

Single Plan for Student Achievement



Magnolia Science Academy-4

A Resource for the School Site Council

The Single Plan for Student Achievement

School: Magnolia Science Academy-4

District: Los Angeles Unified School District

County-District School (CDS) Code: 19 64733 0117622

Principal: Lisa Ross

Date of this revision: 11/16/2017

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, attaining proficiency or better in reading.

RELATED LCAP GOAL:

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

Identified Need:

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

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

- State Indicator: Academic: Average Distance from Level 3 on CASSPP-ELA/Literacy assessments (Grades 3-8)
All Students: Average Distance from Level 3 will decrease by 5 points compared to the prior year.
- Percentage of students who meet or exceed standard on CASSPP-ELA/Literacy assessments
All Students: Percentage will increase by 3% compared to the prior year.
- Percentage of students who meet their expected growth targets on the Measures of Academic Progress (MAP) Reading assessment
All Students: Expected 2017-18 Fall to Spring MAP Reading growth target met percentage: 50%.

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

What were the findings from the analysis of this data?

Spring 2017 CA Dashboard Data

All Students:

ELA (Grades 6-8): 67 Students
41.6 points below level 3

Economically Disadvantaged:

ELA: 57 Students
37.5 points below level3

Hispanic:

ELA: 60 Students
37.2 points below level3

English Language Learners:

ELA: 19 Students
63.3 points below level 3

SBAC ELA Data Comparison

ELA	2016 Proficiency Rate	2017 Proficiency Rate
Overall	38%	36%
FRL	35%	30%
SPED	N/A	0%
EL	0%	0%
Hispanic	37%	33%

MSA-4 administers the MAP exams twice per year. MAP assesses students' progress toward set benchmarks and individual growth targets in math and reading. This computer adaptive test has been aligned with the common core standards so that schools are better able to gauge how students are expected to perform on the SBAC.

2016 Fall MAP Data

ELA Fall 2016 to Spring 2017

6th Grade: 47%

7th Grade: 26%

8th Grade: 40%

9th Grade:50%

10th Grade: 65%

11th Grade: 50%

2017 Spring MAP Data

6th Grade: 34%

7th Grade: 34%

	<p>8th Grade: 68%</p> <p>9th Grade: 34%</p> <p>10th Grade: 70%</p> <p>11th Grade: 60%</p> <p><u>2017 Fall MAP Data</u></p> <p>6th Grade: 25%</p> <p>7th Grade: 32%</p> <p>8th Grade: 29%</p> <p>9th Grade: 39%</p> <p>10th Grade: 46%</p> <p>11th Grade: 61%</p>	
<p>How will the school evaluate the progress of this goal?</p> <p>Weekly, monthly, quarterly, and annual program monitoring and evaluation</p>	<p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <p>See Form F: Budget Planning Tool</p>	
<p>STRATEGY: Charter School will provide CCSS aligned ELA instruction, support and intervention to all students, including ELs, and monitor student progress in ELA/Literacy as measured by the interim assessments (MAP, IAB, etc.)</p>		
Action Steps	Person(s) Responsible	Cost and Funding Source (Itemize for Each Source)
<p>Action Step 1:</p> <p>Teachers will provide CCSS aligned ELA instruction. (ongoing)</p>	<p>Teachers, leadership team</p>	<p>Teacher salaries and benefits (LCFF funds; see LCAP)</p>
<p>Action Step 2:</p> <p>The leadership team will place students into appropriate intervention groups and teachers will provide targeted ELA support and interventions. (within the first month of the school year)</p> <p>Task 1:</p> <p>Charter School will use the MAP test and teacher feedback to identify and place students in ELA intervention groups and classes. (within the first month of the school year)</p> <p>Task 2:</p> <p>Students will be provided with targeted CCSS aligned ELA intervention during the daily intervention period, once a week after school and on Saturdays to meet the students' needs. (ongoing)</p>	<p>Dean of Academics, leadership team</p> <p>Dean of Academics leadership team</p> <p>Teachers, Dean of Academics, leadership team</p>	<p>\$2,000 Title I for MAP test</p> <p>\$7,000 for 1 ELA teacher for 12.5%</p> <p>\$6,000 benefits</p>
<p>Action Step 3:</p> <p>Charter School will select a research-based reading intervention program that targets the individual literacy needs of struggling students and English Learners and includes ongoing assessments of student</p>	<p>ELA Dept. Chair, Dean of Academics, leadership team</p>	<p>\$12,000 Title I for supplementary instructional materials: Myon - reading intervention program</p>

<p>growth. (prior to the start of the school year)</p> <p>Task 1: Charter School will select reading 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>Dean of Academics, Principal</p> <p>Dean of Academics, Principal</p> <p>Dean of Academics, RTI coordinator, leadership team</p>	<p>\$2,600.00 Title I Professional development</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, leadership team</p> <p>Teachers, Dean of Academics, leadership team</p> <p>Teachers, ELA Dept. Chair, Dean of Academics, leadership team</p> <p>Teachers, ELA Dept. Chair, 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 3% compared to the prior year.
- Percentage of students who meet their expected growth targets on the Measures of Academic Progress (MAP) Mathematics assessment
All Students: Expected 2017-18 Fall to Spring MAP Mathematics growth target met percentage: 50%.

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?

Spring 2017 CA Dashboard Data

All Students:

Math (Grades 6-8): 67 Students
92.2 points below level 3

Economically Disadvantaged:

Math: 57 Students
91.2 points below level3

Hispanic:

Math: 60 Students
92.9 points below level3

English Language Learners:

Math: 19 Students
112.2 points below level 3

SBAC ELA Data Comparison

Math	2016 Proficiency Rate	2017 Proficiency Rate
Overall	15%	17%
FRL	13%	18%
SPED	N/A	0%
EL	N/A	N/A
Hispanic	12%	21%

	<p>MSA-4 administers the MAP exams twice per year. MAP assesses students' progress toward set benchmarks and individual growth targets in math and reading. This computer adaptive test has been aligned with the common core standards so that schools are better able to gauge how students are expected to perform on the SBAC.</p> <p><u>2016 Fall MAP Data</u></p> <p>Math Fall 2016 to Spring 2017</p> <p>6th Grade: 18%</p> <p>7th Grade: 20%</p> <p>8th Grade: 26%</p> <p>9th Grade: 32%</p> <p>10th Grade: 47%</p> <p>11th Grade: 28%</p> <p><u>2017 Spring MAP Data</u></p> <p>6th Grade: 20%</p> <p>7th Grade: 20%</p> <p>8th Grade: 47%</p> <p>9th Grade: 39%</p> <p>10th Grade: 55%</p> <p>11th Grade: 40%</p> <p><u>2017 Fall MAP Data</u></p> <p>6th Grade: 25%</p> <p>7th Grade: 27%</p> <p>8th Grade: 21%</p> <p>9th Grade: 39%</p> <p>10th Grade: 31%</p> <p>11th Grade: 46%</p>	
<p>How will the school evaluate the progress of this goal?</p> <p>Weekly, monthly, quarterly, and annual program monitoring and evaluation</p>	<p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <p>See Form F: Budget Planning Tool</p>	
<p>STRATEGY: Charter School will provide CCSS aligned math instruction, support and intervention to all students, including ELs, and monitor student progress in math as measured by the interim assessments (MAP, IAB, etc.)</p>		
<p>Action Steps</p>	<p>Person(s) Responsible</p>	<p>Cost and Funding Source (Itemize for Each Source)</p>
<p>Action Step 1:</p> <p>Teachers will provide CCSS aligned math instruction. (ongoing)</p>	<p>Teachers, leadership team</p>	<p>Teacher salaries and benefits (LCFF funds; see LCAP)</p>
<p>Action Step 2:</p>		

<p>The leadership team will place students into appropriate intervention groups and teachers will provide targeted math support and interventions. (within the first month of the school year)</p> <p>Task 1: 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 (SES) Provider to provide targeted CCSS aligned math intervention to meet the students' needs. (ongoing)</p>	<p>Dean of Academics, leadership team</p> <p>Dean of Academics, leadership team</p> <p>Teachers, Dean of Academics, leadership team</p>	<p>\$2,000 Title I for MAP test</p> <p>\$3,600 Title I for 1 math teacher for 20%</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, leadership team</p> <p>Dean of Academics, Principal</p> <p>Dean of Academics, Principal</p> <p>Dean of Academics, leadership team</p>	<p>\$9,000 Title I for math intervention program (ALEKS)</p> <p>\$3,000 Title I Saturday School</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>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</p>	<p>Dean of Academics, leadership team</p> <p>Teachers, Dean of Academics, leadership team</p> <p>Teachers, Math Dept. Chair, Dean of Academics, , leadership team</p>	

<p>fall and spring; ongoing)</p> <p>Task 3:</p> <p>Charter School will monitor and evaluate math intervention program goals and objectives; determine if goals and objectives are being met. Findings will be reflected in the SSC minutes. (ongoing)</p>	<p>Teachers, Math Dept. Chair, Dean of Academics, leadership team</p>	
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PERFORMANCE GOAL 2A:

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

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 increase by 3% compared to the prior year.
Expected EL reclassification rate: 50%
- 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 increase by 3% compared to the prior year.
- Percentage of students who meet their expected growth targets on the Measures of Academic Progress (MAP) Reading assessment
ELs: Expected 2017-18 Fall to Spring MAP Reading growth target met percentage: 50%
- 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 3% 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: 50%.

What data did you use to form this goal?

- Spring 2017 CA School Dashboard data
- CELDT/ELPAC results
- EL reclassification rates

COMPREHENSIVE NEEDS ASSESSMENT

What were the findings from the analysis of this data?

Based upon collective data, 8 of our 16 EL students placed in the Early Advanced to Advanced ranks. These EL students will be recommended for reclassified during the second semester based upon fall MAP score and performance on ELPAC.

The remaining EL students have access to structured EL instruction and receive support by way of SDAIE strategies in all curricular area.

2017 California Dashboard Data

English Language Learners:

ELA: 19 Students

63.3 points below level 3

	<p><u>English Language Learners:</u></p> <p>Math: 19 Students 112.2 points below level 3</p> <table border="1" data-bbox="824 352 1430 674"> <thead> <tr> <th>CELDT</th> <th>Number of students</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Advanced</td> <td>4</td> <td>25%</td> </tr> <tr> <td>Early Advanced</td> <td>4</td> <td>25%</td> </tr> <tr> <td>Intermediate</td> <td>4</td> <td>25%</td> </tr> <tr> <td>Early Intermediate</td> <td>3</td> <td>19%</td> </tr> <tr> <td>Beginner</td> <td>1</td> <td>6%</td> </tr> </tbody> </table> <p>EL Reclassification Rate 16-17 = 47.1%</p>		CELDT	Number of students	Percentage	Advanced	4	25%	Early Advanced	4	25%	Intermediate	4	25%	Early Intermediate	3	19%	Beginner	1	6%
CELDT	Number of students	Percentage																		
Advanced	4	25%																		
Early Advanced	4	25%																		
Intermediate	4	25%																		
Early Intermediate	3	19%																		
Beginner	1	6%																		
<p>How will the school evaluate the progress of this goal?</p> <p>Weekly, monthly, quarterly, and annual program monitoring and evaluation</p>	<p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <p>See Form F: Budget Planning Tool</p>																			
<p>STRATEGY: Charter School will provide CCSS aligned ELA 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:</p> <p>Charter School will identify and group ELs by proficiency level, provide ELD instruction aligned to the new standards, and monitor student progress in program implementation. (ongoing)</p> <p>Task 1:</p> <p>The data office will create a report of identified ELs by class. The report will include students' CELDT levels including overall and subtest data and be given to all teachers. (prior to the start of the school year)</p> <p>Task 2:</p> <p>ELD time will be built into in the master schedule. (prior to the start of the school year)</p> <p>Task 3:</p> <p>Charter School will purchase supplementary ELD materials and benchmark assessments. (prior to the start of the school year)</p> <p>Task 4:</p> <p>Charter School will schedule and provide training for instructional staff and schedule follow up professional development activities. (ongoing)</p>	<p>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>\$2,500 Title I for PD in ELD support and interventions</p> <p>PD, conferences, workshops and training. Focused PD on English Learners:</p> <p>ELA/ELD Development Framework</p> <p>Common Core ELA/Literacy standards and ELs</p> <p>SDAIE strategies</p> <p>Cooperative Learning and Student Engagement strategies training focused on ELs</p> <p>Long Term English Learners training</p> <p>Rigor by Design: Leading the Learning of English Learners and Immigrant Students</p>																		

<p>Action Step 2:</p> <p>The leadership team will place students into appropriate intervention groups and teachers will provide targeted ELD support and interventions. (within the first month of the school year)</p> <p>Task 1:</p> <p>Teachers will identify targeted ELD areas and levels of support needed. (within the first month of the school year)</p> <p>Task 2:</p> <p>Teachers will develop and implement targeted lessons to meet the students' needs. Students will also be provided after-school intervention at least once a week and on Saturdays. (ongoing)</p>	<p>ELA/ELD teachers, EL coordinator, Dean of Academics</p> <p>ELA/ELD teachers, EL coordinator, Dean of Academics</p>	<p>\$2,500 Title I</p> <p>Saturday School</p>
<p>Action Step 3:</p> <p>Teachers and the leadership team will monitor student progress in ELD as measured by in-class/benchmark assessments. (<i>ELA/Literacy and math monitoring via MAP tests, IABs, etc., have been described in Performance Goal 1.</i>) (ongoing)</p> <p>Task 1:</p> <p>All ELs will be assessed for ELD at the end of each ELD curricular unit which takes approximately 6-8 weeks. (ongoing)</p> <p>Task 2:</p> <p>Charter School will monitor student progress in ELD using in-class/benchmark assessments as progress indicators. (ongoing)</p> <p>Task 3:</p> <p>Teachers will collaborate on assessment results and make necessary adjustment in their instruction. (ongoing)</p> <p>Task 4:</p> <p>The EL program coordinator sponsored by the 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:</p> <p>The school leadership will implement the observation protocol monthly. (ongoing)</p> <p>Task 6:</p> <p>The EL program coordinator sponsored by the Title III consortium lead will evaluate the EL services at the school at least semester. (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?

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

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

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

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

Basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services.

Other instruction services designed to assist immigrant children and youth to achieve in elementary and secondary schools in the USA, such as programs of introduction to the educational system and civics education.

How will the school evaluate the progress of this goal?

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

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

See Form F: Budget Planning Tool

STRATEGY: Charter School will 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

Teachers, leadership team

\$100 Title I for PD in immigrant counseling services

<p>materials. (Ongoing)</p> <p>Task 1: Charter School will identify the immigrant students and their needs. (prior to the start of the school year)</p> <p>Task 2: 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 semester. (ongoing)</p>	<p>Office, EL coordinator, leadership team</p> <p>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>EL coordinator, leadership team</p>	<p>\$500 Title I for PD in immigrant education (2 participants, 2 days, \$150 per day)</p>

<p>PERFORMANCE GOAL 3:</p> <p>All students will be taught by appropriately assigned and fully credentialed teachers as required by law and the charter.</p> <p>RELATED LCAP GOAL:</p> <p>EXCELLENCE: All students will pursue academic excellence and be college/career ready.</p> <p>Identified Need:</p> <p>To ensure teachers are appropriately assigned and fully credentialed</p> <p>Expected Annual Measurable Outcomes: (Aligned with LCAP)</p> <ul style="list-style-type: none"> 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. 		
<p>What data did you use to form this goal?</p> <ul style="list-style-type: none"> Initial and annual verification of teacher credentials Compliance documentation for Charter School Oversight Visit Teacher PD needs assessments Teacher PD attendance, including participation in BTSA and EL Authorization programs Teacher performance evaluations 	<p>COMPREHENSIVE NEEDS ASSESSMENT</p> <p>What were the findings from the analysis of this data?</p> <p>MSA 4 supports its teachers' professional growth and development by providing multiple opportunities and funding to attend workshops, conferences and BTSA induction. Teachers are able to attend training in the following areas: Blended Learning, Bloom's Taxonomy, Classroom Management, Differentiated Instruction, Rigor, NGSS integration, AP Summer Institutes, different learning styles, students with special learning needs, understanding data and assessments, etc.</p>	
<p>How will the school evaluate the progress of this goal?</p> <p>Weekly, monthly, quarterly, and annual program monitoring and evaluation</p>	<p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <p>See Form F: Budget Planning Tool</p>	
<p>STRATEGY: Charter School will ensure that all teachers and administrators participate in PD in areas, including but not limited to, Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas and training in strategies to support ELs with common core ELA/ELD and math curricula, and immigrant education.</p>		
<p>Action Steps</p>	<p>Person(s) Responsible</p>	<p>Cost and Funding Source (Itemize for Each Source)</p>
<p>Action Step 1:</p> <p>Charter School will conduct credential review and support teachers' credentialing needs. (ongoing)</p> <p>Task 1:</p> <p>Charter School will conduct credential review as part of teacher hiring process. (prior to the start of the school year and ongoing)</p> <p>Task 2:</p> <p>Charter School will identify teacher credentialing needs and support teachers' credentialing needs. (prior to the start of the school year and ongoing)</p> <p>Task 3:</p> <p>Charter School will annually review master</p>	<p>Teachers, leadership team</p> <p>Principal, MPS Home Office</p> <p>Principal, MPS Home Office</p> <p>Principal</p>	<p>BTSA/EL Authorization Credentialing program cost</p> <p>\$30,000 LCFF Professional Development</p> <p>\$7,500 Title III Professional Development</p>

<p>schedule/teacher assignments to ensure compliance. (prior to the start of the school year and ongoing)</p>		
<p>Action Step 2:</p> <p>Charter School will schedule PD in areas, including but not limited to, Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas and training in strategies to support ELs with common core ELA/ELD and math curricula, and immigrant education. (ongoing)</p> <p>Task 1:</p> <p>Charter School will schedule PD in abovementioned areas. (ongoing)</p> <p>Task 2:</p> <p>Charter School will monitor how effectively teachers implement strategies and skills they learned in the PD sessions in the classroom. Charter School leadership team will make daily classroom observations using the MPS teacher observation protocol. (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:</p> <p>Teachers will receive PD in areas of need identified through needs assessment. (ongoing)</p> <p>Task 1:</p> <p>Charter School will identify further PD needs besides the ones listed in Action Step 2. (ongoing)</p> <p>Task 2:</p> <p>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>\$13,000 Educator Effectiveness Grant</p> <p>Professional Development opportunities: Blended Learning, 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:</p> <p>Charter School will evaluate its teachers for their performance. (ongoing)</p> <p>Task 1:</p> <p>Charter School will implement the MPS teacher observation and evaluation protocol which includes walkthroughs, informal and formal observations and formal evaluation. (ongoing)</p> <p>Task 2:</p> <p>Charter School will identify those areas the teachers need improvement to become more effective and efficient at their jobs and communicate with teachers about performance, mutually establish goals and identify actions for progress, and evaluate results. (ongoing)</p> <p>Task 3:</p> <p>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: 70%, Families: 80%, Staff: 80%.
- Charter School will hold a minimum of 5 parent activities/events per year.
- At least 10% of Charter School’s students will be home-visited by the teachers.

What data did you use to form this goal?

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

COMPREHENSIVE NEEDS ASSESSMENT

What were the findings from the analysis of this data?

MSA-4 is dedicated to providing a college preparatory educational program emphasizing STEAM in a safe environment that cultivates respect for self and others. MSA 4 strives to prepare students to be scientific thinkers who contribute to the global community as socially responsible and educated members of society. Our school’s learning outcomes (SLO) are academic rigor, innovation and connectedness. Our SLO’s are taught/reinforced in our Life Skills course. The Dean and Reflection Committee utilizes alternatives to suspension in order to focus on teachable moments with alternative behaviors and lifelong character building. Some effective practices include: community service, academic and behavior support tracking forms, behavior contracts, parent conferences, parent shadow, character education, counseling, and more. Student safety and a positive school climate is our priority. Upon examining the data linked to Performance Goal 4, we have found that our areas of need include: habitual tardiness, behavior counseling and support, and positive school climate support. Our goal at MSA-4 is to implement a robust PBIS system. Some changes we made from last year to improve PBIS include monthly academic and behavior recognitions and awards during our assemblies; extended after-school program for both MS and HS with enrichment; tutoring offered 4 days a week for every subject; student incentives based upon their CoolSIS positive points; assemblies; home visits to provide individualized support to students and families. Some action items we have planned to continue to increase PBIS and improve overall school climate are to: monthly competitions tied to positive school climate and character education; partnerships with local businesses to offer prizes for recognition.

<p>How will the school evaluate the progress of this goal?</p> <p>Weekly, monthly, quarterly, and annual program monitoring and evaluation</p>	<p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <p>See Form F: Budget Planning Tool</p>	
<p>STRATEGY: Charter School will implement policies that encourage parent involvement, positive student behavior and improvements and Charter School teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.</p>		
<p>Action Steps</p>	<p>Person(s) Responsible</p>	<p>Cost and Funding Source (Itemize for Each Source)</p>
<p>Action Step 1:</p> <p>Charter School will implement restorative practices and Positive Behavioral Interventions and Supports (PBIS). (ongoing)</p> <p>Task 1:</p> <p>Charter School will implement restorative practices, PBIS, and alternatives to suspension. (ongoing)</p> <p>Task 2:</p> <p>Charter School will implement a positive behavior reward system and use its SIS for monitoring it. (ongoing)</p>	<p>Teachers, Dean of Students, leadership team</p> <p>Teachers, Dean of Students, leadership team</p>	<p>\$1,200 Title I for Restorative Practices PD</p>
<p>Action Step 2:</p> <p>Charter School will offer Life Skills program to supplement instruction. (ongoing)</p> <p>(Life Skills program contains topics on social and emotional learning, study skills, environmental issues, conflict resolution, making responsible choices, self-discipline, college and career awareness and character education. Life Skills is an enrichment program that provides students with valuable skills to support academic excellence and social skill development. Students participate in activities/projects to demonstrate their understanding of the values/lessons. Guest speakers and various forms of technology also engage students in the course content. Life Skills themes are integrated into broader school-wide activities including assemblies, field trips, displays, announcements, and into the general curriculum. Parents are regularly informed about the Life Skills topics to support the Charter School's effort to inspire positive principles of conduct in future leaders. Life Skills program also enables all students, including socio-economically disadvantaged students, to have a vision and be more specific on their goals to be successful at school and during their life.)</p>	<p>Teachers, leadership team</p>	<p>\$6,300 LCFF Funds 12.5% Teacher Salary</p>
<p>Action Step 3:</p> <p>Charter School will hold a minimum of 5 parent activities/events per year, including Student/Parent Orientation, Back to School Night, and parent conferences. (ongoing)</p> <p>Task 1:</p> <p>Charter School will communicate with the parents of academically under-performing</p>	<p>Teachers, leadership team</p> <p>Teachers, Dean of Academics, leadership team</p>	<p>\$800 Title I Food for Parent Meetings and communications</p> <p>\$1,900 Title I Parent College</p>

<p>students, inviting them for parent conferences. (in fall and spring; ongoing)</p> <p>Task 2:</p> <p>Charter School will schedule annual workshops for parents of EL students. Topics to be covered include, but are not limited to, the school’s EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. (ongoing)</p>	<p>EL coordinator, Dean of Academics, leadership team</p>	
<p>Action Step 4:</p> <p>Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement. (ongoing)</p> <p>Task 1:</p> <p>Charter School teachers will schedule and make home-visits. (ongoing)</p> <p>Task 2:</p> <p>Charter School teachers will document the visits, evaluate them and share necessary information with the appropriate staff (grade level team, counselor, administrator, etc.) (ongoing)</p>	<p>Teachers, College Counselor, leadership team</p> <p>Teachers, College Counselor, leadership team</p> <p>Teachers, College Counselor, leadership team</p>	<p>\$2,000 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 100%.
- Percentage of graduating seniors who will have successfully completed courses that satisfy the UC/CSU or career technical education program will be 90%.
- Percentage of graduating seniors who have passed an AP exam with a score of 3 or higher will be 20%.

<p>What data did you use to form this goal?</p> <ul style="list-style-type: none"> ▪ Enrollment records ▪ Graduation records ▪ CDE records/CALPADS reports ▪ 4-year plans ▪ Class schedules and rosters ▪ College Board reports 	<p>COMPREHENSIVE NEEDS ASSESSMENT</p> <p>What were the findings from the analysis of this data?</p> <p>MSA 4 Venice will maintain a dropout rate of no more than 1%. We will develop support plans and maintain open dialogue with families as a means by which to sustain our students.</p> <p>MSA 4’s students will work with college counselor to create and maintain 4- year plans.</p> <p>Students will also use Naviance as a means by which to track college planning from grades 8 -12.</p> <p>At least 90% of our graduating seniors will have completed the coursework necessary to gain admissions to UC/CSU and/or be prepared for career technical education program requirements.</p>	
<p>How will the school evaluate the progress of this goal?</p> <p>Weekly, monthly, quarterly, and annual program monitoring and evaluation</p>	<p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <p>See Form F: Budget Planning Tool</p>	
<p>STRATEGY: Charter School will provide students with 4-year plans and support programs to ensure timely high school graduation and college/career readiness.</p>		
<p>Action Steps</p>	<p>Person(s) Responsible</p>	<p>Cost and Funding Source (Itemize for Each Source)</p>
<p>Action Step 1:</p> <p>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>	<p>College Counselor, Dean of Academics, leadership team</p>	<p>\$7,000 LCFF College counselor stipend</p> <p>\$24,900 CRBG Bridges College Counseling Consultants</p> <p>\$3,000 CRBG</p>

		for Naviance software \$14, 000 LCFF FuelEd
Action Step 2: Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. (ongoing)	College Counselor, Dean of Academics, leadership team	\$6000 LCFF AP teacher stipends \$3000 CRBG for AP Test Fees
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)	College Counselor, Dean of Academics, leadership team	\$1,500 Title I for 1 ELA teacher SAT prep (Saturday School) \$1,500 Title I for 1 math teacher SAT prep (Saturday School\$8)

Form B: Centralized Services for Planned Improvements in Student Performance

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

Magnolia Public Schools Home Office (“Home Office”)

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

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

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

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

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

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

School Goal #: 2A

<p>Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)</p>	<p>Start Date Completion Date</p>	<p>Proposed Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source (itemize for each source)</p>
<p>Title III-LEP Support</p> <p>The EL program coordinator sponsored by the Title III consortium lead will create a protocol for teacher observation and feedback regarding the implementation of the ELD program. The protocol will include look-fors, the frequency of observations and feedback.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will monitor the school-level implementation of the observation protocol monthly and evaluate the EL services at the school at least semesterly.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will monitor and evaluate EL programs and services.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will closely work with the school's teachers, EL coordinator and the leadership team and provide professional development.</p> <p>The EL program coordinator sponsored by the Title III consortium lead will coordinate and plan for the implementation of the initial CELDT test, the annual assessment of ELs, and the process for the follow-up required for reclassification</p>	<p>ongoing</p>	<p>Services and operating expenses, professional salaries and benefits for the MPS EL program coordinator</p> <p>Charter School is a member of the Magnolia Science Academy consortium for Title III LEP funds. Per the MOU of the consortium, Charter School will receive ELD services, including monitoring and evaluation of the EL programs and services and professional development. The MPS EL program coordinator sponsored by the lead will closely work with the school's teachers, EL coordinator and the leadership team.</p>	<p>\$59,103.00</p> <p>for the Magnolia Science Academy Consortium</p>	<p>Title III-LEP</p>

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

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

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

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

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

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)	58,408.00	<input checked="" type="checkbox"/>
<input type="checkbox"/>	Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$	<input type="checkbox"/>
<input type="checkbox"/>	For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$	<input type="checkbox"/>
<input checked="" type="checkbox"/>	Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals	\$7,494 .00	<input checked="" type="checkbox"/>

<input type="checkbox"/>	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$	Title III funds may not be consolidated as part of a SWP ³
<input type="checkbox"/>	Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	\$	<input type="checkbox"/>
<input type="checkbox"/>	For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	\$	<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe) Title III, Part A: Immigrant Education Program	\$	<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$	<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$	<input type="checkbox"/>
Total amount of federal categorical funds allocated to this school		\$65,902.00	
Total amount of state and federal categorical funds allocated to this school		\$65,902.00	

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

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

Form D: School Site Council Membership

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

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Lisa Ross	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reginald Grant	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ron Ortiz	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Michael Dunson	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chiara Johnson	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Crystal Pena	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dieula Dunn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Lorena Romero	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Erika Andrews	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Giovanni Peraza	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Michael Ross	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Adalin Romero	<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: 11/16/2017.

Attested:

Typed name of School Principal

Signature of School Principal

Date

Typed name of SSC Chairperson

Signature of SSC Chairperson

Date

Form F: Budget Planning Tool

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

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

Budget Summary:

Fiscal Year Allocation for Funding Resources	Funding Sources	Total of Estimated Expenditures from Funding Source	Remaining Balance for Funding Source
\$58,408.00	Title I, Part A	\$58,400.00	\$8.00
\$7,494.00	Title II	\$7,500.00	-\$6.00
\$60,655.00	Title III, LEP	*A total of \$59,103 Title III, LEP funding is allocated for the Magnolia Science Academy consortium. Funding is not passed to member schools.	

Budget/Resource Code Descriptions	Budget/Resource Codes	Estimated Expenditures for All Goals by Code Type
Unrestricted	0000	
Unrestricted Locally Defined	0001-0999	
Certificated Personnel Salaries	1000-1999	\$18,488.00
Classified Personnel Salaries	2000-2999	\$1012.00
Employee Benefits	3000-3999	\$6,000.00
Books and Supplies	4000-4999	
Services and other Operating Expenditures	5000-5699	
Transfers of Direct Costs	5700-5799	
Professional/Consulting Services and Operating Expenditures	5800	
Communications	5900	\$100.00
Capital Outlay	6000-6999	
Other Outgo	7000-7439	

Description of Expenditures:

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

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Action Step 2: ELA teachers for 12.5%	Certificated Personnel Salaries	1000-1999	\$7,000.00	
Action Step 2: MAP test	Books and Supplies	4000-4999	\$2,000.00	
Action Step 2: Parent College	Classified Personnel Salaries	2000-2999	\$1,012.00	
Action Step 2: Saturday School	Prof. Services and Operating Expenditures	5800	\$4667.00	
Action Step 2: ELA Teacher Benefits	Employee Benefits	3000-3999	\$6,000.00	
Action Step 3: Reading intervention program-Myon	Books and Supplies	4000-4999	\$12,000.00	
Action Step 3:	Books and Supplies	4000-4999		
Action Step 3	Books and Supplies	4000-4999		
Action Step 3: PD in ELA support and interventions	Prof. Services and Operating Expenditures	5800	\$2,600.00	

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	\$7,000.00	
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999	\$6,000.00	
Books and Supplies	4000-4999	14,000.00	
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800	\$2,600.00	
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

Description of Expenditures:

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

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Action Step 2: math intervention teachers	Certificated Personnel Salaries	1000-1999	\$10,200.00	
Action Step 2: MAP test	Books and Supplies	4000-4999	\$2,000.00	
Action Step 2:	Prof. Services and Operating Expenditures	5800		
Action Step 3: Math intervention program – ALEKS MAP Testing	Books and Supplies	4000-4999	\$11,000.00	
Action Step 3:	Books and Supplies	4000-4999		
Action Step 3: PD in math support and interventions	Prof. Services and Operating Expenditures	5800		

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999	\$10,200.00	
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999		
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		
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:	Classified Personnel Salaries	2000-2999		
Action Step 1:	Books and Supplies	4000-4999		
Action Step 1:	Books and Supplies	4000-4999		
Action Step 1:	Books and Supplies	4000-4999		
Action Step 1:	Books and Supplies	4000-4999		
Action Step 1: PD in ELD support and interventions	Prof. Services and Operating Expenditures	5800	\$5,000.00	

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

Description of Expenditures:

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

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title III-Immigrant
Action Step 1: Immigrant student counseling	Prof. Services and Operating Expenditures	5800	\$100.00	
Action Step 1: PD in immigrant education	Prof. Services and Operating Expenditures	5800	\$500.00	

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	\$600.00	
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- Restorative Justice	Prof. Services and Operating Expenditures	5800		\$7,500.00

Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Unrestricted	0000		
Unrestricted Locally Defined	0001-0999		
Certificated Personnel Salaries	1000-1999		
Classified Personnel Salaries	2000-2999		
Employee Benefits	3000-3999		
Books and Supplies	4000-4999		
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800		\$7,500.00
Communications	5900		
Capital Outlay	6000-6999		
Other Outgo	7000-7439		

Description of Expenditures:

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

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs Title I, Part A	Estimated Costs Title II
Action Step 3: Parent workshop presenter compensation	Certificated Salary	1000	\$888.00	
Action Step 3: Parent workshop presenter compensation	Classified Salary	2000	\$1012.00	
Action Step 3: Parent workshop food	Food	4700	\$800.00	
Action Step 2: PD	Prof. Services and Operating Expenditures	5800	\$1200.00	
Action Step 3: Home-visit stipends	Prof. Services and Operating Expenditures	5800	\$2,000.00	
Action Step 3: Parent workshop mailing expenses	Communications	5900	\$100.00	

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	\$888.00	
Classified Personnel Salaries	2000-2999	\$1,012.00	
Employee Benefits	3000-3999		
Books and Supplies	4000-4999	\$800.00	
Services and other Operating Expenditures	5000-5699		
Transfers of Direct Costs	5700-5799		
Professional/Consulting Services and Operating Expenditures	5800	\$3,200.00	
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 4: 1 ELA teacher for SAT prep 1 math teacher for SAT prep	Certificated Personnel Salaries	1000-1999	\$3,000.00	

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

Form G: Single Plan for Student Achievement Annual Evaluation

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

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

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

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

QUESTIONS FOR SPSA ANNUAL EVALUATION

Plan Priorities

- Identify the top priorities of the current SPSA. **(No more than 2–3.)**

Math intervention/PD

ELA Intervention/PD

SAT Prep

- Identify the major expenditures supporting these priorities.

Teachers' salaries

PD Expenses

Myon/ALEKS

Plan Implementation

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

Saturday School/SAT Prep was implemented with fidelity.

Parent College/Workshops empowered parents and was implemented with fidelity.

- 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?

Saturday School worked well for students who were involved in SAT prep. It was a struggle to get students who needed to attend Saturday School for intervention purposes to attend.

One of the barriers that we faced is that our students commute from areas that are not near our campus. Many students had transportation issues that prevented their attendance.

One attempt to mitigate this issue was to host parent events at the same time of Saturday School to facilitate a higher attendance rate at Saturday School.

We looked at attendance rosters for Saturday School.

o 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?

The SSC participated in the Annual Title I meeting where there was a presentation about Title I and MSA 4's most recent data. Stakeholders were then engaged in a discussion surrounding data and programs/interventions to be funded in the SPSA. During the following meeting further input was gathered. Once consensus was reached, the plan was presented for final review.

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

- How was the plan monitored during the school year?

Interim assessment data was reviewed throughout the year with stakeholders and SPSA allocations were reviewed to determine efficacy against the plan.

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

