

Single Plan for Student Achievement



Magnolia Science Academy-3

A Resource for the School Site Council

The Single Plan for Student Achievement

School: Magnolia Science Academy-3

District: Los Angeles County Office of Education

County-District School (CDS) Code: 19-10199-0115030

Principal: Shandrea Daniel

Date of this revision: 11/28/2017

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

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

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Form A: Planned Improvements in Student Performance

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

PERFORMANCE GOAL 1A:

All students will reach high standards, at a minimum, increasing ELA growth by 5%.

RELATED LCAP GOAL:

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

Identified Need:

Decrease the amount of standard not met on ELA & MATH CASSPP.

Expected Annual Measurable Outcomes: (Aligned with LCAP)

- All Students: Average Distance from Level 3 will decrease by 5 points compared to the prior year.
- All Students: Percentage will increase by 5% compared to the prior year.
- Percentage of students who meet their expected growth targets on the Measures of Academic Progress (MAP) Reading assessment
All Students: Expected 2017-18 Fall to Spring MAP Reading growth target met percentage: 55%.

What data did you use to form this goal?

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

COMPREHENSIVE NEEDS ASSESSMENT

What were the findings from the analysis of this data?

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

As seen in the graphs below, when we compare the SBAC results of 2015 -2017, we can see that the percentages of students who met or exceeded standards increased in our student population as a whole as well as in the listed subgroups. MSA3 has been providing many intervention programs to ensure that all students are delivered quality of instruction, and that the academic achievement gaps are reduced/closed. POWER classes, after school tutoring, Saturday school, home tutoring, zero period, and academic follow up system are a few of the intervention programs available to our struggling students.

Additionally, our Title 1 coordinator works closely with the low achieving students and their parents/guardians to make sure that their needs are being met. All faculty members of MSA3 believe in the importance of family involvement on state tests. Therefore, when teachers conduct home visits, they also mention/discuss about the state tests and their importance. Additionally, MSA3 implements a highly effective incentive program to motivate its students.

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

SBAC Historical Proficiency Rates - ELA (3-8,11)

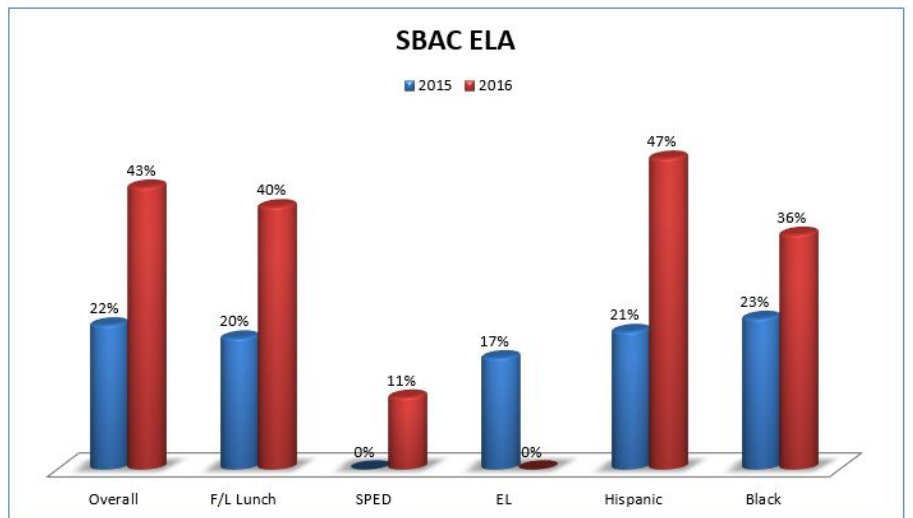
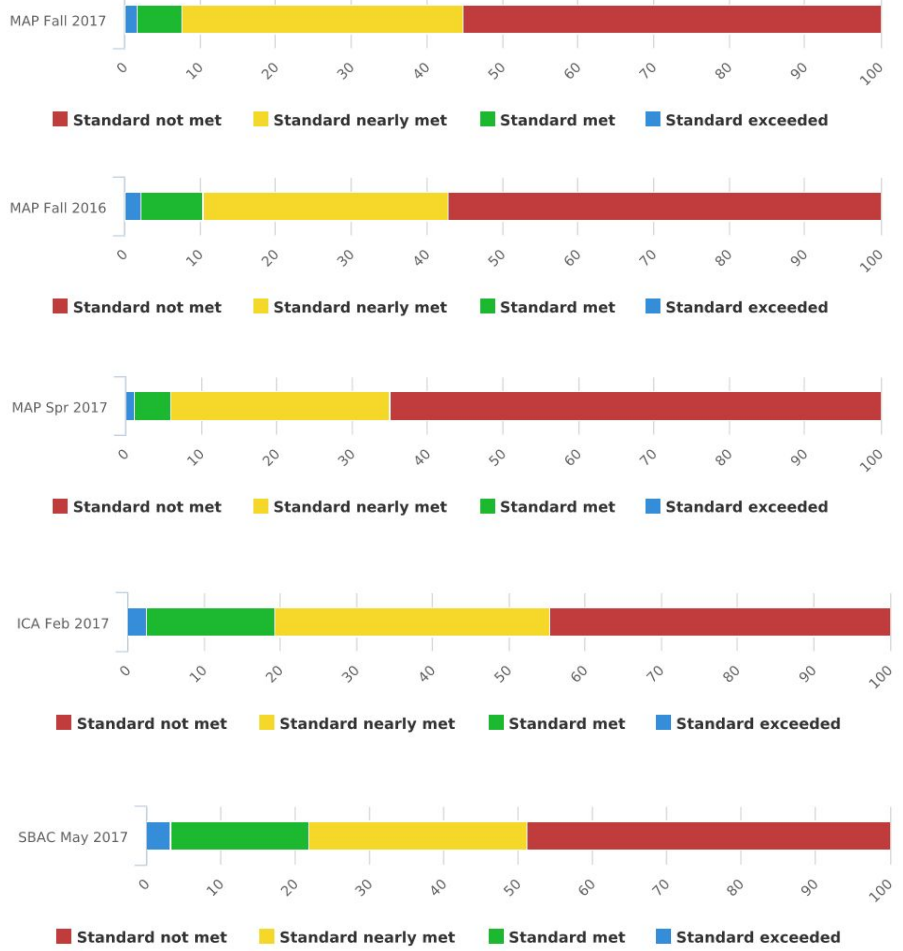
	2015	2016	2017
MSA-3	22%	43%	40%

2017 SBAC Scores with Grade Level Breakdown - ELA

Level:	Met or Exceeded	Mean Scale Score	# of Stud. w/ Scs	Std Not Met	Std Nearly Met	Std Met	Std Exceeded
MSA-3 (All)	40%		294	26%	34%	31%	9%
6th Grade	34%	2497.7	79	32%	34%	30%	4%
7th Grade	38%	2534.8	92	23%	39%	33%	5%
8th Grade	40%	2546.8	84	29%	31%	31%	10%
11th Grade	56%	2603.3	39	15%	28%	31%	26%

Special Student Groups- EL

	2015	2016	2017
Free/Reduced	20%	40%	37%
SPED	0%	11%	8%
EL	17%	N/A	18%
Hispanic	21%	47%	42%
White	14%	N/A	N/A
Black	23%	36%	39%



<p>How will the school evaluate the progress of this goal? Weekly, monthly, quarterly, and annual program monitoring and evaluation</p>	<p>Where can a budget plan of the proposed expenditures for this goal be found? See Form F: Budget Planning Tool</p>	
<p>STRATEGY: Charter School will provide CCSS aligned ELA instruction, support and intervention to all students, including ELs, and monitor student progress in ELA/Literacy as measured by the interim assessments (MAP, IAB, etc.)</p>		
Action Steps	Person(s) Responsible	Cost and Funding Source (Itemize for Each Source)
<p>Action Step 1: Teachers will provide CCSS aligned ELA instruction. (ongoing)</p>	<p>Teachers, leadership team</p>	<p>Teacher salaries and benefits (LCFF funds; see LCAP)</p>
<p>Action Step 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)</p> <p>Task 1: Charter School will use the MAP test and teacher feedback to identify and place students in ELA intervention groups and classes. (within the first month of the school year)</p> <p>Task 2: Students will be provided with targeted CCSS aligned ELA intervention during the daily intervention period, once a week after school and on Saturdays to meet the students' needs. (ongoing)</p> <p>Task 3: Charter School will work with a Supplemental Educational Services (SES) Provider to provide targeted CCSS aligned ELA intervention to meet the students' needs. (ongoing)</p>	<p>Dean of Academics, RTI coordinator, leadership team</p> <p>Dean of Academics, RTI coordinator, leadership team</p> <p>Teachers, Dean of Academics, RTI coordinator, leadership team</p>	<p>\$5,000 Title I for MAP test</p> <p>\$40,000 Title I</p> <ul style="list-style-type: none"> • \$10,000 for 2 ELA teachers for 10% • \$15,000 for 2 instructional assistants • \$15,000 Title I for 50% Title-I intervention teacher • \$5,000 Title I for SES for ELA intervention
<p>Action Step 3: Charter School will select a research-based reading intervention program that targets the individual literacy needs of struggling students and English Learners and includes ongoing assessments of student growth. (prior to the start of the school year)</p> <p>Task 1: Charter School will select reading intervention</p>	<p>ELA Dept. Chair, Dean of Academics, RTI coordinator, leadership team</p> <p>Dean of Academics, Principal</p> <p>Dean of Academics, Principal</p> <p>Dean of Academics, RTI coordinator, leadership team</p>	<p>\$13,000 Title I for supplementary instructional materials:</p> <ul style="list-style-type: none"> • \$5,000 for reading intervention program (myON, Flocabulary, Naviance!) • \$3,000 for novels • \$5000 for StudySync <p>\$10,000 Title I for PD in ELA support and interventions</p>

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

PERFORMANCE GOAL 1B:

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

RELATED LCAP GOAL:

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

Identified Need:

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

Expected Annual Measurable Outcomes: (Aligned with LCAP)

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

What data did you use to form this goal?

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

COMPREHENSIVE NEEDS ASSESSMENT**What were the findings from the analysis of this data?**

The data establishes that students have maintained the 22% Proficiency Rate over the year. Our RTI coordinator works closely with the low achieving students and their parents/guardians to make sure that their needs are being met. All faculty members of MSA3 believe in the importance of family involvement on state tests. Therefore, when teachers conduct home visits, they also mention/discuss about the state tests and their importance. Additionally, MSA3 implements a highly effective incentive program to motivate its students. Our Grade Level Chairs works with the Vice Principal to analyze the data to determine best strategies. Content is reviewed in ssr classes, and power classes, core classes that can align.

2017 SBAC Scores with Grade Level Breakdown- MATH

Level:	Met or Exceeded	Mean Scale Score	# of Stud. w/ Scs	Std Not Met	Std Nearly Met	Std Met	Std Exceeded
MSA-3 (All)	22%		293	48%	30%	19%	3%
6th Grade	20%	2475.1	79	48%	32%	18%	3%
7th Grade	27%	2507.9	92	43%	29%	22%	5%
8th Grade	18%	2502.2	83	48%	34%	16%	2%
11th Grade	23%	2526.1	39	59%	18%	21%	3%

Special Student Groups- Math

	2015	2016	2017
Free/Reduced	10%	20%	21%
SPED	3%	7%	4%
EL	33%	N/A	14%
Hispanic	15%	25%	26%
White	14%	N/A	N/A
Black	10%	17%	19%

MAP vs ICA vs SBAC

Math (Fall - Spring MAP) & Math (ICA - SBAC)

Filters:

Enrollment/Rostering Date: Current Panel (11-28-2017)
 Site: Magdalena Science Academy 3
 Student Group:
 Course(s):
 Section(s):
 Teacher(s):
 Program(s):

English Proficiency:
 SED Status: null
 Special Ed Status: Special & Non Special Ed
 Race/Ethnicity: All Reported Races
 Grade Level(s):
 Additional Student Group:
 Gender: Male & Female



Special Education Students

As seen in the graph, our percentage of students with special needs have decreased from 7% to 4%. This significant decrease is an outcome of an increase in our SPED population and testing them accordingly. The department works with our content teachers who meet their individualized needs. We increased the level of support in our resource center, providing more sped staff to assist with instruction in the classroom.

English Language Learners

In reviewing the scores of our English Language Learners, we see that EL students need more guidance in order to meet or exceed the standards. However, the graphs above shows the proficiency rates of our EL students who have not been reclassified yet; it 2016 all were reclassified which is why we did not have a score. Our Sped students have an EL course and have ssr with one another so the teacher can help and build support for the SBAC exam. With a 14% proficiency rate that shows that the more time EL students spend at our school, they get reclassified and the better results they get in state tests.

	<p style="text-align: center;">Latino Students</p> <p>Our students who have Hispanic/Latino background have shown great progress in state tests as the percentage of their at/above proficiency levels increased from 25% to 26%.</p> <p style="text-align: center;">African American Students</p> <p>Our students who have African-American students have shown great progress in state tests as the percentage of their at/above proficiency levels increased from 17% to 19%.</p>	
<p>How will the school evaluate the progress of this goal? Weekly, monthly, quarterly, and annual program monitoring and evaluation</p>	<p>Where can a budget plan of the proposed expenditures for this goal be found? See Form F: Budget Planning Tool</p>	
<p>STRATEGY: Charter School will provide CCSS aligned math instruction, support and intervention to all students, including ELs, and monitor student progress in math as measured by the interim assessments (MAP, IAB, etc.)</p>		
Action Steps	Person(s) Responsible	Cost and Funding Source (Itemize for Each Source)
<p>Action Step 1: Teachers will provide CCSS aligned math instruction. (ongoing)</p>	<p>Teachers, leadership team</p>	<p>Teacher salaries and benefits (LCFF funds; see LCAP)</p>
<p>Action Step 2: The leadership team will place students into appropriate intervention groups and teachers will provide targeted math support and interventions. (within the first month of the school year)</p> <p>Task 1: Charter School will use the MAP test and teacher feedback to identify and place students in math intervention groups and classes. (within the first month of the school year)</p> <p>Task 2: Students will be provided with targeted CCSS aligned math intervention during the daily intervention period, once a week after school and on Saturdays to meet the students' needs. (ongoing)</p> <p>Task 3: Charter School will work with a Supplemental Educational Services</p>	<p>Dean of Academics, RTI coordinator, leadership team</p> <p>Dean of Academics, RTI coordinator, leadership team</p> <p>Teachers, Dean of Academics, RTI coordinator, leadership team</p>	<p>\$5,000 Title I for MAP test</p> <p>\$35,000 Title I and Sped Funding</p> <ul style="list-style-type: none"> • \$10,000 for 2 math teachers for 10% • \$15,000 for 1 Sped instructional assistant • \$10,000 for Sped RSP second teacher and assistance with RTI.

<p>(SES) Provider to provide targeted CCSS aligned math intervention to meet the students' needs. (ongoing)</p>		
<p>Action Step 3: Charter School will select a research-based reading intervention program that targets the individual literacy needs of struggling students and English Learners and includes ongoing assessments of student growth. (prior to the start of the school year)</p> <p>Task 1: Charter School will select math intervention materials and resources. (prior to the start of the school year)</p> <p>Task 2: Charter School will purchase supplementary instructional materials and benchmark assessments. (prior to the start of the school year)</p> <p>Task 3: Charter School will schedule and provide training for instructional staff and schedule follow up professional development activities. (prior to the start of the school year and ongoing)</p>	<p>Math Dept. Chair, Dean of Academics, RTI coordinator, leadership team</p> <p>Dean of Academics, Principal</p> <p>Dean of Academics, Principal</p> <p>Dean of Academics, RTI coordinator, leadership team</p>	<p>\$10,000 Title I for supplementary instructional materials: \$5,000 for math intervention program (name it; ALEKS, Number Worlds?)</p> <p>\$1,000 for math manipulatives List other supplementary materials for math.</p> <p>\$5,000 Title I for PD in math support and interventions</p>
<p>Action Step 4: Teachers and the leadership team will monitor student progress in math as measured by in-class/benchmark assessments, MAP and IABs. (ongoing)</p> <p>Task 1: Teachers will implement the MAP test in Fall 2017 and Spring 2018 to measure student growth in math. (in fall and spring; ongoing)</p>	<p>Dean of Academics, RTI coordinator, leadership team</p> <p>Teachers, Dean of Academics, RTI coordinator, leadership team</p> <p>Teachers, Math Dept. Chair, Dean of Academics, RTI coordinator, leadership team</p> <p>Teachers, Math Dept. Chair, Dean of Academics, RTI coordinator, leadership team</p>	

<p>Task 2: Teachers will analyze areas of growth for each student on the Fall 2017 MAP test and measure growth on the Spring 2018 MAP test. Teachers will continue to use in-class/benchmark assessments and IABs as progress indicators. (in fall and spring; ongoing)</p> <p>Task 3: Charter School will monitor and evaluate math intervention program goals and objectives; determine if goals and objectives are being met. Findings will be reflected in the SSC minutes. (ongoing)</p>		
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PERFORMANCE GOAL 2A:

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

RELATED LCAP GOAL:

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

Identified Need:

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

Expected Annual Measurable Outcomes: (Aligned with LCAP)

- State Indicator: English Learner Progress Indicator (ELPI): Percentage of ELs who are making progress toward language proficiency from one year to the next on the CELDT/ELPAC and the number for ELs who were reclassified from EL to fluent English proficient in the prior year
Percentage on ELPI will have 5% growth compared to the prior year.
Expected EL reclassification rate: 5-25%.
- State Indicator: Academic: Average Distance from Level 3 on CASSPP-ELA/Literacy assessments (Grades 3-8)
ELs: Average Distance from Level 3 will decrease by 7 points compared to the prior year.
- Percentage of students who meet or exceed standard on CASSPP-ELA/Literacy assessments
ELs: Percentage will have 5% growth compared to the prior year.
- Percentage of students who meet their expected growth targets on the Measures of Academic Progress (MAP) Reading assessment
ELs: Expected 2017-18 Fall to Spring MAP Reading growth target met percentage: 55%.
- State Indicator: Academic: Average Distance from Level 3 on CASSPP-Mathematics assessments (Grades 3-8)
ELs: Average Distance from Level 3 will decrease by 5 points compared to the prior year.
- Percentage of students who meet or exceed standard on CASSPP-ELA/Literacy assessments
ELs: Percentage will increase by 5% compared to the prior year.
- Percentage of students who meet their expected growth targets on the Measures of Academic Progress (MAP) Reading assessment
ELs: Expected 2017-18 Fall to Spring MAP Mathematics growth target met percentage: 55%.

What data did you use to form this goal?

- Spring 2017 CA School Dashboard data
- 2016 & 2017 SBAC ELA/Literacy & Mathematics data
- 2016-17 Fall to Spring MAP test data
- Fall 2017 MAP test data
- CELDT/ELPAC results
- EL reclassification rates

COMPREHENSIVE NEEDS ASSESSMENT

What were the findings from the analysis of this data?

Special Student Groups- EL

	2015	2016	2017
Free/Reduced	20%	40%	37%
SPED	0%	11%	8%
EL	17%	N/A	18%
Hispanic	21%	47%	42%
White	14%	N/A	N/A
Black	23%	36%	39%

Special Student Groups- Math

	2015	2016	2017
Free/Reduced	10%	20%	21%
SPED	3%	7%	4%
EL	33%	N/A	14%
Hispanic	15%	25%	26%
White	14%	N/A	N/A
Black	10%	17%	19%

	The EL population went to N/A because of our strong reclassification practices. That shows that the more time EL students spend at our school, they get reclassified and the better results they get in state tests.	
<p>How will the school evaluate the progress of this goal? Weekly, monthly, quarterly, and annual program monitoring and evaluation</p>	<p>Where can a budget plan of the proposed expenditures for this goal be found? See Form F: Budget Planning Tool</p>	
<p>STRATEGY: Charter School will provide CCSS aligned ELA and math instruction and ELD instruction, support and intervention to ELs, and monitor student progress in ELA/Literacy, math, and ELD as measured by the MAP tests and other assessments.</p>		
Action Steps	Person(s) Responsible	Cost and Funding Source (Itemize for Each Source)
<p>Action Step 1: Charter School will identify and group ELs by proficiency level, provide ELD instruction aligned to the new standards, and monitor student progress in program implementation. (ongoing)</p> <p>Task 1: The data office will create a report of identified ELs by class. The report will include students' CELDT levels including overall and subtest data and be given to all teachers. (prior to the start of the school year)</p> <p>Task 2: ELD time will be built into in the master schedule. (prior to the start of the school year)</p> <p>Task 3: Charter School will purchase supplementary ELD materials and benchmark assessments. (prior to the start of the school year)</p> <p>Task 4: Charter School will schedule and provide training for instructional staff and schedule follow up professional development activities. (ongoing)</p>	<p>Teachers, leadership team</p> <p>Office, EL coordinator, leadership team</p> <p>Dean of Academics, Principal</p> <p>Dean of Academics, Principal</p> <p>Dean of Academics, EL coordinator, leadership team</p>	<p>\$12,000.00 Title I for Tech software, Flex Literacy instructional materials:</p> <p>\$10,000.00 Title I for Tech software, My On instructional materials:</p> <p>\$200 for novels for EL classes</p> <p>\$285 for BrainPOP ESL</p> <p>\$1,200.00 Staff PD books</p> <p>ELA/ELD Development Framework Common Core ELA/Literacy standards and ELs SDAIE strategies Cooperative Learning and Student Engagement strategies training focused on ELs Long Term English Learners training Rigor by Design: Leading the Learning of English Learners and Immigrant Students</p> <p>Charter School serves as the lead of the Magnolia Science Academy consortium for Title III LEP funds. Per the MOU with the consortium members, Charter School will receive ELD services, including monitoring and evaluation of the EL programs and services and professional development. The EL program coordinator will closely work with our teachers and the leadership team.</p>
<p>Action Step 2: The leadership team will place students into appropriate intervention groups and teachers will provide targeted</p>	<p>ELA/ELD teachers, EL coordinator, Dean of</p>	<p>EL Classes Silent Sustained Reading Academic Intervention classes</p>

<p>ELD support and interventions. (within the first month of the school year)</p> <p>Task 1: Teachers will identify targeted ELD areas and levels of support needed. (within the first month of the school year)</p> <p>Task 2: Teachers will develop and implement targeted lessons to meet the students' needs. Students will also be provided after-school intervention at least once a week and on Saturdays. (ongoing)</p>	<p>Academics, RTI coordinator</p> <p>ELA/ELD teachers, EL coordinator, Dean of Academics, RTI coordinator</p>	<p>After-school tutoring Saturday tutoring</p>
<p>Action Step 3: Teachers and the leadership team will monitor student progress in ELD as measured by in-class/benchmark assessments. <i>(ELA/Literacy and math monitoring via MAP tests, IABs, etc., have been described in Performance Goal 1.)</i> (ongoing)</p> <p>Task 1: All ELs will be assessed for ELD at the end of each ELD curricular unit which takes approximately 6-8 weeks. (ongoing)</p> <p>Task 2: Charter School will monitor student progress in ELD using in-class/benchmark assessments as progress indicators. (ongoing)</p> <p>Task 3: Teachers will collaborate on assessment results and make necessary adjustment in their instruction. (ongoing)</p> <p>Task 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)</p> <p>Task 5: The school leadership will implement the observation protocol monthly. (ongoing)</p> <p>Task 6: The EL program coordinator sponsored by the Title III consortium lead will evaluate the EL services at the school at least semesterly. (ongoing)</p>	<p>Teachers, EL coordinator, Dean of Academics, leadership team</p> <p>Teachers, EL coordinator, Dean of Academics</p> <p>Teachers, EL coordinator, Dean of Academics, leadership team</p> <p>Teachers, EL coordinator, Dean of Academics, leadership team</p> <p>Title III Consortium lead EL program coordinator, leadership team</p> <p>Dean of Academics, EL coordinator, RTI coordinator, leadership team</p> <p>Title III Consortium lead EL program coordinator, leadership team</p>	<p>Charter School is a member of the Magnolia Science Academy consortium for Title III LEP funds. Per the MOU of the Consortium, Charter School will receive ELD services, including monitoring and evaluation of the EL programs and services and professional development. The EL program coordinator sponsored by the lead will closely work with the school's teachers, EL coordinator and the leadership team.</p>

PERFORMANCE GOAL 2B:

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

RELATED LCAP GOAL:

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

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

Identified Need:

To provide necessary counseling and support to immigrant students

Expected Annual Measurable Outcomes:

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

What data did you use to form this goal?

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

**COMPREHENSIVE NEEDS ASSESSMENT
What were the findings from the analysis of this data?**

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

Additionally, we provide parents support in increasing their knowledge of the English language by providing Saturday Classes. This year we also started Parent university, it is a 5 week program, our teachers are running it, with a curriculum to help parents so they can be support their kids at home. We also provide CoolSIS training so that parents can support their children academically, and we have a very active PTF which supports parental involvement in the school.

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

How will the school evaluate the progress of this goal?

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

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

See Form F: Budget Planning Tool

STRATEGY: Charter School will arrange for counseling to provide support and resources to immigrant students and PD for school staff to best support those students.

Action Steps

Person(s) Responsible

Cost and Funding Source (Itemize for Each Source)

Action Step 1:

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

Task 1:

Charter School will identify the immigrant students and their needs. (prior to the start of the school year)

Task 2:

Teachers, leadership team

Office, Dean of Culture, RTI coordinator, EL coordinator, leadership team

\$1,650 Title I for immigrant student counseling (Estimated 30 hours per year at \$55 per hour)

<p>Charter School will arrange for counseling to provide support and necessary resources to meet the needs of immigrant students. Counseling will be for at least one hour per student per year and more as needed to support the needs of students. (ongoing)</p> <p>Task 3: MPS Home Office will monitor the site-level implementation of the counseling services at least semesterly. (ongoing)</p>	<p>Dean of Culture, leadership team</p> <p>MPS Home Office</p>	
<p>Action Step 2: Charter School will schedule at least three hours of PD for its counselors/staff who will learn best practices and counseling methods geared towards helping immigrant students. (ongoing)</p> <p>Task 1: Charter School will schedule at least three hours of PD for its counselors/staff. PD will focus on immigrant student needs and counseling immigrant students. (ongoing)</p>	<p>Dean of Culture, RTI coordinator, EL coordinator, leadership team</p>	<p>\$900 Title I for PD in immigrant education (3 participants, 2 days, \$150 per day)</p>

PERFORMANCE GOAL 3:

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

RELATED LCAP GOAL:

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

Identified Need:

To ensure teachers are appropriately assigned and fully credentialed

Expected Annual Measurable Outcomes: (Aligned with LCAP)

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

What data did you use to form this goal?

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

COMPREHENSIVE NEEDS ASSESSMENT**What were the findings from the analysis of this data?**

Professional Development sessions are targeted to support teachers in content areas so that they can align lessons with Common Core standards and support students in their areas of need. California State University, Northridge has been invited to present information and host workshops in the areas of Math, Science, English, History, and Enrichment. Based on the areas students seem to be struggling the most, teachers are asked to bring in lesson plans so that they could work in groups to better adapt them to the CCSS.

Additionally, MSA3 holds staff meetings weekly and departmental and grade level meetings biweekly. Here, teachers work in PLC's to disaggregate data, support one another in content areas, and discuss student achievement across content areas in each grade level. While we have increased the use of technology at our school, particularly with a 1:1 ratio of computer to students, we would like to better our blended learning program and expand our PD's to include support for technology in the classroom.

How will the school evaluate the progress of this goal?

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

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

See Form F: Budget Planning Tool

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

Action Steps**Person(s) Responsible****Cost and Funding Source (Itemize for Each Source)****Action Step 1:**

Charter School will conduct credential review and support teachers' credentialing needs. (ongoing)

Task 1:

Charter School will conduct credential review as part of teacher hiring process. (prior to the start of the school year and ongoing)

Task 2:

Charter School will identify teacher credentialing needs and support teachers' credentialing needs. (prior to the start of the school year and ongoing)

Task 3:

Charter School will annually review master schedule/teacher assignments to ensure compliance. (prior to the start of the school year and ongoing)

Teachers, leadership team

Principal, MPS Home Office

Principal, MPS Home Office

Principal

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

Cost and Funding Source for PD and training in ELA/Literacy, math, ELD, and immigrant education have already been listed under Goals 1A, 1B, 2A, and 2B, respectively.

\$5,000 General fund for PD in the following areas:

		PLC, Bloom’s Taxonomy, Classroom Instruction That Works, Differentiated Instruction, Rigor,
<p>Action Step 2: Charter School will schedule PD in areas, including but not limited to, Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas and training in strategies to support ELs with common core ELA/ELD and math curricula, and immigrant education. (ongoing)</p> <p>Task 1: Charter School will schedule PD in abovementioned areas. (ongoing)</p> <p>Task 2: Charter School will monitor how effectively teachers implement strategies and skills they learned in the PD sessions in the classroom. Charter School leadership team will make daily classroom observations using the MPS teacher observation protocol. (ongoing)</p>	<p>Dean of Academics, EL coordinator, Principal, leadership team</p> <p>Dean of Academics, EL coordinator, Principal, leadership team</p> <p>Dean of Academics, EL coordinator, Principal, leadership team</p>	<p>Cost and Funding Source for PD and training in ELA/Literacy, math, ELD, and immigrant education have already been listed under Goals 1A, 1B, 2A, and 2B, respectively.</p>
<p>Action Step 3: Teachers will receive PD in areas of need identified through needs assessment. (ongoing)</p> <p>Task 1: Charter School will identify further PD needs besides the ones listed in Action Step 2. (ongoing)</p> <p>Task 2: Charter School will schedule PD in areas of need. (ongoing)</p>	<p>Dean of Academics, Principal, leadership team</p> <p>Dean of Academics, EL coordinator, Principal, leadership team</p> <p>Dean of Academics, EL coordinator, Principal, leadership team</p>	<p>\$5,000 Title I for PD in the following areas: You can list here projected expenditure for PD, including conferences, workshops and training.</p> <p>Blended Learning, PLCs, Bloom’s Taxonomy, Classroom Instruction That Works, Differentiated Instruction, Rigor, different learning styles, students with special learning needs, understanding data and assessments, etc.</p>
<p>Action Step 4: Charter School will evaluate its teachers for their performance. (ongoing)</p> <p>Task 1: Charter School will implement the MPS teacher observation and evaluation protocol which includes walkthroughs, informal and formal observations and formal evaluation. (ongoing)</p> <p>Task 2: Charter School will identify those areas the teachers need improvement to become more effective and efficient at their jobs and communicate with teachers about performance, mutually establish goals and identify actions for progress, and evaluate results. (ongoing)</p> <p>Task 3: Charter School may use evaluation results as basis and documentation for performance pay, transfer, promotion, reassignment, or disciplinary action. (ongoing)</p>	<p>Principal, leadership team</p> <p>Principal, leadership team</p> <p>Principal, leadership team</p> <p>Home Office, principal, leadership team</p>	<p>Teacher performance pays are part of salaries (LCFF funds; see LCAP)</p>

PERFORMANCE GOAL 4:

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

RELATED LCAP GOAL:

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

Identified Need:

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

Expected Annual Measurable Outcomes: (Aligned with LCAP)

- Charter School will maintain an ADA rate of at least 95%.
- Charter School will maintain a chronic absenteeism rate of no more than 5%.
- Charter School will maintain a dropout rate of no more than 1%.
- Charter School will maintain a student suspension rate of no more than 5%.
- Charter School will maintain a student expulsion rate of no more than 1%.
- School experience survey average approval rates will be: Students: 80%, Families: 80%, Staff: 80%.
- Charter School will hold a minimum of 5 parent activities/events per year.
- At least 25% of Charter School’s students will be home-visited by the teachers.

What data did you use to form this goal?

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

What were the findings from the analysis of this data?

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

Our school follows a positive behavioral support model utilizing a point system tracked by our online CoolSIS program. When a student receives negative fifteen behavior points, those students and parents are worked with closely and placed on a behavior plan which is tracked daily. Students are given the opportunity to rectify their behavior in each class and consequently earn positive points by following the agreement made between the administration, parents, and student. Students that earn positive points (in increments of 5) earn rewards and are publicly acknowledged in assemblies and award ceremonies.

The Dean of Students and reflection committee employs alternatives to suspension in order to focus on lifelong character building with tasks including: community service, campus beautification, loss of privileges, parent shadow, mentorship, etc. We also work with Mitchell Family Counseling from CSUN to address social and behavioral needs. This allows students the opportunity to develop maturity while learning responsibility.

Our partnership with CSUN also extends into a peer mentoring program, which allows our high school students to receive training on how to effectively communicate and help the younger middle school students be successful both academically and behaviorally. We also collaborate with our girls’ small groups called Gems, offering the transitioning 6th grade girls the opportunity to learn appropriate social skills for middle school.

Additionally, we obtain parent support and buy-in through regular home visits. It is our goal to visit each home at least once. Each teacher is asked to visit 5 households throughout the year. By making these types of connections, students understand what an integral role their parents combined with the school, play in their education.

<p>How will the school evaluate the progress of this goal? Weekly, monthly, quarterly, and annual program monitoring and evaluation</p>	<p>Where can a budget plan of the proposed expenditures for this goal be found? See Form F: Budget Planning Tool</p>	
<p>STRATEGY: Charter School will implement policies that encourage parent involvement, positive student behavior and improvements and Charter School teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.</p>		
<p>Action Steps</p>	<p>Person(s) Responsible</p>	<p>Cost and Funding Source (Itemize for Each Source)</p>
<p>Action Step 1: Charter School will implement restorative practices and Positive Behavioral Interventions and Supports (PBIS). (ongoing)</p> <p>Task 1: Charter School will implement restorative practices, PBIS, and alternatives to suspension. (ongoing)</p> <p>Task 2: Charter School will implement a positive behavior reward system and use its SIS for monitoring it. (ongoing)</p>	<p>Teachers, Dean of Students, leadership team</p> <p>Teachers, Dean of Students, leadership team</p> <p>Teachers, Dean of Students, leadership team</p>	<p>\$5,000.00 for implementing PBIS</p> <p>\$6,500.00 Title I for parent workshops Parent college and Saturday School.</p> <p>\$20,000 Title I for home-visit stipends</p>
<p>Action Step 2: Charter School will offer Life Skills program to supplement instruction. (ongoing) (Life Skills program contains topics on social and emotional learning, study skills, environmental issues, conflict resolution, making responsible choices, self-discipline, college and career awareness and character education. Life Skills is an enrichment program that provides students with valuable skills to support academic excellence and social skill development. Students participate in activities/projects to demonstrate their understanding of the values/lessons. Guest speakers and various forms of technology also engage students in the course content. Life Skills themes are integrated into broader school-wide activities including assemblies, field trips, displays, announcements, and into the general curriculum. Parents are regularly informed about the Life Skills topics to support the Charter School's effort to inspire positive principles of conduct in future leaders. Life Skills program also enables all students, including socio-economically disadvantaged students, to have a vision and be more specific on their goals to be successful at school and during their life.)</p>	<p>Teachers, Dean of Culture, leadership team</p>	<p>\$15,000 Title I funds can be used for field trips, guest speakers, and other activities as it pertains to Life Skills topics, as long as they are supplementary.</p>
<p>Action Step 3: Charter School will hold a minimum of 5 parent activities/events per year, including Student/Parent Orientation, Back to School Night, and parent conferences. (ongoing)</p> <p>Task 1: Charter School will communicate with the parents of academically under-performing students, inviting them for parent conferences. (in fall and spring; ongoing)</p>	<p>Teachers, Dean of Culture, leadership team</p> <p>Teachers, Dean of Culture, Dean of Academics, leadership team</p>	<p>\$1500 Title I for parent workshops (includes mailing expenses: \$100)</p>

<p>Task 2: Charter School will schedule annual workshops for parents of EL students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. (ongoing)</p>	<p>EL coordinator, Dean of Culture, Dean of Academics, leadership team</p>	
<p>Action Step 4: Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement. (ongoing)</p> <p>Task 1: Charter School teachers will schedule and make home-visits. (ongoing)</p> <p>Task 2: Charter School teachers will document the visits, evaluate them and share necessary information with the appropriate staff (grade level team, counselor, administrator, etc.) (ongoing)</p>	<p>Teachers, Dean of Culture, leadership team</p> <p>Teachers, Dean of Culture, leadership team</p> <p>Teachers, Dean of Culture, leadership team</p>	<p>\$20,000 Title I for home-visit stipends</p>

PERFORMANCE GOAL 5:

All students will graduate from high school.

RELATED LCAP GOAL:

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

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

Identified Need:

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

Expected Annual Measurable Outcomes: (Aligned with LCAP)

- Middle school/High school dropout rate will be 0%.
- Four-year cohort graduation rate will be 95% or higher.
- Percentage of graduating seniors who will have successfully completed courses that satisfy the UC/CSU or career technical education program will be 100%.
- Percentage of graduating seniors who have passed an AP exam with a score of 3 or higher will be 30%.

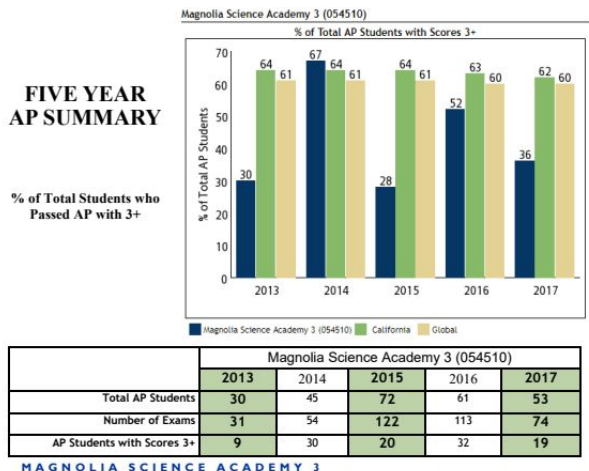
What data did you use to form this goal?

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

What were the findings from the analysis of this data?

MSA3 currently has above 90% graduation rate. The AP pass rate shows that we can do additional work to support our students.

AP Pass Rate 36%



Analysis

MSA3 has always had a culture of college readiness, offering Advanced Placement (AP) courses to the students is an essential component of this college readiness culture.

In order to increase AP pass rate for MSA3, the academic team arranged individual meetings with the AP teachers. The objective of the meeting was giving them opportunities to reflect on their delivery of instruction performance as well as preparing their students for the tests. The outcomes of the meetings were very fruitful as the following decisions were made by the participants;

- AP teachers will be assigned to PDs that address content specific issues,
- Practice AP tests will be effectively utilized,
- College Board's detailed AP reports will be analyzed thoroughly in order to see the students' areas of weaknesses,

	<ul style="list-style-type: none"> · The performance of AP students in the practice tests will be tracked by their content teachers and deans of academics, · Variety of options for supplemental instruction will be given to students such as after school tutoring, Saturday school, zero period, etc, · Test taking culture will be discussed in department and grade-level meetings for an effective establishment, · More incentives will be provided to encourage the students, · Parents/guardians will be asked to get more involved in this process.
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<p>How will the school evaluate the progress of this goal? Weekly, monthly, quarterly, and annual program monitoring and evaluation</p>	<p>Where can a budget plan of the proposed expenditures for this goal be found? See Form F: Budget Planning Tool</p>
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STRATEGY: Charter School will provide students with 4-year plans and support programs to ensure timely high school graduation and college/career readiness.

Action Steps	Person(s) Responsible	Cost and Funding Source (Itemize for Each Source)
<p>Action Step 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)</p>	College Counselor, Dean of Academics, leadership team	<p>Portion of College counselor salary and benefits (LCFF funds; College Readiness Grant, also see LCAP)</p> <p>\$3,000 Title I for Naviance software</p> <p>\$13,000 Title I for FuelEd credit recovery</p> <p>\$10,000 Title I for summer school</p>
<p>Action Step 2: Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. (ongoing)</p>	College Counselor, Dean of Academics, leadership team	<p>\$2500 College Readiness Grant</p>
<p>Action Step 3: 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. (ongoing)</p>	College Counselor, Dean of Academics, leadership team	<p>\$10,000 Title I</p> <p>\$5,000 for 1 ELA teacher for 10% (ACT/SAT prep) Title 1, College Readiness Grant</p> <p>\$5,000 for 1 math teacher for 10% (ACT/SAT prep), College Readiness Grant</p>

Form B: Centralized Services for Planned Improvements in Student Performance

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

Magnolia Public Schools Home Office (“Home Office”)

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

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

- External Relations
 - Family and community engagement
 - Facilitation of school site governance councils and LCAP management
 - Development
 - Communications

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

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

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

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

School Goal #: 2A

<p>Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)</p>	<p>Start Date Completion Date</p>	<p>Proposed Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source (itemize for each source)</p>
<p>Title III-LEP Support The EL program coordinator sponsored by the Title III consortium lead will create a protocol for teacher observation and feedback regarding the implementation of the ELD program. The protocol will include look-fors, the frequency of observations and feedback.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will monitor the school-level implementation of the observation protocol monthly and evaluate the EL services at the school at least semesterly.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will monitor and evaluate EL programs and services.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will closely work with the school's teachers, EL coordinator and the leadership team and provide professional development.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will coordinate and plan for the implementation of the initial CELDT test, the annual assessment of ELs, and the process for the follow-up required for reclassification</p>	<p>ongoing</p>	<p>Services and operating expenses, professional salaries and benefits for the MPS EL program coordinator</p> <p>Charter School is a member of the Magnolia Science Academy consortium for Title III LEP funds. Per the MOU of the consortium, Charter School will receive ELD services, including monitoring and evaluation of the EL programs and services and professional development. The MPS EL program coordinator sponsored by the lead will closely work with the school's teachers, EL coordinator and the leadership team.</p>	<p>N/A</p>	<p>N/A</p>

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

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

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

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

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

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

Note: Centralized services may include the following direct services:

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

Centralized services do not include administrative costs.

Please duplicate this form as necessary.

Form C: Programs Included in this Plan

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

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

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

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

State Programs	Allocation	Consolidated in the SWP
<input type="checkbox"/> California School Age Families Education (Carryover only) Purpose: Assist expectant and parenting students to succeed in school	\$	<input type="checkbox"/>
<input type="checkbox"/> Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only) Purpose: Help educationally disadvantaged students succeed in the regular program	\$	<input type="checkbox"/>
<input type="checkbox"/> Economic Impact Aid/Limited English Proficient (EIA-LEP) (Carryover only) Purpose: Develop fluency in English and academic proficiency of English learners	\$	<input type="checkbox"/>

<input type="checkbox"/>	Peer Assistance and Review (Carryover only) Purpose: Assist teachers through coaching and mentoring	\$	<input type="checkbox"/>
<input type="checkbox"/>	Professional Development Block Grant (Carryover only) Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$	<input type="checkbox"/>
<input type="checkbox"/>	Pupil Retention Block Grant (Carryover only) Purpose: Prevent students from dropping out of school	\$	<input type="checkbox"/>
<input type="checkbox"/>	Quality Education Investment Act (QEIA) Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$	<input type="checkbox"/>
<input type="checkbox"/>	School and Library Improvement Program Block Grant (Carryover only) Purpose: Improve library and other school programs	\$	<input type="checkbox"/>
<input type="checkbox"/>	School Safety and Violence Prevention Act (Carryover only) Purpose: Increase school safety	\$	<input type="checkbox"/>
<input type="checkbox"/>	Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	\$	<input type="checkbox"/>
<input type="checkbox"/>	List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], etc.)	\$	<input type="checkbox"/>

Total amount of state categorical funds allocated to this school \$

Federal Programs		Allocation	Consolidated in the SWP
<input checked="" type="checkbox"/>	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$ 171, 545	<input checked="" type="checkbox"/>
<input type="checkbox"/>	Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$	<input type="checkbox"/>

<input type="checkbox"/>	For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$		<input type="checkbox"/>
<input checked="" type="checkbox"/>	Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals	\$22, 200		<input checked="" type="checkbox"/>
<input type="checkbox"/>	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$		Title III funds may not be consolidated as part of a SWP ³
<input type="checkbox"/>	Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	\$		<input type="checkbox"/>
<input type="checkbox"/>	For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	\$		<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$		<input type="checkbox"/>
<input type="checkbox"/>	Title III, Part A: Immigrant Education Program	\$		<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$		<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$		<input type="checkbox"/>
Total amount of federal categorical funds allocated to this school		\$		
Total amount of state and federal categorical funds allocated to this school		\$		

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

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

Form D: School Site Council Membership

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

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Shandrea Daniel	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Yusuf Adanur	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mr. Jorge Gonzalez	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Angela Smith	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maria Villareal	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tanja Lister	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Clementeen Aubrey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Beatriz Castro	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sheridan Minor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Brittany Finch	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Alani Tunu	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Numbers of members in each category	1	3	1	3	3

⁴ EC Section 52852

Form E: Recommendations and Assurances

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

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

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

- 4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
- 5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- 6. This SPSA was adopted by the SSC at a public meeting on: **11/28/2017**.

Attested:
Shandrea Daniel

Typed name of School Principal

Signature of School Principal

Date

Clementeen Aubrey

Typed name of SSC Chairperson

Signature of SSC Chairperson

Date

Form F: Budget Planning Tool

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

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

Budget Summary:

Fiscal Year Allocation for Funding Resources	Funding Sources	Total of Estimated Expenditures from Funding Source	Remaining Balance for Funding Source
\$171,545.00	Title I, Part A	\$171,545.00	\$0.00
\$22,000	Title II	\$22,200	\$0.00
	Title III, LEP	*A total of Title III, LEP funding is allocated for the Magnolia Science Academy consortium. Funding is not passed to member schools.	

Budget/Resource Code Descriptions	Budget/Resource Codes	Estimated Expenditures for All Goals by Code Type
Unrestricted	0000	
Unrestricted Locally Defined	0001-0999	
Certificated Personnel Salaries	1000-1999	\$69,906.00
Classified Personnel Salaries	2000-2999	
Employee Benefits	3000-3999	\$21,296.4000
Books and Supplies	4000-4999	\$1,600
Services and other Operating Expenditures	5000-5699	
Transfers of Direct Costs	5700-5799	
Professional/Consulting Services and Operating Expenditures	5800	\$36,356.92
Communications	5900	
Capital Outlay	6000-6999	
Other Outgo	7000-7439	

Description of Expenditures:

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

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Action Step 2: 2 ELA teachers for 10% 1 Title-I intervention teacher for 50%	Certificated Personnel Salaries	1000-1999	\$10,000.00	
Action Step 2: MAP test	Books and Supplies	4000-4999	\$5,000.00	
Action Step 2: 1 ELA instructional assistant	Classified Personnel Salaries	2000-2999	\$15,000.00	
Action Step 2: SES for ELA intervention	Prof. Services and Operating Expenditures	5800	\$5,000.00	
Action Step 3: Reading intervention program	Books and Supplies	4000-4999	\$5,000.00	
Action Step 3: Novels	Books and Supplies	4000-4999	\$3,000.00	
Action Step 3: Accelerated Reader	Books and Supplies	4000-4999	\$1,500.00	
Action Step 3: Discovery Learning/Student Sync	Books and Supplies	4000-4999	\$3,500.00	
Action Step 3: PD in ELA support and interventions	Prof. Services and Operating Expenditures	5800	\$10,000.00	

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999	\$10,000.00	
Classified Personnel Salaries	2000-2999	\$15,000.00	
Employee Benefits	3000-3999	\$3,500.00	
Books and Supplies	4000-4999	\$13,000.00	
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800	\$10,000	
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

Description of Expenditures:

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

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Action Step 2: 2 math teachers for 10% 1 Title-I intervention teacher for 50%	Certificated Personnel Salaries	1000-1999	\$25,000.00	
Action Step 2: MAP test	Books and Supplies	4000-4999	\$5,000.00	
Action Step 2: SES for math intervention	Prof. Services and Operating Expenditures	5800	\$21,000	
Action Step 3: Math intervention program	Books and Supplies	4000-4999	\$5,000.00	
Action Step 3: Math manipulatives	Books and Supplies	4000-4999	\$1,000.00	
Action Step 3: PD in math support and interventions	Prof. Services and Operating Expenditures	5800	\$5,000.00	

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999	\$25,000.00	
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999	\$3,500.00	
Books and Supplies	4000-4999	\$27,000.00	
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800	\$5,000.00	
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

Description of Expenditures:

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

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Action Step 1: 1 ELD instructional assistant	Classified Personnel Salaries	2000-2999	\$5,000.00	
Action Step 1: Supplementary student materials from Inside, tech software, instructional material, MyOn	Books and Supplies	4000-4999	\$22,000.00	
Action Step 1: Novels for EL classes	Books and Supplies	4000-4999	\$200.00	
Action Step 1: BrainPOP ESL	Books and Supplies	4000-4999	\$285.00	
Action Step 1: Flocabulary Software	Books and Supplies	4000-4999	\$1500.00	
Action Step 1: PD in ELD support and interventions	Prof. Services and Operating Expenditures	5800	\$1200.00	

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999		
Classified Personnel Salaries	2000-2999	\$5,000.00	
Employee Benefits	3000-3999		
Books and Supplies	4000-4999	\$23,9985.00	
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800		
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

Description of Expenditures:

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

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title III-Immigrant
Action Step 1: Immigrant student counseling	Prof. Services and Operating Expenditures	5800	\$1,650.00	
Action Step 1: PD in immigrant education	Prof. Services and Operating Expenditures	5800	\$900.00	

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title III-Immigrant
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999		
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999		
Books and Supplies	4000-4999		
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800	\$2,550.00	
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

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

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Action Step 3: PD in areas of need	Prof. Services and Operating Expenditures	5800	\$900	\$900

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

Description of Expenditures:

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

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Action Step 3: Implementing PBIS	Communications	5900	\$5000	
Action Step 3: Parent workshop presenter compensation	Prof. Services and Operating Expenditures	5800	\$6500.00	
Action Step 3: Home-visit stipends	Prof. Services and Operating Expenditures	5800	\$20,000.00	

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999	\$26500	
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999		
Books and Supplies	4000-4999		
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800	\$6,500.00	
Communications	5900	\$100.00	
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

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

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Action Step 2: College Counselor stipend	Certificated Personnel Salaries	1000-1999	\$10,000.00	
Action Step 4: FuelEd Credit Recovery, Naviance	Certificated Personnel Salaries	1000-1999	\$6,000	

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999	\$10,000.00	
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999		
Books and Supplies	4000-4999	\$6,000	
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800		
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

Form G: Single Plan for Student Achievement Annual Evaluation

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

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

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

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

SAMPLE QUESTIONS FOR SPSA ANNUAL EVALUATION

Plan Priorities

- Identify the top priorities of the current SPSA. **(No more than 2–3.)**
 - Safety & Wellness of our students.
 - Increase SBAC Scores with a 5% growth in Math & English
 - Academic Achievement & Graduation Rates

- Identify the major expenditures supporting these priorities.
 - Certificated Salaries & Benefits
 - Services & Other Operating: Curriculum
 - Academic Achievement & Graduation Rates

Plan Implementation

- Identify strategies in the current SPSA that were fully implemented as described in the plan.
 - Title 1 support system was implemented
 - McGraw Hill online CCSS aligned curriculum implementation
 - Academic Achievement & Graduation Rates

- Identify strategies in the current SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.
 - What specific actions related to those strategies were eliminated or modified during the year?
 - Identify barriers to full or timely implementation of the strategies identified above.
 - What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?
 - What impact did the lack of full or timely implementation of these strategies have on student outcomes? What data did you use to come to this conclusion?

Strategies and Activities

- Identify those strategies or activities that were particularly effective in improving student achievement. What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?
 - Implementing McGraw Hill CCSS aligned curriculum helped improve Math and English SBAC scores.
 - One-on-One support from Title 1 Coordinators helped our low achieving students improve scores.
- Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.
 - Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement?
 - Lack of timely implementation
 - Limited or ineffective professional development to support implementation
 - Lack of effective follow-up or coaching to support implementation
 - Not implemented with fidelity
 - Not appropriately matched to student needs/student population
 - Other _____
 - Based on the analysis of this practice, would you recommend:
 - Eliminating it from next year's plan
 - Continuing it with the following modifications: _____

Involvement/Governance

- How was the SSC involved in development of the plan? Meet in October 5, 2017, November 7, 2017, and November 29, 2017. They provided input and guidance in developing the SPSA. It is reviewed periodically in SSC meetings to discuss its effectiveness.

- **How were advisory committees involved in providing advice to the SSC?**
ELAC committee provides recommendations to the SSC which are then integrated into the SPSA.
- **How was the plan monitored during the school year?**
It is reviewed periodically in SSC meetings to discuss its effectiveness.
- **What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?**
Increased communication to involve more stakeholders.

Outcomes

- **Identify any goals in the current SPSA that were met.**
All we had EL improvements and chronic absenteeism.
- **Identify any goals in the current SPSA that were not met, or were only partially met.**
EL improvements and chronic absenteeism.
- **List any strategies related to this goal that were identified above as “not fully implemented” or “ineffective” or “minimally” effective.**
Outside factors influenced the outcome of these goals, not due to the lack of implementation of specific strategies.
- **Based on this information, what might be some recommendations for future steps to meet this goal?**
-EL improvements, more PD’s for staff, ELD classes, SDAIE strategies, Flex Literacy, MyOn, MobyMax,
-Chronic Absenteeism, be more proactive in communicating with parents.