourage and support student attendance, positive student behavior and improvements. Charter School teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. 	<ul style="list-style-type: none"> We provided students with 4-year plans and supported programs to ensure timely high school graduation. Charter School implemented policies that encourage and support student attendance, positive student behavior and improvements. Our teachers implemented PBIS. We offered Life Skills program to supplement instruction and connected students and families with resources for social-emotional and behavioral support. 	<p>2017-18:</p> <ul style="list-style-type: none"> Behavior Counselor Salary (1000)(Title I); \$5,000 Edge Coaching (5000)(Title I); \$3,000 PD on PBIS, restorative practices, and classroom management (5000)(Title I) 	<p>2017-18:</p> <ul style="list-style-type: none"> Behavior Counselor Salary (1000)(Title I); \$5,000 Edge Coaching (5000)(Title I); \$3,000 PD on PBIS, restorative practices, and classroom management (5000)(Title I);

ANALYSIS

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed.

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our CONNECTION goal. We have held quarterly SSC, ELAC, and PTF meetings; hosted parent activities/events; provided parents with access to our SIS; visited our students at their homes;

encouraged and supported student attendance; provided support to ensure timely high school graduation; implemented alternatives to suspension/expulsion, including restorative practices; acknowledged and encouraged positive student behavior and improvements; and administered school experience surveys to our students, parents, and staff.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The actions/services have been effective as measured by progress towards our annual measurable outcomes. The goal of connection was effective as measured by the willingness for stakeholders to embrace our change in school communication platform to ParentSquare. This new system enables stakeholders to communicate in their native languages and automatically translates communication to help our predominantly Spanish-speaking parent demographic stay in communication and connected with our predominantly English-speaking staff related to their child's academic and behavioral progress. In addition, this system facilitates event promotion to help notify parents of ongoing happenings related to their child and build connectedness. In addition, Telemundo did two reports related to our implementation of the PBIS (Positive Behavioral Interventions and Supports) program which we launched this year and which helps build connectedness amongst all stakeholder groups. Student voices have been incorporated into this aspect to the school as the ASB student government elected officials have taken on the responsibility of creating weekly videos related to the behavioral expectations which help build connection amongst the student body. Our graduation rate for 12th graders last year was 100%, which shows that our connection between students and our school community is sufficient to lead to this positive outcome. Further, our ADA was approximately 95% last year.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

We only have minor differences between Budgeted and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes for school experience survey average approval rates. Based on input from all stakeholders, we will continue to hold events that promote parental participation as well as parent training activities such as Parent College. We will focus on acknowledging positive student behavior and restorative practices. We will continue to offer PD to our teachers on classroom management and student engagement procedures to help create an atmosphere of trust, respect, and high expectations.

We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Strategies, & Proposed Expenditures section of the SPSA.

Budget Summary and Consolidation

Complete the table below. Schools may include additional information or more detail. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$248,428 (excluding Title III Consortium funds)
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$225,455

Consolidation of Funds

List the Federal programs that the school is consolidating in the schoolwide program. Adjust the table as needed.

Federal Programs	Allocation (\$)
Title I, Part A: School Allocation	\$189,861
Title II, Part A: Supporting Effective Instruction	\$21,516
Title III, Part A: Language Instruction for English Learners and Immigrate Youth	\$0 (EL) \$0 (Immigrant)
Title IV Part A: Student Support and Academic Enrichment Grants	\$15,155

Subtotal of consolidated federal funds for this school: \$256,352

List the State and local programs that the school is consolidating in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF Base Revenue	\$2,000,000
Supplemental and Concentration Grant Funds	\$1,658,081
[List state or local program here]	[\$[Enter amount here]]
[List state or local program here]	[\$[Enter amount here]]
[List state or local program here]	[\$[Enter amount here]]

Subtotal of consolidated state or local funds for this school: \$3,658,081

Total of consolidated (federal, state, and/or local) funds for this school: \$3,914,433

Addendum

The Single Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to *EC* 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups.

Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measureable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in *EC* Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to *EC* Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in *EC* Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: *EC* sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
 - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;

- c. the devotion of sufficient resources to effectively carry out professional development activities; and
 - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation

Title I, Part A: School Parent and Family Engagement Allocation

Title I, Part A: Targeted Support and Improvement Allocation

Title I, Part C: Education of Migratory Children

Title II, Part A: Supporting Effective Instruction

Title III, Part A: Language Instruction for English Learners and Immigrate Youth

Title IV Part A: Student Support and Academic Enrichment Grants

Title IV Part B: 21st Century Community Learning Centers

Title V, Part B: Rural Education Initiative

Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program

American Indian Education

Child Development Programs

Economic Impact Aid/State Compensatory Education (carryover funds)

Economic Impact Aid/Limited English Proficient (carryover funds)

California Foster Youth Services

California Partnership Academies

California Tobacco-Use Prevention Education Program

Single Plan for Student Achievement (SPSA)

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Addendum.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Magnolia Science Academy-3	19-10199-0115030	10/25/18	11/08/18

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

In order to promote learning and provide a more positive learning experience for our students, MSA-3 has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our annual SPSA.

Information/input sessions include Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Administration meetings, Board of Directors meetings, Principal meetings, and staff meetings. Parents on our PTF and SSC also serve as our parent advisory committee for Local Control and Accountability Plan (LCAP). Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our parent advisory committee and ELAC provide valuable input for the new SPSA. In addition, the Charter School conducts surveys for parents, students, and staff, and the Charter School staff make home visits. These all serve as ways to inform, educate, and gather input & feedback from all critical stakeholders.

The Charter School has:

- an approved charter petition with measurable student outcomes and methods to assess student progress,
- a LCAP as a comprehensive planning tool that addresses the state priorities and locally identified priorities,
- a WASC action plan for continuous school improvement,
- a LCAP Federal Addendum to supplement the LCAP to meet the Local Educational Agency (LEA) Plan provisions of the ESSA,
- and a SPSA that documents the school's approach to maximizing the impact of federal investments in support of underserved students.

MSA-3 aligns its federally-funded programs with the priority goals of the school and such funds provide the opportunity to innovate. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

During the 2017-18 school year the Charter School held its periodical meetings to gather input from our stakeholders. These include 8 PTF meetings, 4 SSC meetings, 4 ELAC meetings, at least 6 parent activities/events including weekly Coffee with the Principal

meetings, staff meetings, and other stakeholder meetings. The school conducted a family, staff, and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement. A majority of our stakeholders participated in this survey. The Charter School staff also made 102 home visits (20% of population) and sought feedback from the parents for school improvement.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

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

Basis for this Goal

- ☞ To ensure our students are college/career ready
- ☞ To ensure student proficiency in all courses
- ☞ To ensure students meet or exceed standard on CASSPP-ELA/Literacy and Mathematics assessments
- ☞ To ensure EL students make annual progress in learning English
- ☞ To ensure implementation of state board adopted academic content and performance standards for all students
- ☞ To ensure teachers are appropriately assigned and fully credentialed
- ☞ To ensure students have sufficient access to standards-aligned instructional materials

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter	100%	100%
Percentage of students who will have sufficient access to standards-aligned instructional materials	100%	100%
Percentage of students performing proficient on the CAASPP-ELA/Literacy assessments (Grades 3-8, 11):	2017-18 (Baseline): <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">All Students: 41.58%</div> <div style="border: 1px solid black; padding: 2px;">English Learners: 16.67%</div>	2018-19 (Expected): <div style="border: 1px solid black; padding: 2px;">All Students: 5 percentage points up from the prior year</div>

	<table border="1"> <tr> <td>Socioeconomically Disadvantaged: 40.99%</td> </tr> <tr> <td>Students with Disabilities: 27.59%</td> </tr> <tr> <td>Homeless: Did not have enough foster youth</td> </tr> <tr> <td>African American: 35.91%</td> </tr> <tr> <td>Hispanic: 47.94%</td> </tr> <tr> <td>White: 0%</td> </tr> </table>	Socioeconomically Disadvantaged: 40.99%	Students with Disabilities: 27.59%	Homeless: Did not have enough foster youth	African American: 35.91%	Hispanic: 47.94%	White: 0%	<table border="1"> <tr> <td>English Learners: 5 percentage points up from the prior year</td> </tr> <tr> <td>Socioeconomically Disadvantaged: 5 percentage points up from the prior year</td> </tr> <tr> <td>Students with Disabilities: 5 percentage points up from the prior year</td> </tr> <tr> <td>Homeless: 5 percentage points up from the prior year if there is enough to qualify to be tested and counted on exam.</td> </tr> <tr> <td>African American: 5 percentage points up from the prior year</td> </tr> <tr> <td>Hispanic: 5 percentage points up from the prior year</td> </tr> <tr> <td>White: 5 percentage points up from the prior year</td> </tr> </table>	English Learners: 5 percentage points up from the prior year	Socioeconomically Disadvantaged: 5 percentage points up from the prior year	Students with Disabilities: 5 percentage points up from the prior year	Homeless: 5 percentage points up from the prior year if there is enough to qualify to be tested and counted on exam.	African American: 5 percentage points up from the prior year	Hispanic: 5 percentage points up from the prior year	White: 5 percentage points up from the prior year
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<p>Change in Average Distance from Level 3 on the CASSPP-ELA/Literacy assessments (Grades 3-8, 11)</p>	<p>2016-17 (Baseline):</p> <table border="1"> <tr> <td>All Students: 23.2 points below level 3</td> </tr> <tr> <td>English Learners: 37.5 points below level 3</td> </tr> <tr> <td>Socioeconomically Disadvantaged: 28.7 points below level 3</td> </tr> <tr> <td>Students with Disabilities: 85.8 points below level 3</td> </tr> <tr> <td>Homeless: N/A less than 1%</td> </tr> </table>	All Students: 23.2 points below level 3	English Learners: 37.5 points below level 3	Socioeconomically Disadvantaged: 28.7 points below level 3	Students with Disabilities: 85.8 points below level 3	Homeless: N/A less than 1%	<p>2017-18 (Expected):</p> <table border="1"> <tr> <td>All Students: 3 points up from the prior year</td> </tr> <tr> <td>English Learners: 3 points up from the prior year</td> </tr> <tr> <td>Socioeconomically Disadvantaged: 3 points up from the prior year</td> </tr> <tr> <td>Students with Disabilities: 3 points up from the prior year</td> </tr> </table>	All Students: 3 points up from the prior year	English Learners: 3 points up from the prior year	Socioeconomically Disadvantaged: 3 points up from the prior year	Students with Disabilities: 3 points up from the prior year				
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<p>Percentage of students meeting their growth targets on the MAP-Reading assessment (Grades 3-10)</p>	<p>2017-18 (Baseline):</p> <table border="1"> <tr> <td data-bbox="592 722 948 793">All Students: 54.3%</td> </tr> <tr> <td data-bbox="592 793 948 865">English Learners: 42.9%</td> </tr> <tr> <td data-bbox="592 865 948 976">Socioeconomically Disadvantaged: 52.7%</td> </tr> <tr> <td data-bbox="592 976 948 1087">Students with Disabilities: 57.1%</td> </tr> <tr> <td data-bbox="592 1087 948 1159">Homeless: N/A less than 1%</td> </tr> <tr> <td data-bbox="592 1159 948 1230">African American: 51.3%</td> </tr> <tr> <td data-bbox="592 1230 948 1302">Hispanic: 56.0%</td> </tr> <tr> <td data-bbox="592 1302 948 1373">White: N/A less than 1%</td> </tr> </table>	All Students: 54.3%	English Learners: 42.9%	Socioeconomically Disadvantaged: 52.7%	Students with Disabilities: 57.1%	Homeless: N/A less than 1%	African American: 51.3%	Hispanic: 56.0%	White: N/A less than 1%	<p>2018-19 (Expected):</p> <table border="1"> <tr> <td data-bbox="1101 722 1456 833">All Students: 2 percentage points up from the prior year</td> </tr> <tr> <td data-bbox="1101 833 1456 989">English Learners: 2 percentage points up from the prior year</td> </tr> <tr> <td data-bbox="1101 989 1456 1144">Socioeconomically Disadvantaged: 2 percentage points up from the prior year</td> </tr> <tr> <td data-bbox="1101 1144 1456 1299">Students with Disabilities: 2 percentage points up from the prior year</td> </tr> <tr> <td data-bbox="1101 1299 1456 1505">Homeless: 2 percentage points up from the prior year if we have the population metrics</td> </tr> <tr> <td data-bbox="1101 1505 1456 1661">African American: 2 percentage points up from the prior year</td> </tr> <tr> <td data-bbox="1101 1661 1456 1772">Hispanic: 2 percentage points up from the prior year</td> </tr> <tr> <td data-bbox="1101 1772 1456 1883">White: 2 percentage points up from the prior year</td> </tr> </table>	All Students: 2 percentage points up from the prior year	English Learners: 2 percentage points up from the prior year	Socioeconomically Disadvantaged: 2 percentage points up from the prior year	Students with Disabilities: 2 percentage points up from the prior year	Homeless: 2 percentage points up from the prior year if we have the population metrics	African American: 2 percentage points up from the prior year	Hispanic: 2 percentage points up from the prior year	White: 2 percentage points up from the prior year
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<p>Percentage of students performing proficient on the CAASPP-Mathematics assessments (Grades 3-8):</p>	<p>2017-18 (Baseline):</p> <table border="1"> <tr> <td>All Students: 21.05%</td> </tr> <tr> <td>English Learners: 11.11%</td> </tr> <tr> <td>Socioeconomically Disadvantaged: 21.22 %</td> </tr> <tr> <td>Students with Disabilities: 36.67%</td> </tr> <tr> <td>Homeless: We do not have enough to have a metric on this.</td> </tr> <tr> <td>African American: 18.31%</td> </tr> <tr> <td>Hispanic: 23.81%</td> </tr> <tr> <td>White: N/a, less than 1%</td> </tr> </table>	All Students: 21.05%	English Learners: 11.11%	Socioeconomically Disadvantaged: 21.22 %	Students with Disabilities: 36.67%	Homeless: We do not have enough to have a metric on this.	African American: 18.31%	Hispanic: 23.81%	White: N/a, less than 1%	<p>2018-19 (Expected):</p> <table border="1"> <tr> <td>All Students: 5 percentage points up from the prior year</td> </tr> <tr> <td>English Learners: 5 percentage points up from the prior year</td> </tr> <tr> <td>Socioeconomically Disadvantaged: 5 percentage points up from the prior year</td> </tr> <tr> <td>Students with Disabilities: 5 percentage points up from the prior year</td> </tr> <tr> <td>Homeless: 5 percentage points up from the prior year</td> </tr> <tr> <td>African American: 5 percentage points up from the prior year</td> </tr> <tr> <td>Hispanic: 5 percentage points up from the prior year</td> </tr> <tr> <td>White: 5 percentage points up from the prior year</td> </tr> </table>	All Students: 5 percentage points up from the prior year	English Learners: 5 percentage points up from the prior year	Socioeconomically Disadvantaged: 5 percentage points up from the prior year	Students with Disabilities: 5 percentage points up from the prior year	Homeless: 5 percentage points up from the prior year	African American: 5 percentage points up from the prior year	Hispanic: 5 percentage points up from the prior year	White: 5 percentage points up from the prior year
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	<table border="1"> <tr> <td data-bbox="592 130 946 254">Students with Disabilities: 128.9 points below level 3</td> </tr> <tr> <td data-bbox="592 254 946 323">Homeless: N/A less than 1%</td> </tr> <tr> <td data-bbox="592 323 946 436">African American: 79.5 points below level 3</td> </tr> <tr> <td data-bbox="592 436 946 550">Hispanic: 30.9 points below level 3</td> </tr> <tr> <td data-bbox="592 550 946 619">White: N/A less than 1%</td> </tr> </table>	Students with Disabilities: 128.9 points below level 3	Homeless: N/A less than 1%	African American: 79.5 points below level 3	Hispanic: 30.9 points below level 3	White: N/A less than 1%	<table border="1"> <tr> <td data-bbox="1101 130 1455 254">Students with Disabilities: 3 points up from the prior year</td> </tr> <tr> <td data-bbox="1101 254 1455 411">Homeless: 3 points up from the prior year, if metric exist this year.</td> </tr> <tr> <td data-bbox="1101 411 1455 525">African American: 3 points up from the prior year</td> </tr> <tr> <td data-bbox="1101 525 1455 638">Hispanic: 3 points up from the prior year</td> </tr> <tr> <td data-bbox="1101 638 1455 751">White: 3 points up from the prior year</td> </tr> </table>	Students with Disabilities: 3 points up from the prior year	Homeless: 3 points up from the prior year, if metric exist this year.	African American: 3 points up from the prior year	Hispanic: 3 points up from the prior year	White: 3 points up from the prior year					
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<p>Percentage of students meeting their growth targets on the MAP-Mathematics assessment (Grades 3-10)</p>	<p>2017-18 (Baseline):</p> <table border="1"> <tr> <td data-bbox="592 877 946 947">All Students: 44%</td> </tr> <tr> <td data-bbox="592 947 946 1016">English Learners: 38.9%</td> </tr> <tr> <td data-bbox="592 1016 946 1129">Socioeconomically Disadvantaged: 41.7%</td> </tr> <tr> <td data-bbox="592 1129 946 1243">Students with Disabilities: 38.1%</td> </tr> <tr> <td data-bbox="592 1243 946 1312">Homeless: N/A less than 1%</td> </tr> <tr> <td data-bbox="592 1312 946 1381">African American: 45.5%</td> </tr> <tr> <td data-bbox="592 1381 946 1451">Hispanic: 45.4%</td> </tr> <tr> <td data-bbox="592 1451 946 1520">White: N/A less than 1%</td> </tr> </table>	All Students: 44%	English Learners: 38.9%	Socioeconomically Disadvantaged: 41.7%	Students with Disabilities: 38.1%	Homeless: N/A less than 1%	African American: 45.5%	Hispanic: 45.4%	White: N/A less than 1%	<p>2018-19 (Expected):</p> <table border="1"> <tr> <td data-bbox="1101 877 1455 991">All Students: 2 percentage points up from the prior year</td> </tr> <tr> <td data-bbox="1101 991 1455 1148">English Learners: 2 percentage points up from the prior year</td> </tr> <tr> <td data-bbox="1101 1148 1455 1306">Socioeconomically Disadvantaged: 2 percentage points up from the prior year</td> </tr> <tr> <td data-bbox="1101 1306 1455 1463">Students with Disabilities: 2 percentage points up from the prior year</td> </tr> <tr> <td data-bbox="1101 1463 1455 1621">Homeless: 2 percentage points up from the prior year; if the metric exist</td> </tr> <tr> <td data-bbox="1101 1621 1455 1778">African American: 2 percentage points up from the prior year</td> </tr> <tr> <td data-bbox="1101 1778 1455 1892">Hispanic: 2 percentage points up from the prior year</td> </tr> </table>	All Students: 2 percentage points up from the prior year	English Learners: 2 percentage points up from the prior year	Socioeconomically Disadvantaged: 2 percentage points up from the prior year	Students with Disabilities: 2 percentage points up from the prior year	Homeless: 2 percentage points up from the prior year; if the metric exist	African American: 2 percentage points up from the prior year	Hispanic: 2 percentage points up from the prior year
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		White: 2 percentage points up from the prior year
Percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC	71.4%	2 percentage points up from the prior year
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually	14.8%	1 percentage point up from the prior year
Percentage of students who will receive a grade of “C” or better (or perform “proficient” on the related state standardized tests) in core subjects and electives	78%	1 percentage point up from the prior year
Percentage of graduating seniors who have met or exceeded standard on both ELA and Mathematics on Smarter Balanced Summative Assessments	22.4%	2 percentage points up from the prior year
Percentage of graduating seniors who have passed an AP exam with a score of 3 or higher	30.6%	2 percentage points up from the prior year
Percentage of graduating seniors who will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements	90%	2 percentage points up from the prior year
Percentage of students in grades 9-11 who will participate in the PSAT test	100%	100%
Percentage of students who will meet or exceed college readiness benchmarks for their grade level out of all students who participate in the PSAT test	42%	2 percentage points up from the prior year

PLANNED STRATEGIES/ACTIVITIES

Complete a copy of the following table for each of the school’s strategies/Activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

- Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance.
- Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials.
- Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) Teachers will be provided with instructional guidance and feedback through classroom visits.

SPSA Strategy/Activity:

- Charter School will ensure that all teachers are supported with their credentialing needs and that they participate in PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment. Charter School will also monitor and evaluate teachers for their performance.

Action Steps & Person(s) Responsible:

- 1) Charter School will conduct credential review as part of teacher hiring process. (prior to the start of the school year and ongoing) (Principal, MPS Home Office)
- 2) Charter School will identify teacher credentialing needs and support teachers' credentialing needs. (prior to the start of the school year and ongoing) (Principal, MPS Home Office)
- 3) Charter School will annually review master schedule/teacher assignments to ensure compliance. (prior to the start of the school year and ongoing) (Principal)
- 4) Charter School will schedule PD in areas, including but not limited to, Common Core ELA/Literacy, math, and NGSS, and in areas of need identified through needs assessment. (ongoing) (Dean of Academics, Principal, leadership team)
- 5) 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 which includes walkthroughs, informal and formal observations and formal evaluation. (ongoing) (Dean of Academics, Principal, leadership team)
- 6) Charter School will evaluate its teachers for their performance. 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. Charter School may use evaluation results as basis and documentation for performance pay, transfer, promotion, reassignment, or disciplinary action. (ongoing) (Home Office, principal, leadership team)

Proposed Expenditures for this Strategy/Activity

Amount(s)

\$17,000 BTSA expenses;
\$25,000 Professional Development;
\$1,800 TeachBoost fees
(See LCAP for non-federally funded expenditures.)

Source(s)

Title I, Title II (See LCAP for non-federal sources.)

Budget Reference(s)

\$17,000 BTSA expenses (5000)(Title II);
\$25,000 Professional Development (5800) (Title I);
\$1,800 TeachBoost fees (5000) (Title I)
(See LCAP for non-federally funded expenditures.)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

LCAP Planned Actions/Services:

- Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.
- Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.

SPSA Strategy/Activity:

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

Action Steps & Person(s) Responsible:

- 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. (ongoing) (Dean of Academics, EL coordinator, leadership team)
 - a) The data office will create a report of identified ELs by class. The report will include students' ELPAC levels including overall and subtest data and be given to all teachers. (prior to the start of the school year) (Office, EL coordinator, leadership team)
 - b) ELD time will be built into in the master schedule. (prior to the start of the school year) (Dean of Academics, Principal)
 - c) Charter School will purchase supplementary ELD materials and benchmark assessments. (prior to the start of the school year) (Dean of Academics, Principal)
 - d) Charter School will schedule and provide training for instructional staff and schedule follow up professional development activities. (ongoing) (Dean of Academics, EL coordinator, leadership team)
- 2) 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) (ELA/ELD teachers, EL coordinator, Dean of Academics, RTI coordinator)
- 3) Teachers and the leadership team will monitor student progress in ELD as measured by in-class/benchmark assessments. (ELA/Literacy and math monitoring via MAP tests, IABs, etc.)
- 4) The EL program coordinator sponsored by the Title III consortium lead will monitor MPS protocol for teacher observation and feedback regarding the implementation of the ELD program monthly. (ongoing) (Title III Consortium lead EL program coordinator, leadership team)
- 5) The EL program coordinator sponsored by the Title III consortium lead will evaluate the EL services at the school at least semesterly. (ongoing) (Title III Consortium lead EL program coordinator, leadership team)

NOTE: Charter School is a member of the Magnolia Science Academy consortium for Title III EL 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.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$2,000 EL supplemental materials; \$2,000 Focused PD on ELD standards <i>(See LCAP for non-federally funded expenditures.)</i>
Source(s)	Title I <i>(See LCAP for non-federal sources.)</i>
Budget Reference(s)	\$2,000 EL supplemental materials (4000)(Title I); \$2,000 Focused PD on ELD standards (5800)(Title I)

(See LCAP for non-federally funded expenditures.)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

- During the day, Charter School will provide additional supports and interventions to all students, including ELs.
- Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.
- Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.

SPSA Strategy/Activity:

- Charter School will provide CCSS aligned ELA and math instruction, support and intervention to all students, including ELs and immigrant students, and monitor student progress in ELA/Literacy and math as measured by the interim assessments (MAP, IAB, etc.)

Action Steps & Person(s) Responsible:

- 1) Teachers will provide CCSS aligned ELA and math instruction. (ongoing) (Teachers, leadership team)
- 2) 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) (Dean of Academics, RTI coordinator, leadership team)
 - a) Charter School will use the MAP test and teacher feedback to identify and place students in ELA and Math intervention groups and classes. (within the first month of the school year)
 - b) Students will be provided with targeted CCSS aligned ELA and math intervention during the daily Intervention period, once a week after school and on Saturdays to meet the students' needs. (ongoing)
- 3) Charter School will select a research-based reading intervention and math 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) (ELA Dept. Chair, Math Dept. Chair, Dean of Academics, RTI coordinator, leadership team)
 - a) Charter School will select reading and math intervention materials and resources. (prior to the start of the school year)
 - b) Charter School will purchase supplementary instructional materials and benchmark assessments. (prior to the start of the school year)
 - c) 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)

- 4) Teachers and the leadership team will monitor student progress in ELA and math as measured by in-class/benchmark assessments, MAP and IABs. (ongoing) (Teachers, ELA Dept. Chair, Dean of Academics, RTI coordinator, leadership team)
- a) Teachers will implement the MAP test in the fall and spring and IABs during the year to measure student growth in ELA/Literacy and math. (fall and spring; ongoing)
 - b) Charter School will purchase supplementary instructional materials and benchmark assessments. (prior to the start of the school year)
 - c) 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)

Proposed Expenditures for this Strategy/Activity

Amount(s)	<p>\$10,000 Intervention teacher salaries;</p> <p>\$10,000 Two teacher aide salaries;</p> <p>\$10,000 Title-I coordinator salaries;</p> <p>\$10,000 Intervention teacher and Title-I coordinator benefits;</p> <p>\$3,000 MAP testing fees;</p> <p>\$10,000 Supplemental instructional materials; (myON, Gizmos, Discovery Learning, ALEKS)</p> <p><i>(See LCAP for non-federally funded expenditures.)</i></p>
Source(s)	<p>Title I <i>(See LCAP for non-federal sources.)</i></p>
Budget Reference(s)	<p>\$100,000 Intervention teacher salaries (1000)(Title I);</p> <p>\$10,000 Two teacher aide salaries (2000)(Title I);</p> <p>\$10,000 Title-I coordinator salaries (1000)(Title I);</p> <p>\$10,000 Intervention teacher and Title-I coordinator benefits (3000)(Title I);</p> <p>\$3,000 MAP testing fees (5000)(Title I);</p> <p>\$10,000 Supplemental instructional materials (4000)(Title I); (myON, Gizmos, Discovery Learning, ALEKS)</p> <p><i>(See LCAP for non-federally funded expenditures.)</i></p>

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

- Charter School will offer individual graduation plans, outlining the classes students will take during their high school years.
- Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.
- Charter School will offer “Advisory” classes (college planning and career exploration program) and “College Readiness” classes and programs preparing students for college readiness, including test prep for ACT/SAT.

SPSA Strategy/Activity:

- Charter School will promote a college-going culture through dual enrollment, AP courses, college visits, and other college related activities.

Action Steps & Person(s) Responsible:

- 1) Charter School will offer the following AP courses: AP English Literature, AP World History, AP Statistics, AP Environmental Science, AP Spanish Language, AP Art History, AP United States History (ongoing) (College Counselor, Dean of Academics, leadership team)
- 2) Charter School will offer Advisory classes in grades 9-12 and ACT/SAT prep in grades 10-12. (ongoing) (College Counselor, Dean of Academics, leadership team)

Proposed Expenditures for this Strategy/Activity

Amount(s)

\$2,000 AP course materials;
\$3,000 College preparation materials;
\$2,000 Naviance program;
(See LCAP for non-federally funded expenditures.)

Source(s)

Title I *(See LCAP for non-federal sources.)*

Budget Reference(s)

\$2,000 AP course materials (4000)(Title I);
\$3,000 College preparation materials (4000)(Title I);
\$2,000 Naviance program (5000)(Title I);
(See LCAP for non-federally funded expenditures.)

Goal 2

INNOVATION: All students will become independent, innovative scholars.

Basis for this Goal

- ☰ To provide students with a well-rounded education including programs such as STEM, arts, and civics
- ☰ To increase student access to a broad course of study
- ☰ To offer innovative courses and programs
- ☰ To ensure student participation and achievement in innovative courses and programs
- ☰ To support the effective use of technology

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	100%	100%
Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	100%	100%
Percentage of students enrolled in the Charter School's grades 6-8 who take the Accelerated and/or Advanced Math class and/or Advanced Math club	5%	5%
Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study	100%	100%
Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo	80%	100%

PLANNED STRATEGIES/ACTIVITIES

Complete a copy of the following table for each of the school's strategies/Activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

- Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.
- Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.

SPSA Strategy/Activity:

- Charter School will provide students with a well-rounded education including programs such as health and physical education, arts and civics.

Action Steps & Person(s) Responsible:

- 1) In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, clubs, health and physical education, arts, civics, etc. (ongoing) (Dean of Academics, Principal, MPS Home Office)
- 2) Charter School will strive to provide our students with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, etc. (ongoing) (Leadership Team, MPS Home Office)

Proposed Expenditures for this Strategy/Activity

Amount(s)

\$2,000 Art integration training;
\$1,500 Health workshop series by Kaiser;
\$3,000 Field trip expenses
(See LCAP for non-federally funded expenditures.)

Source(s)

Title I, Title IV *(See LCAP for non-federal sources.)*

Budget Reference(s)

\$2,000 Art integration training (5000)(Title IV);
\$1,500 Health workshop series by Kaiser (5000)(Title IV);
\$3,000 Field trip expenses (5000)(Title I)
(See LCAP for non-federally funded expenditures.)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

- Charter School will offer Accelerated and/or Advanced Math class and/or Advanced Math club to students in grades 6-8.
- Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements.

SPSA Strategy/Activity:

- Charter School will provide students with STEAM focused programs such as science fairs, advanced math courses/clubs, and engineering activities.

Action Steps & Person(s) Responsible:

- 1) Charter School will design its master schedule to include Accelerated and Advanced math classes/clubs. (prior to the start of the school year and ongoing) (Dean of Academics, Principal, MPS Home Office)
- 2) Charter School teachers will mentor students with STEAM focused projects, experiments, models or demos in their classes. (ongoing) (Teachers, Dean of Academics, Principal, MPS Home Office)
- 3) Charter School will organize a STEAM Festival/EXPO and also provide students with information and access to quality out-of-school STEAM activities and achievements. (ongoing) (Science Dept. Chair, Dean of Academics, Principal, MPS Home Office)
- 4) Charter School will design and implement engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW) programs, etc. (prior to the start of the school year and ongoing) (Science Dept. Chair, Dean of Academics, Principal, MPS Home Office)

Proposed Expenditures for this Strategy/Activity

Amount(s)

\$3,000 Science supplemental materials;
\$1,000 STEAM EXPO organization expenses;
\$500 Focused PD on Coding;
(See LCAP for non-federally funded expenditures.)

Source(s)

Title IV (See LCAP for non-federal sources.)

Budget Reference(s)

\$3,000 Science supplemental materials (4000)(Title IV);
\$1,000 STEAM EXPO organization expenses (5000)(Title IV);
\$500 Focused PD on Coding (5000)(Title IV);
(See LCAP for non-federally funded expenditures.)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

• Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.

SPSA Strategy/Activity:

• Charter School will ensure that technology supports instruction.

Action Steps & Person(s) Responsible:

- 1) Charter School will assure that students have physical access, support, and time to use classroom, school, and community resources, including instructional materials and technology. (prior to the start of the school year and ongoing) (Teachers, Dean of Academics, Principal)
- 2) Teachers will use accessible technology tools and other resources on a regular basis to engage and enhance learning and to differentiate instruction to meet the needs of every student. Teachers will effectively use challenging resources that are mentally, visually, aurally, and kinesthetically stimulating. (Ex: internet, PowerPoint, interactive white boards, document camera, multimedia, educational software, interactive games and simulations, apps, class website, lab materials, manipulatives, assistive technology, etc.) (ongoing) (Teachers, Dean of Academics, Principal)
- 3) Teachers and students will keep up to date with technology and blended learning practices. Teachers will model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law and student maintaining internet security. Teachers will provide resources and instructional materials that require cognitive engagement. Students will choose, adapt, or create materials to extend learning. (ongoing) (Teachers, Dean of Academics, Principal)

Proposed Expenditures for this Strategy/Activity

Amount(s)

\$14,000 Chromebooks;

Source(s)	\$6,000 Technology expenses (Smartboards, 3-D printers, etc.) <i>(See LCAP for non-federally funded expenditures.)</i>
Budget Reference(s)	Title I, Title IV <i>(See LCAP for non-federal sources.)</i> \$14,000 Chromebooks (4000)(Title I or Title IV); \$6,000 Technology expenses (4000)(Title I or Title IV) (Smartboards, 3-D printers, etc.) <i>(See LCAP for non-federally funded expenditures.)</i>

Goal 3

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

Basis for this Goal

- ☞ To seek parent input in making decisions for the Charter School
- ☞ To promote parental participation in programs
- ☞ To increase student attendance
- ☞ To avoid chronic absenteeism
- ☞ To avoid middle school dropout
- ☞ To avoid high school dropout
- ☞ To increase high school graduation rate
- ☞ To avoid student suspension
- ☞ To avoid student expulsion
- ☞ To increase the sense of safety and school connectedness

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Number of SSC meetings per year	4	4
Number of ELAC meetings per year	4	4
Number of PTF meetings per year	4	4

Number of activities/events for parent involvement per year	5	5						
Frequency of SIS record updates	Daily/Weekly	Daily/Weekly						
Number of progress reports sent to parents per year	4	4						
Percentage of students who have been home-visited by the teachers per year	20%	25%						
ADA rate	97%	97%						
Chronic absenteeism rate	10%	8%						
Middle school dropout rate	0%	0%						
High school dropout rate	0%	0%						
Four-year cohort graduation rate	98%	100%						
Student suspension rate	0%	0%						
Student expulsion rate	0%	0%						
School experience survey participation rates	<table border="1"> <tr> <td>Students: 86.3%</td> </tr> <tr> <td>Families: 90.7%</td> </tr> <tr> <td>Staff: 100%</td> </tr> </table>	Students: 86.3%	Families: 90.7%	Staff: 100%	<table border="1"> <tr> <td>Students: 90%</td> </tr> <tr> <td>Families: 90%</td> </tr> <tr> <td>Staff: 100%</td> </tr> </table>	Students: 90%	Families: 90%	Staff: 100%
Students: 86.3%								
Families: 90.7%								
Staff: 100%								
Students: 90%								
Families: 90%								
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School experience survey average approval rates	<table border="1"> <tr> <td>Students: 66%</td> </tr> <tr> <td>Families: 87%</td> </tr> <tr> <td>Staff: 78%</td> </tr> </table>	Students: 66%	Families: 87%	Staff: 78%	<table border="1"> <tr> <td>Students: 70%</td> </tr> <tr> <td>Families: 90%</td> </tr> <tr> <td>Staff: 80%</td> </tr> </table>	Students: 70%	Families: 90%	Staff: 80%
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PLANNED STRATEGIES/ACTIVITIES

Complete a copy of the following table for each of the school's strategies/Activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

- Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings.
- Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.
- Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level.
- Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.
- Charter School will annually administer school experience surveys to students, parents, and staff.

SPSA Strategy/Activity:

- Charter School will pursue an integrated strategy to support the exchange of information, purposeful interaction, and meaningful participation between the school, families, and community partners to support student learning and achievement. This will include but not be limited to SSC, ELAC, and PTF meetings, parent activities/events, web portal, home-visits, and school experience surveys.

Action Steps & Person(s) Responsible:

- 1) Charter School will schedule at least quarterly SSC, ELAC, and PTF meetings. (ongoing) (Leadership team, Principal)
- 2) Charter School will communicate with the parents of academically under-performing students, inviting them for parent conferences. (in fall and spring; ongoing) (Teachers, Dean of Academics, Principal)
- 3) Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL students and immigrant 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) (EL Coordinator, Leadership team)
- 4) Charter School teachers will schedule and make home-visits. Teachers will document the visits, evaluate them and share necessary information with the appropriate staff (grade level team, counselor, administrator, etc.) (ongoing) (Teachers, Principal)
- 5) Charter School will use an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and students' own strengths and weaknesses. This feedback instrument will provide teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement.

Proposed Expenditures for this Strategy/Activity

Amount(s)

\$3,000 Parent meeting/workshop expenses;
\$2,000 Parent activities/events expenses;
\$18,000 Home visit compensation
(See LCAP for non-federally funded expenditures.)

Source(s)

Title I (See LCAP for non-federal sources.)

Budget Reference(s)

\$3,000 Parent meeting/workshop expenses (4000)(Title I);
\$2,000 Parent activities/events expenses (4000)(Title I);
\$18,000 Home visit compensation (1000)(Title I)
\$ (See LCAP for non-federally funded expenditures.)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

- Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs.
- Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.
- Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.
- Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.
- Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.

SPSA Strategy/Activity:

- Charter School will provide students with 4-year plans and support programs to ensure timely high school graduation. Charter School will implement policies that encourage and support student attendance, positive student behavior and improvements. Charter School teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.

Action Steps & Person(s) Responsible:

- 1) Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation and satisfaction of UC/CSU requirements. (ongoing) (College Counselor, Dean of Academics, leadership team)
- 2) Charter School will implement restorative practices and Positive Behavioral Interventions and Supports (PBIS). (ongoing) (Teachers, Dean of Students, leadership team)
 - a) Charter School will implement restorative practices, PBIS, and alternatives to suspension. (ongoing)
 - b) Charter School will implement a positive behavior reward system and use its SIS for monitoring it. (ongoing)
- 3) Charter School will offer Life Skills program to supplement instruction. (ongoing) (Teachers, Dean of Students, leadership team)
- 4) Charter School will connect students and families with resources for social-emotional and behavioral support.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$35,000 Therapist and Edge Coach Salary; \$3,000 PD on PBIS, restorative practices, and classroom management; <i>(See LCAP for non-federally funded expenditures.)</i>
Source(s)	Title I <i>(See LCAP for non-federal sources.)</i>
Budget Reference(s)	\$35,000 Therapist and Edge Coach Salary; \$3,000 PD on PBIS, restorative practices, and classroom management; \$3,000 PD on PBIS, restorative practices, and classroom management (5000)(Title I); \$ <i>(See LCAP for non-federally funded expenditures.)</i>

Annual Review and Update

SPSA Year Reviewed: 2017–18

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed.

Goal 1

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

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator

Expected Outcomes

Actual Outcomes

<p>Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter</p>	<p>100%</p>	<p>100%</p>																			
<p>Percentage of students who will have sufficient access to standards-aligned instructional materials</p>	<p>100%</p>	<p>100%</p>																			
<p>Percentage of students performing proficient on the CAASPP-ELA/Literacy assessments (Grades 3-8):</p>	<p>2017-18 (Expected):</p> <table border="1" data-bbox="609 577 954 1654"> <tr> <td>All Students: 5 percentage points up from the prior year</td> </tr> <tr> <td>English Learners: 5 percentage points up from the prior year</td> </tr> <tr> <td>Socioeconomically Disadvantaged: 5 percentage points up from the prior year</td> </tr> <tr> <td>Students with Disabilities: 5 percentage points up from the prior year</td> </tr> <tr> <td>Homeless: 5 percentage points up from the prior year</td> </tr> <tr> <td>African American: 5 percentage points up from the prior year</td> </tr> <tr> <td>Hispanic: 5 percentage points up from the prior year</td> </tr> <tr> <td>White: 5 percentage points up from the prior year</td> </tr> </table>	All Students: 5 percentage points up from the prior year	English Learners: 5 percentage points up from the prior year	Socioeconomically Disadvantaged: 5 percentage points up from the prior year	Students with Disabilities: 5 percentage points up from the prior year	Homeless: 5 percentage points up from the prior year	African American: 5 percentage points up from the prior year	Hispanic: 5 percentage points up from the prior year	White: 5 percentage points up from the prior year	<p>2016-17 (Baseline):</p> <table border="1" data-bbox="1096 577 1442 1218"> <tr> <td>All Students: 40%</td> </tr> <tr> <td>English Learners: 18%</td> </tr> <tr> <td>Socioeconomically Disadvantaged: 40%</td> </tr> <tr> <td>Students with Disabilities: 7.6%</td> </tr> <tr> <td>Homeless: n/a, less than 1%</td> </tr> <tr> <td>African American: 41.6%</td> </tr> <tr> <td>Hispanic: 42.22%</td> </tr> <tr> <td>White: n/a, less than 1%</td> </tr> </table> <p>2017-18 (Actual):</p> <table border="1" data-bbox="1096 1344 1442 1795"> <tr> <td>All Students: 1.58 percentage points up from the prior year</td> </tr> <tr> <td>English Learners: 1.33 percentage points down from the prior year</td> </tr> <tr> <td>Socioeconomically Disadvantaged: .99 percentage points up from the prior year</td> </tr> </table>	All Students: 40%	English Learners: 18%	Socioeconomically Disadvantaged: 40%	Students with Disabilities: 7.6%	Homeless: n/a, less than 1%	African American: 41.6%	Hispanic: 42.22%	White: n/a, less than 1%	All Students: 1.58 percentage points up from the prior year	English Learners: 1.33 percentage points down from the prior year	Socioeconomically Disadvantaged: .99 percentage points up from the prior year
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<p>Percentage of students meeting their growth targets on the MAP-Reading assessment (Grades 3-10)</p>	<p>2017-18 (Expected):</p>	<p>2016-17 (Baseline):</p>		
			<p>All Students: 2 percentage points up from the prior year</p>	<p>All Students: 46%</p>
			<p>English Learners: 2 percentage points up from the prior year</p>	<p>English Learners: 33%</p>
			<p>Socioeconomically Disadvantaged: 2 percentage points up from the prior year</p>	<p>Socioeconomically Disadvantaged: 46%</p>
			<p>Students with Disabilities: 2 percentage points up from the prior year</p>	<p>Students with Disabilities: 36%</p>
			<p>Homeless: 2 percentage points up from the prior year</p>	<p>Homeless: less than 1%</p>
			<p>African American: 2 percentage points up from the prior year</p>	<p>African American: 41%</p>
			<p>Hispanic: 2 percentage points up from the prior year</p>	<p>Hispanic: 46%</p>
			<p>White: 2 percentage points up from the prior year</p>	<p>White: less than 1%</p>
			<p>2017-18 (Actual):</p>	<p>All Students: 8 percentage points up from the prior year</p>
				<p>English Learners: 10 percentage points up from the prior year</p>
				<p>Socioeconomically Disadvantaged: 11 percentage points up from the prior year</p>
				<p>Students with Disabilities: 21 percentage points up from the prior year</p>
				<p>Homeless: n/a, less than 1%</p>
<p>African American: 1 percentage points up from the prior year</p>				
<p>Hispanic: 6 percentage points up from the prior year</p>				

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<p>Percentage of students performing proficient on the CAASPP-Mathematics assessments (Grades 3-8):</p>	<p>2017-18 (Expected):</p> <table border="1"> <tr> <td>All Students: 5 percentage points up from the prior year</td> </tr> <tr> <td>English Learners: 5 percentage points up from the prior year</td> </tr> <tr> <td>Socioeconomically Disadvantaged: 5 percentage points up from the prior year</td> </tr> <tr> <td>Students with Disabilities: 5 percentage points up from the prior year</td> </tr> <tr> <td>Homeless: 5 percentage points up from the prior year</td> </tr> <tr> <td>African American: 5 percentage points up from the prior year</td> </tr> <tr> <td>Hispanic: 5 percentage points up from the prior year</td> </tr> <tr> <td>White: 5 percentage points up from the prior year</td> </tr> </table>	All Students: 5 percentage points up from the prior year	English Learners: 5 percentage points up from the prior year	Socioeconomically Disadvantaged: 5 percentage points up from the prior year	Students with Disabilities: 5 percentage points up from the prior year	Homeless: 5 percentage points up from the prior year	African American: 5 percentage points up from the prior year	Hispanic: 5 percentage points up from the prior year	White: 5 percentage points up from the prior year	<p>2016-17 (Baseline):</p> <table border="1"> <tr> <td>All Students: 22%</td> </tr> <tr> <td>English Learners: 18%</td> </tr> <tr> <td>Socioeconomically Disadvantaged: 21%</td> </tr> <tr> <td>Students with Disabilities: 4%</td> </tr> <tr> <td>Homeless:n/a, less than 1%</td> </tr> <tr> <td>African American: 17%</td> </tr> <tr> <td>Hispanic: 25%</td> </tr> <tr> <td>White: n/a, less than 1%</td> </tr> </table> <p>2017-18 (Actual):</p> <table border="1"> <tr> <td>All Students: 1 percentage points down from the prior year</td> </tr> <tr> <td>English Learners: 9 percentage points down from the prior year</td> </tr> <tr> <td>Socioeconomically Disadvantaged:no change</td> </tr> <tr> <td>Students with Disabilities: 32.67 percentage points up from the prior year</td> </tr> <tr> <td>Homeless:n/a, less than 1%</td> </tr> <tr> <td>African American: 1.31 percentage points up from the prior year</td> </tr> </table>	All Students: 22%	English Learners: 18%	Socioeconomically Disadvantaged: 21%	Students with Disabilities: 4%	Homeless:n/a, less than 1%	African American: 17%	Hispanic: 25%	White: n/a, less than 1%	All Students: 1 percentage points down from the prior year	English Learners: 9 percentage points down from the prior year	Socioeconomically Disadvantaged:no change	Students with Disabilities: 32.67 percentage points up from the prior year	Homeless:n/a, less than 1%	African American: 1.31 percentage points up from the prior year
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Socioeconomically Disadvantaged: 2 percentage points up from the prior year
Students with Disabilities: 2 percentage points up from the prior year
Homeless: 2 percentage points up from the prior year
African American: 2 percentage points up from the prior year
Hispanic: 2 percentage points up from the prior year
White: 2 percentage points up from the prior year

Students with Disabilities: 29%
Homeless: less than 1%
African American: 32%
Hispanic: 44%
White: n/a less than 1%

2017-18 (Actual):

All Students: 6 percentage points up from the prior year
English Learners: 8 percentage points up from the prior year
Socioeconomically Disadvantaged: 2 percentage points down from the prior year
Students with Disabilities: 9 percentage points up from the prior year
Homeless:n/a, less than 1%
African American: 8 percentage points down from the prior year
Hispanic: 4 percentage points up from the prior year
White: 2 percentage points up from the prior year

<p>Percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC</p>	<p>2 percentage points up from the prior year</p>	<p>2017-18 English Learner Progress Indicator (ELPI) data is not available at this time.</p> <table border="1" data-bbox="1092 243 1539 516"> <tr> <td data-bbox="1092 243 1320 359">2016-17 (Baseline)</td> <td data-bbox="1320 243 1539 359">71.4%</td> </tr> <tr> <td data-bbox="1092 359 1320 516">2017-18 (Projected)</td> <td data-bbox="1320 359 1539 516">2 percentage points up from the prior year</td> </tr> </table>	2016-17 (Baseline)	71.4%	2017-18 (Projected)	2 percentage points up from the prior year
2016-17 (Baseline)	71.4%					
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<p>Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually</p>	<p>1 percentage point up from the prior year</p>	<table border="1" data-bbox="1092 621 1539 804"> <tr> <td data-bbox="1092 621 1320 737">2016-17 (Baseline)</td> <td data-bbox="1320 621 1539 737">21.7%</td> </tr> <tr> <td data-bbox="1092 737 1320 804">2017-18 (Actual)</td> <td data-bbox="1320 737 1539 804">14.8%</td> </tr> </table>	2016-17 (Baseline)	21.7%	2017-18 (Actual)	14.8%
2016-17 (Baseline)	21.7%					
2017-18 (Actual)	14.8%					
<p>Percentage of students who will receive a grade of “C” or better (or perform “proficient” on the related state standardized tests) in core subjects and electives</p>	<p>78%</p>	<p>78%</p>				
<p>Percentage of graduating seniors who have met or exceeded standard on both ELA and Mathematics on Smarter Balanced Summative Assessments</p>	<p>2 percentage points up from the prior year</p>	<table border="1" data-bbox="1092 1108 1539 1291"> <tr> <td data-bbox="1092 1108 1320 1224">2016-17 (Baseline)</td> <td data-bbox="1320 1108 1539 1224">23%</td> </tr> <tr> <td data-bbox="1092 1224 1320 1291">2017-18 (Actual)</td> <td data-bbox="1320 1224 1539 1291">22.4%</td> </tr> </table>	2016-17 (Baseline)	23%	2017-18 (Actual)	22.4%
2016-17 (Baseline)	23%					
2017-18 (Actual)	22.4%					
<p>Percentage of graduating seniors who have passed an AP exam with a score of 3 or higher</p>	<p>2 percentage points up from the prior year</p>	<table border="1" data-bbox="1092 1396 1539 1579"> <tr> <td data-bbox="1092 1396 1320 1512">2016-17 (Baseline)</td> <td data-bbox="1320 1396 1539 1512">41.9%</td> </tr> <tr> <td data-bbox="1092 1512 1320 1579">2017-18 (Actual)</td> <td data-bbox="1320 1512 1539 1579">30.6%</td> </tr> </table>	2016-17 (Baseline)	41.9%	2017-18 (Actual)	30.6%
2016-17 (Baseline)	41.9%					
2017-18 (Actual)	30.6%					
<p>Percentage of graduating seniors who will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements</p>	<p>2 percentage points up from the prior year</p>	<table border="1" data-bbox="1092 1684 1539 1866"> <tr> <td data-bbox="1092 1684 1320 1799">2016-17 (Baseline)</td> <td data-bbox="1320 1684 1539 1799">90%</td> </tr> <tr> <td data-bbox="1092 1799 1320 1866">2017-18 (Actual)</td> <td data-bbox="1320 1799 1539 1866">79.1%</td> </tr> </table>	2016-17 (Baseline)	90%	2017-18 (Actual)	79.1%
2016-17 (Baseline)	90%					
2017-18 (Actual)	79.1%					

Percentage of students in grades 9-11 who will participate in the PSAT test	95%	100%				
Percentage of students who will meet or exceed college readiness benchmarks for their grade level out of all students who participate in the PSAT test	2 percentage points up from the prior year	<table border="1"> <tr> <td>2016-17 (Baseline)</td> <td>40%</td> </tr> <tr> <td>2017-18 (Actual)</td> <td>42%</td> </tr> </table>	2016-17 (Baseline)	40%	2017-18 (Actual)	42%
2016-17 (Baseline)	40%					
2017-18 (Actual)	42%					

STRATEGIES/ACTIVITIES

Duplicate the Strategies/Activities from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> Charter School will ensure that all teachers are supported with their credentialing needs and that they participate in PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment. Charter School will also monitor and evaluate teachers for their performance. 	<ul style="list-style-type: none"> We have supported our teachers with their credentialing needs. Teachers participated in PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment. We also monitored and evaluated all our teachers for their performance. 	<p>2017-18:</p> <p>\$11,000 BTSA expenses (5000)(Title II);</p> <p>\$20,000 General fund for PD in the following areas: PLC, Bloom’s Taxonomy, Classroom Instruction That Works, Differentiated Instruction, Rigor, intervention, ELA support (Title II) (5800)</p> <p>\$900 Title I for PD in immigrant education (3 participants, 2 days, \$150 per day)</p> <p>(See LCAP for non-federally funded expenditures.)</p>	<p>2017-18:</p> <p>\$6,500 BTSA expenses (5000)(Title I);</p> <p>\$10,000 Professional Development (5800) (Title II);</p> <p>\$5,000 Professional Development (5800) (Title I);</p> <p>(See LCAP for non-federally funded expenditures.)</p>

Strategy/Activity 2

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
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<p>• Charter School will provide CCSS aligned ELA and math instruction and ELD instruction, support and intervention to ELs and immigrant students, and monitor student progress in ELA/Literacy, math, and ELD as measured by the MAP tests and other assessments.</p>	<p>• Charter School provided CCSS aligned ELA and math instruction and ELD instruction, support and intervention to ELs, and monitored student progress in ELA/Literacy, math, and ELD as measured by the MAP tests and other assessments.</p>	<p>2017-18: \$285 BrainPOP ESL \$1,200 Staff PD Book \$10,000 MyOn, tech software (Title 1) \$3,000 EL supplemental materials (4000)(Title I); \$2,000 Focused PD on ELD standards (5800)(Title I) <i>(See LCAP for non-federally funded expenditures.)</i></p>	<p>2017-18: \$3568.60 EL supplemental materials (4000)(Title I); \$12,000 MyOn (Title 1) \$2,000 Focused PD on ELD standards (5800)(Title I) <i>(See LCAP for non-federally funded expenditures.)</i></p>
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Strategy/Activity 3

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<p>• Charter School will provide CCSS aligned ELA and math instruction, support and intervention to all students, including ELs and immigrant students, and monitor student progress in ELA/Literacy and math as measured by the interim assessments (MAP, IAB, etc.)</p>	<p>• Charter School provided CCSS aligned ELA and math instruction, support and intervention to all students, including ELs, and monitored student progress in ELA/Literacy and math as measured by the interim assessments (MAP, IAB, etc.)</p>	<p>2017-18: \$40,000 Intervention teacher salaries (1000)(Title I); \$50,000 Two teacher aide salaries (2000)(Title I); \$70,000 Title-I coordinator salaries (1000)(Title I); \$25,000 Intervention teacher and Title-I coordinator benefits (3000)(Title I); \$3,000 MAP testing fees (5000)(Title I); \$5,000 Supplemental instructional materials</p>	<p>2017-18: \$48,000 Intervention Counselor (1000)(Title I); \$50,000 Two teacher aide salaries (2000)(Title I); \$70,000 Title-I coordinator salaries (1000)(Title I); \$59,000 Intervention math teacher (3000)(Title I); \$5,000 MAP testing fees (5000)(Title I); \$13,000 Supplemental instructional materials (4000)(Title I); (Revk,</p>

		(4000)(Title I); (myON, AR, Discovery Learning, ALEKS) (See LCAP for non-federally funded expenditures.)	myON, AR, Discovery Learning, ALEKS) (See LCAP for non-federally funded expenditures.)
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Strategy/Activity 4

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> Charter School will promote a college-going culture through dual enrollment, AP courses, college visits, and other college related activities. 	<ul style="list-style-type: none"> Charter School promoted a college-going culture through dual enrollment, AP courses, college visits, and other college related activities. AP courses offered include the following: AP Environmental Science, AP US History, AP English Lit, AP World History, AP Statistics, AP Art History 	2017-18: \$2,000 AP course materials (4000)(Title I); \$3,000 College preparation materials (4000)(Title I); \$2,000 Naviance program (5000)(Title I); (See LCAP for non-federally funded expenditures.)	2017-18: \$2,000 AP course materials (4000)(Title I); \$3,000 College preparation materials (4000)(Title I); \$2,000 Naviance program (5000)(Title I); (See LCAP for non-federally funded expenditures.)

ANALYSIS

Complete a copy of the following table for each of the school’s goals from the prior year SPSA. Duplicate the table as needed.

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our EXCELLENCE goal. We supported our teachers with their credentialing and PD needs; we offer standards-based instruction and our students have sufficient access to standards-aligned instructional materials; we regularly review student performance data and progress towards targets with our staff and continue to provide additional supports and interventions to all students, including ELs, during the school day, after school hours, and on Saturday; we provide our ELs with designated and integrated EL instruction; and we offer AP and Advisory classes for college readiness.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The actions/services have been effective as measured by progress towards our annual measurable outcomes.

College/Career Readiness:

- 100% Graduation, 98% filled out FAFSA for college financial aid, 42 out of 43 seniors applied to college. College readiness course for seniors to plan career, college and future plans.
- 50% are attending UC, CSU, Private, HBCU, over 50 college acceptances. 60% on honor roll, high honor roll. 25% of our Seniors are graduating with a State Seal of Biliteracy.
- MyOn reading report shows growth in Lexile reading level, went from 638 in 2016-2017 to 698 at the end of 2017-2018.
- SBAC: ELA 42% met or exceeded standards. Middle School Math distance from level 3 reduced from -73 to -59 (14 points).
- Using Common Core Standards and Curriculum, SSR to build reading skills and power Math and English classes to help with intervention
- MAP Data-test in the Fall of 2017, waiting on results from Spring 2018.
- English learner coordinator on site to assist student,; reclassified 4 students. 15% of our EL population.

Suspension & School Climate: California Dashboard-Our Suspension rate is low, green.

- CIF & SRLA Induction
- 1st Place in Robotics Competition-Saturday's event at LEGOLAND, FLL CUP Robotics competition, went very well. There were 62 teams from southern California.
- MPS STEAM Expo Lego robotics team earned 2nd place and our science students who can and two 6th grade female students took home first place in the physical science category.
- MTSS Grant \$50,000 for 2018-2019
- 2 seniors won Non-Profit Fundraiser Project in Economics
- Teacher won Teacher of the Year for City of Carson

Power Math and Power English are offered, Saturday School, Home visits are scheduled for lowest performing and mid-range students. Tutoring four days a week. We use interim block assessments and interim comprehensive exams to review where students are and have teacher reteach/review the concepts most students missed. Teachers use Khan Academy/Moby Max Math for students to receive individualized instruction. English curriculum includes StudySync and Illuminate standards based practice exams. In Math, MobyMax and Aleks are used to help allow students to build content skills.

MyOn to help students reading levels through dedicated SSR (Silent Sustained Reading). Students who are reading at grade level books and scoring above 70% on quizzes receives incentives. This keeps the motivation high among students to read more. To create ownership, we had three goal setting sessions where students set goals for their classes, as well as for their SBAC Math/ELA tests.

To maintain our graduation rate, we are holding sessions for students to check on graduation requirements and plan for next year in terms of which electives/APs they will take. In addition, students identify if they need credit recovery. Dean of Academics meet with those students for an individualized plan for graduation and follows up with them quarterly.

We have more social-emotional support through our full-time therapist and edge coach to help students learn executive function skills, anger management and impulse control.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

MSA 3 had a minor change in the amount spent on BTSA and Administrative Credential spending because a teacher resigned who was in the BTSA program. Next year we will have a higher spending about in this area since more of our teachers are interns, in the first year after their credential or want to get their admin credential. For instructional material and textbook we had more of an increase than expected because a couple versions of our textbooks were older than required and we wanted to update the content to meet the Common Core Standards. We also started having more elective courses and wanted to have textbook and materials to implement effectively. The plan is to increase textbooks and instructional material in order to meet the enrollment demand and support to instructors. The janitorial services decreased minimally and that is due to the estimate that was given to us by prop 39 and then we adjust our spending based on their invoices; next year there will be an increase, it is yet to be determined. Professional development spending decreased with having an in-house instructional coach to mentor and assist teachers with curriculum and instructional support. There will be an increase next year for our EL coordinator based on experience and new pay scale. Material cost for EL will remain the same since we have less than 25 students and that has been consistent.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes with new performance targets for the upcoming school year based on input from all stakeholders and available data through surveys and student performance data. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP. Our main goal is to get our instructors more support in the classroom and focus on intervention for our students who need additional support.

Goal 2

INNOVATION: All students will become independent, innovative scholars.

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	100%	100%
Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	100%	100%
Percentage of students enrolled in the Charter School's grades 6-8 who take the Accelerated and/or Advanced Math class and/or Advanced Math club	5%	5%
Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study	100%	100%
Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo	80%	80%

STRATEGIES/ACTIVITIES

Duplicate the Strategies/Activities from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> Charter School will provide students with a well-rounded education including programs such as health and physical education, arts and civics. 	<ul style="list-style-type: none"> Charter School provided students with a well-rounded education including programs such as health and physical education, arts and civics. 	2017-18: \$2,000 Art integration training (5000)(Title IV); \$1,500 Health workshop series by Kaiser (5000)(Title IV); \$3,000 Field trip expenses (5000)(Title I) <i>(See LCAP for non-federally funded expenditures.)</i>	2017-18: \$2,000 Art integration training (5000)(Title IV); \$1,500 Health workshop series by Kaiser (5000)(Title IV); \$3,000 Field trip expenses (5000)(Title I) <i>(See LCAP for non-federally funded expenditures.)</i>

Strategy/Activity 2

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> Charter School will provide students with STEAM focused programs such as science fairs, advanced math courses/clubs, and engineering activities. 	<ul style="list-style-type: none"> Charter School provided students with STEAM focused programs such as science fairs, advanced math courses/clubs, and engineering activities. 	2017-18: \$3,000 Science supplemental materials (4000)(Title IV); \$1,000 STEAM EXPO organization expenses (5000)(Title IV); \$500 Focused PD on Coding (5000)(Title IV); <i>(See LCAP for non-federally funded expenditures.)</i>	2017-18: \$3,000 Science supplemental materials (4000)(Title IV); \$1,000 STEAM EXPO organization expenses (5000)(Title IV); \$500 Focused PD on Coding (5000)(Title IV); <i>(See LCAP for non-federally funded expenditures.)</i>

Strategy/Activity 3

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> Charter School will ensure that technology supports instruction. 	<ul style="list-style-type: none"> Charter School provided technology to support instruction (Chromebooks, replacing computer pieces, projectors, docu-cameras) 	2017-18: 5,000 Chromebooks (Title I); \$6,000 Technology expenses (Title I) <i>(See LCAP for non-federally funded expenditures.)</i>	2017-18: 25,000 Chromebooks (Title I); \$6,000 Technology expenses (Title I) <i>(See LCAP for non-federally funded expenditures.)</i>

ANALYSIS

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed.

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our INNOVATION goal. We provide courses, electives, programs, and services outlined in our charter petition, certain programs and services being dependent on student need and interest; our master schedule is designed to meet the needs of all students; we provide opportunities for online and dual enrollment; we offer Advanced Math and Computer Technology classes; and provide opportunities for students to create or demonstrate a STEAM focused project, experiment, model or demo.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The actions/services have been effective as measured by progress towards our annual measurable outcomes. Our test scores are in par with other school districts, and we offer 5 AP courses this year, and over 53 students were enrolled in at least one class. We offer PSAT for 8th-12th grade. Magnolia Science Academy 3 is ranked #1200 in the National Rankings and earned a silver medal by U.S. News. Our Robotics team which helps students who scored Standard Nearly Met on the SBAC competed in San Diego Tournament and won first place. Our video production & Animation course for middle school was able to earn high ranking achievement and awards at the Latino Film Festival in Los Angeles. Here you need to talk about that your data to show that these actions/services have been effective. For example; you can mention your Advanced Math class/club participation or success, Computer class participation and passing rates, STEAM project completion, etc. Three of our teachers were recognized by The City of Carson, The NAACP, and the Leader In Me Conference. We have Advanced Math class/club participation and successful participation, Computer class participation and passing rates are high, and we developed an AP Computer Science course, as well as over 150 STEAM project completion.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

We strategize to decrease teacher turnover and decided to add a Vice Principal to be an instructional coach and help support principal with operations of the school. Next year we plan to add in more intervention teachers to support our students academically. We are hiring teachers at a better rate so they will want to invest in the school and students. We ordered chromebooks so now we have a 1 to 1 ratio.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will maintain our goal and expected outcomes, metrics, and actions and services. We have updated our budget for the upcoming school year based on technology needs and input from all stakeholders. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the SPSA.

Goal 3

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

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
Number of SSC meetings per year	4	4
Number of ELAC meetings per year	4	4
Number of PTF meetings per year	4	4
Number of activities/events for parent involvement per year	5	5
Frequency of SIS record updates	Daily/Weekly	Daily/Weekly
Number of progress reports sent to parents per year	4	4
Percentage of students who have been home-visited by the teachers per year	20%	20%
ADA rate	97%	97%
Chronic absenteeism rate	10%	10%
Middle school dropout rate	0%	0%
High school dropout rate	0%	0%
Four-year cohort graduation rate	95%	98%
Student suspension rate	0%	0%
Student expulsion rate	0%	0%

School experience survey participation rates	<table border="1"> <tr><td>Students: 90%</td></tr> <tr><td>Families: 85%</td></tr> <tr><td>Staff: 75%</td></tr> </table>	Students: 90%	Families: 85%	Staff: 75%	<table border="1"> <tr><td>Students: 76.4%</td></tr> <tr><td>Families: 48.3%</td></tr> <tr><td>Staff: 90.2%</td></tr> </table>	Students: 76.4%	Families: 48.3%	Staff: 90.2%
Students: 90%								
Families: 85%								
Staff: 75%								
Students: 76.4%								
Families: 48.3%								
Staff: 90.2%								
School experience survey average approval rates	<table border="1"> <tr><td>Students: 55%</td></tr> <tr><td>Families: 86%</td></tr> <tr><td>Staff: 60%</td></tr> </table>	Students: 55%	Families: 86%	Staff: 60%	<table border="1"> <tr><td>Students: 66%</td></tr> <tr><td>Families: 87%</td></tr> <tr><td>Staff: 78%</td></tr> </table>	Students: 66%	Families: 87%	Staff: 78%
Students: 55%								
Families: 86%								
Staff: 60%								
Students: 66%								
Families: 87%								
Staff: 78%								

STRATEGIES/ACTIVITIES

Duplicate the Strategies/Activities from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> Charter School will pursue an integrated strategy to support the exchange of information, purposeful interaction, and meaningful participation between the school, families, and community partners to support student learning and achievement. This will include but not be limited to SSC, ELAC, and PTF meetings, parent activities/events, web portal, home-visits, and school experience surveys. 	<ul style="list-style-type: none"> We held regular SSC, ELAC, and PTF meetings and parent activities/events. We communicated with the parents of academically underperforming students, inviting them for parent conferences. Our teachers used the school web portal actively and conducted home-visits. The school implemented the school experience surveys. 	2017-18: \$3,000 Parent meeting/workshop expenses (4000)(Title I); \$2,000 Parent activities/events expenses (4000)(Title I); \$3,000 ParentSquare communication software (5000)(Title I); \$10,000 Home visit compensation (1000)(Title I);	2017-18: \$3,000 Parent meeting/workshop expenses (4000)(Title I); \$2,000 Parent activities/events expenses (4000)(Title I); \$3,000 ParentSquare communication software (5000)(Title I); \$10,000 Home visit compensation (1000)(Title I); <i>(See LCAP for non-federally funded expenditures.)</i>

		(See LCAP for non-federally funded expenditures.)	
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Strategy/Activity 2

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> Charter School will provide students with 4-year plans and support programs to ensure timely high school graduation. Charter School will implement policies that encourage and support student attendance, positive student behavior and improvements. Charter School teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. 	<ul style="list-style-type: none"> We provided students with 4-year plans and supported programs to ensure timely high school graduation. Charter School implemented policies that encourage and support student attendance, positive student behavior and improvements. Our teachers implemented PBIS. We offered Life Skills program to supplement instruction and connected students and families with resources for social-emotional and behavioral support. 	2017-18: \$??? Behavior Counselor Salary (1000)(Title I); \$5,000 Edge Coaching (5000)(Title I); \$3,000 PD on PBIS, restorative practices, and classroom management (5000)(Title I); (See LCAP for non-federally funded expenditures.)	2017-18: \$??? Behavior Counselor Salary (1000)(Title I); \$5,000 Edge Coaching (5000)(Title I); \$3,000 PD on PBIS, restorative practices, and classroom management (5000)(Title I); (See LCAP for non-federally funded expenditures.)

ANALYSIS

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed.

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our CONNECTION goal. We have held quarterly SSC, ELAC, and PTF meetings; hosted parent activities/events; provided parents with access to our SIS; visited our students at their homes; encouraged and supported student attendance; provided support to ensure timely high school graduation; implemented alternatives to suspension/expulsion, including restorative practices; acknowledged and encouraged positive student behavior and improvements; and administered school experience surveys to our students, parents, and staff.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The actions/services have been effective as measured by progress towards our annual measurable outcomes. We have to focus more attention on ADA, we decreased slightly. We have sufficient stakeholder meetings; over 40 per year and we offer a variety of ways for

students to stay connected but we have to improve our survey results. Offering electives, the students want, hearing more from parents on their priorities and ensuring teachers are doing home visits effectively and strategically.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Home visit increase over \$10,000 to reach more students who need intervention. There was an increase. We had 185 home visits for the 2017-2018 school year. We plan to have 120 in 2018-2019.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes for school experience survey average approval rates. Based on input from all stakeholders, we will continue to hold events that promote parental participation as well as parent training activities such as Parent College. We will focus on acknowledging positive student behavior and restorative practices. We will continue to offer PD to our teachers on classroom management and student engagement procedures to help create an atmosphere of trust, respect, and high expectations.

Budget Summary and Consolidation

Complete the table below. Schools may include additional information or more detail. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$196,665 (excluding Title III Consortium funds)
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$196,665

Consolidation of Funds

List the Federal programs that the school is consolidating in the schoolwide program. Adjust the table as needed.

Federal Programs	Allocation (\$)
Title I, Part A: School Allocation	\$176,005

Title II, Part A: Supporting Effective Instruction	\$20,660
Title III, Part A: Language Instruction for English Learners and Immigrant Youth	0
Title IV Part A: Student Support and Academic Enrichment Grants	

Subtotal of consolidated federal funds for this school: \$196,665

List the State and local programs that the school is consolidating in the schoolwide program.
Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF Base Revenue	\$3,397,785
Supplemental and Concentration Grant Funds	\$1,061,348
[List state or local program here]	[\$[Enter amount here]
[List state or local program here]	[\$[Enter amount here]
[List state or local program here]	[\$[Enter amount here]

Subtotal of consolidated state or local funds for this school: \$4,459,133

Total of consolidated (federal, state, and/or local) funds for this school: \$4,655,798

Addendum

The Single Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to *EC* 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups.

Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measureable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in *EC* Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to *EC* Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in *EC* Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: *EC* sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
 - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if

appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;

- c. the devotion of sufficient resources to effectively carry out professional development activities; and
 - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
 5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
 6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
 7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation

Title I, Part A: School Parent and Family Engagement Allocation

Title I, Part A: Targeted Support and Improvement Allocation

Title I, Part C: Education of Migratory Children

Title II, Part A: Supporting Effective Instruction

Title III, Part A: Language Instruction for English Learners and Immigrate Youth

Title IV Part A: Student Support and Academic Enrichment Grants

Title IV Part B: 21st Century Community Learning Centers

Title V, Part B: Rural Education Initiative

Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program

American Indian Education

Child Development Programs

Economic Impact Aid/State Compensatory Education (carryover funds)

Economic Impact Aid/Limited English Proficient (carryover funds)

California Foster Youth Services

California Partnership Academies

California Tobacco-Use Prevention Education Program

School Year: 2018-19

Single Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Addendum.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Magnolia Science Academy-4	19647330117622	10/29/18	11/08/18

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

In order to promote learning and provide a more positive learning experience for our students, MSA-4 has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our annual SPSA.

Information/input sessions include Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, and staff meetings. Parents on our PTF and SSC also serve as our parent advisory committee for Local Control and Accountability Plan (LCAP). Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our parent advisory committee and ELAC provide valuable input for the new SPSA. In addition, the Charter School conducts surveys for parents, students, and staff, and the Charter School staff make home visits. These all serve as ways to inform, educate, and gather input & feedback from all critical stakeholders.

The Charter School has:

- an approved charter petition with measurable student outcomes and methods to assess student progress,
- a LCAP as a comprehensive planning tool that addresses the state priorities and locally identified priorities,
- a WASC action plan for continuous school improvement,
- a LCAP Federal Addendum to supplement the LCAP to meet the Local Educational Agency (LEA) Plan provisions of the ESSA,
- and a SPSA that documents the school's approach to maximizing the impact of federal investments in support of underserved students.

MSA-1 aligns its federally-funded programs with the priority goals of the school and such funds provide the opportunity to innovate. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

During the 2017-18 school year the Charter School held its periodical meetings to gather input from our stakeholders. These include 8 PTF meetings, 4 SSC meetings, at least 6 parent activities/events including two Coffee with the Principal meetings, weekly staff meetings, and other stakeholder meetings. The school conducted a family, staff, and student experience survey with specific questions

on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement. A majority of our stakeholders participated in this survey.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

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

Basis for this Goal

- To ensure our students are college/career ready
- To ensure student proficiency in all courses
- To ensure students meet or exceed standard on CASSPP-ELA/Literacy and Mathematics assessments
- To ensure EL students make annual progress in learning English
- To ensure implementation of state board adopted academic content and performance standards for all students
- To ensure teachers are appropriately assigned and fully credentialed
- To ensure students have sufficient access to standards-aligned instructional materials

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome								
Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter	100%	100%								
Percentage of students who will have sufficient access to standards-aligned instructional materials	100%	100%								
Percentage of students performing proficient on the CAASPP-ELA/Literacy assessments (Grades 3-8,11):	2017-18 (Baseline): <table border="1"> <tr> <td>All Students: 32.63%</td> </tr> <tr> <td>Socioeconomically Disadvantaged: 33.33%</td> </tr> <tr> <td>Students with Disabilities: 13.33%</td> </tr> <tr> <td>Hispanic: 28.99</td> </tr> </table>	All Students: 32.63%	Socioeconomically Disadvantaged: 33.33%	Students with Disabilities: 13.33%	Hispanic: 28.99	2018-19 (Expected): <table border="1"> <tr> <td>All Students: 3 percentage points up from the prior year</td> </tr> <tr> <td>Socioeconomically Disadvantaged: 3 percentage points up from the prior year</td> </tr> <tr> <td>Students with Disabilities: 3 percentage points up from the prior year</td> </tr> <tr> <td>Hispanic: 3 percentage points up from the prior year</td> </tr> </table>	All Students: 3 percentage points up from the prior year	Socioeconomically Disadvantaged: 3 percentage points up from the prior year	Students with Disabilities: 3 percentage points up from the prior year	Hispanic: 3 percentage points up from the prior year
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Students with Disabilities: 3 percentage points up from the prior year										
Hispanic: 3 percentage points up from the prior year										
Change in Average Distance from Level 3 on the CASSPP-ELA/Literacy assessments (Grades 3-8,11)	2016-17 (Baseline): <table border="1"> <tr> <td>All Students: 41.6 points below level 3</td> </tr> <tr> <td>Socioeconomically Disadvantaged: 37.5 points below level 3</td> </tr> <tr> <td>Hispanic: 37.2 points below level 3</td> </tr> </table>	All Students: 41.6 points below level 3	Socioeconomically Disadvantaged: 37.5 points below level 3	Hispanic: 37.2 points below level 3	2017-18 (Expected): <table border="1"> <tr> <td>All Students: 3 points up from the prior year</td> </tr> <tr> <td>Socioeconomically Disadvantaged: 3 points up from the prior year</td> </tr> <tr> <td>Hispanic: 3 points up from the prior year</td> </tr> </table>	All Students: 3 points up from the prior year	Socioeconomically Disadvantaged: 3 points up from the prior year	Hispanic: 3 points up from the prior year		
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Hispanic: 37.2 points below level 3										
All Students: 3 points up from the prior year										
Socioeconomically Disadvantaged: 3 points up from the prior year										
Hispanic: 3 points up from the prior year										
Percentage of students meeting their growth targets on the MAP-Reading assessment (Grades 3-10)	2017-18 (Baseline): <table border="1"> <tr> <td>All Students: 72.7%</td> </tr> </table>	All Students: 72.7%	2018-19 (Expected): <table border="1"> <tr> <td>All Students: 3 percentage points up from the prior year</td> </tr> </table>	All Students: 3 percentage points up from the prior year						
All Students: 72.7%										
All Students: 3 percentage points up from the prior year										

<p>Percentage of students performing proficient on the CAASPP-Mathematics assessments (Grades 3-8,11):</p>	<p>2017-18 (Baseline):</p> <table border="1" data-bbox="594 197 938 510"> <tr> <td>All Students: 8.42%</td> </tr> <tr> <td>Socioeconomically Disadvantaged: 4.76%</td> </tr> <tr> <td>Students with Disabilities: 0%</td> </tr> <tr> <td>Hispanic: 2.90%</td> </tr> </table>	All Students: 8.42%	Socioeconomically Disadvantaged: 4.76%	Students with Disabilities: 0%	Hispanic: 2.90%	<p>2018-19 (Expected):</p> <table border="1" data-bbox="1068 197 1412 669"> <tr> <td>All Students: 3 percentage points up from the prior year</td> </tr> <tr> <td>Socioeconomically Disadvantaged: 3 percentage points up from the prior year</td> </tr> <tr> <td>Students with Disabilities: 3 percentage points up from the prior year</td> </tr> <tr> <td>Hispanic: 3 percentage points up from the prior year</td> </tr> </table>	All Students: 3 percentage points up from the prior year	Socioeconomically Disadvantaged: 3 percentage points up from the prior year	Students with Disabilities: 3 percentage points up from the prior year	Hispanic: 3 percentage points up from the prior year
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Socioeconomically Disadvantaged: 3 percentage points up from the prior year										
Students with Disabilities: 3 percentage points up from the prior year										
Hispanic: 3 percentage points up from the prior year										
<p>Change in Average Distance from Level 3 on the CASSPP-Mathematics assessments (Grades 3-8)</p>	<p>2016-17 (Baseline):</p> <table border="1" data-bbox="594 743 938 1075"> <tr> <td>All Students: 92.9 points below level 3</td> </tr> <tr> <td>Socioeconomically Disadvantaged: 91.2 points below level 3</td> </tr> <tr> <td>Hispanic: 92.9 points below level 3</td> </tr> </table>	All Students: 92.9 points below level 3	Socioeconomically Disadvantaged: 91.2 points below level 3	Hispanic: 92.9 points below level 3	<p>2017-18 (Expected):</p> <table border="1" data-bbox="1068 743 1412 1075"> <tr> <td>All Students: 3 points up from the prior year</td> </tr> <tr> <td>Socioeconomically Disadvantaged: 3 points up from the prior year</td> </tr> <tr> <td>Hispanic: 3 points up from the prior year</td> </tr> </table>	All Students: 3 points up from the prior year	Socioeconomically Disadvantaged: 3 points up from the prior year	Hispanic: 3 points up from the prior year		
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Hispanic: 92.9 points below level 3										
All Students: 3 points up from the prior year										
Socioeconomically Disadvantaged: 3 points up from the prior year										
Hispanic: 3 points up from the prior year										
<p>Percentage of students meeting their growth targets on the MAP-Mathematics assessment (Grades 3-10)</p>	<p>2017-18 (Baseline):</p> <table border="1" data-bbox="594 1152 938 1205"> <tr> <td>All Students: 49.2%</td> </tr> </table>	All Students: 49.2%	<p>2018-19 (Expected):</p> <table border="1" data-bbox="1068 1152 1412 1247"> <tr> <td>All Students: 2 percentage points up from the prior year</td> </tr> </table>	All Students: 2 percentage points up from the prior year						
All Students: 49.2%										
All Students: 2 percentage points up from the prior year										
<p>Percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC</p>	<p>98%</p>	<p>2 percentage points up from the prior year</p>								
<p>Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually</p>	<p>47%</p>	<p>5 percentage point up from the prior year</p>								
<p>Percentage of students who will receive a grade of “C” or better (or perform “proficient” on the related state standardized tests) in core subjects and electives</p>	<p>80%</p>	<p>1 percentage point up from the prior year</p>								
<p>Percentage of graduating seniors who have met or exceeded standard on both ELA and Mathematics on Smarter Balanced Summative Assessments</p>	<p>55%</p>	<p>102 percentage points up from the prior year</p>								

Percentage of graduating seniors who have passed an AP exam with a score of 3 or higher	10%	2 percentage points up from the prior year
Percentage of graduating seniors who will have successfully completed courses who satisfy the UC/CSU or career technical education program requirements	95%	2 percentage points up from the prior year
Percentage of students in grades 9-11 who will participate in the PSAT test	100%	100%
Percentage of students who will meet or exceed college readiness benchmarks for their grade level out of all students who participate in the PSAT test	6%	2 percentage points up from the prior year

PLANNED STRATEGIES/ACTIVITIES

Complete a copy of the following table for each of the school’s strategies/Activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

- Charter School will conduct credential review as part of teacher hiring process and support our teachers’ credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance.
- Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials.
- Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) Teachers will be provided with instructional guidance and feedback through classroom visits.

SPSA Strategy/Activity:

- Charter School will ensure that all teachers are supported with their credentialing needs and that they participate in PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment. Charter School will also monitor and evaluate teachers for their performance.

Action Steps & Person(s) Responsible:

- 1) Charter School will conduct credential review as part of teacher hiring process. (prior to the start of the school year and ongoing) (Principal, MPS Home Office)
- 2) Charter School will identify teacher credentialing needs and support teachers’ credentialing needs. (prior to the start of the school year and ongoing) (Principal, MPS Home Office)
- 3) Charter School will annually review master schedule/teacher assignments to ensure compliance. (prior to the start of the school year and ongoing) (Principal)
- 4) Charter School will schedule PD in areas, including but not limited to, Common Core ELA/Literacy, math, and NGSS, and in areas of need identified through needs assessment. (ongoing) (Dean of Academics, Principal, leadership team)
- 5) 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 which includes walkthroughs, informal and formal observations and formal evaluation. (ongoing) (Dean of Academics, Principal, leadership team)
- 6) Charter School will evaluate its teachers for their performance. 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. Charter School may use evaluation results as basis and documentation for performance pay, transfer, promotion, reassignment, or disciplinary action. (ongoing) (Home Office, principal, leadership team)

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$7,300 Professional Development expenses; <i>(See LCAP for non-federally funded expenditures.)</i>
Source(s)	Title I, Title II <i>(See LCAP for non-federal sources.)</i>
Budget Reference(s)	\$7300 Professional Development expenses (5800)(Title II); <i>(See LCAP for non-federally funded expenditures.)</i>

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

LCAP Planned Actions/Services:

- Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.

- Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.

SPSA Strategy/Activity:

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

Action Steps & Person(s) Responsible:

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. (ongoing) (Dean of Academics, EL coordinator, leadership team)

a) The data office will create a report of identified ELs by class. The report will include students' ELPAC levels including overall and subtest data and be given to all teachers. (prior to the start of the school year) (Office, EL coordinator, leadership team)

b) ELD time will be built into in the master schedule. (prior to the start of the school year) (Dean of Academics, Principal)

c) Charter School will purchase supplementary ELD materials and benchmark assessments. (prior to the start of the school year) (Dean of Academics, Principal)

d) Charter School will schedule and provide training for instructional staff and schedule follow up professional development activities. (ongoing) (Dean of Academics, EL coordinator, leadership team)

2) 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) (ELA/ELD teachers, EL coordinator, Dean of Academics, RTI coordinator)

3) Teachers and the leadership team will monitor student progress in ELD as measured by in-class/benchmark assessments. (ELA/Literacy and math monitoring via MAP tests, IABs, etc.)

4) The EL program coordinator sponsored by the Title III consortium lead will monitor MPS protocol for teacher observation and feedback regarding the implementation of the ELD program monthly. (ongoing) (Title III Consortium lead EL program coordinator, leadership team)

5) The EL program coordinator sponsored by the Title III consortium lead will evaluate the EL services at the school at least semesterly. (ongoing) (Title III Consortium lead EL program coordinator, leadership team)

NOTE: Charter School is a member of the Magnolia Science Academy consortium for Title III EL 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.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$500 Focused PD on ELD standards <i>(See LCAP for non-federally funded expenditures.)</i>
Source(s)	Title I <i>(See LCAP for non-federal sources.)</i>
Budget Reference(s)	\$500 Focused PD on ELD standards (5800)(Title I) <i>(See LCAP for non-federally funded expenditures.)</i>

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

- During the day, Charter School will provide additional supports and interventions to all students, including ELs.
- Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.
- Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.

SPSA Strategy/Activity:

- Charter School will provide CCSS aligned ELA and math instruction, support and intervention to all students, including ELs and immigrant students, and monitor student progress in ELA/Literacy and math as measured by the interim assessments (MAP, IAB, etc.)

Action Steps & Person(s) Responsible:

- 1) Teachers will provide CCSS aligned ELA and math instruction. (ongoing) (Teachers, leadership team)
- 2) 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) (Dean of Academics, RTI coordinator, leadership team)
 - a) Charter School will use the MAP test and teacher feedback to identify and place students in ELA and Math intervention groups and classes. (within the first month of the school year)
 - b) Students will be provided with targeted CCSS aligned ELA and math intervention during the daily Intervention period, once a week after school and on Saturdays to meet the students' needs. (ongoing)

3) Charter School will select a research-based reading intervention and math 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)
(ELA Dept. Chair, Math Dept. Chair, Dean of Academics, RTI coordinator, leadership team)

a) Charter School will select reading and math intervention materials and resources. (prior to the start of the school year)

b) Charter School will purchase supplementary instructional materials and benchmark assessments. (prior to the start of the school year)

c) 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)

4) Teachers and the leadership team will monitor student progress in ELA and math as measured by in-class/benchmark assessments, MAP and IABs. (ongoing) (Teachers, ELA Dept. Chair, Dean of Academics, RTI coordinator, leadership team)

a) Teachers will implement the MAP test in the fall and spring and IABs during the year to measure student growth in ELA/Literacy and math. (fall and spring; ongoing)

b) Charter School will purchase supplementary instructional materials and benchmark assessments. (prior to the start of the school year)

c) 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)

Proposed Expenditures for this Strategy/Activity

Amount(s)	<p><i>\$1,000 Ironbox Supplemental Resource</i></p> <p><i>\$7,000 Power Math Teacher Salary</i></p> <p><i>\$6250 Power English Teacher Salary</i></p> <p><i>\$10,000 Saturday School Teacher Salaries</i></p> <p><i>(See LCAP for non-federally funded expenditures.)</i></p>
Source(s)	<p>Title I <i>(See LCAP for non-federal sources.)</i></p>
Budget Reference(s)	<p><i>\$1,000 Ironbox Supplemental Resource (Title I)</i></p> <p><i>\$7,000 Power Math Teacher Salary (Title I)</i></p> <p><i>\$6250 Power English Teacher Salary (Title I)</i></p> <p><i>\$10,000 Saturday School Teacher Salaries (Title I)</i></p> <p><i>(See LCAP for non-federally funded expenditures.)</i></p>

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

- Charter School will offer individual graduation plans, outlining the classes students will take during their high school years.
- Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.
- Charter School will offer “Advisory” classes (college planning and career exploration program) and “College Readiness” classes and programs preparing students for college readiness, including test prep for ACT/SAT.

SPSA Strategy/Activity:

- Charter School will promote a college-going culture through dual enrollment, AP courses, college visits, and other college related activities.

Action Steps & Person(s) Responsible:

- 1) Charter School will offer the following AP courses: English, Statistics, Spanish and World History (ongoing) (College Counselor, Dean of Academics, leadership team)
- 2) Charter School will offer Advisory classes in grades 9-12 and ACT/SAT prep in grades 10-12. (ongoing) (College Counselor, Dean of Academics, leadership team)

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$2,000 AP course materials; \$2,000 SAT/ACT preparation; <i>(See LCAP for non-federally funded expenditures.)</i>
Source(s)	Title I <i>(See LCAP for non-federal sources.)</i>
Budget Reference(s)	\$2,000 AP course materials (College Readiness Block Grant - CRBG); \$2,000 SAT/ACT preparation (5000)(CRBG); <i>(See LCAP for non-federally funded expenditures.)</i>

Goal 2

INNOVATION: All students will become independent, innovative scholars.

Basis for this Goal

X To provide students with a well-rounded education including programs such as STEAM, and civics

To increase student access to a broad course of study

To offer innovative courses and programs

- To ensure student participation and achievement in innovative courses and programs
- To support the effective use of technology

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	100%	100%
Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	100%	100%
Percentage of students enrolled in the Charter School's grades 6-8 who take the Accelerated and/or Advanced Math class and/or Advanced Math club	2%	2%
Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study	100%	100%
Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo	100%	100%

PLANNED STRATEGIES/ACTIVITIES

Complete a copy of the following table for each of the school's strategies/Activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

- Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.
- Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.

SPSA Strategy/Activity:

- Charter School will provide students with a well-rounded education including programs such as health and physical education, arts and civics.

Action Steps & Person(s) Responsible:

- 1) In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, clubs, health and physical education, arts, civics, etc. (ongoing) (Dean of Academics, Principal, MPS Home Office)
- 2) Charter School will strive to provide our students with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, etc. (ongoing) (Leadership Team, MPS Home Office)

Proposed Expenditures for this Strategy/Activity

Amount(s)	(See LCAP for non-federally funded expenditures.)
Source(s)	(See LCAP for non-federal sources.)
Budget Reference(s)	(See LCAP for non-federally funded expenditures.)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

- Charter School will offer Accelerated and/or Advanced Math class and/or Advanced Math club to students in grades 6-8.

- Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements.

SPSA Strategy/Activity:

- Charter School will provide students with STEAM focused programs such as science fairs, advanced math courses/clubs, and engineering activities.

Action Steps & Person(s) Responsible:

- 1) Charter School will design its master schedule to include Accelerated and Advanced math classes/clubs. (prior to the start of the school year and ongoing) (Dean of Academics, Principal, MPS Home Office)
- 2) Charter School teachers will mentor students with STEAM focused projects, experiments, models or demos in their classes. (ongoing) (Teachers, Dean of Academics, Principal, MPS Home Office)
- 3) Charter School will organize a STEAM Festival/EXPO and also provide students with information and access to quality out-of-school STEAM activities and achievements. (ongoing) (Science Dept. Chair, Dean of Academics, Principal, MPS Home Office)
- 4) Charter School will design and implement engineering-related courses and activities, such as Code.org activities, etc. (prior to the start of the school year and ongoing) (Science Dept. Chair, Dean of Academics, Principal, MPS Home Office)

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$1,500 Science supplemental materials; \$1,000 STEAM EXPO organization expenses; \$500 STEAM Focused PD <i>(See LCAP for non-federally funded expenditures.)</i>
Source(s)	Title IV <i>(See LCAP for non-federal sources.)</i>
Budget Reference(s)	\$1,500 Science supplemental materials (4000)(Title IV); \$1,000 STEAM EXPO organization expenses (5000)(Title IV); \$500 Focused PD on Coding (5000)(Title IV); <i>(See LCAP for non-federally funded expenditures.)</i>

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

• Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.

SPSA Strategy/Activity:

• Charter School will ensure that technology supports instruction.

Action Steps & Person(s) Responsible:

1) Charter School will assure that students have physical access, support, and time to use classroom, school, and community resources, including instructional materials and technology. (prior to the start of the school year and ongoing) (Teachers, Dean of Academics, Principal)

2) Teachers will use accessible technology tools and other resources on a regular basis to engage and enhance learning and to differentiate instruction to meet the needs of every student. Teachers will effectively use challenging resources that are mentally, visually, aurally, and kinesthetically stimulating. (Ex: internet, PowerPoint, interactive white boards, document camera, multimedia, educational software, interactive games and simulations, apps, class website, lab materials, manipulatives, assistive technology, etc.) (ongoing) (Teachers, Dean of Academics, Principal)

3) Teachers and students will keep up to date with technology and blended learning practices. Teachers will model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law and student maintaining internet security. Teachers will provide resources and instructional materials that require cognitive engagement. Students will choose, adapt, or create materials to extend learning. (ongoing) (Teachers, Dean of Academics, Principal)

Proposed Expenditures for this Strategy/Activity

Amount(s)	<p>\$3,000 STEAM-based stipend – Wonder Media</p> <p>\$3,000 STEAM -based stipend – 3-D printing club and Robotics</p> <p><i>(See LCAP for non-federally funded expenditures.)</i></p>
Source(s)	<p>Title I, Title IV <i>(See LCAP for non-federal sources.)</i></p>
Budget Reference(s)	<p>\$3,000 STEAM-based stipend – Wonder Media (4000)(Title IV);</p> <p>\$3,000 STEAM-based stipend – 3-D printing and Robotics (4000)(Title IV)</p> <p><i>(See LCAP for non-federally funded expenditures.)</i></p>

Goal 3

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

Basis for this Goal

X To seek parent input in making decisions for the Charter School

- To promote parental participation in programs
- To increase student attendance
- To avoid chronic absenteeism
- To avoid middle school dropout
- To avoid high school dropout
- To increase high school graduation rate
- To avoid student suspension
- To avoid student expulsion
- To increase the sense of safety and school connectedness

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome						
Number of SSC meetings per year	4	6						
Number of PTF meetings per year	4	8						
Number of activities/events for parent involvement per year	5	5						
Frequency of SIS record updates	Daily/Weekly	Daily/Weekly						
Number of progress reports sent to parents per year	4	4						
Percentage of students who have been home-visited by the teachers per year	10%	10%						
ADA rate	95%	96%						
Chronic absenteeism rate	20.11%	10%						
Middle school dropout rate	0%	0%						
High school dropout rate	0%	0%						
Four-year cohort graduation rate	100%	100%						
Student suspension rate	0%	.5%						
Student expulsion rate	0%	1.7%						
School experience survey participation rates	<table border="1"> <tr> <td>Students: 97.8%</td> </tr> <tr> <td>Families: 37.7%</td> </tr> <tr> <td>Staff: 100%</td> </tr> </table>	Students: 97.8%	Families: 37.7%	Staff: 100%	<table border="1"> <tr> <td>Students: 99%</td> </tr> <tr> <td>Families: 40%</td> </tr> <tr> <td>Staff: 100%</td> </tr> </table>	Students: 99%	Families: 40%	Staff: 100%
Students: 97.8%								
Families: 37.7%								
Staff: 100%								
Students: 99%								
Families: 40%								
Staff: 100%								
School experience survey average approval rates	<table border="1"> <tr> <td>Students: 78%</td> </tr> <tr> <td>Families: 98%</td> </tr> <tr> <td>Staff: 89%</td> </tr> </table>	Students: 78%	Families: 98%	Staff: 89%	<table border="1"> <tr> <td>Students: 80%</td> </tr> <tr> <td>Families: 99%</td> </tr> <tr> <td>Staff: 90%</td> </tr> </table>	Students: 80%	Families: 99%	Staff: 90%
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PLANNED STRATEGIES/ACTIVITIES

Complete a copy of the following table for each of the school's strategies/Activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

LCAP Planned Actions/Services:

- Charter School will seek parent input in making decisions for the school through quarterly SSC, and PTF meetings.
- Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.
- Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level.
- Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.
- Charter School will annually administer school experience surveys to students, parents, and staff.

SPSA Strategy/Activity:

- Charter School will pursue an integrated strategy to support the exchange of information, purposeful interaction, and meaningful participation between the school, families, and community partners to support student learning and achievement. This will include but not be limited to SSC, and PTF meetings, parent activities/events, web portal, home-visits, and school experience surveys.

Action Steps & Person(s) Responsible:

- 1) Charter School will schedule at least quarterly SSC, and PTF meetings. (ongoing) (Leadership team, Principal)
- 2) Charter School will communicate with the parents of academically under-performing students, inviting them for parent conferences. (in fall and spring; ongoing) (Teachers, Dean of Academics, Principal)
- 3) Charter School teachers will schedule and make home-visits. Teachers will document the visits, evaluate them and share necessary information with the appropriate staff (grade level team, counselor, administrator, etc.) (ongoing) (Teachers, Principal)
- 4) Charter School will use an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and students' own strengths and weaknesses. This feedback instrument will provide teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$4,000 Parent meeting/workshop/college expenses; \$500 Parent activities/events expenses; \$2,500 Home visit compensation (See LCAP for non-federally funded expenditures.)
Source(s)	Title I (See LCAP for non-federal sources.)
Budget Reference(s)	\$4,000 Parent meeting/workshop/college expenses (4000)(Title I);

Amount(s)	<p>\$4,000 Parent meeting/workshop/college expenses;</p> <p>\$500 Parent activities/events expenses;</p> <p>\$2,500 Home visit compensation</p> <p><i>(See LCAP for non-federally funded expenditures.)</i></p>
	<p>\$500 Parent activities/events expenses (4000)(Title I);</p> <p>\$2,500 Home visit compensation (1000)(Title I)</p> <p><i>\$(See LCAP for non-federally funded expenditures.)</i></p>

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

- Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs.
- Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.
- Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.
- Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.
- Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.

SPSA Strategy/Activity:

- Charter School will provide students with 4-year plans and support programs to ensure timely high school graduation. Charter School will implement policies that encourage and support student attendance, positive student behavior and improvements. Charter School teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.

Action Steps & Person(s) Responsible:

- 1) Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation and satisfaction of UC/CSU requirements. (ongoing)
(College Counselor, Dean of Academics, leadership team)

- 2) Charter School will implement restorative practices and Positive Behavioral Interventions and Supports (PBIS). (ongoing) (Teachers, Dean of Students, leadership team)
 - a) Charter School will implement restorative practices, PBIS, and alternatives to suspension. (ongoing)
 - b) Charter School will implement a positive behavior reward system and use its SIS for monitoring it. (ongoing)
- 3) Charter School will offer Life Skills program to supplement instruction. (ongoing) (Teachers, Dean of Students, leadership team)
- 4) Charter School will connect students and families with resources for social-emotional and behavioral support.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$24,900 Imagine Etiquette Mentoring and Leadership; <i>(See LCAP for non-federally funded expenditures.)</i>
Source(s)	Title I <i>(See LCAP for non-federal sources.)</i>
Budget Reference(s)	\$24,900 Imagine Etiquette Mentoring and Leadership (Title I); <i>(See LCAP for non-federally funded expenditures.)</i>

Annual Review and Update

SPSA Year Reviewed: 2017–18

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed.

Goal 1

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

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter	100%	100%
Percentage of students who will have sufficient access to standards-aligned instructional materials	100%	100%

Metric/Indicator	Expected Outcomes	Actual Outcomes												
<p>Percentage of students performing proficient on the CAASPP-ELA/Literacy assessments (Grades 3-8,11):</p>	<p>2017-18 (Expected):</p> <table border="1" data-bbox="602 264 948 741"> <tr> <td>All Students: 3 percentage points up from the prior year</td> </tr> <tr> <td>Socioeconomically Disadvantaged: 3 percentage points up from the prior year</td> </tr> <tr> <td>Students with Disabilities: 3 percentage points up from the prior year</td> </tr> <tr> <td>Hispanic: 3 percentage points up from the prior year</td> </tr> </table>	All Students: 3 percentage points up from the prior year	Socioeconomically Disadvantaged: 3 percentage points up from the prior year	Students with Disabilities: 3 percentage points up from the prior year	Hispanic: 3 percentage points up from the prior year	<p>2016-17 (Baseline):</p> <table border="1" data-bbox="1065 264 1414 577"> <tr> <td>All Students: 31.1%</td> </tr> <tr> <td>Socioeconomically Disadvantaged: 30.44%</td> </tr> <tr> <td>Students with Disabilities: 0%</td> </tr> <tr> <td>Hispanic: 32.9%</td> </tr> </table> <p>2017-18 (Actual):</p> <table border="1" data-bbox="1065 695 1414 1163"> <tr> <td>All Students: 3 percentage points up from the prior year</td> </tr> <tr> <td>Socioeconomically Disadvantaged: 3 percentage points up from the prior year</td> </tr> <tr> <td>Students with Disabilities: 3 percentage points up from the prior year</td> </tr> <tr> <td>Hispanic: 3 percentage points up from the prior year</td> </tr> </table>	All Students: 31.1%	Socioeconomically Disadvantaged: 30.44%	Students with Disabilities: 0%	Hispanic: 32.9%	All Students: 3 percentage points up from the prior year	Socioeconomically Disadvantaged: 3 percentage points up from the prior year	Students with Disabilities: 3 percentage points up from the prior year	Hispanic: 3 percentage points up from the prior year
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Hispanic: 3 percentage points up from the prior year														
<p>Change in Average Distance from Level 3 on the CASSPP-ELA/Literacy assessments (Grades 3-8,11)</p>	<p>2017-18 (Expected):</p> <table border="1" data-bbox="602 1350 948 1686"> <tr> <td>All Students: 3 points up from the prior year</td> </tr> <tr> <td>Socioeconomically Disadvantaged: 3 points up from the prior year</td> </tr> <tr> <td>Hispanic: 3 points up from the prior year</td> </tr> </table>	All Students: 3 points up from the prior year	Socioeconomically Disadvantaged: 3 points up from the prior year	Hispanic: 3 points up from the prior year	<p>2017-18 CA School Dashboard data is not available at this time.</p> <p>2016-17 (Actual):</p> <table border="1" data-bbox="1065 1335 1414 1671"> <tr> <td>All Students: -2.3 points down from the prior year</td> </tr> <tr> <td>Socioeconomically Disadvantaged: 6.4 points up from the prior year</td> </tr> <tr> <td>Hispanic: 7.8 points up from the prior year</td> </tr> </table>	All Students: -2.3 points down from the prior year	Socioeconomically Disadvantaged: 6.4 points up from the prior year	Hispanic: 7.8 points up from the prior year						
All Students: 3 points up from the prior year														
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All Students: -2.3 points down from the prior year														
Socioeconomically Disadvantaged: 6.4 points up from the prior year														
Hispanic: 7.8 points up from the prior year														
<p>Percentage of students meeting their growth targets on the MAP-Reading assessment (Grades 3-10)</p>	<p>2017-18 (Expected):</p> <table border="1" data-bbox="602 1757 948 1856"> <tr> <td>All Students: 2 percentage points up from the prior year</td> </tr> </table>	All Students: 2 percentage points up from the prior year	<p>2016-17 (Baseline):</p> <table border="1" data-bbox="1065 1757 1414 1915"> <tr> <td>All Students: 50%</td> </tr> <tr> <td>Socioeconomically Disadvantaged: 50%</td> </tr> </table>	All Students: 50%	Socioeconomically Disadvantaged: 50%									
All Students: 2 percentage points up from the prior year														
All Students: 50%														
Socioeconomically Disadvantaged: 50%														

Metric/Indicator	Expected Outcomes	Actual Outcomes									
		<p>2017-18 (Actual):</p> <table border="1" data-bbox="1068 323 1414 422"> <tr> <td>All Students: 2 percentage points up from the prior year</td> </tr> </table>	All Students: 2 percentage points up from the prior year								
All Students: 2 percentage points up from the prior year											
<p>Percentage of students performing proficient on the CAASPP-Mathematics assessments (Grades 3-8,11):</p>	<p>2017-18 (Expected):</p> <table border="1" data-bbox="602 491 948 829"> <tr> <td>All Students: 3 percentage points up from the prior year</td> </tr> <tr> <td>Socioeconomically Disadvantaged: 3 percentage points up from the prior year</td> </tr> <tr> <td>Hispanic: 3 percentage points up from the prior year</td> </tr> </table>	All Students: 3 percentage points up from the prior year	Socioeconomically Disadvantaged: 3 percentage points up from the prior year	Hispanic: 3 percentage points up from the prior year	<p>2016-17 (Baseline):</p> <table border="1" data-bbox="1068 491 1414 806"> <tr> <td>All Students: 17.20%</td> </tr> <tr> <td>Socioeconomically Disadvantaged: 18.06%%</td> </tr> <tr> <td>Students with Disabilities: 0%</td> </tr> <tr> <td>Hispanic: 20.51%</td> </tr> </table> <p>2017-18 (Actual):</p> <table border="1" data-bbox="1068 1598 1414 1913"> <tr> <td>All Students: -17.6 percentage points down from the prior year</td> </tr> <tr> <td>Socioeconomically Disadvantaged: 19 percentage points down from the prior year</td> </tr> </table>	All Students: 17.20%	Socioeconomically Disadvantaged: 18.06%%	Students with Disabilities: 0%	Hispanic: 20.51%	All Students: -17.6 percentage points down from the prior year	Socioeconomically Disadvantaged: 19 percentage points down from the prior year
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All Students: 17.20%											
Socioeconomically Disadvantaged: 18.06%%											
Students with Disabilities: 0%											
Hispanic: 20.51%											
All Students: -17.6 percentage points down from the prior year											
Socioeconomically Disadvantaged: 19 percentage points down from the prior year											

Metric/Indicator	Expected Outcomes	Actual Outcomes						
		Hispanic: 14.6 percentage points up from the prior year						
Change in Average Distance from Level 3 on the CASSPP-Mathematics assessments (Grades 3-8)	<p>2017-18 (Expected):</p> <table border="1"> <tr> <td>All Students: 3 points up from the prior year</td> </tr> <tr> <td>Socioeconomically Disadvantaged: 3 points up from the prior year</td> </tr> <tr> <td>Hispanic: 3 points up from the prior year</td> </tr> </table>	All Students: 3 points up from the prior year	Socioeconomically Disadvantaged: 3 points up from the prior year	Hispanic: 3 points up from the prior year	<p>2017-18 CA School Dashboard data is not available at this time.</p> <p>2016-17 (Actual):</p> <table border="1"> <tr> <td>All Students: -0.5 percentage points down from the prior year</td> </tr> <tr> <td>Socioeconomically Disadvantaged: 3.1 percentage points up from the prior year</td> </tr> <tr> <td>Hispanic: 1.9 percentage points up from the prior year</td> </tr> </table>	All Students: -0.5 percentage points down from the prior year	Socioeconomically Disadvantaged: 3.1 percentage points up from the prior year	Hispanic: 1.9 percentage points up from the prior year
All Students: 3 points up from the prior year								
Socioeconomically Disadvantaged: 3 points up from the prior year								
Hispanic: 3 points up from the prior year								
All Students: -0.5 percentage points down from the prior year								
Socioeconomically Disadvantaged: 3.1 percentage points up from the prior year								
Hispanic: 1.9 percentage points up from the prior year								
Percentage of students meeting their growth targets on the MAP-Mathematics assessment (Grades 3-10)	<p>2017-18 (Expected):</p> <table border="1"> <tr> <td>All Students: 2 percentage points up from the prior year</td> </tr> </table>	All Students: 2 percentage points up from the prior year	<p>2016-17 (Baseline):</p> <table border="1"> <tr> <td>All Students: 50%</td> </tr> </table> <p>2017-18 (Actual):</p> <table border="1"> <tr> <td>All Students: 15 percentage points up from the prior year</td> </tr> </table>	All Students: 50%	All Students: 15 percentage points up from the prior year			
All Students: 2 percentage points up from the prior year								
All Students: 50%								
All Students: 15 percentage points up from the prior year								
Percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC	2 percentage points up from the prior year	<p>2017-18 English Learner Progress Indicator (ELPI) data is not available at this time.</p> <table border="1"> <tr> <td>2016-17 (Baseline)</td> <td>90%</td> </tr> <tr> <td>2017-18 (Projected)</td> <td>2 percentage points up from the prior year</td> </tr> </table>	2016-17 (Baseline)	90%	2017-18 (Projected)	2 percentage points up from the prior year		
2016-17 (Baseline)	90%							
2017-18 (Projected)	2 percentage points up from the prior year							
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually	1 percentage point up from the prior year	<table border="1"> <tr> <td>2016-17 (Baseline)</td> <td>33%</td> </tr> <tr> <td>2017-18 (Actual)</td> <td>47%</td> </tr> </table>	2016-17 (Baseline)	33%	2017-18 (Actual)	47%		
2016-17 (Baseline)	33%							
2017-18 (Actual)	47%							
Percentage of students who will receive a grade of "C" or better (or perform	80%	80%						

Metric/Indicator	Expected Outcomes	Actual Outcomes	
“proficient” on the related state standardized tests) in core subjects and electives			
Percentage of graduating seniors who have met or exceeded standard on both ELA and Mathematics on Smarter Balanced Summative Assessments	2 percentage points up from the prior year	2016-17 (Baseline) 56%	2017-18 (Actual) 30%
Percentage of graduating seniors who have passed an AP exam with a score of 3 or higher	2 percentage points up from the prior year	2016-17 (Baseline) 10%	2017-18 (Actual) 10%
Percentage of graduating seniors who will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements	2 percentage points up from the prior year	2016-17 (Baseline) 90%	2017-18 (Actual) 100%
Percentage of students in grades 9-11 who will participate in the PSAT test	100%	100%	
Percentage of students who will meet or exceed college readiness benchmarks for their grade level out of all students who participate in the PSAT test	2 percentage points up from the prior year	2016-17 (Baseline) 30%	2017-18 (Actual) 30%

STRATEGIES/ACTIVITIES

Duplicate the Strategies/Activities from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> Charter School will ensure that all teachers are supported with their credentialing needs and that they participate in PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment. Charter School will also 	<ul style="list-style-type: none"> We have supported our teachers with their credentialing needs. Teachers participated in PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment. 	2017-18: \$2,000 Title I for MAP test \$7,000 for 1 ELA teacher for 12.5% benefits \$6,000 benefits	2017-18: \$2,000 Title I for MAP test \$7,000 for 1 ELA teacher for 12.5% benefits \$6,000 benefits

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
monitor and evaluate teachers for their performance.	We also monitored and evaluated all our teachers for their performance.	\$7,000 for 1 Math teacher for 12.5% \$6.000 benefits <i>(See LCAP for non-federally funded expenditures.)</i>	\$7,000 for 1 Math teacher for 12.5% \$6.000 benefits <i>(See LCAP for non-federally funded expenditures.)</i>

Strategy/Activity 2

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> Charter School will provide CCSS aligned ELA and math instruction and ELD instruction, support and intervention to ELs and immigrant students, and monitor student progress in ELA/Literacy, math, and ELD as measured by the MAP tests and other assessments. 	<ul style="list-style-type: none"> Charter School provided CCSS aligned ELA and math instruction and ELD instruction, support and intervention to ELs, and monitored student progress in ELA/Literacy, math, and ELD as measured by the MAP tests and other assessments. 	2017-18: \$2,000 Title I for MAP test \$7,000 for 1 ELA teacher for 12.5% \$6.000 benefits \$2,500 Title I for PD in ELD support and interventions PD, conferences, workshops and training. Focused PD on English Learners: ELA/ELD Development Framework Common Core ELA/Literacy standards and ELs SDAIE strategies Cooperative Learning and Student Engagement strategies training focused on ELs Long Term English Learners training	2017-18: \$2,000 Title I for MAP test (4000)(Title I); \$7,000 for 1 ELA teacher for 12.5% \$6.000 benefits <i>(See LCAP for non-federally funded expenditures.)</i>

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
		Rigor by Design: Leading the Learning of English Learners and Immigrant Students \$3,000 EL supplemental materials (4000)(Title I); \$2,000 Focused PD on ELD standards (5800)(Title I) <i>(See LCAP for non-federally funded expenditures.)</i>	

Strategy/Activity 3

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> Charter School will provide CCSS aligned ELA and math instruction, support and intervention to all students, including ELs and immigrant students, and monitor student progress in ELA/Literacy and math as measured by the interim assessments (MAP, IAB, etc.) 	<ul style="list-style-type: none"> Charter School provided CCSS aligned ELA and math instruction, support and intervention to all students, including ELs, and monitored student progress in ELA/Literacy and math as measured by the interim assessments (MAP, IAB, etc.) 	2017-18: \$2,000 MAP testing fees (5000)(Title I); \$13,000 Supplemental instructional materials (4000)(Title I); (myON) <i>(See LCAP for non-federally funded expenditures.)</i>	2017-18: \$2,000 MAP testing fees (5000)(Title I); \$13,000 Supplemental instructional materials (4000)(Title I); (myON) <i>(See LCAP for non-federally funded expenditures.)</i>

Strategy/Activity 4

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> Charter School will promote a college-going culture through dual enrollment, AP courses, college visits, and other college related activities. 	<ul style="list-style-type: none"> Charter School promoted a college-going culture through dual enrollment, AP courses, college visits, and other college related activities. AP courses offered include the following: English, Statistics, Spanish and World History 	2017-18: \$2,000 AP course materials (CRBG) \$3,000 College preparation materials (4000)(Title I); \$2,000 Naviance program (5000)(Title I); <i>(See LCAP for non-federally funded expenditures.)</i>	2017-18: \$2,400 AP course materials (CRBG) \$2,000 Naviance program (5000)(Title I); <i>(See LCAP for non-federally funded expenditures.)</i>

ANALYSIS

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed.

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our EXCELLENCE goal. We supported our teachers with their credentialing and PD needs; we offer standards-based instruction and our students have sufficient access to standards-aligned instructional materials; we regularly review student performance data and progress towards targets with our staff and continue to provide additional supports and interventions to all students, including ELs, during the school day, after school hours, and on Saturday; we provide our ELs with designated and integrated EL instruction; and we offer AP and Advisory classes for college readiness.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The actions/services have been effective as measured by progress towards our annual measurable outcomes. MSA 4 has realized a RFEP rate of 47%, which outpaces LAUSD's reclass rate. MSA 4 also strives to service a diverse group of learners

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

We only have minor differences between Budgeted and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes with new performance targets for the upcoming school year based on input from all stakeholders and available data through surveys and student performance data. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Strategies, & Proposed Expenditures section of the SPSA.

Goal 2

INNOVATION: All students will become independent, innovative scholars.

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	100%	100%
Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	100%	100%
Percentage of students enrolled in the Charter School's grades 6-8 who take the Accelerated and/or Advanced Math class and/or Advanced Math club	2%	2%
Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study	100%	100%
Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo	100%	100%

STRATEGIES/ACTIVITIES

Duplicate the Strategies/Activities from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> Charter School will provide students with a well-rounded education including programs such as health and physical education, arts and civics. 	<ul style="list-style-type: none"> Charter School provided students with a well-rounded education including programs such as health and physical education, arts and civics. 	2017-18: <i>(See LCAP for non-federally funded expenditures.)</i>	2017-18: <i>(See LCAP for non-federally funded expenditures.)</i>

Strategy/Activity 2

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> Charter School will provide students with STEAM focused programs such as science fairs, advanced math courses/clubs, and engineering activities. 	<ul style="list-style-type: none"> Charter School provided students with STEAM focused programs such as science fairs, advanced math courses/clubs, and engineering activities. 	2017-18: \$3,000 supplemental materials (4000)(Title IV); \$1,000 STEAM EXPO organization expenses (5000)(Title I); <i>(See LCAP for non-federally funded expenditures.)</i>	2017-18: \$3,000 supplemental materials (4000)(Title IV); \$1,000 STEAM EXPO organization expenses (5000)(Title IV); <i>(See LCAP for non-federally funded expenditures.)</i>

Strategy/Activity 3

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> Charter School will ensure that technology supports instruction. 	<ul style="list-style-type: none"> Charter School provided technology to support instruction (Chromebooks) 	2017-18: <i>(See LCAP for non-federally funded expenditures.)</i>	2017-18: <i>(See LCAP for non-federally funded expenditures.)</i>

ANALYSIS

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed.

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our INNOVATION goal. We provide courses, electives, programs, and services outlined in our charter petition, certain programs and services being dependent on student need and interest; our master schedule is designed to meet the needs of all students; we provide opportunities for online and dual enrollment; we offer Advanced Math and Computer Technology classes; and provide opportunities for students to create or demonstrate a STEAM focused project, experiment, model or demo.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The actions/services have been effective as measured by progress towards our annual measurable outcomes. MSA 4 offers a math club for students who need acceleration. All of MSA 4's students take the prescribed computer course prior to graduation from MSA 4. Out students also participate in various events that allow our students the opportunity to delve into STEAM related activities.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

We only have minor differences between Budgeted and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our budget for the upcoming school year based on technology needs and input from all stakeholders. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Strategies, & Proposed Expenditures section of the SPSA

Goal 3

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

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes						
Number of SSC meetings per year	4	6						
Number of PTF meetings per year	4	8						
Number of activities/events for parent involvement per year	5	5						
Frequency of SIS record updates	Daily/Weekly	Daily/Weekly						
Number of progress reports sent to parents per year	4	4						
Percentage of students who have been home-visited by the teachers per year	10%	2%						
ADA rate	95%	96%						
Chronic absenteeism rate	20.11%	10%						
Middle school dropout rate	0%	0%						
High school dropout rate	0%	0%						
Four-year cohort graduation rate	100%	100%						
Student suspension rate	0%	0%						
Student expulsion rate	0%	0%						
School experience survey participation rates	<table border="1"> <tr><td>Students: 97.8%</td></tr> <tr><td>Families: 37.7%</td></tr> <tr><td>Staff: 100%</td></tr> </table>	Students: 97.8%	Families: 37.7%	Staff: 100%	<table border="1"> <tr><td>Students: 99%</td></tr> <tr><td>Families: 40%</td></tr> <tr><td>Staff: 100%</td></tr> </table>	Students: 99%	Families: 40%	Staff: 100%
Students: 97.8%								
Families: 37.7%								
Staff: 100%								
Students: 99%								
Families: 40%								
Staff: 100%								
School experience survey average approval rates	<table border="1"> <tr><td>Students: 78%</td></tr> <tr><td>Families: 98%</td></tr> <tr><td>Staff: 89%</td></tr> </table>	Students: 78%	Families: 98%	Staff: 89%	<table border="1"> <tr><td>Students: 80%</td></tr> <tr><td>Families: 99%</td></tr> <tr><td>Staff: 90%</td></tr> </table>	Students: 80%	Families: 99%	Staff: 90%
Students: 78%								
Families: 98%								
Staff: 89%								
Students: 80%								
Families: 99%								
Staff: 90%								

STRATEGIES/ACTIVITIES

Duplicate the Strategies/Activities from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> Charter School will pursue an integrated strategy to support the exchange of information, purposeful interaction, and meaningful participation between the school, families, and community partners to support student learning and achievement. This will include but not be limited to SSC, ELAC, and PTF meetings, parent activities/events, web portal, home-visits, and school experience surveys. 	<ul style="list-style-type: none"> We held regular SSC and PTF meetings and parent activities/events. We communicated with the parents of academically under-performing students, inviting them for parent conferences. Our teachers used the school web portal actively and conducted home-visits. The school implemented the school experience surveys. 	<p>2017-18:</p> <p>\$3,000 Parent meeting/workshop expenses (4000)(Title I);</p> <p>\$2,000 Parent activities/events expenses (4000)(Title I);</p> <p>\$7,000 Home visit compensation (1000)(Title I);</p> <p><i>(See LCAP for non-federally funded expenditures.)</i></p>	<p>2017-18:</p> <p>\$3,000 Parent meeting/workshop expenses (4000)(Title I);</p> <p>\$2,000 Parent activities/events expenses (4000)(Title I);</p> <p>\$ 50.00 Home visit compensation (1000)(Title I);</p> <p><i>(See LCAP for non-federally funded expenditures.)</i></p>

Strategy/Activity 2

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> Charter School will provide students with 4-year plans and support programs to ensure timely high school graduation. Charter School will implement policies that encourage and support student attendance, positive student behavior and improvements. Charter School teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. 	<ul style="list-style-type: none"> We provided students with 4-year plans and supported programs to ensure timely high school graduation. Charter School implemented policies that encourage and support student attendance, positive student behavior and improvements. Our teachers implemented facets of PBIS. We offered Life Skills program to supplement instruction and connected students and families with resources for social-emotional and behavioral support. 	<p>2017-18:</p> <p>\$10,000 Imagine Etiquette Mentoring and Leadership Program (1000)(Title I);</p> <p><i>(See LCAP for non-federally funded expenditures.)</i></p>	<p>2017-18:</p> <p>\$10,000 Imagine Etiquette Mentoring and Leadership Program (1000)(Title I);</p> <p><i>(See LCAP for non-federally funded expenditures.)</i></p>

ANALYSIS

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed.

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our CONNECTION goal. We have held quarterly SSC and PTF meetings; hosted parent activities/events; provided parents with access to our SIS; visited our students at their homes; encouraged and supported student attendance; provided support to ensure timely high school graduation; implemented alternatives to suspension/expulsion, including restorative practices; acknowledged and encouraged positive student behavior and improvements; and administered school experience surveys to our students, parents, and staff.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The actions/services have been effective as measured by progress towards our annual measurable outcomes. MSA 4 boasts a 0% suspension/expulsion rate. MSA 4 utilizes facets of PBIs in addition to Imagine Etiquette's Mentoring and Leadership program.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

The only area that we experienced a material difference in is the expense allocated for home visits. This is an area where staff and family buy-in has been difficult. The ability to earn \$50.00 per visit is not enough of an incentive. It is also a challenge getting our parents to welcome us into their home. In all other areas, we only have minor differences between Budgeted and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes for school experience survey average approval rates. Based on input from all stakeholders, we will continue to hold events that promote parental participation as well as parent training activities such as Parent College. We will focus on acknowledging positive student behavior and restorative practices. We will continue to offer PD to our teachers on classroom management and student engagement procedures to help create an atmosphere of trust, respect, and high expectations. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Strategies, & Proposed Expenditures section of the SPSA.

Budget Summary and Consolidation

Complete the table below. Schools may include additional information or more detail. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp. The

Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$73,215 (excluding Title III Consortium funds)
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$72,550

Consolidation of Funds

List the Federal programs that the school is consolidating in the schoolwide program. Adjust the table as needed.

Federal Programs	Allocation (\$)
Title I, Part A: School Allocation	\$55,905
Title II, Part A: Supporting Effective Instruction	\$7,310
Title III, Part A: Language Instruction for English Learners and Immigrant Youth	\$0 (EL) \$0 (Immigrant)
Title IV Part A: Student Support and Academic Enrichment Grants	\$10,000

Subtotal of consolidated federal funds for this school: **\$72,550**

List the State and local programs that the school is consolidating in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF Base Revenue	\$1,696,665
Supplemental and Concentration Grant Funds	\$257,891
Title I	\$55,905
Title II	\$7,310
Title IV	\$10,000

Subtotal of consolidated state or local funds for this school: **\$72,550**

Total of consolidated (federal, state, and/or local) funds for this school: **\$2,027,771**

Addendum

The Single Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to *EC* 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available

at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measureable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in *EC* Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to *EC* Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in *EC* Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: *EC* sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
 - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
 - c. the devotion of sufficient resources to effectively carry out professional development activities; and

- d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation

Title I, Part A: School Parent and Family Engagement Allocation

Title I, Part A: Targeted Support and Improvement Allocation

Title I, Part C: Education of Migratory Children

Title II, Part A: Supporting Effective Instruction

Title III, Part A: Language Instruction for English Learners and Immigrate Youth

Title IV Part A: Student Support and Academic Enrichment Grants

Title IV Part B: 21st Century Community Learning Centers

Title V, Part B: Rural Education Initiative

Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program

American Indian Education

Child Development Programs

Economic Impact Aid/State Compensatory Education (carryover funds)

Economic Impact Aid/Limited English Proficient (carryover funds)

California Foster Youth Services

California Partnership Academies

California Tobacco-Use Prevention Education Program

Single Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Addendum.

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Magnolia Science Academy-5	19 10199 0137679	10/29/18	11/08/18

In the pages that follow, please describe the school’s plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

In order to promote learning and provide a more positive learning experience for our students, MSA-5 has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our annual SPSA.

Information/input sessions include Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Admin meetings, Board of Directors meetings, Principal meetings, and staff meetings. Parents on our PTF and SSC also serve as our parent advisory committee for Local Control and Accountability Plan (LCAP). Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our parent advisory committee and ELAC provide valuable input for the new SPSA. In addition, the Charter School conducts surveys for parents, students, and staff, and the Charter School staff make home visits. These all serve as ways to inform, educate, and gather input & feedback from all critical stakeholders.

The Charter School has:

- an approved charter petition with measurable student outcomes and methods to assess student progress,
- a LCAP as a comprehensive planning tool that addresses the state priorities and locally identified priorities,
- a WASC action plan for continuous school improvement,
- a LCAP Federal Addendum to supplement the LCAP to meet the Local Educational Agency (LEA) Plan provisions of the ESSA,
- and a SPSA that documents the school’s approach to maximizing the impact of federal investments in support of underserved students.

MSA-5 aligns its federally-funded programs with the priority goals of the school and such funds provide the opportunity to innovate. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

During the 2017-18 school year the Charter School held its periodical meetings to gather input from our stakeholders. These include 4 PTF meetings, 4 SSC meetings, 4 ELAC meetings, at least 5 parent activities/events including two Coffee with the Admin meetings, weekly staff meetings, and other stakeholder meetings. The school conducted a family, staff, and student experience survey with

specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement. A majority of our stakeholders participated in this survey. The Charter School staff made over 35% of the student population home visits and sought feedback from the parents for school improvement.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school’s goals. Duplicate the table as needed.

Goal 1

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

Basis for this Goal

- To ensure our students are college/career ready
- To ensure student proficiency in all courses
- To ensure students meet or exceed standard on CASSPP-ELA/Literacy and Mathematics assessments
- To ensure EL students make annual progress in learning English
- To ensure implementation of state board adopted academic content and performance standards for all students
- To ensure teachers are appropriately assigned and fully credentialed
- To ensure students have sufficient access to standards-aligned instructional materials

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome							
Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter	100%	100%							
Percentage of students who will have sufficient access to standards-aligned instructional materials	100%	100%							
Percentage of students performing proficient on the CAASPP-ELA/Literacy assessments (Grades 3-8):	2017-18 (Baseline): <table border="1" style="width: 100%; margin-top: 5px;"> <tr><td>All Students: 46%</td></tr> <tr><td>English Learners: 7%</td></tr> <tr><td>Socioeconomically Disadvantaged: 50%</td></tr> <tr><td>Students with Disabilities:</td></tr> </table>	All Students: 46%	English Learners: 7%	Socioeconomically Disadvantaged: 50%	Students with Disabilities:	2018-19 (Expected): <table border="1" style="width: 100%; margin-top: 5px;"> <tr><td>All Students: 5 percentage points up from the prior year</td></tr> <tr><td>English Learners: 5 percentage points up from the prior year</td></tr> <tr><td>Socioeconomically</td></tr> </table>	All Students: 5 percentage points up from the prior year	English Learners: 5 percentage points up from the prior year	Socioeconomically
All Students: 46%									
English Learners: 7%									
Socioeconomically Disadvantaged: 50%									
Students with Disabilities:									
All Students: 5 percentage points up from the prior year									
English Learners: 5 percentage points up from the prior year									
Socioeconomically									

	<table border="1"> <tr> <td data-bbox="602 134 946 184">17%</td> </tr> <tr> <td data-bbox="602 184 946 254">Hispanic: 46%</td> </tr> </table>	17%	Hispanic: 46%	<table border="1"> <tr> <td data-bbox="1112 134 1456 226">Disadvantaged: 5 percentage points up from the prior year</td> </tr> <tr> <td data-bbox="1112 226 1456 373">Students with Disabilities: 5 percentage points up from the prior year</td> </tr> <tr> <td data-bbox="1112 373 1456 478">Hispanic: 5 percentage points up from the prior year</td> </tr> </table>	Disadvantaged: 5 percentage points up from the prior year	Students with Disabilities: 5 percentage points up from the prior year	Hispanic: 5 percentage points up from the prior year							
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<p>Change in Average Distance from Level 3 on the CASSPP-ELA/Literacy assessments (Grades 3-8)</p>	<p>2016-17 (Baseline):</p> <table border="1"> <tr> <td data-bbox="602 548 946 653">All Students: 25.5 points below level 3</td> </tr> <tr> <td data-bbox="602 653 946 758">English Learners: 67.8 points below level 3</td> </tr> <tr> <td data-bbox="602 758 946 905">Socioeconomically Disadvantaged: 28.9 points below level 3</td> </tr> <tr> <td data-bbox="602 905 946 1010">Students with Disabilities: 126.9 points below level 3</td> </tr> <tr> <td data-bbox="602 1010 946 1115">Hispanic: 36.9 points below level 3</td> </tr> <tr> <td data-bbox="602 1115 946 1184">White: .1 points above level 3</td> </tr> </table>	All Students: 25.5 points below level 3	English Learners: 67.8 points below level 3	Socioeconomically Disadvantaged: 28.9 points below level 3	Students with Disabilities: 126.9 points below level 3	Hispanic: 36.9 points below level 3	White: .1 points above level 3	<p>2017-18 (Expected):</p> <table border="1"> <tr> <td data-bbox="1112 548 1456 653">All Students: 3 points up from the prior year</td> </tr> <tr> <td data-bbox="1112 653 1456 758">English Learners: 3 points up from the prior year</td> </tr> <tr> <td data-bbox="1112 758 1456 905">Socioeconomically Disadvantaged: 3 points up from the prior year</td> </tr> <tr> <td data-bbox="1112 905 1456 1010">Students with Disabilities: 3 points up from the prior year</td> </tr> <tr> <td data-bbox="1112 1010 1456 1115">Hispanic: 3 points up from the prior year</td> </tr> <tr> <td data-bbox="1112 1115 1456 1220">White: 3 points up from the prior year</td> </tr> </table>	All Students: 3 points up from the prior year	English Learners: 3 points up from the prior year	Socioeconomically Disadvantaged: 3 points up from the prior year	Students with Disabilities: 3 points up from the prior year	Hispanic: 3 points up from the prior year	White: 3 points up from the prior year
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White: 3 points up from the prior year														
<p>Percentage of students meeting their growth targets on the MAP-Reading assessment (Grades 3-10)</p>	<p>2017-18 (Baseline):</p> <table border="1"> <tr> <td data-bbox="602 1293 946 1362">All Students: 67%</td> </tr> <tr> <td data-bbox="602 1362 946 1432">English Learners: 32%</td> </tr> <tr> <td data-bbox="602 1432 946 1537">Socioeconomically Disadvantaged: 69%</td> </tr> <tr> <td data-bbox="602 1537 946 1642">Students with Disabilities: 22%</td> </tr> <tr> <td data-bbox="602 1642 946 1711">Hispanic: 68%</td> </tr> </table>	All Students: 67%	English Learners: 32%	Socioeconomically Disadvantaged: 69%	Students with Disabilities: 22%	Hispanic: 68%	<p>2018-19 (Expected):</p> <table border="1"> <tr> <td data-bbox="1112 1293 1456 1398">All Students: 2 percentage points up from the prior year</td> </tr> <tr> <td data-bbox="1112 1398 1456 1545">English Learners: 2 percentage points up from the prior year</td> </tr> <tr> <td data-bbox="1112 1545 1456 1692">Socioeconomically Disadvantaged: 2 percentage points up from the prior year</td> </tr> <tr> <td data-bbox="1112 1692 1456 1839">Students with Disabilities: 2 percentage points up from the prior year</td> </tr> </table>	All Students: 2 percentage points up from the prior year	English Learners: 2 percentage points up from the prior year	Socioeconomically Disadvantaged: 2 percentage points up from the prior year	Students with Disabilities: 2 percentage points up from the prior year			
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Percentage of students performing proficient on the CAASPP-Mathematics assessments (Grades 3-8):	<p>2017-18 (Baseline):</p> <table border="1"> <tr><td>All Students: 34%</td></tr> <tr><td>English Learners: 13%</td></tr> <tr><td>Socioeconomically Disadvantaged: 36%</td></tr> <tr><td>Students with Disabilities: 14%</td></tr> <tr><td>Hispanic: 33%</td></tr> </table>	All Students: 34%	English Learners: 13%	Socioeconomically Disadvantaged: 36%	Students with Disabilities: 14%	Hispanic: 33%	<p>2018-19 (Expected):</p> <table border="1"> <tr><td>All Students: 3 percentage points up from the prior year</td></tr> <tr><td>English Learners: 5 percentage points up from the prior year</td></tr> <tr><td>Socioeconomically Disadvantaged: 5 percentage points up from the prior year</td></tr> <tr><td>Students with Disabilities: 5 percentage points up from the prior year</td></tr> <tr><td>Hispanic: 5 percentage points up from the prior year</td></tr> </table>	All Students: 3 percentage points up from the prior year	English Learners: 5 percentage points up from the prior year	Socioeconomically Disadvantaged: 5 percentage points up from the prior year	Students with Disabilities: 5 percentage points up from the prior year	Hispanic: 5 percentage points up from the prior year		
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Change in Average Distance from Level 3 on the CASSPP-Mathematics assessments (Grades 3-8)	<p>2016-17 (Baseline):</p> <table border="1"> <tr><td>All Students: 91.1 points below level 3</td></tr> <tr><td>English Learners: 120.4 points below level 3</td></tr> <tr><td>Socioeconomically Disadvantaged: 94.2 points below level 3</td></tr> <tr><td>Students with Disabilities: 191.7 points below level 3</td></tr> <tr><td>Hispanic: 105.3 points below level 3</td></tr> <tr><td>White: 64.4 points below level 3</td></tr> </table>	All Students: 91.1 points below level 3	English Learners: 120.4 points below level 3	Socioeconomically Disadvantaged: 94.2 points below level 3	Students with Disabilities: 191.7 points below level 3	Hispanic: 105.3 points below level 3	White: 64.4 points below level 3	<p>2017-18 (Expected):</p> <table border="1"> <tr><td>All Students: 3 points up from the prior year</td></tr> <tr><td>English Learners: 3 points up from the prior year</td></tr> <tr><td>Socioeconomically Disadvantaged: 3 points up from the prior year</td></tr> <tr><td>Students with Disabilities: 3 points up from the prior year</td></tr> <tr><td>Hispanic: 3 points up from the prior year</td></tr> <tr><td>White: 3 points up from the prior year</td></tr> </table>	All Students: 3 points up from the prior year	English Learners: 3 points up from the prior year	Socioeconomically Disadvantaged: 3 points up from the prior year	Students with Disabilities: 3 points up from the prior year	Hispanic: 3 points up from the prior year	White: 3 points up from the prior year
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Percentage of students meeting their growth targets on the MAP-Mathematics assessment (Grades 3-10)	<p>2017-18 (Baseline):</p> <table border="1"> <tr><td>All Students: 64%</td></tr> <tr><td>English Learners: 27%</td></tr> </table>	All Students: 64%	English Learners: 27%	<p>2018-19 (Expected):</p> <table border="1"> <tr><td>All Students: 2 percentage points up from the prior year</td></tr> </table>	All Students: 2 percentage points up from the prior year									
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Students with Disabilities: 2 percentage points up from the prior year									
Hispanic: 2 percentage points up from the prior year									
Percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC	30%	2 percentage points up from the prior year							
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually	20%	1 percentage point up from the prior year							
Percentage of students who will receive a grade of “C” or better (or perform “proficient” on the related state standardized tests) in core subjects and electives	70%	1 percentage point up from the prior year							
Percentage of graduating seniors who have met or exceeded standard on both ELA and Mathematics on Smarter Balanced Summative Assessments	N/A	N/A							
Percentage of graduating seniors who have passed an AP exam with a score of 3 or higher	N/A	N/A							
Percentage of graduating seniors who will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements	N/A	N/A							
Percentage of students in grades 9-11 who will participate in the PSAT test	100%	100%							
Percentage of students who will meet or exceed college readiness benchmarks for their grade level out of all students who participate in the PSAT test	10%	2 percentage points up from the prior year							

PLANNED STRATEGIES/ACTIVITIES

Complete a copy of the following table for each of the school's strategies/Activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

- Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance.
- Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials.
- Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) Teachers will be provided with instructional guidance and feedback through classroom visits.

SPSA Strategy/Activity:

- Charter School will ensure that all teachers are supported with their credentialing needs and that they participate in PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment. Charter School will also monitor and evaluate teachers for their performance.

Action Steps & Person(s) Responsible:

- 1) Charter School will conduct credential review as part of teacher hiring process. (prior to the start of the school year and ongoing) (Principal, MPS Home Office)
- 2) Charter School will identify teacher credentialing needs and support teachers' credentialing needs. (prior to the start of the school year and ongoing) (Principal, MPS Home Office)
- 3) Charter School will annually review master schedule/teacher assignments to ensure compliance. (prior to the start of the school year and ongoing) (Principal)
- 4) Charter School will schedule PD in areas, including but not limited to, Common Core ELA/Literacy, math, and NGSS, and in areas of need identified through needs assessment. (ongoing) (Dean of Academics, Principal, leadership team)
- 5) 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 which includes walkthroughs, informal and formal observations and formal evaluation. (ongoing) (Dean of Academics, Principal, leadership team)

6) Charter School will evaluate its teachers for their performance. 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. Charter School may use evaluation results as basis and documentation for performance pay, transfer, promotion, reassignment, or disciplinary action. (ongoing) (Home Office, principal, leadership team)

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$6,100 Professional Development; <i>(See LCAP for non-federally funded expenditures.)</i>
Source(s)	Title II <i>(See LCAP for non-federal sources.)</i>
Budget Reference(s)	\$10,000 Professional Development (5800) (Title II); <i>(See LCAP for non-federally funded expenditures.)</i>

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

LCAP Planned Actions/Services:

- Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.
- Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.

SPSA Strategy/Activity:

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

Action Steps & Person(s) Responsible:

- 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. (ongoing) (Dean of Academics, EL coordinator, leadership team)
 - a) The data office will create a report of identified ELs by class. The report will include students' ELPAC levels including overall and subtest data and be given to all teachers. (prior to the start of the school year) (Office, EL coordinator, leadership team)
 - b) ELD time will be built into in the master schedule. (prior to the start of the school year) (Dean of Academics, Principal)
 - c) Charter School will purchase supplementary ELD materials and benchmark assessments. (prior to the start of the school year) (Dean of Academics, Principal)
 - d) Charter School will schedule and provide training for instructional staff and schedule follow up professional development activities. (ongoing) (Dean of Academics, EL coordinator, leadership team)
- 2) 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) (ELA/ELD teachers, EL coordinator, Dean of Academics, RTI coordinator)
- 3) Teachers and the leadership team will monitor student progress in ELD as measured by in-class/benchmark assessments. (ELA/Literacy and math monitoring via MAP tests, IABs, etc.)
- 4) The EL program coordinator sponsored by the Title III consortium lead will monitor MPS protocol for teacher observation and feedback regarding the implementation of the ELD program monthly. (ongoing) (Title III Consortium lead EL program coordinator, leadership team)
- 5) The EL program coordinator sponsored by the Title III consortium lead will evaluate the EL services at the school at least semesterly. (ongoing) (Title III Consortium lead EL program coordinator, leadership team)

NOTE: Charter School is a member of the Magnolia Science Academy consortium for Title III EL 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.

Proposed Expenditures for this Strategy/Activity

Amount(s)	<i>(See LCAP for non-federally funded expenditures.)</i>
Source(s)	Title I <i>(See LCAP for non-federal sources.)</i>
Budget Reference(s)	<i>(See LCAP for non-federally funded expenditures.)</i>

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

- During the day, Charter School will provide additional supports and interventions to all students, including ELs.
- Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.
- Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.

SPSA Strategy/Activity:

- Charter School will provide CCSS aligned ELA and math instruction, support and intervention to all students, including ELs and immigrant students, and monitor student progress in ELA/Literacy and math as measured by the interim assessments (MAP, IAB, etc.)

Action Steps & Person(s) Responsible:

- 1) Teachers will provide CCSS aligned ELA and math instruction. (ongoing) (Teachers, leadership team)
- 2) 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) (Dean of Academics, RTI coordinator, leadership team)
 - a) Charter School will use the MAP test and teacher feedback to identify and place students in ELA and Math intervention groups and classes. (within the first month of the school year)
 - b) Students will be provided with targeted CCSS aligned ELA and math intervention during the daily Intervention period, once a week after school and on Saturdays to meet the students' needs. (ongoing)
- 3) Charter School will select a research-based reading intervention and math 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) (ELA Dept. Chair, Math Dept. Chair, Dean of Academics, RTI coordinator, leadership team)
 - a) Charter School will select reading and math intervention materials and resources. (prior to the start of the school year)
 - b) Charter School will purchase supplementary instructional materials and benchmark assessments. (prior to the start of the school year)
 - c) 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)
- 4) Teachers and the leadership team will monitor student progress in ELA and math as measured by in-class/benchmark assessments, MAP and IABs. (ongoing) (Teachers, ELA Dept. Chair, Dean of Academics, RTI coordinator, leadership team)
 - a) Teachers will implement the MAP test in the fall and spring and IABs during the year to measure student growth in ELA/Literacy and math. (fall and spring; ongoing)
 - b) Charter School will purchase supplementary instructional materials and benchmark assessments. (prior to the start of the school year)
 - c) 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)

Proposed Expenditures for this Strategy/Activity

Amount(s)

\$66,644 Intervention teacher salaries (1000)(Title I);
\$19,533 Intervention teacher benefits (3000)(Title I);
\$1,687 Tuition Reimbursement (5000)(Title II)

Source(s)	(See LCAP for non-federally funded expenditures.)
Budget Reference(s)	Title I (See LCAP for non-federal sources.) \$66,644 Intervention teacher salaries (1000)(Title I); \$19,533 Intervention teacher benefits (3000)(Title I); \$1,687 Tuition Reimbursement (5000)(Title II) (See LCAP for non-federally funded expenditures.)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

- Charter School will offer individual graduation plans, outlining the classes students will take during their high school years.
- Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.
- Charter School will offer “Advisory” classes (college planning and career exploration program) and “College Readiness” classes and programs preparing students for college readiness, including test prep for ACT/SAT.

SPSA Strategy/Activity:

- Charter School will promote a college-going culture through dual enrollment, AP courses, college visits, and other college related activities.

Action Steps & Person(s) Responsible:

- 1) Charter School will offer the following AP courses: Spanish and English Language Arts. (ongoing) (College Counselor, Dean of Academics, leadership team)
- 2) Charter School will offer Advisory classes in grades 9-12 and ACT/SAT prep in grades 10-12. (ongoing) (College Counselor, Dean of Academics, leadership team)

Proposed Expenditures for this Strategy/Activity

Amount(s)	(See LCAP for non-federally funded expenditures.)
Source(s)	Title I (See LCAP for non-federal sources.)
Budget Reference(s)	(See LCAP for non-federally funded expenditures.)

Goal 2

INNOVATION: All students will become independent, innovative scholars.

Basis for this Goal

- To provide students with a well-rounded education including programs such as STEM, arts, and civics
- To increase student access to a broad course of study
- To offer innovative courses and programs
- To ensure student participation and achievement in innovative courses and programs
- To support the effective use of technology

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	100%	100%
Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	100%	100%
Percentage of students enrolled in the Charter School's grades 6-8 who take the Accelerated and/or Advanced Math class and/or Advanced Math club	5%	5%
Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study	100%	100%
Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo	80%	80%

PLANNED STRATEGIES/ACTIVITIES

Complete a copy of the following table for each of the school's strategies/Activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

- Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.
- Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.

SPSA Strategy/Activity:

- Charter School will provide students with a well-rounded education including programs such as health and physical education, arts and civics.

Action Steps & Person(s) Responsible:

- 1) In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, clubs, health and physical education, arts, civics, etc. (ongoing) (Dean of Academics, Principal, MPS Home Office)
- 2) Charter School will strive to provide our students with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, etc. (ongoing) (Leadership Team, MPS Home Office)

Proposed Expenditures for this Strategy/Activity

Amount(s)

(See LCAP for non-federally funded expenditures.)

Source(s)

Title I, Title IV *(See LCAP for non-federal sources.)*

Budget Reference(s)

(See LCAP for non-federally funded expenditures.)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

- Charter School will offer Accelerated and/or Advanced Math class and/or Advanced Math club to students in grades 6-8.
- Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements.

SPSA Strategy/Activity:

- Charter School will provide students with STEAM focused programs such as science fairs, advanced math courses/clubs, and engineering activities.

Action Steps & Person(s) Responsible:

- 1) Charter School will design its master schedule to include Accelerated and Advanced math classes/clubs. (prior to the start of the school year and ongoing) (Dean of Academics, Principal, MPS Home Office)
- 2) Charter School teachers will mentor students with STEAM focused projects, experiments, models or demos in their classes. (ongoing) (Teachers, Dean of Academics, Principal, MPS Home Office)
- 3) Charter School will organize a STEAM Festival/EXPO and also provide students with information and access to quality out-of-school STEAM activities and achievements. (ongoing) (Science Dept. Chair, Dean of Academics, Principal, MPS Home Office)
- 4) Charter School will design and implement engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW) programs, etc. (prior to the start of the school year and ongoing) (Science Dept. Chair, Dean of Academics, Principal, MPS Home Office)

Proposed Expenditures for this Strategy/Activity

Amount(s)

(See LCAP for non-federally funded expenditures.)

Source(s)

Title IV *(See LCAP for non-federal sources.)*

Budget Reference(s)

(See LCAP for non-federally funded expenditures.)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

- Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.

SPSA Strategy/Activity:

- Charter School will ensure that technology supports instruction.

Action Steps & Person(s) Responsible:

- 1) Charter School will assure that students have physical access, support, and time to use classroom, school, and community resources, including instructional materials and technology. (prior to the start of the school year and ongoing) (Teachers, Dean of Academics, Principal)
- 2) Teachers will use accessible technology tools and other resources on a regular basis to engage and enhance learning and to differentiate instruction to meet the needs of every student. Teachers will effectively use challenging resources that are mentally, visually, aurally, and kinesthetically stimulating. (Ex: internet, PowerPoint, interactive whiteboards, document camera, multimedia, educational software, interactive games and simulations, apps, class website, lab materials, manipulatives, assistive technology, etc.) (ongoing) (Teachers, Dean of Academics, Principal)
- 3) Teachers and students will keep up to date with technology and blended learning practices. Teachers will model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law and student maintaining internet security. Teachers will provide resources and instructional materials that require cognitive engagement. Students will choose, adapt, or create materials to extend learning. (ongoing) (Teachers, Dean of Academics, Principal)

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$3,000 Non Capitalized equipment (4000)(Title IV); (Smartboards? 3-D printers? etc.) <i>(See LCAP for non-federally funded expenditures.)</i>
Source(s)	Title I, Title IV <i>(See LCAP for non-federal sources.)</i>
Budget Reference(s)	\$3,000 Non Capitalized equipment (4000)(Title IV); (Smartboards? 3-D printers? etc.) <i>(See LCAP for non-federally funded expenditures.)</i>

Goal 3

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

Basis for this Goal

- To seek parent input in making decisions for the Charter School
- To promote parental participation in programs
- To increase student attendance
- To avoid chronic absenteeism

- To avoid middle school dropout
- To avoid high school dropout
- To increase high school graduation rate
- To avoid student suspension
- To avoid student expulsion
- To increase the sense of safety and school connectedness

Expected Annual Measurable Outcomes

Metric/Indicator Baseline Expected Outcome

Number of SSC meetings per year	4	4						
Number of ELAC meetings per year	4	4						
Number of PTF meetings per year	4	4						
Number of activities/events for parent involvement per year	5	5						
Frequency of SIS record updates	Daily/Weekly	Daily/Weekly						
Number of progress reports sent to parents per year	4	4						
Percentage of students who have been home-visited by the teachers per year	35%	35%						
ADA rate	95%	95%						
Chronic absenteeism rate	10%	15%						
Middle school dropout rate	0%	0%						
High school dropout rate	0%	0%						
Four-year cohort graduation rate	98%	100%						
Student suspension rate	0%	1%						
Student expulsion rate	0%	0%						
School experience survey participation rates	<table border="1"> <tbody> <tr> <td>Students: 90%</td> </tr> <tr> <td>Families: 85%</td> </tr> <tr> <td>Staff: 75%</td> </tr> </tbody> </table>	Students: 90%	Families: 85%	Staff: 75%	<table border="1"> <tbody> <tr> <td>Students: 90%</td> </tr> <tr> <td>Families: 90%</td> </tr> <tr> <td>Staff: 80%</td> </tr> </tbody> </table>	Students: 90%	Families: 90%	Staff: 80%
Students: 90%								
Families: 85%								
Staff: 75%								
Students: 90%								
Families: 90%								
Staff: 80%								

School experience survey average approval rates	Students: 60%	Students: 65%
	Families: 85%	Families: 90%
	Staff: 75%	Staff: 80%

PLANNED STRATEGIES/ACTIVITIES

Complete a copy of the following table for each of the school's strategies/Activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

- Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings.
- Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.
- Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level.
- Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.
- Charter School will annually administer school experience surveys to students, parents, and staff.

SPSA Strategy/Activity:

- Charter School will pursue an integrated strategy to support the exchange of information, purposeful interaction, and meaningful participation between the school, families, and community partners to support student learning and achievement. This will include but not be limited to SSC, ELAC, and PTF meetings, parent activities/events, web portal, home-visits, and school experience surveys.

Action Steps & Person(s) Responsible:

- 1) Charter School will schedule at least quarterly SSC, ELAC, and PTF meetings. (ongoing) (Leadership team, Principal)
- 2) Charter School will communicate with the parents of academically underperforming students, inviting them for parent conferences. (in fall and spring; ongoing) (Teachers, Dean of Academics, Principal)
- 3) Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL students and immigrant 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) (EL Coordinator, Leadership team)

- 4) Charter School teachers will schedule and make home-visits. Teachers will document the visits, evaluate them and share necessary information with the appropriate staff (grade level team, counselor, administrator, etc.) (ongoing) (Teachers, Principal)
- 5) Charter School will use an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and students' own strengths and weaknesses. This feedback instrument will provide teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement.

Proposed Expenditures for this Strategy/Activity

Amount(s)	<p>\$4,815 Parent meeting/workshop expenses (4000)(Title I);</p> <p>\$10,000 Home visit compensation (1000)(Title I)</p> <p><i>(See LCAP for non-federally funded expenditures.)</i></p>
Source(s)	Title I <i>(See LCAP for non-federal sources.)</i>
Budget Reference(s)	<p>\$4,815 Parent meeting/workshop expenses (4000)(Title I);</p> <p>\$10,000 Home visit compensation (1000)(Title I)</p> <p>\$ <i>(See LCAP for non-federally funded expenditures.)</i></p>

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

- Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs.
- Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.
- Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.
- Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.
- Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.

SPSA Strategy/Activity:

• Charter School will provide students with 4-year plans and support programs to ensure timely high school graduation. Charter School will implement policies that encourage and support student attendance, positive student behavior and improvements. Charter School teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.

Action Steps & Person(s) Responsible:

- 1) Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation and satisfaction of UC/CSU requirements. (ongoing) (College Counselor, Dean of Academics, leadership team)
- 2) Charter School will implement restorative practices and Positive Behavioral Interventions and Supports (PBIS). (ongoing) (Teachers, Dean of Students, leadership team)
 - a) Charter School will implement restorative practices, PBIS, and alternatives to suspension. (ongoing)
 - b) Charter School will implement a positive behavior reward system and use its SIS for monitoring it. (ongoing)
- 3) Charter School will offer Life Skills program to supplement instruction. (ongoing) (Teachers, Dean of Students, leadership team)
- 4) Charter School will connect students and families with resources for social-emotional and behavioral support.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$6,000 Mitchell Family Counseling(5000)(Title IV); \$3,000 PD on PBIS, restorative practices, and classroom management (5000)(Title I); <i>(See LCAP for non-federally funded expenditures.)</i>
Source(s)	Title I <i>(See LCAP for non-federal sources.)</i>
Budget Reference(s)	\$6,000 Mitchell Family Counseling(5000)(Title IV); \$3,000 PD on PBIS, restorative practices, and classroom management (5000)(Title I); \$3,000 PD on PBIS, restorative practices, and classroom management (5000)(Title I); <i>(See LCAP for non-federally funded expenditures.)</i>

Annual Review and Update

SPSA Year Reviewed: 2017–18

Complete a copy of the following table for each of the school’s goals from the prior year SPSA. Duplicate the table as needed.

Goal 1

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

ANNUAL MEASURABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes																		
Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter	100%	100%																		
Percentage of students who will have sufficient access to standards-aligned instructional materials	100%	100%																		
Percentage of students performing proficient on the CAASPP-ELA/Literacy assessments (Grades 3-8):	<p>2017-18 (Expected):</p> <table border="1" data-bbox="607 604 954 1360"> <tr> <td>All Students: 5 percentage points up from the prior year</td> </tr> <tr> <td>English Learners: 5 percentage points up from the prior year</td> </tr> <tr> <td>Socioeconomically Disadvantaged: 5 percentage points up from the prior year</td> </tr> <tr> <td>Students with Disabilities: 5 percentage points up from the prior year</td> </tr> <tr> <td>Hispanic: 5 percentage points up from the prior year</td> </tr> <tr> <td>White: 5 percentage points up from the prior year</td> </tr> </table>	All Students: 5 percentage points up from the prior year	English Learners: 5 percentage points up from the prior year	Socioeconomically Disadvantaged: 5 percentage points up from the prior year	Students with Disabilities: 5 percentage points up from the prior year	Hispanic: 5 percentage points up from the prior year	White: 5 percentage points up from the prior year	<p>2016-17 (Baseline):</p> <table border="1" data-bbox="1097 604 1442 1075"> <tr> <td>All Students: 33%</td> </tr> <tr> <td>English Learners: 6%</td> </tr> <tr> <td>Socioeconomically Disadvantaged: 34%</td> </tr> <tr> <td>Students with Disabilities: 8%</td> </tr> <tr> <td>Hispanic: 29%</td> </tr> <tr> <td>White: 39%</td> </tr> </table> <p>2017-18 (Actual):</p> <table border="1" data-bbox="1097 1192 1442 1898"> <tr> <td>All Students: 5 percentage points up from the prior year</td> </tr> <tr> <td>English Learners: 5 percentage points up from the prior year</td> </tr> <tr> <td>Socioeconomically Disadvantaged: 5 percentage points up from the prior year</td> </tr> <tr> <td>Students with Disabilities: 5 percentage points up from the prior year</td> </tr> <tr> <td>Hispanic: 5 percentage points up from the prior year</td> </tr> <tr> <td>White: 5 percentage points up from the prior year</td> </tr> </table>	All Students: 33%	English Learners: 6%	Socioeconomically Disadvantaged: 34%	Students with Disabilities: 8%	Hispanic: 29%	White: 39%	All Students: 5 percentage points up from the prior year	English Learners: 5 percentage points up from the prior year	Socioeconomically Disadvantaged: 5 percentage points up from the prior year	Students with Disabilities: 5 percentage points up from the prior year	Hispanic: 5 percentage points up from the prior year	White: 5 percentage points up from the prior year
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Students with Disabilities: 5 percentage points up from the prior year																				
Hispanic: 5 percentage points up from the prior year																				
White: 5 percentage points up from the prior year																				

		up from the prior year														
<p>Change in Average Distance from Level 3 on the CASSPP-ELA/Literacy assessments (Grades 3-8)</p>	<p>2017-18 (Expected):</p> <table border="1" data-bbox="609 258 951 936"> <tr> <td>All Students: 3 points up from the prior year</td> </tr> <tr> <td>English Learners: 3 points up from the prior year</td> </tr> <tr> <td>Socioeconomically Disadvantaged: 3 points up from the prior year</td> </tr> <tr> <td>Students with Disabilities: 3 points up from the prior year</td> </tr> <tr> <td>Hispanic: 3 points up from the prior year</td> </tr> <tr> <td>White: 3 points up from the prior year</td> </tr> </table>	All Students: 3 points up from the prior year	English Learners: 3 points up from the prior year	Socioeconomically Disadvantaged: 3 points up from the prior year	Students with Disabilities: 3 points up from the prior year	Hispanic: 3 points up from the prior year	White: 3 points up from the prior year	<p>2017-18 CA School Dashboard data is not available at this time.</p> <p>2016-17 (Actual):</p> <table border="1" data-bbox="1096 357 1442 1008"> <tr> <td>All Students: 25.5 below level 3</td> </tr> <tr> <td>English Learners: 67.8 below level 3</td> </tr> <tr> <td>Socioeconomically Disadvantaged: 28.9 below level 3</td> </tr> <tr> <td>Students with Disabilities: 126.9 below level 3</td> </tr> <tr> <td>Hispanic: 36.9 below level 3</td> </tr> <tr> <td>White: 0.1 above level 3</td> </tr> </table>	All Students: 25.5 below level 3	English Learners: 67.8 below level 3	Socioeconomically Disadvantaged: 28.9 below level 3	Students with Disabilities: 126.9 below level 3	Hispanic: 36.9 below level 3	White: 0.1 above level 3		
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<p>Percentage of students performing proficient on the CAASPP-Mathematics assessments (Grades 3-8):</p>	<p>2017-18 (Expected):</p> <p>All Students: 5 percentage points up from the prior year</p> <p>English Learners: 5 percentage points up from the prior year</p> <p>Socioeconomically Disadvantaged: 5 percentage points up from the prior year</p> <p>Students with Disabilities: 5 percentage points up from the prior year</p> <p>Hispanic: 5 percentage points up from the prior year</p> <p>White: 5 percentage points up from the prior year</p>	<p>2016-17 (Baseline):</p> <p>All Students: 16%</p> <p>English Learners: 3%</p> <p>Socioeconomically Disadvantaged: 15%</p> <p>Students with Disabilities: 0%</p> <p>Hispanic: 11%</p> <p>White: 15%</p> <p>2017-18 (Actual):</p> <p>All Students: 5 percentage points up from the prior year</p> <p>English Learners: 5 percentage points up from the prior year</p> <p>Socioeconomically Disadvantaged: 5 percentage points up from the prior year</p> <p>Students with Disabilities: 5 percentage points up from the prior year</p> <p>Hispanic: 5 percentage points up from the prior year</p>	

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White: 2 percentage points up from the prior year							
Percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC	2 percentage points up from the prior year	<p>2017-18 English Learner Progress Indicator (ELPI) data is not available at this time.</p> <table border="1"> <tr> <td>2016-17 (Baseline)</td> <td>30%</td> </tr> <tr> <td>2017-18 (Projected)</td> <td>2 percentage points up from the prior year</td> </tr> </table>	2016-17 (Baseline)	30%	2017-18 (Projected)	2 percentage points up from the prior year	
2016-17 (Baseline)	30%						
2017-18 (Projected)	2 percentage points up from the prior year						
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually	1 percentage point up from the prior year	<table border="1"> <tr> <td>2016-17 (Baseline)</td> <td>20%</td> </tr> <tr> <td>2017-18 (Actual)</td> <td>34%</td> </tr> </table>	2016-17 (Baseline)	20%	2017-18 (Actual)	34%	
2016-17 (Baseline)	20%						
2017-18 (Actual)	34%						
Percentage of students who will receive a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives	70%	70%					
Percentage of graduating seniors who have met or exceeded standard on both ELA and Mathematics on Smarter Balanced Summative Assessments	N/A	<table border="1"> <tr> <td>2016-17 (Baseline)</td> <td>N/A</td> </tr> <tr> <td>2017-18 (Actual)</td> <td>N/A</td> </tr> </table>	2016-17 (Baseline)	N/A	2017-18 (Actual)	N/A	
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Percentage of graduating seniors who have passed an AP exam with a score of 3 or higher	N/A	<table border="1"> <tr> <td>2016-17 (Baseline)</td> <td>N/A</td> </tr> <tr> <td>2017-18 (Actual)</td> <td>N/A</td> </tr> </table>	2016-17 (Baseline)	N/A	2017-18 (Actual)	N/A	
2016-17 (Baseline)	N/A						
2017-18 (Actual)	N/A						

Percentage of graduating seniors who will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements	N/A	2016-17 (Baseline)	N/A
		2017-18 (Actual)	N/A
Percentage of students in grades 9-11 who will participate in the PSAT test	100%	100%	
Percentage of students who will meet or exceed college readiness benchmarks for their grade level out of all students who participate in the PSAT test	2 percentage points up from the prior year	2016-17 (Baseline)	10%
		2017-18 (Actual)	12%

STRATEGIES/ACTIVITIES

Duplicate the Strategies/Activities from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> Charter School will ensure that all teachers are supported with their credentialing needs and that they participate in PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment. Charter School will also monitor and evaluate teachers for their performance. 	<ul style="list-style-type: none"> We have supported our teachers with their credentialing needs. Teachers participated in PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment. We also monitored and evaluated all our teachers for their performance. 	2017-18: \$6,000 BTSA expenses (5000)(Title II); \$3,000 EL Authorization expenses (5000) <i>(See LCAP for non-federally funded expenditures.)</i>	2017-18: \$6,180 BTSA expenses (5000)(Title II); \$3,000 EL Authorization expenses (5000) <i>(See LCAP for non-federally funded expenditures.)</i>

Strategy/Activity 2

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> Charter School will provide CCSS aligned ELA and math instruction and ELD instruction, support and intervention to ELs and immigrant students, and monitor student progress in ELA/Literacy, math, and ELD as measured by the MAP tests and other assessments. 	<ul style="list-style-type: none"> Charter School provided CCSS aligned ELA and math instruction and ELD instruction, support and intervention to ELs, and monitored student progress in ELA/Literacy, math, and ELD as measured by the MAP tests and other assessments. 	2017-18: <i>(See LCAP for non-federally funded expenditures.)</i>	2017-18: <i>(See LCAP for non-federally funded expenditures.)</i>

Strategy/Activity 3

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> Charter School will provide CCSS aligned ELA and math instruction, support and intervention to all students, including ELs and immigrant students, and monitor student progress in ELA/Literacy and math as measured by the interim assessments (MAP, IAB, etc.) 	<ul style="list-style-type: none"> Charter School provided CCSS aligned ELA and math instruction, support and intervention to all students, including ELs, and monitored student progress in ELA/Literacy and math as measured by the interim assessments (MAP, IAB, etc.) 	2017-18: \$25,000 Intervention teacher salaries (1000)(Title I); \$15,000 Intervention teacher and Title-I coordinator benefits (3000)(Title I); <i>(See LCAP for non-federally funded expenditures.)</i>	2017-18: \$52,156 Intervention teacher salaries (1000)(Title I); \$23,688 Intervention teacher and Title-I coordinator benefits (3000)(Title I); <i>(See LCAP for non-federally funded expenditures.)</i>

Strategy/Activity 4

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> Charter School will promote a college-going culture through dual enrollment, AP courses, college visits, and other college related activities. 	<ul style="list-style-type: none"> Charter School promoted a college-going culture through dual enrollment, AP courses, college visits, and other college related activities. AP courses offered include the following: Spanish ELA 	2017-18: <i>(See LCAP for non-federally funded expenditures.)</i>	2017-18: <i>(See LCAP for non-federally funded expenditures.)</i>

ANALYSIS

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed.

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our EXCELLENCE goal. We supported our teachers with their credentialing and PD needs; we offer standards-based instruction and our students have sufficient access to standards-aligned instructional materials; we regularly review student performance data and progress towards targets with our staff and continue to provide additional supports and interventions to all students, including ELs, during the school day, after school hours, and on Saturday; we provide our ELs with designated and integrated EL instruction; and we offer AP and Advisory classes for college readiness.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The actions/services have been effective as measured by progress towards our annual measurable outcomes. We showed considerable growth in both ELA and Math on the CAASPP in all of our major subgroups, ELs, SPED, Socio-economically disadvantaged and Hispanic.. We have also added two AP Classes for the upcoming school year. Our school had reclassified 20% of our ELs.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

We only have minor differences between Budgeted and Estimated Actual Expenditures except we spent more for our intervention teachers as we saw from the prior years data our students needed more support.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes with new performance targets for the upcoming school year based on input from all stakeholders and available data through surveys and student performance data. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Strategies, & Proposed Expenditures section of the SPSA.

Goal 2

INNOVATION: All students will become independent, innovative scholars.

ANNUAL MEASURABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	100%	100%
Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	100%	100%
Percentage of students enrolled in the Charter School’s grades 6-8 who take the Accelerated and/or Advanced Math class and/or Advanced Math club	5%	3%

Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study	100%	100%
Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo	80%	75%

STRATEGIES/ACTIVITIES

Duplicate the Strategies/Activities from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> Charter School will provide students with a well-rounded education including programs such as health and physical education, arts and civics. 	<ul style="list-style-type: none"> Charter School provided students with a well-rounded education including programs such as health and physical education, arts and civics. 	2017-18:(<i>See LCAP for non-federally funded expenditures.</i>)	2017-18:(<i>See LCAP for non-federally funded expenditures.</i>)

Strategy/Activity 2

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> Charter School will provide students with STEAM focused programs such as science fairs, advanced math courses/clubs, and engineering activities. 	<ul style="list-style-type: none"> Charter School provided students with STEAM focused programs such as science fairs, advanced math courses/clubs, and engineering activities. 	2017-18: <i>(See LCAP for non-federally funded expenditures.)</i>	2017-18: <i>(See LCAP for non-federally funded expenditures.)</i>

Strategy/Activity 3

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> Charter School will ensure that technology supports instruction. 	<ul style="list-style-type: none"> Charter School provided technology to support instruction (Chromebooks, Smartboard TVs) 	2017-18: <i>(See LCAP for non-federally funded expenditures.)</i>	2017-18: <i>(See LCAP for non-federally funded expenditures.)</i>

ANALYSIS

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed.

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our INNOVATION goal. We provide courses, electives, programs, and services outlined in our charter petition, certain programs and services being dependent on student need and interest; our master schedule is designed to meet the needs of all students; we provide opportunities for online and dual enrollment; we offer Advanced Math and Computer Technology classes; and provide opportunities for students to create or demonstrate a STEAM focused project, experiment, model or demo.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The actions/services have been effective as measured by progress towards our annual measurable outcomes. All middle school students will have an opportunity to participate in a Computer Class during one semester. Also, through data we continued to identify students who can participate in the Advanced Math Class. Finally, our students won seven medals at our organizations STEAM Expo.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

We only have minor differences between Budgeted and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our budget for the upcoming school year based on technology needs and input from all stakeholders. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Strategies, & Proposed Expenditures section of the SPSA.

Goal 3

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

ANNUAL MEASURABLE OUTCOMES

Metric/Indicator

Expected Outcomes

Actual Outcomes

Number of SSC meetings per year	4	4
Number of ELAC meetings per year	4	4
Number of PTF meetings per year	4	4
Number of activities/events for parent	5	5

involvement per year								
Frequency of SIS record updates	Daily/Weekly	Daily/Weekly						
Number of progress reports sent to parents per year	4	4						
Percentage of students who have been home-visited by the teachers per year	35%	35%						
ADA rate	95%	94%						
Chronic absenteeism rate	15%	16%						
Middle school dropout rate	0%	0%						
High school dropout rate	0%	0%						
Four-year cohort graduation rate	95%	98%						
Student suspension rate	0%	0%						
Student expulsion rate	0%	0%						
School experience survey participation rates	<table border="1"> <tr><td>Students: 85%</td></tr> <tr><td>Families: 55%</td></tr> <tr><td>Staff: 85%</td></tr> </table>	Students: 85%	Families: 55%	Staff: 85%	<table border="1"> <tr><td>Students: 96%</td></tr> <tr><td>Families: 86%</td></tr> <tr><td>Staff: 100%</td></tr> </table>	Students: 96%	Families: 86%	Staff: 100%
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School experience survey average approval rates	<table border="1"> <tr><td>Students: 60%</td></tr> <tr><td>Families: 90%</td></tr> <tr><td>Staff: 80%</td></tr> </table>	Students: 60%	Families: 90%	Staff: 80%	<table border="1"> <tr><td>Students: 64%</td></tr> <tr><td>Families: 97%</td></tr> <tr><td>Staff: 93%</td></tr> </table>	Students: 64%	Families: 97%	Staff: 93%
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STRATEGIES/ACTIVITIES

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Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> Charter School will pursue an integrated strategy to support the exchange of information, purposeful interaction, and meaningful participation between the 	<ul style="list-style-type: none"> We held regular SSC, ELAC, and PTF meetings and parent activities/events. We communicated with the parents of academically underperforming students, 	2017-18: \$3,000 Parent meeting/workshop expenses (4000)(Title	2017-18: \$1,200 Parent meeting/workshop expenses (4000)(Title I);

<p>school, families, and community partners to support student learning and achievement. This will include but not be limited to SSC, ELAC, and PTF meetings, parent activities/events, web portal, home-visits, and school experience surveys.</p>	<p>inviting them for parent conferences. Our teachers used the school web portal actively and conducted home-visits. The school implemented the school experience surveys.</p>	<p>I); \$1,000 Parent activities/events expenses (4000)(Title I) \$5,000 Home visit compensation (1000)(Title I); <i>(See LCAP for non-federally funded expenditures.)</i></p>	<p>\$620 Parent activities/events expenses (4000)(Title I); \$8,100 Home visit compensation (1000)(Title I); <i>(See LCAP for non-federally funded expenditures.)</i></p>
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Strategy/Activity 2

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<p>• Charter School will provide students with 4-year plans and support programs to ensure timely high school graduation. Charter School will implement policies that encourage and support student attendance, positive student behavior and improvements. Charter School teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.</p>	<p>• We provided students with 4-year plans and supported programs to ensure timely high school graduation. Charter School implemented policies that encourage and support student attendance, positive student behavior and improvements. Our teachers implemented PBIS. We offered Life Skills program to supplement instruction and connected students and families with resources for social-emotional and behavioral support.</p>	<p>2017-18: <i>(See LCAP for non-federally funded expenditures.)</i></p>	<p>2017-18: <i>(See LCAP for non-federally funded expenditures.)</i></p>

ANALYSIS

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed.

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our CONNECTION goal. We have held quarterly SSC, ELAC, and PTF meetings; hosted parent activities/events; provided parents with access to our SIS; visited our students at their homes; encouraged and supported student attendance; provided support to ensure timely high school graduation; implemented alternatives to suspension/expulsion, including restorative practices; acknowledged and encouraged positive student behavior and improvements; and administered school experience surveys to our students, parents, and staff.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The actions/services have been effective as measured by progress towards our annual measurable outcomes. The actions/services have been effective as measured by progress towards our annual measurable outcomes. MSA-5 has gone four years without an expulsion and met LCAP goal of keeping a low suspension rate. Also, MSA-5's survey results show approval growth from parents from 94% to 97% and student approval went up 61% to 64%. MSA-5's ADA has maintained at or near 95% as well.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

We only have minor differences between Budgeted and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes for school experience survey average approval rates. Based on input from all stakeholders, we will continue to hold events that promote parental participation as well as parent training activities such as Parent College. We will focus on acknowledging positive student behavior and restorative practices. We will continue to offer PD to our teachers on classroom management and student engagement procedures to help create an atmosphere of trust, respect, and high expectations. IS THERE ANY OTHER FEEDBACK FROM SURVEYS RELATED TO THE CONNECTION GOAL THAT YOU PLAN TO IMPLEMENT??? We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Strategies, & Proposed Expenditures section of the SPSA.

Budget Summary and Consolidation

Complete the table below. Schools may include additional information or more detail. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$103,051(excluding Title III Consortium funds)
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$118,778

Consolidation of Funds

List the Federal programs that the school is consolidating in the schoolwide program. Adjust the table as needed.

Federal Programs	Allocation (\$)
Title I, Part A: School Allocation	\$84,634
Title II, Part A: Supporting Effective Instruction	\$8,417
Title III, Part A: Language Instruction for English Learners and Immigrant Youth	\$4,457 (EL) \$0 (Immigrant)
Title IV Part A: Student Support and Academic Enrichment Grants	\$10,000

Subtotal of consolidated federal funds for this school: \$107,508

List the State and local programs that the school is consolidating in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF Base Revenue	\$2,148,412
Supplemental and Concentration Grant Funds	\$585,537
[List state or local program here]	[\$[Enter amount here]
[List state or local program here]	[\$[Enter amount here]
[List state or local program here]	[\$[Enter amount here]

Subtotal of consolidated state or local funds for this school: \$2,733,949

Total of consolidated (federal, state, and/or local) funds for this school: \$2,255,920

Addendum

The Single Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to *EC* 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available

at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in *EC* Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to *EC* Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in *EC* Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: *EC* sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
 - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
 - c. the devotion of sufficient resources to effectively carry out professional development activities; and

- d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation

Title I, Part A: School Parent and Family Engagement Allocation

Title I, Part A: Targeted Support and Improvement Allocation

Title I, Part C: Education of Migratory Children

Title II, Part A: Supporting Effective Instruction

Title III, Part A: Language Instruction for English Learners and Immigrate Youth

Title IV Part A: Student Support and Academic Enrichment Grants

Title IV Part B: 21st Century Community Learning Centers

Title V, Part B: Rural Education Initiative

Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program

American Indian Education

Child Development Programs

Economic Impact Aid/State Compensatory Education (carryover funds)

Economic Impact Aid/Limited English Proficient (carryover funds)

California Foster Youth Services

California Partnership Academies

California Tobacco-Use Prevention Education Program

School Year: 2018-19

Single Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Addendum.

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Magnolia Science Academy 6	19-64733-0117648	10/18/18	11/8/18

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

In order to promote learning and provide a more positive learning experience for our students, MSA-6 has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our annual SPSA.

Information/input sessions include Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, and staff meetings. Parents on our PTF and SSC also serve as our parent advisory committee for Local Control and Accountability Plan (LCAP). Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our parent advisory committee and ELAC provide valuable input for the new SPSA. In addition, the Magnolia Science Academy-6 conducts surveys for parents, students, and staff, and the Magnolia Science Academy-6 staff make home visits. These all serve as ways to inform, educate, and gather input & feedback from all critical stakeholders.

The Magnolia Science Academy-6 has:

- an approved charter petition with measurable student outcomes and methods to assess student progress,
- a LCAP as a comprehensive planning tool that addresses the state priorities and locally identified priorities,
- a WASC action plan for continuous school improvement,
- a LCAP Federal Addendum to supplement the LCAP to meet the Local Educational Agency (LEA) Plan provisions of the ESSA,
- and a SPSA that documents the school's approach to maximizing the impact of federal investments in support of underserved students.

Magnolia Science Academy-6 aligns its federally-funded programs with the priority goals of the school and such funds provide the opportunity to innovate. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

During the 2017-18 school year the Magnolia Science Academy-6 held its periodical meetings to gather input from our stakeholders. These include 8 PTF meetings, 4 SSC meetings, 4 ELAC meetings, at least 6 parent activities/events including two Coffee with the

Principal meetings, weekly staff meetings, and other stakeholder meetings. The school conducted a family, staff, and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement. A majority of our stakeholders participated in this survey. The Magnolia Science Academy-6 staff also made 25% of total student population, make home visits and sought feedback from the parents for school improvement.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school’s goals. Duplicate the table as needed.

Goal 1

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

Basis for this Goal

- To ensure our students are college/career ready
- To ensure student proficiency in all courses
- To ensure students meet or exceed standard on CASSPP-ELA/Literacy and Mathematics assessments
- To ensure EL students make annual progress in learning English
- To ensure implementation of state board adopted academic content and performance standards for all students
- To ensure teachers are appropriately assigned and fully credentialed
- To ensure students have sufficient access to standards-aligned instructional materials

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter	100%	100%
Percentage of students who will have sufficient access to standards-aligned instructional materials	100%	100%

Percentage of students performing proficient on the CAASPP-ELA/Literacy assessments (Grades 3-8):

2017-18 (Baseline):

All Students: 48%
English Learners: 13%
Socioeconomically Disadvantaged: 46%
Students with Disabilities: 17%
African American: 42%
Hispanic: 47%

2018-19 (Expected):

All Students: 3 percentage points up from the prior year
English Learners: 3 percentage points up from the prior year
Socioeconomically Disadvantaged: 3 percentage points up from the prior year
Students with Disabilities: 3 percentage points up from the prior year
African American: 3 percentage points up from the prior year
Hispanic: 3 percentage points up from the prior year

Change in Average Distance from Level 3 on the CASSPP-ELA/Literacy assessments (Grades 3-8)

2016-17 (Baseline):

All Students: 8.9 points below level 3
English Learners: 30.2 points below level 3
Socioeconomically Disadvantaged: 14.7 points below level 3
Students with Disabilities: 62.8 points below level 3
African American: 11.9 points above level 3
Hispanic: 14.1 points below level 3

2017-18 (Expected):

All Students: 3 points up from the prior year
English Learners: 3 points up from the prior year
Socioeconomically Disadvantaged: 3 points up from the prior year
Students with Disabilities: 3 points up from the prior year
African American: 3 points up from the prior year
Hispanic: 3 points up from the prior year

Percentage of students meeting their growth targets on the MAP-Reading assessment (Grades 3-10)

2017-18 (Baseline):

All Students: 44%
English Learners: 50%
Socioeconomically Disadvantaged: 43%
Students with Disabilities: 38%
African American: 50%
Hispanic: 44%

2018-19 (Expected):

All Students: 2 percentage points up from the prior year
English Learners: 2 percentage points up from the prior year
Socioeconomically Disadvantaged: 2 percentage points up from the prior year
Students with Disabilities: 2 percentage points up from the prior year
African American: 2 percentage points up from the prior year
Hispanic: 2 percentage points up from the prior year

Percentage of students performing proficient on the CAASPP-Mathematics assessments (Grades 3-8):

2017-18 (Baseline):

All Students: 39%
English Learners: 20%
Socioeconomically Disadvantaged: 35%
Students with Disabilities: 21%
African American: 42%
Hispanic: 36%

2018-19 (Expected):

All Students: 3 percentage points up from the prior year
English Learners: 3 percentage points up from the prior year
Socioeconomically Disadvantaged: 3 percentage points up from the prior year
Students with Disabilities: 3 percentage points up from the prior year
African American: 3 percentage points up from the prior year
Hispanic: 3 percentage points up from the prior year

<p>Change in Average Distance from Level 3 on the CASSPP-Mathematics assessments (Grades 3-8)</p>	<p>2016-17 (Baseline):</p> <table border="1"> <tr> <td>All Students: 56.3 points below level 3</td> </tr> <tr> <td>English Learners: 78 points below level 3</td> </tr> <tr> <td>Socioeconomically Disadvantaged: 60.3 points below level 3</td> </tr> <tr> <td>Students with Disabilities: 86.2 points below level 3</td> </tr> <tr> <td>Hispanic: 62.2 points below level 3</td> </tr> </table>	All Students: 56.3 points below level 3	English Learners: 78 points below level 3	Socioeconomically Disadvantaged: 60.3 points below level 3	Students with Disabilities: 86.2 points below level 3	Hispanic: 62.2 points below level 3	<p>2017-18 (Expected):</p> <table border="1"> <tr> <td>All Students: 3 points up from the prior year</td> </tr> <tr> <td>English Learners: 3 points up from the prior year</td> </tr> <tr> <td>Socioeconomically Disadvantaged: 3 points up from the prior year</td> </tr> <tr> <td>Students with Disabilities: 3 points up from the prior year</td> </tr> <tr> <td>Hispanic: 3 points up from the prior year</td> </tr> </table>	All Students: 3 points up from the prior year	English Learners: 3 points up from the prior year	Socioeconomically Disadvantaged: 3 points up from the prior year	Students with Disabilities: 3 points up from the prior year	Hispanic: 3 points up from the prior year		
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Students with Disabilities: 3 points up from the prior year														
Hispanic: 3 points up from the prior year														
<p>Percentage of students meeting their growth targets on the MAP-Mathematics assessment (Grades 3-10)</p>	<p>2017-18 (Baseline):</p> <table border="1"> <tr> <td>All Students: 48%</td> </tr> <tr> <td>English Learners: 45%</td> </tr> <tr> <td>Socioeconomically Disadvantaged: 48%</td> </tr> <tr> <td>Students with Disabilities: 41%</td> </tr> <tr> <td>African American: 30%</td> </tr> <tr> <td>Hispanic: 48%</td> </tr> </table>	All Students: 48%	English Learners: 45%	Socioeconomically Disadvantaged: 48%	Students with Disabilities: 41%	African American: 30%	Hispanic: 48%	<p>2018-19 (Expected):</p> <table border="1"> <tr> <td>All Students: 2 percentage points up from the prior year</td> </tr> <tr> <td>English Learners: 2 percentage points up from the prior year</td> </tr> <tr> <td>Socioeconomically Disadvantaged: 2 percentage points up from the prior year</td> </tr> <tr> <td>Students with Disabilities: 2 percentage points up from the prior year</td> </tr> <tr> <td>African American: 2 percentage points up from the prior year</td> </tr> <tr> <td>Hispanic: 2 percentage points up from the prior year</td> </tr> </table>	All Students: 2 percentage points up from the prior year	English Learners: 2 percentage points up from the prior year	Socioeconomically Disadvantaged: 2 percentage points up from the prior year	Students with Disabilities: 2 percentage points up from the prior year	African American: 2 percentage points up from the prior year	Hispanic: 2 percentage points up from the prior year
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Hispanic: 2 percentage points up from the prior year														
<p>Percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC</p>	<p>91.2%</p>	<p>2 percentage points up from the prior year</p>												
<p>Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually</p>	<p>47.4%</p>	<p>1 percentage point up from the prior year</p>												

Percentage of students who will receive a grade of “C” or better (or perform “proficient” on the related state standardized tests) in core subjects and electives	80%	1 percentage point up from the prior year
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PLANNED STRATEGIES/ACTIVITIES

Complete a copy of the following table for each of the school’s strategies/Activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

- Magnolia Science Academy-6 will conduct credential review as part of teacher hiring process and support our teachers’ credentialing needs. Magnolia Science Academy-6 will also annually review master schedule/teacher assignments to ensure compliance.
- Magnolia Science Academy-6 will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Magnolia Science Academy-6 will annually review budget and plan to ensure adequate budget for instructional materials.
- Magnolia Science Academy-6 will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) Teachers will be provided with instructional guidance and feedback through classroom visits.

SPSA Strategy/Activity:

- Magnolia Science Academy-6 will ensure that all teachers are supported with their credentialing needs and that they participate in PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment. Magnolia Science Academy-6 will also monitor and evaluate teachers for their performance.

Action Steps & Person(s) Responsible:

- 1) Magnolia Science Academy-6 will conduct credential review as part of teacher hiring process. (prior to the start of the school year and ongoing) (Principal, MPS Home Office)
- 2) Magnolia Science Academy-6 will identify teacher credentialing needs and support teachers’ credentialing needs. (prior to the start of the school year and ongoing) (Principal, MPS Home Office)
- 3) Magnolia Science Academy-6 will annually review master schedule/teacher assignments to ensure compliance. (prior to the start of the school year and ongoing) (Principal)

- 4) Magnolia Science Academy-6 will schedule PD in areas, including but not limited to, Common Core ELA/Literacy, math, and NGSS, and in areas of need identified through needs assessment. (ongoing) (Dean of Academics, Principal, leadership team)
- 5) Magnolia Science Academy-6 will monitor how effectively teachers implement strategies and skills they learned in the PD sessions in the classroom. Magnolia Science Academy-6 leadership team will make daily classroom observations using the MPS teacher observation protocol which includes walkthroughs, informal and formal observations and formal evaluation. (ongoing) (Dean of Academics, Principal, leadership team)
- 6) Magnolia Science Academy-6 will evaluate its teachers for their performance. Magnolia Science Academy-6 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. Magnolia Science Academy-6 may use evaluation results as basis and documentation for performance pay, transfer, promotion, reassignment, or disciplinary action. (ongoing) (Home Office, principal, leadership team)

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$7,000 BTSA expenses; \$4,000 Professional Development; <i>(See LCAP for non-federally funded expenditures.)</i>
Source(s)	Title I, Title II <i>(See LCAP for non-federal sources.)</i>
Budget Reference(s)	\$7,000 BTSA expenses (5000)(Title II); \$4,000 Professional Development (5800) (Title I); <i>(See LCAP for non-federally funded expenditures.)</i>

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

LCAP Planned Actions/Services:

- Magnolia Science Academy-6 will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Magnolia Science Academy-6 will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.
- Magnolia Science Academy-6 teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Magnolia Science Academy-6 will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which

includes one-on-one teacher support and small group instruction. Magnolia Science Academy-6 will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Magnolia Science Academy-6 will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.

SPSA Strategy/Activity:

• Magnolia Science Academy-6 will provide CCSS aligned ELA and math instruction and ELD instruction, support and intervention to ELs and immigrant students, and monitor student progress in ELA/Literacy, math, and ELD as measured by the MAP tests and other assessments.

Action Steps & Person(s) Responsible:

- 1) Magnolia Science Academy-6 will identify and group ELs by proficiency level, provide ELD instruction aligned to the new standards, and monitor student progress in program implementation. (ongoing) (Dean of Academics, EL coordinator, leadership team)
 - a) The data office will create a report of identified ELs by class. The report will include students' ELPAC levels including overall and subtest data and be given to all teachers. (prior to the start of the school year) (Office, EL coordinator, leadership team)
 - b) ELD time will be built into in the master schedule. (prior to the start of the school year) (Dean of Academics, Principal)
 - c) Magnolia Science Academy-6 will purchase supplementary ELD materials and benchmark assessments. (prior to the start of the school year) (Dean of Academics, Principal)
 - d) Magnolia Science Academy-6 will schedule and provide training for instructional staff and schedule follow up professional development activities. (ongoing) (Dean of Academics, EL coordinator, leadership team)
- 2) 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) (ELA/ELD teachers, EL coordinator, Dean of Academics, RTI coordinator)
- 3) Teachers and the leadership team will monitor student progress in ELD as measured by in-class/benchmark assessments. (ELA/Literacy and math monitoring via MAP tests, IABs, etc.)
- 4) The EL program coordinator sponsored by the Title III consortium lead will monitor MPS protocol for teacher observation and feedback regarding the implementation of the ELD program monthly. (ongoing) (Title III Consortium lead EL program coordinator, leadership team)
- 5) The EL program coordinator sponsored by the Title III consortium lead will evaluate the EL services at the school at least semesterly. (ongoing) (Title III Consortium lead EL program coordinator, leadership team)

NOTE: Magnolia Science Academy-6 is a member of the Magnolia Science Academy consortium for Title III EL funds. Per the MOU of the Consortium, Magnolia Science Academy-6 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.

Proposed Expenditures for this Strategy/Activity

Amount(s)

(See LCAP for non-federally funded expenditures.)

Source(s)

(See LCAP for non-federal sources.)

Amount(s)

(See LCAP for non-federally funded expenditures.)

Budget Reference(s)

(See LCAP for non-federally funded expenditures.)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

- During the day, Magnolia Science Academy-6 will provide additional supports and interventions to all students, including ELs.
- Magnolia Science Academy-6 will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.
- Magnolia Science Academy-6 will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.

SPSA Strategy/Activity:

- Magnolia Science Academy-6 will provide CCSS aligned ELA and math instruction, support and intervention to all students, including ELs and immigrant students, and monitor student progress in ELA/Literacy and math as measured by the interim assessments (MAP, IAB, etc.)

Action Steps & Person(s) Responsible:

- 1) Teachers will provide CCSS aligned ELA and math instruction. (ongoing) (Teachers, leadership team)
- 2) 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) (Dean of Academics, RTI coordinator, leadership team)
 - a) Magnolia Science Academy-6 will use the MAP test and teacher feedback to identify and place students in ELA and Math intervention groups and classes. (within the first month of the school year)
 - b) Students will be provided with targeted CCSS aligned ELA and math intervention during the daily Intervention period, once a week after school and on Saturdays to meet the students' needs. (ongoing)
- 3) Magnolia Science Academy-6 will select a research-based reading intervention and math 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) (ELA Dept. Chair, Math Dept. Chair, Dean of Academics, RTI coordinator, leadership team)
 - a) Magnolia Science Academy-6 will select reading and math intervention materials and resources. (prior to the start of the school year)
 - b) Magnolia Science Academy-6 will purchase supplementary instructional materials and benchmark assessments. (prior to the start of the school year)
 - c) Magnolia Science Academy-6 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)

- 4) Teachers and the leadership team will monitor student progress in ELA and math as measured by in-class/benchmark assessments, MAP and IABs. (ongoing) (Teachers, ELA Dept. Chair, Dean of Academics, RTI coordinator, leadership team)
- a) Teachers will implement the MAP test in the fall and spring and IABs during the year to measure student growth in ELA/Literacy and math. (fall and spring; ongoing)
 - b) Magnolia Science Academy-6 will purchase supplementary instructional materials and benchmark assessments. (prior to the start of the school year)
 - c) Magnolia Science Academy-6 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)

Proposed Expenditures for this Strategy/Activity

Amount(s)	<p>\$16,000 Intervention teacher salaries;</p> <p>\$6,900 Intervention teacher benefits;</p> <p>\$10,000 Supplemental instructional materials; (myON)</p> <p><i>(See LCAP for non-federally funded expenditures.)</i></p>
Source(s)	<p>Title I <i>(See LCAP for non-federal sources.)</i></p>
Budget Reference(s)	<p>\$16,000 Intervention teacher salaries; (Title I)</p> <p>\$6,900 Intervention teacher benefits; (Title I)</p> <p>\$10,000 Supplemental instructional materials; (myON) (Title I)</p> <p><i>(See LCAP for non-federally funded expenditures.)</i></p>

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

- Magnolia Science Academy-6 will offer individual graduation plans, outlining the classes students will take during their high school years.
- Magnolia Science Academy-6 will offer “SSR/advisory” classes (data sharing, advising, life skills building) and classes and programs preparing students for college readiness.

SPSA Strategy/Activity:

- Magnolia Science Academy-6 will promote a college-going culture college visits, career fairs, partnership with college such as UCLA, and other college related activities.

Action Steps & Person(s) Responsible:

- 1) Magnolia Science Academy-6 students will have access to high qualified teachers who can prepare students for the rigor of high school and college.
- 2) Magnolia Science Academy-6 will offer SSR classes in grades 6-8to help students understand their grades, speak with their teacher in order to keep students motivated for higher learning.

Proposed Expenditures for this Strategy/Activity

Amount(s)	(See LCAP for non-federally funded expenditures.)
Source(s)	Title I (See LCAP for non-federal sources.)
Budget Reference(s)	(See LCAP for non-federally funded expenditures.)

Goal 2

INNOVATION: All students will become independent, innovative scholars.

Basis for this Goal

- To provide students with a well-rounded education including programs such as STEM, arts, and civics
- To increase student access to a broad course of study
- To offer innovative courses and programs
- To ensure student participation and achievement in innovative courses and programs
- To support the effective use of technology

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	100%	100%

Percentage of students who will have sufficient access to all academic and educational programs provided by the Magnolia Science Academy-6 as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	100%	100%
Percentage of students enrolled in the Magnolia Science Academy-6 's grades 6-8 who take the Accelerated and/or Advanced Math class and/or Advanced Math club	5%	5%
Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study	100%	100%
Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo	100%	100%

PLANNED STRATEGIES/ACTIVITIES

Complete a copy of the following table for each of the school's strategies/Activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

- Magnolia Science Academy-6 will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Magnolia Science Academy-6 will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.
- Magnolia Science Academy-6 will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.

SPSA Strategy/Activity:

- Magnolia Science Academy-6 will provide students with a well-rounded education including programs such as health and physical education.

Action Steps & Person(s) Responsible:

- 1) In an effort to provide well-rounded education to our students, Magnolia Science Academy-6 willstrive to offer additional programs such as elective courses, clubs, health and physical education, etc.(ongoing) (Dean of Academics, Principal, MPS Home Office)
- 2) Magnolia Science Academy-6 willstrive to provide our students with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, etc.(ongoing)(Leadership Team, MPS Home Office)

Proposed Expenditures for this Strategy/Activity

Amount(s)

\$6,000 Student Counseling
 \$1,500 STEM Field trip transportation
 \$1,500 Anti-bullying assembly
 \$1,000 School programs-academic competitions
 (See LCAP for non-federally funded expenditures.)

Source(s)

Title IV (See LCAP for non-federal sources.)

Budget Reference(s)

\$6,000 Student Counseling
 \$1,500 STEM Field trip transportation
 \$1,500 Anti-bullying assembly
 (See LCAP for non-federally funded expenditures.)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

- Magnolia Science Academy-6 will offer Accelerated and/or Advanced Math class and/or Advanced Math club to students in grades 6-8.
- Magnolia Science Academy-6 will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Magnolia Science Academy-6 will also provide information and access to quality out-of-school STEAM activities and achievements.

SPSA Strategy/Activity:

- Magnolia Science Academy-6 will provide students with STEAM focused programs such as science fairs, advanced math courses/clubs, and engineering activities.

Action Steps & Person(s) Responsible:

- 1) Magnolia Science Academy-6 will design its master schedule to include Accelerated and Advanced math classes/clubs. (prior to the start of the school year and ongoing) (Dean of Academics, Principal, MPS Home Office)
- 2) Magnolia Science Academy-6 teachers will mentor students with STEAM focused projects, experiments, models or demos in their classes. (ongoing) (Teachers, Dean of Academics, Principal, MPS Home Office)
- 3) Magnolia Science Academy-6 will organize a STEAM Festival/EXPO and provide students with information and access to quality out-of-school STEAM activities and achievements. (ongoing) (Science Dept. Chair, Dean of Academics, Principal, MPS Home Office)

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$1,000 School programs-academic competitions <i>(See LCAP for non-federally funded expenditures.)</i>
Source(s)	Title IV <i>(See LCAP for non-federal sources.)</i>
Budget Reference(s)	\$1,000 School programs-academic competitions <i>(See LCAP for non-federally funded expenditures.)</i>

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

- Magnolia Science Academy-6 will offer Computer/Technology classes and/or blended learning experience for our students. Magnolia Science Academy-6 will also keep its technology up to date. Magnolia Science Academy-6 teachers will participate in PD on Blended Learning.

SPSA Strategy/Activity:

- Magnolia Science Academy-6 will ensure that technology supports instruction.

Action Steps & Person(s) Responsible:

- 1) Magnolia Science Academy-6 will assure that students have physical access, support, and time to use classroom, school, and community resources, including instructional materials and technology.(prior to the start of the school year and ongoing) (Teachers, Dean of Academics, Principal)

2) Teachers will use accessible technology tools and other resources on a regular basis to engage and enhance learning and to differentiate instruction to meet the needs of every student. Teachers will effectively use challenging resources that are mentally, visually, aurally, and kinesthetically stimulating. (Ex: internet, PowerPoint, interactive white boards, document camera, multimedia, educational software, interactive games and simulations, apps, class website, lab materials, manipulatives, assistive technology, etc.) (ongoing) (Teachers, Dean of Academics, Principal)

3) Teachers and students will keep up to date with technology and blended learning practices. Teachers will model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law and student maintaining internet security. Teachers will provide resources and instructional materials that require cognitive engagement. Students will choose, adapt, or create materials to extend learning. (ongoing) (Teachers, Dean of Academics, Principal)

Proposed Expenditures for this Strategy/Activity

Amount(s)	(See LCAP for non-federally funded expenditures.)
Source(s)	(See LCAP for non-federal sources.)
Budget Reference(s)	(See LCAP for non-federally funded expenditures.)

Goal 3

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

Basis for this Goal

- To seek parent input in making decisions for the Magnolia Science Academy-6
- To promote parental participation in programs
- To increase student attendance
- To avoid chronic absenteeism
- To avoid middle school dropout
- To avoid high school dropout
- To increase high school graduation rate
- To avoid student suspension
- To avoid student expulsion
- To increase the sense of safety and school connectedness

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
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Number of SSC meetings per year	4	4						
Number of ELAC meetings per year	4	4						
Number of PTF meetings per year	8	8						
Number of activities/events for parent involvement per year	5	5						
Frequency of SIS record updates	Daily/Weekly	Daily/Weekly						
Number of progress reports sent to parents per year	4	4						
Percentage of students who have been home-visited by the teachers per year	25%	25%						
ADA rate	97%	98%						
Chronic absenteeism rate	10%	8%						
Middle school dropout rate	0%	0%						
High school dropout rate	N/A	N/A						
Four-year cohort graduation rate	N/A	N/A						
Student suspension rate	0%	0%						
Student expulsion rate	0%	0%						
School experience survey participation rates	<table border="1"> <tr> <td>Students: 90%</td> </tr> <tr> <td>Families: 85%</td> </tr> <tr> <td>Staff: 100%</td> </tr> </table>	Students: 90%	Families: 85%	Staff: 100%	<table border="1"> <tr> <td>Students: 90%</td> </tr> <tr> <td>Families: 90%</td> </tr> <tr> <td>Staff: 100%</td> </tr> </table>	Students: 90%	Families: 90%	Staff: 100%
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Families: 85%								
Staff: 100%								
Students: 90%								
Families: 90%								
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School experience survey average approval rates	<table border="1"> <tr> <td>Students: 60%</td> </tr> <tr> <td>Families: 85%</td> </tr> <tr> <td>Staff: 75%</td> </tr> </table>	Students: 60%	Families: 85%	Staff: 75%	<table border="1"> <tr> <td>Students: 65%</td> </tr> <tr> <td>Families: 90%</td> </tr> <tr> <td>Staff: 80%</td> </tr> </table>	Students: 65%	Families: 90%	Staff: 80%
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PLANNED STRATEGIES/ACTIVITIES

Complete a copy of the following table for each of the school's strategies/Activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

- Magnolia Science Academy-6 will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings.
- Magnolia Science Academy-6 will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.
- Magnolia Science Academy-6 will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Magnolia Science Academy-6 will communicate further with the parents of students who are performing below grade level.
- Magnolia Science Academy-6 teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.
- Magnolia Science Academy-6 will annually administer school experience surveys to students, parents, and staff.

SPSA Strategy/Activity:

- Magnolia Science Academy-6 will pursue an integrated strategy to support the exchange of information, purposeful interaction, and meaningful participation between the school, families, and community partners to support student learning and achievement. This will include but not be limited to SSC, ELAC, and PTF meetings, parent activities/events, web portal, home-visits, and school experience surveys.

Action Steps & Person(s) Responsible:

- 1) Magnolia Science Academy-6 will schedule at least quarterly SSC, ELAC, and PTF meetings. (ongoing) (Leadership team, Principal)
- 2) Magnolia Science Academy-6 will communicate with the parents of academically under-performing students, inviting them for parent conferences. (in fall and spring; ongoing) (Teachers, Dean of Academics, Principal)
- 3) Magnolia Science Academy-6 teachers will schedule and make home-visits. Teachers will document the visits, evaluate them and share necessary information with the appropriate staff (grade level team, counselor, administrator, etc.) (ongoing) (Teachers, Principal)
- 5) Magnolia Science Academy-6 will use an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and students' own strengths and weaknesses. This feedback instrument will provide teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement.

Proposed Expenditures for this Strategy/Activity

Amount(s)

\$5,000 Parent meeting/workshop expenses;
\$2,000 Home visit compensation
(See LCAP for non-federally funded expenditures.)

Source(s)

Title I (See LCAP for non-federal sources.)

Budget Reference(s)

\$5,000 Parent meeting/workshop expenses;
\$2,000 Home visit compensation
\$ (See LCAP for non-federally funded expenditures.)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

- Magnolia Science Academy-6 will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs.
- Magnolia Science Academy-6 will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.
- Magnolia Science Academy-6 will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.
- Magnolia Science Academy-6 staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.

SPSA Strategy/Activity:

- Magnolia Science Academy-6 will implement policies that encourage and support student attendance, positive student behavior and improvements. Magnolia Science Academy-6 teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.

Action Steps & Person(s) Responsible:

- 1) Magnolia Science Academy-6 will implement restorative practices and Positive Behavioral Interventions and Supports (PBIS). (ongoing) (Teachers, Dean of Students, leadership team)
 - a) Magnolia Science Academy-6 will implement restorative practices, PBIS, and alternatives to suspension. (ongoing)
 - b) Magnolia Science Academy-6 will implement a positive behavior reward system and use its SIS for monitoring it. (ongoing)

- 2) Magnolia Science Academy-6 will offer Life Skills program to supplement instruction. (ongoing) (Teachers, Dean of Students, leadership team)
- 3) Magnolia Science Academy-6 will connect students and families with resources for social-emotional and behavioral support.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$10,000 Behavior Counselor Salary; \$1,500 Anti-bullying assembly (Title IV) <i>(See LCAP for non-federally funded expenditures.)</i>
Source(s)	Title I <i>(See LCAP for non-federal sources.)</i>
Budget Reference(s)	\$10,000 Behavior Counselor Salary; (Title I) \$1,500 Anti-bullying assembly (Title IV) \$ <i>(See LCAP for non-federally funded expenditures.)</i>

Annual Review and Update

SPSA Year Reviewed: 2017–18

Complete a copy of the following table for each of the school’s goals from the prior year SPSA. Duplicate the table as needed.

Goal 1

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

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes				
Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter	100%	100%				
Percentage of students who will have sufficient access to standards-aligned instructional materials	100%	100%				
Percentage of students performing proficient on the CAASPP-ELA/Literacy assessments (Grades 3-8):	2017-18 (Expected): <table border="1" style="width: 100%;"> <tr> <td>All Students: 5 percentage points up from the prior year</td> </tr> <tr> <td>English Learners: 3</td> </tr> </table>	All Students: 5 percentage points up from the prior year	English Learners: 3	2016-17 (Baseline): <table border="1" style="width: 100%;"> <tr> <td>All Students: 43%</td> </tr> <tr> <td>English Learners: 5%</td> </tr> </table>	All Students: 43%	English Learners: 5%
All Students: 5 percentage points up from the prior year						
English Learners: 3						
All Students: 43%						
English Learners: 5%						

Metric/Indicator

Expected Outcomes

Actual Outcomes

	percentage points up from the prior year	Socioeconomically Disadvantaged: 41%
	Socioeconomically Disadvantaged: 5 percentage points up from the prior year	Students with Disabilities: 15%
	Students with Disabilities: 3 percentage points up from the prior year	African American: 25%
	African American: 5 percentage points up from the prior year	Hispanic: 44%
	Hispanic: 5 percentage points up from the prior year	2017-18 (Actual):
		All Students: 48%
	English Learners: 13%	
	Socioeconomically Disadvantaged: 46%	
	Students with Disabilities: 17%	
	African American: 41%	
	Hispanic: 46%	

Change in Average Distance from Level 3 on the CASSPP-ELA/Literacy assessments (Grades 3-8)	2017-18 (Expected):	2017-18 CA School Dashboard data is not available at this time.
	All Students: 3 points up from the prior year	2016-17 (Actual):
	English Learners: 3 points up from the prior year	All Students: 7.2 points up from the previous year
	Socioeconomically Disadvantaged: 3 points up from the prior year	English Learners: 31.6 points up from the previous year
	Students with Disabilities: 3 points up from the prior year	Socioeconomically Disadvantaged: 11.7 points up from the previous year
	African American: 3 points up from the prior year	Students with Disabilities: 7.1 points up from the previous year.
	Hispanic: 3 points up from the prior year	African American: 19.6 points up from the previous year
	Hispanic: 8.6 points up from the previous year	

Metric/Indicator

Expected Outcomes

Actual Outcomes

Percentage of students meeting their growth targets on the MAP-Reading assessment (Grades 3-10)

2017-18 (Expected):

All Students: 2 percentage points up from the prior year

English Learners: 2 percentage points up from the prior year

Socioeconomically Disadvantaged: 2 percentage points up from the prior year

Students with Disabilities: 2 percentage points up from the prior year

African American: 2 percentage points up from the prior year

Hispanic: 2 percentage points up from the prior year

2016-17 (Baseline):

All Students: 48%

English Learners: 39%

Socioeconomically Disadvantaged: 46%

Students with Disabilities: 64%

African American: 44%

Hispanic: 48%

2017-18 (Actual):

All Students: 2 percentage points up from the prior year

English Learners: 2 percentage points up from the prior year

Socioeconomically Disadvantaged: 2 percentage points up from the prior year

Students with Disabilities: 2 percentage points up from the prior year

African American: 2 percentage points up from the prior year

Hispanic: 2 percentage points up from the prior year

Percentage of students performing proficient on the CAASPP-Mathematics assessments (Grades 3-8):

2017-18 (Expected):

All Students: 5 percentage points up from the prior year

English Learners: 5 percentage points up from the prior year

Socioeconomically

2016-17 (Baseline):

All Students: 25%

English Learners: 5%

Socioeconomically Disadvantaged: 24%

Students with Disabilities: 11%

Metric/Indicator

Expected Outcomes

Actual Outcomes

	<table border="1"> <tr> <td data-bbox="604 207 948 285">Disadvantaged: 5 percentage points up from the prior year</td> </tr> <tr> <td data-bbox="604 289 948 426">Students with Disabilities: 5 percentage points up from the prior year</td> </tr> <tr> <td data-bbox="604 430 948 567">African American: 5 percentage points up from the prior year</td> </tr> <tr> <td data-bbox="604 571 948 669">Hispanic: 5 percentage points up from the prior year</td> </tr> </table>	Disadvantaged: 5 percentage points up from the prior year	Students with Disabilities: 5 percentage points up from the prior year	African American: 5 percentage points up from the prior year	Hispanic: 5 percentage points up from the prior year	<table border="1"> <tr> <td data-bbox="1091 207 1435 260">African American: 15%</td> </tr> <tr> <td data-bbox="1091 264 1435 317">Hispanic: 25%</td> </tr> <tr> <td data-bbox="1091 321 1435 373">2017-18 (Actual):</td> </tr> <tr> <td data-bbox="1091 378 1435 430">All Students: 39%</td> </tr> <tr> <td data-bbox="1091 434 1435 487">English Learners: 20%</td> </tr> <tr> <td data-bbox="1091 491 1435 585">Socioeconomically Disadvantaged: 35%</td> </tr> <tr> <td data-bbox="1091 590 1435 684">Students with Disabilities: 21%</td> </tr> <tr> <td data-bbox="1091 688 1435 741">African American: 41%</td> </tr> <tr> <td data-bbox="1091 745 1435 798">Hispanic: 36%</td> </tr> </table>	African American: 15%	Hispanic: 25%	2017-18 (Actual):	All Students: 39%	English Learners: 20%	Socioeconomically Disadvantaged: 35%	Students with Disabilities: 21%	African American: 41%	Hispanic: 36%
Disadvantaged: 5 percentage points up from the prior year															
Students with Disabilities: 5 percentage points up from the prior year															
African American: 5 percentage points up from the prior year															
Hispanic: 5 percentage points up from the prior year															
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English Learners: 20%															
Socioeconomically Disadvantaged: 35%															
Students with Disabilities: 21%															
African American: 41%															
Hispanic: 36%															

<p>Change in Average Distance from Level 3 on the CASSPP-Mathematics assessments (Grades 3-8)</p>	<p>2017-18 (Expected):</p> <table border="1"> <tr> <td data-bbox="604 877 948 972">All Students: 3 points up from the prior year</td> </tr> <tr> <td data-bbox="604 976 948 1071">English Learners: 3 points up from the prior year</td> </tr> <tr> <td data-bbox="604 1075 948 1211">Socioeconomically Disadvantaged: 3 points up from the prior year</td> </tr> <tr> <td data-bbox="604 1215 948 1310">Students with Disabilities: 3 points up from the prior year</td> </tr> <tr> <td data-bbox="604 1314 948 1409">African American: 3 points up from the prior year</td> </tr> <tr> <td data-bbox="604 1413 948 1507">Hispanic: 3 points up from the prior year</td> </tr> </table>	All Students: 3 points up from the prior year	English Learners: 3 points up from the prior year	Socioeconomically Disadvantaged: 3 points up from the prior year	Students with Disabilities: 3 points up from the prior year	African American: 3 points up from the prior year	Hispanic: 3 points up from the prior year	<p>2017-18 CA School Dashboard data is not available at this time.</p> <p>2016-17 (Actual):</p> <table border="1"> <tr> <td data-bbox="1091 976 1435 1029">All Students: -75.3</td> </tr> <tr> <td data-bbox="1091 1033 1435 1085">English Learners: -104.8</td> </tr> <tr> <td data-bbox="1091 1089 1435 1184">Socioeconomically Disadvantaged: -76.4</td> </tr> <tr> <td data-bbox="1091 1188 1435 1283">Students with Disabilities: -116.3</td> </tr> <tr> <td data-bbox="1091 1287 1435 1339">African American: -92.3</td> </tr> <tr> <td data-bbox="1091 1344 1435 1396">Hispanic: -76.6</td> </tr> </table>	All Students: -75.3	English Learners: -104.8	Socioeconomically Disadvantaged: -76.4	Students with Disabilities: -116.3	African American: -92.3	Hispanic: -76.6
All Students: 3 points up from the prior year														
English Learners: 3 points up from the prior year														
Socioeconomically Disadvantaged: 3 points up from the prior year														
Students with Disabilities: 3 points up from the prior year														
African American: 3 points up from the prior year														
Hispanic: 3 points up from the prior year														
All Students: -75.3														
English Learners: -104.8														
Socioeconomically Disadvantaged: -76.4														
Students with Disabilities: -116.3														
African American: -92.3														
Hispanic: -76.6														

<p>Percentage of students meeting their growth targets on the MAP-Mathematics assessment (Grades 3-10)</p>	<p>2017-18 (Expected):</p> <table border="1"> <tr> <td data-bbox="604 1577 948 1671">All Students: 2 percentage points up from the prior year</td> </tr> <tr> <td data-bbox="604 1675 948 1812">English Learners: 2 percentage points up from the prior year</td> </tr> <tr> <td data-bbox="604 1816 948 1911">Socioeconomically Disadvantaged: 2 percentage</td> </tr> </table>	All Students: 2 percentage points up from the prior year	English Learners: 2 percentage points up from the prior year	Socioeconomically Disadvantaged: 2 percentage	<p>2016-17 (Baseline):</p> <table border="1"> <tr> <td data-bbox="1091 1577 1435 1629">All Students: 46%</td> </tr> <tr> <td data-bbox="1091 1633 1435 1686">English Learners: 30%</td> </tr> <tr> <td data-bbox="1091 1690 1435 1785">Socioeconomically Disadvantaged: 34%</td> </tr> <tr> <td data-bbox="1091 1789 1435 1883">Students with Disabilities: 29%</td> </tr> </table>	All Students: 46%	English Learners: 30%	Socioeconomically Disadvantaged: 34%	Students with Disabilities: 29%
All Students: 2 percentage points up from the prior year									
English Learners: 2 percentage points up from the prior year									
Socioeconomically Disadvantaged: 2 percentage									
All Students: 46%									
English Learners: 30%									
Socioeconomically Disadvantaged: 34%									
Students with Disabilities: 29%									

Metric/Indicator

Expected Outcomes

Actual Outcomes

	<table border="1"> <tr> <td>points up from the prior year</td> </tr> <tr> <td>Students with Disabilities: 2 percentage points up from the prior year</td> </tr> <tr> <td>African American: 2 percentage points up from the prior year</td> </tr> <tr> <td>Hispanic: 2 percentage points up from the prior year</td> </tr> </table>	points up from the prior year	Students with Disabilities: 2 percentage points up from the prior year	African American: 2 percentage points up from the prior year	Hispanic: 2 percentage points up from the prior year	<table border="1"> <tr> <td>African American: 24%</td> </tr> <tr> <td>Hispanic: 37%</td> </tr> <tr> <td>2017-18 (Actual):</td> </tr> <tr> <td>All Students: 2 percentage points up from the prior year</td> </tr> <tr> <td>English Learners: 2 percentage points up from the prior year</td> </tr> <tr> <td>Socioeconomically Disadvantaged: 2 percentage points up from the prior year</td> </tr> <tr> <td>Students with Disabilities: 2 percentage points up from the prior year</td> </tr> <tr> <td>African American: 2 percentage points up from the prior year</td> </tr> <tr> <td>Hispanic: 2 percentage points up from the prior year</td> </tr> </table>	African American: 24%	Hispanic: 37%	2017-18 (Actual):	All Students: 2 percentage points up from the prior year	English Learners: 2 percentage points up from the prior year	Socioeconomically Disadvantaged: 2 percentage points up from the prior year	Students with Disabilities: 2 percentage points up from the prior year	African American: 2 percentage points up from the prior year	Hispanic: 2 percentage points up from the prior year
points up from the prior year															
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2017-18 (Actual):															
All Students: 2 percentage points up from the prior year															
English Learners: 2 percentage points up from the prior year															
Socioeconomically Disadvantaged: 2 percentage points up from the prior year															
Students with Disabilities: 2 percentage points up from the prior year															
African American: 2 percentage points up from the prior year															
Hispanic: 2 percentage points up from the prior year															
<p>Percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC</p>	<p>1 percentage points up from the prior year</p>	<p>2017-18 English Learner Progress Indicator (ELPI) data is not available currently.</p> <table border="1"> <tr> <td>2016-17 (Baseline)</td> <td>91.2%</td> </tr> <tr> <td>2017-18 (Projected)</td> <td>1 percentage points up from the prior year</td> </tr> </table>	2016-17 (Baseline)	91.2%	2017-18 (Projected)	1 percentage points up from the prior year									
2016-17 (Baseline)	91.2%														
2017-18 (Projected)	1 percentage points up from the prior year														
<p>Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually</p>	<p>1 percentage point up from the prior year</p>	<table border="1"> <tr> <td>2016-17 (Baseline)</td> <td>64%</td> </tr> <tr> <td>2017-18 (Actual)</td> <td>42%</td> </tr> </table>	2016-17 (Baseline)	64%	2017-18 (Actual)	42%									
2016-17 (Baseline)	64%														
2017-18 (Actual)	42%														
<p>Percentage of students who will receive a grade of “C” or better (or perform “proficient” on the related state standardized tests) in core subjects and electives</p>	<p>80%</p>	<p>80%</p>													

Metric/Indicator	Expected Outcomes	Actual Outcomes	
Percentage of graduating seniors who have met or exceeded standard on both ELA and Mathematics on Smarter Balanced Summative Assessments	N/A	2016-17 (Baseline)	
		2017-18 (Actual)	
Percentage of graduating seniors who have passed an AP exam with a score of 3 or higher	N/A	2016-17 (Baseline)	
		2017-18 (Actual)	
Percentage of graduating seniors who will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements	N/A	2016-17 (Baseline)	
		2017-18 (Actual)	
Percentage of students in grades 9-11 who will participate in the PSAT test	N/A		
Percentage of students who will meet or exceed college readiness benchmarks for their grade level out of all students who participate in the PSAT test	N/A	2016-17 (Baseline)	
		2017-18 (Actual)	

STRATEGIES/ACTIVITIES

Duplicate the Strategies/Activities from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> Magnolia Science Academy-6 will ensure that all teachers are supported with their credentialing needs and that they participate in PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment. Magnolia Science Academy-6 will also monitor and evaluate teachers for their performance. 	<ul style="list-style-type: none"> We have supported our teachers with their credentialing needs. Teachers participated in PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment. We also monitored and evaluated all our teachers for their performance. 	2017-18: \$8,000 Professional Development (5000) (Title II); <i>(See LCAP for non-federally funded expenditures.)</i>	2017-18: \$8,339 Professional Development (5000)(Title II); <i>(See LCAP for non-federally funded expenditures.)</i>

Strategy/Activity 2

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<p>• Magnolia Science Academy-6 will provide CCSS aligned ELA and math instruction and ELD instruction, support and intervention to ELs and immigrant students, and monitor student progress in ELA/Literacy, math, and ELD as measured by the MAP tests and other assessments.</p>	<p>• Magnolia Science Academy-6 provided CCSS aligned ELA and math instruction and ELD instruction, support and intervention to ELs, and monitored student progress in ELA/Literacy, math, and ELD as measured by the MAP tests and other assessments.</p>	<p>2017-18: \$1585 EL supplemental materials (4000)(Title I); \$1,000 Focused PD on ELD standards (5800)(Title II) <i>(See LCAP for non-federally funded expenditures.)</i></p>	<p>2017-18: \$1,653 EL supplemental materials (4000)(Title I); \$1,155 Focused PD on ELD standards (5800)(Title II) <i>(See LCAP for non-federally funded expenditures.)</i></p>

Strategy/Activity 3

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<p>• Magnolia Science Academy-6 will provide CCSS aligned ELA and math instruction, support and intervention to all students, including ELs and immigrant students, and monitor student progress in ELA/Literacy and math as measured by the interim assessments (MAP, IAB, etc.)</p>	<p>• Magnolia Science Academy-6 provided CCSS aligned ELA and math instruction, support and intervention to all students, including ELs, and monitored student progress in ELA/Literacy and math as measured by the interim assessments (MAP, IAB, etc.)</p>	<p>2017-18: \$40,000 Intervention teacher salaries (1000) (Title I) \$3,000 Saturday school (1000) Title I \$2,500 MAP testing fees (5000)(Title I); \$10,000 Supplemental instructional materials (4000)(Title I); (myON) <i>(See LCAP for non-federally funded expenditures.)</i></p>	<p>2017-18: \$42,000 Intervention teacher salaries (1000) (Title I) \$3,300 Saturday school (1000) Title I \$2025 MAP testing fees (5000)(Title I); \$10,000 Supplemental instructional materials (4000)(Title I); (myON) <i>(See LCAP for non-federally funded expenditures.)</i></p>

Strategy/Activity 4

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> Magnolia Science Academy-6 will promote a college-going culture through college visits, and other college related activities. 		2017-18: <i>(See LCAP for non-federally funded expenditures.)</i>	2017-18: <i>(See LCAP for non-federally funded expenditures.)</i>

ANALYSIS

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed.

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our EXCELLENCE goal. We supported our teachers with their credentialing and PD needs; we offer standards-based instruction and our students have sufficient access to standards-aligned instructional materials; we regularly review student performance data and progress towards targets with our staff and continue to provide additional supports and interventions to all students, including ELs, during the school day, after school hours, and on Saturday; we provide our ELs with designated and integrated EL instruction.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The actions/services have been effective as measured by progress towards our annual measurable outcomes.

After implementing our strategies (smaller intervention groups, ELD classes, ALEKS, IAB tests, analyzing data...etc) for improving student growth, we have seen growth in the overall scores for ELA and for Math. For ELA, we seen a 5% increase from 43% to 48%, which was our target. Due to the overall increase in score, our subgroups also showed growth as well. This is true for math as well, where we have seen a 14% growth from 25% to 39%.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

We only have minor differences between Budgeted and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes with new performance targets for the upcoming school year based on input from all stakeholders and available data through surveys and student performance data. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Strategies, & Proposed Expenditures section of the SPSA.

Goal 2

INNOVATION: All students will become independent, innovative scholars.

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	100%	100%
Percentage of students who will have sufficient access to all academic and educational programs provided by the Magnolia Science Academy-6 as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	100%	100%
Percentage of students enrolled in the Magnolia Science Academy-6 's grades 6-8 who take the Accelerated and/or Advanced Math class and/or Advanced Math club	5%	5%
Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study	100%	100%
Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo	80%	80%

STRATEGIES/ACTIVITIES

Duplicate the Strategies/Activities from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
-------------------------------	------------------------------	-----------------------	-------------------------------

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> Magnolia Science Academy-6 will provide students with a well-rounded education including programs such as health and physical education and arts. 	<ul style="list-style-type: none"> Magnolia Science Academy-6 provided students with a well-rounded education including programs such as health and physical education and arts. 	2017-18: \$3,000 Field trip expenses (5000)(Title I) <i>(See LCAP for non-federally funded expenditures.)</i>	2017-18: \$3,000 Field trip expenses (5000)(Title I) <i>(See LCAP for non-federally funded expenditures.)</i>

Strategy/Activity 2

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> Magnolia Science Academy-6 will provide students with STEAM focused programs such as science fairs, advanced math courses/clubs, and engineering activities. 	<ul style="list-style-type: none"> Magnolia Science Academy-6 provided students with STEAM focused programs such as science fairs, advanced math courses/clubs, and engineering activities. 	2017-18: \$500 Science Show (5000)(Title I); \$500 STEAMEXPO organization expenses (5000)(Title I); <i>(See LCAP for non-federally funded expenditures.)</i>	2017-18: \$470 Science Show (5000)(Title I); \$500 STEAMEXPO organization expenses (5000)(Title I); <i>(See LCAP for non-federally funded expenditures.)</i>

Strategy/Activity 3

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> Magnolia Science Academy-6 will ensure that technology supports instruction. 	<ul style="list-style-type: none"> Magnolia Science Academy-6 provided technology to support instruction (Chromebooks, Vex, 3d printer, hi-speed internet) 	2017-18: <i>(See LCAP for non-federally funded expenditures.)</i>	2017-18: <i>(See LCAP for non-federally funded expenditures.)</i>

ANALYSIS

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed.

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our INNOVATION goal. We provide courses, electives, programs, and services outlined in our charter petition, certain programs and services being dependent on student need and interest; our master schedule is designed to meet the needs of all students; we provide opportunities for online and dual enrollment; we offer Advanced Math and Computer Technology classes; and provide opportunities for students to create or demonstrate a STEAM focused project, experiment, model or demo.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The actions/services have been effective as measured by progress towards our annual measurable outcomes.

After implementing our strategies (smaller intervention groups, ELD classes, ALEKS, IAB tests, analyzing data...etc) for improving student growth, we have seen growth in the overall scores for ELA and for Math. For ELA, we seen a 5% increase from 43% to 48%, which was our target. Due to the overall increase in score, our subgroups also showed growth as well. This is true for math as well, where we see a 14% growth from 25% to 39%.

Due to this growth, we are looking into having students participate in different types of academic competitions such as AMC 8 math and/or the PSAT's.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

We only have minor differences between Budgeted and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our budget for the upcoming school year based on technology needs and input from all stakeholders. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Strategies, & Proposed Expenditures section of the SPSA.

Goal 3

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

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
Number of SSC meetings per year	4	4
Number of ELAC meetings per year	4	4
Number of PTF meetings per year	8	8

Metric/Indicator	Expected Outcomes	Actual Outcomes						
Number of activities/events for parent involvement per year	5	5						
Frequency of SIS record updates	Daily/Weekly	Daily/Weekly						
Number of progress reports sent to parents per year	4	4						
Percentage of students who have been home-visited by the teachers per year	25%	25%						
ADA rate	98%	98%						
Chronic absenteeism rate	3%	2.5%						
Middle school dropout rate	0%	0%						
High school dropout rate	0%	0%						
Four-year cohort graduation rate	N/A	N/A						
Student suspension rate	0%	0%						
Student expulsion rate	0%	0%						
School experience survey participation rates	<table border="1"> <tr><td>Students: 98%</td></tr> <tr><td>Families: 65%</td></tr> <tr><td>Staff: 95%</td></tr> </table>	Students: 98%	Families: 65%	Staff: 95%	<table border="1"> <tr><td>Students: 99%</td></tr> <tr><td>Families: 84%</td></tr> <tr><td>Staff: 100%</td></tr> </table>	Students: 99%	Families: 84%	Staff: 100%
Students: 98%								
Families: 65%								
Staff: 95%								
Students: 99%								
Families: 84%								
Staff: 100%								
School experience survey average approval rates	<table border="1"> <tr><td>Students: 75%</td></tr> <tr><td>Families: 95%</td></tr> <tr><td>Staff: 90%</td></tr> </table>	Students: 75%	Families: 95%	Staff: 90%	<table border="1"> <tr><td>Students: 98%</td></tr> <tr><td>Families: 65%</td></tr> <tr><td>Staff: 95%</td></tr> </table>	Students: 98%	Families: 65%	Staff: 95%
Students: 75%								
Families: 95%								
Staff: 90%								
Students: 98%								
Families: 65%								
Staff: 95%								

STRATEGIES/ACTIVITIES

Duplicate the Strategies/Activities from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
• Magnolia Science Academy-6 will pursue an integrated strategy to support	• We held regular SSC, ELAC, and PTF meetings and parent activities/events.	2017-18: \$5,500 Parent	2017-18: \$5,500 Parent

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
the exchange of information, purposeful interaction, and meaningful participation between the school, families, and community partners to support student learning and achievement. This will include but not be limited to SSC, ELAC, and PTF meetings, parent activities/events, web portal, home-visits, and school experience surveys.	We communicated with the parents of academically under-performing students, inviting them for parent conferences. Our teachers used the school web portal actively and conducted home-visits. The school implemented the school experience surveys.	meeting/workshop expenses (4000)(Title I); \$2,000 Parent communication/postage (5000)(Title I); \$1,000 Home visit compensation (1000)(Title I); <i>(See LCAP for non-federally funded expenditures.)</i>	meeting/workshop expenses (4000)(Title I); \$1,900 Parent communication/postage (5000)(Title I); \$900 Home visit compensation (1000)(Title I); <i>(See LCAP for non-federally funded expenditures.)</i>

Strategy/Activity 2

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
• Magnolia Science Academy-6 will provide students with 4-year plans and support programs to ensure timely high school graduation. Magnolia Science Academy-6 will implement policies that encourage and support student attendance, positive student behavior and improvements. Magnolia Science Academy-6 teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.		2017-18: \$ 8,500 Student Behavior counseling (5000)(Title I); <i>(See LCAP for non-federally funded expenditures.)</i>	2017-18: \$8,425 Student Behavior Counseling (5000)(Title I); <i>(See LCAP for non-federally funded expenditures.)</i>

ANALYSIS

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed.

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our CONNECTION goal. We have held quarterly SSC, ELAC, and PTF meetings; hosted parent activities/events; provided parents with access to our SIS; visited our students at their homes; encouraged and supported student attendance; implemented alternatives to suspension/expulsion, including restorative practices;

acknowledged and encouraged positive student behavior and improvements; and administered school experience surveys to our students, parents, and staff.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

After implementing our strategies (smaller intervention groups, ELD classes, ALEKS, IAB tests, analyzing data...etc) for improving student growth, we have seen growth in the overall scores for ELA and for Math. For ELA, we seen a 5% increase from 43% to 48%, which was our target. Due to the overall increase in score, our subgroups also showed growth as well. This is true for math as well, where we seen a 14% growth from 25% to 39%. We believe the plan was effective.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

We only have minor differences between Budgeted and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes for school experience survey average approval rates. Based on input from all stakeholders, we will continue to hold events that promote parental participation as well as parent training activities such as Parent College. We will focus on acknowledging positive student behavior and restorative practices. We will continue to offer PD to our teachers on classroom management and student engagement procedures to help create an atmosphere of trust, respect, and high expectations. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Strategies, & Proposed Expenditures section of the SPSA.

Budget Summary and Consolidation

Complete the table below. Schools may include additional information or more detail. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$73,599 (excluding Title III Consortium funds)
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$73,599

Consolidation of Funds

List the Federal programs that the school is consolidating in the schoolwide program. Adjust the table as needed.

Federal Programs	Allocation (\$)
Title I, Part A: School Allocation	\$56,664
Title II, Part A: Supporting Effective Instruction	\$6935
Title III, Part A: Language Instruction for English Learners and Immigrate Youth	
Title IV Part A: Student Support and Academic Enrichment Grants	\$10,000

Subtotal of consolidated federal funds for this school: \$73,599

List the State and local programs that the school is consolidating in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF Base Revenue	\$1,288,964
Supplemental and Concentration Grant Funds	\$385,400
[List state or local program here]	[\$[Enter amount here]]
[List state or local program here]	[\$[Enter amount here]]
[List state or local program here]	[\$[Enter amount here]]

Subtotal of consolidated state or local funds for this school: \$1,674,364

Total of consolidated (federal, state, and/or local) funds for this school: \$1,747,963

Addendum

The Single Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to *EC* 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available

at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measureable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in *EC* Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to *EC* Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in *EC* Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: *EC* sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
 - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;

- c. the devotion of sufficient resources to effectively carry out professional development activities; and
 - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
 5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
 6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
 7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation

Title I, Part A: School Parent and Family Engagement Allocation

Title I, Part A: Targeted Support and Improvement Allocation

Title I, Part C: Education of Migratory Children

Title II, Part A: Supporting Effective Instruction

Title III, Part A: Language Instruction for English Learners and Immigrate Youth

Title IV Part A: Student Support and Academic Enrichment Grants

Title IV Part B: 21st Century Community Learning Centers

Title V, Part B: Rural Education Initiative

Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program

American Indian Education

Child Development Programs

Economic Impact Aid/State Compensatory Education (carryover funds)

Economic Impact Aid/Limited English Proficient (carryover funds)

California Foster Youth Services

California Partnership Academies

California Tobacco-Use Prevention Education Program

School Year: 2018-19

Single Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Addendum.

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Magnolia Science Academy-7	19-67733-0117655	10/16/18	11/8/18

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

In order to promote learning and provide a more positive learning experience for our students, MSA-7 has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our annual SPSA.

Information/input sessions include Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, and staff meetings. Parents on our PTF and SSC also serve as our parent advisory committee for Local Control and Accountability Plan (LCAP). Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our parent advisory committee and ELAC provide valuable input for the new SPSA. In addition, the Charter School conducts surveys for parents, students, and staff, and the Charter School staff make home visits. These all serve as ways to inform, educate, and gather input & feedback from all critical stakeholders.

The Charter School has:

- an approved charter petition with measurable student outcomes and methods to assess student progress,
- a LCAP as a comprehensive planning tool that addresses the state priorities and locally identified priorities,
- a WASC action plan for continuous school improvement,
- a LCAP Federal Addendum to supplement the LCAP to meet the Local Educational Agency (LEA) Plan provisions of the ESSA,
- and a SPSA that documents the school's approach to maximizing the impact of federal investments in support of underserved students.

MSA-7 aligns its federally-funded programs with the priority goals of the school and such funds provide the opportunity to innovate. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

During the 2017-18 school year the Charter School held its periodical meetings to gather input from our stakeholders. These include 7 PTF meetings, 4 SSC meetings, 4 ELAC meetings, at least 6 parent activities/events including Coffee with the Principal meetings, weekly staff meetings, and other stakeholder meetings. The school conducted a family, staff, and student experience survey with

specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement. A majority of our stakeholders participated in this survey. The Charter School staff also made 68 home visits and sought feedback from the parents for school improvement.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school’s goals. Duplicate the table as needed.

Goal 1

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

Basis for this Goal

- To ensure our students are college/career ready
- To ensure student proficiency in all courses
- To ensure students meet or exceed standard on CASSPP-ELA/Literacy and Mathematics assessments
- To ensure EL students make annual progress in learning English
- To ensure implementation of state board adopted academic content and performance standards for all students
- To ensure teachers are appropriately assigned and fully credentialed
- To ensure students have sufficient access to standards-aligned instructional materials

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter	100%	100%
Percentage of students who will have sufficient access to standards-aligned instructional materials	100%	100%

<p>Percentage of students performing proficient on the CAASPP-ELA/Literacy assessments (Grades 3-8):</p>	<p>2017-18 (Baseline):</p> <table border="1"> <tr><td>All Students: 50 %</td></tr> <tr><td>English Learners: 12 %</td></tr> <tr><td>Socioeconomically Disadvantaged: 41 %</td></tr> <tr><td>Students with Disabilities: 29 %</td></tr> <tr><td>Homeless: ...</td></tr> <tr><td>Asian: 77 %</td></tr> <tr><td>Hispanic: 41 %</td></tr> <tr><td>White: 70 %</td></tr> </table>	All Students: 50 %	English Learners: 12 %	Socioeconomically Disadvantaged: 41 %	Students with Disabilities: 29 %	Homeless: ...	Asian: 77 %	Hispanic: 41 %	White: 70 %	<p>2018-19 (Expected):</p> <table border="1"> <tr><td>All Students: 3 percentage points up from the prior year</td></tr> <tr><td>English Learners: 3 percentage points up from the prior year</td></tr> <tr><td>Socioeconomically Disadvantaged: 3 percentage points up from the prior year</td></tr> <tr><td>Students with Disabilities: 3 percentage points up from the prior year</td></tr> <tr><td>Homeless</td></tr> <tr><td>Asian: 3 percentage points up from the prior year</td></tr> <tr><td>Hispanic: 3 percentage points up from the prior year</td></tr> <tr><td>White: 3 percentage points up from the prior year</td></tr> </table>	All Students: 3 percentage points up from the prior year	English Learners: 3 percentage points up from the prior year	Socioeconomically Disadvantaged: 3 percentage points up from the prior year	Students with Disabilities: 3 percentage points up from the prior year	Homeless	Asian: 3 percentage points up from the prior year	Hispanic: 3 percentage points up from the prior year	White: 3 percentage points up from the prior year
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White: 3 percentage points up from the prior year																		

<p>Change in Average Distance from Level 3 on the CASSPP-ELA/Literacy assessments (Grades 3-8)</p>	<p>2017-18(Baseline):</p> <table border="1"> <tr><td>All Students: 7 points below level 3</td></tr> <tr><td>English Learners: 85 points below level 3</td></tr> <tr><td>Socioeconomically Disadvantaged: 27 points below level 3</td></tr> <tr><td>Students with Disabilities: 47 points below level 3</td></tr> <tr><td>Homeless:</td></tr> <tr><td>Asian: 53 points above level 3</td></tr> <tr><td>Hispanic: 28 points below level 3</td></tr> <tr><td>White: 30 points above level 3</td></tr> </table>	All Students: 7 points below level 3	English Learners: 85 points below level 3	Socioeconomically Disadvantaged: 27 points below level 3	Students with Disabilities: 47 points below level 3	Homeless:	Asian: 53 points above level 3	Hispanic: 28 points below level 3	White: 30 points above level 3	<p>2018-19 (Expected):</p> <table border="1"> <tr><td>All Students: 3 points up from the prior year</td></tr> <tr><td>English Learners: 3 points up from the prior year</td></tr> <tr><td>Socioeconomically Disadvantaged: 3 points up from the prior year</td></tr> <tr><td>Students with Disabilities: 3 points up from the prior year</td></tr> <tr><td>Homeless:</td></tr> <tr><td>Asian: 3 points up from the prior year</td></tr> <tr><td>Hispanic: 3 points up from the prior year</td></tr> <tr><td>White: 3 points up from the prior year</td></tr> </table>	All Students: 3 points up from the prior year	English Learners: 3 points up from the prior year	Socioeconomically Disadvantaged: 3 points up from the prior year	Students with Disabilities: 3 points up from the prior year	Homeless:	Asian: 3 points up from the prior year	Hispanic: 3 points up from the prior year	White: 3 points up from the prior year
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Homeless:																		
Asian: 3 points up from the prior year																		
Hispanic: 3 points up from the prior year																		
White: 3 points up from the prior year																		

Percentage of students meeting their growth targets on the MAP-Reading assessment (Grades 3-10)

2017-18 (Baseline):

All Students: 51 %
English Learners: 35 %
Socioeconomically Disadvantaged: 34 %
Students with Disabilities: 31 %
Hispanic: 46 %
White: 67 %

2018-19 (Expected):

All Students: 2 percentage points up from the prior year
English Learners: 2 percentage points up from the prior year
Socioeconomically Disadvantaged: 2 percentage points up from the prior year
Students with Disabilities: 2 percentage points up from the prior year
Hispanic: 2 percentage points up from the prior year
White: 2 percentage points up from the prior year

Percentage of students performing proficient on the CAASPP-Mathematics assessments (Grades 3-8):

2017-18 (Baseline):

All Students: 37 %
English Learners: 3 %
Socioeconomically Disadvantaged: 23 %
Students with Disabilities: 24 %
Homeless:
Asian: 77 %
Hispanic: 19 %
White: 61 %

2018-19 (Expected):

All Students: 3 percentage points up from the prior year
English Learners: 3 percentage points up from the prior year
Socioeconomically Disadvantaged: 3 percentage points up from the prior year
Students with Disabilities: 3 percentage points up from the prior year
Homeless:
Asian: 3 percentage points up from the prior year
Hispanic: 3 percentage points up from the prior year
White: 3 percentage points up from the prior year

<p>Change in Average Distance from Level 3 on the CASSPP-Mathematics assessments (Grades 3-8)</p>	<p>2017-18(Baseline):</p> <table border="1"> <tr><td>All Students: 28 points below level 3</td></tr> <tr><td>English Learners: 97 points below level 3</td></tr> <tr><td>Socioeconomically Disadvantaged: 53 points below level 3</td></tr> <tr><td>Students with Disabilities: 69 points below level 3</td></tr> <tr><td>Homeless:</td></tr> <tr><td>Asian: 32 points above level 3</td></tr> <tr><td>Hispanic: 55 points below level 3</td></tr> <tr><td>White: 0 points below level 3</td></tr> </table>	All Students: 28 points below level 3	English Learners: 97 points below level 3	Socioeconomically Disadvantaged: 53 points below level 3	Students with Disabilities: 69 points below level 3	Homeless:	Asian: 32 points above level 3	Hispanic: 55 points below level 3	White: 0 points below level 3	<p>2018-19 (Expected):</p> <table border="1"> <tr><td>All Students: 3 points up from the prior year</td></tr> <tr><td>English Learners: 3 points up from the prior year</td></tr> <tr><td>Socioeconomically Disadvantaged: 3 points up from the prior year</td></tr> <tr><td>Students with Disabilities: 3 points up from the prior year</td></tr> <tr><td>Homeless:</td></tr> <tr><td>Asian: 3 points up from the prior year</td></tr> <tr><td>Hispanic: 3 points up from the prior year</td></tr> <tr><td>White: 3 points up from the prior year</td></tr> </table>	All Students: 3 points up from the prior year	English Learners: 3 points up from the prior year	Socioeconomically Disadvantaged: 3 points up from the prior year	Students with Disabilities: 3 points up from the prior year	Homeless:	Asian: 3 points up from the prior year	Hispanic: 3 points up from the prior year	White: 3 points up from the prior year
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<p>Percentage of students meeting their growth targets on the MAP-Mathematics assessment (Grades 3-10)</p>	<p>2017-18 (Baseline):</p> <table border="1"> <tr><td>All Students: 39 %</td></tr> <tr><td>English Learners: 34 %</td></tr> <tr><td>Socioeconomically Disadvantaged: 34 %</td></tr> <tr><td>Students with Disabilities: 38 %</td></tr> <tr><td>Hispanic: 34 %</td></tr> <tr><td>White: 47 %</td></tr> </table>	All Students: 39 %	English Learners: 34 %	Socioeconomically Disadvantaged: 34 %	Students with Disabilities: 38 %	Hispanic: 34 %	White: 47 %	<p>2018-19 (Expected):</p> <table border="1"> <tr><td>All Students: 2 percentage points up from the prior year</td></tr> <tr><td>English Learners: 2 percentage points up from the prior year</td></tr> <tr><td>Socioeconomically Disadvantaged: 2 percentage points up from the prior year</td></tr> <tr><td>Students with Disabilities: 2 percentage points up from the prior year</td></tr> <tr><td>Hispanic: 2 percentage points up from the prior year</td></tr> <tr><td>White: 2 percentage points up from the prior year</td></tr> </table>	All Students: 2 percentage points up from the prior year	English Learners: 2 percentage points up from the prior year	Socioeconomically Disadvantaged: 2 percentage points up from the prior year	Students with Disabilities: 2 percentage points up from the prior year	Hispanic: 2 percentage points up from the prior year	White: 2 percentage points up from the prior year				
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<p>Percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC</p>	<p>80 %</p>	<p>2 percentage points up from the prior year</p>																

Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually	27%	1 percentage point up from the prior year
Percentage of students who will receive a grade of “C” or better (or perform “proficient” on the related state standardized tests) in core subjects and electives	80%	1 percentage point up from the prior year
Percentage of graduating who will have successfully completed computer courses.	%100	

PLANNED STRATEGIES/ACTIVITIES

Complete a copy of the following table for each of the school’s strategies/Activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

- Charter School will conduct credential review as part of teacher hiring process and support our teachers’ credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance.
- Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials.
- Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) Teachers will be provided with instructional guidance and feedback through classroom visits.

SPSA Strategy/Activity:

- Charter School will ensure that all teachers are supported with their credentialing needs and that they participate in PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment. Charter School will also monitor and evaluate teachers for their performance.

Action Steps & Person(s) Responsible:

- 1) Charter School will conduct credential review as part of teacher hiring process. (prior to the start of the school year and ongoing) (Principal, MPS Home Office)
- 2) Charter School will identify teacher credentialing needs and support teachers’ credentialing needs. (prior to the start of the school year and ongoing) (Principal, MPS Home Office)

- 3) Charter School will annually review master schedule/teacher assignments to ensure compliance. (prior to the start of the school year and ongoing) (Principal)
- 4) Charter School will schedule PD in areas, including but not limited to, Common Core ELA/Literacy, math, and NGSS, and in areas of need identified through needs assessment. (ongoing) (Dean of Academics, Principal, leadership team)
- 5) 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 which includes walkthroughs, informal and formal observations and formal evaluation. (ongoing) (Dean of Academics, Principal, leadership team)
- 6) Charter School will evaluate its teachers for their performance. 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. Charter School may use evaluation results as basis and documentation for performance pay, transfer, promotion, reassignment, or disciplinary action. (ongoing) (Home Office, principal, leadership team)

Proposed Expenditures for this Strategy/Activity

Amount(s)	<p>BTSA(\$3000),</p> <p>CLAD(\$4000),</p> <p>MA on curriculum teaching (\$6,600),</p> <p>SPED Cred Prog. (\$3,000),</p> <p>Clearing Admin Credential(\$3000) (5000)(Title II); Title II income is 10K, Rest will be covered via general funding.</p> <p>\$1,000 Teach Boost fees (5000)(Title I)</p> <p><i>(See LCAP for non-federally funded expenditures.)</i></p>
Source(s)	Title I, Title II <i>(See LCAP for non-federal sources.)</i>
Budget Reference(s)	<p>\$19,500 PD (5000)(Title II);</p> <p>\$1,000 Teach Boost fees (5000) (Title I)</p> <p><i>(See LCAP for non-federally funded expenditures.)</i></p>

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

LCAP Planned Actions/Services:

- Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.

- Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.

SPSA Strategy/Activity:

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

Action Steps & Person(s) Responsible:

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. (ongoing) (Dean of Academics, EL coordinator, leadership team)

a) The data office will create a report of identified ELs by class. The report will include students' ELPAC levels including overall and subtest data and be given to all teachers. (prior to the start of the school year) (Office, EL coordinator, leadership team)

b) ELD time will be built into in the master schedule. (prior to the start of the school year) (Dean of Academics, Principal)

c) Charter School will purchase supplementary ELD materials and benchmark assessments. (prior to the start of the school year) (Dean of Academics, Principal)

d) Charter School will schedule and provide training for instructional staff and schedule follow up professional development activities. (ongoing) (Dean of Academics, EL coordinator, leadership team)

2) 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) (ELA/ELD teachers, EL coordinator, Dean of Academics, RTI coordinator)

3) Teachers and the leadership team will monitor student progress in ELD as measured by in-class/benchmark assessments. (ELA/Literacy and math monitoring via MAP tests, IABs, etc.)

4) The EL program coordinator sponsored by the Title III consortium lead will monitor MPS protocol for teacher observation and feedback regarding the implementation of the ELD program monthly. (ongoing) (Title III Consortium lead EL program coordinator, leadership team)

5) The EL program coordinator sponsored by the Title III consortium lead will evaluate the EL services at the school at least semesterly. (ongoing) (Title III Consortium lead EL program coordinator, leadership team)

NOTE: Charter School is a member of the Magnolia Science Academy consortium for Title III EL 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.

Proposed Expenditures for this Strategy/Activity

Amount(s)

\$3,000 EL supplemental materials (4000)(Title I);
\$2,000 Focused PD on ELD standards (5800)(Title I);
(See LCAP for non-federally funded expenditures.)

Source(s)

Title I (See LCAP for non-federal sources.)

Budget Reference(s)

\$3,000 EL supplemental materials (4000)(Title I);
\$2,000 Focused PD on ELD standards (5800)(Title I);
(See LCAP for non-federally funded expenditures.)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

- During the day, Charter School will provide additional supports and interventions to all students, including ELs.
- Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.
- Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.

SPSA Strategy/Activity:

- Charter School will provide CCSS aligned ELA and math instruction, support and intervention to all students, including ELs and immigrant students, and monitor student progress in ELA/Literacy and math as measured by the interim assessments (MAP, IAB, etc.)

Action Steps & Person(s) Responsible:

- 1) Teachers will provide CCSS aligned ELA and math instruction. (ongoing) (Teachers, leadership team)
- 2) 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) (Dean of Academics, RTI coordinator, leadership team)
 - a) Charter School will use the MAP test and teacher feedback to identify and place students in ELA and Math intervention groups and classes. (within the first month of the school year)
 - b) Students will be provided with targeted CCSS aligned ELA and math intervention during the daily Intervention period, once a week after school and on Saturdays to meet the students' needs. (ongoing)
- 3) Charter School will select a research-based reading intervention and math 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) (ELA Dept. Chair, Math Dept. Chair, Dean of Academics, RTI coordinator, leadership team)
 - a) Charter School will select reading and math intervention materials and resources. (prior to the start

of the school year)

b) Charter School will purchase supplementary instructional materials and benchmark assessments. (prior to the start of the school year)

c) 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)

4) Teachers and the leadership team will monitor student progress in ELA and math as measured by in-class/benchmark assessments, MAP and IABs. (ongoing) (Teachers, ELA Dept. Chair, Dean of Academics, RTI coordinator, leadership team)

a) Teachers will implement the MAP test in the fall and spring and IABs during the year to measure student growth in ELA/Literacy and math. (fall and spring; ongoing)

b) Charter School will purchase supplementary instructional materials and benchmark assessments. (prior to the start of the school year)

c) 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)

Proposed Expenditures for this Strategy/Activity

Amount(s)

\$69160 Four Part Time TAs total salaries (2000)(Title I);
\$3,000 MAP testing fees (5000)(Title I);
\$5,000 Supplemental instructional materials (4000)(Title I); (AR, Ticket to Read, Ironbox, Sumdog)
(See LCAP for non-federally funded expenditures.)

Source(s)

Title I (See LCAP for non-federal sources.)

Budget Reference(s)

\$69160 Four Part Time TAs total salaries (2000)(Title I);
\$3,000 MAP testing fees (5000)(Title I);
\$5,000 Supplemental instructional materials (4000)(Title I); (AR, Ticket to Read, Ironbox, Sumdog)
(See LCAP for non-federally funded expenditures.)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

Charter School will promote a college-going culture through college visits, and other college related activities.

SPSA Strategy/Activity:

- Charter School will promote a college-going culture through college visits, and other college related activities.

Action Steps & Person(s) Responsible:

1) College Career week and College Trips

Proposed Expenditures for this Strategy/Activity

Amount(s)

College Field Trips Title 1 (4000),
Total filed trips will be about 7K, we will at least 2K for college/career related field trips
(See LCAP for non-federally funded expenditures.)

Source(s)

Title I (See LCAP for non-federal sources.)

Budget Reference(s)

College Field Trips Title 1 (4000),
Total filed trips will be about \$7K, we will at least \$2K for college/career related field trips
(See LCAP for non-federally funded expenditures.)

Goal 2

INNOVATION: All students will become independent, innovative scholars.

Basis for this Goal

- To provide students with a well-rounded education including programs such as STEM, arts, and civics
- To increase student access to a broad course of study
- To offer innovative courses and programs
- To ensure student participation and achievement in innovative courses and programs
- To support the effective use of technology

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	100%	100%

Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	100%	100%
Percentage of students enrolled in the Charter School's grades 3-5 who take the Enrichment class and/or Advanced Math club	5%	5%
Percentage of our graduates who will have taken a Computer/Technology class .	100%	100%
Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo	80%	90%

PLANNED STRATEGIES/ACTIVITIES

Complete a copy of the following table for each of the school's strategies/Activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

- Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.
- Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.

SPSA Strategy/Activity:

- Charter School will provide students with a well-rounded education including programs such as health and physical education, arts and civics.

Action Steps & Person(s) Responsible:

- 1) In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, clubs, health and physical education, arts, civics, etc. (ongoing) (Dean of Academics, Principal, MPS Home Office)
- 2) Charter School will strive to provide our students with experiential learning opportunities, including but not limited to, instructional field trips, community service programs, etc. (ongoing) (Leadership Team, MPS Home Office)

Proposed Expenditures for this Strategy/Activity

Amount(s)

\$5,000 Art integration training (5000)(Title IV);
 2K for Art Coordinator's add on
 3K Performing Art Coach payment
(See LCAP for non-federally funded expenditures.)

Source(s)

Title I, Title IV *(See LCAP for non-federal sources.)*

Budget Reference(s)

\$5,000 Art integration training (5000)(Title IV);
 2K for Art Coordinator's add on
 3K Performing Art Coach payment
(See LCAP for non-federally funded expenditures.)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

- Charter School will offer Accelerated and/or Advanced Math class and/or Advanced Math club to students in grades 6-8.
- Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements.

SPSA Strategy/Activity:

- Charter School will provide students with STEAM focused programs such as science fairs, advanced math courses/clubs, and engineering activities.

Action Steps & Person(s) Responsible:

- 1) Charter School will design its master schedule to include Accelerated and Advanced math classes/clubs. (prior to the start of the school year and ongoing) (Dean of Academics, Principal, MPS Home Office)

- 2) Charter School teachers will mentor students with STEAM focused projects, experiments, models or demos in their classes. (ongoing) (Teachers, Dean of Academics, Principal, MPS Home Office)
- 3) Charter School will organize a STEAM Festival/EXPO and also provide students with information and access to quality out-of-school STEAM activities and achievements. (ongoing) (Science Dept. Chair, Dean of Academics, Principal, MPS Home Office)
- 4) Charter School will design and implement engineering-related clubs and activities, such as Code.org activities, etc. (prior to the start of the school year and ongoing) (Science Dept. Chair, Dean of Academics, Principal, MPS Home Office)

Proposed Expenditures for this Strategy/Activity

Amount(s)

\$1,000 STEAM EXPO organization expenses (5000)(Title IV);
 All related clubs, science materials etc. are from general funding.
(See LCAP for non-federally funded expenditures.)

Source(s)

Title IV *(See LCAP for non-federal sources.)*

Budget Reference(s)

\$1,000 STEAM EXPO organization expenses (5000)(Title IV);
(See LCAP for non-federally funded expenditures.)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

- Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.

SPSA Strategy/Activity:

- Charter School will ensure that technology supports instruction.

Action Steps & Person(s) Responsible:

- 1) Charter School will assure that students have physical access, support, and time to use classroom, school, and community resources, including instructional materials and technology. (prior to the start of the school year and ongoing) (Teachers, Dean of Academics, Principal)
- 2) Teachers will use accessible technology tools and other resources on a regular basis to engage and enhance learning and to differentiate instruction to meet the needs of every student. Teachers will effectively use challenging resources that are mentally, visually, aurally, and kinesthetically stimulating. (Ex: internet, PowerPoint, interactive white boards, document camera, multimedia,

educational software, interactive games and simulations, apps, class website, lab materials, manipulatives, assistive technology, etc.) (ongoing) (Teachers, Dean of Academics, Principal)

3) Teachers and students will keep up to date with technology and blended learning practices. Teachers will model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law and student maintaining internet security. Teachers will provide resources and instructional materials that require cognitive engagement. Students will choose, adapt, or create materials to extend learning. (ongoing) (Teachers, Dean of Academics, Principal)

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$12,000 Chromebooks (4000)(Title IV) Difference will be paid by general funding (See LCAP for non-federally funded expenditures.)
Source(s)	Title I, Title IV (See LCAP for non-federal sources.)
Budget Reference(s)	\$12,000 Chromebooks (4000)(Title IV) Difference will be paid by general funding (See LCAP for non-federally funded expenditures.)

Goal 3

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

Basis for this Goal

- To seek parent input in making decisions for the Charter School
- To promote parental participation in programs
- To increase student attendance
- To avoid chronic absenteeism
- To avoid student suspension
- To avoid student expulsion
- To increase the sense of safety and school connectedness

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Number of SSC meetings per year	4	4
Number of ELAC meetings per year	4	4

Number of PTF meetings per year	4	7						
Number of activities/events for parent involvement per year	5	10						
Frequency of SIS record updates	Daily/Weekly	Daily/Weekly						
Number of progress reports sent to parents per year	4	4						
Percentage of students who have been home-visited by the teachers per year	23%	30%						
ADA rate	96%	97%						
Chronic absenteeism rate	16.49%	8%						
Middle school dropout rate	NA	NA						
High school dropout rate	NA	NA						
Four-year cohort graduation rate	NA	NA						
Student suspension rate	0%	0%						
Student expulsion rate	0%	0%						
School experience survey participation rates	<table border="1"> <tr> <td>Students: 98 %</td> </tr> <tr> <td>Families: 90 %</td> </tr> <tr> <td>Staff: 90 %</td> </tr> </table>	Students: 98 %	Families: 90 %	Staff: 90 %	<table border="1"> <tr> <td>Students: 98 %</td> </tr> <tr> <td>Families: 90 %</td> </tr> <tr> <td>Staff: 95 %</td> </tr> </table>	Students: 98 %	Families: 90 %	Staff: 95 %
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School experience survey average approval rates	<table border="1"> <tr> <td>Students: 67 %</td> </tr> <tr> <td>Families: 99 %</td> </tr> <tr> <td>Staff: 89 %</td> </tr> </table>	Students: 67 %	Families: 99 %	Staff: 89 %	<table border="1"> <tr> <td>Students: 70 %</td> </tr> <tr> <td>Families: 100 %</td> </tr> <tr> <td>Staff: 90 %</td> </tr> </table>	Students: 70 %	Families: 100 %	Staff: 90 %
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PLANNED STRATEGIES/ACTIVITIES

Complete a copy of the following table for each of the school's strategies/Activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

- Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings.
- Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.
- Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level.
- Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.
- Charter School will annually administer school experience surveys to students, parents, and staff.

SPSA Strategy/Activity:

- Charter School will pursue an integrated strategy to support the exchange of information, purposeful interaction, and meaningful participation between the school, families, and community partners to support student learning and achievement. This will include but not be limited to SSC, ELAC, and PTF meetings, parent activities/events, web portal, home-visits, and school experience surveys.

Action Steps & Person(s) Responsible:

- 1) Charter School will schedule at least quarterly SSC, ELAC, and PTF meetings. (ongoing) (Leadership team, Principal)
- 2) Charter School will communicate with the parents of academically under-performing students, inviting them for parent conferences. (in fall and spring; ongoing) (Teachers, Dean of Academics, Principal)
- 3) Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL students and immigrant 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) (EL Coordinator, Leadership team)
- 4) Charter School teachers will schedule and make home-visits. Teachers will document the visits, evaluate them and share necessary information with the appropriate staff (grade level team, counselor, administrator, etc.) (ongoing) (Teachers, Principal)
- 5) Charter School will use an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and students' own strengths and weaknesses. This feedback instrument will provide teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$3,000 Parent meeting/workshop expenses. parent activities (4000)(Title I); \$5,000 Home visit compensation (1000)(Title I) <i>(See LCAP for non-federally funded expenditures.)</i>
Source(s)	Title I <i>(See LCAP for non-federal sources.)</i>
Budget Reference(s)	\$3,000 Parent meeting/workshop expenses. parent activities (4000)(Title I); \$5,000 Home visit compensation (1000)(Title I) \$ <i>(See LCAP for non-federally funded expenditures.)</i>

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

- Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs.
- Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.
- Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.
- Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.

SPSA Strategy/Activity:

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

Action Steps & Person(s) Responsible:

- 1) Charter School will implement restorative practices and Positive Behavioral Interventions and Supports (PBIS). (ongoing) (Teachers, Dean of Students, leadership team)
 - a) Charter School will implement restorative practices, PBIS, and alternatives to suspension. (ongoing)
 - b) Charter School will implement a positive behavior reward system and use its SIS for monitoring it. (ongoing)
- 2) Charter School will offer Life Skills program to supplement instruction. (ongoing) (Teachers, Dean of Students, leadership team)
- 3) Charter School will connect students and families with resources for social-emotional and behavioral support.

Proposed Expenditures for this Strategy/Activity

Amount(s)

\$5,500 Mitchel Clinque Counseling Fee (5000)(Title IV);
\$2000 Attendance/Truancy Tracker Add On (1000, Title IV)
(See LCAP for non-federally funded expenditures.)

Source(s)

Title I *(See LCAP for non-federal sources.)*

Budget Reference(s)

\$5,500 Mitchel Clinque Counseling Fee (5000)(Title IV);

Amount(s)

\$5,500 Mitchel Clinque Counseling Fee (5000)(Title IV); \$2000 Attendance/Truancy Tracker Add On (1000, Title IV) (See LCAP for non-federally funded expenditures.)
\$2000 Attendance/Truancy Tracker Add On (1000, Title IV) \$ (See LCAP for non-federally funded expenditures.)

Annual Review and Update

SPSA Year Reviewed: 2017–18

Complete a copy of the following table for each of the school’s goals from the prior year SPSA. Duplicate the table as needed.

Goal 1

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

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes											
Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter	100%	100%											
Percentage of students who will have sufficient access to standards-aligned instructional materials	100%	100%											
Percentage of students performing proficient on the CAASPP-ELA/Literacy assessments (Grades 3-8):	2017-18 (Expected): <table border="1" style="width: 100%;"> <tr><td>All Students: 5 percentage points up from the prior year</td></tr> <tr><td>English Learners: 5 percentage points up from the prior year</td></tr> <tr><td>Socioeconomically Disadvantaged: 5 percentage points up from the prior year</td></tr> <tr><td>Students with Disabilities: 5 percentage points up from the prior year</td></tr> </table>	All Students: 5 percentage points up from the prior year	English Learners: 5 percentage points up from the prior year	Socioeconomically Disadvantaged: 5 percentage points up from the prior year	Students with Disabilities: 5 percentage points up from the prior year	2016-17 (Baseline): <table border="1" style="width: 100%;"> <tr><td>All Students: 48 %</td></tr> <tr><td>English Learners: 4 %</td></tr> <tr><td>Socioeconomically Disadvantaged: 41 %</td></tr> <tr><td>Students with Disabilities: 27 %</td></tr> <tr><td>Hispanic: 44 %</td></tr> <tr><td>White: 51 %</td></tr> </table> 2017-18 (Actual): <table border="1" style="width: 100%;"> <tr><td>All Students: 50 %</td></tr> </table>	All Students: 48 %	English Learners: 4 %	Socioeconomically Disadvantaged: 41 %	Students with Disabilities: 27 %	Hispanic: 44 %	White: 51 %	All Students: 50 %
All Students: 5 percentage points up from the prior year													
English Learners: 5 percentage points up from the prior year													
Socioeconomically Disadvantaged: 5 percentage points up from the prior year													
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English Learners: 4 %													
Socioeconomically Disadvantaged: 41 %													
Students with Disabilities: 27 %													
Hispanic: 44 %													
White: 51 %													
All Students: 50 %													

Metric/Indicator

Expected Outcomes

Actual Outcomes

--

Hispanic: 5 percentage points up from the prior year
White: 5 percentage points up from the prior year

English Learners: 12 %
Socioeconomically Disadvantaged: 41 %
Students with Disabilities: 29 %
Hispanic: 41 %
White: 70 %

Change in Average Distance from Level 3 on the CASSPP-ELA/Literacy assessments (Grades 3-8)

2017-18 (Expected):

All Students: 3 points up from the prior year
English Learners: 3 points up from the prior year
Socioeconomically Disadvantaged: 3 points up from the prior year
Students with Disabilities: 3 points up from the prior year
Hispanic: 3 points up from the prior year
White: 3 points up from the prior year

2017-18 (Actual) CA Dashboard Data is not available at this time.

2016-17 (Actual)

All Students: 3.6 points down from the prior year
English Learners: 1 points down from the prior year
Socioeconomically Disadvantaged: 5.6 points down from the prior year
Students with Disabilities: 12.1 points up from the prior year
Hispanic: 5.5 points down from the prior year
White: 9.1 points up from the prior year

Percentage of students meeting their growth targets on the MAP-Reading assessment (Grades 3-10)

2017-18 (Expected):

All Students: 2 percentage points up from the prior year
English Learners: 2 percentage points up from the prior year
Socioeconomically Disadvantaged: 2 percentage points up from the prior year
Students with Disabilities: 2 percentage points up from the prior year

2016-17 (Baseline):

All Students: 51 %
English Learners: 44 %
Socioeconomically Disadvantaged: 50 %
Students with Disabilities: 48 %
Hispanic: 51 %
White: 44 %

2017-18 (Actual):

Metric/Indicator

Expected Outcomes

Actual Outcomes

	<table border="1"> <tr> <td>Hispanic: 2 percentage points up from the prior year</td> </tr> <tr> <td>White: 2 percentage points up from the prior year</td> </tr> </table>	Hispanic: 2 percentage points up from the prior year	White: 2 percentage points up from the prior year	<table border="1"> <tr> <td>All Students: 51 %</td> </tr> <tr> <td>English Learners: 35 %</td> </tr> <tr> <td>Socioeconomically Disadvantaged: 34 %</td> </tr> <tr> <td>Students with Disabilities: 31 %</td> </tr> <tr> <td>Hispanic: 46 %</td> </tr> <tr> <td>White: 67 %</td> </tr> </table>	All Students: 51 %	English Learners: 35 %	Socioeconomically Disadvantaged: 34 %	Students with Disabilities: 31 %	Hispanic: 46 %	White: 67 %
Hispanic: 2 percentage points up from the prior year										
White: 2 percentage points up from the prior year										
All Students: 51 %										
English Learners: 35 %										
Socioeconomically Disadvantaged: 34 %										
Students with Disabilities: 31 %										
Hispanic: 46 %										
White: 67 %										

Percentage of students performing proficient on the CAASPP-Mathematics assessments (Grades 3-8):	<p>2017-18 (Expected):</p> <table border="1"> <tr> <td>All Students: 5 percentage points up from the prior year</td> </tr> <tr> <td>English Learners: 5 percentage points up from the prior year</td> </tr> <tr> <td>Socioeconomically Disadvantaged: 5 percentage points up from the prior year</td> </tr> <tr> <td>Students with Disabilities: 5 percentage points up from the prior year</td> </tr> <tr> <td>Hispanic: 5 percentage points up from the prior year</td> </tr> <tr> <td>White: 5 percentage points up from the prior year</td> </tr> </table>	All Students: 5 percentage points up from the prior year	English Learners: 5 percentage points up from the prior year	Socioeconomically Disadvantaged: 5 percentage points up from the prior year	Students with Disabilities: 5 percentage points up from the prior year	Hispanic: 5 percentage points up from the prior year	White: 5 percentage points up from the prior year	<p>2016-17 (Baseline):</p> <table border="1"> <tr> <td>All Students: 39 %</td> </tr> <tr> <td>English Learners: 9.5 %</td> </tr> <tr> <td>Socioeconomically Disadvantaged: 33 %</td> </tr> <tr> <td>Students with Disabilities: 25 %</td> </tr> <tr> <td>Hispanic: 30 %</td> </tr> <tr> <td>White: 60 %</td> </tr> </table> <p>2017-18 (Actual):</p> <table border="1"> <tr> <td>All Students: 33 %</td> </tr> <tr> <td>English Learners: 3 %</td> </tr> <tr> <td>Socioeconomically Disadvantaged: 20.3 %</td> </tr> <tr> <td>Students with Disabilities: 24.2 %</td> </tr> <tr> <td>Hispanic: 19.2 %</td> </tr> <tr> <td>White: 60.5 %</td> </tr> </table>	All Students: 39 %	English Learners: 9.5 %	Socioeconomically Disadvantaged: 33 %	Students with Disabilities: 25 %	Hispanic: 30 %	White: 60 %	All Students: 33 %	English Learners: 3 %	Socioeconomically Disadvantaged: 20.3 %	Students with Disabilities: 24.2 %	Hispanic: 19.2 %	White: 60.5 %
All Students: 5 percentage points up from the prior year																				
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Hispanic: 19.2 %																				
White: 60.5 %																				

Change in Average Distance from Level 3 on the CASSPP-Mathematics assessments (Grades 3-8)	<p>2017-18 (Expected):</p> <table border="1"> <tr> <td>All Students: 3 points up from the prior year</td> </tr> <tr> <td>English Learners: 3 points up from the prior year</td> </tr> <tr> <td>Socioeconomically Disadvantaged: 3 points up from the prior year</td> </tr> </table>	All Students: 3 points up from the prior year	English Learners: 3 points up from the prior year	Socioeconomically Disadvantaged: 3 points up from the prior year	<p>2017-18 (Actual) CA Dashboard Data is not available at this time.</p> <p>2016-17 (Actual):</p> <table border="1"> <tr> <td>All Students: 0.9 points down from the prior year</td> </tr> <tr> <td>English Learners: 2.7 points down from the prior year</td> </tr> <tr> <td>Socioeconomically</td> </tr> </table>	All Students: 0.9 points down from the prior year	English Learners: 2.7 points down from the prior year	Socioeconomically
All Students: 3 points up from the prior year								
English Learners: 3 points up from the prior year								
Socioeconomically Disadvantaged: 3 points up from the prior year								
All Students: 0.9 points down from the prior year								
English Learners: 2.7 points down from the prior year								
Socioeconomically								

Metric/Indicator

Expected Outcomes

Actual Outcomes

	<table border="1"> <tr> <td>Students with Disabilities: 3 points up from the prior year</td> </tr> <tr> <td>Hispanic: 3 points up from the prior year</td> </tr> <tr> <td>White: 3 points up from the prior year</td> </tr> </table>	Students with Disabilities: 3 points up from the prior year	Hispanic: 3 points up from the prior year	White: 3 points up from the prior year	<table border="1"> <tr> <td>Disadvantaged: 1.4 points down from the prior year</td> </tr> <tr> <td>Students with Disabilities: 13.2 points up from the prior year</td> </tr> <tr> <td>Hispanic: 7.8 points down from the prior year</td> </tr> <tr> <td>White: 21.8 points up from the prior year</td> </tr> </table>	Disadvantaged: 1.4 points down from the prior year	Students with Disabilities: 13.2 points up from the prior year	Hispanic: 7.8 points down from the prior year	White: 21.8 points up from the prior year
Students with Disabilities: 3 points up from the prior year									
Hispanic: 3 points up from the prior year									
White: 3 points up from the prior year									
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Hispanic: 7.8 points down from the prior year									
White: 21.8 points up from the prior year									

Percentage of students meeting their growth targets on the MAP-Mathematics assessment (Grades 3-10)	<p>2017-18 (Expected):</p> <table border="1"> <tr> <td>All Students: 2 percentage points up from the prior year</td> </tr> <tr> <td>English Learners: 2 percentage points up from the prior year</td> </tr> <tr> <td>Socioeconomically Disadvantaged: 2 percentage points up from the prior year</td> </tr> <tr> <td>Students with Disabilities: 2 percentage points up from the prior year</td> </tr> <tr> <td>Hispanic: 2 percentage points up from the prior year</td> </tr> <tr> <td>White: 2 percentage points up from the prior year</td> </tr> </table>	All Students: 2 percentage points up from the prior year	English Learners: 2 percentage points up from the prior year	Socioeconomically Disadvantaged: 2 percentage points up from the prior year	Students with Disabilities: 2 percentage points up from the prior year	Hispanic: 2 percentage points up from the prior year	White: 2 percentage points up from the prior year	<p>2016-17 (Baseline):</p> <table border="1"> <tr> <td>All Students: 46 %</td> </tr> <tr> <td>English Learners: 36 %</td> </tr> <tr> <td>Socioeconomically Disadvantaged: 42 %</td> </tr> <tr> <td>Students with Disabilities: 40 %</td> </tr> <tr> <td>Hispanic: 41 %</td> </tr> <tr> <td>White: 61 %</td> </tr> </table> <p>2017-18 (Baseline):</p> <table border="1"> <tr> <td>All Students: 39 %</td> </tr> <tr> <td>English Learners: 34 %</td> </tr> <tr> <td>Socioeconomically Disadvantaged: 34 %</td> </tr> <tr> <td>Students with Disabilities: 38 %</td> </tr> <tr> <td>Hispanic: 34 %</td> </tr> <tr> <td>White: 47 %</td> </tr> </table>	All Students: 46 %	English Learners: 36 %	Socioeconomically Disadvantaged: 42 %	Students with Disabilities: 40 %	Hispanic: 41 %	White: 61 %	All Students: 39 %	English Learners: 34 %	Socioeconomically Disadvantaged: 34 %	Students with Disabilities: 38 %	Hispanic: 34 %	White: 47 %
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Students with Disabilities: 38 %																				
Hispanic: 34 %																				
White: 47 %																				

Percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC	2 percentage points up from the prior year	<p>2017-18 English Learner Progress Indicator (ELPI) data is not available at this time.</p> <table border="1"> <tr> <td>2016-17 (Baseline)</td> <td>59%</td> </tr> <tr> <td>2017-18 (Projected)</td> <td>2 percentage points up from the prior year</td> </tr> </table>	2016-17 (Baseline)	59%	2017-18 (Projected)	2 percentage points up from the prior year
2016-17 (Baseline)	59%					
2017-18 (Projected)	2 percentage points up from the prior year					

Metric/Indicator

Expected Outcomes

Actual Outcomes

<p>Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually</p>	<p>1 percentage point up from the prior year</p>	<table border="1"> <tr> <td data-bbox="1068 163 1315 264"> <p>2016-17 (Baseline)</p> </td> <td data-bbox="1315 163 1572 264"> <p>21 %</p> </td> </tr> <tr> <td data-bbox="1068 264 1315 327"> <p>2017-18 (Actual)</p> </td> <td data-bbox="1315 264 1572 327"> <p>27 %</p> </td> </tr> </table>	<p>2016-17 (Baseline)</p>	<p>21 %</p>	<p>2017-18 (Actual)</p>	<p>27 %</p>
<p>2016-17 (Baseline)</p>	<p>21 %</p>					
<p>2017-18 (Actual)</p>	<p>27 %</p>					
<p>Percentage of students who will receive a grade of “C” or better (or perform “proficient” on the related state standardized tests) in core subjects and electives</p>	<p>95%</p>	<p>95%</p>				

STRATEGIES/ACTIVITIES

Duplicate the Strategies/Activities from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<p>• Charter School will ensure that all teachers are supported with their credentialing needs and that they participate in PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment. Charter School will also monitor and evaluate teachers for their performance.</p>	<p>• We have supported our teachers with their credentialing needs. Teachers participated in PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment. We also monitored and evaluated all our teachers for their performance.</p>	<p>MSA-7 budgeted \$18,200 for the PDs two of teachers are completing their Master's Program to increase their qualifications. Two other staff members also increasing their qualifications in their areas. Also during the year all workshops, OPDs which are necessary for effective teaching will be provided by this funding (Title 2) (See LCAP for non-federally funded expenditures.)</p>	<p>2017-18: \$12,300 PD Title 2 <i>(See LCAP for non-federally funded expenditures.)</i></p>

Strategy/Activity 2

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
-------------------------------	------------------------------	-----------------------	-------------------------------

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> Charter School will provide CCSS aligned ELA and math instruction and ELD instruction, support and intervention to ELs and immigrant students, and monitor student progress in ELA/Literacy, math, and ELD as measured by the MAP tests and other assessments. 	<ul style="list-style-type: none"> Charter School provided CCSS aligned ELA and math instruction and ELD instruction, support and intervention to ELs, and monitored student progress in ELA/Literacy, math, and ELD as measured by the MAP tests and other assessments. 	2017-18: <i>(See LCAP for non-federally funded expenditures.)</i>	2017-18: <i>(See LCAP for non-federally funded expenditures.)</i>

Strategy/Activity 3

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> Charter School will provide CCSS aligned ELA and math instruction, support and intervention to all students, including ELs and immigrant students, and monitor student progress in ELA/Literacy and math as measured by the interim assessments (MAP, IAB, etc.) 	<ul style="list-style-type: none"> Charter School provided CCSS aligned ELA and math instruction, support and intervention to all students, including ELs, and monitored student progress in ELA/Literacy and math as measured by the interim assessments (MAP, IAB, etc.) 	2017-18: \$93,447, 5 Teacher aide salaries (2900) (Title I); <i>(See LCAP for non-federally funded expenditures.)</i>	2017-18: \$90,376 Teacher aide salaries (2900)(Title I); <i>(See LCAP for non-federally funded expenditures.)</i>

Strategy/Activity 4

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> Charter School will promote a college-going culture through college visits, and other college related activities. 	<ul style="list-style-type: none"> Charter School promoted a college-going culture through college visits, and other college related activities. 	2017-18: <i>(See LCAP for non-federally funded expenditures.)</i>	2017-18: <i>(See LCAP for non-federally funded expenditures.)</i>

ANALYSIS

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed.

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our EXCELLENCE goal. We supported our teachers with their credentialing and PD needs; we offer standards-based instruction and our students have sufficient access to standards-aligned

instructional materials; we regularly review student performance data and progress towards targets with our staff and continue to provide additional supports and interventions to all students, including ELs, during the school day, after school hours, and on Saturday; we provide our ELs with designated and integrated EL instruction.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The actions/services have been effective as measured by progress towards our annual measurable outcomes. Even if we utilized all Title 1,2,3 monies where we needed, data shows that we need to do more.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

We slightly spent more to Teacher aides as well as we slightly spent more to PDs. Actually for all other related support programs general funding utilized.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

As a school we increased our data usage and tutoring programs according to the students levels but it does not included in Title monies. Since we need to keep title expenses in similar way.

Goal 2

INNOVATION: All students will become independent, innovative scholars.

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator

Expected Outcomes

Actual Outcomes

Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters

100%

100%

Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters

100%

100%

Metric/Indicator	Expected Outcomes	Actual Outcomes
Percentage of students enrolled in the Charter School's who is in 4 th and 5 th grade take the Enrichment and/or Advanced Math club	6%	7%
Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study	100%	100%
Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo	80%	90%

STRATEGIES/ACTIVITIES

Duplicate the Strategies/Activities from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> Charter School will provide students with a well-rounded education including programs such as health and physical education, arts and civics. 	<ul style="list-style-type: none"> Charter School provided students with a well-rounded education including programs such as health and physical education, arts and civics. 	2017-18: <i>(See LCAP for non-federally funded expenditures.)</i>	2017-18: <i>(See LCAP for non-federally funded expenditures.)</i>

Strategy/Activity 2

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> Charter School will provide students with STEAM focused programs such as science fairs, advanced math courses/clubs, and engineering activities. 	<ul style="list-style-type: none"> Charter School provided students with STEAM focused programs such as science fairs, advanced math courses/clubs, and engineering activities. 	2017-18: <i>(See LCAP for non-federally funded expenditures.)</i>	2017-18: <i>[(See LCAP for non-federally funded expenditures.)</i>

Strategy/Activity 3

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> Charter School will ensure that 	<ul style="list-style-type: none"> Charter School provided technology 	2017-18:	2017-18:

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
technology supports instruction.	to support instruction (Chromebooks)	(Title <i>(See LCAP for non-federally funded expenditures.)</i>)	(Title <i>(See LCAP for non-federally funded expenditures.)</i>)

ANALYSIS

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed.

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our INNOVATION goal. We provide courses, electives, programs, and services outlined in our charter petition, certain programs and services being dependent on student need and interest; our master schedule is designed to meet the needs of all students; we provide opportunities for online and dual enrollment; we offer Advanced Math and Computer Technology classes; and provide opportunities for students to create or demonstrate a STEAM focused project, experiment, model or demo.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The actions/services have been effective as measured by progress towards our annual measurable outcomes. All students exposed computer class and ability to use Microsoft office before graduating. Also all students participated in school and MPS wide science fairs. Also School implements art integration already in third year while teaching STEM. We utilize LA Music Center Grant for it.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

What we planned all used either through grants or general funding.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This school year all classes computer corners will be updated by new 50 chromebooks to increase usage of online support programs.

Goal 3

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

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes						
Number of SSC meetings per year	4	4						
Number of ELAC meetings per year	4	4						
Number of PTF meetings per year	4	7						
Number of activities/events for parent involvement per year	5	15						
Frequency of SIS record updates	Daily/Weekly	Daily/Weekly						
Number of progress reports sent to parents per year	4	4						
Percentage of students who have been home-visited by the teachers per year	25%	23%						
ADA rate	97%	96%						
Chronic absenteeism rate	10%	16%						
Student suspension rate	0%	0%						
Student expulsion rate	0%	0%						
School experience survey participation rates	<table border="1"> <tr><td>Students: 90%</td></tr> <tr><td>Families: 85%</td></tr> <tr><td>Staff: 75%</td></tr> </table>	Students: 90%	Families: 85%	Staff: 75%	<table border="1"> <tr><td>Students: 98%</td></tr> <tr><td>Families: 90%</td></tr> <tr><td>Staff: 90%</td></tr> </table>	Students: 98%	Families: 90%	Staff: 90%
Students: 90%								
Families: 85%								
Staff: 75%								
Students: 98%								
Families: 90%								
Staff: 90%								
School experience survey average approval rates	<table border="1"> <tr><td>Students: 70 %</td></tr> <tr><td>Families: 85 %</td></tr> <tr><td>Staff: 80 %</td></tr> </table>	Students: 70 %	Families: 85 %	Staff: 80 %	<table border="1"> <tr><td>Students: 67 %</td></tr> <tr><td>Families: 99 %</td></tr> <tr><td>Staff: 89 %</td></tr> </table>	Students: 67 %	Families: 99 %	Staff: 89 %
Students: 70 %								
Families: 85 %								
Staff: 80 %								
Students: 67 %								
Families: 99 %								
Staff: 89 %								

STRATEGIES/ACTIVITIES

Duplicate the Strategies/Activities from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> Charter School will pursue an integrated strategy to support the exchange of information, purposeful 	<ul style="list-style-type: none"> We held regular SSC, ELAC, and PTF meetings and parent activities/events. We communicated with the parents of 	2017-18: \$5,000 Home visit compensation	2017-18: \$5,550 Home visit compensation

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
interaction, and meaningful participation between the school, families, and community partners to support student learning and achievement. This will include but not be limited to SSC, ELAC, and PTF meetings, parent activities/events, web portal, home-visits, and school experience surveys.	academically under-performing students, inviting them for parent conferences. Our teachers used the school web portal actively and conducted home-visits. The school implemented the school experience surveys.	(1000)(Title I); <i>(See LCAP for non-federally funded expenditures.)</i>	(1000)(Title I); <i>(See LCAP for non-federally funded expenditures.)</i>

Strategy/Activity 2

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> Charter School will implement policies that encourage and support student attendance, positive student behavior and improvements. Charter School teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. 	<ul style="list-style-type: none"> Charter School implemented policies that encourage and support student attendance, positive student behavior and improvements. Our teachers implemented PBIS. We offered Life Skills program to supplement instruction and connected students and families with resources for social-emotional and behavioral support. 	2017-18: <i>(See LCAP for non-federally funded expenditures.)</i>	2017-18: <i>(See LCAP for non-federally funded expenditures.)</i>

ANALYSIS

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed.

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our CONNECTION goal. We have held quarterly SSC, ELAC, and PTF meetings; hosted parent activities/events; provided parents with access to our SIS; visited our students at their homes; encouraged and supported student attendance; implemented alternatives to suspension/expulsion, including restorative practices; acknowledged and encouraged positive student behavior and improvements; and administered school experience surveys to our students, parents, and staff.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The actions/services have been effective as measured by progress towards our annual measurable outcomes. In terms of suspension and expulsion MSA-7 looks good with 0%, however truancy and chronic absenteeism is the main area we want to focus. To address this we implement school wide incentives and the person who is tracking this data.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

All related expenses either via donations or from general funding so no title money will be used.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We have added attendance tracker and schoolwide incentive to increase attendance rate.

Budget Summary and Consolidation

Complete the table below. Schools may include additional information or more detail. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

DESCRIPTION

AMOUNT

Total Funds Provided to the School Through the Consolidated Application

\$104,714 (excluding Title III Consortium funds)

Total Funds Budgeted for Strategies to Meet the Goals in the SPSA

\$104,714

Consolidation of Funds

List the Federal programs that the school is consolidating in the schoolwide program. Adjust the table as needed.

Federal Programs	Allocation (\$)
Title I, Part A: School Allocation	\$ 83,587
Title II, Part A: Supporting Effective Instruction	\$ 11,127

Federal Programs	Allocation (\$)
Title III, Part A: Language Instruction for English Learners and Immigrate Youth	Consortium (EL) \$0 (Immigrant)
Title IV Part A: Student Support and Academic Enrichment Grants	\$10,000

Subtotal of consolidated federal funds for this school: **\$104714**

List the State and local programs that the school is consolidating in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF Base Revenue	\$2,435,104
Supplemental and Concentration Grant Funds	\$ 608,776

Subtotal of consolidated state or local funds for this school: **\$3,043,880**

Total of consolidated (federal, state, and/or local) funds for this school: **\$3,148,594**

Addendum

The Single Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to *EC* 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator

includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in *EC* Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to *EC* Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in *EC* Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: *EC* sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
 - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
 - c. the devotion of sufficient resources to effectively carry out professional development activities; and
 - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.

4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation

Title I, Part A: School Parent and Family Engagement Allocation

Title I, Part A: Targeted Support and Improvement Allocation

Title I, Part C: Education of Migratory Children

Title II, Part A: Supporting Effective Instruction

Title III, Part A: Language Instruction for English Learners and Immigrate Youth

Title IV Part A: Student Support and Academic Enrichment Grants

Title IV Part B: 21st Century Community Learning Centers

Title V, Part B: Rural Education Initiative

Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program

American Indian Education

Child Development Programs

Economic Impact Aid/State Compensatory Education (carryover funds)

Economic Impact Aid/Limited English Proficient (carryover funds)

California Foster Youth Services

California Partnership Academies

California Tobacco-Use Prevention Education Program

School Year: 2018-19

Single Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Addendum.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Magnolia Science Academy Bell	19-647330122747	October 27, 2018	November 8, 2018

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

In order to promote learning and provide a more positive learning experience for our students, MSA Bell has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our annual SPSA.

Information/input sessions include Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee Chats, Board of Directors meetings, Principal meetings, staff meetings, and student advisory meetings. Parents on our PTF and SSC also serve as our parent advisory committee for Local Control and Accountability Plan (LCAP). Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our advisory committees and ELAC provide valuable input for the new SPSA. In addition, MSA Bell conducts surveys for parents, students, and staff, and the staff makes home visits. These all serve as ways to inform, educate, and gather input & feedback from all critical stakeholders.

MSA Bell has:

- an approved charter petition with measurable student outcomes and methods to assess student progress,
- a LCAP as a comprehensive planning tool that addresses the state priorities and locally identified priorities,
- a WASC action plan for continuous school improvement,
- a LCAP Federal Addendum to supplement the LCAP to meet the Local Educational Agency (LEA) Plan provisions of the ESSA,
- and a SPSA that documents the school's approach to maximizing the impact of federal investments in support of underserved students.

MSA Bell aligns its federally-funded programs with the priority goals of the school and such funds provide the opportunity to innovate. The SPSA planning process supports continuous improvement cycles of action, reflection, and improvement.

During the 2017-18 school year the Charter School held its periodical meetings to gather input from our stakeholders. These include 9 PTF meetings, 5 SSC meetings, 5 ELAC meetings, at least 8 parent activities/events, weekly staff meetings, and other stakeholder meetings. The school conducted a family, staff, and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, academic achievement, and other areas of school improvement. A majority of our

stakeholders participated in this survey. The Charter School staff also made at least 125 home visits and sought feedback from the parents for school improvement.

Goals, Strategies, & Proposed Expenditures

Goal 1

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

Basis for this Goal

- To ensure our students are college/career ready
- To ensure student proficiency in all courses
- To ensure students meet or exceed standard on CASSPP-ELA/Literacy and Mathematics assessments
- To ensure EL students make annual progress in learning English
- To ensure implementation of state board adopted academic content and performance standards for all students
- To ensure teachers are appropriately assigned and fully credentialed
- To ensure students have sufficient access to standards-aligned instructional materials

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter	100%	100%
Percentage of students who will have sufficient access to standards-aligned instructional materials	100%	100%

Percentage of students performing proficient on the CAASPP-ELA/Literacy assessments (Grades 3-8):

2017-18 (Baseline):

All Students: 37.32%
English Learners: 0%
Socioeconomically Disadvantaged: 36.66%
Students with Disabilities: 12%
Hispanic: 38.58%
White: 26.83%

2018-19 (Expected):

All Students: 45%
English Learners: 5%
Socioeconomically Disadvantaged: 43%
Students with Disabilities: 17%
Hispanic: 44%
White: 31%

Change in Average Distance from Level 3 on the CASSPP-ELA/Literacy assessments (Grades 3-8)

2016-17 (Baseline):

All Students: 14.5 points below level 3
English Learners: 59 points below level 3
Socioeconomically Disadvantaged: 15 points below level 3
Students with Disabilities: 103.4 points below level 3
Hispanic: 14.1 points below level 3
White: 21 points below level 3

2017-18 (Expected):

All Students: 3 points up from the prior year
English Learners: 3 points up from the prior year
Socioeconomically Disadvantaged: 3 points up from the prior year
Students with Disabilities: 3 points up from the prior year
Hispanic: 3 points up from the prior year
White: 3 points up from the prior year

<p>Percentage of students meeting their growth targets on the MAP-Reading assessment (Grades 3-10)</p>	<p>2017-18 (Baseline):</p> <table border="1"> <tr><td>All Students: 49%</td></tr> <tr><td>English Learners: 45%</td></tr> <tr><td>Socioeconomically Disadvantaged: 49%</td></tr> <tr><td>Students with Disabilities: 36%</td></tr> <tr><td>Hispanic: 49%</td></tr> <tr><td>White: 64%</td></tr> </table>	All Students: 49%	English Learners: 45%	Socioeconomically Disadvantaged: 49%	Students with Disabilities: 36%	Hispanic: 49%	White: 64%	<p>2018-19 (Expected):</p> <table border="1"> <tr><td>All Students: 2 percentage points up from the prior year</td></tr> <tr><td>English Learners: 2 percentage points up from the prior year</td></tr> <tr><td>Socioeconomically Disadvantaged: 2 percentage points up from the prior year</td></tr> <tr><td>Students with Disabilities: 2 percentage points up from the prior year</td></tr> <tr><td>Hispanic: 2 percentage points up from the prior year</td></tr> <tr><td>White: 2 percentage points up from the prior year</td></tr> </table>	All Students: 2 percentage points up from the prior year	English Learners: 2 percentage points up from the prior year	Socioeconomically Disadvantaged: 2 percentage points up from the prior year	Students with Disabilities: 2 percentage points up from the prior year	Hispanic: 2 percentage points up from the prior year	White: 2 percentage points up from the prior year
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Students with Disabilities: 2 percentage points up from the prior year														
Hispanic: 2 percentage points up from the prior year														
White: 2 percentage points up from the prior year														

<p>Percentage of students performing proficient on the CAASPP-Mathematics assessments (Grades 3-8):</p>	<p>2017-18 (Baseline):</p> <table border="1"> <tr><td>All Students: 22.89%</td></tr> <tr><td>English Learners: 0%</td></tr> <tr><td>Socioeconomically Disadvantaged: 18.8%</td></tr> <tr><td>Students with Disabilities: 8%</td></tr> <tr><td>Hispanic: 19.58%</td></tr> <tr><td>White: 21.95%</td></tr> </table>	All Students: 22.89%	English Learners: 0%	Socioeconomically Disadvantaged: 18.8%	Students with Disabilities: 8%	Hispanic: 19.58%	White: 21.95%	<p>2018-19 (Expected):</p> <table border="1"> <tr><td>All Students: 27%</td></tr> <tr><td>English Learners: 5%</td></tr> <tr><td>Socioeconomically Disadvantaged: 23%</td></tr> <tr><td>Students with Disabilities: 13%</td></tr> <tr><td>Hispanic: 24%</td></tr> <tr><td>White: 26%</td></tr> </table>	All Students: 27%	English Learners: 5%	Socioeconomically Disadvantaged: 23%	Students with Disabilities: 13%	Hispanic: 24%	White: 26%
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English Learners: 5%														
Socioeconomically Disadvantaged: 23%														
Students with Disabilities: 13%														
Hispanic: 24%														
White: 26%														

<p>Change in Average Distance from Level 3 on the CASSPP-Mathematics assessments (Grades 3-8)</p>	<p>2016-17 (Baseline):</p> <table border="1"> <tr><td>All Students: 70.7 points below level 3</td></tr> <tr><td>English Learners: 112.7 points below level 3</td></tr> <tr><td>Socioeconomically Disadvantaged: 70.3 points below level 3</td></tr> <tr><td>Students with Disabilities: 148.7 points below level 3</td></tr> <tr><td>Hispanic: 70.7 points below level 3</td></tr> <tr><td>White: 63.6 points below level 3</td></tr> </table>	All Students: 70.7 points below level 3	English Learners: 112.7 points below level 3	Socioeconomically Disadvantaged: 70.3 points below level 3	Students with Disabilities: 148.7 points below level 3	Hispanic: 70.7 points below level 3	White: 63.6 points below level 3	<p>2017-18 (Expected):</p> <table border="1"> <tr><td>All Students: 3 points up from the prior year</td></tr> <tr><td>English Learners: 3 points up from the prior year</td></tr> <tr><td>Socioeconomically Disadvantaged: 3 points up from the prior year</td></tr> <tr><td>Students with Disabilities: 3 points up from the prior year</td></tr> <tr><td>Hispanic: 3 points up from the prior year</td></tr> <tr><td>White: 3 points up from the prior year</td></tr> </table>	All Students: 3 points up from the prior year	English Learners: 3 points up from the prior year	Socioeconomically Disadvantaged: 3 points up from the prior year	Students with Disabilities: 3 points up from the prior year	Hispanic: 3 points up from the prior year	White: 3 points up from the prior year
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English Learners: 112.7 points below level 3														
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Students with Disabilities: 148.7 points below level 3														
Hispanic: 70.7 points below level 3														
White: 63.6 points below level 3														
All Students: 3 points up from the prior year														
English Learners: 3 points up from the prior year														
Socioeconomically Disadvantaged: 3 points up from the prior year														
Students with Disabilities: 3 points up from the prior year														
Hispanic: 3 points up from the prior year														
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<p>Percentage of students meeting their growth targets on the MAP-Mathematics assessment (Grades 3-10)</p>	<p>2017-18 (Baseline):</p> <table border="1"> <tr><td>All Students: 48%</td></tr> <tr><td>English Learners: 45%</td></tr> <tr><td>Socioeconomically Disadvantaged: 49%</td></tr> <tr><td>Students with Disabilities: 36%</td></tr> <tr><td>Hispanic: 46%</td></tr> <tr><td>White: 66%</td></tr> </table>	All Students: 48%	English Learners: 45%	Socioeconomically Disadvantaged: 49%	Students with Disabilities: 36%	Hispanic: 46%	White: 66%	<p>2018-19 (Expected):</p> <table border="1"> <tr><td>All Students: 2 percentage points up from the prior year</td></tr> <tr><td>English Learners: 2 percentage points up from the prior year</td></tr> <tr><td>Socioeconomically Disadvantaged: 2 percentage points up from the prior year</td></tr> <tr><td>Students with Disabilities: 2 percentage points up from the prior year</td></tr> <tr><td>Hispanic: 2 percentage points up from the prior year</td></tr> <tr><td>White: 2 percentage points up from the prior year</td></tr> </table>	All Students: 2 percentage points up from the prior year	English Learners: 2 percentage points up from the prior year	Socioeconomically Disadvantaged: 2 percentage points up from the prior year	Students with Disabilities: 2 percentage points up from the prior year	Hispanic: 2 percentage points up from the prior year	White: 2 percentage points up from the prior year
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Students with Disabilities: 2 percentage points up from the prior year														
Hispanic: 2 percentage points up from the prior year														
White: 2 percentage points up from the prior year														
<p>Percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC</p>	<p>100%</p>	<p>Maintain</p>												
<p>Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually</p>	<p>42.7% (district 20.1%)</p>	<p>Maintain</p>												

Percentage of students who will receive a grade of “C” or better (or perform “proficient” on the related state standardized tests) in core subjects and electives	60%	>80%
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PLANNED STRATEGIES/ACTIVITIES

Strategy/Activity 1

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

LCAP Planned Actions/Services:

- MSA Bell will conduct credential review as part of teacher hiring process and support our teachers’ credentialing needs. MSA Bell will also annually review master schedule/teacher assignments to ensure compliance.
- MSA Bell will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. MSA Bell will annually review budget and plan to ensure adequate budget for instructional materials.
- MSA Bell will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) Teachers will be provided with instructional guidance and feedback through classroom walk-throughs and observations.

SPSA Strategy/Activity:

- MSA Bell will ensure that all teachers are supported with their credentialing needs and that they participate in PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment. MSA Bell will also monitor and evaluate teachers for their performance.

Action Steps & Person(s) Responsible:

- 1) MSA Bell will conduct credential review as part of teacher hiring process. (prior to the start of the school year and ongoing) (Principal, MPS Home Office)
- 2) MSA Bell will identify teacher credentialing needs and support teachers’ credentialing needs. (prior to the start of the school year and ongoing) (Principal, MPS Home Office)
- 3) MSA Bell will annually review master schedule/teacher assignments to ensure compliance. (prior to the start of the school year and ongoing) (Principal)
- 4) MSA Bell will schedule PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, MTSS, and personalized learning, and in areas of need identified through needs assessment. (ongoing) (Principal, leadership team)

5) MSA Bell will monitor how effectively teachers implement strategies and skills they learned in the PD sessions in the classroom. MSA Bell leadership team will make daily classroom observations using the MPS teacher observation protocol which includes walkthroughs, informal and formal observations and formal evaluation. (ongoing) (Principal, leadership team)

6) MSA Bell will evaluate its teachers for their performance. MSA Bell 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. MSA Bell may use evaluation results as basis and documentation for performance pay, transfer, promotion, reassignment, or disciplinary action. (ongoing) (Home Office, Principal, leadership team)

Proposed Expenditures for this Strategy/Activity

Amount(s)

\$22,892 – development of certificated staff in the area of tuition reimbursement, induction, and professional development (Title 2)

(See LCAP for non-federally funded expenditures.)

Source(s)

Title II *(See LCAP for non-federal sources.)*

Budget Reference(s)

\$20,000 Tuition Reimbursement and Induction expenses (5864) (Title 2);

\$2,892 Professional Development (5863) (Title 2);

(See LCAP for non-federally funded expenditures.)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

English Learners

Strategy/Activity

LCAP Planned Actions/Services:

- MSA Bell will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. MSA Bell will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.
- MSA Bell teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. MSA Bell will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. MSA Bell will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. MSA Bell will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.

SPSA Strategy/Activity:

- MSA Bell will provide CCSS aligned ELA and math instruction and ELD instruction, support and intervention to ELs and immigrant students, and monitor student progress in ELA/Literacy, math, and ELD as measured by the MAP tests and other assessments.

Action Steps & Person(s) Responsible:

- 1) MSA Bell will identify and group ELs by proficiency level, provide ELD instruction aligned to the new standards, and monitor student progress in program implementation. (ongoing) (Dean of Academics, EL coordinator, leadership team)
 - a) The data office will create a report of identified ELs by class. The report will include students' ELPAC levels including overall and subtest data and be given to all teachers. (prior to the start of the school year) (Office, ELD coordinator, leadership team)
 - b) ELD time will be built into in the master schedule. (prior to the start of the school year) (Dean of Academics, Principal)
 - c) MSA Bell will purchase supplementary ELD materials and benchmark assessments. (prior to the start of the school year) (Dean of Academics, Principal)
 - d) Charter School will schedule and provide training for instructional staff and schedule follow up professional development activities. (ongoing) (Dean of Academics, ELD coordinator, leadership team)
- 2) 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) (ELA teachers, ELD coordinator, Dean of Academics, MTSS coordinator)
- 3) Teachers and the leadership team will monitor student progress in ELD as measured by in-class/benchmark assessments. (ELA/Literacy and math monitoring via MAP tests, IABs, etc.)
- 4) The EL program coordinator sponsored by the Title III consortium lead will monitor MPS protocol for teacher observation and feedback regarding the implementation of the ELD program monthly. (ongoing) (Title III Consortium lead EL program coordinator, leadership team)
- 5) The EL program coordinator sponsored by the Title III consortium lead will evaluate the EL services at the school at least semesterly. (ongoing) (Title III Consortium lead EL program coordinator, ELD Coordinator, leadership team)

NOTE: MSA Bell is a member of the Magnolia Science Academy consortium for Title III EL funds. Per the MOU of the Consortium, MSA Bell 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.

Proposed Expenditures for this Strategy/Activity

Amount(s)	(See LCAP for non-federally funded expenditures.)
Source(s)	(See LCAP for non-federal sources.)
Budget Reference(s)	(See LCAP for non-federally funded expenditures.)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

LCAP Planned Actions/Services:

- During the day, MSA Bell will provide additional supports and interventions to all students, including ELs.
- MSA Bell will provide additional supports and interventions to all students, including ELs, during after-school hours and on Saturdays.
- MSA Bell will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.

SPSA Strategy/Activity:

- MSA Bell will provide CCSS aligned ELA and math instruction, support and intervention to all students, including ELs and immigrant students, and monitor student progress in ELA/Literacy and math as measured by the interim assessments (MAP, IAB, etc.)

Action Steps & Person(s) Responsible:

- 1) Teachers will provide CCSS aligned ELA and math instruction. (ongoing) (Teachers, leadership team)
- 2) 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) (Dean of Academics, MTSS coordinator, leadership team)
 - a) MSA Bell will use the MAP test and teacher feedback to identify and place students in ELA and Math intervention groups and classes. (within the first month of the school year)
 - b) Students will be provided with targeted CCSS aligned ELA and math intervention during the daily personalized learning time (PLT), after-school and on Saturdays to meet the students' needs. (ongoing)
- 3) MSA Bell will select a research-based reading intervention and math 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) (Grade level chair, Dean of Academics, MTSS coordinator, leadership team)
 - a) MSA Bell will select reading and math intervention materials and resources. (prior to the start of the school year)
 - b) MSA Bell will purchase supplementary instructional materials and benchmark assessments. (prior to the start of the school year)
 - c) MSA Bell 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)
- 4) Teachers and the leadership team will monitor student progress in ELA and math as measured by in-class/benchmark assessments, MAP and IABs. (ongoing) (Teachers, Grade level chair, Dean of Academics, MTSS coordinator, leadership team)
 - a) Teachers will implement the MAP test in the fall, winter, and spring and IABs during the year to measure student growth in ELA/Literacy and math. (ongoing)
 - b) MSA Bell will purchase supplementary instructional materials and benchmark assessments. (prior to the start of the school year)
 - c) MSA Bell 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)

Proposed Expenditures for this Strategy/Activity

Amount(s)

\$66,209.39 Intervention teacher salaries and benefits;
\$15,000 After Hour Intervention Program;
\$11,000 Fast ForWord
\$18,000 ST Math;
(See LCAP for non-federally funded expenditures.)

Source(s)

Title I *(See LCAP for non-federal sources.)*

Budget Reference(s)

\$66,209.39 Intervention teacher salaries and benefits (1100) (Title 1);
\$15,000 After Hour Intervention Program (1100) (Title 1);
\$11,000 EL supplemental materials: Fast ForWord (4340) (Title I);
\$18,000 ST Math (4340) (Title I);
(See LCAP for non-federally funded expenditures.)

Goal 2

INNOVATION: All students will become independent, innovative scholars.

Basis for this Goal

- To provide students with a well-rounded STEAM education
- To increase student access to a broad course of study
- To offer innovative courses and programs
- To ensure student participation and achievement in innovative courses and programs
- To support the effective use of technology

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline (2017-18)	Expected Outcome (2018-19)
Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	100%	100%
Percentage of students who will have sufficient access to all academic and educational programs provided by MSA Bell as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	100%	100%
Percentage of students enrolled in MSA Bell grades 6-8 who take the Accelerated and/or Advanced Math class and/or Advanced Math club	19% (92 students)	>15% (currently 19% - 87 students) (maintain)
Percentage of our graduates who will experienced blended learning in their program of study (technology)	100%	100%
Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo	80%	80% (maintain)

PLANNED STRATEGIES/ACTIVITIES

Strategy/Activity 1

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

LCAP Planned Actions/Services:

- MSA Bell will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. MSA Bell will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.
- MSA Bell will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.

SPSA Strategy/Activity:

- MSA Bell will provide students with a well-rounded education of electives including programs such as health and physical education, music and art, and foreign language.

Action Steps & Person(s) Responsible:

- 1) In an effort to provide well-rounded education to our students, MSA Bell will strive to offer additional programs such as elective courses, clubs, health and physical education, arts, civics, etc. (ongoing) (Dean of Academics, Principal, MPS Home Office)
- 2) Create a new course to provide an enriching experience to students at which STEAM is front and center. Students will learn how Science, Technology, Engineering, Art, and Mathematics play a vital role in their everyday lives. Students will focus on 2 main ideas: what is STEAM, and why is it important, to build 21st century, mathematical, and language art skills using animation and technology.
- 3) MSA Bell will strive to provide our students with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, etc. (ongoing) (Teachers, Leadership Team, MPS Home Office)

Proposed Expenditures for this Strategy/Activity

Amount(s)

(See LCAP for non-federally funded expenditures.)

Source(s)

(See LCAP for non-federal sources.)

Budget Reference(s)

(See LCAP for non-federally funded expenditures.)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

LCAP Planned Actions/Services:

- MSA Bell will offer Accelerated and/or Advanced Math course to students in grades 6-8.
- MSA Bell will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. MSA Bell will also provide information and access to quality out-of-school STEAM activities and achievements.

SPSA Strategy/Activity:

- MSA Bell will provide students with STEAM focused programs such as science fairs, advanced math courses, and engineering activities.
- MSA Bell will provide students with out of classroom experiences in the area of STEAM.

Action Steps & Person(s) Responsible:

- 1) MSA Bell will design its master schedule to include Accelerated and Advanced math courses. (prior to the start of the school year and ongoing) (Dean of Academics, Principal, MPS Home Office, Teachers)
- 2) MSA Bell teachers will mentor students with STEAM focused projects, experiments, models or demos in their classes. (ongoing) (Teachers, Dean of Academics, Principal, MPS Home Office)
- 3) MSA Bell will organize a STEAM Festival/EXPO and also provide students with information and access to quality out-of-school STEAM activities and achievements. (ongoing) (Teachers, Grade Level Chair, leadership team, Principal, MPS Home Office)
- 4) MSA Bell will design and implement engineering-related courses and activities. Ex) STEAM Lab. (prior to the start of the school year and ongoing) (Teachers, Dean of Academics, Principal, MPS Home Office)

Proposed Expenditures for this Strategy/Activity

Amount(s)

(See LCAP for non-federally funded expenditures.)

Source(s)

(See LCAP for non-federal sources.)

Budget Reference(s)

(See LCAP for non-federally funded expenditures.)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

LCAP Planned Actions/Services:

- MSA Bell will offer a blended learning experience for our students. MSA Bell will also keep its technology up to date and provide academic staff professional development in the area of blended learning.

SPSA Strategy/Activity:

- MSA Bell will ensure that technology supports instruction and intervention.

Action Steps & Person(s) Responsible:

- 1) MSA Bell will assure that students have physical access, support, and time to use classroom, school, and community resources, including instructional materials and technology. (prior to the start of the school year and ongoing) (Teachers, leadership team, Principal)
- 2) Teachers will use accessible technology tools and other resources on a regular basis to engage and enhance learning and to differentiate instruction to meet the needs of every student. Teachers will effectively use challenging resources that are mentally, visually, aurally, and kinesthetically stimulating. (Ex: Summit Platform, Internet, PowerPoint, interactive white boards, document camera, multimedia, educational software, interactive games and simulations, apps, class website, lab materials, manipulatives, assistive technology, etc.) (ongoing) (Teachers, ELD Coordinator, Library Clerk, leadership team, Principal)
- 3) Teachers and students will keep up to date with technology and blended learning practices. Teachers will model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law and student maintaining Internet security. Teachers will provide resources and instructional materials that require cognitive engagement. Students will choose, adapt, or create materials to extend learning. (ongoing) (Teachers, leadership team, Principal)

Proposed Expenditures for this Strategy/Activity

Amount(s)

(See LCAP for non-federally funded expenditures.)

Source(s)

(See LCAP for non-federal sources.)

Budget Reference(s)

(See LCAP for non-federally funded expenditures.)

Goal 3

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

Basis for this Goal

- To seek parent input in making decisions for MSA Bell
- To promote parental participation in programs
- To increase student attendance
- To avoid chronic absenteeism
- To avoid middle school dropout
- To develop alternatives to student suspension and/or expulsion
- To increase the sense of safety and school connectedness

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Number of SSC meetings per year	4	4
Number of ELAC meetings per year	4	4
Number of PTF meetings per year	9	9
Number of activities/events for parent involvement per year	5	5
Frequency of SIS record updates	Daily/Weekly	Daily/Weekly
Number of progress reports sent to parents per year	4	4
Percentage of students who have been home-visited by the teachers per year	25%	25%
ADA rate	97%	>95%
Chronic absenteeism rate	4.4%	<5%
Middle school dropout rate	0%	0%
Student suspension rate	.2%	<2%
Student expulsion rate	0%	0%

School experience survey participation rates	Students: 100%		Students: >90%	
	Families: 105.1%		Families: >90%	
	Staff: 100%		Staff: >90%	
School experience survey average approval rates	Students: 68%		Students: >75%	
	Families: 96%		Families: >90%	
	Staff: 78%		Staff: >85%	

PLANNED STRATEGIES/ACTIVITIES

Strategy/Activity 1

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

LCAP Planned Actions/Services:

- MSA Bell will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings.
- MSA Bell will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.
- MSA Bell will provide parents with access to course material, homework assignments, projects, and records of students’ grades through SIS, an online web portal.
- MSA Bell will communicate further with the parents of students who are performing below grade level.
- MSA Bell staff will visit students at their homes to discuss student progress and enhance student learning and involvement.
- MSA Bell will annually administer school experience surveys to students, parents, and staff.

SPSA Strategy/Activity:

- MSA Bell will pursue an integrated strategy to support the exchange of information, purposeful interaction, and meaningful participation between the school, families, and community partners to support student learning and achievement. This will include but not be limited to SSC, ELAC, and PTF meetings, parent activities/events, web portal, home-visits, and school experience surveys.

Action Steps & Person(s) Responsible:

- 1) MSA Bell will schedule at least quarterly SSC, ELAC, and PTF meetings. (ongoing) (Leadership Team, Principal)
- 2) MSA Bell will communicate with the parents of academically under-performing students, inviting them for parent conferences. (in fall and spring; ongoing) (Teachers, Dean of Academics, Principal)
- 3) MSA Bell will schedule annual workshops for parents as well as additional workshops for parents of EL students and immigrant 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) (EL Coordinator, Leadership team)

4) MSA Bell teachers will schedule and make home-visits. Teachers will document the visits, evaluate them and share necessary information with the appropriate staff (grade level team, counselor, administrator, etc.) (ongoing) (Teachers, Leadership Team, Principal)

5) MSA Bell will use an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and students' own strengths and weaknesses. This feedback instrument will provide teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement.

Proposed Expenditures for this Strategy/Activity

Amount(s)

\$6,300 Parent College and family workshops;
\$12,150 MPS Signature Practice | Home Visits
(See LCAP for non-federally funded expenditures.)

Source(s)

Title I; *(See LCAP for non-federal sources.)*

Budget Reference(s)

\$6,300 Parent College and family workshops (3010)(Title 1);
\$12,150 MPS Signature Practice | Home Visits (3010)(Title 1);
(See LCAP for non-federally funded expenditures.)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

LCAP Planned Actions/Services:

- MSA Bell will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs.
- MSA Bell will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.
- MSA Bell will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.
- MSA Bell staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.

SPSA Strategy/Activity:

- MSA Bell will implement policies that encourage and support student attendance, positive student behavior and improvements.

- MSA Bell teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.

Action Steps & Person(s) Responsible:

- 1) MSA Bell will implement restorative practices and Positive Behavioral Interventions and Supports (PBIS). (ongoing) (Teachers, Dean of Students, leadership team)
- 2) MSA Bell through the California SUMS (Scale-Up MTSS Statewide) technical assistance (TA) grant will participate in professional development to develop and improve on a framework for PBIS and UDL.
- 3) MSA Bell will offer 'life skills' program to supplement instruction and support developmental needs of our students. (ongoing) (Teachers, Dean of Students, leadership team)
- 4) MSA Bell will connect students and families with resources for social-emotional and behavioral support.

Proposed Expenditures for this Strategy/Activity

Amount(s)	<i>(See LCAP for non-federally funded expenditures.)</i>
Source(s)	<i>(See LCAP for non-federal sources.)</i>
Budget Reference(s)	<i>(See LCAP for non-federally funded expenditures.)</i>

Annual Review and Update

SPSA Year Reviewed: 2017–18

Goal 1

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

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator

Expected Outcomes

Actual Outcomes

Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter

100%

100%

Percentage of students who will have sufficient access to standards-aligned instructional materials

100%

100%

Percentage of students performing proficient on the CAASPP-ELA/Literacy assessments (Grades 3-8):

2017-18 (Expected):

All Students: 5 percentage points up from the prior year (45%)

English Learners: 5 percentage points up from the prior year (5%)

Socioeconomically Disadvantaged: 5 percentage points up from the prior year (44%)

Students with Disabilities: 5 percentage points up from the prior year (18%)

Hispanic: 5 percentage points up from the prior year (46%)

White: 5 percentage points up from the prior year (34%)

2016-17 (Baseline):

All Students: 40%

English Learners: 0%

Socioeconomically Disadvantaged: 39%

Students with Disabilities: 13%

Hispanic: 41%

White: 29%

2017-18 (Actual):

All Students: 37.32%

English Learners: 0%

Socioeconomically Disadvantaged: 36.66%

Students with Disabilities: 12%

Hispanic: 38.58%

White: 26.83%

Change in Average Distance from Level 3 on the CASSPP-ELA/Literacy assessments (Grades 3-8)

2017-18 (Expected):

All Students: 11.5 points below level 3

2017-18 CA School Dashboard data is not available at this time.

2016-17 (Actual):

Metric/Indicator

Expected Outcomes

Actual Outcomes

	English Learners: 56 points below level 3	All Students: 14.5 points below level 3
	Socioeconomically Disadvantaged: 12 points below level 3	English Learners: 59 points below level 3
	Students with Disabilities: 100.4 points below level 3	Socioeconomically Disadvantaged: 15 points below level 3
	Hispanic: 11.1 points below level 3	Students with Disabilities: 103.4 points below level 3
	White: 18 points below level 3	Hispanic: 14.1 points below level 3
		White: 21 points below level 3

Percentage of students meeting their growth targets on the MAP-Reading assessment (Grades 3-10)	2017-18 (Expected):	2016-17 (Baseline):
	All Students: 58%	All Students: 56%
	English Learners: 47%	English Learners: 45%
	Socioeconomically Disadvantaged: 58%	Socioeconomically Disadvantaged: 56%
	Students with Disabilities: 40%	Students with Disabilities: 38%
	Hispanic: 58%	Hispanic: 56%
	White: 62%	White: 60%
		2017-18 (Actual):
		All Students: 49.3%
		English Learners: 45%
		Socioeconomically Disadvantaged: 51%
		Students with Disabilities: 29%
		Hispanic: 50%
	White: 73%	

Percentage of students performing proficient on the CAASPP-Mathematics	2017-18 (Expected):	2016-17 (Baseline):
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Metric/Indicator

Expected Outcomes

Actual Outcomes

assessments (Grades 3-8):

All Students: 27%
English Learners: 5%
Socioeconomically Disadvantaged: 26%
Students with Disabilities: 11%
Hispanic: 26%
White: 37%

All Students: 22%
English Learners: 0%
Socioeconomically Disadvantaged: 21%
Students with Disabilities: 6%
Hispanic: 21%
White: 32%

2017-18 (Actual):

All Students: 22.89%
English Learners: 0%
Socioeconomically Disadvantaged: 22.97%
Students with Disabilities: 8%
Hispanic: 23.06%
White: 21.95%

Change in Average Distance from Level 3 on the CASSPP-Mathematics assessments (Grades 3-8)

2017-18 (Expected):

All Students: 67.7 points below level 3
English Learners: 109.7 points below level 3
Socioeconomically Disadvantaged: 67.3 points below level 3
Students with Disabilities: 67.3 points below level 3
Hispanic: 67.7 points below level 3
White: 60.6 points below level 3

2017-18 CA School Dashboard data is not available at this time.

2016-17 (Actual):

All Students: 70.7 points below level 3
English Learners: 112.7 points below level 3
Socioeconomically Disadvantaged: 70.3 points below level 3
Students with Disabilities: 148.7 points below level 3
Hispanic: 70.7 points below level 3
White: 63.6 points below level 3

Metric/Indicator

Expected Outcomes

Actual Outcomes

Percentage of students meeting their growth targets on the MAP-Mathematics assessment (Grades 3-10)

2017-18 (Expected):

All Students: 50%
English Learners: 54%
Socioeconomically Disadvantaged: 51%
Students with Disabilities: 36%
Hispanic: 50%
White: 41%

2016-17 (Baseline):

All Students: 48%
English Learners: 52%
Socioeconomically Disadvantaged: 49%
Students with Disabilities: 34%
Hispanic: 48%
White: 39%

2017-18 (Actual):

All Students: 47.7%
English Learners: 34.8%
Socioeconomically Disadvantaged: 48%
Students with Disabilities: 33.3%
Hispanic: 45%
White: 64%

Percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC

>90%

2017-18 English Learner Progress Indicator (ELPI) data is not available at this time.

2016-17 (Baseline)	100%
2017-18 (Projected)	100%

Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually

>40%

2016-17 (Baseline)	36%
2017-18 (Actual)	51%

Percentage of students who will receive a grade of “C” or better (or perform “proficient” on the related state standardized tests) in core subjects and

>80%

92%

Metric/Indicator

Expected Outcomes

Actual Outcomes

electives

STRATEGIES/ACTIVITIES

SPSA Year Reviewed: 2017–18

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> • MSA Bell will gather data to analyze collectively with the staff. Data review and analysis will be ongoing from platforms such as MAP, IABs, and SBAC. 	<ul style="list-style-type: none"> • MSA Bell has gathered data from various platforms to continually review and analyze instructional practices. 	2017-18: <i>(See LCAP for non-federally funded expenditures.)</i>	2017-18: \$6,000 NWEA MAP (4325)(Title 1) <i>(See LCAP for non-federally funded expenditures.)</i>

Strategy/Activity 2

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> • MSA Bell stakeholders have reviewed and identified instructional software to assist in progress and intervention in the area of ELA and Mathematics. • MSA Bell has conducted trainings to support staff in the usage of software. 	<ul style="list-style-type: none"> • MSA Bell rolled out the program for ST Math. This included enrollment of all students and staff training, especially among the after-school staff. • MSA Bell staff planned through PLC discussion and support of mathematical concepts through cross-curricular opportunities. 	2017-18: \$15,370 ST Math (4320)(Title 1) \$17,000 After-Hour Intervention/Support (1100)(Title 1) <i>(See LCAP for non-federally funded expenditures.)</i>	2017-18: \$15,370 ST Math (4320)(Title 1) \$2,263 BrainPop (4320)(Title 1) \$138.39 Classroom Materials (4325)(Title 1) <i>(See LCAP for non-federally funded expenditures.)</i>

Strategy/Activity 3

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> MSA Bell will develop after hour opportunities to support students in the area of math and ELA. This includes the development of an after-school and Saturday schedule and development of a plan for addressing areas of need. 	<ul style="list-style-type: none"> MSA Bell worked with the after-school program to provide a schedule of staff and support in the area of math and ELA. MSA Bell academic team scheduled, Saturday school support (Saturday for Success) to provide an opportunity and dedicated space for students to complete school work. 	2017-18: \$17,000 After-Hour Intervention/Support (1100)(Title 1) <i>(See LCAP for non-federally funded expenditures.)</i>	2017-18: \$3,760 After-Hour Intervention/Support (1100)(Title 1) <i>(See LCAP for non-federally funded expenditures.)</i>

Strategy/Activity 4

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> MSA Bell will promote a college-going culture through college visits and other college/career related activities. 	<ul style="list-style-type: none"> MSA Bell promoted a college-going culture through college visits and other college/career related activities, such as career day, GLAM workshop, GYMM workshop, etc. 	2017-18: <i>(See LCAP for non-federally funded expenditures.)</i>	2017-18: <i>(See LCAP for non-federally funded expenditures.)</i>

ANALYSIS

SPSA Year Reviewed: 2017–18

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our EXCELLENCE goal. We supported our teachers with their credentialing and PD needs; we offer standards-based instruction and our students have sufficient access to standards-aligned instructional materials; we regularly review student performance data and progress towards targets with our staff and continue to provide additional supports and interventions to all students, including ELs, during the school day, after school hours, and on Saturday; we provide our ELs with designated and integrated EL instruction; and we offer opportunities for discussion around college and career readiness.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The actions/services have been effective as measured by progress towards our annual measurable outcomes. The implementation of after-hour support was a success. In collaboration with the after-school program, the additional staff provided academic structure, especially in the area of math and ELA support and intervention. Saturday for Success was established as an optional opportunity to provide students with a dedicated workspace and staff to assist in the completion of classroom work, or intervention opportunity. Student attendance increased gradually, and this format will be repeated for the following school year.

Our intervention software of ST Math and Fast ForWord is continually being evaluated. Mathematics continues to be a struggle for many students and further support at home is an area that needs to be capitalized. EL reclassification rate and EL progress in language acquisition continues to show promise. Preparation for SBAC is still a concern, but internal data and external data on the EL population is very positive, especially in the area of progression. Recommendation is to develop a sustainable plan for teacher, student, and family training on these platforms.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

We only have minor differences between Budgeted and Estimated Actual Expenditures.

1. Brain Pop is used as a supplemental in the ELD course and it is used across the campus to engage students in academic discourse, this is the reason for the additional expense allocation from Title 1.
2. NWEA MAP assessment was added as an important instrument to gather internal data in the area of mathematics and ELA, and the platform is designed to measure student growth.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes with new performance targets for the upcoming school year based on input from all stakeholders and available data through surveys and student performance data. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Strategies, & Proposed Expenditures section of the SPSA.

1. Data baseline and expected outcomes was added for various metrics such as teacher credentialing and support, NWEA MAP growth, SBAC growth and proficiency rates, EL Reclassification based on ELPAC, and pass rate for core classes. These metrics are part of Goal 1.
2. Specific instructional strategies are listed that relate to the MPS EL Master Plan. Plan of action can be found in Goal 2.

Goal 2

INNOVATION: All students will become independent, innovative scholars.

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	100%	100%
Percentage of students who will have sufficient access to all academic and educational programs provided by the MSA Bell as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	100%	100%
Percentage of students enrolled in grades 6-8 who take the Accelerated and/or Advanced Math class and/or Advanced Math club	>15%	19%
Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study	100%	100%
Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo	>80%	80%

STRATEGIES/ACTIVITIES

SPSA Year Reviewed: 2017–18

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> MSA Bell will gather data to analyze collectively with the staff. Data review and analysis will be ongoing from platforms such as MAP, IABs, and SBAC. 	<ul style="list-style-type: none"> MSA Bell has gathered data from various platforms to continually review and analyze instructional practices. 	2017-18: <i>(See LCAP for non-federally funded expenditures.)</i>	2017-18: <i>(See LCAP for non-federally funded expenditures.)</i>

Strategy/Activity 2

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> MSA Bell stakeholders have reviewed and identified instructional software to assist in progress and intervention in the area of ELA and Mathematics. MSA Bell staff will be provided with professional development in the area of ELD to support students. MSA Bell staff will work to identify a method for tracking student growth in the area of Lexile Level. 	<ul style="list-style-type: none"> MSA Bell continued the software program usage Fast ForWord, as a supplemental resource for ELD course. MSA Bell was provided with training on the creation and implementation of ELD standards into the regular curriculum. MSA Bell staff was provided with training on MyOn and the features to measure Lexile Level to determine student growth. 	2017-18: \$10,500 Fast ForWord (4320)(Title 1) \$13,527 MyOn (4320)(Title 1) \$35,000 Staffing/ELD Teacher (5884)(Title 1) <i>(See LCAP for non-federally funded expenditures.)</i>	2017-18: \$10,500 Fast ForWord (Scientific Learning) (4320)(Title 1) \$13,527.06 MyOn (4320)(Title 1) \$2,791.64 ELD Coordinator (1100)(Title 1) \$30,070.61 ELD Teacher (5884)(Title 1) <i>(See LCAP for non-federally funded expenditures.)</i>

Strategy/Activity 3

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> MSA Bell will develop after hour opportunities to support students in the area of math and ELA. This includes the development of an after-school and Saturday schedule and development of a plan for addressing areas of need. 	<ul style="list-style-type: none"> MSA Bell worked with the after-school program to provide a schedule of staff and support in the area of math and ELA. MSA Bell academic team scheduled, Saturday school support (Saturday for Success) to provide an opportunity and dedicated space for students to complete school work. 	2017-18: <i>(See LCAP for non-federally funded expenditures.)</i>	2017-18: <i>(See LCAP for non-federally funded expenditures.)</i>

ANALYSIS

SPSA Year Reviewed: 2017–18

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our INNOVATION goal. We provide courses, electives, programs, and services outlined in our charter petition, certain programs and services being dependent on student need and interest; our master schedule is designed to meet the needs of all students; we offer Advanced Math and incorporation of Computer Technology within all courses; and provide opportunities for students to create or demonstrate a STEAM focused project, experiment, model or demo.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The actions/services have been effective as measured by progress towards our annual measurable outcomes. At MSA Bell, we meet our charter by providing an academic program that encompasses STEAM. Students are provided with opportunities to take advance math courses, technology is incorporated in the classroom either for intervention purposes or academic performance, elective classes are offered in the area of foreign languages and music, and students are provided the opportunity to participate in project based learning by demonstrating their academic performance through in class projects or participation in the STEAM Expo.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

We only have minor differences between Budgeted and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our budget for the upcoming school year based on technology needs and input from all stakeholders. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Strategies, & Proposed Expenditures section of the SPSA.

1. Indicators related to progress of EL students can be found in Goal 1.

Goal 3

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

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes						
Number of SSC meetings per year	4	4						
Number of ELAC meetings per year	4	4						
Number of PTF meetings per year	9	9						
Number of activities/events for parent involvement per year	>5	5						
Frequency of SIS record updates	Daily/Weekly	Daily/Weekly						
Number of progress reports sent to parents per year	4	4						
Percentage of students who have been home-visited by the teachers per year	25%	25%						
ADA rate	97%	Maintain 97%						
Chronic absenteeism rate	10%	4.4%						
Middle school dropout rate	0%	0%						
Student suspension rate	<2%	0%						
Student expulsion rate	<1%	0%						
School experience survey participation rates	<table border="1"> <tr> <td>Students: 90%</td> </tr> <tr> <td>Families: 90%</td> </tr> <tr> <td>Staff: 90%</td> </tr> </table>	Students: 90%	Families: 90%	Staff: 90%	<table border="1"> <tr> <td>Students: 100%</td> </tr> <tr> <td>Families: 100%</td> </tr> <tr> <td>Staff: 100%</td> </tr> </table>	Students: 100%	Families: 100%	Staff: 100%
Students: 90%								
Families: 90%								
Staff: 90%								
Students: 100%								
Families: 100%								
Staff: 100%								
School experience survey average approval rates	<table border="1"> <tr> <td>Students: 80%</td> </tr> <tr> <td>Families: 90%</td> </tr> <tr> <td>Staff: 85%</td> </tr> </table>	Students: 80%	Families: 90%	Staff: 85%	<table border="1"> <tr> <td>Students: 80%</td> </tr> <tr> <td>Families: 97%</td> </tr> <tr> <td>Staff: 75%</td> </tr> </table>	Students: 80%	Families: 97%	Staff: 75%
Students: 80%								
Families: 90%								
Staff: 85%								
Students: 80%								
Families: 97%								
Staff: 75%								

STRATEGIES/ACTIVITIES

SPSA Year Reviewed: 2017–18

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> MSA Bell will provide counseling services through CSUN Family Mitchell Clinic and ENKI. Additional effort will be made to identified the ‘at-promise’ students to ensure supports are provided. 	<ul style="list-style-type: none"> MSA Bell was able to identified the ‘at-promise’ students to ensure counseling is provided. MSA Bell provided various activities throughout the year to support the SEL of students through activities such as advisory lessons, spirit week, theatrical plays, etc. 	<p>2017-18:</p> <p>\$6000 CSUN and ENKI (5822)(Title 1)</p> <p><i>(See LCAP for non-federally funded expenditures.)</i></p>	<p>2017-18:</p> <p>\$5,214.50 CSUN and ENKI (5822)(Title 1)</p> <p><i>(See LCAP for non-federally funded expenditures.)</i></p>

Strategy/Activity 2

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> Provide professional develop to staff in the area of growth mindset and developing a culturally safe environment for our students and families. <ol style="list-style-type: none"> Propose curriculum for teachers that can be used for professional develop and support for students in the area of growth mindset. <i>The Growth Mindset Coach: A Teacher’s Month-by-Month Handbook for Empowering Students to Achieve.</i> On-going review of content from reading book for staff and students. Activities are conducted monthly in Advisory courses Dean of Students and Dean of Culture investigates and identify appropriate lessons that focus on building relationships and creating a safe environment in the classroom. Activities are conducted weekly in Advisory courses 	<ul style="list-style-type: none"> MSA Bell staff conducted monthly reading club and activities based on, <i>The Growth Mindset Coach: A Teacher’s Month-by-Month Handbook for Empowering Students to Achieve.</i> MSA Bell utilized the reading content and other resources to create advisory lessons that support SEL. 	<p>2017-18:</p> <p><i>(See LCAP for non-federally funded expenditures.)</i></p>	<p>2017-18:</p> <p>\$138.39 Reading Book (4325)(Title 1)</p> <p><i>(See LCAP for non-federally funded expenditures.)</i></p>

Strategy/Activity 3

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> • Provide various supports for our families to connect with the resources available within the community and the learning community. <ol style="list-style-type: none"> 1. Dean of Culture provides families with various resources to best assisting their child in learning and development by providing school or community resources 2. Provide training and encourage staff to conduct home visits to build a positive home-school connection with families 3. Train elected staff on Parent College 4. Provide Parent-College to our families and community to educate and provide resources on how to get to college and other developmental student support 	<ul style="list-style-type: none"> • MSA Bell provided informational workshops throughout the year through various avenues. •MSA Bell throughout the year with the assistance of staff was able to meet the goal of visiting 25% of the families. •MSA Bell was able to arrange training for staff, which provided parent college workshops on Saturdays. 	<p>2017-18:</p> <p>\$93,000 Dean of Culture (1100 and 3000)(Title I);</p> <p>\$8,000 Home Visit (1100)(Title I);</p> <p>\$10,500 Parent College Stipend (1100)(Title I);</p> <p>\$5,000 Other Food (4720)(Title 1)</p> <p><i>(See LCAP for non-federally funded expenditures.)</i></p>	<p>2017-18:</p> <p>\$73,440 Dean of Culture (1100)(Title I);</p> <p>\$21,822 (3000)(Title 1)</p> <p>\$8,000 Home Visit (1100)(Title I);</p> <p>\$3,111.08 Parent College Stipend (1100)(Title I);</p> <p>\$2,900 Parent Workshops (5863)(Title1)</p> <p>\$1,181.08 Other Food (4720)(Title 1)</p> <p><i>(See LCAP for non-federally funded expenditures.)</i></p>

ANALYSIS

SPSA Year Reviewed: 2017–18

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our CONNECTION goal. We have held quarterly SSC, ELAC, and PTF meetings; hosted parent activities/events; provided parents with access to our SIS; visited our students at their homes; encouraged and supported student attendance; implemented alternatives to suspension/expulsion, including restorative practices; acknowledged and encouraged positive student behavior and improvements; and administered school experience surveys to our students, parents, and staff.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The actions/services have been effective as measured by progress towards our annual measurable outcomes. MSA Bell was able to maintain positive results in the area of student attendance and utilize restorative practices. MSA Bell staff was able to engage in professional development in the area of growth mindset through a monthly participation in staff meetings and incorporation of SEL activities on a regular basis in the classroom. In order to further support our students, counseling services are provided to students for

various needs that arise throughout the year with organization partnerships. MSA Bell will continue to develop the focus on SEL all stakeholders within the school setting.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

We only have minor differences between Budgeted and Estimated Actual Expenditures. This includes the purchase of resource materials and reduction in spending on certain items.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes for school experience survey average approval rates. Based on input from all stakeholders, we will continue to hold events that promote parental participation as well as parent training activities such as Parent College. We will focus on acknowledging positive student behavior and restorative practices, especially with the implementation of our new SIS. We will continue to offer PD to our teachers on classroom management and student engagement procedures to help create an atmosphere of trust, respect, and high expectations. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Strategies, & Proposed Expenditures section of the SPSA.

Budget Summary and Consolidation

Budget Summary

DESCRIPTION

AMOUNT

Total Funds Provided to the School Through the Consolidated Application

\$217,974 (excluding Title III Consortium funds)

Total Funds Budgeted for Strategies to Meet the Goals in the SPSA

\$225,748

Consolidation of Funds

List the Federal programs that the school is consolidating in the schoolwide program. Adjust the table as needed.

Federal Programs	Allocation (\$)
Title I, Part A: School Allocation	\$225,748
Title II, Part A: Supporting Effective Instruction	\$24,905
Title III, Part A: Language Instruction for English Learners and Immigrate Youth	\$7,774 (EL)

Federal Programs	Allocation (\$)
Title IV Part A: Student Support and Academic Enrichment Grants	0

Subtotal of consolidated federal funds for this school: \$258,427

List the State and local programs that the school is consolidating in the schoolwide program.
Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF Base Revenue	\$3,350,063
Supplemental and Concentration Grant Funds	\$1,188,603

Subtotal of consolidated state or local funds for this school: \$4,538,666

Total of consolidated (federal, state, and/or local) funds for this school: \$4,797,093

Addendum

The Single Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to *EC* 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available

at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measureable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in *EC* Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to *EC* Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in *EC* Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: *EC* sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
 - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
 - c. the devotion of sufficient resources to effectively carry out professional development activities; and

- d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation

Title I, Part A: School Parent and Family Engagement Allocation

Title I, Part A: Targeted Support and Improvement Allocation

Title I, Part C: Education of Migratory Children

Title II, Part A: Supporting Effective Instruction

Title III, Part A: Language Instruction for English Learners and Immigrate Youth

Title IV Part A: Student Support and Academic Enrichment Grants

Title IV Part B: 21st Century Community Learning Centers

Title V, Part B: Rural Education Initiative

Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program

American Indian Education

Child Development Programs

Economic Impact Aid/State Compensatory Education (carryover funds)

Economic Impact Aid/Limited English Proficient (carryover funds)

California Foster Youth Services

California Partnership Academies

California Tobacco-Use Prevention Education Program

Single Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Addendum.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Magnolia Science Academy-San Diego	19-64733-6119945	10/29/18	11/8/18

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

In order to promote learning and provide a more positive learning experience for our students, MSA-San Diego has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our annual SPSA.

Information/input sessions include Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, , Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, student group meetings and staff meetings. Parents on our PTF and SSC also serve as our parent advisory committee for Local Control and Accountability Plan (LCAP). Feedback from our parents provides valuable input for the new SPSA. In addition, the Charter School conducts surveys for parents, students, and staff, and the Charter School staff make home visits. These all serve as ways to inform, educate, and gather input & feedback from all critical stakeholders.

The Charter School has:

- an approved charter petition with measurable student outcomes and methods to assess student progress,
- a LCAP as a comprehensive planning tool that addresses the state priorities and locally identified priorities,
- a WASC action plan for continuous school improvement,
- a LCAP Federal Addendum to supplement the LCAP to meet the Local Educational Agency (LEA) Plan provisions of the ESSA,
- and a SPSA that documents the school's approach to maximizing the impact of federal investments in support of underserved students.

MSA-San Diego aligns its federally-funded programs with the priority goals of the school and such funds provide the opportunity to innovate. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

During the 2017-18 school year the Charter School held its periodical meetings to gather input from our stakeholders. These include 8 PTF meetings, 3 SSC meetings, at least 10 parent activities/events including five Coffee with the Principal meetings, weekly staff meetings, and other stakeholder meetings. The school conducted a family, staff, and student experience survey with specific questions

on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement. A majority of our stakeholders participated in this survey. The Charter School staff also made 65 home visits and sought feedback from the parents for school improvement.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

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

Basis for this Goal

- To ensure our students are college/career ready
- To ensure student proficiency in all courses
- To ensure students meet or exceed standard on CASSPP-ELA/Literacy and Mathematics assessments
- To ensure EL students make annual progress in learning English
- To ensure implementation of state board adopted academic content and performance standards for all students
- To ensure teachers are appropriately assigned and fully credentialed
- To ensure students have sufficient access to standards-aligned instructional materials

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome						
Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter	100%	100%						
Percentage of students who will have sufficient access to standards-aligned instructional materials	100%	100%						
Percentage of students performing proficient on the CAASPP-ELA/Literacy assessments (Grades 3-8):	2017-18 (Baseline): <table border="1" style="margin-left: 20px;"> <tr> <td>All Students: 61%</td> </tr> <tr> <td>English Learners: 6%</td> </tr> <tr> <td>Socioeconomically Disadvantaged: 41%</td> </tr> </table>	All Students: 61%	English Learners: 6%	Socioeconomically Disadvantaged: 41%	2018-19 (Expected): <table border="1" style="margin-left: 20px;"> <tr> <td>All Students: 2 percentage points up from the prior year</td> </tr> <tr> <td>English Learners: 3 percentage points up from the prior year</td> </tr> <tr> <td>Socioeconomically</td> </tr> </table>	All Students: 2 percentage points up from the prior year	English Learners: 3 percentage points up from the prior year	Socioeconomically
All Students: 61%								
English Learners: 6%								
Socioeconomically Disadvantaged: 41%								
All Students: 2 percentage points up from the prior year								
English Learners: 3 percentage points up from the prior year								
Socioeconomically								

	<p>Students with Disabilities: 22%</p> <p>African American: 37.5%</p> <p>Hispanic: 47%</p> <p>White: 67%</p>	<p>Disadvantaged: 3 percentage points up from the prior year</p> <p>Students with Disabilities: 3 percentage points up from the prior year</p> <p>Hispanic: 3 percentage points up from the prior year</p> <p>White: 3 percentage points up from the prior year</p>
<p>Change in Average Distance from Level 3 on the CASSPP-ELA/Literacy assessments (Grades 3-8)</p>	<p>2016-17 (Baseline):</p> <p>All Students: 30.9 points above level 3</p> <p>English Learners: 31.3 points below level 3</p> <p>Socioeconomically Disadvantaged: 4.1 points below level 3</p> <p>Students with Disabilities: 63.2 points below level 3</p> <p>Hispanic: 18 points above level 3</p> <p>White: 36.7 points above level 3</p>	<p>2017-18 (Expected):</p> <p>All Students: 2 points up from the prior year</p> <p>English Learners: 2 points up from the prior year</p> <p>Socioeconomically Disadvantaged: 3 points up from the prior year</p> <p>Students with Disabilities: 3 points up from the prior year</p> <p>Hispanic: 3 points up from the prior year</p> <p>White: 2 points up from the prior year</p>
<p>Percentage of students performing proficient on the CAASPP-Mathematics assessments (Grades 3-8):</p>	<p>2017-18 (Baseline):</p> <p>All Students: 51%</p> <p>English Learners: 11%</p> <p>Socioeconomically Disadvantaged: 30%</p>	<p>2018-19 (Expected):</p> <p>All Students: 2 percentage points up from the prior year</p> <p>English Learners: 3 percentage points up from the prior year</p> <p>Socioeconomically Disadvantaged: 2 percentage points up from the prior year</p>

	<p>Students with Disabilities: 27%</p> <p>Hispanic: 43%</p> <p>White: 47%</p>	<p>Students with Disabilities: 2 percentage points up from the prior year</p> <p>Hispanic: 2 percentage points up from the prior year</p> <p>White: 2 percentage points up from the prior year</p>
Change in Average Distance from Level 3 on the CASSPP-Mathematics assessments (Grades 3-8)	<p>2016-17 (Baseline):</p> <p>All Students: 26.7 points above level 3</p> <p>English Learners: 25.1 points below level 3</p> <p>Socioeconomically Disadvantaged: 12.1 points below level 3</p> <p>Students with Disabilities: 67 points below level 3</p> <p>Hispanic: 0.8 points above level 3</p> <p>White: 40.8 points above level 3</p>	<p>2017-18 (Expected):</p> <p>All Students: 3 points up from the prior year</p> <p>English Learners: 3 points up from the prior year</p> <p>Socioeconomically Disadvantaged: 3 points up from the prior year</p> <p>Students with Disabilities: 3 points up from the prior year</p> <p>Hispanic: 3 points up from the prior year</p> <p>White: 3 points up from the prior year</p>
Percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC	66%	2 percentage points up from the prior year
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually	26%	1 percentage point up from the prior year
Percentage of students who will receive a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives	90%	1 percentage point up from the prior year

PLANNED STRATEGIES/ACTIVITIES

Complete a copy of the following table for each of the school's strategies/Activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

- Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance.
- Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials.
- Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) Teachers will be provided with instructional guidance and feedback through classroom visits.

SPSA Strategy/Activity:

- Charter School will ensure that all teachers are supported with their credentialing needs and that they participate in PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment. Charter School will also monitor and evaluate teachers for their performance.

Action Steps & Person(s) Responsible:

- 1) Charter School will conduct credential review as part of teacher hiring process. (prior to the start of the school year and ongoing) (Principal, MPS Home Office)
- 2) Charter School will identify teacher credentialing needs and support teachers' credentialing needs. (prior to the start of the school year and ongoing) (Principal, MPS Home Office)
- 3) Charter School will annually review master schedule/teacher assignments to ensure compliance. (prior to the start of the school year and ongoing) (Principal)
- 4) Charter School will schedule PD in areas, including but not limited to, Common Core ELA/Literacy, math, and NGSS, and in areas of need identified through needs assessment. (ongoing) (Dean of Academics, Principal, leadership team)
- 5) 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 which includes walkthroughs, informal and formal observations and formal evaluation. (ongoing) (Dean of Academics, Principal, leadership team)
- 6) Charter School will evaluate its teachers for their performance. 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. Charter School may use evaluation results as basis and

documentation for performance pay, transfer, promotion, reassignment, or disciplinary action. (ongoing) (Home Office, principal, leadership team)

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$6,000 BTSA expenses; \$3,000 EL authorization expenses \$4,500 BTSA Mentor Stipend (\$2,000 TeachBoost fees \$28,000Professional Development (See LCAP for non-federally funded expenditures.)
Source(s)	Title I, Title II (<i>See LCAP for non-federal sources.</i>)
Budget Reference(s)	\$6,000 BTSA expenses (5000)(Base) \$3,000 EL authorization expenses (5000)(Base) \$4,500 BTSA Mentor Stipend (1000)(Base) \$2,000 TeachBoost fees (5000) (Title I) \$28,000Professional Development (5800) (See LCAP for non-federally funded expenditures.)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

LCAP Planned Actions/Services:

- Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.
- Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language

support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.

SPSA Strategy/Activity:

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

Action Steps & Person(s) Responsible:

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. (ongoing) (Dean of Academics, EL coordinator, leadership team)

a) The data office will create a report of identified ELs by class. The report will include students' ELPAC levels including overall and subtest data and be given to all teachers. (prior to the start of the school year) (Office, EL coordinator, leadership team)

b) ELD time will be built into in the master schedule. (prior to the start of the school year) (Dean of Academics, Principal)

c) Charter School will purchase supplementary ELD materials and benchmark assessments. (prior to the start of the school year) (Dean of Academics, Principal)

d) Charter School will schedule and provide training for instructional staff and schedule follow up professional development activities. (ongoing) (Dean of Academics, EL coordinator, leadership team)

2) 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) (ELA/ELD teachers, EL coordinator, Dean of Academics, RTI coordinator)

3) Teachers and the leadership team will monitor student progress in ELD as measured by in-class/benchmark assessments. (ELA/Literacy and math monitoring via MAP tests, IABs, etc.)

4) The EL program coordinator sponsored by the Title III consortium lead will monitor MPS protocol for teacher observation and feedback regarding the implementation of the ELD program monthly. (ongoing) (Title III Consortium lead EL program coordinator, leadership team)

5) The EL program coordinator sponsored by the Title III consortium lead will evaluate the EL services at the school at least semesterly. (ongoing) (Title III Consortium lead EL program coordinator, leadership team)

NOTE: Charter School is a member of the Magnolia Science Academy consortium for Title III EL 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.

Proposed Expenditures for this Strategy/Activity

Amount(s)

(See LCAP for non-federally funded expenditures.)

Source(s)

(See LCAP for non-federal sources.)

Budget Reference(s)

(See LCAP for non-federally funded expenditures.)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

- During the day, Charter School will provide additional supports and interventions to all students, including ELs.
- Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.
- Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.

SPSA Strategy/Activity:

- Charter School will provide CCSS aligned ELA and math instruction, support and intervention to all students, including ELs and immigrant students, and monitor student progress in ELA/Literacy and math as measured by the interim assessments (MAP, IAB, etc.)

Action Steps & Person(s) Responsible:

- 1) Teachers will provide CCSS aligned ELA and math instruction. (ongoing) (Teachers, leadership team)
- 2) 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) (Dean of Academics, RTI coordinator, leadership team)
 - a) Charter School will use the MAP test and teacher feedback to identify and place students in ELA and Math intervention groups and classes. (within the first month of the school year)
 - b) Students will be provided with targeted CCSS aligned ELA and math intervention during the daily Intervention period, once a week after school and on Saturdays to meet the students' needs. (ongoing)
- 3) Charter School will select a research-based reading intervention and math 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) (ELA Dept. Chair, Math Dept. Chair, Dean of Academics, RTI coordinator, leadership team)
 - a) Charter School will select reading and math intervention materials and resources. (prior to the start of the school year)
 - b) Charter School will purchase supplementary instructional materials and benchmark assessments. (prior to the start of the school year)
 - c) 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)
- 4) Teachers and the leadership team will monitor student progress in ELA and math as measured by in-class/benchmark assessments, MAP and IABs. (ongoing) (Teachers, ELA Dept. Chair, Dean of Academics, RTI coordinator, leadership team)
 - a) Teachers will implement the MAP test in the fall and spring and IABs during the year to measure student growth in ELA/Literacy and math. (fall and spring; ongoing)
 - b) Charter School will purchase supplementary instructional materials and benchmark assessments.

(prior to the start of the school year)

c) 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)

Proposed Expenditures for this Strategy/Activity

Amount(s)

\$30,000 EL support staff salary
\$10,000 Benefits
2,000 EL supplemental materials
(See LCAP for non-federally funded expenditures.)

Source(s)

Title I (See LCAP for non-federal sources.)

Budget Reference(s)

\$30,000 EL support staff salary (1000)(S&C)
\$10,000 Benefits (3000)(S&C)
2,000 EL supplemental materials (4000)(Title I)
(See LCAP for non-federally funded expenditures.)

Goal 2

INNOVATION: All students will become independent, innovative scholars.

Basis for this Goal

- To provide students with a well-rounded education including programs such as STEM, arts, and civics
- To increase student access to a broad course of study
- To offer innovative courses and programs
- To ensure student participation and achievement in innovative courses and programs
- To support the effective use of technology

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	100%	100%
Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	100%	100%
Percentage of students enrolled in the Charter School's grades 6-8 who take the Accelerated and/or Advanced Math class and/or Advanced Math club	24%	20%
Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study	100%	100%
Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo	100%	100%

PLANNED STRATEGIES/ACTIVITIES

Complete a copy of the following table for each of the school's strategies/Activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

- Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.

- Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.

SPSA Strategy/Activity:

- Charter School will provide students with a well-rounded education including programs such as health and physical education, arts , world languages, robotics, engineering , band and graphic design

Action Steps & Person(s) Responsible:

- 1) In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, clubs, health and physical education, arts, world languages, robotics, engineering, band and graphic design , etc. (ongoing) (Dean of Academics, Principal, MPS Home Office)
- 2) Charter School will strive to provide our students with experiential learning opportunities, including but not limited to, instructional field trips, community service programs, etc. (ongoing) (Leadership Team, MPS Home Office)

Proposed Expenditures for this Strategy/Activity

Amount(s)	<i>\$50,000 Field trip expenses (See LCAP for non-federally funded expenditures.)</i>
Source(s)	<i>Title I, Title IV (See LCAP for non-federal sources.)</i>
Budget Reference(s)	<i>\$50,000 Field trip expenses (5000)(Donations) (See LCAP for non-federally funded expenditures.)</i>

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

- Charter School will offer Accelerated and/or Advanced Math class and/or Advanced Math club to students in grades 6-8.
- Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements.

SPSA Strategy/Activity:

- Charter School will provide students with STEAM focused programs such as science fairs, Maker Fairs, STEAM Expos advanced math courses/clubs, and engineering activities.

Action Steps & Person(s) Responsible:

- 1) Charter School will design its master schedule to include Accelerated and Advanced math classes/clubs. (prior to the start of the school year and ongoing) (Dean of Academics, Principal, MPS Home Office)
- 2) Charter School teachers will mentor students with STEAM focused projects, experiments, models or demos in their classes. (ongoing) (Teachers, Dean of Academics, Principal, MPS Home Office)
- 3) Charter School will organize a STEAM Festival/EXPO (San Diego STEAM Expo) and also provide students with information and access to quality out-of-school STEAM activities and achievements. (ongoing) (Science Dept. Chair, Dean of Academics, Principal, MPS Home Office)
- 4) Charter School will design and implement engineering-related courses and activities, such as Robotics/Engineering class, Robotics club, future city club etc. (prior to the start of the school year and ongoing) (Science Dept. Chair, Dean of Academics, Principal, MPS Home Office)

Proposed Expenditures for this Strategy/Activity

Amount(s)	<p><i>\$6,000 Science materials</i></p> <p><i>\$4,500 Academic competitions, steam expo expenses</i></p> <p><i>(See LCAP for non-federally funded expenditures.)</i></p>
Source(s)	<p><i>Title IV (See LCAP for non-federal sources.)</i></p>
Budget Reference(s)	<p><i>\$6,000 Science materials (4000)(Base)</i></p> <p><i>\$4,500 Academic competitions, steam expo expenses (5000) Base</i></p> <p><i>(See LCAP for non-federally funded expenditures.)</i></p>

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

- Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.

SPSA Strategy/Activity:

- Charter School will ensure that technology supports instruction.

Action Steps & Person(s) Responsible:

1) Charter School will assure that students have physical access, support, and time to use classroom, school, and community resources, including instructional materials and technology. (prior to the start of the school year and ongoing) (Teachers, Dean of Academics, Principal)

2) Teachers will use accessible technology tools and other resources on a regular basis to engage and enhance learning and to differentiate instruction to meet the needs of every student. Teachers will effectively use challenging resources that are mentally, visually, aurally, and kinesthetically stimulating. (Ex: internet, PowerPoint, interactive white boards, document camera, multimedia, educational software, interactive games and simulations, apps, class website, lab materials, manipulatives, assistive technology, etc.) (ongoing) (Teachers, Dean of Academics, Principal)

3) Teachers and students will keep up to date with technology and blended learning practices. Teachers will model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law and student maintaining internet security. Teachers will provide resources and instructional materials that require cognitive engagement. Students will choose, adapt, or create materials to extend learning. (ongoing) (Teachers, Dean of Academics, Principal)

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$20,000 Chromebooks; <i>(See LCAP for non-federally funded expenditures.)</i>
Source(s)	Title I, Title IV <i>(See LCAP for non-federal sources.)</i>
Budget Reference(s)	\$20,000 Chromebooks (4000)(Title I) <i>(See LCAP for non-federally funded expenditures.)</i>

Goal 3

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

Basis for this Goal

- To seek parent input in making decisions for the Charter School
- To promote parental participation in programs
- To increase student attendance
- To avoid chronic absenteeism
- To avoid middle school dropout
- To avoid high school dropout
- To increase high school graduation rate
- To avoid student suspension
- To avoid student expulsion

To increase the sense of safety and school connectedness

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome						
Number of SSC meetings per year	3	4						
Number of PTF meetings per year	8	4						
Number of activities/events for parent involvement per year	5	5						
Frequency of SIS record updates	Daily/Weekly	Daily/Weekly						
Number of progress reports sent to parents per year	4	4						
Percentage of students who have been home-visited by the teachers per year	16%	15%						
ADA rate	95.8%	97%						
Chronic absenteeism rate	10%	8%						
Middle school dropout rate	0%	0%						
Student suspension rate	3%	2%						
Student expulsion rate	0%	0%						
School experience survey participation rates	<table border="1"> <tr><td>Students: 89%</td></tr> <tr><td>Families: 52%</td></tr> <tr><td>Staff: 87%</td></tr> </table>	Students: 89%	Families: 52%	Staff: 87%	<table border="1"> <tr><td>Students: 85%</td></tr> <tr><td>Families: 55%</td></tr> <tr><td>Staff: 85%</td></tr> </table>	Students: 85%	Families: 55%	Staff: 85%
Students: 89%								
Families: 52%								
Staff: 87%								
Students: 85%								
Families: 55%								
Staff: 85%								
School experience survey average approval rates	<table border="1"> <tr><td>Students: 66%</td></tr> <tr><td>Families: 92%</td></tr> <tr><td>Staff: 84%</td></tr> </table>	Students: 66%	Families: 92%	Staff: 84%	<table border="1"> <tr><td>Students: 70%</td></tr> <tr><td>Families: 95%</td></tr> <tr><td>Staff: 85%</td></tr> </table>	Students: 70%	Families: 95%	Staff: 85%
Students: 66%								
Families: 92%								
Staff: 84%								
Students: 70%								
Families: 95%								
Staff: 85%								

PLANNED STRATEGIES/ACTIVITIES

Complete a copy of the following table for each of the school's strategies/Activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

- Charter School will seek parent input in making decisions for the school through quarterly SSC, and PTF meetings.
- Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.
- Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level.
- Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.
- Charter School will annually administer school experience surveys to students, parents, and staff.

SPSA Strategy/Activity:

- Charter School will pursue an integrated strategy to support the exchange of information, purposeful interaction, and meaningful participation between the school, families, and community partners to support student learning and achievement. This will include but not be limited to SSC and PTF meetings, parent activities/events, web portal, home-visits, and school experience surveys.

Action Steps & Person(s) Responsible:

- 1) Charter School will schedule at least quarterly SSC, and PTF meetings. (ongoing) (Leadership team, Principal)
- 2) Charter School will communicate with the parents of academically under-performing students, inviting them for parent conferences. (in fall and spring; ongoing) (Teachers, Dean of Academics, Principal)
- 3) Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL students and immigrant 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) (EL Coordinator, Leadership team)
- 4) Charter School teachers will schedule and make home-visits. Teachers will document the visits, evaluate them and share necessary information with the appropriate staff (grade level team, counselor, administrator, etc.) (ongoing) (Teachers, Principal)
- 5) Charter School will use an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and students' own strengths and weaknesses. This feedback instrument will provide teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement.

Proposed Expenditures for this Strategy/Activity

Amount(s)

\$1,500 School Messenger notification program

\$6,000 Home visit compensation

Source(s)	(See LCAP for non-federally funded expenditures.)
Budget Reference(s)	Title I (See LCAP for non-federal sources.) \$1500 School Messenger communication software (5000)(Title I); \$6,000 Home visit compensation (1000)(Title I) \$ (See LCAP for non-federally funded expenditures.)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

- Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs.
- Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.
- Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.
- Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.

SPSA Strategy/Activity:

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

Action Steps & Person(s) Responsible:

- 1) Charter School will implement restorative practices and Positive Behavioral Interventions and Supports (PBIS). (ongoing) (Teachers, Dean of Students, leadership team)
 - a) Charter School will implement restorative practices, PBIS, and alternatives to suspension. (ongoing)
 - b) Charter School will implement a positive behavior reward system and use its SIS for monitoring it. (ongoing)
- 2) Charter School will offer Life Skills program to supplement instruction. (ongoing) (Teachers, Dean of Students, leadership team)
- 3) Charter School will connect students and families with resources for social-emotional and behavioral support.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$3,000 PD on PBIS, restorative practices, and classroom management; <i>(See LCAP for non-federally funded expenditures.)</i>
Source(s)	Title I <i>(See LCAP for non-federal sources.)</i>
Budget Reference(s)	\$3,000 PD on PBIS, restorative practices, and classroom management (5000)(Base) <i>(See LCAP for non-federally funded expenditures.)</i>

Annual Review and Update

SPSA Year Reviewed: 2017–18

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed.

Goal 1

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

ANNUAL MEASURABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes									
Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter	100%	100%									
Percentage of students who will have sufficient access to standards-aligned instructional materials	100%	100%									
Percentage of students performing proficient on the CAASPP-ELA/Literacy assessments (Grades 3-8):	2017-18 (Expected): <table border="1" style="margin-left: 20px;"> <tr> <td>All Students: 3 percentage points up from the prior year</td> </tr> <tr> <td>English Learners: 5 percentage points up from the prior year</td> </tr> <tr> <td>Socioeconomically Disadvantaged: 5 percentage points up from the prior year</td> </tr> <tr> <td>Students with Disabilities: 5</td> </tr> </table>	All Students: 3 percentage points up from the prior year	English Learners: 5 percentage points up from the prior year	Socioeconomically Disadvantaged: 5 percentage points up from the prior year	Students with Disabilities: 5	2016-17 (Baseline): <table border="1" style="margin-left: 20px;"> <tr> <td>All Students: 69%</td> </tr> <tr> <td>English Learners: 46%</td> </tr> <tr> <td>Socioeconomically Disadvantaged: 54%</td> </tr> <tr> <td>Students with Disabilities: 23%</td> </tr> <tr> <td>Hispanic: 61%</td> </tr> </table>	All Students: 69%	English Learners: 46%	Socioeconomically Disadvantaged: 54%	Students with Disabilities: 23%	Hispanic: 61%
All Students: 3 percentage points up from the prior year											
English Learners: 5 percentage points up from the prior year											
Socioeconomically Disadvantaged: 5 percentage points up from the prior year											
Students with Disabilities: 5											
All Students: 69%											
English Learners: 46%											
Socioeconomically Disadvantaged: 54%											
Students with Disabilities: 23%											
Hispanic: 61%											

	<p>percentage points up from the prior year</p> <p>Hispanic: 3 percentage points up from the prior year</p> <p>White: 3 percentage points up from the prior year</p>	<p>White: 71%</p> <p>2017-18 (Actual):</p> <p>All Students: 8 percentage points down from the prior year</p> <p>English Learners: 10 percentage points down from the prior year</p> <p>Socioeconomically Disadvantaged: 13.5 percentage points down from the prior year</p> <p>Students with Disabilities: 1.3 percentage points down from the prior year</p> <p>Hispanic: 14 percentage points down from the prior year</p> <p>White: 3.45 percentage points down from the prior year</p>
<p>Change in Average Distance from Level 3 on the CASSPP-ELA/Literacy assessments (Grades 3-8)</p>	<p>2017-18 (Expected):</p> <p>All Students: 3 points up from the prior year</p> <p>English Learners: 3 points up from the prior year</p> <p>Socioeconomically Disadvantaged: 3 points up from the prior year</p> <p>Students with Disabilities: 3 points up from the prior year</p> <p>Hispanic: 3 points up from the prior year</p> <p>White: 3 points up from the</p>	<p>2017-18 CA School Dashboard data is not available at this time.</p> <p>2016-17 (Actual):</p> <p>All Students: 3 points up from the prior year</p> <p>English Learners: 3 points up from the prior year</p> <p>Socioeconomically Disadvantaged: 3 points up from the prior year</p> <p>Students with Disabilities: 3 points up from the prior year</p> <p>Hispanic: 3 points up from</p>

	<p>prior year</p>	<p>the prior year</p> <p>White: 3 points up from the prior year</p>
<p>Percentage of students performing proficient on the CAASPP-Mathematics assessments (Grades 3-8):</p>	<p>2017-18 (Expected):</p> <p>All Students: 5 percentage points up from the prior year</p> <p>English Learners: 5 percentage points up from the prior year</p> <p>Socioeconomically Disadvantaged: 5 percentage points up from the prior year</p> <p>Students with Disabilities: 5 percentage points up from the prior year</p> <p>Homeless: 5 percentage points up from the prior year</p> <p>African American: 5 percentage points up from the prior year</p> <p>Hispanic: 5 percentage points up from the prior year</p> <p>White: 5 percentage points up from the prior year</p>	<p>2016-17 (Baseline):</p> <p>All Students: 59%</p> <p>English Learners: 23%</p> <p>Socioeconomically Disadvantaged: 42%</p> <p>Students with Disabilities: 25%</p> <p>Hispanic: 47%</p> <p>White: 65%</p> <p>2017-18 (Actual):</p> <p>All Students: 7 percentage points down from the prior year</p> <p>English Learners: 9.8 percentage points down from the prior year</p> <p>Socioeconomically Disadvantaged: 13.5 percentage points down from the prior year</p> <p>Students with Disabilities: 1.3 percentage points down from the prior year</p> <p>African American: 23.61 percentage points down from the prior year</p> <p>Hispanic: 14 percentage points down from the prior year</p> <p>White: 3.4 percentage points</p>

		down from the prior year																
Change in Average Distance from Level 3 on the CASSPP-Mathematics assessments (Grades 3-8)	<p>2017-18 (Expected):</p> <table border="1"> <tr><td>All Students: 3 points up from the prior year</td></tr> <tr><td>English Learners: 3 points up from the prior year</td></tr> <tr><td>Socioeconomically Disadvantaged: 3 points up from the prior year</td></tr> <tr><td>Students with Disabilities: 3 points up from the prior year</td></tr> <tr><td>Homeless: 3 points up from the prior year</td></tr> <tr><td>African American: 3 points up from the prior year</td></tr> <tr><td>Hispanic: 3 points up from the prior year</td></tr> <tr><td>White: 3 points up from the prior year</td></tr> </table>	All Students: 3 points up from the prior year	English Learners: 3 points up from the prior year	Socioeconomically Disadvantaged: 3 points up from the prior year	Students with Disabilities: 3 points up from the prior year	Homeless: 3 points up from the prior year	African American: 3 points up from the prior year	Hispanic: 3 points up from the prior year	White: 3 points up from the prior year	<p>2017-18 CA School Dashboard data is not available at this time.</p> <p>2016-17 (Actual):</p> <table border="1"> <tr><td>All Students: 3 points up from the prior year</td></tr> <tr><td>English Learners: 3 points up from the prior year</td></tr> <tr><td>Socioeconomically Disadvantaged: 3 points up from the prior year</td></tr> <tr><td>Students with Disabilities: 3 points up from the prior year</td></tr> <tr><td>Homeless: 3 points up from the prior year</td></tr> <tr><td>African American: 3 points up from the prior year</td></tr> <tr><td>Hispanic: 3 points up from the prior year</td></tr> <tr><td>White: 3 points up from the prior year</td></tr> </table>	All Students: 3 points up from the prior year	English Learners: 3 points up from the prior year	Socioeconomically Disadvantaged: 3 points up from the prior year	Students with Disabilities: 3 points up from the prior year	Homeless: 3 points up from the prior year	African American: 3 points up from the prior year	Hispanic: 3 points up from the prior year	White: 3 points up from the prior year
All Students: 3 points up from the prior year																		
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Students with Disabilities: 3 points up from the prior year																		
Homeless: 3 points up from the prior year																		
African American: 3 points up from the prior year																		
Hispanic: 3 points up from the prior year																		
White: 3 points up from the prior year																		
Percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC	2 percentage points up from the prior year	<p>2017-18 English Learner Progress Indicator (ELPI) data is not available at this time.</p> <table border="1"> <tr> <td>2016-17 (Baseline)</td> <td>76.9</td> </tr> <tr> <td>2017-18 (Projected)</td> <td>2 percentage points up from the prior year</td> </tr> </table>	2016-17 (Baseline)	76.9	2017-18 (Projected)	2 percentage points up from the prior year												
2016-17 (Baseline)	76.9																	
2017-18 (Projected)	2 percentage points up from the prior year																	
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually	7 percentage point up from the prior year	<table border="1"> <tr> <td>2016-17 (Baseline)</td> <td>16%</td> </tr> <tr> <td>2017-18 (Actual)</td> <td>26%</td> </tr> </table>	2016-17 (Baseline)	16%	2017-18 (Actual)	26%												
2016-17 (Baseline)	16%																	
2017-18 (Actual)	26%																	
Percentage of students who will receive a grade of "C" or better (or perform "proficient")	90%	(Actual)91%																

on the related state standardized tests) in core subjects and electives

STRATEGIES/ACTIVITIES

Duplicate the Strategies/Activities from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> Charter School will ensure that all teachers are supported with their credentialing needs and that they participate in PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment. Charter School will also monitor and evaluate teachers for their performance. 	<ul style="list-style-type: none"> We have supported our teachers with their credentialing needs. Teachers participated in PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment. We also monitored and evaluated all our teachers for their performance. 	2017-18: \$6,000 BTSA expenses (5000)(Title II); \$10,000 Professional Development (5800) (Title I); \$2,000 TeachBoost fees (5000) <i>(See LCAP for non-federally funded expenditures.)</i>	2017-18: \$6,000 BTSA expenses (5000)(Title II); \$10,000 Professional Development (5800) (Title I); \$2,000 TeachBoost fees (5000) <i>(See LCAP for non-federally funded expenditures.)</i>

Strategy/Activity 2

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> Charter School will provide CCSS aligned ELA and math instruction and ELD instruction, support and intervention to ELs and immigrant students, and monitor student progress in ELA/Literacy, math, and ELD as measured by the MAP tests and other assessments. 	<ul style="list-style-type: none"> Charter School provided CCSS aligned ELA and math instruction and ELD instruction, support and intervention to ELs, and monitored student progress in ELA/Literacy, math, and ELD as measured by the MAP tests and other assessments. 	2017-18: \$1500 EL supplemental materials (4000)(Title I); \$1500 Focused PD on ELD standards (5800)(Title I) <i>(See LCAP for non-federally funded expenditures.)</i>	2017-18: \$1500 EL supplemental materials (4000)(Title I); \$1500 Focused PD on ELD standards (5800)(Title I) <i>(See LCAP for non-federally funded expenditures.)</i>

Strategy/Activity 3

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
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<p>• Charter School will provide CCSS aligned ELA and math instruction, support and intervention to all students, including ELs and immigrant students, and monitor student progress in ELA/Literacy and math as measured by the interim assessments (MAP, IAB, etc.)</p>	<p>• Charter School provided CCSS aligned ELA and math instruction, support and intervention to all students, including ELs, and monitored student progress in ELA/Literacy and math as measured by the interim assessments (MAP, IAB, etc.)</p>	<p>2017-18: \$2,300 Title I for MAP test \$8,000 for 3 ELA teachers for 5% \$1,500 Title I for supplementary instructional materials: Books , Rosetta Stone and Read naturally \$6000 for ELA assistant \$1500 Title I for PD in ELA support and interventions \$5,000 Title I for supplementary instructional materials: Membean <i>(See LCAP for non-federally funded expenditures.)</i></p>	<p>2017-18: \$2,300 Title I for MAP test \$8,000 for 3 ELA teachers for 5% \$1,500 Title I for supplementary instructional materials: Books , Rosetta Stone and Read naturally \$6000 for ELA assistant \$1500 Title I for PD in ELA support and interventions \$5,000 Title I for supplementary instructional materials: Membean <i>(See LCAP for non-federally funded expenditures.)</i></p>
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ANALYSIS

Complete a copy of the following table for each of the school’s goals from the prior year SPSA. Duplicate the table as needed.

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our EXCELLENCE goal. We supported our teachers with their credentialing and PD needs; we offer standards-based instruction and our students have sufficient access to standards-aligned instructional materials; we regularly review student performance data and progress towards targets with our staff and continue to provide additional supports and interventions to all students, including ELs, during the school day, after school hours, and on Saturday; we provide our ELs with designated and integrated EL instruction.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The actions/services have not been as effective as planned and based on measured progress towards our annual measurable outcomes. Due to the facility move process and midyear teacher change there is a slight decrease in the Math and English data. Last year we had Power Math and English classes but the data showed that power classes were not as effective as we thought. This is mostly due to them being an alternative to Electives. This year we will focus on effective tutoring and Saturday classes to close the gap.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

We only have minor differences between Budgeted and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes with new performance targets for the upcoming school year based on input from all stakeholders and available data through surveys and student performance data. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Strategies, & Proposed Expenditures section of the SPSA.

Goal 2

INNOVATION: All students will become independent, innovative scholars.

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator

Expected Outcomes

Actual Outcomes

Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	100%	100%
Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	100%	100%
Percentage of students enrolled in the Charter School's grades 6-8 who take the Accelerated and/or Advanced Math class and/or Advanced Math club	5%	24%
Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study	100%	100%
Percentage of students who will have created	80%	100%

or demonstrated a STEAM focused project, experiment, model or demo

STRATEGIES/ACTIVITIES

Duplicate the Strategies/Activities from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> Charter School will provide students with a well-rounded education including programs such as health and physical education, and electives. 	<ul style="list-style-type: none"> Charter School provided students with a well-rounded education including programs such as health and physical education, arts and electives. 	2017-18: <i>(See LCAP for non-federally funded expenditures.)</i>	2017-18: <i>(See LCAP for non-federally funded expenditures.)</i>

Strategy/Activity 2

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> Charter School will provide students with STEAM focused programs such as science fairs, advanced math courses/clubs, and engineering activities. 	<ul style="list-style-type: none"> Charter School provided students with STEAM focused programs such as science fairs, advanced math courses/clubs, and engineering activities. 	2017-18: <i>(See LCAP for non-federally funded expenditures.)</i>	2017-18: <i>(See LCAP for non-federally funded expenditures.)</i>

Strategy/Activity 3

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> Charter School will ensure that technology supports instruction. 	<ul style="list-style-type: none"> Charter School provided technology to support instruction (Chromebooks, document cameras, mimio smart board) 	2017-18: <i>(See LCAP for non-federally funded expenditures.)</i>	2017-18: <i>(See LCAP for non-federally funded expenditures.)</i>

ANALYSIS

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed.

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our INNOVATION goal. We provide courses, electives, programs, and services outlined in our charter petition, certain programs and services being dependent on student need and interest;

our master schedule is designed to meet the needs of all students; we provide opportunities for online and dual enrollment; we offer Advanced Math and Computer Technology classes; and provide opportunities for students to create or demonstrate a STEAM focused project, experiment, model or demo.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The actions/services have been effective as measured by progress towards our annual measurable outcomes. Based on staff and student and parent feedback we changed the elective schedule from 2 day and 3 day electives model to 5 day electives.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

We only have minor differences between Budgeted and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our budget for the upcoming school year based on technology needs and input from all stakeholders. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Strategies, & Proposed Expenditures section of the SPSA.

Goal 3

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

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator

Expected Outcomes

Actual Outcomes

Number of SSC meetings per year	4	3
Number of PTF meetings per year	4	4
Number of activities/events for parent involvement per year	5	5
Frequency of SIS record updates	Daily/Weekly	Daily/Weekly
Number of progress reports sent to parents per year	4	4
Percentage of students who have been home-	12%	16%

visited by the teachers per year								
ADA rate	96.5%	95.8%						
Chronic absenteeism rate	10%	10%						
Middle school dropout rate	0%	0%						
Student suspension rate	1%	3%						
Student expulsion rate	0%	0%						
School experience survey participation rates	<table border="1"> <tr> <td>Students: 85%</td> </tr> <tr> <td>Families: 55%</td> </tr> <tr> <td>Staff: 85%</td> </tr> </table>	Students: 85%	Families: 55%	Staff: 85%	<table border="1"> <tr> <td>Students: 89%</td> </tr> <tr> <td>Families: 52%</td> </tr> <tr> <td>Staff: 87%</td> </tr> </table>	Students: 89%	Families: 52%	Staff: 87%
Students: 85%								
Families: 55%								
Staff: 85%								
Students: 89%								
Families: 52%								
Staff: 87%								
School experience survey average approval rates	<table border="1"> <tr> <td>Students: 85%</td> </tr> <tr> <td>Families: 95%</td> </tr> <tr> <td>Staff: 85%</td> </tr> </table>	Students: 85%	Families: 95%	Staff: 85%	<table border="1"> <tr> <td>Students: 66%</td> </tr> <tr> <td>Families: 92%</td> </tr> <tr> <td>Staff: 84%</td> </tr> </table>	Students: 66%	Families: 92%	Staff: 84%
Students: 85%								
Families: 95%								
Staff: 85%								
Students: 66%								
Families: 92%								
Staff: 84%								

STRATEGIES/ACTIVITIES

Duplicate the Strategies/Activities from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> Charter School will pursue an integrated strategy to support the exchange of information, purposeful interaction, and meaningful participation between the school, families, and community partners to support student learning and achievement. This will include but not be limited to SSC, ELAC, and PTF meetings, parent activities/events, web portal, home-visits, and school experience surveys. 	<ul style="list-style-type: none"> We held regular SSC, and PTF meetings and parent activities/events. We communicated with the parents of academically under-performing students, inviting them for parent conferences. Our teachers used the school web portal actively and conducted home-visits. The school implemented the school experience surveys. 	2017-18: \$1,500 School Messenger communication software (5000)(Title I); \$5,000 Home visit compensation (1000)(Title I); <i>(See LCAP for non-federally funded expenditures.)</i>	2017-18: \$1,500 School Messenger communication software (5000)(Title I); \$6,000 Home visit compensation (1000)(Title I); <i>(See LCAP for non-federally funded expenditures.)</i>

Strategy/Activity 2

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> Charter School will implement policies that encourage and support student attendance, positive student behavior and improvements. Charter School teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. 	<ul style="list-style-type: none"> Charter School implemented policies that encourage and support student attendance, positive student behavior and improvements. Our teachers implemented PBIS. We offered Life Skills program to supplement instruction and connected students and families with resources for social-emotional and behavioral support. 	2017-18: \$2,000 PD on PBIS, restorative practices, and classroom management (5000)(Title I); <i>(See LCAP for non-federally funded expenditures.)</i>	2017-18: \$2,000 PD on PBIS, restorative practices, and classroom management (5000)(Title I); <i>(See LCAP for non-federally funded expenditures.)</i>

ANALYSIS

Complete a copy of the following table for each of the school’s goals from the prior year SPSA. Duplicate the table as needed.

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our CONNECTION goal. We have held quarterly SSC, and PTF meetings; hosted parent activities/events; provided parents with access to our SIS; visited our students at their homes; encouraged and supported student attendance; provided support to ensure timely high school graduation; implemented alternatives to suspension/expulsion, including restorative practices; acknowledged and encouraged positive student behavior and improvements; and administered school experience surveys to our students, parents, and staff.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The actions/services have been effective as measured by progress towards our annual measurable outcomes. We exceeded our goal in home visits and surveys but we couldn’t meet our suspension goal and SSC meeting goal.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

We only have minor differences between Budgeted and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes for school experience survey average approval rates. Based on input from all stakeholders, we will continue to hold events that promote parental participation as well as parent training activities. We will focus on acknowledging positive student

behavior and restorative practices. We will continue to offer PD to our teachers on classroom management and student engagement procedures to help create an atmosphere of trust, respect, and high expectations. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Strategies, & Proposed Expenditures section of the SPSA.

Budget Summary and Consolidation

Complete the table below. Schools may include additional information or more detail. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$40,361 (excluding Title III Consortium funds)
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$40,361

Consolidation of Funds

List the Federal programs that the school is consolidating in the schoolwide program. Adjust the table as needed.

Federal Programs	Allocation (\$)
Title I, Part A: School Allocation	\$32,957
Title II, Part A: Supporting Effective Instruction	\$7,404
Title III, Part A: Language Instruction for English Learners and Immigrate Youth	
Title IV Part A: Student Support and Academic Enrichment Grants	

Subtotal of consolidated federal funds for this school: \$40,361

List the State and local programs that the school is consolidating in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF Base Revenue	\$2,802,971

Supplemental and Concentration Grant Funds	\$144,758
[List state or local program here]	[\$[Enter amount here]
[List state or local program here]	[\$[Enter amount here]
[List state or local program here]	[\$[Enter amount here]

Subtotal of consolidated state or local funds for this school: \$2,947,729

Total of consolidated (federal, state, and/or local) funds for this school: \$2,988,090

Addendum

The Single Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to *EC* 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available

at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in *EC* Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to *EC* Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in *EC* Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: *EC* sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
 - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
 - c. the devotion of sufficient resources to effectively carry out professional development activities; and

- d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation

Title I, Part A: School Parent and Family Engagement Allocation

Title I, Part A: Targeted Support and Improvement Allocation

Title I, Part C: Education of Migratory Children

Title II, Part A: Supporting Effective Instruction

Title III, Part A: Language Instruction for English Learners and Immigrate Youth

Title IV Part A: Student Support and Academic Enrichment Grants

Title IV Part B: 21st Century Community Learning Centers

Title V, Part B: Rural Education Initiative

Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program

American Indian Education

Child Development Programs

Economic Impact Aid/State Compensatory Education (carryover funds)

Economic Impact Aid/Limited English Proficient (carryover funds)

California Foster Youth Services

California Partnership Academies

California Tobacco-Use Prevention Education Program

School Year: 2018-19

Single Plan for Student Achievement (SPSA)

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Addendum.

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Magnolia Science Academy-Santa Ana	30-76893-0130765	10/30/18	11/08/18

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

In order to promote learning and provide a more positive learning experience for our students, MSA-SA has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our annual SPSA.

Information/input sessions include Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Admin team meetings, Board of Directors meetings, Principal meetings, and staff meetings. Parents on our PTF and SSC also serve as our parent advisory committee for Local Control and Accountability Plan (LCAP). Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our parent advisory committee and ELAC provide valuable input for the new SPSA. In addition, the Charter School conducts surveys for parents, students, and staff, and the Charter School staff make home visits. These all serve as ways to inform, educate, and gather input & feedback from all critical stakeholders.

The Charter School has:

- an approved charter petition with measurable student outcomes and methods to assess student progress,
- a LCAP as a comprehensive planning tool that addresses the state priorities and locally identified priorities,
- a WASC action plan for continuous school improvement,
- a LCAP Federal Addendum to supplement the LCAP to meet the Local Educational Agency (LEA) Plan provisions of the ESSA,
- and a SPSA that documents the school's approach to maximizing the impact of federal investments in support of underserved students.

MSA-SA aligns its federally-funded programs with the priority goals of the school and such funds provide the opportunity to innovate. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

During the 2017-18 school year the Charter School held its periodical meetings to gather input from our stakeholders. These include 8 PTF meetings, 4 SSC meetings, 4 ELAC meetings, at least 6 parent activities/events including two Coffee with the Admin Team meetings, weekly staff meetings, and other stakeholder meetings. The school conducted a family, staff, and student experience survey

with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement. A majority of our stakeholders participated in this survey. The Charter School staff also made 125 home visits and sought feedback from the parents for school improvement.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school’s goals. Duplicate the table as needed.

Goal 1

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

Basis for this Goal

- To ensure our students are college/career ready
- To ensure student proficiency in all courses
- To ensure students meet or exceed standard on CASSPP-ELA/Literacy and Mathematics assessments
- To ensure EL students make annual progress in learning English
- To ensure implementation of state board adopted academic content and performance standards for all students
- To ensure teachers are appropriately assigned and fully credentialed
- To ensure students have sufficient access to standards-aligned instructional materials

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter	100%	100%
Percentage of students who will have sufficient access to standards-aligned instructional materials	100%	100%

Percentage of students performing proficient on the CAASPP-ELA/Literacy assessments (Grades 3-8):

2017-18 (Baseline):

All Students: 47%
English Learners: 3%
Socioeconomically Disadvantaged: 44%
Students with Disabilities: 7%
Homeless: 50%
Hispanic: 43%
White: 74%

2018-19 (Expected):

All Students: 3 percentage points up from the prior year
English Learners: 3 percentage points up from the prior year
Socioeconomically Disadvantaged: 3 percentage points up from the prior year
Students with Disabilities: 3 percentage points up from the prior year
Homeless: 3 percentage points up from the prior year
Hispanic: 3 percentage points up from the prior year
White: 3 percentage points up from the prior year

Change in Average Distance from Level 3 on the CASSPP-ELA/Literacy assessments (Grades 3-8)

2016-17 (Baseline):

All Students: 20 points below level 3
English Learners: 46.2 points below level 3
Socioeconomically Disadvantaged: 29 points below level 3
Students with Disabilities: 102.5 points below level 3
Homeless: 51 points below level 3
Hispanic: 30.7 points below level 3
White: 52.2 points below level 3

2017-18 (Expected):

All Students: 3 points up from the prior year
English Learners: 3 points up from the prior year
Socioeconomically Disadvantaged: 3 points up from the prior year
Students with Disabilities: 3 points up from the prior year
Homeless: 3 points up from the prior year
Hispanic: 3 points up from the prior year
White: 3 points up from the prior year

Percentage of students meeting their growth targets on the MAP-Reading assessment (Grades 3-10)

2017-18 (Baseline):

All Students: 47.5%
English Learners: 40.14%
Socioeconomically Disadvantaged: 45.54%
Hispanic: 43.23%

2018-19 (Expected):

All Students: 5 percentage points up from the prior year
English Learners: 5 percentage points up from the prior year
Socioeconomically Disadvantaged: 5 percentage points up from the prior year
Students with Disabilities: 5 percentage points up from the prior year
Homeless: 5 percentage points up from the prior year
Hispanic: 5 percentage points up from the prior year
White: 5 percentage points up from the prior year

<p>Percentage of students performing proficient on the CAASPP-Mathematics assessments (Grades 3-8):</p>	<p>2017-18 (Baseline):</p> <table border="1"> <tr><td>All Students: 26.4%</td></tr> <tr><td>English Learners: 8.79%</td></tr> <tr><td>Socioeconomically Disadvantaged: 23.59%</td></tr> <tr><td>Students with Disabilities: 8.22%</td></tr> <tr><td>Hispanic: 23.89%</td></tr> <tr><td>White: 53.85%</td></tr> </table>	All Students: 26.4%	English Learners: 8.79%	Socioeconomically Disadvantaged: 23.59%	Students with Disabilities: 8.22%	Hispanic: 23.89%	White: 53.85%	<p>2018-19 (Expected):</p> <table border="1"> <tr><td>All Students: 3 percentage points up from the prior year</td></tr> <tr><td>English Learners: 3 percentage points up from the prior year</td></tr> <tr><td>Socioeconomically Disadvantaged: 3 percentage points up from the prior year</td></tr> <tr><td>Students with Disabilities: 3 percentage points up from the prior year</td></tr> <tr><td>Homeless: 3 percentage points up from the prior year</td></tr> <tr><td>African American: NA</td></tr> <tr><td>Hispanic: 3 percentage points up from the prior year</td></tr> <tr><td>White: 3 percentage points up from the prior year</td></tr> </table>	All Students: 3 percentage points up from the prior year	English Learners: 3 percentage points up from the prior year	Socioeconomically Disadvantaged: 3 percentage points up from the prior year	Students with Disabilities: 3 percentage points up from the prior year	Homeless: 3 percentage points up from the prior year	African American: NA	Hispanic: 3 percentage points up from the prior year	White: 3 percentage points up from the prior year
All Students: 26.4%																
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<p>Change in Average Distance from Level 3 on the CASSPP-Mathematics assessments (Grades 3-8)</p>	<p>2016-17 (Baseline):</p> <table border="1"> <tr><td>All Students: 41.3 points below level 3</td></tr> <tr><td>English Learners: 59.9 points below level 3</td></tr> <tr><td>Socioeconomically Disadvantaged: 47.7 points below level 3</td></tr> <tr><td>Students with Disabilities: 124.2 points below level 3</td></tr> <tr><td>Homeless: 67.9 points below level 3</td></tr> <tr><td>Hispanic: 50.3 points below level 3</td></tr> <tr><td>White: 31.1 points below level 3</td></tr> </table>	All Students: 41.3 points below level 3	English Learners: 59.9 points below level 3	Socioeconomically Disadvantaged: 47.7 points below level 3	Students with Disabilities: 124.2 points below level 3	Homeless: 67.9 points below level 3	Hispanic: 50.3 points below level 3	White: 31.1 points below level 3	<p>2017-18 (Expected):</p> <table border="1"> <tr><td>All Students: 2 points up from the prior year</td></tr> <tr><td>English Learners: 2 points up from the prior year</td></tr> <tr><td>Socioeconomically Disadvantaged: 2 points up from the prior year</td></tr> <tr><td>Students with Disabilities: 2 points up from the prior year</td></tr> <tr><td>Homeless: 2 points up from the prior year</td></tr> <tr><td>Hispanic: 2 points up from the prior year</td></tr> <tr><td>White: 2 points up from the prior year</td></tr> </table>	All Students: 2 points up from the prior year	English Learners: 2 points up from the prior year	Socioeconomically Disadvantaged: 2 points up from the prior year	Students with Disabilities: 2 points up from the prior year	Homeless: 2 points up from the prior year	Hispanic: 2 points up from the prior year	White: 2 points up from the prior year
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Hispanic: 2 points up from the prior year																
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<p>Percentage of students meeting their growth targets on the MAP-Mathematics assessment (Grades 3-10)</p>	<p>2017-18 (Baseline):</p> <table border="1"> <tr> <td>All Students: 46.22%</td> </tr> <tr> <td>English Learners: 46.03%</td> </tr> <tr> <td>Socioeconomically Disadvantaged: 46.25%</td> </tr> <tr> <td>Hispanic: 41.74%</td> </tr> </table>	All Students: 46.22%	English Learners: 46.03%	Socioeconomically Disadvantaged: 46.25%	Hispanic: 41.74%	<p>2018-19 (Expected):</p> <table border="1"> <tr> <td>All Students: 3 percentage points up from the prior year</td> </tr> <tr> <td>English Learners: 3 percentage points up from the prior year</td> </tr> <tr> <td>Socioeconomically Disadvantaged: 3 percentage points up from the prior year</td> </tr> <tr> <td>Students with Disabilities: 3 percentage points up from the prior year</td> </tr> <tr> <td>Homeless: 3 percentage points up from the prior year</td> </tr> <tr> <td>Hispanic: 3 percentage points up from the prior year</td> </tr> <tr> <td>White: 3 percentage points up from the prior year</td> </tr> </table>	All Students: 3 percentage points up from the prior year	English Learners: 3 percentage points up from the prior year	Socioeconomically Disadvantaged: 3 percentage points up from the prior year	Students with Disabilities: 3 percentage points up from the prior year	Homeless: 3 percentage points up from the prior year	Hispanic: 3 percentage points up from the prior year	White: 3 percentage points up from the prior year
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<p>Percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC</p>	<p>73.5%</p>	<p>3 percentage points up from the prior year</p>											
<p>Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually</p>	<p>17.09%</p>	<p>3 percentage point up from the prior year</p>											
<p>Percentage of students who will receive a grade of “C” or better (or perform “proficient” on the related state standardized tests) in core subjects and electives</p>	<p>70%</p>	<p>1 percentage point up from the prior year</p>											
<p>Percentage of graduating seniors who have met or exceeded standard on both ELA and Mathematics on Smarter Balanced Summative Assessments</p>	<p>54.5%</p>	<p>2 percentage points up from the prior year</p>											
<p>Percentage of graduating seniors who have passed an AP exam with a score of 3 or higher</p>	<p>30.8%</p>	<p>2 percentage points up from the prior year</p>											

Percentage of graduating seniors who will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements	90%	2 percentage points up from the prior year
Percentage of students in grades 9-11 who will participate in the PSAT test	100%	100%
Percentage of students who will meet or exceed college readiness benchmarks for their grade level out of all students who participate in the PSAT test	19%	2 percentage points up from the prior year

PLANNED STRATEGIES/ACTIVITIES

Complete a copy of the following table for each of the school’s strategies/Activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

- Charter School will conduct credential review as part of teacher hiring process and support our teachers’ credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance.
- Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials.
- Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) Teachers will be provided with instructional guidance and feedback through classroom visits.

SPSA Strategy/Activity:

- Charter School will ensure that all teachers are supported with their credentialing needs and that they participate in PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment. Charter School will also monitor and evaluate teachers for their performance.

Action Steps & Person(s) Responsible:

- 1) Charter School will conduct credential review as part of teacher hiring process. (prior to the start of the school year and ongoing) (Principal, MPS Home Office)
- 2) Charter School will identify teacher credentialing needs and support teachers' credentialing needs. (prior to the start of the school year and ongoing) (Principal, MPS Home Office)
- 3) Charter School will annually review master schedule/teacher assignments to ensure compliance. (prior to the start of the school year and ongoing) (Principal)
- 4) Charter School will schedule PD in areas, including but not limited to, Common Core ELA/Literacy, math, and NGSS, and in areas of need identified through needs assessment. (ongoing) (Dean of Academics, Principal, leadership team)
- 5) 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 which includes walkthroughs, informal and formal observations and formal evaluation. (ongoing) (Dean of Academics, Principal, leadership team)
- 6) Charter School will evaluate its teachers for their performance. 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. Charter School may use evaluation results as basis and documentation for performance pay, transfer, promotion, reassignment, or disciplinary action. (ongoing) (Home Office, principal, leadership team)

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$29,300 Professional Development \$3,375 Teach Boost fees (See LCAP for non-federally funded expenditures.)
Source(s)	Title I, Title II (See LCAP for non-federal sources.)
Budget Reference(s)	\$29,300 Professional Development (5800) (Title II) \$3,375 Teach Boost fees (5000) (Title II) (See LCAP for non-federally funded expenditures.)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

LCAP Planned Actions/Services:

- Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.
- Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.

SPSA Strategy/Activity:

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

Action Steps & Person(s) Responsible:

- 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. (ongoing) (Dean of Academics, EL coordinator, leadership team)
 - a) The data office will create a report of identified ELs by class. The report will include students' ELPAC levels including overall and subtest data and be given to all teachers. (prior to the start of the school year) (Office, EL coordinator, leadership team)
 - b) ELD time will be built into in the master schedule. (prior to the start of the school year) (Dean of Academics, Principal)
 - c) Charter School will purchase supplementary ELD materials and benchmark assessments. (prior to the start of the school year) (Dean of Academics, Principal)
 - d) Charter School will schedule and provide training for instructional staff and schedule follow up professional development activities. (ongoing) (Dean of Academics, EL coordinator, leadership team)
- 2) 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) (ELA/ELD teachers, EL coordinator, Dean of Academics, RTI coordinator)
- 3) Teachers and the leadership team will monitor student progress in ELD as measured by in-class/benchmark assessments. (ELA/Literacy and math monitoring via MAP tests, IABs, etc.)
- 4) The EL program coordinator sponsored by the Title III consortium lead will monitor MPS protocol for teacher observation and feedback regarding the implementation of the ELD program monthly. (ongoing) (Title III Consortium lead EL program coordinator, leadership team)
- 5) The EL program coordinator sponsored by the Title III consortium lead will evaluate the EL services at the school at least semesterly. (ongoing) (Title III Consortium lead EL program coordinator, leadership team)

NOTE: Charter School is a member of the Magnolia Science Academy consortium for Title III EL 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.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$65,000 EL Coordinator Salary; \$16,893.38 EL Coordinator Benefits; (See LCAP for non-federally funded expenditures.)
Source(s)	Title I (See LCAP for non-federal sources.)
Budget Reference(s)	\$65,000 EL Coordinator Salary (1000) (Title I); \$16,893.38 EL Coordinator Benefits (3000) (Title I); (See LCAP for non-federally funded expenditures.)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

- During the day, Charter School will provide additional supports and interventions to all students, including ELs.
- Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.
- Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.

SPSA Strategy/Activity:

- Charter School will provide CCSS aligned ELA and math instruction, support and intervention to all students, including ELs and immigrant students, and monitor student progress in ELA/Literacy and math as measured by the interim assessments (MAP, IAB, etc.)

Action Steps & Person(s) Responsible:

- 1) Teachers will provide CCSS aligned ELA and math instruction. (ongoing) (Teachers, leadership team)
- 2) 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) (Dean of Academics, leadership team)
 - a) Charter School will use the MAP test and teacher feedback to identify and place students in ELA and Math intervention groups and classes. (within the first month of the school year)
 - b) Students will be provided with targeted CCSS aligned ELA and math intervention during the daily Intervention period, once a week after school and on Saturdays to meet the students' needs. (ongoing)

3) Charter School will select a research-based reading intervention and math 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)
(ELA Dept. Chair, Math Dept. Chair, Dean of Academics, RTI coordinator, leadership team)

a) Charter School will select reading and math intervention materials and resources. (prior to the start of the school year)

b) Charter School will purchase supplementary instructional materials and benchmark assessments. (prior to the start of the school year)

c) 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)

4) Teachers and the leadership team will monitor student progress in ELA and math as measured by in-class/benchmark assessments, MAP and IABs. (ongoing) (Teachers, ELA Dept. Chair, Dean of Academics, RTI coordinator, leadership team)

a) Teachers will implement the MAP test in the fall and spring and IABs during the year to measure student growth in ELA/Literacy and math. (fall and spring; ongoing)

b) Charter School will purchase supplementary instructional materials and benchmark assessments. (prior to the start of the school year)

c) 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)

Proposed Expenditures for this Strategy/Activity

Amount(s)

\$ 24,599.71 ELA Intervention teacher salaries

\$ 36,168.44 Math Intervention teacher salary

\$ 72,071.67 Intervention Aides' Salaries

\$ 25,338.00 Supplemental Academic programs (My On online Reading: \$14,503, NWEA MAP Testing: \$6,400, Brain POP :\$4,135, StarFall:\$300)

(See LCAP for non-federally funded expenditures.)

Source(s)

Title I *(See LCAP for non-federal sources.)*

Budget Reference(s)

\$ 24,599.71 ELA Intervention teacher salaries (1000) (Title I);

\$ 36,168.44 Math Intervention teacher salary (1000) (Title I);

\$ 72,071.67 Intervention Aides' Salaries (2000) (Title I);

\$ 25,338.00 Supplemental Academic programs (MyOn online Reading: \$14,503, NWEA MAP Testing: \$6,400, Brain POP :\$4,135, StarFall:\$300) (4000)(Title I)

(See LCAP for non-federally funded expenditures.)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

- Charter School will offer individual graduation plans, outlining the classes students will take during their high school years.
- Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.
- Charter School will offer “Advisory” classes (college planning and career exploration program) and “College Readiness” classes and programs preparing students for college readiness, including test prep for ACT/SAT.

SPSA Strategy/Activity:

- Charter School will promote a college-going culture through dual enrollment, AP courses, college visits, and other college related activities.

Action Steps & Person(s) Responsible:

- 1) Charter School will offer the following AP courses: AP US History, AP World History, AP Language & Composition, AP Stats, AP Computer Principals (ongoing) (College Counselor, Dean of Academics, leadership team)
- 2) Charter School will offer Advisory classes in grades 9-12 and ACT/SAT prep in grades 10-12. (ongoing) (College Counselor, Dean of Academics, leadership team)

Proposed Expenditures for this Strategy/Activity

Amount(s)

(See LCAP for non-federally funded expenditures.)

Source(s)

Title I *(See LCAP for non-federal sources.)*

Budget Reference(s)

(See LCAP for non-federally funded expenditures.)

Goal 2

INNOVATION: All students will become independent, innovative scholars.

Basis for this Goal

- To provide students with a well-rounded education including programs such as STEM, arts, and civics
- To increase student access to a broad course of study
- To offer innovative courses and programs
- To ensure student participation and achievement in innovative courses and programs

To support the effective use of technology

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	100%	100%
Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	100%	100%
Percentage of students enrolled in the Charter School's grades 6-8 who take the Accelerated and/or Advanced Math class and/or Advanced Math club	14.7%	14.7%
Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study	100%	100%
Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo	100%	100%

PLANNED STRATEGIES/ACTIVITIES

Complete a copy of the following table for each of the school's strategies/Activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

- Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.
- Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.

SPSA Strategy/Activity:

- Charter School will provide students with a well-rounded education including programs such as health and physical education, arts and civics.

Action Steps & Person(s) Responsible:

- 1) In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, clubs, health and physical education, arts, civics, etc. (ongoing) (Dean of Academics, Principal, MPS Home Office)
- 2) Charter School will strive to provide our students with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, etc. (ongoing) (Leadership Team, MPS Home Office)

Proposed Expenditures for this Strategy/Activity

Amount(s)

(See LCAP for non-federally funded expenditures.)

Source(s)

Title I, Title IV *(See LCAP for non-federal sources.)*

Budget Reference(s)

(See LCAP for non-federally funded expenditures.)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

- Charter School will offer Accelerated and/or Advanced Math class and/or Advanced Math club to students in grades 6-8.

• Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements.

SPSA Strategy/Activity:

• Charter School will provide students with STEAM focused programs such as science fairs, advanced math courses/clubs, and engineering activities.

Action Steps & Person(s) Responsible:

- 1) Charter School will design its master schedule to include Accelerated and Advanced math classes/clubs. (prior to the start of the school year and ongoing) (Dean of Academics, Principal, MPS Home Office)
- 2) Charter School teachers will mentor students with STEAM focused projects, experiments, models or demos in their classes. (ongoing) (Teachers, Dean of Academics, Principal, MPS Home Office)
- 3) Charter School will organize a STEAM Festival/EXPO and also provide students with information and access to quality out-of-school STEAM activities and achievements. (ongoing) (Science Dept. Chair, Dean of Academics, Principal, MPS Home Office)
- 4) Charter School will design and implement engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW) programs, etc. (prior to the start of the school year and ongoing) (Science Dept. Chair, Dean of Academics, Principal, MPS Home Office)

Proposed Expenditures for this Strategy/Activity

Amount(s)	(See LCAP for non-federally funded expenditures.)
Source(s)	Title IV (See LCAP for non-federal sources.)
Budget Reference(s)	(See LCAP for non-federally funded expenditures.)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

• Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.

SPSA Strategy/Activity:

• Charter School will ensure that technology supports instruction.

Action Steps & Person(s) Responsible:

- 1) Charter School will assure that students have physical access, support, and time to use classroom, school, and community resources, including instructional materials and technology. (prior to the start of the school year and ongoing) (Teachers, Dean of Academics, Principal)
- 2) Teachers will use accessible technology tools and other resources on a regular basis to engage and enhance learning and to differentiate instruction to meet the needs of every student. Teachers will effectively use challenging resources that are mentally, visually, aurally, and kinesthetically stimulating. (Ex: internet, PowerPoint, interactive white boards, document camera, multimedia, educational software, interactive games and simulations, apps, class website, lab materials, manipulatives, assistive technology, etc.) (ongoing) (Teachers, Dean of Academics, Principal)
- 3) Teachers and students will keep up to date with technology and blended learning practices. Teachers will model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law and student maintaining internet security. Teachers will provide resources and instructional materials that require cognitive engagement. Students will choose, adapt, or create materials to extend learning. (ongoing) (Teachers, Dean of Academics, Principal)

Proposed Expenditures for this Strategy/Activity

Amount(s)	(See LCAP for non-federally funded expenditures.)
Source(s)	Title I, Title IV (See LCAP for non-federal sources.)
Budget Reference(s)	(See LCAP for non-federally funded expenditures.)

Goal 3

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

Basis for this Goal

- To seek parent input in making decisions for the Charter School
- To promote parental participation in programs
- To increase student attendance
- To avoid chronic absenteeism
- To avoid middle school dropout
- To avoid high school dropout
- To increase high school graduation rate
- To avoid student suspension
- To avoid student expulsion

To increase the sense of safety and school connectedness

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome						
Number of SSC meetings per year	4	5						
Number of ELAC meetings per year	4	4						
Number of PTF meetings per year	4	6						
Number of activities/events for parent involvement per year	5	7						
Frequency of SIS record updates	Daily/Weekly	Daily/Weekly						
Number of progress reports sent to parents per year	4	4						
Percentage of students who have been home-visited by the teachers per year	20%	25%						
ADA rate	97%	97%						
Chronic absenteeism rate	10%	8%						
Middle school dropout rate	0%	0%						
High school dropout rate	0%	0%						
Four-year cohort graduation rate	98%	100%						
Student suspension rate	0%	0%						
Student expulsion rate	0%	0%						
School experience survey participation rates	<table border="1"> <tr> <td>Students: 90%</td> </tr> <tr> <td>Families: 85%</td> </tr> <tr> <td>Staff: 75%</td> </tr> </table>	Students: 90%	Families: 85%	Staff: 75%	<table border="1"> <tr> <td>Students: 90%</td> </tr> <tr> <td>Families: 90%</td> </tr> <tr> <td>Staff: 80%</td> </tr> </table>	Students: 90%	Families: 90%	Staff: 80%
Students: 90%								
Families: 85%								
Staff: 75%								
Students: 90%								
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School experience survey average approval rates	<table border="1"> <tr> <td>Students: 60%</td> </tr> <tr> <td>Families: 85%</td> </tr> <tr> <td>Staff: 75%</td> </tr> </table>	Students: 60%	Families: 85%	Staff: 75%	<table border="1"> <tr> <td>Students: 65%</td> </tr> <tr> <td>Families: 90%</td> </tr> <tr> <td>Staff: 80%</td> </tr> </table>	Students: 65%	Families: 90%	Staff: 80%
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PLANNED STRATEGIES/ACTIVITIES

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Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

- Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings.
- Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.
- Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level.
- Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.
- Charter School will annually administer school experience surveys to students, parents, and staff.

SPSA Strategy/Activity:

- Charter School will pursue an integrated strategy to support the exchange of information, purposeful interaction, and meaningful participation between the school, families, and community partners to support student learning and achievement. This will include but not be limited to SSC, ELAC, and PTF meetings, parent activities/events, web portal, home-visits, and school experience surveys.

Action Steps & Person(s) Responsible:

- 1) Charter School will schedule at least quarterly SSC, ELAC, and PTF meetings. (ongoing) (Leadership team, Principal)
- 2) Charter School will communicate with the parents of academically under-performing students, inviting them for parent conferences. (in fall and spring; ongoing) (Teachers, Dean of Academics, Principal)
- 3) Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL students and immigrant 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) (EL Coordinator, Leadership team)
- 4) Charter School teachers will schedule and make home-visits. Teachers will document the visits, evaluate them and share necessary information with the appropriate staff (grade level team, counselor, administrator, etc.) (ongoing) (Teachers, Principal)
- 5) Charter School will use an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and students' own strengths and weaknesses. This feedback instrument will provide teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement.

Proposed Expenditures for this Strategy/Activity

Amount(s)

\$12,500 Home visit compensation
\$2,000 Parent meeting/workshop expenses
\$2,878 Panaroma Education Survey
\$2,559 PACE Coordinator's Salary

(See LCAP for non-federally funded expenditures.)

Source(s)

Title I (See LCAP for non-federal sources.)

Budget Reference(s)

\$12,500 Home visit compensation (1000) (Title I)
\$2,000 Parent meeting/workshop expenses (3000) (Title I);
\$2,878 Panaroma Education Survey (5000) (Title I);
\$2,559 PACE Coordinator's Salary (2000) (Title III)
\$ (See LCAP for non-federally funded expenditures.)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP Planned Actions/Services:

- Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs.
- Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.
- Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.
- Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.
- Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.

SPSA Strategy/Activity:

- Charter School will provide students with 4-year plans and support programs to ensure timely high school graduation. Charter School will implement policies that encourage and support student attendance, positive student behavior and improvements. Charter School teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.

Action Steps & Person(s) Responsible:

1) Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation and satisfaction of UC/CSU requirements. (ongoing) (College Counselor, Dean of Academics, leadership team)

2) Charter School will implement restorative practices and Positive Behavioral Interventions and Supports (PBIS). (ongoing) (Teachers, Dean of Students, leadership team)

- a) Charter School will implement restorative practices, PBIS, and alternatives to suspension. (ongoing)
- b) Charter School will implement a positive behavior reward system and use its SIS for monitoring it. (ongoing)

3) Charter School will offer Life Skills program to supplement instruction. (ongoing) (Teachers, Dean of Students, leadership team)

4) Charter School will connect students and families with resources for social-emotional and behavioral support.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$16,342.56 School Psychologist's Salary ; (See LCAP for non-federally funded expenditures.)
Source(s)	Title I (See LCAP for non-federal sources.)
Budget Reference(s)	\$16,342.56 School Psychologist's Salary (2000) (Title IV); \$ (See LCAP for non-federally funded expenditures.)

Annual Review and Update

SPSA Year Reviewed: 2017–18

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed.

Goal 1

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

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter	100%	100%
Percentage of students who will have	100%	100%

Metric/Indicator

Expected Outcomes

Actual Outcomes

sufficient access to standards-aligned instructional materials

Percentage of students performing proficient on the CAASPP-ELA/Literacy assessments (Grades 3-8):

2017-18 (Expected):

All Students: 3 percentage points up from the prior year

English Learners: 3 percentage points up from the prior year

Socioeconomically Disadvantaged: 3 percentage points up from the prior year

Students with Disabilities: 3 percentage points up from the prior year

Homeless: 3 percentage points up from the prior year

Hispanic: 3 percentage points up from the prior year

White: 3 percentage points up from the prior year

2016-17 (Baseline):

All Students: 47%

English Learners: 3%

Socioeconomically Disadvantaged: 44%

Students with Disabilities: 7%

Homeless: 50%

Hispanic: 43%

White: 74%

2017-18 (Actual):

All Students: 3 percentage points up from the prior year

English Learners: 3 percentage points up from the prior year

Socioeconomically Disadvantaged: 3 percentage points up from the prior year

Students with Disabilities: 3 percentage points up from the prior year

Homeless: 3 percentage points up from the prior year

Hispanic: 3 percentage points up from the prior year

Metric/Indicator

Expected Outcomes

Actual Outcomes

		<table border="1"> <tr> <td data-bbox="1092 201 1438 306">White: 3 percentage points up from the prior year</td> </tr> </table>	White: 3 percentage points up from the prior year													
White: 3 percentage points up from the prior year																
<p>Change in Average Distance from Level 3 on the CASSPP-ELA/Literacy assessments (Grades 3-8)</p>	<p>2017-18 (Expected):</p> <table border="1"> <tr> <td data-bbox="605 373 946 474">All Students: 3 points up from the prior year</td> </tr> <tr> <td data-bbox="605 474 946 575">English Learners: 3 points up from the prior year</td> </tr> <tr> <td data-bbox="605 575 946 716">Socioeconomically Disadvantaged: 3 points up from the prior year</td> </tr> <tr> <td data-bbox="605 716 946 816">Students with Disabilities: 3 points up from the prior year</td> </tr> <tr> <td data-bbox="605 816 946 917">Homeless: 3 points up from the prior year</td> </tr> <tr> <td data-bbox="605 917 946 1018">Hispanic: 3 points up from the prior year</td> </tr> <tr> <td data-bbox="605 1018 946 1119">White: 3 points up from the prior year</td> </tr> </table>	All Students: 3 points up from the prior year	English Learners: 3 points up from the prior year	Socioeconomically Disadvantaged: 3 points up from the prior year	Students with Disabilities: 3 points up from the prior year	Homeless: 3 points up from the prior year	Hispanic: 3 points up from the prior year	White: 3 points up from the prior year	<p>2017-18 CA School Dashboard data is not available at this time.</p> <p>2016-17 (Actual):</p> <table border="1"> <tr> <td data-bbox="1092 474 1438 575">All Students: 3 points up from the prior year</td> </tr> <tr> <td data-bbox="1092 575 1438 676">English Learners: 3 points up from the prior year</td> </tr> <tr> <td data-bbox="1092 676 1438 819">Socioeconomically Disadvantaged: 3 points up from the prior year</td> </tr> <tr> <td data-bbox="1092 819 1438 919">Students with Disabilities: 3 points up from the prior year</td> </tr> <tr> <td data-bbox="1092 919 1438 1020">Homeless: 3 points up from the prior year</td> </tr> <tr> <td data-bbox="1092 1020 1438 1121">Hispanic: 3 points up from the prior year</td> </tr> <tr> <td data-bbox="1092 1121 1438 1201">White: 3 points up from the prior year</td> </tr> </table>	All Students: 3 points up from the prior year	English Learners: 3 points up from the prior year	Socioeconomically Disadvantaged: 3 points up from the prior year	Students with Disabilities: 3 points up from the prior year	Homeless: 3 points up from the prior year	Hispanic: 3 points up from the prior year	White: 3 points up from the prior year
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Hispanic: 3 points up from the prior year																
White: 3 points up from the prior year																
<p>Percentage of students meeting their growth targets on the MAP-Reading assessment (Grades 3-10)</p>	<p>2017-18 (Expected):</p> <table border="1"> <tr> <td data-bbox="605 1270 946 1371">All Students: 2 percentage points up from the prior year</td> </tr> <tr> <td data-bbox="605 1371 946 1514">English Learners: 2 percentage points up from the prior year</td> </tr> <tr> <td data-bbox="605 1514 946 1656">Socioeconomically Disadvantaged: 2 percentage points up from the prior year</td> </tr> <tr> <td data-bbox="605 1656 946 1799">Students with Disabilities: 2 percentage points up from the prior year</td> </tr> <tr> <td data-bbox="605 1799 946 1900">Homeless: 2 percentage points up from the prior year</td> </tr> <tr> <td data-bbox="605 1900 946 1938">Hispanic: 2 percentage points</td> </tr> </table>	All Students: 2 percentage points up from the prior year	English Learners: 2 percentage points up from the prior year	Socioeconomically Disadvantaged: 2 percentage points up from the prior year	Students with Disabilities: 2 percentage points up from the prior year	Homeless: 2 percentage points up from the prior year	Hispanic: 2 percentage points	<p>2016-17 (Baseline):</p> <table border="1"> <tr> <td data-bbox="1092 1270 1438 1329">All Students: 47.5%</td> </tr> <tr> <td data-bbox="1092 1329 1438 1388">English Learners: 40.14%</td> </tr> <tr> <td data-bbox="1092 1388 1438 1488">Socioeconomically Disadvantaged: 45.54%</td> </tr> <tr> <td data-bbox="1092 1488 1438 1547">Hispanic: 43.23%</td> </tr> <tr> <td data-bbox="1092 1547 1438 1606"></td> </tr> <tr> <td data-bbox="1092 1606 1438 1665"></td> </tr> <tr> <td data-bbox="1092 1665 1438 1724"></td> </tr> </table>	All Students: 47.5%	English Learners: 40.14%	Socioeconomically Disadvantaged: 45.54%	Hispanic: 43.23%				
All Students: 2 percentage points up from the prior year																
English Learners: 2 percentage points up from the prior year																
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All Students: 47.5%																
English Learners: 40.14%																
Socioeconomically Disadvantaged: 45.54%																
Hispanic: 43.23%																

Metric/Indicator

Expected Outcomes

Actual Outcomes

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up from the prior year
White: 2 percentage points up from the prior year

2017-18 (Actual):
All Students: 2 percentage points up from the prior year
English Learners: 2 percentage points up from the prior year
Socioeconomically Disadvantaged: 2 percentage points up from the prior year
Students with Disabilities: 2 percentage points up from the prior year
Homeless: 2 percentage points up from the prior year
Hispanic: 2 percentage points up from the prior year
White: 2 percentage points up from the prior year

Percentage of students performing proficient on the CAASPP-Mathematics assessments (Grades 3-8):
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2017-18 (Expected):
All Students: 5 percentage points up from the prior year
English Learners: 5 percentage points up from the prior year
Socioeconomically Disadvantaged: 5 percentage points up from the prior year

2016-17 (Baseline):
All Students: 50%
English Learners: 50%
Socioeconomically Disadvantaged: 50%
Students with Disabilities: 50%
Homeless: 50%

Metric/Indicator

Expected Outcomes

Actual Outcomes

	<p>Students with Disabilities: 5 percentage points up from the prior year</p> <p>Homeless: 5 percentage points up from the prior year</p> <p>Hispanic: 5 percentage points up from the prior year</p> <p>White: 5 percentage points up from the prior year</p>	<p>Hispanic: 50%</p> <p>White: 50%</p> <p>2017-18 (Actual):</p> <p>All Students: 5 percentage points up from the prior year</p> <p>English Learners: 5 percentage points up from the prior year</p> <p>Socioeconomically Disadvantaged: 5 percentage points up from the prior year</p> <p>Students with Disabilities: 5 percentage points up from the prior year</p> <p>Homeless: 5 percentage points up from the prior year</p> <p>Hispanic: 5 percentage points up from the prior year</p> <p>White: 5 percentage points up from the prior year</p>
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<p>Change in Average Distance from Level 3 on the CASSPP-Mathematics assessments (Grades 3-8)</p>	<p>2017-18 (Expected):</p> <p>All Students: 3 points up from the prior year</p> <p>English Learners: 3 points up from the prior year</p> <p>Socioeconomically Disadvantaged: 3 points up from the prior year</p>	<p>2017-18 CA School Dashboard data is not available at this time.</p> <p>2016-17 (Actual):</p> <p>All Students: 3 points up from the prior year</p> <p>English Learners: 3 points up from the prior year</p>
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Metric/Indicator

Expected Outcomes

Actual Outcomes

	<p>Students with Disabilities: 3 points up from the prior year</p> <p>Homeless: 3 points up from the prior year</p> <p>Hispanic: 3 points up from the prior year</p> <p>White: 3 points up from the prior year</p>	<p>Socioeconomically Disadvantaged: 3 points up from the prior year</p> <p>Students with Disabilities: 3 points up from the prior year</p> <p>Homeless: 3 points up from the prior year</p> <p>Hispanic: 3 points up from the prior year</p> <p>White: 3 points up from the prior year</p>
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<p>Percentage of students meeting their growth targets on the MAP-Mathematics assessment (Grades 3-10)</p>	<p>2017-18 (Expected):</p> <p>All Students: 5 percentage points up from the prior year</p> <p>English Learners: 5 percentage points up from the prior year</p> <p>Socioeconomically Disadvantaged: 5 percentage points up from the prior year</p> <p>Students with Disabilities: 5 percentage points up from the prior year</p> <p>Homeless: 5 percentage points up from the prior year</p> <p>Hispanic: 5 percentage points up from the prior year</p> <p>White: 5 percentage points up from the prior year</p>	<p>2016-17 (Baseline):</p> <p>All Students: 47.5%</p> <p>English Learners: 40.14%</p> <p>Socioeconomically Disadvantaged: 45.54%</p> <p>Hispanic: 43.23%</p> <p></p> <p></p> <p></p> <p></p> <p></p> <p>2017-18 (Actual):</p> <p>All Students: 2 percentage points up from the prior year</p> <p>English Learners: 2 percentage points up from the prior year</p> <p>Socioeconomically Disadvantaged: 2 percentage points up from the prior year</p> <p>Students with Disabilities: 2 percentage points up from the prior year</p>
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Metric/Indicator

Expected Outcomes

Actual Outcomes

		<table border="1"> <tr> <td>Homeless: 2 percentage points up from the prior year</td> </tr> <tr> <td>Hispanic: 2 percentage points up from the prior year</td> </tr> <tr> <td>White: 2 percentage points up from the prior year</td> </tr> </table>	Homeless: 2 percentage points up from the prior year	Hispanic: 2 percentage points up from the prior year	White: 2 percentage points up from the prior year	
Homeless: 2 percentage points up from the prior year						
Hispanic: 2 percentage points up from the prior year						
White: 2 percentage points up from the prior year						
Percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC	2 percentage points up from the prior year	<p>2017-18 English Learner Progress Indicator (ELPI) data is not available at this time.</p> <table border="1"> <tr> <td>2016-17 (Baseline)</td> <td>70%</td> </tr> <tr> <td>2017-18 (Projected)</td> <td>2 percentage points up from the prior year</td> </tr> </table>	2016-17 (Baseline)	70%	2017-18 (Projected)	2 percentage points up from the prior year
2016-17 (Baseline)	70%					
2017-18 (Projected)	2 percentage points up from the prior year					
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually	1 percentage point up from the prior year	<table border="1"> <tr> <td>2016-17 (Baseline)</td> <td>33%</td> </tr> <tr> <td>2017-18 (Actual)</td> <td>34%</td> </tr> </table>	2016-17 (Baseline)	33%	2017-18 (Actual)	34%
2016-17 (Baseline)	33%					
2017-18 (Actual)	34%					
Percentage of students who will receive a grade of “C” or better (or perform “proficient” on the related state standardized tests) in core subjects and electives	70%	70%				
Percentage of graduating seniors who have met or exceeded standard on both ELA and Mathematics on Smarter Balanced Summative Assessments	3 percentage points up from the prior year	<table border="1"> <tr> <td>2016-17 (Baseline)</td> <td>40%</td> </tr> <tr> <td>2017-18 (Actual)</td> <td>42%</td> </tr> </table>	2016-17 (Baseline)	40%	2017-18 (Actual)	42%
2016-17 (Baseline)	40%					
2017-18 (Actual)	42%					
Percentage of graduating seniors who have passed an AP exam with a score of 3 or higher	2 percentage points up from the prior year	<table border="1"> <tr> <td>2016-17 (Baseline)</td> <td>30%</td> </tr> <tr> <td>2017-18 (Actual)</td> <td>32%</td> </tr> </table>	2016-17 (Baseline)	30%	2017-18 (Actual)	32%
2016-17 (Baseline)	30%					
2017-18 (Actual)	32%					
Percentage of graduating seniors who will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements	2 percentage points up from the prior year	<table border="1"> <tr> <td>2016-17 (Baseline)</td> <td>90%</td> </tr> <tr> <td>2017-18 (Actual)</td> <td>92%</td> </tr> </table>	2016-17 (Baseline)	90%	2017-18 (Actual)	92%
2016-17 (Baseline)	90%					
2017-18 (Actual)	92%					
Percentage of students in grades 9-11 who will participate in the PSAT test	95%	95%				

Metric/Indicator

Expected Outcomes

Actual Outcomes

Percentage of students who will meet or exceed college readiness benchmarks for their grade level out of all students who participate in the PSAT test

2 percentage points up from the prior year

2016-17 (Baseline)	40%
2017-18 (Actual)	42%

STRATEGIES/ACTIVITIES

Duplicate the Strategies/Activities from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> Charter School will ensure that all teachers are supported with their credentialing needs and that they participate in PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment. Charter School will also monitor and evaluate teachers for their performance. 	<ul style="list-style-type: none"> We have supported our teachers with their credentialing needs. Teachers participated in PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment. We also monitored and evaluated all our teachers for their performance. 	<p>2017-18:</p> <p>\$29,300 Professional Development (5800) (Title II)</p> <p>\$3,375 Teach Boost fees (5000) (Title II)</p> <p><i>(See LCAP for non-federally funded expenditures.)</i></p>	<p>2017-18:</p> <p>\$29,300 Professional Development (5800) (Title II)</p> <p>\$3,375 Teach Boost fees (5000) (Title II)</p> <p><i>(See LCAP for non-federally funded expenditures.)</i></p>

Strategy/Activity 2

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> Charter School will provide CCSS aligned ELA and math instruction and ELD instruction, support and intervention to ELs and immigrant students, and monitor student progress in ELA/Literacy, math, and ELD as measured by the MAP tests and other assessments. 	<ul style="list-style-type: none"> Charter School provided CCSS aligned ELA and math instruction and ELD instruction, support and intervention to ELs, and monitored student progress in ELA/Literacy, math, and ELD as measured by the MAP tests and other assessments. 	<p>2017-18:</p> <p>\$65,000 EL Coordinator Salary (1000) (Title I);</p> <p>\$16,893.38 EL Coordinator Benefits (3000) (Title I);</p> <p><i>(See LCAP for non-federally funded expenditures.)</i></p>	<p>2017-18:</p> <p>\$65,000 EL Coordinator Salary (1000) (Title I);</p> <p>\$16,893.38 EL Coordinator Benefits (3000) (Title I);</p> <p><i>(See LCAP for non-federally funded expenditures.)</i></p>

Strategy/Activity 3

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
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Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> Charter School will provide CCSS aligned ELA and math instruction, support and intervention to all students, including ELs and immigrant students, and monitor student progress in ELA/Literacy and math as measured by the interim assessments (MAP, IAB, etc.) 	<ul style="list-style-type: none"> Charter School provided CCSS aligned ELA and math instruction, support and intervention to all students, including ELs, and monitored student progress in ELA/Literacy and math as measured by the interim assessments (MAP, IAB, etc.) 	2017-18: \$ 24,599.71 ELA Intervention teacher salaries (1000) (Title I); \$ 36,168.44 Math Intervention teacher salary (1000) (Title I); \$ 72,071.67 Intervention Aides' Salaries (2000) (Title I); \$ 25,338.00 Supplemental Academic programs (MyOn online Reading: \$14,503, NWEA MAP Testing: \$6,400, Brain POP :\$4,135,StarFall:\$300) (4000)(Title I) <i>(See LCAP for non-federally funded expenditures.)</i>	2017-18: \$ 24,599.71 ELA Intervention teacher salaries (1000) (Title I); \$ 36,168.44 Math Intervention teacher salary (1000) (Title I); \$ 72,071.67 Intervention Aides' Salaries (2000) (Title I); \$ 25,338.00 Supplemental Academic programs (MyOn online Reading: \$14,503, NWEA MAP Testing: \$6,400, Brain POP :\$4,135,StarFall:\$300) (4000)(Title I) <i>(See LCAP for non-federally funded expenditures.)</i>

Strategy/Activity 4

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> Charter School will promote a college-going culture through dual enrollment, AP courses, college visits, and other college related activities. 	<ul style="list-style-type: none"> Charter School promoted a college-going culture through dual enrollment, AP courses, college visits, and other college related activities. AP courses offered include the following: AP US History, AP World History, AP Language & Composition, AP Stats, AP Computer principals 	2017-18: <i>(See LCAP for non-federally funded expenditures.)</i>	2017-18: <i>(See LCAP for non-federally funded expenditures.)</i>

ANALYSIS

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed.

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our EXCELLENCE goal. We supported our teachers with their credentialing and PD needs; we offer standards-based instruction and our students have sufficient access to standards-aligned instructional materials; we regularly review student performance data and progress towards targets with our staff and continue to provide additional supports and interventions to all students, including ELs, during the school day, after school hours, and on Saturday; we provide our ELs with designated and integrated EL instruction; and we offer AP and Advisory classes for college readiness.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The actions/services have been effective as measured by progress towards our annual measurable outcomes. Our data to show that Power Math & Power English, After school, Intervention groups, teachers hold DATA conferencing with students to set their individual goals or Math and ELA have been effective. Our reclassification rate is really high regarding EL progress, MS and HS designated ELD classes, In Elementary Designated ELA/Math is embedded in throughout the curriculum

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

We only have minor differences between Budgeted and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes with new performance targets for the upcoming school year based on input from all stakeholders and available data through surveys and student performance data. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Strategies, & Proposed Expenditures section of the SPSA. ALEX program was discontinued because of effectiveness.

Goal 2

INNOVATION: All students will become independent, innovative scholars.

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
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Metric/Indicator	Expected Outcomes	Actual Outcomes
Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	100%	100%
Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	100%	100%
Percentage of students enrolled in the Charter School's grades 6-8 who take the Accelerated and/or Advanced Math class and/or Advanced Math club	5%	5%
Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study	100%	100%
Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo	80%	80%

STRATEGIES/ACTIVITIES

Duplicate the Strategies/Activities from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> Charter School will provide students with a well-rounded education including programs such as health and physical education, arts and civics. 	<ul style="list-style-type: none"> Charter School provided students with a well-rounded education including programs such as health and physical education, arts and civics. 	2017-18: <i>(See LCAP for non-federally funded expenditures.)</i>	2017-18: <i>(See LCAP for non-federally funded expenditures.)</i>

Strategy/Activity 2

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> Charter School will provide students with STEAM focused programs such as science fairs, advanced math courses/clubs, and engineering activities. 	<ul style="list-style-type: none"> Charter School provided students with STEAM focused programs such as science fairs, advanced math courses/clubs, and engineering activities. 	2017-18: <i>(See LCAP for non-federally funded expenditures.)</i>	2017-18: <i>(See LCAP for non-federally funded expenditures.)</i>

Strategy/Activity 3

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> Charter School will ensure that technology supports instruction. 	<ul style="list-style-type: none"> Charter School provided technology to support instruction (IPADs, Chromebooks, ELMOs, Doc Cams, IMAC desktops for teachers, Projectors, Mimio Clickers) 	2017-18: <i>(See LCAP for non-federally funded expenditures.)</i>	2017-18: <i>(See LCAP for non-federally funded expenditures.)</i>

ANALYSIS

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed.

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our INNOVATION goal. We provide courses, electives, programs, and services outlined in our charter petition, certain programs and services being dependent on student need and interest; our master schedule is designed to meet the needs of all students; we provide opportunities for online and dual enrollment; we offer Advanced Math and Computer Technology classes; and provide opportunities for students to create or demonstrate a STEAM focused project, experiment, model or demo.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The actions/services have been effective as measured by progress towards our annual measurable outcomes.

Our Advanced Math class has 28 students. Advanced Math club participation rate is 7% in MS. Computer class participation and passing rates increases, 100% of our students 3rd through 11th grades have STEAM project completion.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

"We only have minor differences between Budgeted and Estimated Actual Expenditures."

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our budget for the upcoming school year based on technology needs and input from all stakeholders. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Strategies, & Proposed Expenditures section of the SPSA.

Goal 3

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

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
Number of SSC meetings per year	4	6
Number of ELAC meetings per year	4	6
Number of PTF meetings per year	4	9
Number of activities/events for parent involvement per year	5	12
Frequency of SIS record updates	Daily/Weekly	Daily/Weekly
Number of progress reports sent to parents per year	4	4
Percentage of students who have been home-visited by the teachers per year	20%	20%
ADA rate	97%	97%
Chronic absenteeism rate	10%	10%
Middle school dropout rate	0%	0%
High school dropout rate	0%	0%
Four-year cohort graduation rate	95%	98%
Student suspension rate	0%	0%

Metric/Indicator	Expected Outcomes	Actual Outcomes						
Student expulsion rate	0%	0%						
School experience survey participation rates	<table border="1"> <tr><td>Students: 90%</td></tr> <tr><td>Families: 85%</td></tr> <tr><td>Staff: 75%</td></tr> </table>	Students: 90%	Families: 85%	Staff: 75%	<table border="1"> <tr><td>Students: 90%</td></tr> <tr><td>Families: 85%</td></tr> <tr><td>Staff: 75%</td></tr> </table>	Students: 90%	Families: 85%	Staff: 75%
Students: 90%								
Families: 85%								
Staff: 75%								
Students: 90%								
Families: 85%								
Staff: 75%								
School experience survey average approval rates	<table border="1"> <tr><td>Students: 60%</td></tr> <tr><td>Families: 85%</td></tr> <tr><td>Staff: 75%</td></tr> </table>	Students: 60%	Families: 85%	Staff: 75%	<table border="1"> <tr><td>Students: 60%</td></tr> <tr><td>Families: 85%</td></tr> <tr><td>Staff: 75%</td></tr> </table>	Students: 60%	Families: 85%	Staff: 75%
Students: 60%								
Families: 85%								
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Students: 60%								
Families: 85%								
Staff: 75%								

STRATEGIES/ACTIVITIES

Duplicate the Strategies/Activities from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> Charter School will pursue an integrated strategy to support the exchange of information, purposeful interaction, and meaningful participation between the school, families, and community partners to support student learning and achievement. This will include but not be limited to SSC, ELAC, Coffee with the Admin and PTF meetings, parent activities/events, web portal, home-visits, and school experience surveys. 	<ul style="list-style-type: none"> We held regular SSC, ELAC, and PTF meetings and parent activities/events. We communicated with the parents of academically under-performing students, inviting them for parent conferences. Our teachers used the school web portal actively and conducted home-visits. The school implemented the school experience surveys. 	2017-18: \$12,500 Home visit compensation (1000) (Title I) \$2,000 Parent meeting/workshop expenses (3000) (Title I); \$2,878 Panaroma Education Survey (5000) (Title I); \$2,559 PACE Coordinator's Salary (2000) (Title III) <i>(See LCAP for non-federally funded expenditures.)</i>	2017-18: \$12,500 Home visit compensation (1000) (Title I) \$2,000 Parent meeting/workshop expenses (3000) (Title I); \$2,878 Panaroma Education Survey (5000) (Title I); \$2,559 PACE Coordinator's Salary (2000) (Title III) <i>(See LCAP for non-federally funded expenditures.)</i>

Strategy/Activity 2

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> Charter School will provide students with 4-year plans and support programs to ensure timely high school graduation. Charter School will implement policies 	<ul style="list-style-type: none"> We provided students with 4-year plans and supported programs to ensure timely high school graduation. Charter School implemented policies 	2017-18: \$16,342.56 School Psychologist's Salary (2000) (Title IV); <i>(See LCAP for non-</i>	2017-18: \$16,342.56 School Psychologist's Salary (2000) (Title IV); <i>(See LCAP for non-</i>

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
that encourage and support student attendance, positive student behavior and improvements. Charter School teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	that encourage and support student attendance, positive student behavior and improvements. Our teachers implemented PBIS. We offered Life Skills program to supplement instruction and connected students and families with resources for social-emotional and behavioral support.	<i>federally funded expenditures.)</i>	<i>federally funded expenditures.)</i>

ANALYSIS

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed.

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our CONNECTION goal. We have held quarterly SSC, ELAC, and PTF meetings; hosted parent activities/events; provided parents with access to our SIS; visited our students at their homes; encouraged and supported student attendance; provided support to ensure timely high school graduation; implemented alternatives to suspension/expulsion, including restorative practices; acknowledged and encouraged positive student behavior and improvements; and administered school experience surveys to our students, parents, and staff.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The actions/services have been effective as measured by progress towards our annual measurable outcomes. Our suspension rate is 0%, ADA rate 96.5% , graduation rate98%, and survey average approval rates are 88% for Parents and students 68 %

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

"We only have minor differences between Budgeted and Estimated Actual Expenditures."

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes for school experience survey average approval rates. Based on input from all stakeholders, we will continue to hold events that promote parental participation as well as parent training activities such as Parent College. We will focus on acknowledging positive student behavior and restorative practices. We will continue to offer PD to our teachers on classroom management and student engagement procedures to help create an atmosphere of trust, respect, and high expectations. IS THERE ANY

OTHER FEEDBACK FROM SURVEYS RELATED TO THE CONNECTION GOAL THAT YOU PLAN TO IMPLEMENT??? We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Strategies, & Proposed Expenditures section of the SPSA.

Budget Summary and Consolidation

Complete the table below. Schools may include additional information or more detail. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$309,676 (excluding Title III Consortium funds)
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$309,026

Consolidation of Funds

List the Federal programs that the school is consolidating in the schoolwide program. Adjust the table as needed.

Federal Programs	Allocation (\$)
Title I, Part A: School Allocation	\$259,643.00
Title II, Part A: Supporting Effective Instruction	\$32,577.00
Title III, Part A: Language Instruction for English Learners and Immigrant Youth	\$2,493.00 (Immigrant)
Title IV Part A: Student Support and Academic Enrichment Grants	\$14,963.00

Subtotal of consolidated federal funds for this school: \$309,676

List the State and local programs that the school is consolidating in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
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State or Local Programs	Allocation (\$)
LCFF Base Revenue	\$7,885,374
Supplemental and Concentration Grant Funds	\$1,689,099
[List state or local program here]	[\$[Enter amount here]]
[List state or local program here]	[\$[Enter amount here]]
[List state or local program here]	[\$[Enter amount here]]

Subtotal of consolidated state or local funds for this school: \$9,574,473

Total of consolidated (federal, state, and/or local) funds for this school: \$9,883,499

Addendum

The Single Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to *EC* 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available

at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in *EC* Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to *EC* Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in *EC* Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: *EC* sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
 - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
 - c. the devotion of sufficient resources to effectively carry out professional development activities; and

- d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation

Title I, Part A: School Parent and Family Engagement Allocation

Title I, Part A: Targeted Support and Improvement Allocation

Title I, Part C: Education of Migratory Children

Title II, Part A: Supporting Effective Instruction

Title III, Part A: Language Instruction for English Learners and Immigrate Youth

Title IV Part A: Student Support and Academic Enrichment Grants

Title IV Part B: 21st Century Community Learning Centers

Title V, Part B: Rural Education Initiative

Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program

American Indian Education

Child Development Programs

Economic Impact Aid/State Compensatory Education (carryover funds)

Economic Impact Aid/Limited English Proficient (carryover funds)

California Foster Youth Services

California Partnership Academies

California Tobacco-Use Prevention Education Program