



Magnolia Public Schools

Board Meeting

Regular Board Meeting

Date and Time

Thursday December 10, 2020 at 6:00 PM PST

Location

<https://zoom.us/j/92941683037?pwd=QzZpd21JenFyL1FFKzFZMDZxVkhkZz09>

Meeting ID: 929 4168 3037

Passcode: 681379

One tap mobile

+16699009128,,92941683037# US

All members of the public can participate by calling in using the numbers provided above.

In compliance with the Americans with Disabilities Act (ADA) and upon request, Magnolia Public Schools may furnish reasonable auxiliary aids and services to qualified individuals with disabilities. Members of the public who need special accommodations or translation are strongly encouraged to contact Magnolia Public Schools at least 24 hours in advance of the Board meeting so assistance can be assured.

Any public records relating to an agenda item for an open session which are distributed to all, or a majority of all, of the Board Members shall be available for public inspection. Magnolia Public Schools values public comment during Board meetings. For members of the public who would like to speak, we have speaker cards to be filled out prior to the beginning of the meeting. For teleconference meetings you can email us your request for public comment. We limit individual speakers to three (3) minutes and speakers with interpreters to six (6) minutes. For any questions regarding this meeting email contact@magnoliapublicschools.org or call 213-628-3634 Ext. 100.

Board Members:

Mr. Haim Beliak, Chair

Dr. Umit Yapanel, Vice-Chair
 Dr. Salih Dikbas
 Ms. Diane Gonzalez
 Ms. Sandra Covarrubias
 Mr. Mekan Muhammedov

CEO & Superintendent:
 Mr. Alfredo Rubalcava

Agenda

	Purpose	Presenter	Time
I. Opening Items			6:00 PM
Opening Items			
A. Call the Meeting to Order			1 m
B. Record Attendance and Guests			1 m
C. Approval of Agenda	Vote		1 m
D. Public Comments			5 m
E. Announcements from MPS CEO & Superintendent		A. Rubalcava	5 m
F. Approval of Minutes from Regular MPS Board Meeting- November 12th, 2020	Approve Minutes		1 m
Approve minutes for Regular Board Meeting on November 12, 2020			
II. Consent Agenda			6:14 PM
A. Approval of the MOU addendum between the State Board of Education (SBE) and MSA-Santa Ana	Vote	D.Yilmaz	5 m
B. Approval of Additional Extension for Independent Contractor - Noflin Enterprises	Vote	P.Ontiveros	5 m
III. Action Items			6:24 PM
A. Approval of the Californians Dedicated to Education Foundation - CA Bridging the Digital Divide Fund	Vote	I.Soto	5 m
B. Approval of the School Plan for Student Achievement (SPSA) for all MPS	Vote	D.Yilmaz	10 m
C. Approval of the 2020-21 Local Control Funding Formula (LCFF) Budget Overview for Parents for all MPS	Vote	S.Orazov	5 m

D. Approval of the 2020-21 First Interim Budget Report for all MPS	Vote	S.Orazov	15 m
E. Approval of the 2020-21 Compliance Monitoring and Certification of Board Compliance Review for MSA-Santa Ana	Vote	D.Yilmaz	5 m
F. Election of Board Members to Magnolia Properties Management, Inc. (MPM)	Vote	P.Ontiveros	10 m
G. Approval of Revised MPS Finance Board Committee Structure	Vote	Dr.Yapanel	5 m
H. Approval of Updates to Fiscal Policies	Vote	S.Orazov	5 m
I. Approval of Agreement with Financial Planning & Analysis (FP&A) Software Contract	Vote	S.Orazov	10 m
J. Approval of MPS Staff to Respond to Letter of Intent and Negotiate Purchase and Sale Agreement	Vote	Facilities Committee	10 m
K. Approval of MSA-1 Franco Architects Design Contract	Vote	Facilities Committee	10 m
IV. Information/Discussion Items			7:54 PM
A. Review of MPS' LCAP process: 4 goals, 20 actions, and lots of metrics	Discuss	D.Yilmaz	10 m
B. Data presentation: 2020-21 MPS Demographics	Discuss	D.Yilmaz	10 m
C. Update on LAUSD Oversight Report on Fiscal Benchmarks	Discuss	S.Orazov	5 m
V. Closing Items			8:19 PM
A. Adjourn Meeting	Vote		

Cover Sheet

Announcements from MPS CEO & Superintendent

Section: I. Opening Items
Item: E. Announcements from MPS CEO & Superintendent
Purpose: FYI
Submitted by:
Related Material: COVID-19 Updates (1).pdf



COVID-19 Updates

As of Thursday, December 10th



CA Regional Stay at Home Order

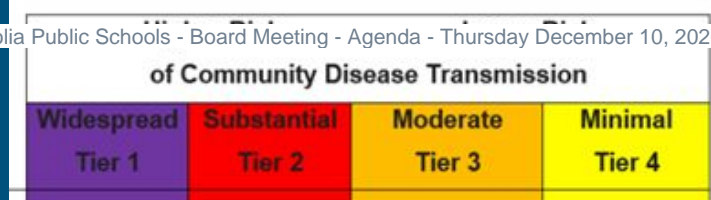
On Dec 3rd the state announces a new stay at home order that targets REGIONS that have an ICU availability of less than 15%

Under the current Regional Orders:

- **All gatherings with members of other households are prohibited in the Region except as expressly permitted herein.**
- The following sectors are allowed to remain open with safety precautions:
 - Critical infrastructure (when remote option is not possible)
 - Schools & Child care and pre-K
 - Non-urgent medical and dental care
- Following Sectors are closed:
 - Hair salons and barbershops & Personal care services
 - Museums, zoos, aquariums, Live audience sports, Amusement parks, and Family entertainment centers
 - Movie theaters (except drive-in)
 - Wineries, bars, breweries, and distilleries (with exception for production, manufacturing, distribution, and retail sale for off-site consumption)
 - Cardrooms and satellite wagering
 - Limited services



Find the Status of activities in your county by visiting your counties website or the state website [here](#)



Los Angeles County

Southern California Region
Regional Stay Home Order
effective 12/6/2020 11:59 PM

As of 12/10

[Close](#)

COUNTY RISK LEVEL

Widespread*

Many non-essential indoor business operations are closed

COUNTY METRICS

41.8 New COVID-19 cases per day per 100K
26.9 Adjusted case rate for tier assignment
8.7% Positivity rate (7-day average)
13.9% Health equity quartile positivity rate

2 weeks prior	10 days prior	1 week prior	Current
11/24	11/28	12/1	12/8
Widespread	Widespread	Widespread	Widespread

San Diego County

Southern California Region
Regional Stay Home Order
effective 12/6/2020 11:59 PM

As of 12/10

[Close](#)

COUNTY RISK LEVEL

Widespread*

Many non-essential indoor business operations are closed

COUNTY METRICS

32.9 New COVID-19 cases per day per 100K
27.0 Adjusted case rate for tier assignment
1.5% Positivity rate (7-day average)
13.2% Health equity quartile positivity rate

2 weeks prior	10 days prior	1 week prior	Current
11/24	11/28	12/1	12/8
Widespread	Widespread	Widespread	Widespread

Orange County

Southern California Region
Regional Stay Home Order
effective 12/6/2020 11:59 PM

As of 12/10

[Close](#)

COUNTY RISK LEVEL

Widespread*

Many non-essential indoor business operations are closed

COUNTY METRICS

30.3 New COVID-19 cases per day per 100K
30.3 Adjusted case rate for tier assignment
10.6% Positivity rate (7-day average)
16.2% Health equity quartile positivity rate

2 weeks prior	10 days prior	1 week prior	Current
11/24	11/28	12/1	12/8
Widespread	Widespread	Widespread	Widespread

LA County Updates

[LA County DPH K-12 Reopening Protocols \(Latest Update- 11/28\)](#)

- Pursuant to the Temporary Targeted Safer at Home Health Officer Order that schools that are determined by the Department of Public Health to have an outbreak (3 or more cases within a span of 14 days) must close for 14 days

[LA County List of Schools that are reopening for small cohorts of students](#)

[Link to LA County Tk-12 ToolKit](#)

OC County Updates

County has been pushed back to the purple tier

<https://occcovid19.ochealthinfo.com>

SD County Updates

[San Diego County Social Distancing and Sanitation Protocol](#)

[SD County Call in Tuesday at 10am](#)

[SD County Charter schools Call in Fridays at 1pm](#)

County has been pushed back to the purple tier

Site updates

MPS is open to students in a small cohort capacity at:

- MSA-1
 - MSA-2
 - MSA-6
 - MSA-7
 - MSA-SD
 - MSA-SA
- Collocated sites are waiting for more guidance from LAUSD to be able to open for small groups

Cover Sheet

Approval of Minutes from Regular MPS Board Meeting- November 12th, 2020

Section: I. Opening Items
Item: F. Approval of Minutes from Regular MPS Board Meeting- November 12th, 2020
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Regular Board Meeting on November 12, 2020

APPROVED



Magnolia Public Schools

Minutes

Regular Board Meeting

Date and Time

Thursday November 12, 2020 at 5:30 PM

Location

<https://zoom.us/j/98091262330?pwd=ck9DQmNMVWlkcmFPc3VTYitXNHRIZz09>

Meeting ID: 980 9126 2330

Passcode: 929875

One tap mobile: +16699009128,,98091262330# US

Board Members:

Mr. Haim Beliak, Chair

Dr. Umit Yapanel, Vice-Chair

Dr. Salih Dikbas

Ms. Diane Gonzalez

Ms. Sandra Covarrubias

Mr. Mekan Muhammedov

CEO & Superintendent:

Mr. Alfredo Rubalcava

Directors Present

D. Gonzalez (remote), H. Beliak (remote), M. Muhammedov (remote), S. Covarrubias (remote), S. Dikbas (remote), U. Yapanel (remote)

Directors Absent

None

Directors Arrived Late

D. Gonzalez

I. Opening Items

A. Call the Meeting to Order

H. Beliak called a meeting of the board of directors of Magnolia Public Schools to order on Thursday Nov 12, 2020 @ 5:35 PM.

B. Record Attendance and Guests

Refer to attendance information reported above.

C. Approval of Agenda

S. Covarrubias made a motion to approve the agenda as presented with the removal of Action Item III C.

U. Yapanel seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

S. Covarrubias	Aye
D. Gonzalez	Absent
H. Beliak	Aye
M. Muhammedov	Aye
U. Yapanel	Aye
S. Dikbas	Aye

D. Public Comments

S. Daniel, former MPS staff member, spoke in regards to her MPS Evaluation from 2019-2020 school year, she stated there were missing key elements and requested a meeting with whomever did her evaluation as well as the CEO and Board Members. No other public comments were made. H. Beliak, MPS Board Chair, announced that this item would be referred to staff for follow up and designated to the Stakeholder Committee for further discussion and he volunteered to be an ex-officio in the discussion.

E. Announcements from MPS CEO & Superintendent

D. Gonzalez arrived late.

J. Wade, MPS Assistant Executive Office Manager, gave updates regarding COVID-19 Health and Safety. San Diego County, Los Angeles County and Orange County are all in purple tiers. The percentage of students allowed on campus for small group instruction has increased from 10% to 25%. As of November, MPS-1,2,6,7, San Diego and Santa Ana are open to students in small cohort capacity. MSA-Santa Ana did not open for hybrid on November 2nd due to a spike in cases in the city of Santa Ana. Co-located sites are still awaiting for more guidance from LAUSD to be able to open for small groups. A. Rubalcava, MPS CEO & Superintendent, had informed the board that schools are continuing Distance Learning through the end of the first semester and will revisit discussions with MSA-San Diego in January. A decision will be made by December 1st regarding what January holds for the schools. A. Rubalcava acknowledged all the schools sites and Home Office staff for the continued work in taking extensive measures to prepare the schools for a possible hybrid re-opening and to provide a safe environment for students and staff. U. Yapanel, MPS Board Vice-Chair, asked for more information regarding how schools in small cohorts were operating. E. Acar, MPS Chief Academic Officer, explained the steps that schools are taking in sending over their plans to the Academic Team where they are extensively reviewed. Staff addressed all questions related to these updates.

F. Approval of Minutes from Regular MPS Board Meeting- October 8th, 2020

U. Yapanel made a motion to approve the minutes from the Regular Board Meeting on 10-08-20.

H. Beliak seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

U. Yapanel Aye
H. Beliak Aye
S. Dikbas Aye
D. Gonzalez Aye
S. Covarrubias Aye
M. Muhammedov Aye

II. Consent Agenda

A. Approval of Amended MPS Home Visit Policy

D.Yilmaz, MPS Chief Accountability Officer, proposed to include virtual home visits in the home visit policy that was supported in efforts by B. Lopez, Director of Student Services. A compensation for this was proposed. Principals recommended \$25.00 per virtual home visit. D.Yilmaz went over the provisions of this proposal which included how it was to be conducted and the duration of the visits. This is in response to low amounts of home visits this year and this would encourage more virtual and if safe, in-person home visits.

U.Yapanel, MPS Board Vice-Chair, voiced his support for virtual home visits and hopes to see expanded numbers.

D. Gonzalez made a motion to approve the revised Home Visit Policy as a consent item.

H. Beliak seconded the motion.

The board **VOTED** to approve the motion.

B. Approval of 2020-2021 Compliance Monitoring & Certification of Board Compliance Review for MSA-4,6,7 & Bell

D.Yilmaz, MPS Chief Accountability Officer, presented an overview on the Annual LAUSD Compliance Review in which the Board certifies that MPS is in compliance with the listed 25 areas on the review. He explained the two areas that were added this year; sexual harassment notifications at the school sites in form of informative posters, and providing technology and devices to students with disabilities.

U. Yapanel made a motion to approve the 2020-21 Compliance Monitoring and Certification of Board Compliance Review for MSA-4, 6, 7, and Bell as a consent item.

M. Muhammedov seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

H. Beliak Aye
U. Yapanel Aye
M. Muhammedov Aye
S. Dikbas Aye
S. Covarrubias Aye
D. Gonzalez Aye

III. Action Items

A. Approval of Vendor Expenses over 25,000 and Approval of New Vendors and Ongoing Contracts over 25,000

S. Orazov, MPS Chief Financial Officer, presented the list of vendors with contracts of over \$25,000 for fiscal year 2021, which included vendors that were not on the vendor master list approved by the Board in June 2020. The additional approved contracts came as a response to a resolution passed by the Board in July 2020 that gave some flexibility to the CEO & Superintendent to sign contracts over \$25,000 if it was to address any COVID-19 matters. M. Muhammedov, MPS Board Member, requested additional information on the vendors, staff elaborated on their fees and services. H. Beliak, MPS Board Chair, asked clarifying questions regarding the hotspot vendor contract and the distribution of the hotspots to families. J. Terzi, MSA-6 Principal and R. Monoshev, MPS IT Director, provided the

responses. H. Beliak, concluded that staff should continue reporting to the Board so they are kept up to date with these vendors and contracts.

M. Muhammedov made a motion to approve vendor expenses over \$25,000 and new vendors and ongoing contracts over \$25,000.

D. Gonzalez seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

M. Muhammedov	Aye
S. Dikbas	Aye
U. Yapanel	Aye
S. Covarrubias	Aye
D. Gonzalez	Aye
H. Beliak	Abstain

B. MPS Special Education Policy Bulletin for Alternative Dispute Resolution Process

A. Callaham, MPS Director of Special Education and Support Services, presented the details regarding the Special Education Policy Bulletin. She explained that this will provide opportunities for parents, students and schools to have another level of accountability for resolving matters prior to going to an attorney resulting in a lawsuit. The impact would be a reduction in the number of due process cases brought upon MPS and a reduction in the cost of legal fees. This will be given to the parents when checking into the school so that they are made aware that this process is in place if they have a dispute regarding their child's IEP.

S.Covarrubias, MPS Board Member, asked if this had gone to legal for discussion in which A. Callaham confirmed this to be accurate. H.Beliak, MPS Board Chair, requested additional information regarding budget implications. Staff addressed all questions accordingly.

S. Covarrubias made a motion to approve the Special Education Policy Bulletin Alternative Dispute Resolution Procedures for Magnolia Public Schools.

H. Beliak seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

U. Yapanel	Aye
M. Muhammedov	Aye
D. Gonzalez	Aye
S. Dikbas	Aye
H. Beliak	Aye
S. Covarrubias	Aye

C. Injury And Illness Prevention Program (“IIPP”) COVID-19 Addendum MPS Health and Safety Policy for COVID-19

This item was removed from agenda

IV. Closed Session

A. Public Announcement of Closed Session

H. Beliak, MPS Board Chair, announced that there would be two matters under potential litigation discussed in Closed Session and the board would announce in Open Session any actions taken.

B. Conference with Legal Counsel-Potential Litigation-Two Matters

These items were discussed in Closed Session.

C. Report Out From Closed Session

H. Beliak, announced in Open Session, that no actions were taken, staff was directed to follow up on the matters discussed.

V. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 9:19 PM.

Respectfully Submitted,
H. Beliak

Cover Sheet

Approval of the MOU addendum between the State Board of Education (SBE) and MSA-Santa Ana

Section: II. Consent Agenda
Item: A. Approval of the MOU addendum between the State Board of Education (SBE) and MSA-Santa Ana
Purpose: Vote
Submitted by:
Related Material: II A Consent Item 12.10.20.pdf



Board Agenda Item #	II A: Consent Agenda
Date:	December 10, 2020
To:	Magnolia Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	David Yilmaz, Chief Accountability Officer
RE:	Approval of the MOU addendum between the SBE and MSA-Santa Ana

Proposed Board Recommendation

I move that the Board approve the MOU addendum between the SBE and MSA-Santa Ana.

Background

The State Board of Education (SBE) is the authorizer of MSA-Santa Ana. SBE has created the attached addendum to the MOU regarding the new requirements of SB 126 and asked that the governing boards of SBE-authorized schools approve it. The addendum covers the following topics:

- Written notice of any personnel changes in the School's directors, officers, and/or administrators
- Posting of the following documents on the school website:
 - Articles of Incorporation
 - Bylaws, roster, biographies, and contact information of current board members
 - Annual calendar of meetings
- Board meetings will be recorded by audio, video or both, and posted on each of the schools' internet website
- Brown Act training
- Posting of the Public Records Act Request policy on the website
- Posting of the Conflict of Interest Policy on the website
- The Board will adopt the following policies:
 - Campus Supervision
 - Safety Plan
 - Safety Training
 - Notice to parents: Parent Rights/FERPA

The Home Office will make sure the policies stated above are posted on the school website and the CDE is informed of any changes in the School's directors, officers, and/or administrators.

Budget Implications

N/A

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

N/A

Name of Staff Originator:

David Yilmaz, Chief Accountability Officer

Exhibits (Attachments):

- MSA-Santa Ana MOU Addendum

School Name: Magnolia Science Academy Santa Ana
Address: 2840 W. 1st Street, Santa Ana, CA 92703
CDS Code: 30 76893 0130765
Charter Number: 1686
Charter Term: 2019–2024

Addendum to Section 1: Governance and Organizational Management, as outlined in the State Board of Education’s Memorandum of Understanding, regarding the new requirements of Senate Bill 126

The School will be operated by Magnolia Educational and Research Foundation, a nonprofit benefit corporation, “Governing Board.” The School is a separate legal entity and neither the State Board of Education (SBE) nor the California Department of Education (CDE) is liable for the debts and obligations of the School, or for claims arising from the performance of acts, errors, or omissions by the School. The SBE reserves the right to appoint a voting member to the Governing Board in accordance with the California *Education Code (EC)* Section 47604(c). General purpose entitlement funding will be used for any public-school purpose determined by the governing body of the charter school pursuant to *EC* 47633(c). The School will use all revenue received from state and federal sources only for the educational services specified in the charter and this MOU for the pupils enrolled and attending the School. Funding must be used in accordance with applicable federal and state laws and regulations and the terms or conditions of any grant or donation received.

Organization

The School will have a phone number, physical site address, including all resource centers, all applicable addresses, and email addresses posted on the School’s website and will update the posting immediately whenever the information changes. The School will provide the CDE with the phone numbers, physical site addresses, including all resources centers, all applicable addresses, and email addresses for the School’s administrative contacts and ensure that this information is kept current.

The School will provide the CDE with immediate written notice of any personnel changes in the School’s directors, officers, and/or administrators.

Establishment of Governance Structure (Governing Board)

At all times that it is operational, the School will have the following information posted on the School’s website and will update the information within 30 days of any changes:

- Articles of Incorporation

- Bylaws approved by the governing board, roster, biographies, and contact information of current governing board members
- The annual calendar of governing board meetings, including a description of how parents and community members will be notified of the meetings, will be posted on the Internet

Governing Board Responsibilities

Governing Board Meetings

The Governing Board agrees to conduct public meetings to ensure that the governing board approves and implements effective policies and procedures for the School. The School agrees that all meetings will be conducted and agendas posted in accordance with the Ralph M. Brown Act (Brown Act) requirements, pursuant to California *Government Code (GC)*, sections 54950–54962, in compliance with *EC 47604.1(b)* and (c), and as stated in SB 126. All meeting agendas will be posted on the School’s website no less than 72 hours prior to each meeting, unless the meeting is called pursuant to *GC*, Section 54956 or 54956.5. All policies, policy changes, and approved minutes will be posted on the School’s website within 30 days of the associated meeting of the Governing Board.

Additionally, as further prescribed by *EC 47604.1(c)(4)(C)*, a governing body of an entity managing two or more charter schools that are not located in the same county shall ensure that the governing board meetings will be recorded by audio, video or both, and posted on each of the schools’ internet website.

The governing body of one nonclassroom-based charter school that does not have a facility or operates one or more resource centers shall meet within the physical boundaries of the county in which the greatest number of pupils who are enrolled in that charter school reside.

Brown Act Training

The School will provide Brown Act training to its Governing Board members and administrative staff of the School prior to their execution of any duties. The School will certify to the CDE that the Governing Board and the administrative staff were trained in the Brown Act.

Public Records Request Policies

The Governing Board will adopt policies and procedures regarding public records requests pursuant to the Public Records Act (commencing with *GC*, Section 6250), in accordance with *EC 47604.1(b) (2)* and SB 126 in order to ensure but not limited to the following: (1) all records, unless exempted from disclosure are available for public inspections; and (2) payment of fee for copies unless exempt from disclosure. The public records policy shall be posted on the charter school’s website.

Conflict of Interest Policies

The Governing Board will adopt policies and procedures according to GC, Section 1090, the Political Reform Act of 1974, in accordance with EC 47604.1(b)(3) and (4), and SB 126, regarding conflicts of interest, including provisions related to nepotism for the Governing Board, and the School's employees, vendors and contractors, to: (1) ensure that no action taken by an individual or the School results in actual or apparent conflicts of interest, including, but not limited to, taking action or making decisions that benefit their personal financial interest; and (2) verify that all Governing Board members and School administrators have participated in conflict of interest training. The conflict of interest policy and procedures, including the disclosure categories, shall be posted on the charter school's website.

Governing Board Policies

In addition to policies addressed in the Petition, the Governing Board will adopt policies or procedures to guide the operation of the School.

- **Campus Supervision:** Including, but not limited to, the supervision of pupils before and after school, and while on campus, pupil pick-up, as well as a procedure for visitors to enter and leave the campus. This policy will be posted on the School's website.
- **Safety Plan:** The safety and emergency plan will address at a minimum, fire emergencies, earthquakes and other natural disasters, civil disorder, accidents, injuries, as well as other threats to the health and safety of pupils and staff.

In addition, the School agrees to include as part of the annual safety plan comprehensive strategies for instruction and service provisions during a Pandemic, including but not limited to distance learning, student access to learning materials, technology and internet services, meal distribution, special education and intervention services,

- **Safety Training:** The School will provide training for staff in responding to emergencies and conduct emergency response drills for its pupils. This policy will be posted on the School's website.
- **Notice to Parents/Guardians:** At all times it is operational, the School will have posted on the Internet information concerning the rights of parents and guardians under the federal Every Student Succeeds Act (ESSA), if applicable, and the Family Educational Rights and Privacy Acts (FERPA), and will update the posting as quickly as possible whenever the information changes. The School will also provide a hardcopy of the information to each family at the beginning of each school year.
- **Family Educational Rights and Privacy Act:** Parents and students of the School have a legitimate educational interest such that they are entitled to access to

education records under 20 U.S.C.A. § 1232g, the FERPA. The School, its officers and employees will comply with FERPA at all times. In addition, it is agreed that CDE employees with legitimate educational interests will also have access to those records. Records will, at a minimum, include emergency contact information, health and immunization data, attendance summaries, and academic performance data from the statewide pupil assessments required pursuant to EC 60605.

This Addendum to the MOU includes the understanding of the Parties with respect to the matters covered in the Addendum and MOU and supersedes any oral or written understandings between the Parties related to the subject matter of this Addendum. No person or party is authorized to make any representations or warranties except as set forth herein; and no Addendum, MOU, statement, representation, or promise by any individual or party that is not contained in this Addendum or MOU will be valid or binding. The undersigned acknowledges that she/he has not relied upon any warranties, representations, statements, or promises that are not expressly set forth in this Addendum. The Parties further acknowledge that this Addendum may be modified, updated, or augmented with the mutual agreement of the Parties, as evidenced in writing.

Printed Name of Duly Authorized Representative of the School

Signature of Duly Authorized Representative of the School

Stephanie Farland

Date

Printed Name of Director, Charter Schools Division

Stephanie Farland

Digitally signed by
Stephanie Farland
Date: 2020.08.06
10:36:32 -07'00'

Signature of Director, Charter Schools Division

Karen Stapf Walters, Executive Director

Date

Printed Name of Duly Authorized Representative of the SBE

Karen Stapf Walters

Signature of Duly Authorized Representative of the Executive Director, SBE

Date

Cover Sheet

Approval of Additional Extension for Independent Contractor - Noflin Enterprises

Section: II. Consent Agenda
Item: B. Approval of Additional Extension for Independent Contractor - Noflin Enterprises
Purpose: Vote
Submitted by:
Related Material: II B Consent Item 12.10.2020.pdf



Board Agenda Item #: II B: Consent Item
Date: December 10, 2020
To: Magnolia Educational & Research Foundation dba Magnolia Public Schools (“**MPS**”) Board of Directors (the “**Board**”)
From: Alfredo Rubalcava, CEO & Superintendent
Staff Lead: Patrick Ontiveros, General Counsel & Director of Facilities
Re: Extension of Independent Contractor Agreement for Facilities Projects

I. Proposed Recommendation

Staff recommends and moves that the Board approve an amendment to the Independent Contractor Agreement by and between MPS and Noflin Enterprises for up to three (3) months, commencing December 18, 2020 and expiring on or about March 18, 2021 according to the terms and conditions set forth in this report and any attached exhibits, with such changes as MPS Staff may deem appropriate.

II. Background

At the March 21, 2019 regular meeting of the Board, the Board approved the MPS Facilities Department to hire a full time employee on a six (6) month probationary basis to assist with facilities related matters. Such additional employee was needed in order to provide assistance to the Director of Facilities, the sole Facilities Department employee, to help close out bond financed capital projects, help complete Proposition 39 energy upgrade projects at various MPS campuses, and such other projects as may be needed. MPS Staff subsequently advertised the position and reviewed multiple applicants. None of the proposed applicants possessed sufficient experience to immediately make a contribution upon joining MPS.

Seeing the need for someone with experience to assist with facilities projects and understanding the time sensitive nature of such projects, then Board member Charlotte Brimmer offered to resign from the Board to work on such projects as an independent contractor under the supervision of the Director of Facilities.

Noflin Enterprises, an affiliated company to Ms. Brimmer, and MPS signed an independent contractor agreement as of July 27, 2019. The term of the Agreement was for three months and expired on October

December 10, 2020
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23, 2019. Subsequently the contract with Noflin was extended based on MPS's need with the current extension expiring on December 11, 2020.

MPS desires to extend the contract with Noflin for up to an additional three (3) months at a rate of SEVEN THOUSAND AND NO/100 DOLLARS (\$7,000) per month for a total for TWENTY-ONE THOUSAND DOLLARS (\$21,000) for the three month term. The project close out at MSA-San Diego is imminent. Moreover, MPS could use Noflin's assistance with multiple projects at MSA-Santa Ana.

The executed original agreement, as amended, is attached as Exhibit A. The proposed fifth amendment is attached as Exhibit B.

III. Budget Impacts

The proposed extension of the Noflin contract will be paid from the Home Office reserves.

Attachments
Exhibits A and B



Exhibit A

Independent Contractor Agreement, First, Second, Third and Fourth Amendments

INDEPENDENT CONTRACTOR AGREEMENT

This Independent Contractor Agreement (this "Agreement") is entered into as of July 24, 2019 (the "Effective Date") by and between Magnolia Educational & Research Foundation dba Magnolia Public Schools ("Client"), and Noflin Enterprises ("Independent Contractor"), for professional services in connection with the projects described on Exhibit A (each a "Project" and collectively the "Projects").

RECITALS

A. Client's is in the business of education and is the operator of ten (10) public charter schools in Los Angeles, Orange and San Diego Counties.

B. Client is in need of the services of someone to assist its Facilities Department with discreet facilities related projects.

C. Independent Contractor has a background in construction and related disciplines and is willing to provide the services described in this Agreement and has a separate business providing consulting services similar to the services to be provided under this Agreement.

NOW, THEREFORE, for good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, stipulated and agreed, the parties agree as follows:

AGREEMENT

1. ENGAGEMENT AND SERVICES.

1.1. **Services.** Client hereby agrees to retain Independent Contractor to provide, and Independent Contractor agrees to provide the services described in attached Exhibit B (the "Services"). Independent Contractor shall provide sufficient organization and management to perform such services in an expeditious and economical manner consistent with the interests of Client.

1.2. **Term.** The term of Independent Contractor's engagement shall commence as of July 25, 2019 and shall continue, subject to earlier termination or extension as provided below, until October 23, 2019

1.3. **Changes to Services.** Client may not make any changes to the Services, including additions, deletions, or revisions to its scope nor extend its duration without Independent Contractor's prior written consent, which consent may be withheld in Independent Contractor's absolute and sole discretion. If Client and Independent Contractor agree to make any changes to the Agreement that result in a material increase in the scope or duration of the Services, there shall be an equitable adjustment to Independent Contractor's compensation and the term of the Agreement to be reasonably agreed to by the parties.

1.4. **Termination.** Either party may terminate this Agreement upon five (5) days written notice to the other party. In the event of termination either according to Section 1.2 or by written notice according to the preceding sentence, Independent Contractor shall deliver to Client all materials relating to the Project received by Independent Contractor from Client or received from third parties at the direction of Client. Independent Contractor shall also deliver to Client any materials generated by Independent Contractor in the delivery of the Services under this Agreement and any supplies that may have been loaned to Independent Contractor by Client in order to perform the Services.

1.5. **Certification.** Independent Contractor represents and warrants that it has a background in construction and in particular has a background in prevailing wage requirements under State of California and Federal

law. Independent Contractor covenants that it shall obtain such clearances as Client may reasonably request including but not limited to (i) evidence from a licensed physician and or entity that any person acting for on behalf of Independent Contractor is free from active tuberculosis, (ii) fingerprint clearance through the California Department of Justice (aka Live Scan); and (iii) a business license from the appropriate municipal entity. The foregoing items (i) and (ii) are required to be submitted before Independent Contractor may commence work under this Agreement.

2. INDEPENDENT CONTRACTOR AND CLIENT RESPONSIBILITIES.

2.1 Independent Contractor Responsibility. Independent Contractor shall perform the Services in a professional, and timely manner.

2.2 Client Responsibility.

(a) Client shall be responsible for (i) providing Independent Contractor access to the Properties at a mutually agreed upon date and time, and (ii) providing Independent Contractor with such plans or documents as may be in its possession to aid Independent Contractor in completing the Services.

(b) Client shall be responsible for paying all invoices for the Project in a timely manner and before such invoices become past due.

(c) Client shall provide to Independent Contractor full information regarding the Property and designate a representative who shall be fully acquainted with the Project and have authority to approve matters requiring Client's approval and to render decisions promptly. Client's representative for the Project is Patrick Ontiveros.

3. FEE.

3.1 Calculation of Fee. As compensation for services rendered under this Agreement by Independent Contractor, Client shall pay Independent Contractor an amount not to exceed TWELVE THOUSAND FIVE HUNDRED DOLLARS (\$12,500.00) (the "Fee") for three months.

3.2 Payment Schedule. The Fee shall be paid in arrears in three (3) equal installments of FOUR THOUSAND ONE HUNDRED SIXTY SIX AND 67/100 DOLLARS (\$4,166.67) commencing on the thirtieth (30) day following the commencement date and thirty (30) days thereafter. Independent Contractor shall submit an invoice for such payment at least ten (10) days before the due date. Payment shall be deemed late if paid after the tenth (10th) day following the due date and shall accrue interest at the rate of ten percent (10%) per annum for so long as such amount remains unpaid. On each payment date, Independent Contractor shall deliver to Client a description of the work performed and the amount of any requested reimbursable expenses with sufficient description and back up for such reimbursable costs. Such costs will be reimbursed on the next succeeding payment date. Because of Independent Contractor's status as an independent contractor, Client shall make no withholdings from payments to Independent Contractor and Independent Contractor is solely responsible for paying all applicable fees and taxes to appropriate State and Federal authorities.

4. REIMBURSABLE COSTS. Client shall reimburse Independent Contractor for all its reasonable pre-approved out-of-pocket expenses incurred in connection with the Project. Independent Contractor shall provide written support and commercially reasonable proof of such expenditures provided that Independent Contractor has sought approval for such expenses in advance. Such payment shall be in addition to Independent Contractor's Fee.

5. INDEPENDENT CONTRACTOR.

5.1 Status. Independent Contractor is an independent contractor of Client and shall not perform the Services under this Agreement as an employee of Client. Client shall have no right to control or direct the method,

details or means by which Independent Contractor performs the Services required under this Agreement. Independent Contractor shall have no authority to enter into any contract or incur any liability or obligation on behalf of Client without the prior written approval of Client.

5.2 Compliance. Independent Contractor assumes full responsibility for the payment of all taxes pertaining to services rendered and compensation paid under this Agreement. Independent Contractor further assumes full responsibility for compliance with any and all applicable worker's compensation insurance or similar laws pertaining to services rendered and compensation paid under this Agreement.

6. INSURANCE AND INDEMNITY.

6.1 Client's Liability Insurance. Client shall maintain insurance policies for commercial general liability insurance, professional liability (errors and omissions), and such other insurance for the Project as will protect Client and Independent Contractor against claims which may arise from the Project and/or this Agreement. Independent Contractor may, at its option, maintain such insurance policies as it deems necessary to protect itself from liability.

6.2 Indemnification.

(a) Mutual Indemnification. Independent Contractor will indemnify, defend, and hold harmless Client (its directors, agents, officers, and employees) from and against any and all claims, demands, liabilities, causes of action, costs and expenses (including reasonable attorney's fees and costs), asserted against Client (or its agents, officers, and employees) to the extent any such claim arises from or out of the negligence or intentional misconduct of Independent Contractor or Independent Contractor's default under this Agreement. Client will indemnify, defend, and hold Independent Contractor (and its directors, agents, officers, and employees) harmless from and against any and all claims, demands, liabilities, causes of action, costs and expenses (including reasonable attorney's fees and costs), asserted against Independent Contractor (or its agents, officers, and employees) and relating in any manner to the Project, except to the extent any such claim arises from or out of the negligence or intentional misconduct of Development Manager or its, employees, officers, or agents, or Independent Contractor's default under this Agreement.

(b) Concurrent Negligence. If any losses, liabilities, claims, or damages covered by either party's indemnity are caused by the concurrent negligence of both Independent Contractor and Client, or their respective agents, officers or employees, then the indemnifying party shall indemnify the other only to the extent of the indemnifying party's own negligence or that of its agents, beneficiaries, representatives or employees.

7. DISPUTE RESOLUTION.

7.1 Available Remedies. Except as expressly provided below, any controversy, claim or dispute between or among the parties hereto relating to this Agreement or any related agreements or instruments (including any claim based on or arising from an alleged personal injury or business tort) shall be resolved in accordance with the procedures in this Section 11. Any party to this Agreement may bring an action, including a summary or expedited proceeding, to compel arbitration of any controversy, claim or dispute in any court having jurisdiction over such action. Nothing in this Section 11 shall prevent a party from seeking injunctive relief in a court of competent jurisdiction.

7.2 Dispute Resolution Procedure. The party raising the dispute shall provide Notice to the other party of the dispute. The parties shall first meet and confer in good faith to fairly and equitably resolve the dispute. Such meeting shall occur within five (5) business days of the date of the Notice given pursuant to this Section 7.2) implementing this dispute resolution process. If the parties cannot resolve the issue within five (5) business days of the foregoing meeting, then the dispute shall be mediated using a mediator from the Los Angeles office of the American Arbitration Association ("AAA") or if AAA fails or declines to serve, such other similar arbitration or mediation service or organization as agreed to by the parties (collectively the "Arbitration Service"). The mediation shall take place in Los

Angeles, California unless otherwise agreed to in writing by the parties. If following such mediation, the parties have still not resolved the matter, then the matter shall be submitted to arbitration pursuant to Section 11(c) below.

7.3 Arbitration. The arbitration shall be conducted by a single arbitrator who shall be someone other than the mediator who served under Section 7.2 above. The arbitrator shall be selected by the parties from the Arbitration Service's panel of arbitrators, or if the parties have not agreed on the arbitrator within ten (10) business days after a party notifies the other party of its election to submit a matter to Arbitration, the arbitrator shall be selected at the request of either party by the then chief officer of the Arbitration Service office in Los Angeles, California. The Arbitration shall occur no later than twenty (20) days after the arbitrator has been selected and must be concluded within thirty (30) days thereafter with any hearing to last no more than two (2) full hearing days with one (1) day allotted to each party. Only written discovery shall be permitted and written submissions shall be limited to ten (10) pages. The arbitrator shall be bound to follow the applicable federal and state laws and regulations in deciding all issues and in rendering any award. The Arbitration proceedings shall be binding, conclusive and not appealable and any party to any award rendered in any such arbitration proceeding shall be entitled to have judgment entered thereon. The arbitrator shall determine the "prevailing party" and such party shall be entitled to its reasonable attorneys' fees and costs which shall be part of the award. The arbitration shall take place in Los Angeles, California unless otherwise agreed in writing by the parties. In no event, however, shall mediation or arbitration be available pursuant to Section 7.2 and this Section 7.3 after the date when institution of legal or equitable proceedings based on such claim, dispute, or other matter in question would be barred by any applicable statute of limitations.

7.4 Continuation of Services During Dispute Resolution. Unless otherwise agreed in writing, Independent Contractor shall continue to provide the Services stated in this Agreement so long as Client continues to make payments in accordance with this Agreement during mediation or arbitration pursuant to this Section 7.

7.5 Related Claims. All claims that arise out of this Agreement, which are related to or dependent upon each other, shall be heard by the same arbitrator or arbitrators even though the parties are not the same unless a specific contract prohibits such consolidation.

8. GENERAL PROVISIONS.

8.1 Attorneys' Fees. If any party commences or is made a party to a lawsuit, arbitration or other proceeding to enforce or interpret this Agreement, the prevailing party in such proceeding shall be entitled to recover from the other party all reasonable attorneys' fees and other costs incurred in connection with such proceeding, including without limitation any appeal or enforcement of any judgment or decision rendered in such proceeding.

8.2 Notices. All notices, requests, demands and other communications under this Agreement shall be in writing and shall be deemed duly given (i) on the date of delivery if personally delivered, (ii) one business day after delivery by overnight courier, telegram or electronic mail (provided that the sender retains a printed confirmation of delivery to the email address provided below), or (iii) three business days after mailing if mailed by first class mail certified or registered, postage prepaid, return receipt requested, to the parties at their addresses set forth below, or such other address designated from time to time in writing by such party to all other parties.

Noflin Enterprises
451 East Carson Plaza Drive
Suite 101
Carson, CA 90746

Magnolia Public Schools
250 West 1st Street, Suite 1500
Los Angeles, CA 90012
Phone: 323.490.0701
Email: pontiveros@magnoliapublicschools.org
Attention: Patrick Ontiveros

8.3 Amendment and Waiver. This Agreement may be amended only by a written document signed by all parties to this Agreement. Waiver of any provision of this Agreement shall not be deemed or constitute a waiver of any other provision, nor shall such waiver constitute a continuing waiver.

8.4 Successors and Assigns. This Agreement shall be binding upon and inure to the benefit of the parties and their respective heirs, beneficiaries, legal representatives, successors and assigns. This Agreement may only be assigned with the prior written approval of the other party.

8.5 Governing Law and Severability. This Agreement shall be governed by and construed under the laws of the State of California, without regard to its conflicts of laws provisions. If any provision of this Agreement is invalid or unenforceable, and if the deletion of such provision would not adversely affect the receipt of any material benefit of the bargain by either party hereto, such provision shall (i) be modified to the minimum extent necessary to render it valid and enforceable, or (ii) if it cannot be so modified, be deemed not to be a part of this Agreement and shall not affect the validity or enforceability of the remaining provisions.

8.6 Counterparts. This Agreement may be executed in any number of counterparts, and each set of duly delivered identical counterparts, which includes all signatories, shall be deemed to be an original instrument.

8.7 Construction. This Agreement has been negotiated at arm's length and each party has been represented by legal counsel. Accordingly, any rule of law (including without limitation California Civil Code Section 1654) or legal decision that would require interpretation of any ambiguities in this Agreement against the party drafting it is not applicable and is waived. The provisions of this Agreement shall be interpreted in a reasonable manner to effectuate the intent of the parties and the purpose of this Agreement.

8.8 Further Assurances. The parties covenant and agree that they will execute such other and further instruments and documents as are or may become necessary or convenient to effectuate and carry out this Agreement.

8.9 Entire Agreement. This Agreement represents the entire agreement between the parties with respect to the subject matter set forth above, and supersedes all previous oral and written agreements, communications, representations, and commitments between Independent Contractor, Client, and their respective predecessors.

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IN WITNESS WHEREOF, the Parties have executed this Agreement effective as of the date set forth above.

Magnolia Educational & Research Foundation dba
Magnolia Public Schools

Noflin Enterprises

By: Alfredo Rubalcava

By: David Noflin

Name: Alfredo Rubalcava

Name: David Noflin

Title: CEO and Superintendent

Title: Authorized Signatory

[Signature Page to Independent Contractor Agreement

EXHIBIT A

Description of Projects

The Projects are defined as construction or capital improvement projects at certain of Client's ten (10) school locations that Independent Contractor agrees to undertake under this Agreement. Initially, the Projects shall include the following:

- Client's Prop 39 Clean Energy Jobs Act grant ("Prop 39") energy upgrade projects
- Client's State of California Charter School Facility Incentive Grant ("CSFIG") capital improvement projects, specifically Client's CSFIG Projects at MSA-7
- Client's MSA-1 school new construction project, specifically, resolving a dispute with one adjacent neighbor and obtaining said neighbor's signature on a mutually acceptable settlement agreement.

EXHIBIT B

Scope of Services

The Scope of Services to be provided under this Agreement initially are as follows and shall include all related services necessary for the successful completion of said projects:

Prop 39 Clean Energy Jobs Act grant ("Prop 39") energy upgrade projects

- Supervise First Note Finance inc. in the implementation of all outstanding Prop 39 projects
- Assure collection of appropriate paperwork to meet State of California requirements (including prevailing wage requirements) as well as close out documentation, including but not limited to collection of all lien releases, operational manuals and instructions, and warranties. Present such materials to Client in a coherent and logical manner for storage and later use by Client.
- Where a particular Prop 39 project is on a co-located on a Los Angeles Unified School District site, assist FNF with securing LAUSD approvals to allow the Prop 39 project to be completed

Client's State of California Charter School Facility Incentive Grant ("CSFIG") capital improvement projects at MSA-7

- Supervise the completion of the CSFIG projects at MSA-7.
- Assure collection of appropriate paperwork to meet applicable State of California and Federal requirements (for example, the Davis-Bacon Act, as amended), as well as close out documentation, including but not limited to collection of all lien releases, operational manuals and instructions, and warranties. Present such materials to Client in a coherent and logical manner for storage and later use by Client.

MSA-1 New Construction Project

- Negotiate a settlement with the Nghiem neighbor to the south of the MSA-1 properties regarding the alleged damage to their backyard consistent with the directives of the MPS Board of Directors and or Ad Hoc Committee

FIRST AMENDMENT TO INDEPENDENT CONTRACTOR AGREEMENT

THIS FIRST AMENDMENT TO INDEPENDENT CONTRACTOR AGREEMENT (this “**First Amendment**”) is entered into as of October 24, 2019 (the “**Effective Date**”), by and between Magnolia Educational & Research Foundation dba Magnolia Public Schools (“**Client**”) and Noflin Enterprises (“**Independent Contractor**”). Client and Independent Contractor shall be referred to individually as a “**Party**” and together as the “**Parties.**”

RECITALS

A. The Parties entered into that certain Independent Contractor Agreement as of July 24, 2019 (the “**Original Agreement**”) for the Project (as defined in the Original Agreement”) pursuant to which Independent Contractor agreed to provide professional services to Client.

B. The Term of the Original Agreement expires as of October 23, 2019 and the Parties desire to amend the Original Agreement to extend the Term as of the Effective Date as set forth in this First Amendment.

AGREEMENT

NOW, THEREFORE, in reliance on the preceding recitals, and in consideration of the promises, covenants and agreements set forth in the Original Agreement and this First Amendment and such other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the Parties hereto hereby agree as follows:

1. Defined Terms. Initially capitalized terms used but not otherwise defined in this First Amendment shall have the meanings assigned to such terms in the Original Agreement.

2. Recitals. The Parties acknowledge that the above recitals are true and correct and that the Original Agreement remains in full force and effect.

3. Amendments. The following Sections and/or subsections of the Original Agreement are amended as hereinafter set forth as of the date of this First Amendment.

a. Section 1.2 (“Term”) is amended as follows to extend the duration of the Term:

The initial term of Independent Contractor’s engagement commenced as of July 25, 2019 and terminated as of October 23, 2019. The Independent Contractor’s engagement shall continue, subject to earlier termination or extension as provided below, until December 23, 2019.

b. Section 3.1 (“Calculation of Fee”) is amended as follows to increase the Fee for the extended duration of the Term:

As compensation for services rendered under this Agreement by Independent Contractor, Client shall pay Independent Contractor an amount not to exceed TWELVE THOUSAND FIVE HUNDRED DOLLARS (\$12,500.00) for the first three (3) months and TWELVE THOUSAND TWO HUNDRED SIXTY SIX (\$12,266.00) for the second two (2) months of the Term.

c. The first sentence of Section 3.2 (“Payment Schedule”) is amended as follows:

The Fee shall be paid in arrears as follows: in three (3) equal installments of FOUR THOUSAND ONE HUNDRED SIXTY SIX AND 67/100 DOLLARS (\$4,166.67) for the first three (3) months and in two (2) equal installments of SIX THOUSAND ONE HUNDRED THIRTY THREE AND NO/100 DOLLARS (\$6,133.00) for the second two (2) months, commencing on the thirtieth (30) day following the commencement date and every thirty (30) days thereafter.

d. Exhibits A and B are amended and restated as Exhibits A and B attached hereto.

4 Execution. This First Amendment may be executed in multiple counterparts each of which shall be an original, but all of such counterparts shall constitute one such First Amendment. Each Party shall be entitled to rely upon an electronically delivered counterpart of this First Amendment executed by the other Party with the same force and effect as if such electronic copy were an ink-signed original signed by the party sending such electronic copy and delivered to the other party. For purposes of this Section, all references to the term “electronic copy” shall be deemed to include a document forwarded by telecopy transmission or a document forwarded by electronic mail as a Portable Document Format (Adobe Acrobat) (also known as a PDF) attachment to such electronic mail.

5. Conflict; Reaffirmation. Except as modified herein, all terms and provisions of the Original Agreement remain in full force and effect. If there is a conflict between the terms of the Original Agreement and the terms of this First Amendment, the terms of this First Amendment shall control. The Original Agreement, as amended hereby, is hereby affirmed, and the provisions thereof, as so amended, shall remain in full force and effect. The Original Agreement, as modified herein, constitutes the entire agreement between the Parties hereto with respect to the subject matter thereof, and no further modification of the Original Agreement will be binding unless evidenced by an agreement in writing signed by both Client and Independent Contractor.

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IN WITNESS WHEREOF, the Parties hereto have executed this First Amendment as of the date first set forth above.

CLIENT:

INDEPENDENT CONTRACTOR:

MAGNOLIA EDUCATIONAL & RESEARCH
FOUNDAITON DBA MAGNOLIA PUBLIC
SCHOOLS

NOFLIN ENTERPRISES

By: alfredo Rubalcava

By: _____

Name: Alfredo Rubalcava

Name: David Noflin

Title: CEO & Superintendent

Title: Authorized Signatory

EXHIBIT A

Description of Projects

The Projects are defined as construction or capital improvement projects at certain of Client's ten (10) school locations that Independent Contractor agrees to undertake under this Agreement. The Projects for the extended term shall include the following:

- Client's Prop 39 Clean Energy Jobs Act grant ("Prop 39") energy upgrade projects
- The Close-Out of Client's project at MSA-San Diego
- Such other projects as Client and Independent Contractor shall mutually agree upon

EXHIBIT B

Scope of Services

The Scope of Services to be provided under this Agreement initially are as follows and shall include all related services necessary for the successful completion of said projects:

Prop 39 Clean Energy Jobs Act grant (“Prop 39”) energy upgrade projects

- Supervise First Note Finance inc. in the implementation of all outstanding Prop 39 projects
- Assure collection of appropriate paperwork to meet State of California requirements (including prevailing wage requirements) as well as close out documentation, including but not limited to collection of all lien releases, operational manuals and instructions, and warranties. Present such materials to Client in a coherent and logical manner for storage and later use by Client.
- Where a particular Prop 39 project is on a co-located on a Los Angeles Unified School District site, assist FNF with securing LAUSD approvals to allow the Prop 39 project to be completed

Close Out of New Construction Project at Magnolia Science Academy – San Diego

- Coordinate with the Architect of Record (“AOR”) and Inspector of Record (“IOR”) to determine what scope of work is still outstanding in order to close the project with the Division of State Architect (“DSA”)
- Identify appropriate vendors to complete any outstanding scopes of work
- Coordinate with the AOR and IOR to submit any and all documentation required to close the project out with the DSA
- Identify any utility funded or low cost shade structure options with solar panels. Present the same to Client and the MSA-San Diego principal and staff.

SECOND AMENDMENT TO INDEPENDENT CONTRACTOR AGREEMENT

THIS SECOND AMENDMENT TO INDEPENDENT CONTRACTOR AGREEMENT (this "**First Amendment**") is entered into as of December 24, 2019 (the "**Effective Date**"), by and between Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**Client**") and Noflin Enterprises ("**Independent Contractor**"). Client and Independent Contractor shall be referred to individually as a "**Party**" and together as the "**Parties**."

RECITALS

A. The Parties entered into that certain Independent Contractor Agreement as of July 24, 2019 (the "**Original Agreement**") for the Project (as defined in the Original Agreement") pursuant to which Independent Contractor agreed to provide professional services to Client.

B. The Parties entered into that certain First Amendment to Independent Contractor Agreement as of October 24, 2019 (the "**First Amendment**") to extend the Term of the Original Agreement and amend the scope of work.

C. The Term of the Original Agreement, as amended by the First Amendment ,expires as of December 23, 2019. The Original Agreement and the First Amendment are sometimes herein referred to together as the "**Agreement**."

D. The Parties desire to amend the Agreement to extend the Term as of the Effective Date as set forth in this Second Amendment and amend the scope of work under the Agreement.

AGREEMENT

NOW, THEREFORE, in reliance on the preceding recitals, and in consideration of the promises, covenants and agreements set forth in the Agreement and this Second Amendment and such other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the Parties hereto hereby agree as follows:

1. Defined Terms. Initially capitalized terms used but not otherwise defined in this Second Amendment shall have the meanings assigned to such terms in the Agreement.

2. Recitals. The Parties acknowledge that the above recitals are true and correct and that the Agreement remains in full force and effect.

3. Amendments. The following Sections and/or subsections of the Agreement are amended as hereinafter set forth as of the date of this Second Amendment.

a. Section 1.2 ("Term") is amended as follows to extend the duration of the Term:

The initial term of Independent Contractor's engagement commenced as of July 25, 2019 and terminated as of October 23, 2019. The Independent Contractor's engagement shall continue, subject to earlier termination or extension as provided below, until February 23, 2019.

b. Section 3.1 ("Calculation of Fee") is amended as follows to increase the Fee for the extended duration of the Term:

As compensation for services rendered under this Agreement by Independent Contractor, Client shall pay Independent Contractor an amount not to exceed TWELVE THOUSAND FIVE HUNDRED AND NO/100 DOLLARS (\$12,500.00) for the first three (3) months and TWENTY FOUR THOUSAND FIVE HUNDRED THIRTY TWO AND NO/100 DOLLARS (\$24,532.00) for the second four (4) months of the Term.

c. The first sentence of Section 3.2 ("Payment Schedule") is amended as follows:

The Fee shall be paid in arrears as follows: in two (3) equal installments of FOUR THOUSAND ONE HUNDRED SIXTY SIX AND 67/100 DOLLARS (\$4,166.67) for the first three (3) months and in four (4) equal installments of SIX THOUSAND ONE HUNDRED THIRTY THREE AND NO/100 DOLLARS (\$6,133.00) for the second four (4) months, commencing on the thirtieth (30) day following the commencement date and every thirty (30) days thereafter.

d. Exhibits A and B are amended and restated as Exhibits A and B attached hereto.

4 Execution. This Second Amendment may be executed in multiple counterparts each of which shall be an original, but all of such counterparts shall constitute one such Second Amendment. Each Party shall be entitled to rely upon an electronically delivered counterpart of this Second Amendment executed by the other Party with the same force and effect as if such electronic copy were an ink-signed original signed by the party sending such electronic copy and delivered to the other party. For purposes of this Section, all references to the term "electronic copy" shall be deemed to include a document forwarded by telecopy transmission or a document forwarded by electronic mail as a Portable Document Format (Adobe Acrobat) (also known as a PDF) attachment to such electronic mail.

5. Conflict; Reaffirmation. Except as modified herein, all terms and provisions of the Agreement remain in full force and effect. If there is a conflict between the terms of the Agreement and the terms of this Second Amendment, the terms of this Second Amendment shall control. The Agreement, as amended hereby, is hereby affirmed, and the provisions thereof, as so amended, shall remain in full force and effect. The Agreement, as modified herein, constitutes the entire agreement between the Parties hereto with respect to the subject matter thereof, and no further modification of the Agreement will be binding unless evidenced by an agreement in writing signed by both Client and Independent Contractor.

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IN WITNESS WHEREOF, the Parties hereto have executed this Second Amendment as of the date first set forth above.

CLIENT:

MAGNOLIA EDUCATIONAL & RESEARCH
FOUNDAITON DBA MAGNOLIA PUBLIC
SCHOOLS

By: 

Name: Alfredo Rubalcava

Title: CEO & Superintendent

INDEPENDENT CONTRACTOR:

NOFLIN ENTERPRISES

By: 

Name: David Noflin

Title: Authorized Signatory

EXHIBIT A

Description of Projects

The Projects are defined as construction or capital improvement projects at certain of Client's ten (10) school locations that Independent Contractor agrees to undertake under this Agreement. The Projects for the extended term shall include the following:

- Client's Prop 39 Clean Energy Jobs Act grant ("Prop 39") energy upgrade projects
- The Close-Out of Client's project at MSA-San Diego
- Certain discreet tasks associated with Client's MSA-Santa Ana school
- Such other projects as Client and Independent Contractor shall mutually agree upon

EXHIBIT B Scope of Services

The Scope of Services to be provided under this Agreement initially are as follows and shall include all related services necessary for the successful completion of said projects:

Prop 39 Clean Energy Jobs Act grant ("Prop 39") energy upgrade projects

- Supervise First Note Finance inc. in the implementation of all outstanding Prop 39 projects
- Assure collection of appropriate paperwork to meet State of California requirements (including prevailing wage requirements) as well as close out documentation, including but not limited to collection of all lien releases, operational manuals and instructions, and warranties. Present such materials to Client in a coherent and logical manner for storage and later use by Client.
- Where a particular Prop 39 project is on a co-located on a Los Angeles Unified School District site, assist FNF with securing LAUSD approvals to allow the Prop 39 project to be completed

Close Out of New Construction Project at Magnolia Science Academy – San Diego

- Coordinate with the Architect of Record ("AOR") and Inspector of Record ("IOR") to determine what scope of work is still outstanding in order to close the project with the Division of State Architect ("DSA")
- Identify appropriate vendors to complete any outstanding scopes of work
- Coordinate with the AOR and IOR to submit any and all documentation required to close the project out with the DSA
- Identify any utility funded or low cost shade structure options with solar panels. Present the same to Client and the MSA-San Diego principal and staff.

Magnolia Science Academy – Santa Ana Facility Improvements

- Coordinate with the City of Santa Ana or such other municipal agencies, as necessary, the installation of school zone and other appropriate signage or improvements as required for the school's operation
- Such other facilities related matters as Client and Independent Contractor may agree upon

THIRD AMENDMENT TO INDEPENDENT CONTRACTOR AGREEMENT

THIS THIRD AMENDMENT TO INDEPENDENT CONTRACTOR AGREEMENT (this "**Third Amendment**") is entered into as of February 24, 2020 (the "**Effective Date**"), by and between Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**Client**") and Noflin Enterprises ("**Independent Contractor**"). Client and Independent Contractor shall be referred to individually as a "**Party**" and together as the "**Parties**."

RECITALS

A. The Parties entered into that certain Independent Contractor Agreement as of July 24, 2019 (the "**Original Agreement**") for the Project (as defined in the Original Agreement") pursuant to which Independent Contractor agreed to provide professional services to Client.

B. The Parties entered into that certain First Amendment to Independent Contractor Agreement as of October 24, 2019 (the "**First Amendment**") to extend the Term of the Original Agreement and amend the scope of work.

C. The Parties entered into that certain Second Amendment to Independent Contractor Agreement as of December 24, 2019 (the "**Second Amendment**") to extend the Term of the Original Agreement and amend the scope of work.

The Term of the Original Agreement, as amended by the First Amendment and Second Amendment, expires as of December 23, 2019. The Original Agreement, the First Amendment and the Second Amendment are sometimes herein referred to together as the "**Agreement**."

D. The Parties desire to amend the Agreement to extend the Term as of the Effective Date as set forth in this Third Amendment and amend the scope of work under the Agreement.

AGREEMENT

NOW, THEREFORE, in reliance on the preceding recitals, and in consideration of the promises, covenants and agreements set forth in the Agreement and this Third Amendment and such other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the Parties hereto hereby agree as follows:

1. Defined Terms. Initially capitalized terms used but not otherwise defined in this Third Amendment shall have the meanings assigned to such terms in the Agreement.

2. Recitals. The Parties acknowledge that the above recitals are true and correct and that the Agreement remains in full force and effect.

3. Amendments. The following Sections and/or subsections of the Agreement are amended as hereinafter set forth as of the date of this Third Amendment.

a. Section 1.2 ("Term") is amended as follows to extend the duration of the Term:

The initial term of Independent Contractor's engagement commenced as of July 25, 2019 and terminated as of October 23, 2019. The Independent Contractor's engagement shall continue, subject to earlier termination or extension as provided below, until March 23, 2020.

b. Section 3.1 ("Calculation of Fee") is amended as follows to increase the Fee for the extended duration of the Term:

As compensation for services rendered under this Agreement by Independent Contractor, Client shall pay Independent Contractor an amount not to exceed TWELVE THOUSAND FIVE HUNDRED AND NO/100 DOLLARS (\$12,500.00) for the first three (3) months and TWENTY FOUR THOUSAND FIVE HUNDRED THIRTY TWO AND NO/100 DOLLARS (\$24,532.00) for the second four (4) months and SIX THOUSAND ONE HUNDRED THIRTY THREE AND NO/100 DOLLARS (\$6,133.00) for the final one month of the Term.

c. The first sentence of Section 3.2 ("Payment Schedule") is amended as follows:

The Fee shall be paid in arrears as follows: in two (3) equal installments of FOUR THOUSAND ONE HUNDRED SIXTY SIX AND 67/100 DOLLARS (\$4,166.67) for the first three (3) months, in four (5) equal installments of SIX THOUSAND ONE HUNDRED THIRTY THREE AND NO/100 DOLLARS (\$6,133.00) for the second five (5) months, commencing on the thirtieth (30) day following the commencement date and every thirty (30) days thereafter.

d. Exhibits A and B are amended and restated as Exhibits A and B attached hereto.

4 Execution. This Third Amendment may be executed in multiple counterparts each of which shall be an original, but all of such counterparts shall constitute one such Third Amendment. Each Party shall be entitled to rely upon an electronically delivered counterpart of this Third Amendment executed by the other Party with the same force and effect as if such electronic copy were an ink-signed original signed by the party sending such electronic copy and delivered to the other party. For purposes of this Section, all references to the term "electronic copy" shall be deemed to include a document forwarded by telecopy transmission or a document forwarded by electronic mail as a Portable Document Format (Adobe Acrobat) (also known as a PDF) attachment to such electronic mail.

5. Conflict; Reaffirmation. Except as modified herein, all terms and provisions of the Agreement remain in full force and effect. If there is a conflict between the terms of the Agreement and the terms of this Third Amendment, the terms of this Third Amendment shall control. The Agreement, as amended hereby, is hereby affirmed, and the provisions thereof, as so amended, shall remain in full force and effect. The Agreement, as modified herein, constitutes the entire agreement between the Parties hereto with respect to the subject matter thereof, and no further modification of the Agreement will be binding unless evidenced by an agreement in writing signed by both Client and Independent Contractor.

[Balance of Page Intentionally Left Blank; Signature Page Follows]

IN WITNESS WHEREOF, the Parties hereto have executed this Third Amendment as of the date first set forth above.

CLIENT:

INDEPENDENT CONTRACTOR:

MAGNOLIA EDUCATIONAL & RESEARCH
FOUNDAITON DBA MAGNOLIA PUBLIC
SCHOOLS

NOFLIN ENTERPRISES

By: Alfredo Rubalcava

Name: Alfredo Rubalcava

Title: CEO & Superintendent

By: Charlotte Brimmer

Name: David Noflin

Title: Authorized Signatory

EXHIBIT A

Description of Projects

The Projects are defined as construction or capital improvement projects at certain of Client's ten (10) school locations that Independent Contractor agrees to undertake under this Agreement. The Projects for the extended term shall include the following:

- Client's Prop 39 Clean Energy Jobs Act grant ("Prop 39") energy upgrade projects
- The Close-Out of Client's project at MSA-San Diego
- Certain discreet tasks associated with Client's MSA-Santa Ana school
- Such other projects as Client and Independent Contractor shall mutually agree upon

EXHIBIT B Scope of Services

The Scope of Services to be provided under this Agreement initially are as follows and shall include all related services necessary for the successful completion of said projects:

Prop 39 Clean Energy Jobs Act grant ("Prop 39") energy upgrade projects

- Supervise First Note Finance inc. in the implementation of all outstanding Prop 39 projects
- Assure collection of appropriate paperwork to meet State of California requirements (including prevailing wage requirements) as well as close out documentation, including but not limited to collection of all lien releases, operational manuals and instructions, and warranties. Present such materials to Client in a coherent and logical manner for storage and later use by Client.
- Where a particular Prop 39 project is on a co-located on a Los Angeles Unified School District site, assist FNF with securing LAUSD approvals to allow the Prop 39 project to be completed

Close Out of New Construction Project at Magnolia Science Academy – San Diego

- Coordinate with the Architect of Record ("AOR") and Inspector of Record ("IOR") to determine what scope of work is still outstanding in order to close the project with the Division of State Architect ("DSA")
- Identify appropriate vendors to complete any outstanding scopes of work
- Coordinate with the AOR and IOR to submit any and all documentation required to close the project out with the DSA
- Identify any utility funded or low cost shade structure options with solar panels. Present the same to Client and the MSA-San Diego principal and staff.

Magnolia Science Academy – Santa Ana Facility Improvements

- Coordinate with the City of Santa Ana or such other municipal agencies, as necessary, the installation of school zone and other appropriate signage or improvements as required for the school's operation
- Such other facilities related matters as Client and Independent Contractor may agree upon

FOURTH AMENDMENT TO INDEPENDENT CONTRACTOR AGREEMENT

THIS FOURTH AMENDMENT TO INDEPENDENT CONTRACTOR AGREEMENT (this “**Fourth Amendment**”) is entered into as of September 18, 2020 (the “**Effective Date**”), by and between Magnolia Educational & Research Foundation dba Magnolia Public Schools (“**Client**”) and Noflin Enterprises (“**Independent Contractor**”). Client and Independent Contractor shall be referred to individually as a “**Party**” and together as the “**Parties.**”

RECITALS

A. The Parties entered into that certain Independent Contractor Agreement as of July 24, 2019 (the “**Original Agreement**”) for the Project (as defined in the Original Agreement”) pursuant to which Independent Contractor agreed to provide professional services to Client.

B. The Parties entered into that certain First Amendment to Independent Contractor Agreement as of October 24, 2019 (the “**First Amendment**”) to extend the Term of the Original Agreement and amend the scope of work.

C. The Parties entered into that certain Second Amendment to Independent Contractor Agreement as of December 24, 2019 (the “**Second Amendment**”) to extend the Term of the Original Agreement and amend the scope of work.

D. The Parties entered into that certain Third Amendment to Independent Contractor Agreement as of December 24, 2019 (the “**Third Amendment**”) to extend the Term of the Original Agreement and amend the scope of work.

E. The Term of the Original Agreement, as amended by the First Amendment, Second Amendment, and Third Amendment expired as of March 23, 2020. The Original Agreement, the First Amendment, Second Amendment, and the Third Amendments are sometimes herein referred to together as the “**Agreement.**”

F. The Parties desire to amend the Agreement, among other things, to extend the Term as of the Effective Date as set forth in this Fourth Amendment and amend the scope of work under the Agreement.

AGREEMENT

NOW, THEREFORE, in reliance on the preceding recitals, and in consideration of the promises, covenants and agreements set forth in the Agreement and this Fourth Amendment and such other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the Parties hereto hereby agree as follows:

- 1.** Defined Terms. Initially capitalized terms used but not otherwise defined in this Fourth Amendment shall have the meanings assigned to such terms in the Agreement.
- 2.** Recitals. The Parties acknowledge that the above recitals are true and correct..

3. Amendments. The Agreement shall be amended as follows:

a. The extended Term of the Agreement, as amended by this Fourth Amendment, shall commence on the date hereof and shall continue, subject to earlier termination or extension as provided below, until December 17, 2020.

b. The total compensation for services by Independent Contractor rendered under this Agreement for the extended Term shall be TWENTY-ONE THOUSAND AND NO/100 DOLLARS (\$21,000.00).

c. The fee for the compensation due under this Fourth Amendment shall be paid in arrears in three (3) equal installments of SEVEN THOUSAND AND NO/100 DOLLARS (\$7,000.00) due on the thirtieth (30th) day anniversary of this Fourth Amendment and upon presentment by Independent Contractor of an invoice to Client.

d. Exhibits A and B are amended as Exhibits A and B attached hereto.

4. Reporting. During the term of this Fourth Amendment, Independent Contractor shall provide to Client weekly reports on Friday of each week in writing detailing Independent Contractor's work for the previous seven (7) days and progress made on the Projects described in Exhibit A. Such reports shall be delivered to Client's representative Patrick Ontiveros, Director of Real Estate and Facilities, at pontiveros@magnoliapublicschools.org and such other representatives of Client as Client shall designate.

5. Execution. This Fourth Amendment may be executed in multiple counterparts each of which shall be an original, but all of such counterparts shall constitute one such Third Amendment. Each Party shall be entitled to rely upon an electronically delivered counterpart of this Fourth Amendment executed by the other Party with the same force and effect as if such electronic copy were an ink-signed original signed by the party sending such electronic copy and delivered to the other party. For purposes of this Section, all references to the term "electronic copy" shall be deemed to include a document forwarded by telecopy transmission or a document forwarded by electronic mail as a Portable Document Format (Adobe Acrobat) (also known as a PDF) attachment to such electronic mail.

6. Conflict; Reaffirmation. Except as modified herein, all terms and provisions of the Agreement remain in full force and effect. If there is a conflict between the terms of the Agreement and the terms of this Fourth Amendment, the terms of this Fourth Amendment shall control. The Agreement, as amended hereby, is hereby affirmed, and the provisions thereof, as so amended, shall remain in full force and effect. The Agreement, as modified herein, constitutes the entire agreement between the Parties hereto with respect to the subject matter thereof, and no further modification of the Agreement will be binding unless evidenced by an agreement in writing signed by both Client and Independent Contractor.

[Balance of Page Intentionally Left Blank; Signature Page Follows]

IN WITNESS WHEREOF, the Parties have executed this Agreement effective as of the date set forth above.

Magnolia Educational & Research Foundation dba
Magnolia Public Schools

Noflin Enterprises

By Alfredo Rubalcava
Name Alfredo Rubalcava
Title CEO and Superintendent

By David Noflin
Name David Noflin
Title Authorized Signatory

[Signature Page to Independent Contractor Agreement

EXHIBIT A

Description of Projects

The Projects are defined as construction or capital improvement projects at certain of Client's ten (10) school locations that Independent Contractor agrees to undertake under this Agreement. The Projects for the extended term shall include the following:

- The Close-Out of Client's project at MSA-San Diego
- Client's Prop 39 Clean Energy Jobs Act grant ("Prop 39") energy upgrade projects
- Street signage procurement for Client's MSA-Santa Ana school
- Such other projects as Client and Independent Contractor shall mutually agree upon

EXHIBIT B

Scope of Services

The Scope of Services to be provided under this Agreement initially are as follows and shall include all related services necessary for the successful completion of said projects:

Magnolia Science Academy – San Diego

HIGH PRIORITY

- Project Close-out.
 - Coordinate with the Architect of Record (“AOR”) and Inspector of Record (“IOR”) to determine what scope of work is still outstanding in order to close out the project with the Division of State Architect (“DSA”) and Office of Public School Construction (“OPSC”).
 - Identify appropriate vendors to complete any outstanding scopes of work
 - Coordinate with the AOR and IOR to submit any and all documentation required to close the project out with the DSA.

AVERAGE PRIORITY

- Identify any utility funded or low cost shade structure options with solar panels. Present the same to Client and the MSA-San Diego principal and staff.
- Assist Client with implementing with restroom renovations – including but not limited to identifying vendors such as design professionals and contractors
- Assist Client with implementing science lab renovations – including but not limited to identifying vendors such as design professionals and contractors

Prop 39 Clean Energy Jobs Act grant (“Prop 39”) energy upgrade projects

HIGH PRIORITY

- Assure collection of appropriate paperwork to meet State of California requirements (including prevailing wage requirements) as well as close out documentation, including but not limited to collection of all lien releases, operational manuals and instructions, and warranties. Present such materials to Client in a coherent and logical manner for storage and later use by Client.
- Audit all completed projects to insure completeness of records, especially payroll records to insure compliance with Davis Bacon

AVERAGE PRIORITY

- Supervise First Note Finance inc. in the implementation of all outstanding Prop 39 projects
- Where a particular Prop 39 project is on a co-located on a Los Angeles Unified School District site, assist FNF with securing LAUSD approvals to allow the Prop 39 project to be completed

Magnolia Science Academy – Santa Ana

HIGH PRIORITY

- Coordinate with the City of Santa Ana or such other municipal agencies, as necessary, the installation of school zone and other appropriate signage or improvements as required for the school's operation

AVERAGE PRIORITY

- Monument Sign Procurement – Assist Client with procuring a monument sign for the front of the campus
- Resolution of Billboard – Assist Client with resolving the use of the billboard located on Client' campus
- Repair of Sloping /Grading at Gymnasium – Assist Client with repairing the grading at its gymnasium

Such other facilities related matters as Client and Independent Contractor may agree upon



Exhibit B

Fifth Amendment to Independent Contractor Agreement

FIFTH AMENDMENT TO INDEPENDENT CONTRACTOR AGREEMENT

THIS FIFTH AMENDMENT TO INDEPENDENT CONTRACTOR AGREEMENT (this “**Fifth Amendment**”) is entered into as of December 18, 2020 (the “**Effective Date**”), by and between Magnolia Educational & Research Foundation dba Magnolia Public Schools (“**Client**”) and Noflin Enterprises (“**Independent Contractor**”). Client and Independent Contractor shall be referred to individually as a “**Party**” and together as the “**Parties.**”

RECITALS

A. The Parties entered into that certain Independent Contractor Agreement as of July 24, 2019 (the “**Original Agreement**”) for the Project (as defined in the Original Agreement”) pursuant to which Independent Contractor agreed to provide professional services to Client.

B. The Parties entered into that certain First Amendment to Independent Contractor Agreement as of October 24, 2019 (the “**First Amendment**”) to extend the Term of the Original Agreement and amend the scope of work.

C. The Parties entered into that certain Second Amendment to Independent Contractor Agreement as of December 24, 2019 (the “**Second Amendment**”) to extend the Term of the Original Agreement and amend the scope of work.

D. The Parties entered into that certain Third Amendment to Independent Contractor Agreement as of February 24, 2020 (the “**Third Amendment**”) to extend the Term of the Original Agreement and amend the scope of work.

E. The Parties entered into that certain Fourth Amendment to Independent Contractor Agreement as of September 18, 2020 (the “**Fourth Amendment**”) to extend the Term of the Original Agreement and amend the scope of work.

F. The Term of the Original Agreement, as amended by the First Amendment, Second Amendment, Third Amendment and Fourth Amendment expires as of December 11, 2020. The Original Agreement, the First Amendment, Second Amendment, Third Amendment and Fourth Amendment are sometimes herein referred to together as the “**Agreement.**”

F. The Parties desire to amend the Agreement, among other things, to extend the Term as of the Effective Date as set forth in this Fifth Amendment and amend the scope of work under the Agreement.

AGREEMENT

NOW, THEREFORE, in reliance on the preceding recitals, and in consideration of the promises, covenants and agreements set forth in the Agreement and this Fifth Amendment and such other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the Parties hereto hereby agree as follows:

1. Defined Terms. Initially capitalized terms used but not otherwise defined in this Fifth Amendment shall have the meanings assigned to such terms in the Agreement.

2. Recitals. The Parties acknowledge that the above recitals are true and correct..
3. Amendments. The Agreement shall be amended as follows:
 - a. The extended Term of the Agreement, as amended by this Fifth Amendment, shall commence on the date hereof and shall continue, subject to earlier termination or extension as provided below, until March 18, 2021.
 - b. The total compensation for services by Independent Contractor rendered under this Agreement for the extended Term shall be TWENTY-ONE THOUSAND AND NO/100 DOLLARS (\$21,000.00).
 - c. The fee for the compensation due under this Fifth Amendment shall be paid in arrears in three (3) equal installments of SEVEN THOUSAND AND NO/100 DOLLARS (\$7,000.00) due on the thirtieth (30th) day anniversary of this Fifth Amendment and upon presentment by Independent Contractor of an invoice to Client.
 - d. Exhibits A and B are amended as Exhibits A and B attached hereto.
4. Reporting. During the term of this Fifth Amendment, Independent Contractor shall provide to Client weekly reports on Friday of each week in writing detailing Independent Contractor's work for the previous seven (7) days and progress made on the Projects described in Exhibit A. Such reports shall be delivered to Client's representative Patrick Ontiveros, Director of Real Estate and Facilities, at pontiveros@magnoliapublicschools.org and such other representatives of Client as Client shall designate.
5. Execution. This Fifth Amendment may be executed in multiple counterparts each of which shall be an original, but all of such counterparts shall constitute one such Third Amendment. Each Party shall be entitled to rely upon an electronically delivered counterpart of this Fifth Amendment executed by the other Party with the same force and effect as if such electronic copy were an ink-signed original signed by the party sending such electronic copy and delivered to the other party. For purposes of this Section, all references to the term "electronic copy" shall be deemed to include a document forwarded by telecopy transmission or a document forwarded by electronic mail as a Portable Document Format (Adobe Acrobat) (also known as a PDF) attachment to such electronic mail.
6. Conflict; Reaffirmation. Except as modified herein, all terms and provisions of the Agreement remain in full force and effect. If there is a conflict between the terms of the Agreement and the terms of this Fifth Amendment, the terms of this Fifth Amendment shall control. The Agreement, as amended hereby, is hereby affirmed, and the provisions thereof, as so amended, shall remain in full force and effect. The Agreement, as modified herein, constitutes the entire agreement between the Parties hereto with respect to the subject matter thereof, and no further modification of the Agreement will be binding unless evidenced by an agreement in writing signed by both Client and Independent Contractor.

[Balance of Page Intentionally Left Blank; Signature Page Follows]

IN WITNESS WHEREOF, the Parties hereto have executed this Fifth Amendment as of the date first set forth above.

CLIENT:

MAGNOLIA EDUCATIONAL & RESEARCH
FOUNDATION DBA MAGNOLIA PUBLIC
SCHOOLS

By: Alfredo Rubalcava
Name: Alfredo Rubalcava
Title: CEO & Superintendent

INDEPENDENT CONTRACTOR:

NOFLIN ENTERPRISES

By: _____
Name: David Noflin
Title: Authorized Signatory

EXHIBIT A

Description of Projects

The Projects are defined as construction or capital improvement projects at certain of Client's ten (10) school locations that Independent Contractor agrees to undertake under this Agreement. The Projects for the extended term shall include the following:

- The Close-Out of Client's project at MSA-San Diego
- Client's Prop 39 Clean Energy Jobs Act grant ("Prop 39") energy upgrade projects
- Street signage procurement for Client's MSA-Santa Ana school
- Investigation of street right of way improvements that may be necessary or proper at Client's MSA-Santa Ana campus
- Such other projects as Client and Independent Contractor shall mutually agree upon

EXHIBIT B

Scope of Services

The Scope of Services to be provided under this Agreement initially are as follows and shall include all related services necessary for the successful completion of said projects:

Magnolia Science Academy – San Diego

HIGH PRIORITY

- Project Close-out.
 - Coordinate with the Architect of Record (“AOR”) and Inspector of Record (“IOR”) to determine what scope of work is still outstanding in order to close out the project with the Division of State Architect (“DSA”) and Office of Public School Construction (“OPSC”).
 - Identify appropriate vendors to complete any outstanding scopes of work
 - Coordinate with the AOR and IOR to submit any and all documentation required to close the project out with the DSA.

AVERAGE PRIORITY

- Identify any utility funded or low cost shade structure options with solar panels. Present the same to Client and the MSA-San Diego principal and staff.
- Assist Client with implementing with restroom renovations – including but not limited to identifying vendors such as design professionals and contractors
- Assist Client with implementing science lab renovations – including but not limited to identifying vendors such as design professionals and contractors

Prop 39 Clean Energy Jobs Act grant (“Prop 39”) energy upgrade projects

HIGH PRIORITY

- Assure collection of appropriate paperwork to meet State of California requirements (including prevailing wage requirements) as well as close out documentation, including but not limited to collection of all lien releases, operational manuals and instructions, and warranties. Present such materials to Client in a coherent and logical manner for storage and later use by Client.
- Audit all completed projects to insure completeness of records, especially payroll records to insure compliance with Davis Bacon

AVERAGE PRIORITY

- Supervise First Note Finance inc. in the implementation of all outstanding Prop 39 projects
- Where a particular Prop 39 project is on a co-located on a Los Angeles Unified School District site, assist FNF with securing LAUSD approvals to allow the Prop 39 project to be completed

Magnolia Science Academy – Santa Ana

HIGH PRIORITY

- Coordinate with the City of Santa Ana or such other municipal agencies, as necessary, the installation of school zone and other appropriate signage or improvements as required for the school's operation

AVERAGE PRIORITY

- Monument Sign Procurement – Assist Client with procuring a monument sign for the front of the campus
- Resolution of Billboard – Assist Client with resolving the use of the billboard located on Client' campus
- Repair of Sloping /Grading at Gymnasium – Assist Client with repairing the grading at its gymnasium

Such other facilities related matters as Client and Independent Contractor may agree upon

Cover Sheet

Approval of the Californians Dedicated to Education Foundation - CA Bridging the Digital Divide Fund

Section: III. Action Items
Item: A. Approval of the Californians Dedicated to Education Foundation - CA
Bridging the Digital Divide Fund
Purpose: Vote
Submitted by:
Related Material: III A Action Item 12.10.2020.pdf



Board Agenda Item #	III A: Action Item
Date:	December 10, 2020
To:	Magnolia Public Schools - Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Ismael Soto, Director of Develop and Communications
RE:	Approval of grant received for MSA-1

PROPOSED BOARD MOTION

I move that the board **approve and accept** the receipt of the CDE Foundation - California Bridging the Digital Divide grant for MSA-1 in the amount of \$80,700.

BACKGROUND

Magnolia Public Schools is a tremendous resource for families in Southern California. As we devise innovative programs to meet our students' interests and challenges and share our accomplishments, we will attract more and more friends and supporters.

The reorganized Development and Communications department will maximize opportunities for exposure and cultivate new relationships as well as support the Magnolia Board, CEO & Superintendent, and all Magnolia Science Academy's as part of an "org-wide approach."

The total amount of external financial investment will be just one measure of success: other metrics will be:

- The readiness of administrators and faculty to participate in the fundraising process
- The number of contacts made with the philanthropic community
- The number of new donors acquired
- Leadership activity levels

MSA-1's IT Manager - Julian Lopez demonstrated the school's readiness by leading this grant application effort. Follow up support and reporting was provided by the home office Development and Communications Department led by Ismael Soto.

INTRODUCTION

CDE Foundation - CA Bridging the Digital Divide (\$80,700)

This grant will go towards advancing Magnolia Science Academy-1 with 300 Chromebooks. This gift was made through the California Bridging the Digital Divide Fund that is a joint effort of the Governor's Office, State Board of Education, California Department of Education, and CDE Foundation. The CA BDD Fund is a centralized resource for state leadership to provide essential devices, connectivity, and related digital learning support for PK-12 students, teachers, and their families.

BUDGET IMPLICATIONS

Budget implications include:

- \$80,700 grant for MSA-1: CDE Foundation - California Bridging the Digital Divide Fund

EXHIBITS (attachments):

Attachments included:

1. CDE Foundation thank you letter
2. CDE Foundation grant confirmation letter



September 29, 2020

Magnolia Science Academy - 1
18238 Sherman Way
Reseda, CA. 91335

To whom it may concern,

This letter is to confirm that CDE Foundation, a 501 (c)(3) non-profit organization, provided an in-kind donation, a non-cash gift of physical property to Magnolia Science Academy. The donation is detailed in the table below.

Item description	# of items	Details	Donor stated fair market value
Lenovo 100E GEN2 CHROMEBOOK AMD SYST A4- 9120C 11.6IN CHROME OS 4/32GB	300	82CD0000US	\$269.00
Total Donor Stated Value			\$80,700.00

This gift was made through the California Bridging the Digital Divide Fund that is a joint effort of the Governor's Office, State Board of Education, California Department of Education, and CDE Foundation. The CA BDD Fund is a centralized resource for state leadership to provide essential devices, connectivity, and related digital learning support for PK-12 students, teachers, and their families. CDE Foundation is proud to partner with Office Depot to provide your school with the Chromebooks you requested from CDE.

We are glad to be able to support your district's efforts to return to learning during the pandemic given the need to rely on distance learning at this time. We are working hard in collaboration with our incredible partners to ensure that all students across the state have access to quality public education during these uncertain times. Thank you for your leadership and commitment to the children and communities that you serve.

Sincerely,

Wendy Dougherty, Chief Operating Officer

CDE Foundation
260 Main Street, Ste. 200
Redwood City, CA 94063
www.cdefoundation.org

Board of Directors

Jennifer Peck
Chair

Benito Delgado-Olson
Vice Chair

Nancy Kirshner-Rodriguez
Secretary/Treasurer

Janet Auer

Paul Granillo

Ken Maxey

David Rattray

Curtiss Sarikey

Susan Salcido

Socorro Shiels

Gerald Solomon



November 2, 2020

Jessica Seybert
Operations & Events Assistant (she/her/hers)
Californians Dedicated to Education Foundation
260 Main Street, Suite 200
Redwood City, CA 94063

Dear Ms. Seybert,

I am writing on behalf of Magnolia Public Schools to express our gratitude for the California Bridging the Digital Divide grant for Magnolia Science Academy-1 totaling \$80,700.

When MSA-1 made the sudden shift to distance learning due to COVID-19, our staff, students, and families became fully reliant on technology to communicate and deliver quality education. This is why our need for functioning Chromebooks is now greater than ever.

We appreciate your support of high-quality remote learning for students. The funds will help maintain our high-quality virtual STEAM education programs that utilize an Innovation, Connection, and Excellence education model which serves over 717 students across our school.

We admire the Californians Dedicated to Education Foundation's commitment to education and assisting organizations during these unprecedented times. Thank you for including Magnolia Science Academy in this honorable effort.

Sincerely,

A handwritten signature in cursive script that reads "Alfredo Rubalcava".

Alfredo Rubalcava
CEO & Superintendent

Magnolia Educational and Research Foundation-95-4649884 is a 501(c) (3) nonprofit organization and acknowledges that no goods or services were provided to you in return for your contribution. This letter is your receipt and should be kept with your tax credit records. The charitable deduction may be disallowed if you are unable to provide this acknowledgment to the Internal Revenue Service upon request.

Cover Sheet

Approval of the School Plan for Student Achievement (SPSA) for all MPS

Section: III. Action Items
Item: B. Approval of the School Plan for Student Achievement (SPSA) for all
MPS
Purpose: Vote
Submitted by:
Related Material: III B Action Item 12.10.2020.pdf



Board Agenda Item #	III B: Action Item
Date:	December 10, 2020
To:	Magnolia Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	David Yilmaz, Chief Accountability Officer
RE:	Approval of the School Plan for Student Achievement (SPSA) for all MPS

Proposed Board Recommendation

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

Background

The ESSA requires schools receiving Title I funds and operating a schoolwide program (SWP), or schools identified for CSI, TSI, or ATSI, to develop a school plan. State law provides that single school districts and charter schools may utilize the LCAP to serve as the SPSA, provided that the LCAP meets federal school planning requirements and relevant stakeholder requirements for LCAPs under state law. **MPS chooses to utilize the LCAP to serve as the SPSA** because this will eliminate having two separate plans for each school. In order to utilize the LCAP to serve as the SPSA, MPS will describe in its LCAP how the school will use Title I funds to supplement schoolwide goals and actions. The school year 2020-21 has presented a unique case though where the 2020-21 LCAP has been waived due to COVID-19, and in the absence of a 2020-21 LCAP, MPS was obliged to create a SPSA. However, in the upcoming years, as long as the LCAP is not waived again, MPS will use its LCAP to serve as the SPSA.

In its 2020-21 SPSA, each MPS school has articulated schoolwide intervention and student support programs and described how the school will be expending federal funds, including Title-I, Title-II, Title-III, and Title IV, to supplement such programs. MPS uses those federal funds to support instruction, including but not limited to, intervention programs during the day, after-school tutoring, English learner extended support, professional development, PBIS, home visits, etc. More specifically, the plan describes:

- School-wide goals, as well as specific actions to be taken to achieve the goals for all students, including specific groups of students.
- Expected progress toward meeting the goals—and as part of a schools required annual update of the plan, the school must describe actual progress made toward meeting the goals and describe any adjustments to be

made.

- Expenditures required to implement each of the goals and actions, including a description of how federal funds will be used to increase or improve services for students.
- The process used to involve parents, students, community members, school employees and other stakeholders in developing, reviewing, and supporting implementation of the SPSA.

The MPS Home Office has collaborated with the school leadership teams in ensuring that all of the school SPSAs have school-wide goals, annual measurable outcomes, and specific actions aligned to the eight state priorities and that the schools have meaningfully engaged their stakeholders in the development of their SPSA.

As part of the LCAP/SPSA development process our schools conducted stakeholder surveys in 2019-20 and additional surveys in the summer and in the fall of 2020 to engage our stakeholders in the evaluation of their experience at MPS as well as preparation for the 2020-21 school year. School leadership teams have shared their reflection on the survey results and findings that identifies their greatest progress, greatest needs, and ways to improve so that we can maintain and improve educational quality of our schools on an ongoing basis. This process helped each MSA in evaluating the 2019-20 plans and designing the 2020-21 plans.

Each MPS school had its SPSA approved by the School Site Council (SSC), with recommendations from the English Learner Advisory Committee (ELAC). The plans are ready for the Board's approval.

As explained above, this is likely to be the last SPSA MPS has created. We will utilize the LCAP to serve as the SPSA in the upcoming years. This has brought up an important question: If there is no SPSA to approve, are the schools required to have a SSC? The answer is "No." The Home Office has discussed this question with the principals, and we have collectively decided to continue to have a SSC because it provides a medium to engage parents, the community, and other stakeholders and we will continue to utilize the SSC to develop the LCAP, approve the Safe School Plans, serve as the School Wellness Committee, and support other school functions.

Budget Implications

All SPSA expenditures are budgeted in each school's budget.

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

Board approval of SPSA is a requirement for LEAs as described in the Ed Code.

Name of Staff Originator:

David Yilmaz, Chief Accountability Officer

Exhibits (Attachments):

- SPSA for each Magnolia Science Academy

School Year: **2020-21**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Magnolia Science Academy	19-10199-6119945	November 18, 2020	December 10, 2020

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

The Local Control and Accountability Plan (LCAP) is a three-year plan that describes the goals,

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

MSA-1 aligns its federally-funded programs with the priority goals of the school and such funds provide the opportunity to innovate. The accountability plans planning process supports continuous cycles of action, reflection, and improvement. The Charter School Parent Advisory Committee (PAC), which includes parents, the School Site Council (SSC) members, and other stakeholders, reviews input from all stakeholders and available data through surveys and student performance data. Based on stakeholder input and data (CA School Dashboard data, interim student assessment data, survey results, etc.), we reflect on our existing LCAP/SPSA actions/services and measurable outcomes, continue or modify them for improvement, and we also plan for new actions and services as the needs arise. The academic, accountability, and finance departments at our Home Office and our back-office support provider work closely with us; they monitor and support our progress as well as review every federally-funded expense to ensure funds are expensed appropriately and that we are compliant. Our budgeting and accounting processes are designed so that state and local funds and federal grant funds are all budgeted and accounted for and aligned according to our LCAP/SPSA and other accountability plans.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Stakeholder voices, i.e., voices of our students, families, staff, and other school community members, play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what areas for improvement are so we can continue to provide our students with the best quality education. MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement.

MPS uses the CORE DISTRICTS survey instrument developed by WestEd for the California Department of Education as our annual stakeholder experience survey. The survey includes questions for school climate indicators which include the following four topics for students, families, and staff:

- Climate of Support for Academic Learning;
- Knowledge and Fairness of Discipline, Rules and Norms;
- Safety;
- Sense of Belonging (School Connectedness).

Separate than the annual stakeholder experience survey, our “students” also take the CORE DISTRICTS Social Emotional Learning (SEL) survey in the fall and spring. The SEL survey asks questions in additional four topics which include indicators for social-emotional competencies:

- Growth Mindset;
- Self-Efficacy;
- Self-Management;
- Social Awareness.

As part of our MTSS efforts school leadership, teachers, and support staff analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps.

The following is a summary of results from the surveys:

This year’s survey reflect that while student and staff participation rates have increased by 6.8% and 2.4% respectively, the family participation rate has decreased by 28.0%. In 2018, surveys were given to students to take home and an incentive of free dress was offered to students who participated in the survey; this year, surveys were mailed home and admin did not offer an incentive for returning the surveys. Additionally, we relied heavily on the on-line survey link parents were given access to. Therefore, we attribute the decrease in family participation to our changing method for delivering and incentivizing the survey.

Our overall survey satisfaction rates reflect that compared to the 2017-2018 survey, staff and student satisfaction rate has decreased by 8% and 6% respectively. The decreases in satisfaction rates reveal an area of need for our students and staff. Students report wanting to improve our school site and expand our space to include a better place to eat and a sports field. Students also report a need for more elective offerings. Additionally, staff report wanting to improve classroom space.

While teachers express the need for bigger space, more student accountability regarding behavior, a need for a gym, an increase in pay, and improvement in school culture, they acknowledge the school is heading in a great direction with the construction of the new building. A majority of our staff members commented on feeling supported by admin. Comments ranged from staff feeling grateful for having “small class size” to “administration is open to ideas and suggestions,” and identified a “feeling of community.”

Parents are happy with MSA-1’s overall quality of education, inclusive learning environment, and family-like feeling. Families reported high satisfaction with “staff,” “quality of education,” and a “small and personal” school setting. Overall, surveys reflect appreciation for our staff and their ability to treat everyone with respect. Parents shared “I like how it’s safe for my kids and the teacher notify us [of] our kids’ grades and behavior.”

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The annual evaluation process at MPS involves frequent informal classroom observations and feedback for the teacher, a formal observation cycle, collection of evidence to foster collaboration with the teacher, and goal setting and monitoring. MPS will use an online tool to record and share classroom observation notes, feedback, evidence, forms, evaluation results, and all other related documentation. The tool can be used by both the teacher and the observer or evaluator in respect to their roles. Teachers are encouraged to conduct peer observations. Informal observations can be conducted by the school administrators as well as instructional coaches, department chairs, MPS Home Office support team, and other professionals. Informal observations are mainly conducted for the purpose of providing focused, constructive, and critical feedback to the teacher aimed at improving teaching, or sometimes, just for learning from the observations. While formal observations also provide feedback and guide coaching of the teacher like the informal ones, they form the basis for evaluation of job performance evaluation and are conducted by the school administrators.

The following is a summary of findings from our classroom observations:

During classroom observations, we recognized teachers consistently posting a student learning objective, and agenda, and using the gradual release model in their instruction. During Distance Learning, teachers tried to create points of engagements by using several interactive features in Zoom including polls, chat, and break out rooms. In general, teachers are doing their best to adapt to Distance Learning by offering instruction that is aligned to common core state standards, and providing relevant instruction to students. Based on classroom observations, one area of improvement we observed was that student learning objectives were not always written in student friendly language with a measurable outcome. We planned to address this area of need through continued professional development and sharing of best practices in weekly meetings.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Teachers are expected to use formative and summative assessment strategies to monitor student progress and to adjust instruction in order to maximize student achievement. The measures that are used to assess student progress include all state-mandated standardized tests such as the Smarter Balanced Summative Assessments. MSA-1 also uses the Smarter Balanced Interim Assessments which are designed to support teaching and learning throughout the year; and the Digital Library, designed to support classroom-based formative assessment processes. MSA-1 administers both the Interim Comprehensive Assessments (ICAs) and Interim Assessment Blocks (IABs) to assess student learning and inform instruction during the year. The Smarter Balanced Interim Assessments are specifically designed to provide the following:

- Meaningful information for gauging student progress throughout the year toward mastery of the skills measured by the Summative Assessments
- Assessments of the CCSS, which can be used at strategic points during the school year.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

MSA-1 teachers have access to publisher or third-party-provided assessments, such as McGraw Hill, Illuminate, Accelerated Reader, and MAP. MSA-1 utilizes computer adapted MAP testing to measure student progress three times a year. Teachers also, with the help of published materials, create standards-aligned formative assignments and tests that are evaluated using rubrics.

Assessments at MSA-1 are not tests only. MPS teachers are expected to use a variety of formative and summative assessments that are valid and reliable measures of student achievement. (Ex: performance assessments, portfolios, etc.) Assessments are expected to be aligned with learning objectives. (Ex: Unit assessments are aligned with unit standards and learning objectives.) At MSA-1, teachers provide students with choices of ways to demonstrate learning and students participate in the development of their learning outcomes. Teachers use summative assessment results to plan next units and redeliver instruction.

MSA-1 teachers are expected to closely monitor all students' progress toward meeting student learning outcomes. Teachers use technology, as appropriate, to conduct data analysis and communicate assessment results and student growth to all stakeholders (families, colleagues, administration, etc.) Teachers review summative assessment results with students, and students are involved in self-assessment, goal-setting, and monitoring progress.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

MSA-1 conducts credential review as part of teacher hiring process and support our teachers' credentialing needs. We also annually review master schedule/teacher assignments to ensure compliance. All MSA-1 teachers are credentialed. Number of misassignments of teachers of English learners and total teacher misassignments is zero.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Number of vacant teacher positions at MSA-1 is zero. We ensure that all teachers are supported with their credentialing needs and that they participate in PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment. MSA-1 also monitors and evaluates teachers for their performance.

MSA-1 provides new teachers with a teacher induction program, a two-year program that provides beginning teachers with collegial support, guidance, professional development, motivation to continue in the profession, and training. It links college level teacher preparation with classroom application.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Professional development occurs both at the organizational level and school level. In addition to ongoing professional development activities that support efforts to increase student academic performance, MSA-1 provides all staff with multiple opportunities to grow professionally. MSA-1 assesses staff professional development needs through formal and informal performance observation and surveys. Based on these data and combined with the school improvement plan actions in our LCAP and SPSA, MSA-1 determines common staff development days, and tailors staff development to individual staff needs.

We ensure that all teachers are supported with PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment. MSA-1 monitors how effectively teachers implement strategies and skills they learned in the PD sessions in the classroom. The school leadership team makes daily classroom observations using the Magnolia Public Schools (MPS) teacher observation protocol which includes walkthroughs, informal and formal observations and formal evaluation.

MSA-1 continually strives to develop and refine its Student Performance metric for the purpose of measuring student achievement and growth at our school site, as well as to inform teacher effectiveness. State and local accountability indicators along with interim and summative assessments provide valuable data on student performance and progress. MSA-1 also recognizes that a variety of assessments can and should be used to measure student progress, such as performance assessments and portfolios. As such, MSA-1 uses a thoughtful combination of interim and summative assessments and state and local indicators, as well as student work.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

MSA-1 uses a variety of data and ways to assess the effectiveness of professional development activities and teacher effectiveness, including but not limited to, informal observations/walkthroughs, formal observations, student, parent, and staff voices, student achievement data, and teacher self-assessment. The coaching/mentoring process that involves goal-setting, progress monitoring, periodic observations, feedback, reflection, peer observations and mentoring is geared toward creating an individualized professional growth plan and support system for each of our teachers and administrators. MSA-1 will continue to provide all employees with professional development opportunities to increase the effectiveness of their performance in their present positions, and to obtain skills, knowledge, and abilities which may improve their opportunities for advancement within the Organization through PD, induction, certification and other programs that are funded by various sources, including Title-II.

MSA-1 evaluates teachers for their performance. We 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. Evaluation results may be used as basis and documentation for performance pay, transfer, promotion, reassignment, or disciplinary action.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

MSA-1 is organized into Professional Learning Communities by grade level and by department. PLCs seek to transform a school into a community that fosters mutual cooperation, emotional support, personal growth, and a synergy of effort. Combined with the school improvement plan actions in our LCAP and SPSA, the answers to the following questions are studied in PLCs:

- How do we ensure that students learn?
- How do we foster a culture of collaboration?
- How do we ensure results?

We use PLCs to:

- Clarify intended outcomes
- Develop common assessments
- Jointly analyze student achievement data
- Establish team improvement goals
- Share best practices and materials
- Engage in collective inquiry and action research regarding student learning
- Support system and sense of efficacy
- Promote more engaged, motivated, and successful students with reduced absenteeism
- Focus on students' needs academically and behaviorally

As an implementation of the PLC at MSA-1, all staff will read educational literature and make informed recommendations for school and system-wide improvement. The staff will produce an annual reading list recommended by the PLCs. The following literature will be on MSA-1's staff reading list: Alan Blankstein, *Failure Is Not an Option: 6 Principles That Advance Student Achievement in Highly Effective Schools*; Dr. Robert Marzano's *Classroom Management That Works: Research-Based Strategies for Every Teacher*; Carol Ann Tomlinson's *How to Differentiate Instruction in Mixed-Ability Classrooms*, and Doug Lemov's *Teach Like A Champion*.

Department Level Staff Meetings

All teachers meet departmentally every month to:

- Share Time: Presentation by a member on an effective classroom strategy
- Vertically align curriculum
- Analyze student achievement data (NWEA MAP, CAASPP, ELPAC, grades)
- Improve instructional strategies per data indicators
- Differentiate instruction
- Plan major departmental events
- Discuss other departmental issues and policies

Department Chairs are responsible for minutes and forwarding action items to the appropriate administrative leaders.

Grade Level Staff Meetings

Grade level teachers meet once a month and collaborate on the issues below:

- Classroom strategies
- Sharing promising practices
- Curricular and academic issues (grading uniformity, homework load, differentiation, and other academic issues)
- Support for students with academic challenges (IEP, 504, RTI, SSR, Accelerated Reader, Accelerated Math, Tutoring)
- Discussion of student academic supports (peer tutoring, mentorships)

- Long-term projects (science fair projects, English & history & math projects)
- Integration/thematic units/horizontal alignment of the curriculum
- Field trips
- Discussions and strategies for students with behavioral problems
- School/grade level wide incentive programs
- Other common grade level and school wide issues

Grade Chairs are responsible for minutes and forwarding action items to the appropriate administrative leaders.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

MSA-1 ensures all curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) We provide services to ELs by proficiency level and ELD instruction is aligned to the CA ELD standards and framework. ELs have access to core and supplemental ELD instructional materials; teachers attend PDs whose focus is on ELD standards. Our teachers 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. While the primary focus has mostly been on the ELA/Literacy, math, and ELD over the past few years, MSA-1 has also provided PD and supported our teachers on NGSS, History-Social Science, Career Technical Education, Health Education, Physical Education, Visual and Performing Arts, and World Languages.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Reading/language arts and mathematics are core programs at MSA-1 as well as designated and integrated ELD instruction. The school's schedule includes recommended instructional minutes for reading/language arts, mathematics, ELD and intervention programs.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The intervention model that is written into the schedule for the MSA-1 program is flexible intervention that can be used with a variety of curriculum and varying schedules. MSA-1's principal approach is to intentionally build consistent math and ELA intervention time into the entire school schedule. A variety of implementations are used. Implementation strategies may include:

- Intervention block every day or 2-3 times per week (a student may have reading intervention on one day and math on the next)
- Intervention/Enrichment computer tutorials where the teacher can tutor selected students
- Specialist, instructional assistant, and volunteer support during intervention time
- Divide students up by need and send to different teaching team members for support during intervention blocks.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

MSA-1 annually reviews alignment of instructional materials to standards and keeps an inventory of instructional materials and corresponding purchase of materials. The school annually reviews budget and plans to ensure adequate budget for instructional materials. MSA-1 provides culturally and linguistically relevant materials for students. MSA-1 also provides our ELs with core and supplemental ELD instructional materials.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Teachers use SBE-adopted and standards-aligned instructional materials. They also use accessible technology tools and other resources on a regular basis to engage and enhance learning and to differentiate instruction to meet the needs of every student. Teachers effectively use challenging resources that are mentally, visually, aurally, and kinesthetically stimulating. (Ex: internet, PowerPoint, interactive white boards, document camera, multimedia, educational software, interactive games and simulations, apps, class website, lab materials, manipulatives, assistive technology, etc.) Teachers also provide resources and instructional materials that require cognitive engagement. Teachers will choose, adapt, or create materials to extend learning.

During intervention teachers use educational materials that provide review, re-teach and enrichment programs. McGraw Hill's publisher resources, ALEKS, Curriculum Associates' Ready Common Core program, Kuta software, Khan Academy, Accelerated Reader and Accelerated Math program, Achieve3000, and Buckle Down allow teachers to monitor the progress of students who are achieving below grade level and provide software generated tests and personalized instructional materials based on CCSS and areas of growth. MSA-1 has Teacher Assistants on all levels to support overall achievement.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

MSA-1 will implement the Multi-Tiered System of Supports (MTSS) as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system to support students. The framework of MTSS utilizes high quality evidence-based instruction, intervention, and assessment practices to ensure that every student receives the appropriate level of support to be successful. A Multi-Tiered System of Supports align with the academic standards and behavioral expectations, in order to accelerate the performance of every student to meet and/or exceed proficiency.

To support students academically, social-emotionally and behaviorally, and create a climate of academic success, MSA-1 recognizes that we must address the needs of the entire child. Often, we focus on punitive and remedial practices, therefore, we may unknowingly reinforce unwanted and antisocial behaviors. MSA-1 implements a positive behavior support program. Program expectations require students to be Safe, Responsible and Respectful. The school tracks behaviors using a point system, to reward students for demonstrating positive behavior. Our school personnel (Dean of Academics/Department Chairs) lay a foundation to engage students and enhance learning. Our school community works together to establish agreed upon norms, build relationships, learn pro-social behaviors, improve academics and demonstrate a culture where adults encourage motivation and knowledge is co-constructed through multi-tiered systems of support.

MSA-1 has ability to quickly identify low-achieving students through frequent benchmark assessment and review of individual student data. Students who are achieving substantially below grade level are recognized through multiple measure assessments including in-class assessments, NWEA MAP assessments and other program data through ALEKS, Khan Academy, myON and StudySync.

MSA-1 utilizes data and progress monitoring to determine best practices to support student achievement. Teachers and student stakeholders are invited to meet with teachers to discuss possible intervention methods and learn how they can participate in helping with their child's education. Parent-teacher meetings at the school are followed by home visits as needed.

The intervention model that is written into the schedule for the MSA-1 program is flexible intervention that can be used with a variety of curriculum and varying schedules. MSA-1's principal approach is to intentionally build consistent math and ELA intervention time into the entire school schedule. A variety of implementations are used. Implementation strategies may include:

- Intervention block every day or 2-3 times per week (a student may have reading intervention on one day and math on the next)
- Intervention/Enrichment computer tutorials where the teacher can tutor selected students
- Specialist, instructional assistant, and volunteer support during intervention time
- Divide students up by need and send to different teaching team members for support during intervention blocks

During intervention teachers use educational materials that provide review, re-teach and enrichment programs. McGraw Hill's publisher resources, ALEKS, Curriculum Associates' Ready Common Core program, Kuta software, Khan Academy, Accelerated Reader and Accelerated Math program, Achieve3000, and Buckle Down allow teachers to monitor the progress of students who are achieving below grade level and provide software generated tests and personalized instructional materials based on CCSS and areas of growth. MSA-1 has Teacher Assistants on all levels to support overall achievement.

Tiered intervention implementation is outlined below. Student progress is closely monitored through a well-integrated system of instruction and intervention guided by student assessment data.

MSA-1 uses the following to inform, monitor, and implement response to intervention strategies:

- Historical student data
- Data related to SBAC results and Spring NWEA MAP data from previous year
- NWEA Diagnostic data
- Fall NWEA MAP
- Progress monitoring data
- Classroom Assessment Data
- SBAC Interim Data
- SBAC Interim Block Assessment
- SBAC Interim Comprehensive Assessment
- Spring MAP
- Winter MAP (optional)

Equitable Access to the Curriculum:

MSA-1 utilizes an instructional program that emphasizes equitable access to the curriculum for all learners, including students with disabilities. These include:

Co-Teaching/Push-in/Pull-out Support- MSA-1 supports its exceptional populations by utilizing multiple methods of providing special education services. MSA-1 fosters an inclusive model of education. As such, Professional Development in the area of co-teaching allows teachers to grow their ability to educate and service students of varying abilities. In order to effectively implement a co-teaching model, special education and general education teachers are given time to co-plan and develop lessons so that students are provided appropriate supports and accommodations. Students who require additional assistance, receive services in a push-in or pull-out model where they receive more individualized attention.

Additionally, the digital formatting of our McGraw Hill curriculum allows teachers to collaborate on unit and lesson plans to ensure that all students' accommodations and needs are being addressed. This system is setup such that all students attend every class. The Special Education teacher and various paraprofessionals provide instructional support within the general education setting. This allows for all student groups to be supported while participating in the least restrictive environment throughout the day.

Embedded Supports- In addition to the on-site staff coordinated by the Special Education and/or RTI Coordinator, MSA-1 contracts with an outside service provider to support children's learning needs, such as intervention specialists, speech and language therapists, and occupational therapists who work with teachers to provide the least restrictive and most accessible learning environment. Special education aides work directly in the classroom, providing customized support to students throughout the day, and are valuable members of the team.

Differentiated Instruction- Teachers at MSA-1 deliver a curriculum that is tailored to each student's interests and needs. This support includes accommodations, use of technology, and data-informed decisions, such as utilizing Lexile reading scores and bringing technology into the classroom.

Socio-economically disadvantaged/low income students:

The instructional design of MSA-1 addresses the needs of low-income and socio-economically disadvantaged students, who make up the overwhelming majority of our enrollment. Socio-economically disadvantaged students are identified through their participation in the Free and

Reduced Lunch program. Counseling, intervention/remediation, individual tutoring and free eligibility to after school social, academic and athletic programs are some of the many programs that support our socio-economically disadvantaged students. Home visits, motivational guest speaker programs, parent meetings, university and college visits, and instructional field trips are planned to shape the educational vision of the student and the family. Socio-economically disadvantaged students have role models around them who will inspire motivation to focus on lessons and self-confidence with the discovery of their potential.

The Charter School administration ensures that these programs are available to all students, including socio-economically disadvantaged students, and works with the teachers and parents to encourage for student participation in these programs. The administration monitors the performance and progress of socio-economically disadvantaged students through the use of MSA-1's data cycle.

Evidence-based educational practices to raise student achievement

Tier 1: High-quality instruction, progress monitoring, differentiated learning, group interventions, classroom accommodations

The RTI process begins at Tier 1 with high quality instruction and universal screening of all children within the general education setting. Through the use of formative assessments such as the MAP test, the school establishes a baseline to identify students who need additional support and struggling learners are provided classroom accommodations and differentiated instruction to meet their needs. Tier 1 academic supports include technology-rich instruction, progress monitoring, differentiated learning, group interventions and classroom accommodations. Using strategies and tools such as adaptive programs, NWEA MAP universal screening, Integrated and Designated ELD, Explicit Direct Instruction, and Culturally Responsive Teaching. Tier 1 behavioral and socio-emotional supports are centered around School-Wide PBIS, led by the Dean of Students. With clear expectations taught through a Life Skills course and etiquette program students earn rewards for desired behaviors. Assemblies, student surveys and our SSPT process encourage student participation and voice.

Within Tier 1, a student may receive the following supports:

- Adaptive programming in McGraw Hill's ALEKS and StudySync
- Khan Academy
- BrainPOP ESL
- Discovery Education
- myON
- National Geographic
- 1:1 devices
- Advisory/SSR

The length of time in Tier I interventions may vary, but generally does not exceed eight weeks. During that time, the school will continue to evaluate student progress based on interim data such as Smarter Balanced Interim Block Assessments, Comprehensive exams, and classroom assessments. At the end of this period, students showing significant progress are exited from interventions, while those needing more intensive supports are moved to Tier 2. A student success team is gathered to determine intensive support.

Tier 2: Targeted Interventions

Tier 2 focuses on targeted interventions to create a high-quality differentiated environment where students are supported to engage at their optimal levels. The school uses co-teaching strategies, and "Power" classes for mathematics and ELA intervention. Additionally, students with targeted needs receive tutoring, Saturday and Summer school instruction is available universally. When students are identified as needing additional support, restorative practices are utilized such as peer mediation, new-comer and behavior management support groups, community restoration assignments, goal setting and monitoring and Edge Coaching.

Students not making adequate progress with Tier I interventions are matched with more intensive academic and/or behavioral support based on their needs. These services are provided by general education teachers, math and literacy coaches, and special education teachers. In small groups and within the general classroom setting, students may access:

- Power Classes (Math and English)
- Co-taught classes
- Push-in support
- Before and after school tutoring

- SSR/Advisory

Pull out supports are utilized to support students who require additional academic support and the learning lab will be used.

Students receiving Tier 2 interventions may require a longer period of monitoring, however, it does not typically exceed a semester. Students who do not demonstrate progress are moved into Tier 3. While students who have shown significant progress are placed into Tier 1.

Tier 3: Intensive Interventions and Evaluation

Tier 3 assists those students in most academic need. Our schools have both push-in and pull-out services with specialists to ensure students' needs are met. Using of our Special Academic Instruction program, instructional aides, learning centers, and Saturday school we are able to help our most struggling learners close the achievement gap. Support for our exceptional learners include search and serve to meet their needs and an accelerated math pathway. Supports for behavior and socio-emotional are centered around restorative practices. Utilizing reflection committees, we determine the proper intervention for individual students. Using trauma-informed practices and socio-emotional wellness, these strategies and programs address the needs of all scholars including the most vulnerable, academically and emotionally unresponsive students.

In Tier 3 of the MSA-1's RTI program, students receive individualized, intensive interventions that target specific skill deficiencies that include:

- All Tier 2 interventions
- Push-in and Pull-out support: Education Specialists, Intervention Teachers, and Literacy Coaches provide push- in and pull- out support in core classes to learners receiving Tier 3 interventions. Support providers assist teachers in creating accommodations and differentiated learning experiences so that all students may access class materials. If it is deemed that students would benefit from further individualized support, they are pulled out for more intensive instruction.
- Study Skills classes: Study Skills courses are taught by Education Specialists as an elective course for students in need of additional support in note taking, organization, exam preparation, assignment completion, and time management.
- Instructional aides in the classroom: Instructional Aides support teachers with instruction by working individually with students, assisting in stations, clarifying instructions, and reteaching. IA's also provide behavioral support and reinforce the school's Positive Behavior Interventions and Support ("PBIS").
- Saturday School: Students assigned to Saturday School work with teachers on foundational skills related to their coursework.
- Learning Center: The Learning Center or Resource Classroom is designated as a space for both Special Education and General

Education students to receive academic support from Education Specialists and Instructional Coaches. Students can complete assignments, test in small settings, use computers, and work with their peers on group assignments.

If the Student Success Team believes further intervention is necessary, then the student may be referred to special education or 504 services.

While Tier 3 students may access a variety of academic supports before and after school including tutoring, Saturday school, and teacher coaching, the majority of interventions are given throughout

the school day to ensure that students receive the full benefits of their individualized instruction. Services in the learning center, push-in and pull-out assistance, instructional aides, and study skills classes are all provided to students during the school day.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

In order to ensure effective parental involvement and support a partnership among the school, parents and the community to improve student academic achievement, MSA-1 provides the following programs to assist parents in understanding State academic content standards and State student academic achievement standards, State and local academic assessments, Title I requirements, and how to monitor their child's progress and work with educators to improve the academic achievement of their children (collectively referred to "Standards and Requirements"):

- The school will encourage parents to serve on its board of directors;
- The school will seek input from the PTF and the SSC on ways to assist parents to understand the Standards and Requirements.
- The school will encourage parents to serve on its board committees.
- The school will regularly publish in its Newsletter, and/or on its website, descriptions and explanations of State academic content standards and State student academic achievement standards, State and local academic assessments, Title I requirements, and how to monitor their child's progress and work with educators to improve the academic achievement of their children.
- Regular meetings will be held by the school at community libraries and/or parent volunteer homes to discuss how parents can work with educators to improve their child's academic achievement.
- The school will hold Back to School nights to introduce parents to the School's curriculum and its correlation to the State's academic content standards and academic achievement standards.
- Parents will be invited to attend regular classes to learn about State and local academic assessments and to take sample tests.

In an effort to foster parental involvement, the school will provide materials and training to help parents to work with their children to improve their children's achievement through the following programs:

- Student-Teacher Status Portal: MSA-1 uses an online web portal to enable parents, students, and teachers to communicate more efficiently. Teachers have a webpage for every class in which they post course material, homework assignments, projects, course grade statistics and records of students' grades on quizzes, tests, class participation and homework assignments. Students and parents use confidential passwords to log on.

Families without home computers will be encouraged to come to the school and use one of the available computer stations. Classes are held at the school on how to use the portal as well as how to access it via free Internet access at public libraries if that is more convenient than coming to the school.

- The school will provide parents with access to literacy programs that bond families around reading and using the public library.
- The school will provide annual seminars on parenting skills and parent-child communication.
- The school's psychologist will work with parents to better understand their children and the issues facing them.
- The school will train parents how to tutor their children in the school.
- Individualized student and parent advisory sessions: Each of school teachers and mentors will be assigned to a small group of students. They will arrange two to four meetings at school during the school year to discuss their students' academic achievements.
- One-on-one meetings with the parents of academically low-achieving students to support the parent in providing the student the study environment he/she needs.

The school annually educates teachers, pupil services personnel, principals and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs and build ties between parents and the School. The training takes place each year in staff orientations, annual staff development materials and other in-service trainings held throughout the school year.

In order to better understand what works best for the current parents of participating children attending the school, the education will take place after the following research is done (which shall be accomplished within the first 90 days of the commencement of the School year):

- Home Visits: Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, the school uses home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with low-achieving students.
- The school teachers visit students at their homes to enhance student learning and involvement. Family visits offer invaluable insights about students. They can provide new understanding about students' learning styles. Visits might also reveal the emotional and social needs and behaviors of students. It is helpful to know if they react to problems with tears, anger, or withdrawal, and how they socialize with peers. Through family visits, teachers can identify students' latest interests or concerns, such as a new hobby, an upcoming trip, or a change in the family.
- A phone tree will be established where volunteers call all parents of participating students to solicit feedback and ideas for building ties between parents and the school, how to best communicate with parents and how to work with parents as equal partners.
- A survey is sent home to parents of participating students that solicits information on what skills each parent has to offer the school and what types of parental involvement programs in which parents would most likely participate.

The school involves parents in the development of the training regarding the importance of parent involvement for teachers, principals and other educators to improve the effectiveness of such training.

In order to maximize parental involvement and participation, the school arranges school meetings at various times or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at the school.

The school adopts and implements model approaches to improving parental involvement.

The school has developed appropriate roles for community-based organizations and businesses in parent involvement activities, such as sponsoring events, providing volunteers for school activities, and creating internships for students.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

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

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

In order to engage parents in an organized, ongoing and timely way in the planning, review and improvement of Title I, Part A programs, the parent and family engagement policy, and if applicable, the schoolwide program plan, the School engages parents of participating students as follows:

- The School conducts at least one Family Learning Night each year where all parents of participating children will be invited to the School to learn about the different Title I, Part A programs, details of this policy, and if applicable, the schoolwide program plan. These meetings are held at flexible times. Additionally, some may be located at community libraries or at parent volunteer homes for those who live far from the School.
- Parents not attending the Family Learning Nights are contacted by a volunteer by telephone to encourage participation and inform them of future Family Learning Nights.
- The School publishes a regular Newsletter with notification of upcoming participation opportunities.
- Each year, the School holds an End of School Night, at which parents of participating children will be invited to review Title I, Part A programs, the parent and family engagement policy, and if applicable, the schoolwide program plan and recommend any changes.
- At least one of parents of participating children is invited to accompany School staff on retreats to participate in discussions and sessions dealing with Title I, Part A programs.
- If requested by parents of participating children, the School schedules regular meetings where parents are able to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children. The School responds to such suggestions within 48 hours.
- If the schoolwide program plan is not satisfactory to parents of participating children, the School will submit any parent comments on the plan when it submits the plan to the authorizers/CDE.

School Site Council (SSC):

- If a SPSA is required, the School creates a School Site Council (SSC) where it plans, review, and improve Title I, Part A programs, the parent and family engagement policy, and if applicable, the schoolwide program plan. The SSC meets at the School and is composed of 10 members, selected by their peers.

The SSC is constituted to ensure parity between the principal, classroom teachers and other school

personnel; (b) parents or other community members selected by parents and pupils. Classroom teachers comprise the majority of persons represented under category (a). (Education Code Section 65000)

Additionally, the SSC is involved in decisions regarding how funds reserved for parent engagement activities are allotted for those activities.

Parent Advisory Committee (PAC):

- If a SPSA is not required, and the LCAP can serve as the SPSA, MPS chooses to utilize the LCAP to serve as the SPSA. MPS will utilize our Parent Advisory Committee (PAC) in developing the LCAP. In this case, PAC will meet the stakeholder engagement requirements.
- PAC will plan, review, and improve the LCAP as well as plan, review, and improve Title I, Part A programs and align them to the LCAP. PAC will also be the main committee reviewing the parent and family engagement policy, and if applicable, other school program plans. School leadership will work closely with PAC to ensure parents are engaged in the school improvement process.
- Parent Advisory Committee - as used in California Education Code (EC) sections 52063 and 52069, shall be composed of a majority of parents, as defined in subdivision (e), of pupils and include parents of pupils to whom one or more of the definitions in EC Section 42238.01 apply. A governing board of a school district or a county superintendent of schools shall not be required to establish a new parent advisory committee if a previously established committee meets these requirements, including any committee established to meet the requirements of the federal No Child Left Behind Act of 2001 (Public Law 107-110) pursuant to Section 1112 of Subpart 1 of Part A of Title I of that act.

English Learner Parent Advisory Committee (ELPAC):

- English Learner Parent Advisory Committee - as used in EC sections 52063 and 52069 for those school districts or schools and programs operated by county superintendents of schools whose enrollment includes at least 15 percent English learners and at least 50 pupils who are English learners, shall be composed of a majority of parents, as defined in subdivision (e), of pupils to whom the definition in EC Section 42238.01(c) applies. A governing board of a school district or a county superintendent of schools shall not be required to establish a new English learner parent advisory committee if a previously established committee meets these requirements.

Consulting with Pupils:

- Consult with Pupils - as used in EC sections 52060, 52066, and 47606.5, means a process to enable pupils, including unduplicated pupils and other numerically significant pupil subgroups, to review and comment on the development of the LCAP. This process may include surveys of pupils, forums with pupils, pupil advisory committees, or meetings with pupil government bodies or other groups representing pupils.
- The School annually conducts student, parent, and staff surveys to improve our stakeholders' school experience and to consult with them. Conducting such stakeholder surveys is an essential part of the School's LCAP development process.

The school implements an effective means of outreach to parents of limited English proficient students to inform them regarding how they can be involved in the education of their children and be active participants in assisting their children to attain English proficiency, achieve at high levels in core academic subjects and meet challenging State academic achievement standards and State

academic content standards expected of all student. To accomplish this goal, the school does the following:

- The school holds regular meetings, and send notice of these meetings, for the purpose of formulating and responding to recommendations from parents of participating children.
- The school provides language translators at parent meetings to the extent practicable.
- The school schedules meetings to enable families to share information about culture, background, children’s talents and particular needs for the schools.
- The school provides parents of limited English proficiency with access to English as a Second Language (ESL) classes to increase their English language proficiency to assist their children with homework. The school’s principal will visit the classes to interact with the parents.
- English Learner Advisory Committee: The English Learner Advisory Committee (ELAC) is mainly a committee of parents or other community members who want to advocate for English Learners. The committee provides parents of English Learners opportunities to learn more about the programs offered to their students and advises the principal and the School Site Council (SSC) on programs and services for English Learners.

State law mandates each school site with 21 or more students of Limited English Proficiency (LEP) in attendance, regardless of language, to form a functioning English Learner Advisory Committee (ELAC).

The school provides full opportunities for participation of parents with disabilities and parents of migratory children. To accomplish this goal, the school does the following:

- The school schedules meetings to enable families to share information about culture, background, children’s talents and particular needs for the schools.
- Teachers are encouraged to make home visits to discuss student progress with the parents. Parents, students, and teachers meet throughout the year to monitor students’ progress.
- Teachers meet one-on-one with parents of such students on an as needed basis to ensure the proper supports are in place for the student.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Expenditures funded by Title I, Part A include the following: professional development for teachers, Title-I coordinator services for ELA and math intervention, SEL support, and additional services for homeless students.

Fiscal support (EPC)

LCFF Funds, Other State Funds, Local Funds, and Federal Funds are utilized to implement the actions in the LCAP/SPSA. Federal Funds (Title I, Part A; Title II, Part A; Title III-Part A; and Title IV, Part A) will be used to supplement state and local funds. This SPSA only includes funds provided to the school through the Consolidated Application.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

MSA-1 strives to attain a collaborative culture of data analysis, needs assessment, planning, aligning funding to our documented school goals and priorities, reflection, and improvement. All our stakeholder groups (parents/Parent Advisory Committee (PAC), students, staff, School Site Council (SSC), ELAC, PTF, Home Office support team, Board of Directors, charter authorizer, ACS WASC, and our community partners) are critical, active, informed, and responsible participants in this process to ensure we make effective decisions that benefit students. Particularly for the LCAP/SPSA, the school consulted with the PAC, SSC, and ELAC for planning, review, and update of the programs in the LCAP/SPSA. These committees reviewed input from all stakeholders and available data through surveys and student performance data. Based on stakeholder input and data (CA School Dashboard data, interim student assessment data, survey results, etc.), we reflected on our existing LCAP/SPSA actions/services and measurable outcomes, continued or modified them for improvement, and we also planned for new actions and services as the needs arose.

The following are the dates of such meetings:

Parent Involvement 2020-2021 Academic Year

August :

8/5/2020 Town Hall Meeting
 8/6/2020 Sixth Grade Orientation
 8/7/2020 Middle School Orientation
 8/7/2020 High School Orientation
 8/13/2020 Parent School Platform Training
 8/13/2020 Dual Enrollment Information Workshop

September :

9/10 High School Back to School Night
 9/11 Middle school Back to School Night
 9/17 12th grade College Night
 9/24 11th Grade College Night
 9/25 PTF Meeting
 9/25 ELAC Meeting
 9/25 Title I Meeting

October

10/1 9th and 10th Grade College Night
 10/7 Parent Teacher Conferences
 10/8 Parent Teacher Conferences
 10/15 Voter Information Workshop
 10/20 School Site Council Meeting
 10/30 PTF Meeting

November:

11/18 School Site Council Meeting #2
 11/20 PTF Meeting

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

The school is not identified for CSI or ATSI, so this section is not applicable.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	%	0%			0
African American	%	0.51%	0.59%		3	3
Asian	3.50%	3.9%	4.4%	19	23	21
Filipino	1.47%	1.4%	1.38%	8	8	9
Hispanic/Latino	87.66%	88%	90.03%	476	519	582
Pacific Islander	%	%	0%			0
White	6.63%	5.6%	3.81%	36	33	31
Multiple/No Response	%	0.7%	0.88%		4	4
	Total Enrollment			543	590	650

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 6	88	133	125
Grade 7	84	89	133
Grade 8	84	86	87
Grade 9	75	77	86
Grade 10	77	71	80
Grade 11	73	65	73
Grade 12	62	69	66
Total Enrollment	543	590	650

Conclusions based on this data:

1. We increased our enrollment numbers due to separating the middle school and high school after we built a new high school building adjacent to our middle school campus.
2. We have 5 grade groups in Middle school, and 3 grade groups in High school except 9th grade, we have 4 grade groups in 9th grade this year.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	80	99	125	14.7%	16.8%	19.2%
Fluent English Proficient (FEP)	373	382	397	68.7%	64.7%	61.1%
Reclassified Fluent English Proficient (RFEP)	7	5	10	0	6.2%	10.1%

Conclusions based on this data:

1. Over the years the number of the EL students have increased.
2. We have been reclassifying about 5 to 10 students in the last few years. We will work to increase our EL reclassification rate.
3. Reclassification of students demonstrated a decline 2 years ago due to the change in the reclassification process.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6		86	132		86	131		86	131		100	99.2
Grade 7		85	86		85	86		85	86		100	100
Grade 8		84	84		84	84		84	84		100	100
Grade 11		72	64		72	63		72	63		100	98.4
All		327	366		327	364		327	364		100	99.5

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6		2492.	2497.		9.30	9.92		25.58	23.66		33.72	30.53		31.40	35.88
Grade 7		2547.	2544.		15.29	13.95		36.47	37.21		29.41	26.74		18.82	22.09
Grade 8		2550.	2567.		14.29	13.10		33.33	35.71		19.05	28.57		33.33	22.62
Grade 11		2608.	2590.		27.78	12.70		33.33	42.86		25.00	28.57		13.89	15.87
All Grades	N/A	N/A	N/A		16.21	12.09		32.11	32.97		26.91	28.85		24.77	26.10

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 6		12.79	13.74		41.86	44.27		45.35	41.98	
Grade 7		20.00	16.28		48.24	56.98		31.76	26.74	
Grade 8		22.62	20.24		34.52	51.19		42.86	28.57	
Grade 11		33.33	20.63		45.83	46.03		20.83	33.33	
All Grades		21.71	17.03		42.51	49.18		35.78	33.79	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6		13.95	11.45		47.67	55.73		38.37	32.82
Grade 7		25.88	26.74		50.59	52.33		23.53	20.93
Grade 8		21.43	27.38		50.00	55.95		28.57	16.67
Grade 11		36.11	30.16		45.83	53.97		18.06	15.87
All Grades		23.85	21.98		48.62	54.67		27.52	23.35

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6		6.98	6.87		74.42	67.94		18.60	25.19
Grade 7		7.06	8.14		70.59	66.28		22.35	25.58
Grade 8		13.10	9.52		66.67	75.00		20.24	15.48
Grade 11		22.22	19.05		69.44	68.25		8.33	12.70
All Grades		11.93	9.89		70.34	69.23		17.74	20.88

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6		19.77	19.08		54.65	48.09		25.58	32.82
Grade 7		34.12	29.07		52.94	48.84		12.94	22.09
Grade 8		29.76	21.43		44.05	53.57		26.19	25.00
Grade 11		36.11	23.81		50.00	63.49		13.89	12.70
All Grades		29.66	22.80		50.46	52.20		19.88	25.00

Conclusions based on this data:

1. We have a high participation rate in the state assessment test.
2. The percentage of students who met level III (standard met or exceeded) decreased from 48% to 45%. We attribute this decrease to the fact that we had a new campus for the 6th graders due to the construction, we did not have a stable technology infrastructure to be able to prepare students for the testing.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6		86	132		86	132		86	132		100	100
Grade 7		86	86		86	86		86	86		100	100
Grade 8		84	84		84	84		84	84		100	100
Grade 11		72	64		72	63		72	63		100	98.4
All		328	366		328	365		328	365		100	99.7

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6		2485.	2515.		5.81	13.64		18.60	19.70		34.88	39.39		40.70	27.27
Grade 7		2529.	2522.		15.12	6.98		19.77	22.09		33.72	41.86		31.40	29.07
Grade 8		2537.	2553.		19.05	14.29		17.86	22.62		23.81	36.90		39.29	26.19
Grade 11		2608.	2556.		16.67	4.76		29.17	11.11		27.78	41.27		26.39	42.86
All Grades	N/A	N/A	N/A		14.02	10.68		21.04	19.45		30.18	39.73		34.76	30.14

Concepts & Procedures Applying mathematical concepts and procedures												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19			
Grade 6					10.47	23.48		36.05	37.12		53.49	39.39
Grade 7					24.42	10.47		36.05	51.16		39.53	38.37
Grade 8					22.62	27.38		29.76	39.29		47.62	33.33
Grade 11					27.78	7.94		40.28	28.57		31.94	63.49
All Grades					21.04	18.63		35.37	39.45		43.60	41.92

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19			
Grade 6					5.81	12.12		52.33	53.79		41.86	34.09
Grade 7					16.28	8.14		48.84	55.81		34.88	36.05
Grade 8					22.62	21.43		45.24	44.05		32.14	34.52
Grade 11					20.83	9.52		56.94	58.73		22.22	31.75
All Grades					16.16	12.88		50.61	52.88		33.23	34.25

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6		8.14	10.61		51.16	52.27		40.70	37.12
Grade 7		15.12	11.63		54.65	61.63		30.23	26.74
Grade 8		16.67	13.10		54.76	63.10		28.57	23.81
Grade 11		23.61	6.35		56.94	60.32		19.44	33.33
All Grades		15.55	10.68		54.27	58.36		30.18	30.96

Conclusions based on this data:

1. We have a high participation rate in the state assessment test.
2. The percentage of students who met level III (standard met or exceeded) decreased from 35% to 30%. We attribute this decrease to the 11th grade Math teacher who had to leave in the middle of the year.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 6	1515.1	1547.8	1515.2	1562.7	1514.7	1532.3	24	35
Grade 7	1534.8	1541.6	1537.5	1539.6	1531.5	1543.0	13	17
Grade 8	1502.0	1551.5	1491.9	1562.6	1511.7	1539.8	14	11
Grade 9	*	1524.8	*	1524.1	*	1524.8	*	14
Grade 10	*	*	*	*	*	*	*	9
Grade 11	*	*	*	*	*	*	*	*
Grade 12	*	*	*	*	*	*	*	7
All Grades							78	96

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	34.29	45.83	31.43	45.83	28.57		5.71	24	35
7	*	17.65	*	58.82	*	23.53	*	0.00	13	17
8		0.00	*	72.73	*	27.27	*	0.00	14	11
9		7.14	*	14.29	*	50.00	*	28.57	*	14
10	*	*		*	*	*		*	*	*
11	*	*	*	*	*	*		*	*	*
12		*		*	*	*	*	*	*	*
All Grades	15.38	18.75	35.90	42.71	39.74	30.21	*	8.33	78	96

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	51.43	58.33	28.57	*	20.00		0.00	24	35
7	*	41.18	*	41.18	*	17.65		0.00	13	17
8	*	63.64	*	27.27	*	9.09	*	0.00	14	11
9	*	7.14	*	50.00	*	21.43	*	21.43	*	14
10	*	*	*	*		*		*	*	*
11	*	*	*	*	*	*		*	*	*
12		*	*	*	*	*	*	*	*	*
All Grades	39.74	40.63	42.31	37.50	14.10	17.71	*	4.17	78	96

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	2.86	*	37.14	*	37.14	50.00	22.86	24	35
7	*	5.88	*	35.29	*	41.18	*	17.65	13	17
8		0.00	*	18.18	*	72.73	*	9.09	14	11
9		0.00	*	7.14	*	42.86	*	50.00	*	14
10		*		*	*	*	*	*	*	*
11	*	*	*	*	*	*		*	*	*
12		*		*	*	*	*	*	*	*
All Grades	*	3.13	15.38	28.13	37.18	43.75	43.59	25.00	78	96

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
6	*	37.14	58.33	40.00	*	22.86	24	35	
7	*	0.00	*	58.82	*	41.18	13	17	
8	*	0.00	*	72.73	*	27.27	14	11	
9	*	7.14	*	57.14	*	35.71	*	14	
All Grades	29.49	15.63	43.59	56.25	26.92	28.13	78	96	

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	83.33	62.86	*	37.14		0.00	24	35
7	*	94.12	*	5.88		0.00	13	17
8	*	100.00	*	0.00	*	0.00	14	11
9	*	57.14	*	28.57		14.29	*	14
12	*	*	*	*	*	*	*	*
All Grades	71.79	72.92	25.64	23.96	*	3.13	78	96

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	2.86	*	42.86	83.33	54.29	24	35
7	*	0.00	*	64.71	*	35.29	13	17
8		0.00	*	54.55	*	45.45	14	11
9	*	0.00		35.71	*	64.29	*	14
All Grades	*	2.08	25.64	50.00	70.51	47.92	78	96

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6		42.86	95.83	57.14	*	0.00	24	35
7	*	11.76	*	76.47	*	11.76	13	17
8		0.00	92.86	100.00	*	0.00	14	11
9		7.14	*	85.71	*	7.14	*	14
All Grades	*	19.79	80.77	75.00	*	5.21	78	96

Conclusions based on this data:

1. Number of students needing EL services increased. This is due to new reclassification criteria.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
590	88.5	16.8	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	99	16.8
Homeless	7	1.2
Socioeconomically Disadvantaged	522	88.5
Students with Disabilities	97	16.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	3	0.5
Asian	23	3.9
Filipino	8	1.4
Hispanic	519	88.0
Two or More Races	4	0.7
White	33	5.6







Conclusions based on this data:

- MSA1 has been in operation at the same location since its foundation. As a result, our students' demographics have not changed significantly.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p>English Language Arts</p>  <p>Orange</p>	<p>Graduation Rate</p>  <p>Blue</p>	<p>Suspension Rate</p>  <p>Orange</p>
<p>Mathematics</p>  <p>Orange</p>	<p>Chronic Absenteeism</p>  <p>Orange</p>	
<p>College/Career</p>  <p>Blue</p>		

Conclusions based on this data:

1. Our dashboard color for college/career readiness changed from orange to blue.
2. The dashboard color for Math changed from Yellow to Orange due to the decrease in the percentage of 11th grade students who met level 3 target. The color for English remained the same as Orange.
3. Our dashboard color for suspension changed from blue to orange due to having the 6th graders in a separate campus away from the other grade groups.

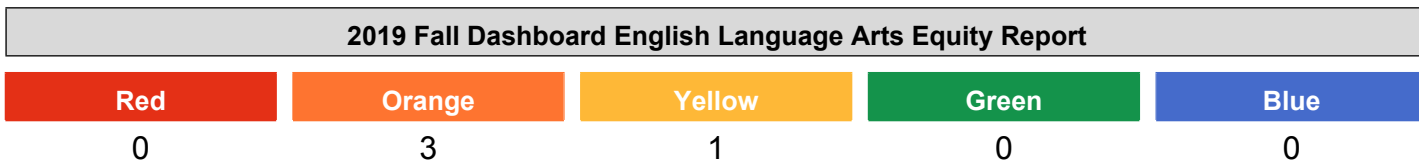
School and Student Performance Data

Academic Performance English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>12.9 points below standard</p> <p>Declined -3.8 points</p> <p>359</p>	<p>English Learners</p> <p>Yellow</p> <p>67.8 points below standard</p> <p>Increased +8.2 points</p> <p>118</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>9</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>15.7 points below standard</p> <p>Maintained -1.9 points</p> <p>324</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>96 points below standard</p> <p>Increased Significantly +22.5 points 60</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 0 Students	 No Performance Color 49.6 points above standard Increased Significantly +17.4 points 14	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Hispanic	Two or More Races	Pacific Islander	White
 Orange 18.5 points below standard Maintained -2.9 points 320	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 0 Students	 No Performance Color 20.9 points above standard Declined Significantly -27.1 points 15

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
102 points below standard Increased Significantly +28.8 points 66	24.3 points below standard Declined -14 points 52	0.9 points below standard Increased +3 points 80

Conclusions based on this data:

- Although we declined by 3.8 points our dashboard color remained the same for English.
- The percentage of our SPED and EL students who showed growth in the area of English has increased; as a result, the colors for those subgroups have changed from Red to Orange.

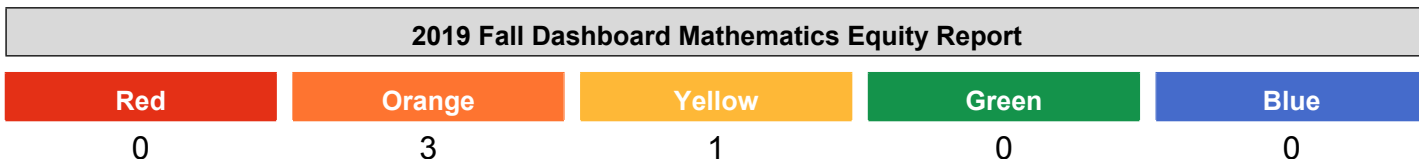
School and Student Performance Data

Academic Performance Mathematics






The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Orange 43.1 points below standard Maintained +0.1 points 359	<p>English Learners</p>  Yellow 77.6 points below standard Increased Significantly +26.5 points 118	<p>Foster Youth</p>
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	<p>Socioeconomically Disadvantaged</p>  Orange 47.1 points below standard Maintained +2.4 points 324	<p>Students with Disabilities</p>  Orange 121.2 points below standard Increased Significantly +37.8 points 60

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
<p>African American</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4</p>	<p>Asian</p>  <p>No Performance Color</p> <p>19.9 points above standard</p> <p>Increased Significantly +34.3 points 14</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4</p>
<p>Hispanic</p>  <p>Orange</p> <p>50 points below standard</p> <p>Maintained +1.9 points</p> <p>320</p>	<p>Two or More Races</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>6.2 points above standard</p> <p>Declined Significantly -40.8 points</p> <p>15</p>	<p>White</p>  <p>No Performance Color</p> <p>6.2 points above standard</p> <p>Declined Significantly -40.8 points</p> <p>15</p>

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
<p>Current English Learner</p> <p>107 points below standard</p> <p>Increased Significantly +48.7 points 66</p>	<p>Reclassified English Learners</p> <p>40.3 points below standard</p> <p>Maintained +2.1 points</p> <p>52</p>	<p>English Only</p> <p>28.1 points below standard</p> <p>Increased +3.1 points</p> <p>80</p>

Conclusions based on this data:

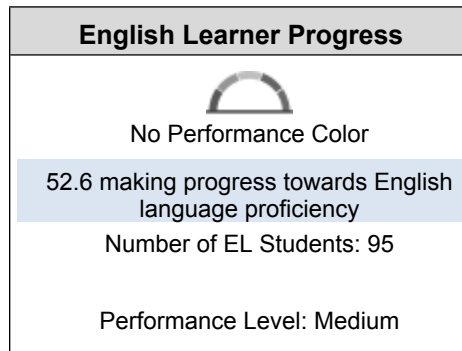
1. Although we increased by 0.1 point, our dashboard color changed from yellow to orange.
2. The percentage of our SPED and EL students who showed growth in the area of English has increased; as a result, the colors for those subgroups have changed from Red to Orange.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
17.8	29.4	8.4	44.2

Conclusions based on this data:

1. The percentage of our EL students who showed growth in the areas of English and Math has increased; as a result, the color for this subgroups has changed from Red to Orange.
2. The increase in the performance of our English learners can be attributed to smaller and more effective POWER classes that were based on the students' MAP, ELPAC, ICA, and IAB scores. We frequently cycled the students out who showed growth. The English teachers implemented the gradual-release model of instruction to help provide scaffolding for students who are both learning the language or who struggle to read and write.

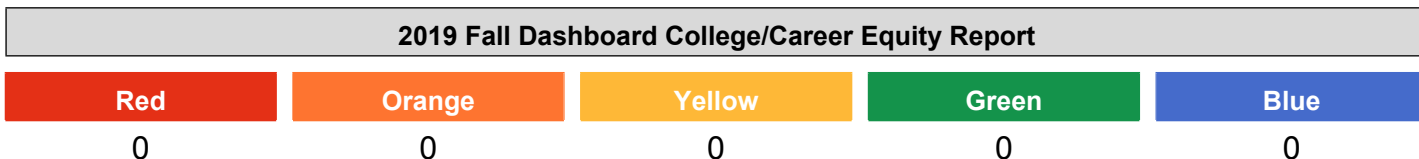
School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
<p>All Students</p> <p>Blue</p> <p>73.2</p> <p>Increased +12.6</p> <p>71</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
60 Prepared	60.7 Prepared	73.2 Prepared
28.3 Approaching Prepared	27.9 Approaching Prepared	18.3 Approaching Prepared
11.7 Not Prepared	11.5 Not Prepared	8.5 Not Prepared

Conclusions based on this data:

1. The performance color for College and Career changed from Orange to Blue. This can be attributed to the high pass rates of the AP exams, high graduation rates and meeting the A-G requirements.
2. Additionally, the high school counselor creates 4-year plans and provides 1-1 assistance to our high school students in terms of college applications, FAFSA, scholarship, and internships.
3. Finally, MSA1 offers dual enrollment to its high school students with the affiliation of the surrounding community colleges.

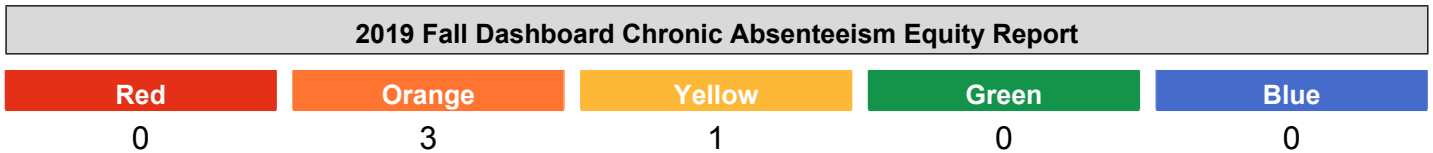
School and Student Performance Data

Academic Engagement Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>6.5</p> <p>Increased Significantly +3.7</p> <p>310</p>	<p>English Learners</p> <p>Yellow</p> <p>4.5</p> <p>Increased +0.6</p> <p>66</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>9</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>7.1</p> <p>Increased Significantly +4.2</p> <p>280</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>8.8</p> <p>Increased +6.5</p> <p>57</p>

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color 9.1 11	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Hispanic	Two or More Races	Pacific Islander	White
 Orange 6.5 Increased Significantly +4 275	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color 7.7 13

Conclusions based on this data:

1. Our performance color for Chronic Absenteeism changed from Blue to Orange.
2. Due to this decrease, we started some incentives to address the importance of the attendance such as monthly assemblies, rewards, certificates etc.

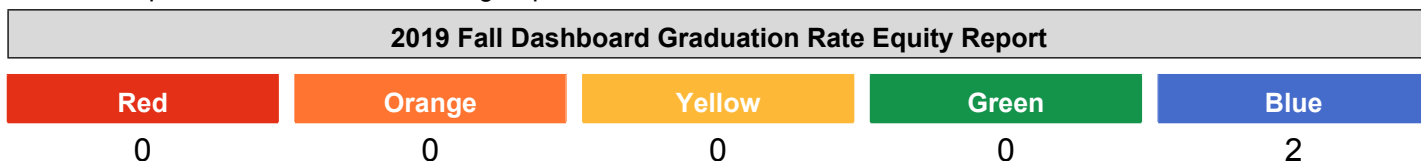
School and Student Performance Data

Academic Engagement Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
<p>All Students</p> <p>Blue</p> <p>97.2</p> <p>Declined -2.8</p> <p>71</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>10</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4</p>	<p>Socioeconomically Disadvantaged</p> <p>Blue</p> <p>97.1</p> <p>Declined -2.9</p> <p>69</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>9</p>

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
<p>African American</p>  <p>No Performance Color 0 Students</p>	<p>American Indian</p>  <p>No Performance Color 0 Students</p>	<p>Asian</p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6</p>	<p>Filipino</p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1</p>
<p>Hispanic</p>  <p>Blue 96.5 Declined -3.5 57</p>	<p>Two or More Races</p>  <p>No Performance Color 0 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color 0 Students</p>	<p>White</p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7</p>

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year	
2018	2019
100	97.2

Conclusions based on this data:

- MSA1 has had very high percentage of graduation rate for many years including the last 2 years. This is because we have a system where the students are provided in person support and assistance to be able to graduate on time.

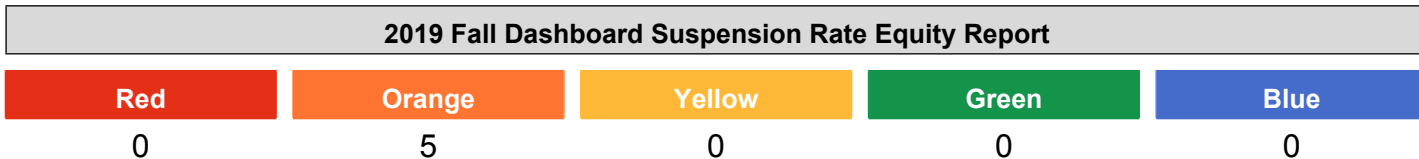
School and Student Performance Data

Conditions & Climate Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:









This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
<p>Orange</p> <p>2.3</p> <p>Increased Significantly +2.3</p> <p>620</p>	<p>Orange</p> <p>4.7</p> <p>Increased +4.7</p> <p>107</p>	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>No Performance Color</p> <p>5.9</p> <p>Increased +5.9</p> <p>17</p>	<p>Orange</p> <p>2.3</p> <p>Increased Significantly +2.3</p> <p>557</p>	<p>Orange</p> <p>5.9</p> <p>Increased +5.9</p> <p>102</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
<p>African American</p>  <p>No Performance Color Less than 11 Students - Data 4</p>	<p>American Indian</p>	<p>Asian</p>  <p>No Performance Color 0 Maintained 0 25</p>	<p>Filipino</p>  <p>No Performance Color Less than 11 Students - Data 10</p>
<p>Hispanic</p>  <p>Orange 2.4 Increased Significantly +2.4 541</p>	<p>Two or More Races</p>  <p>No Performance Color Less than 11 Students - Data 4</p>	<p>Pacific Islander</p>	<p>White</p>  <p>Orange 2.8 Increased +2.8 36</p>

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	2018	2019
	0	2.3

Conclusions based on this data:

1. Our dashboard color for suspension changed from blue to orange due to having the 6th graders in a separate campus away from the other grade groups.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT

LEA/LCAP Goal

All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive basic services that are fundamental to academic success, including fully credentialed teachers, standards-aligned instructional materials, and appropriately maintained school facilities.

Goal 1

All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive basic services that are fundamental to academic success, including fully credentialed teachers, standards-aligned instructional materials, and appropriately maintained school facilities.

Identified Need

Providing basic services means ensuring all students have access to teachers who are fully credentialed in their subject areas, instructional materials aligned with state standards, and safe, properly maintained school facilities. Charter School will also adhere to the MPS Wellness Policy and encourage participation in school meal programs. Research shows when students are provided with these basic services, student learning outcomes increase. The MPS Home Office will provide services such as academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations to support and hold accountable the Charter School for compliance and meeting charter goals. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in provision of basic services to maintain a high-quality learning environment.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions (Source: Local Indicator Priority 1)	2019-20: 0	2020-21: 0
Percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1)	2019-20: 0%	2020-21: 0%
Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and	2019-20: 0	2020-21: 0

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
extreme deficiencies) (Source: Local Indicator Priority 1)		
Teacher attendance rate (Source: HRIS)	2019-20: 96.8%	2020-21: 97.0%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teacher assignments and credentials:

Charter School and the MPS Human Resources team will conduct credential, background and TB clearance review as part of the hiring process and at least once throughout the year to ensure all credentials are properly maintained. Charter School will support our teachers' credentialing needs. Charter School will also annually review master schedule and teacher assignments to ensure teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters.

Expenditures associated with this action include the following: teacher credentialing expenses, Paycom/payroll fees, and livescan/fingerprinting fees.

The following expenditures will be funded by the federal funds:

- Teacher credentialing expenses: Resource: Title II, Part A (4035); Object: 5864; Amount: \$15,967

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

15,967

Source(s)

Title II Part A: Improving Teacher Quality
5000-5999: Services And Other Operating
Expenditures

Teacher credentialing expenses

Strategy/Activity 2**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Instructional materials and technology:

Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, socialemotional, and physical requirements of students. Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials. Charter School will ensure that students have sufficient access to the standards-aligned instructional materials, including technology-based resources. Charter School will provide effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards aligned instructional programs.

Expenditures associated with this action include the following: textbooks, instructional materials and supplies, computers and other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, etc.)

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 3**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Clean and safe facilities that support learning:

Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop

and monitor a comprehensive safety and security plan, conduct necessary safety training for all staff and continue to work with the stakeholders and experts to implement emergency and risk management procedures for individuals and the site. Charter School will procure and maintain necessary safety and emergency supplies, equipment and items. Charter School will establish schedules and procedures for the supervision of students in non-classroom areas, including before and afterschool.

Expenditures associated with this action include the following: facilities rent/acquisition cost, custodial staff salaries and benefits, custodial supplies, maintenance and repair services, security services, security services, and CharterSAFE insurance.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Low Income

Strategy/Activity

Healthy and nutritious meals:

Charter School will maintain nutrition education resources and continue focusing on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. Charter School will promote healthy food and beverage choices for all students throughout the campus, as well as encourage participation in school meal programs.

Expenditures associated with this action include the following: student meals.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Well-orchestrated Home Office support services:

The MPS Home Office provides services to the Charter School, supports and holds accountable the Charter School 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. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the Charter School to receive services at a lower cost. The services of the Home Office include, but are not limited to, academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations. Instructional services are reflected in Goals 2-4.

Expenditures associated with this action include the following: Home Office management fees.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

We have implemented all of the actions/services described above to provide the basics needs to our students for their education needs. We are compliant with our teacher assignments; we offer standards-based instruction and our students have sufficient access to standards-aligned instructional materials; we have provided over 130 hot spots and over 400 Chromebooks to our students during distance learning; we do facility inspections periodically; we regularly review student performance data and progress towards targets with our staff and continue to provide additional supports and interventions to all students, we provide our ELs with designated and integrated EL instruction; we provide small group instruction to support the academic needs of our

SPED and EL students, we offer Saturday School and after school tutoring, and we offer AP and Advisory classes for college readiness.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are no major differences at this time.

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

No changes will be made to this goal.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

EXCELLENCE

LEA/LCAP Goal

All students will have equitable access to a high-quality core curricular and instructional program and make academic progress on the California Content Standards. Students will pursue academic excellence and be college/career ready.

Goal 2

All students will have equitable access to a high-quality core curricular and instructional program and make academic progress on the California Content Standards. Students will pursue academic excellence and be college/career ready.

Identified Need

Charter School desires that all our students pursue academic excellence and be college/career ready. Effective core curriculum and instruction are central to academic success. Therefore, Charter School will ensure that all students, including but not limited to, ELs, students with disabilities, socioeconomically disadvantaged/low-income students, and students achieving below grade level, have access to a high-quality core curricular and instructional program with appropriate services and support. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will also provide professional development to staff to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Charter School will implement the actions listed under this goal and use the indicated metrics, such as CAASPP assessment results, to measure progress in achievement of academic excellence and college/career readiness.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of programs and services outlined in the charter petition, including a broad course of study, that are developed and provided to students, certain programs and services being dependent on student need and interest (Source: Local Indicator Priority 7, SIS)	2019-20: 100%	2020-21: 100%
Percentage of students who have sufficient access to all programs and services developed and provided to unduplicated students and to individuals with exceptional	2019-20: 100%	2020-21: 100%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
needs (Source: Local Indicator Priority 7, SIS)		
Percentage of state standards implementation for all students (Source: Local Indicator Priority 2)	2019-20: 100%	2020-21: 100%
Percentage of students who have received a grade of “C” or better (or performed “proficient” on the related state standardized tests) in core subjects and electives (Source: SIS)	2019-20: 74%	2020-21: 80%
Average Lexile Growth (L) from fall to spring (Source: myON)	2019-20: 53.4	2020-21: 55.0
Percentage of students meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2018-19: All Students: 45.06% English Learners: 3.03% Socioeconomically Disadvantaged: 44.69% Students with Disabilities: 8.62% Asian: 64.28% Hispanic: 42.73% White: 56.25%	2020-21: All Students: 46.00% English Learners: 5.00% Socioeconomically Disadvantaged: 46.00% Students with Disabilities: 10.00% Asian: 65.00% Hispanic: 45.00% White: 57.00%
Distance from Standard (DFS) on the CASSPP-ELA/Literacy assessments (Source: CA School Dashboard)	2018-19: All Students: 12.9 points below standard English Learners: 67.8 points below standard Socioeconomically Disadvantaged: 15.7 points below standard Students with Disabilities: 96.0 points below standard Asian: 49.6 points Hispanic: 19.4 points below standard White: 20.9 points below standard	2020-21: All Students: 10.0 points below standard English Learners: 64.0 points below standard Socioeconomically Disadvantaged: 12.7 points below standard Students with Disabilities: 90.0 points below standard Asian: 50.0 points Hispanic: 16.4 points below standard White: 21.0 points below standard
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Reading	2018-19: All Students: 54.2% English Learners: 54.2%	2020-21: All Students: 54.2% English Learners: 54.2%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
assessment from fall to spring (Source: NWEA MAP)	Socioeconomically Disadvantaged: 54.2% Students with Disabilities: 54.2% African American: ?.?% Hispanic: 54.2% White: 54.2%	Socioeconomically Disadvantaged: 54.2% Students with Disabilities: 54.2% African American: ?.?% Hispanic: 54.2% White: 54.2%
Percentage of students meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2018-19: All Students: 30.13% English Learners: 9.09% Socioeconomically Disadvantaged: 27.72% Students with Disabilities: 5.17% African American: ?.??% Hispanic: 27.16% White: 62.50%	2020-21: All Students: 30.13% English Learners: 9.09% Socioeconomically Disadvantaged: 27.72% Students with Disabilities: 5.17% African American: ?.??% Hispanic: 27.16% White: 62.50%
Distance from Standard (DFS) on the CASSPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	2018-19: All Students: 43.1 points below standard English Learners: 77.6 points below standard Socioeconomically Disadvantaged: 47.1 points below standard Students with Disabilities: 121.2 points below standard Hispanic: 50.0 points below standard White: 6.2 points above standard	2020-21: All Students: 43.1 points below standard English Learners: 77.6 points below standard Socioeconomically Disadvantaged: 47.1 points below standard Students with Disabilities: 121.2 points below standard Hispanic: 50.0 points below standard White: 6.2 points above standard
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	2018-19: All Students: 54.2% English Learners: 54.2% Socioeconomically Disadvantaged: 54.2% Students with Disabilities: 54.2% African American: ?.?% Hispanic: 54.2% White: 54.2%	2020-21: All Students: 54.2% English Learners: 54.2% Socioeconomically Disadvantaged: 54.2% Students with Disabilities: 54.2% African American: ?.?% Hispanic: 54.2% White: 54.2%
Percentage of ELs who increased at least one English Learner Progress Indicator	2018-19: 52.6%	2020-21: 52.6%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
(ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard)		
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2019-20: 20.0%	2020-21: 20.0%
Percentage of students meeting or exceeding standard on the CAASPP-Science assessments (Source: CDE DataQuest)	2018-19: All Students: 30.61% English Learners: 0.00% Socioeconomically Disadvantaged: 29.46% Students with Disabilities: 5.00% African American: ?.??% Hispanic: 26.56% White: ??.??%	2020-21: All Students: 30.61% English Learners: 0.00% Socioeconomically Disadvantaged: 29.46% Students with Disabilities: 5.00% African American: ?.??% Hispanic: 26.56% White: ??.??%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Broad course of study and standards-based curriculum:

Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule.

Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, substitute teacher expenses, and Odysseyware (ALEKS, FuelEd) course fees.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 2**Students to be Served by this Strategy/Activity**

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

English Learners, Foster Youth, Low Income

Strategy/Activity

Professional development for high-quality instruction :

Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs.

Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost software fees.

The following expenditures will be funded by the federal funds:

- Professional Development: Resource: Title II, Part A (4035); Object: 5864; Amount: \$13,000

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

13,000

Title II Part A: Improving Teacher Quality
5000-5999: Services And Other Operating
Expenditures

Professional Development

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Learners, Foster Youth, Low Income

Strategy/Activity

MTSS - Academic enrichment, intervention and student support:

Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.)

Expenditures associated with this action include the following: Title-I coordinator salary and benefits, PACE Coordinator's salary and benefits, NWEA MAP testing fees, and evidence-based supplemental intervention/enrichment program fees (BrainPOP, NextGenMath, Naviance, and ALEKS) and AP exam Fees

The following expenditures will be funded by the federal funds:

- Title-I coordinators salaries: Resource: Title I, Part A (3010); Object: 1100; Amount: \$138,172.50
- Title-I coordinators and PACE Coordinator's benefits: Resource: Title I, Part A (3010); Object: 1100; Amount: \$45,183.50
- Programs and Reference Materials: Resource: Title I, Part A (3010); Object: 4340; Amount: \$21,865
- AP Exam Test Fees: Resource: Title I, Part A (3010); Object: 5820; Amount: \$11,000

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

138,172.50

Title I
1000-1999: Certificated Personnel Salaries
Title-I coordinators salaries

45,183.80

Title I

	1000-1999: Certificated Personnel Salaries Title-I coordinators benefits
21,865	Title I 4000-4999: Books And Supplies Programs and Reference Materials
11,000	Title I 5000-5999: Services And Other Operating Expenditures AP Exam Test Fees

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Designated and integrated ELD programs:

Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences.

Expenditures associated with this action include the following: EL coordinator salary and benefits, EL coordinator stipend, EL instructional aide salary and benefits, and Rosetta Stone program fees.

The following expenditures will be funded by the federal funds:

- MPS EL coordinator salary: Title III, Part A - EL (4203); Object: 1300; Amount: \$76,877

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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76,877

Title III
1000-1999: Certificated Personnel Salaries
MPS EL coordinator salary

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students (with a focus on Students with Disabilities)

Strategy/Activity

Support for students with disabilities:

Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA.

Expenditures associated with this action include the following: SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, SPED intern salaries and benefits, outsourced SPED services fees, and SPED instructional materials and technology.

The following expenditures will be funded by the federal funds:

- School psychologist salary (partial): Title IV, Part A (4127); Object: 1100; Amount: \$15,625

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

15,625

Source(s)

Title IV Part A: Student Support and Academic Enrichment
1000-1999: Certificated Personnel Salaries
School psychologist salary (partial)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

We have implemented all of the actions/services described above. We regularly review student performance data and progress towards targets with our staff (i.e. MAP, SBAC, Interim Assessments, ELPAC, etc.). We provide courses, electives, programs, and services outlined in our charter petition, certain programs and services being dependent on student need and interest (i.e. small group instruction, Power English/Power Math classes, after school tutoring, Saturday classes, etc.); our master schedule is designed to meet the needs of all students; we provide opportunities for online and dual enrollment; we offer Advanced Math and Computer Technology classes; and provide opportunities for students to create or demonstrate a STEAM focused project, experiment, model or demo.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We will be using some of the Learning Loss Mitigation funds to support additional the student learning needs with additional tutoring sessions, additional Saturday school sessions, purchase of resources to support digital learning.

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

We have added additional support sessions to support student learning, this includes additional teacher time to support with extra tutoring sessions and Saturday School. As an organization all schools started the implementation of IABs by the History teachers as unit plans to effectively measure student growth.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

INNOVATION

LEA/LCAP Goal

All students will have access to a well-rounded education that supports their readiness for college and the global world. Each student will become an independent, innovative scholar by practicing creativity in learning and using technology in transformative ways.

Goal 3

All students will have access to a well-rounded education that supports their readiness for college and the global world. Each student will become an independent, innovative scholar by practicing creativity in learning and using technology in transformative ways.

Identified Need

It is the Charter School's vision that our graduates are well-rounded critical thinkers and problem solvers who contribute to the global community. A significant step toward helping our students achieve their maximum potential involves providing a rigorous, relevant and college preparatory curriculum with a STEAM emphasis. Therefore, we will design educational experiences to meet the needs of our scholars with an emphasis on innovation and critical thinking. Charter School will also promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts to our physical education program. In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in provision of an innovative, well-rounded education that supports student readiness for college and the global world.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)	2018-19: 73.2%	2020-21: 73.2%
Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2018-19: 50.0%	2020-21: 50.0%
Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-Mathematics	2018-19: 50.0%	2020-21: 50.0%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
assessments (Source: CDE DataQuest)		
Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)	2019-20: ??.%	2020-21: ??.%
Percentage of cohort graduates who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board)	2019-20: 50.0%	2020-21: 50.0%
Percentage of cohort graduates who completed at least one semester of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: SIS)	2019-20: 50.0%	2020-21: 50.0%
Percentage of cohort graduates meeting UC/CSU requirements (Source: CALPADS, CDE DataQuest)	2019-20: 90.0%	2020-21: 90.0%
Percentage of cohort graduates earning a Seal of Biliteracy (Source: CDE DataQuest)	2019-20: 50.0%	2020-21: 50.0%
Percentage of cohort graduates earning a Golden State Seal Merit Diploma (Source: CDE DataQuest)	2019-20: 50.0%	2020-21: 50.0%
Percentage of cohort graduates earning an Advanced or Honors MPS Diploma (Source: SIS)	2019-20: 42.0%	2020-21: 42.0%
Percentage of cohort graduates accepted to a 4-year or 2-year college (Source: Naviance)	2019-20: 100.0%	2020-21: 100.0%
Percentage of cohort graduates accepted to a 4-year college (Source: Naviance)	2019-20: 70.0%	2020-21: 70.0%
College-Going Rate (Source: CDE DataQuest)	Class of 2018: 49.2%	Class of 2019: 49.2%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	2019-20: 5%	2020-21: 5%
Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)	2019-20: 100%	2020-21: 100%
Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)	2019-20: 100%	2020-21: 100%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

English Learners, Foster Youth, Low Income

Strategy/Activity

College/Career readiness programs and activities:

Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and individualized support to ensure timely high school graduation. Charter School will offer Advisory and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, test prep for ACT/SAT, college application and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies. (Elem./Middle Schools: This description is geared toward HS. Let's work on a modified action description that suits your needs.)

Expenditures associated with this action include the following: college counselor salary and benefits, AP teacher stipends, Naviance program fees, AP exam fees, AP course materials, and other college-related materials and activities.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Learners, Foster Youth, Low Income

Strategy/Activity

STEAM and GATE programs:

Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEAM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. Learners will be challenged to investigate, use problem-based learning, and research.

Expenditures associated with this action include the following: N/A

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Learners, Foster Youth, Low Income

Strategy/Activity

Digital literacy and citizenship programs:

Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will participate in PD on Blended Learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics include, but are not limited to, using technology applications; digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette.

Expenditures associated with this action include the following: computer teacher salary and benefits, internet security program fees, and WonderMedia software fees.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 4**Students to be Served by this Strategy/Activity**

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

Low Income

Strategy/Activity

Physical education, activity, and fitness:

Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness.

Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

English Learners, Foster Youth, Low Income

Strategy/Activity

Additional programs and activities that support well-rounded education:

In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Arts instruction focuses on developing students’ creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, math, science, technology, engineering, ELA, language other than English and culture, sports, visual and performing arts, community service, and other.

Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support well-rounded education, field trip expenses, and club expenses.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

We are currently offering 13 AP courses to our 300 high school students so they can challenge themselves and be prepared for the college; we have dual enrollment with 2 community colleges to be able to provide access to college level coursework to our students; we have implemented STEAM based projects/experiments /activities by Math and Science Teachers. Our PE teachers modified their curriculum so they can cover the materials during DL.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The funding is allocated through general funds.

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

We needed to make some changes due to the COVID 19 pandemic, MSA 1 will make an effort to adjust and ensure students are exposed to the college experience and environment by providing virtual college tours.
We will provide additional tutoring time, Saturday School, Summer School to mitigate learning loss.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

CONNECTION

LEA/LCAP Goal

All students, families, staff, and other stakeholders will have access to meaningful engagement opportunities that help cultivate leadership, advocacy, and collaboration in a safe and nurturing environment. Stakeholders will feel a sense of community and connectedness.

Goal 4

All students, families, staff, and other stakeholders will have access to meaningful engagement opportunities that help cultivate leadership, advocacy, and collaboration in a safe and nurturing environment. Stakeholders will feel a sense of community and connectedness.

Identified Need

School communities are integrated partnerships with the school site staff, families, students and all other stakeholders. This sense of connection creates a safe place for all learners and stakeholders to affirm individual strengths, develop capacity, celebrate character, build trusting and respectful relationships, promote unity and better decision making. Additionally, community cultivates identity and gives each member a sense of belonging and pride. Charter School will seek family input for decision making, utilize home visits and stakeholder surveys, and provide academic and social-emotional support through MTSS/PBIS. We will work with community partners to support the vision and goals of the school, including our students' development of personal and academic networks for long-term resilience and connection. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in sustaining a sense of community and connectedness.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of School Site Council (SSC) meetings per year (Source: Local Indicator Priority 3)	2019-20: 4	2019-20: 4
Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3)	2019-20: 4	2020-21: 4
Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)	2019-20: 4	2020-21: 4
Number of activities/events for parent involvement per year (Source: Local Indicator Priority 3)	2019-20: 5	2020-21: 5

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of progress reports sent to parents per year (Source: Local Indicator Priority 3)	2019-20: 4	2019-20: 4
Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	2019-20: 25%	2020-21: 25%
Average Daily Attendance (ADA) Rate (Source: SIS)	2019-20: 96.95%	2020-21: 96.95%
Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2019-20: 10.0%	2020-21: 10.0%
Middle School Dropout Rate (Source: CALPADS)	2019-20: 0.0%	2020-21: 0.0%
High School Dropout Rate (Source: CALPADS, CDE DataQuest)	2019-20: 0.0%	2020-21: 0.0%
Graduation Rate (Source: CALPADS, CA School Dashboard)	2019-20: 100.0%	2020-21: 100.0%
Student Suspension Rate (Source: CALPADS, CA School Dashboard)	2019-20: 0.0%	2020-21: 0.0%
Student Expulsion Rate (Source: CALPADS, CDE DataQuest)	2019-20: 0.00%	2020-21: 0.00%
School experience survey participation rates (Source: Panorama Education)	2019-20: Students: 83% Families: 90% Staff: 100%	2020-21: Students: 83% Families: 90% Staff: 100%
School experience survey average approval rates (Source: Panorama Education)	2019-20: Students: 66% Families: 95% Staff: 81%	2020-21: Students: 66% Families: 95% Staff: 81%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

English Learners, Foster Youth, Low Income

Strategy/Activity

Seeking family input for decision making:

Charter School will hold periodic meetings to gather input from our families. Information/input sessions include Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, and Board of Directors meetings. Parents on our PTF and SSC also serve as our Parent Advisory Committee (PAC) for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our PAC, SSC, and ELAC provide valuable input for the LCAP. Charter School will also hold an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budget, UCP, parent involvement policy and school-student-parent compact. In addition, Charter School will conduct parent surveys to seek feedback on school improvement.

Expenditures associated with this action include the following: parent meeting expenses and Document Tracking Services (DTS) fees.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 2**Students to be Served by this Strategy/Activity**

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

English Learners, Foster Youth, Low Income

Strategy/Activity

Building partnerships with families for student outcomes:

Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing,

college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable.

Expenditures associated with this action include the following: Illuminate SIS fees, ParentSquare software fees, SchoolMint software fees, parent activity/event expenses, Parent Education Bridge program fees, Pitney Bowes expenses,

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Learners, Foster Youth, Low Income

Strategy/Activity

MTSS - PBIS and SEL support:

Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a Life Skills/Character Education program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievement and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps.

Expenditures associated with this action include the following: Dean of Students salary and benefits, discipline coordinator salary and benefits, office/attendance clerk salaries and benefits, school uniform fees, Edge Coaching program fees, Imagine Etiquette program fees, PD on classroom management, PBIS, and SEL support, Train of Thought program fees, outsourced SEL services fees, and additional services for homeless students.

The following expenditures will be funded by the federal funds:

- Additional services for homeless students: Resource: Title I, Part A (3010); Object: 4390; Amount: \$3,687.70

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,687.70	Title I 4000-4999: Books And Supplies Additional services for homeless students

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English Learners, Foster Youth, Low Income

Strategy/Activity

Annual stakeholder surveys:

Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our stakeholders' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our stakeholders open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze survey results to identify greatest progress and needs in order to inform our next steps.

Expenditures associated with this action include the following: Panorama Education survey fees.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

English Learners, Foster Youth, Low Income

Strategy/Activity

Community outreach and partnerships:

Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of stakeholders, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education.

Expenditures associated with this action include the following:

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

We have implemented all of the actions/services described above. We have held quarterly SSC, ELAC, and PTF meetings; hosted parent activities/events; provided parents with access to our SIS; visited our students at their homes; encouraged and supported student attendance; provided support to ensure timely high school graduation; conducted surveys and based on input from all stakeholders, we held events that promote parental participation as well as parent training activities

such as Parent College. We offer PD to our teachers on student engagement procedures to help create an atmosphere of high expectations.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We are using various sources to meet the goals and metrics as mentioned above

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

We are holding all of the parent involvement events in virtual platform in order to abide by the Los Angeles County Public Health Department guidelines. We will closely monitor the ADA rate based on the state and local guidelines for distance learning and hybrid learning models. Student engagement will be prioritized to make sure that students are learning and learning loss is mitigated due to the pandemic.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$341,378.00
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$341,378.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$219,909.00
Title II Part A: Improving Teacher Quality	\$28,967.00
Title III	\$76,877.00
Title IV Part A: Student Support and Academic Enrichment	\$15,625.00

Subtotal of additional federal funds included for this school: \$341,378.00

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

State or Local Programs	Allocation (\$)
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Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$341,378.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Title I	219,909.00
Title II Part A: Improving Teacher Quality	28,967.00
Title III	76,877.00
Title IV Part A: Student Support and Academic Enrichment	15,625.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	275,858.30
4000-4999: Books And Supplies	25,552.70
5000-5999: Services And Other Operating Expenditures	39,967.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	183,356.30
4000-4999: Books And Supplies	Title I	25,552.70
5000-5999: Services And Other Operating Expenditures	Title I	11,000.00
5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	28,967.00
1000-1999: Certificated Personnel Salaries	Title III	76,877.00
1000-1999: Certificated Personnel Salaries	Title IV Part A: Student Support and Academic Enrichment	15,625.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	15,967.00
Goal 2	321,723.30
Goal 4	3,687.70

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. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members
- 1 Secondary Students

Name of Members	Role
Mustafa Sahin	Principal
Ernesto Cruz	Classroom Teacher
Faruk Bidak	Classroom Teacher
Mesut Deniz	Classroom Teacher
Priscilla Garcia	Other School Staff
Maria Carino	Secondary Student
Lourdes Gonzalez	Parent or Community Member
Doris Samayoa	Parent or Community Member
Silvia Rodriguez	Parent or Community Member
Xiomara Lisseth Barrios	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

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:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name


Carolyn Falcott (Nov 23, 2020 21:40 PST)

English Learner Advisory Committee

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.

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.

This SPSA was adopted by the SSC at a public meeting on 11/18/2020.

Attested:

Mustafa Sahin

Principal, Mustafa Sahin on 11/18/2020



SSC Chairperson, Ernesto Cruz on 11/18/2020

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

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[Planned Strategies/Activities](#)

[Annual Review and Update](#)

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[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

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[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

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

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

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

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

2020_School_Plan_for_Student_Achievement_Magnolia_Science_Academy_1_20201123 (1) (1)

Final Audit Report

2020-11-24

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School Year: **2020-21**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Magnolia Science Academy 2	19-10199-0115212	December 4, 2020	December 10, 2020

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

The Local Control and Accountability Plan (LCAP) is a three-year plan that describes the goals,

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

MSA-2 aligns its federally-funded programs with the priority goals of the school and such funds provide the opportunity to innovate. The accountability plans planning process supports continuous cycles of action, reflection, and improvement. The Charter School Parent Advisory Committee (PAC), which includes parents, the School Site Council (SSC) members, and other stakeholders, reviews input from all stakeholders and available data through surveys and student performance data. Based on stakeholder input and data (CA School Dashboard data, interim student assessment data, survey results, etc.), we reflect on our existing LCAP/SPSA actions/services and measurable outcomes, continue or modify them for improvement, and we also plan for new actions and services as the needs arise. The academic, accountability, and finance departments at our Home Office and our back-office support provider work closely with us; they monitor and support our progress as well as review every federally-funded expense to ensure funds are expensed appropriately and that we are compliant. Our budgeting and accounting processes are designed so that state and local funds and federal grant funds are all budgeted and accounted for and aligned according to our LCAP/SPSA and other accountability plans.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Stakeholder voices, i.e., voices of our students, families, staff, and other school community members, play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what areas for improvement are so we can continue to provide our students with the best quality education. MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement.

MPS uses the CORE DISTRICTS survey instrument developed by WestEd for the California Department of Education as our annual stakeholder experience survey. The survey includes questions for school climate indicators which include the following four topics for students, families, and staff:

- Climate of Support for Academic Learning;
- Knowledge and Fairness of Discipline, Rules and Norms;
- Safety;
- Sense of Belonging (School Connectedness).

Separate than the annual stakeholder experience survey, our “students” also take the CORE DISTRICTS Social Emotional Learning (SEL) survey in the fall and spring. The SEL survey asks questions in additional four topics which include indicators for social-emotional competencies:

- Growth Mindset;
- Self-Efficacy;
- Self-Management;
- Social Awareness.

As part of our MTSS efforts school leadership, teachers, and support staff analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps.

The following is a summary of results from the surveys:

Findings:

Our Participation rates got even higher among students and remained 100% for staff from 2019 to 2020. Although the participation rate decreased for parent stakeholders, it still remained high at over 85%. MSA-2 Family, Staff and Student generally showed high levels of survey participation. Students and staff took the survey at school. On the other hand, parents were asked to take the

survey at home which required taking time out of their busy schedules. MSA-2 Families continue to participate in our annual survey at a high rate which is a healthy indicator of parent involvement.

Overall Satisfaction Rates:

This rate measures our stakeholders' overall satisfaction with the school through their responses to the following question: "Overall, I am satisfied and would recommend this school to other students / parents / educators."

Findings:

MSA-2 Family, Staff and Student generally showed high levels of satisfaction. Although our greatest area of need comes from our students since they have the lowest satisfaction rate out of the three stakeholder groups surveyed, student satisfaction rates increased by 7% over the past year. The specific areas of growth will be analyzed and new smart goals will be formulated. Staff survey results which showed the greatest percentage improvement out of the three stakeholder groups surveyed by increasing 16% over the past year will also be analyzed and addressed to help replicate such progress.

Family satisfaction rates were the only stakeholder group to decrease over the past year. However, family satisfaction rates remained relatively constant from 2019 to 2020 with a decrease of only 1% and still remains high at a rate of 93%.

What do you like best about your school? (Survey stakeholder quotes).

- Students: "Sports program", "Safe, Small School", "Good Teachers that treat everyone fairly", "Teachers are hard-working", "Handle bullying and fix problems", "Students are treated with respect"
- Staff: "Small size classroom; small family environment", "Staff support each other; respecting another", "Friendly and welcoming environment for all stakeholders"
- Families: "Staff", "Teachers", "Small class and school size", "Communication with families", "Discipline procedures"

Findings Based on Average Approval Rates of Survey Topics/Questions:

- Students Survey Results on average approval rates increased by 8 percentage points from 2019 to 2020 with an average overall school experience rate of 83% in the most recent survey.
- Family Survey Results remained one of the highest of the three stakeholder groups surveyed for overall school experience rate at 93% with no change in overall average approval rating over the last year.
- Staff Survey Results showed the most significant increases of all of the surveyed stakeholder groups for overall average approval ratings, which increased by 21 percentage points over the past year for staff, with an ending approval rating of 98%.

Reflections: Successes

Students Survey Results had increases across each of the four topics in this category from last year with an average of 6 to 8 percentage point increases and no decreases within averages in percentage favorable for all of the topics in this section. Knowledge and Fairness of Discipline, Rules and Norms showed the greatest increase from the previous year for students, which was 8 percentage points. This demonstrates a success in the area for students. Student Survey averages also showed a 6 point increase in Climate of Support for Academic Learning plus a 7 point increase

in Safety. These are promising results with all of the social challenges students were exposed to over the past few years which include a suicide of one of our 12th-grade students two years ago as well as a 12th-grade student being shot off campus last year, both of which have had an impact on school culture.

Family Survey Results over the last year were high for each of the surveyed topics, with each topic being 92% or higher. The topic with the highest percentage favorable rating for family stakeholders was Climate of Support for Academic Learning, which maintained a 95% favorable rating for families.

Staff Survey Results showed the most significant increases of all of the surveyed stakeholder groups in this area across each of the four topics, which included increases ranging from 12 to 19 points and saw no decreases in percentage favorable ratings for topics. The greatest increases for staff came under the topic of Safety, which showed an increase in 19 percentage points over the last year, as well as the topic of Sense of Belonging (School Connectedness), which also increased by 19 points. These significant increases are successes which have come from taking tremendous amounts of staff feedback into consideration when making decisions for school improvement.

Reflections: Identified Needs

- Students: 63% approval for Sense of Belonging (School Connectedness). Although it is the lowest percent topic for students, it was one of the highest percentage changes from 2019 survey results for students by still showing an increase of 7 percentage points over the last year.
- Families: The lowest approval area by families is Knowledge and Fairness of Discipline. 92% is still a high percentage, although it had a 1 percent decrease from last year. Further the topic which decreased the most for family stakeholders over the last year is Safety, which showed a decrease of 3%, yet which still remained a high percentage favorable rate of 93% for families.
- Staff: The greatest area of need stems from the 81% satisfaction from safety. Although it is the lowest percent topic for staff, it was the highest percent change from 2019 survey results, which included an increase of 19 percentage points over the last year for staff.

Free-Response Findings:

Along with the questions on the CORE survey instrument, MPS also asks stakeholders to respond to the following three open-ended questions so that they can state their thoughts openly: What do you like best about your school? What do you like least about your school? What is one suggestion you would like to offer to improve your school?

The responses to the above questions help us identify our greatest progress, greatest needs, and ways to improve so that we can maintain and improve educational quality of our schools on an ongoing basis.

Findings Based on Free-Response Questions:

"WHAT DO YOU LIKE BEST ABOUT YOUR SCHOOL?" (GLOWS)

- Teachers support students academically and emotionally (student & family surveys)
- Strong communication with families (family survey)
- Staff support each other; respecting another (staff & family surveys)
- Discipline procedures/Handle bullying and fix problems/PBIS (student & family surveys)
- Sports program/CIF (student survey)

- Safe, small school /small size classroom; small family environment (student, family & staff surveys)

There was a great deal of positive success which was highlighted in the stakeholder survey results for MSA2 across family, staff and student stakeholder groups. Amongst the patterns which we are particularly proud were the above mentioned areas, including teachers support of students' academic and emotional needs, which was mentioned across student and family stakeholder groups. In addition, all stakeholder groups mentioned the safe, small school, small size classrooms, and small family environment, which emphasizes how students, parents and staff all are drawn to MSA2 due to the small size. We will continue to work collaboratively across all stakeholder groups to sustain the positive areas mentioned here by stakeholders, and to seek new areas which can be improved upon during the upcoming school year.

"WHAT DO YOU LIKE LEAST ABOUT YOUR SCHOOL?" (GROWS)

- Lack of certain facilities, water fountain issue; library and sports facilities; restrooms are not enough (student & staff surveys)
- Teacher vacancies filled by substitutes (family surveys)
- Lunches; Vending machine taking money (student & family surveys)
- Discipline problems; Cell phone usage among students and bad language (staff surveys)

There are numerous patterns of aspects which stakeholders shared that they believe we can improve upon at MSA2. Amongst such areas are those mentioned above, including matters related to food, which was mentioned by students and families, as well as lack of facilities which was mentioned by students and staff. These areas of need create an opportunity to improve the school, and as such, are helpful tools to lead to continued school improvement.

"WHAT IS ONE SUGGESTION YOU WOULD LIKE TO OFFER TO IMPROVE YOUR SCHOOL?" (SUGGESTIONS)

- Expand sports programs to middle school students (student & family surveys)
- Improve access to facilities (field, school entrance, staff lounge) (staff & family surveys)
- Less substitutes (staff surveys)
- Offer more student-centered clubs (student & family surveys)
- Offer better student meals (family survey)
- Follow-up on having clear consequences for disruptive students (cell phone usage among students, bad language, etc.) (student & family surveys)

"NEXT STEPS" / Goals

- Partner up with Think Together to coordinate middle school sports, survey high school students for sport interest
- Propose a different drop off area for the morning, co-location shared use facility planning to include maximum usage of shared use facilities
- Continue to seek feedback from staff related to increasing morale in order to increase retention and attendance of teachers/staff
- Survey students, offer clubs based on student interest, monitor club attendance and make adjustments based on lack of student participation
- Look into alternative food options that are more satisfactory
- Revisit PBIS system to create updated system for supporting with disciplinary issues

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The annual evaluation process at MPS involves frequent informal classroom observations and feedback for the teacher, a formal observation cycle, collection of evidence to foster collaboration with the teacher, and goal setting and monitoring. MPS will use an online tool to record and share classroom observation notes, feedback, evidence, forms, evaluation results, and all other related documentation. The tool can be used by both the teacher and the observer or evaluator in respect to their roles. Teachers are encouraged to conduct peer observations. Informal observations can be conducted by the school administrators as well as instructional coaches, department chairs, MPS Home Office support team, and other professionals. Informal observations are mainly conducted for the purpose of providing focused, constructive, and critical feedback to the teacher aimed at improving teaching, or sometimes, just for learning from the observations. While formal observations also provide feedback and guide coaching of the teacher like the informal ones, they form the basis for evaluation of job performance evaluation and are conducted by the school administrators.

The following is a summary of findings from our classroom observations:

During classroom observations at MSA2, we recognized teachers consistently posting a student learning objective, and agenda, and using the gradual release model in their instruction. During Distance Learning, teachers tried to create points of engagements by using several interactive features in Zoom including polls, chat, and break out rooms. In general, our administration has observed that MSA2 teachers are doing their best to adapt to Distance Learning by offering instruction that is aligned to common core state standards, and providing relevant instruction to students. Based on classroom observations, one area of improvement we observed was that student learning objectives were not always written in student friendly language with a measurable outcome. We planned to address this area of need through continued professional development and sharing of best practices in weekly meetings.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Teachers are expected to use formative and summative assessment strategies to monitor student progress and to adjust instruction in order to maximize student achievement. The measures that are used to assess student progress include all state-mandated standardized tests such as the Smarter Balanced Summative Assessments. MSA-2 also uses the Smarter Balanced Interim Assessments which are designed to support teaching and learning throughout the year; and the Digital Library, designed to support classroom-based formative assessment processes. MSA-2 administers both the Interim Comprehensive Assessments (ICAs) and Interim Assessment Blocks (IABs) to assess student learning and inform instruction during the year. The Smarter Balanced Interim Assessments are specifically designed to provide the following:

- Meaningful information for gauging student progress throughout the year toward mastery of the skills measured by the Summative Assessments
- Assessments of the CCSS, which can be used at strategic points during the school year.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

MSA-2 teachers have access to publisher or third-party-provided assessments, such as McGraw Hill, Illuminate, myON, ALEKS, and MAP. MSA-2 utilizes computer adapted MAP testing to measure student progress two times a year. Teachers also, with the help of published materials, create standards-aligned formative assignments and tests that are evaluated using rubrics.

Assessments at MSA-2 are not tests only. MPS teachers are expected to use a variety of formative and summative assessments that are valid and reliable measures of student achievement. (Ex: performance assessments, portfolios, etc.) Assessments are expected to be aligned with learning objectives. (Ex: Unit assessments are aligned with unit standards and learning objectives.) At MSA-2, teachers provide students with choices of ways to demonstrate learning and students participate in the development of their learning outcomes. Teachers use summative assessment results to plan next units and redeliver instruction.

MSA-2 teachers are expected to closely monitor all students' progress toward meeting student learning outcomes. Teachers use technology, as appropriate, to conduct data analysis and communicate assessment results and student growth to all stakeholders (families, colleagues, administration, etc.) Teachers review summative assessment results with students, and students are involved in self-assessment, goal-setting, and monitoring progress.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

MSA-2 conducts credential review as part of teacher hiring process and support our teachers' credentialing needs. We also annually review master schedule/teacher assignments to ensure compliance. All MSA-2 teachers are credentialed. Number of misassignments of teachers of English learners and total teacher misassignments is zero.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Number of vacant teacher positions at MSA-2 is zero. We ensure that all teachers are supported with their credentialing needs and that they participate in PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment. MSA-2 also monitors and evaluates teachers for their performance.

MSA-2 provides new teachers with a teacher induction program, a two-year program that provides beginning teachers with collegial support, guidance, professional development, motivation to continue in the profession, and training. It links college level teacher preparation with classroom application.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Professional development occurs both at the organizational level and school level. In addition to ongoing professional development activities that support efforts to increase student academic performance, MSA-2 provides all staff with multiple opportunities to grow professionally. MSA-2 assesses staff professional development needs through formal and informal performance observation and surveys. Based on these data and combined with the school improvement plan actions in our LCAP and SPSA, MSA-2 determines common staff development days, and tailors staff development to individual staff needs.

We ensure that all teachers are supported with PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment. MSA-2 monitors how effectively teachers implement strategies and skills they learned in the PD sessions in the classroom. The school leadership team makes daily classroom observations using the Magnolia Public Schools (MPS) teacher observation protocol which includes walkthroughs, informal and formal observations and formal evaluation.

MSA-2 continually strives to develop and refine its Student Performance metric for the purpose of measuring student achievement and growth at our school site, as well as to inform teacher effectiveness. State and local accountability indicators along with interim and summative assessments provide valuable data on student performance and progress. MSA-2 also recognizes that a variety of assessments can and should be used to measure student progress, such as performance assessments and portfolios. As such, MSA-2 uses a thoughtful combination of interim and summative assessments and state and local indicators, as well as student work.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

MSA-2 uses a variety of data and ways to assess the effectiveness of professional development activities and teacher effectiveness, including but not limited to, informal observations/walkthroughs, formal observations, student, parent, and staff voices, student achievement data, and teacher self-assessment. The coaching/mentoring process that involves goal-setting, progress monitoring, periodic observations, feedback, reflection, peer observations and mentoring is geared toward creating an individualized professional growth plan and support system for each of our teachers and administrators. MSA-2 will continue to provide all employees with professional development opportunities to increase the effectiveness of their performance in their present positions, and to obtain skills, knowledge, and abilities which may improve their opportunities for advancement within the Organization through PD, induction, certification and other programs that are funded by various sources, including Title-II.

MSA-2 evaluates teachers for their performance. We 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. Evaluation results may be used as basis and documentation for performance pay, transfer, promotion, reassignment, or disciplinary action.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

MSA-2 is organized into Professional Learning Communities by grade level and by department. PLCs seek to transform a school into a community that fosters mutual cooperation, emotional support, personal growth, and a synergy of effort. Combined with the school improvement plan actions in our LCAP and SPSA, the answers to the following questions are studied in PLCs:

- How do we ensure that students learn?
- How do we foster a culture of collaboration?
- How do we ensure results?

We use PLCs to:

- Clarify intended outcomes
- Develop common assessments
- Jointly analyze student achievement data
- Establish team improvement goals
- Share best practices and materials
- Engage in collective inquiry and action research regarding student learning
- Support system and sense of efficacy
- Promote more engaged, motivated, and successful students with reduced absenteeism
- Focus on students' needs academically and behaviorally

As an implementation of the PLC at MSA-2, all staff will read educational literature and make informed recommendations for school and system-wide improvement. The staff will produce an annual reading list recommended by the PLCs. The following literature will be on MSA-2's staff reading list: Alan Blankstein, *Failure Is Not an Option: 6 Principles That Advance Student Achievement in Highly Effective Schools*; Dr. Robert Marzano's *Classroom Management That Works: Research-Based Strategies for Every Teacher*; Carol Ann Tomlinson's *How to Differentiate Instruction in Mixed-Ability Classrooms*, and Doug Lemov's *Teach Like A Champion*.

Department Level Staff Meetings

All teachers meet departmentally every month to:

- Share Time: Presentation by a member on an effective classroom strategy
- Vertically align curriculum
- Analyze student achievement data (NWEA MAP, CAASPP, ELPAC, grades)
- Improve instructional strategies per data indicators
- Differentiate instruction
- Plan major departmental events
- Discuss other departmental issues and policies

Department Chairs are responsible for minutes and forwarding action items to the appropriate administrative leaders.

Grade Level Staff Meetings

Grade level teachers meet once a month and collaborate on the issues below:

- Classroom strategies
- Sharing promising practices
- Curricular and academic issues (grading uniformity, homework load, differentiation, and other academic issues)
- Support for students with academic challenges (IEP, 504, RTI, SSR, myON, ALEKS, Accelerated Math, Tutoring)
- Discussion of student academic supports (peer tutoring, mentorships)

- Long-term projects (science fair projects, English & history & math projects)
- Integration/thematic units/horizontal alignment of the curriculum
- Field trips
- Discussions and strategies for students with behavioral problems
- School/grade level wide incentive programs
- Other common grade level and school wide issues

Grade Chairs are responsible for minutes and forwarding action items to the appropriate administrative leaders.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

MSA-2 ensures all curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) We provide services to ELs by proficiency level and ELD instruction is aligned to the CA ELD standards and framework. ELs have access to core and supplemental ELD instructional materials; teachers attend PDs whose focus is on ELD standards. Our teachers 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. While the primary focus has mostly been on the ELA/Literacy, math, and ELD over the past few years, MSA-2 has also provided PD and supported our teachers on NGSS, History-Social Science, Career Technical Education, Health Education, Physical Education, Visual and Performing Arts, and World Languages.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Reading/language arts and mathematics are core programs at MSA-2 as well as designated and integrated ELD instruction. The school's schedule includes recommended instructional minutes for reading/language arts, mathematics, ELD and intervention programs.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The intervention model that is written into the schedule for the MSA-2 program is flexible intervention that can be used with a variety of curriculum and varying schedules. MSA-2's principal approach is to intentionally build consistent math and ELA intervention time into the entire school schedule. A variety of implementations are used. Implementation strategies may include:

- Intervention block every day or 2-3 times per week (a student may have reading intervention on one day and math on the next)
- Intervention/Enrichment computer tutorials where the teacher can tutor selected students
- Specialist, instructional assistant, and volunteer support during intervention time
- Divide students up by need and send to different teaching team members for support during intervention blocks.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

MSA-2 annually reviews alignment of instructional materials to standards and keeps an inventory of instructional materials and corresponding purchase of materials. The school annually reviews budget and plans to ensure adequate budget for instructional materials. MSA-2 provides culturally and linguistically relevant materials for students. MSA-2 also provides our ELs with core and supplemental ELD instructional materials.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Teachers use SBE-adopted and standards-aligned instructional materials. They also use accessible technology tools and other resources on a regular basis to engage and enhance learning and to differentiate instruction to meet the needs of every student. Teachers effectively use challenging resources that are mentally, visually, aurally, and kinesthetically stimulating. (Ex: internet, PowerPoint, interactive white boards, document camera, multimedia, educational software, interactive games and simulations, apps, class website, lab materials, manipulatives, assistive technology, etc.) Teachers also provide resources and instructional materials that require cognitive engagement. Teachers will choose, adapt, or create materials to extend learning.

During intervention teachers use educational materials that provide review, re-teach and enrichment programs. McGraw Hill's publisher resources, ALEKS, Curriculum Associates' Ready Common Core program, Kuta software, Khan Academy, myON and Accelerated Math program, Flocabulary, and other resources which allow teachers to monitor the progress of students who are achieving below grade level and provide software generated tests and personalized instructional materials based on CCSS and areas of growth. MSA-2 has Teacher Assistants on all levels to support overall achievement.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

MSA-2 will implement the Multi-Tiered System of Supports (MTSS) as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system to support students. The framework of MTSS utilizes high quality evidence-based instruction, intervention, and assessment practices to ensure that every student receives the appropriate level of support to be successful. A Multi-Tiered System of Supports align with the academic standards and behavioral expectations, in order to accelerate the performance of every student to meet and/or exceed proficiency.

To support students academically, social-emotionally and behaviorally, and create a climate of academic success, MSA-2 recognizes that we must address the needs of the entire child. Often, we focus on punitive and remedial practices, therefore, we may unknowingly reinforce unwanted and antisocial behaviors. MSA-2 implements a positive behavior support program. Program expectations require students to be Safe, Responsible and Respectful. The school tracks behaviors using a point system, to reward students for demonstrating positive behavior. Our school personnel (Dean of Academics/Department Chairs) lay a foundation to engage students and enhance learning. Our school community works together to establish agreed upon norms, build relationships, learn pro-social behaviors, improve academics and demonstrate a culture where adults encourage motivation and knowledge is co-constructed through multi-tiered systems of support.

MSA-2 has ability to quickly identify low-achieving students through frequent benchmark assessment and review of individual student data. Students who are achieving substantially below grade level are recognized through multiple measure assessments including in-class assessments, NWEA MAP assessments and other program data through ALEKS, Khan Academy, myON and StudySync.

MSA-2 utilizes data and progress monitoring to determine best practices to support student achievement. Teachers and student stakeholders are invited to meet with teachers to discuss possible intervention methods and learn how they can participate in helping with their child's education. Parent-teacher meetings at the school are followed by home visits as needed.

The intervention model that is written into the schedule for the MSA-2 program is flexible intervention that can be used with a variety of curriculum and varying schedules. MSA-2's principal approach is to intentionally build consistent math and ELA intervention time into the entire school schedule. A variety of implementations are used. Implementation strategies may include:

- Intervention block every day or 2-3 times per week (a student may have reading intervention on one day and math on the next)
- Intervention/Enrichment computer tutorials where the teacher can tutor selected students
- Specialist, instructional assistant, and volunteer support during intervention time
- Divide students up by need and send to different teaching team members for support during intervention blocks

During intervention teachers use educational materials that provide review, re-teach and enrichment programs. McGraw Hill's publisher resources, ALEKS, Curriculum Associates' Ready Common Core program, Kuta software, Khan Academy, myON and Accelerated Math program, Flocabulary, and other resources allow teachers to monitor the progress of students who are achieving below grade level and provide software generated tests and personalized instructional materials based on CCSS and areas of growth. MSA-2 has Teacher Assistants on to support overall achievement.

Tiered intervention implementation is outlined below. Student progress is closely monitored through a well-integrated system of instruction and intervention guided by student assessment data.

MSA-2 uses the following to inform, monitor, and implement response to intervention strategies:

- Historical student data
- Data related to SBAC results and Spring NWEA MAP data from previous year
- NWEA Diagnostic data
- Fall NWEA MAP
- Progress monitoring data
- Classroom Assessment Data
- SBAC Interim Data
- SBAC Interim Block Assessment
- SBAC Interim Comprehensive Assessment
- Spring MAP
- Winter MAP (optional)

Equitable Access to the Curriculum:

MSA-2 utilizes an instructional program that emphasizes equitable access to the curriculum for all learners, including students with disabilities. These include:

Co-Teaching/Push-in/Pull-out Support- MSA-2 supports its exceptional populations by utilizing multiple methods of providing special education services. MSA-2 fosters an inclusive model of education. As such, Professional Development in the area of co-teaching allows teachers to grow their ability to educate and service students of varying abilities. In order to effectively implement a co-teaching model, special education and general education teachers are given time to co-plan and develop lessons so that students are provided appropriate supports and accommodations. Students who require additional assistance, receive services in a push-in or pull-out model where they receive more individualized attention.

Additionally, the digital formatting of our McGraw Hill curriculum allows teachers to collaborate on unit and lesson plans to ensure that all students' accommodations and needs are being addressed. This system is setup such that all students attend every class. The Special Education teacher and various paraprofessionals provide instructional support within the general education setting. This allows for all student groups to be supported while participating in the least restrictive environment throughout the day.

Embedded Supports- In addition to the on-site staff coordinated by the Special Education and/or RTI Coordinator, MSA-2 contracts with an outside service provider to support children's learning needs, such as intervention specialists, speech and language therapists, and occupational therapists who work with teachers to provide the least restrictive and most accessible learning environment. Special education aides work directly in the classroom, providing customized support to students throughout the day, and are valuable members of the team.

Differentiated Instruction- Teachers at MSA-2 deliver a curriculum that is tailored to each student's interests and needs. This support includes accommodations, use of technology, and data-informed decisions, such as utilizing Lexile reading scores and bringing technology into the classroom.

Socio-economically disadvantaged/low income students:

The instructional design of MSA-2 addresses the needs of low-income and socio-economically disadvantaged students, who make up the overwhelming majority of our enrollment. Socio-economically disadvantaged students are identified through their participation in the Free and Reduced Lunch program. Counseling, intervention/remediation, individual tutoring and free eligibility

to after school social, academic and athletic programs are some of the many programs that support our socio-economically disadvantaged students. Home visits, motivational guest speaker programs, parent meetings, university and college visits, and instructional field trips are planned to shape the educational vision of the student and the family. Socio-economically disadvantaged students have role models around them who will inspire motivation to focus on lessons and self-confidence with the discovery of their potential.

The Charter School administration ensures that these programs are available to all students, including socio-economically disadvantaged students, and works with the teachers and parents to encourage for student participation in these programs. The administration monitors the performance and progress of socio-economically disadvantaged students through the use of MSA-2's data cycle.

Evidence-based educational practices to raise student achievement

Tier 1: High-quality instruction, progress monitoring, differentiated learning, group interventions, classroom accommodations

The MTSS Academic support process begins at Tier 1 with high quality instruction and universal screening of all children within the general education setting. Through the use of formative assessments such as the MAP test, the school establishes a baseline to identify students who need additional support and struggling learners are provided classroom accommodations and differentiated instruction to meet their needs. Tier 1 academic supports include technology-rich instruction, progress monitoring, differentiated learning, group interventions and classroom accommodations. Using strategies and tools such as adaptive programs, NWEA MAP universal screening, Integrated and Designated ELD, Explicit Direct Instruction, and Culturally Responsive Teaching. Tier 1 behavioral and socio-emotional supports are centered around School-Wide PBIS, led by the Dean of Students. With clear expectations taught through a Life Skills course and etiquette program students earn rewards for desired behaviors. Assemblies, student surveys and our SSPT process encourage student participation and voice.

Within Tier 1, a student may receive the following supports:

- Adaptive programming in McGraw Hill’s ALEKS and StudySync
- Khan Academy
- BrainPOP ESL
- Discovery Education
- myON
- National Geographic
- 1:1 devices
- Advisory/SSR

The length of time in Tier I interventions may vary, but generally does not exceed eight weeks. During that time, the school will continue to evaluate student progress based on interim data such as Smarter Balanced Interim Block Assessments, Comprehensive exams, and classroom assessments. At the end of this period, students showing significant progress are exited from interventions, while those needing more intensive supports are moved to Tier 2. A student success team is gathered to determine intensive support.

Tier 2: Targeted Interventions

Tier 2 focuses on targeted interventions to create a high-quality differentiated environment where students are supported to engage at their optimal levels. The school uses co-teaching strategies, and “Power” classes for mathematics and ELA intervention. Additionally, students with targeted needs receive tutoring, Saturday and Summer school instruction is available universally. When students are identified as needing additional support, restorative practices are utilized such as peer mediation, new-comer and behavior management support groups, community restoration assignments, goal setting and monitoring and Edge Coaching.

Students not making adequate progress with Tier I interventions are matched with more intensive academic and/or behavioral support based on their needs. These services are provided by general education teachers, math and literacy coaches, and special education teachers. In small groups and within the general classroom setting, students may access:

- Power Classes (Math and English)
- Co-taught classes
- Push-in support
- Before and after school tutoring

- SSR/Advisory

Pull out supports are utilized to support students who require additional academic support and the learning lab will be used.

Students receiving Tier 2 interventions may require a longer period of monitoring, however, it does not typically exceed a semester. Students who do not demonstrate progress are moved into Tier 3. While students who have shown significant progress are placed into Tier 1.

Tier 3: Intensive Interventions and Evaluation

Tier 3 assists those students in most academic need. Our schools have both push-in and pull-out services with specialists to ensure students' needs are met. Using of our Special Academic Instruction program, instructional aides, learning centers, and Saturday school we are able to help our most struggling learners close the achievement gap. Support for our exceptional learners include search and serve to meet their needs and an accelerated math pathway. Supports for behavior and socio-emotional are centered around restorative practices. Utilizing reflection committees, we determine the proper intervention for individual students. Using trauma-informed practices and socio-emotional wellness, these strategies and programs address the needs of all scholars including the most vulnerable, academically and emotionally unresponsive students.

In Tier 3 of the MSA-2's MTSS academic program, students receive individualized, intensive interventions that target specific skill deficiencies that include:

- All Tier 2 interventions
- Push-in and Pull-out support: Education Specialists, Intervention Teachers, and Literacy Coaches provide push- in and pull- out support in core classes to learners receiving Tier 3 interventions. Support providers assist teachers in creating accommodations and differentiated learning experiences so that all students may access class materials. If it is deemed that students would benefit from further individualized support, they are pulled out for more intensive instruction.
- Study Skills classes: Study Skills courses are taught by Education Specialists as an elective course for students in need of additional support in note taking, organization, exam preparation, assignment completion, and time management.
- Instructional aides in the classroom: Instructional Aides support teachers with instruction by working individually with students, assisting in stations, clarifying instructions, and reteaching. IA's also provide behavioral support and reinforce the school's Positive Behavior Interventions and Support ("PBIS").
- Saturday School: Students assigned to Saturday School work with teachers on foundational skills related to their coursework.
- Learning Center: The Learning Center or Resource Classroom is designated as a space for both Special Education and General

Education students to receive academic support from Education Specialists and Instructional Coaches. Students can complete assignments, test in small settings, use computers, and work with their peers on group assignments.

If the Student Success Team believes further intervention is necessary, then the student may be referred to special education or 504 services.

While Tier 3 students may access a variety of academic supports before and after school including tutoring, Saturday school, and teacher coaching, the majority of interventions are given throughout

the school day to ensure that students receive the full benefits of their individualized instruction. Services in the learning center, push-in and pull-out assistance, instructional aides, and study skills classes are all provided to students during the school day.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

In order to ensure effective parental involvement and support a partnership among the school, parents and the community to improve student academic achievement, MSA-2 provides the following programs to assist parents in understanding State academic content standards and State student academic achievement standards, State and local academic assessments, Title I requirements, and how to monitor their child's progress and work with educators to improve the academic achievement of their children (collectively referred to "Standards and Requirements"):

- The school will encourage parents to serve on its board of directors;
- The school will seek input from the PTF and the SSC on ways to assist parents to understand the Standards and Requirements.
- The school will encourage parents to serve on its board committees.
- The school will regularly publish in its Newsletter, and/or on its website, descriptions and explanations of State academic content standards and State student academic achievement standards, State and local academic assessments, Title I requirements, and how to monitor their child's progress and work with educators to improve the academic achievement of their children.
- Regular meetings will be held by the school at community libraries and/or parent volunteer homes to discuss how parents can work with educators to improve their child's academic achievement.
- The school will hold Back to School nights to introduce parents to the School's curriculum and its correlation to the State's academic content standards and academic achievement standards.
- Parents will be invited to attend regular classes to learn about State and local academic assessments and to take sample tests.

In an effort to foster parental involvement, the school will provide materials and training to help parents to work with their children to improve their children's achievement through the following programs:

- Student-Teacher Status Portal: MSA-2 uses an online web portal to enable parents, students, and teachers to communicate more efficiently. Teachers utilize Google Classroom for every class in which they post course material, homework assignments, projects, course grade statistics and records of students' grades on quizzes, tests, class participation and homework assignments. Students and parents use confidential passwords to log on.

Families without home computers will be encouraged to come to the school and use one of the available computer stations, and are provided a Chromebook from the school during Distance Learning. Classes are held at the school as well as remotely via Zoom during distance learning on how to use the portal as well as how to access it via free Internet access at public libraries if that is more convenient than coming to the school.

- The school will provide parents with access to literacy programs that bond families around reading and using the public library.
- The school will provide annual seminars on parenting skills and parent-child communication.
- The school's psychologist will work with parents to better understand their children and the issues facing them.
- The school will train parents how to tutor their children in the school.
- Individualized student and parent advisory sessions: Each of school teachers and mentors will be assigned to a small group of students. They will arrange two to four meetings at school during the school year to discuss their students' academic achievements.
- One-on-one meetings with the parents of academically low-achieving students to support

the parent in providing the student the study environment he/she needs.

The school annually educates teachers, pupil services personnel, principals and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs and build ties between parents and the School. The training takes place each year in staff orientations, annual staff development materials and other in-service trainings held throughout the school year.

In order to better understand what works best for the current parents of participating children attending the school, the education will take place after the following research is done (which shall be accomplished within the first 90 days of the commencement of the School year):

- Home Visits: Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, the school uses home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with low-achieving students.
- The school teachers visit students at their homes to enhance student learning and involvement. Family visits offer invaluable insights about students. They can provide new understanding about students' learning styles. Visits might also reveal the emotional and social needs and behaviors of students. It is helpful to know if they react to problems with tears, anger, or withdrawal, and how they socialize with peers. Through family visits, teachers can identify students' latest interests or concerns, such as a new hobby, an upcoming trip, or a change in the family.
- Grade Level Coordinators have been established where school staff call all parents of participating students to solicit feedback and ideas for building ties between parents and the school, how to best communicate with parents and how to work with parents as equal partners.
- A survey is sent home to parents of participating students that solicits information on what skills each parent has to offer the school and what types of parental involvement programs in which parents would most likely participate.

The school involves parents in the development of the training regarding the importance of parent involvement for teachers, principals and other educators to improve the effectiveness of such training.

In order to maximize parental involvement and participation, the school arranges school meetings at various times or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at the school.

The school adopts and implements model approaches to improving parental involvement.

The school has developed appropriate roles for community-based organizations and businesses in parent involvement activities, such as sponsoring events, providing volunteers for school activities, and creating internships for students.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

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

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

In order to engage parents in an organized, ongoing and timely way in the planning, review and improvement of Title I, Part A programs, the parent and family engagement policy, and if applicable, the schoolwide program plan, the School engages parents of participating students as follows:

- The School conducts at least one Family Learning Night each year where all parents of participating children will be invited to the School to learn about the different Title I, Part A programs, details of this policy, and if applicable, the schoolwide program plan. These meetings are held at flexible times. Additionally, some may be located at community libraries or at parent volunteer homes for those who live far from the School.
- Parents not attending the Family Learning Nights are contacted by a volunteer by telephone to encourage participation and inform them of future Family Learning Nights.
- The School publishes a regular Newsletter with notification of upcoming participation opportunities.
- Each year, the School holds an End of School Night, at which parents of participating children will be invited to review Title I, Part A programs, the parent and family engagement policy, and if applicable, the schoolwide program plan and recommend any changes.
- At least one of parents of participating children is invited to accompany School staff on retreats to participate in discussions and sessions dealing with Title I, Part A programs.
- If requested by parents of participating children, the School schedules regular meetings where parents are able to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children. The School responds to such suggestions within 48 hours.
- If the schoolwide program plan is not satisfactory to parents of participating children, the School will submit any parent comments on the plan when it submits the plan to the authorizers/CDE.

School Site Council (SSC):

- If a SPSA is required, the School creates a School Site Council (SSC) where it plans, reviews, and improves Title I, Part A programs, the parent and family engagement policy, and if applicable, the schoolwide program plan. The SSC meets at the School and is composed of 10 members, selected by their peers.

The SSC is constituted to ensure parity between the principal, classroom teachers and other school

personnel; (b) parents or other community members selected by parents and pupils. Classroom teachers comprise the majority of persons represented under category (a). (Education Code Section 65000)

Additionally, the SSC is involved in decisions regarding how funds reserved for parent engagement activities are allotted for those activities.

Parent Advisory Committee (PAC):

- If a SPSA is not required, and the LCAP can serve as the SPSA, MPS chooses to utilize the LCAP to serve as the SPSA. MPS will utilize our Parent Advisory Committee (PAC) in developing the LCAP. In this case, PAC will meet the stakeholder engagement requirements.
- PAC will plan, review, and improve the LCAP as well as plan, review, and improve Title I, Part A programs and align them to the LCAP. PAC will also be the main committee reviewing the parent and family engagement policy, and if applicable, other school program plans. School leadership will work closely with PAC to ensure parents are engaged in the school improvement process.
- Parent Advisory Committee - as used in California Education Code (EC) sections 52063 and 52069, shall be composed of a majority of parents, as defined in subdivision (e), of pupils and include parents of pupils to whom one or more of the definitions in EC Section 42238.01 apply. A governing board of a school district or a county superintendent of schools shall not be required to establish a new parent advisory committee if a previously established committee meets these requirements, including any committee established to meet the requirements of the federal No Child Left Behind Act of 2001 (Public Law 107-110) pursuant to Section 1112 of Subpart 1 of Part A of Title I of that act.

English Learner Parent Advisory Committee (ELPAC):

- English Learner Parent Advisory Committee - as used in EC sections 52063 and 52069 for those school districts or schools and programs operated by county superintendents of schools whose enrollment includes at least 15 percent English learners and at least 50 pupils who are English learners, shall be composed of a majority of parents, as defined in subdivision (e), of pupils to whom the definition in EC Section 42238.01(c) applies. A governing board of a school district or a county superintendent of schools shall not be required to establish a new English learner parent advisory committee if a previously established committee meets these requirements.

Consulting with Pupils:

- Consult with Pupils - as used in EC sections 52060, 52066, and 47606.5, means a process to enable pupils, including unduplicated pupils and other numerically significant pupil subgroups, to review and comment on the development of the LCAP. This process may include surveys of pupils, forums with pupils, pupil advisory committees, or meetings with pupil government bodies or other groups representing pupils.
- The School annually conducts student, parent, and staff surveys to improve our stakeholders' school experience and to consult with them. Conducting such stakeholder surveys is an essential part of the School's LCAP development process.

The school implements an effective means of outreach to parents of limited English proficient students to inform them regarding how they can be involved in the education of their children and be active participants in assisting their children to attain English proficiency, achieve at high levels in core academic subjects and meet challenging State academic achievement standards and State

academic content standards expected of all student. To accomplish this goal, the school does the following:

- The school holds regular meetings, and send notice of these meetings, for the purpose of formulating and responding to recommendations from parents of participating children.
- The school provides language translators at parent meetings to the extent practicable.
- The school schedules meetings to enable families to share information about culture, background, children's talents and particular needs for the schools.
- The school provides parents of limited English proficiency with access to English as a Second Language (ESL) classes to increase their English language proficiency to assist their children with homework. The school's principal will visit the classes to interact with the parents.
- English Learner Advisory Committee: The English Learner Advisory Committee (ELAC) is mainly a committee of parents or other community members who want to advocate for English Learners. The committee provides parents of English Learners opportunities to learn more about the programs offered to their students and advises the principal and the School Site Council (SSC) on programs and services for English Learners.

State law mandates each school site with 21 or more students of Limited English Proficiency (LEP) in attendance, regardless of language, to form a functioning English Learner Advisory Committee (ELAC).

The school provides full opportunities for participation of parents with disabilities and parents of migratory children. To accomplish this goal, the school does the following:

- The school schedules meetings to enable families to share information about culture, background, children's talents and particular needs for the schools.
- Teachers are encouraged to make home visits to discuss student progress with the parents. Parents, students, and teachers meet throughout the year to monitor students' progress.
- Teachers meet one-on-one with parents of such students on an as needed basis to ensure the proper supports are in place for the student.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Expenditures funded by Title I, Part A include the following: professional development for teachers, Title-I coordinator services for ELA and math intervention, SEL support, and additional services for homeless students.

Fiscal support (EPC)

LCFF Funds, Other State Funds, Local Funds, and Federal Funds are utilized to implement the actions in the LCAP/SPSA. Federal Funds (Title I, Part A; Title II, Part A; Title III-Part A; and Title IV, Part A) will be used to supplement state and local funds. This SPSA only includes funds provided to the school through the Consolidated Application.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

MSA-2 strives to attain a collaborative culture of data analysis, needs assessment, planning, aligning funding to our documented school goals and priorities, reflection, and improvement. All our stakeholder groups (parents/Parent Advisory Committee (PAC), students, staff, School Site Council (SSC), ELAC, PTF, Home Office support team, Board of Directors, charter authorizer, ACS WASC, and our community partners) are critical, active, informed, and responsible participants in this process to ensure we make effective decisions that benefit students. Particularly for the LCAP/SPSA, the school consulted with the PAC, SSC, and ELAC for planning, review, and update of the programs in the LCAP/SPSA. These committees reviewed input from all stakeholders and available data through surveys and student performance data. Based on stakeholder input and data (CA School Dashboard data, interim student assessment data, survey results, etc.), we reflected on our existing LCAP/SPSA actions/services and measurable outcomes, continued or modified them for improvement, and we also planned for new actions and services as the needs arose. The following are the dates of such meetings:

Parent Involvement 2020-2021 Academic Year

July:

7/30 Town Hall Meeting (English)

7/30 Town Hall Meeting (Spanish)

August :

8/14 Orientation (English)

8/14 Orientation (Spanish)

8/14 Textbook Pickup

8/17 Textbook Pickup

8/21 Coffee with the Principal - Distance Learning Family Support

8/28 Coffee with the Principal - Grade Level Coordinators Presentation

September:

9/4 Coffee with the Principal - Student Engagement, Illuminate, Grades, Parent Square, & Handbook

9/9 Back to School Night

9/11 Coffee with the Principal - Progress Reports, Dean of Students Support, Technology & Food Services, Mental Health Support, Saturday School

9/14 - 9/21 Social Emotional Learning - Stakeholder Survey

9/18 Coffee with the Principal - PE & Health Support During Distance Learning (PE Teacher)

9/25 ELAC Meeting

9/30 September Mustang Flash Newsletter

October:

10/2 ELAC Meeting

10/6 Parent Teacher Conferences

10/7 Parent Teacher Conferences

10/8 Parent Teacher Conferences

10/8 Financial Aid Information Session with Pierce College for High School Students & Families

10/9 Coffee with the Principal - Learning Continuity and Attendance Plan

10/10 Parent Education Bridge for Student Achievement Foundation: Parent University - Introduction to Computer
10/17 Parent Education Bridge for Student Achievement Foundation: Parent University - Introduction to the Parent Portal & Google Classroom
10/23 School Site Council Meeting
10/23 Title I Meeting
10/24 Parent Education Bridge for Student Achievement Foundation: Parent University - Introduction to Google Docs
10/24 Bilingual College Camp 6-12th grade students and parents with Hispanic Scholarship Fund
10/30 - Coffee with the Principal - College Counselor Presentation
10/31 Parent Education Bridge for Student Achievement Foundation: Parent University - Introduction to Google Slides
10/31 October Mustang Flash Newsletter

November:

11/6 Coffee with the Principal - Social Emotional Student Supports, Academic Interventions
11/6 Advanced Placement High School Student and Parent Information Night
11/7 Bilingual College Camp 6-12th grade students and parents with Hispanic Scholarship Fund
11/7 Parent Education Bridge for Student Achievement Foundation: Parent University - Introduction to Google Drive - How to be More Organized
11/13 Coffee with the Principal - Assistant Principal & Dean of Academic Presentation - Academic Supports
11/14 Parent Education Bridge for Student Achievement Foundation: Parent University - Tools to Help Students Get Organized
11/20 Thanksgiving PBIS Assembly
11/20 Coffee with the Principal - Thanksgiving Break Academic Camp Presentation, Illuminate & Google Classroom Grade Verification
11/21 Parent Education Bridge for Student Achievement Foundation: Parent University - Discovering Your Child's Learning Style
11/21 Bilingual College Camp 6-12th grade students and parents with Hispanic Scholarship Fund
11/25 College Counselor Q&A

December:

12/1 - 12/7 Mental Health and Wellness Stakeholder Survey - Parent/Caregiver & Students
12/1 Attendance / Truancy Parent Intervention Meetings with Grade Level Coordinators
12/2 Attendance / Truancy Parent Intervention Meetings with Grade Level Coordinators
12/4 School Site Council Meeting
12/4 ELAC Meeting
12/5 Parent Education Bridge for Student Achievement Foundation: Parent University - Motivation for Academic Success
12/12 Parent Education Bridge for Student Achievement Foundation: Parent University - Review and Parent Graduation

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

The school is not identified for CSI or ATSI, so this section is not applicable.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0%	0%	0%	0	0	0
African American	2.1%	2.5%	2.3%	10	11	10
Asian	2.8%	3.2%	3.9%	13	14	17
Filipino	2.3%	1.4%	2.3%	11	6	10
Hispanic/Latino	84.6%	85.6%	86.4%	397	374	376
Pacific Islander	0%	0%	0%	0	0	0
White	8.1%	6.9%	4.6%	38	30	20
Multiple/No Response	0%	0.5%	0.5%	0	2	2
Total Enrollment				471	437	435

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0
Grade 6	99	95	96
Grade 7	93	85	90
Grade 8	85	79	80
Grade 9	61	50	47
Grade 10	48	47	46
Grade 11	44	37	40
Grade 12	37	37	38
Total Enrollment	471	437	435

Conclusions based on this data:

1. We decreased our enrollment numbers due to expansion of the neighboring schools to include a middle school, expansion of CIF high school sports in a neighboring school, increased dual enrollment college options at a high school neighboring MSA2, and expansion of two other MPS span schools in close proximity to MSA2.
2. We have 3 grade groups in middle school, and 2 grade groups in high school except 11th and 12th grade where we have 1 grade group.
3. We decided to make recruitment and innovative programming a priority to counteract the decrease in enrollment.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	69	52	57	14.6%	11.9%	13.1%
Fluent English Proficient (FEP)	270	277	282	57.3%	63.4%	64.8%
Reclassified Fluent English Proficient (RFEP)	22	23	14	28.2%	33.3%	26.9%

Conclusions based on this data:

1. Over the years the number of the EL students have fluctuated.
2. We have been reclassifying between 14 and 22 students per year over the last few years. We will work to increase our EL reclassification rate.
3. Reclassification of students demonstrated a decline 1 year ago due to the change in the reclassification process by bringing the ELPAC.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6		94	92		94	92		94	92		100	100
Grade 7		88	81		87	81		87	81		98.9	100
Grade 8		83	78		80	77		80	77		96.4	98.7
Grade 11		42	37		42	37		42	37		100	100
All		307	288		303	287		303	287		98.7	99.7

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6		2498.	2473.		10.64	3.26		24.47	21.74		29.79	32.61		35.11	42.39
Grade 7		2500.	2563.		2.30	17.28		24.14	34.57		36.78	29.63		36.78	18.52
Grade 8		2522.	2543.		3.75	1.30		28.75	33.77		30.00	46.75		37.50	18.18
Grade 11		2573.	2618.		23.81	18.92		28.57	56.76		23.81	16.22		23.81	8.11
All Grades	N/A	N/A	N/A		8.25	8.71		26.07	33.10		31.02	33.45		34.65	24.74

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 6		15.96	7.61		40.43	41.30		43.62	51.09	
Grade 7		4.60	25.93		49.43	43.21		45.98	30.86	
Grade 8		16.25	11.69		40.00	55.84		43.75	32.47	
Grade 11		23.81	16.22		50.00	70.27		26.19	13.51	
All Grades		13.86	14.98		44.22	49.48		41.91	35.54	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6		12.77	6.52		52.13	59.78		35.11	33.70
Grade 7		11.49	25.93		55.17	61.73		33.33	12.35
Grade 8		8.75	7.79		52.50	77.92		38.75	14.29
Grade 11		26.19	51.35		45.24	37.84		28.57	10.81
All Grades		13.20	18.12		52.15	62.37		34.65	19.51

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6		8.51	5.43		62.77	51.09		28.72	43.48
Grade 7		1.15	17.28		64.37	62.96		34.48	19.75
Grade 8		7.50	6.49		67.50	75.32		25.00	18.18
Grade 11		21.43	13.51		57.14	72.97		21.43	13.51
All Grades		7.92	10.10		63.70	63.76		28.38	26.13

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6		28.72	10.87		47.87	52.17		23.40	36.96
Grade 7		11.49	27.16		58.62	53.09		29.89	19.75
Grade 8		15.00	10.39		50.00	64.94		35.00	24.68
Grade 11		28.57	40.54		47.62	51.35		23.81	8.11
All Grades		20.13	19.16		51.49	55.75		28.38	25.09

Conclusions based on this data:

1. We have a high participation rate in the state assessment test.
2. The percentage of students who met level III (standard met or exceeded) increased from 34% to 41%. We attribute this increase to the fact that we had new professional development approaches including UDL and a new intervention coordinator.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6		94	92		94	92		94	92		100	100
Grade 7		88	81		87	81		87	81		98.9	100
Grade 8		83	78		82	77		82	77		98.8	98.7
Grade 11		42	37		42	37		42	37		100	100
All		307	288		305	287		305	287		99.3	99.7

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6		2491.	2455.		10.64	2.17		15.96	10.87		28.72	26.09		44.68	60.87
Grade 7		2505.	2527.		10.34	19.75		16.09	13.58		27.59	30.86		45.98	35.80
Grade 8		2516.	2558.		3.66	14.29		24.39	27.27		24.39	33.77		47.56	24.68
Grade 11		2540.	2539.		7.14	2.70		9.52	21.62		33.33	21.62		50.00	54.05
All Grades	N/A	N/A	N/A		8.20	10.45		17.38	17.42		27.87	28.92		46.56	43.21

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6		18.09	4.35		24.47	27.17		57.45	68.48
Grade 7		12.64	27.16		29.89	25.93		57.47	46.91
Grade 8		9.76	28.57		37.80	42.86		52.44	28.57
Grade 11		11.90	10.81		23.81	27.03		64.29	62.16
All Grades		13.44	18.12		29.51	31.01		57.05	50.87

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6		13.83	5.43		42.55	35.87		43.62	58.70
Grade 7		12.64	22.22		39.08	37.04		48.28	40.74
Grade 8		9.76	11.69		52.44	50.65		37.80	37.66
Grade 11		9.52	5.41		45.24	51.35		45.24	43.24
All Grades		11.80	11.85		44.59	42.16		43.61	45.99

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6		12.77	4.35		45.74	33.70		41.49	61.96
Grade 7		8.05	14.81		59.77	58.02		32.18	27.16
Grade 8		7.32	14.29		59.76	67.53		32.93	18.18
Grade 11		7.14	8.11		57.14	54.05		35.71	37.84
All Grades		9.18	10.45		55.08	52.26		35.74	37.28

Conclusions based on this data:

1. We have a high participation rate in the state assessment test.
2. The percentage of students who met level III and IV (standard met or exceeded) increased from 25% to 28%. We attribute this increase to the significant gains made by the advanced 8th grade math students.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 6	1511.9	1544.6	1508.2	1562.1	1515.1	1526.9	14	19
Grade 7	*	1564.0	*	1576.7	*	1550.8	*	11
Grade 8	1509.3	*	1497.6	*	1520.5	*	12	6
Grade 9	*	*	*	*	*	*	*	7
Grade 10	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*
Grade 12		*		*		*		*
All Grades							45	51

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	26.32	*	42.11	*	26.32	*	5.26	14	19
7	*	27.27	*	36.36	*	36.36		0.00	*	11
8	*	*	*	*	*	*	*	*	12	*
9	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*
11		*	*	*	*	*		*	*	*
All Grades	*	29.41	37.78	39.22	24.44	27.45	*	3.92	45	51

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	36.84	*	42.11	*	15.79	*	5.26	14	19
7	*	45.45	*	45.45		9.09		0.00	*	11
8	*	*	*	*	*	*	*	*	12	*
9	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*
11		*	*	*	*	*		*	*	*
All Grades	40.00	43.14	35.56	37.25	*	17.65	*	1.96	45	51

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	5.26	*	21.05	*	52.63	*	21.05	14	19
7		18.18	*	18.18	*	54.55	*	9.09	*	11
8	*	*	*	*	*	*	*	*	12	*
9	*	*		*	*	*	*	*	*	*
10		*	*	*	*	*	*	*	*	*
All Grades	*	7.84	*	27.45	48.89	47.06	31.11	17.65	45	51

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
6	*	26.32	*	47.37	*	26.32	14	19	
7	*	9.09	*	63.64	*	27.27	*	11	
8	*	*	*	*	*	*	12	*	
9	*	*	*	*	*	*	*	*	
10	*	*	*	*	*	*	*	*	
All Grades	24.44	19.61	46.67	52.94	28.89	27.45	45	51	

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
6	*	68.42	*	26.32	*	5.26	14	19	
7	*	81.82	*	18.18		0.00	*	11	
8	*	*	*	*	*	*	12	*	
9	*	*	*	*	*	*	*	*	
10	*	*	*	*	*	*	*	*	
All Grades	64.44	78.43	*	19.61	*	1.96	45	51	

Reading Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
6	*	5.26	*	36.84	78.57	57.89	14	19	
7		18.18	*	27.27	*	54.55	*	11	
8		*	*	*	*	*	12	*	
All Grades	*	9.80	24.44	43.14	71.11	47.06	45	51	

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	26.32	78.57	68.42	*	5.26	14	19
7		18.18	*	81.82		0.00	*	11
8	*	*	*	*	*	*	12	*
All Grades	*	19.61	82.22	78.43	*	1.96	45	51

Conclusions based on this data:

1. Number of students taking the ELPAC increased. This is due to an increase in the amount of 6th grade incoming students who were classified as EL.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
437	87.6	11.9	0
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	52	11.9
Foster Youth	0	0
Homeless	8	1.8
Socioeconomically Disadvantaged	383	87.6
Students with Disabilities	78	17.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	11	2.5
American Indian	0	0
Asian	14	3.2
Filipino	6	1.4
Hispanic	374	85.6
Two or More Races	2	0.5
Pacific Islander	0	0
White	30	6.9







Conclusions based on this data:

- MSA2 has been in operation at the same location for the past decade. As a result, our students' demographics have not changed significantly.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p>English Language Arts</p>  <p>Yellow</p>	<p>Graduation Rate</p>  <p>Blue</p>	<p>Suspension Rate</p>  <p>Blue</p>
<p>Mathematics</p>  <p>Yellow</p>	<p>Chronic Absenteeism</p>  <p>Green</p>	
<p>College/Career</p>  <p>Green</p>		

Conclusions based on this data:

1. Our dashboard colors increased in multiple areas, including for college/career readiness which changed from yellow to green, graduation which changed from orange to blue, math which changed from orange to yellow.
2. The English dashboard color stayed yellow, but we still showed an improvement of 20 points over the past year.
3. Our suspension color maintained blue, and our chronic absenteeism color stayed green.

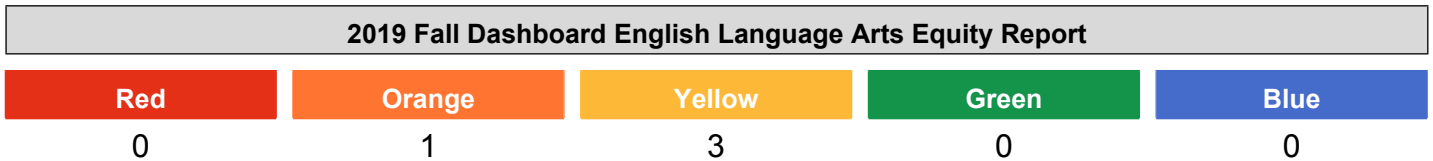
School and Student Performance Data

Academic Performance English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>16.6 points below standard</p> <p>Increased Significantly ++20.8 points 287</p>	<p>English Learners</p> <p>Yellow</p> <p>62.1 points below standard</p> <p>Increased ++12.8 points</p> <p>104</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>6</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>22 points below standard</p> <p>Increased Significantly ++17.2 points 257</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>79.9 points below standard</p> <p>Increased Significantly ++28.7 points 49</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 24.9 points below standard Increased Significantly ++10.6 points 252	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students	 No Performance Color 26.2 points above standard Declined -6.6 points 17

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
108.4 points below standard Increased Significantly ++16.7 points 39	34.4 points below standard Increased Significantly ++16.2 points 65	3.8 points above standard Increased Significantly ++27.3 points 76

Conclusions based on this data:

- Although we increased by 20.8 points our dashboard color remained the same for English which is yellow.
- The percentage of our SPED, EL and all other groups showed significant increase in English.

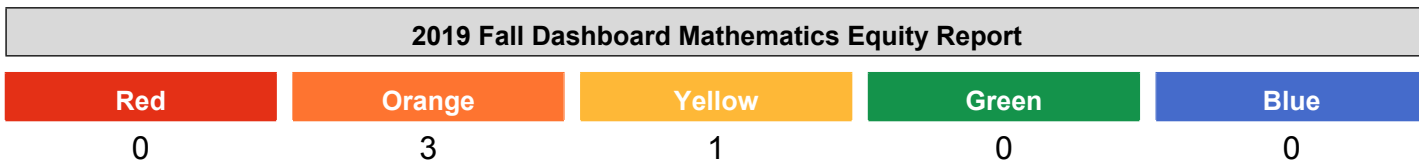
School and Student Performance Data

Academic Performance Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:










This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>60.8 points below standard</p> <p>Increased ++5.6 points</p> <p>287</p>	<p>English Learners</p> <p>Orange</p> <p>96.8 points below standard</p> <p>Increased ++4.1 points</p> <p>104</p>	<p>Foster Youth</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>6</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>65.6 points below standard</p> <p>Maintained ++2.9 points</p> <p>257</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>119.6 points below standard</p> <p>Increased ++10.5 points</p> <p>49</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
<p>African American</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>6</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	<p>Asian</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>9</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>
<p>Hispanic</p>  <p>Yellow</p> <p>71.9 points below standard</p> <p>Increased ++3.4 points</p> <p>252</p>	<p>Two or More Races</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>21.8 points above standard</p> <p>Declined -6 points</p> <p>17</p>	

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
<p>Current English Learner</p> <p>139.2 points below standard</p> <p>Increased ++5.6 points</p> <p>39</p>	<p>Reclassified English Learners</p> <p>71.3 points below standard</p> <p>Increased ++8.5 points</p> <p>65</p>	<p>English Only</p> <p>39.3 points below standard</p> <p>Increased Significantly</p> <p>++20.4 points</p> <p>76</p>

Conclusions based on this data:

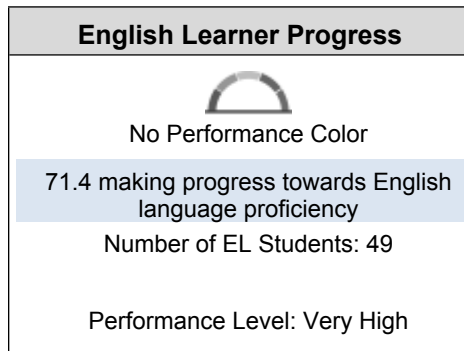
- We were orange during the prior year and we changed our color to yellow the following year for our overall math on the dashboard.
- We increased almost all student groups in the areas of math in the dashboard measurements

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
10.2	18.3	8.1	63.2

Conclusions based on this data:

1. Our performance level for ELPI is very high, including being higher than the state average
2. The percentage of our EL students who showed growth in the areas of English and Math has increased
3. The increase in the performance of our English learners can be attributed to smaller and more effective POWER and ELD classes that were based on the students' MAP, ELPAC, ICA, and IAB scores. We frequently cycled the students out who showed growth. The English teachers implemented the gradual-release model of instruction to help provide scaffolding for students who are both learning the language or who struggle to read and write.

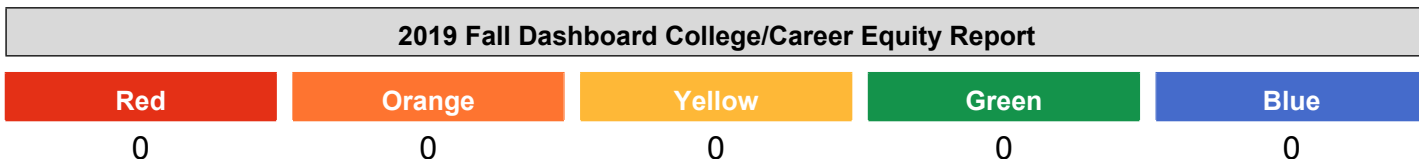
School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>60.5</p> <p>Increased +2.6</p> <p>38</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
56.8 Prepared	57.9 Prepared	60.5 Prepared
29.7 Approaching Prepared	28.9 Approaching Prepared	28.9 Approaching Prepared
13.5 Not Prepared	13.2 Not Prepared	10.5 Not Prepared

Conclusions based on this data:

1. There is a 4 percent increase over the span of two years in the amount of students in each graduating class who are considered to be prepared according to the college/career dashboard elements.
2. There is a 3 percent decrease over the span of two years in the amount of students in each graduating class who are considered to be not prepared according to the college/career dashboard elements.

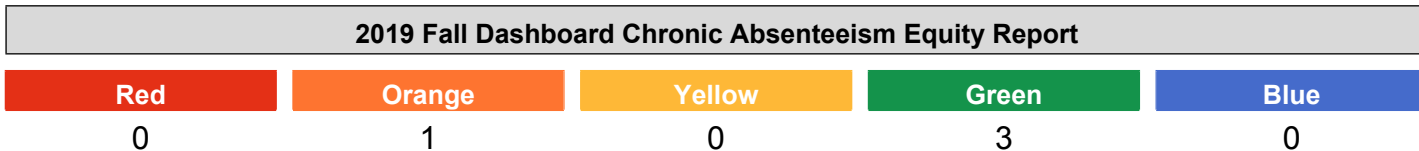
School and Student Performance Data

Academic Engagement Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>8</p> <p>Declined -0.6</p> <p>263</p>	<p>English Learners</p> <p>Green</p> <p>2.6</p> <p>Declined -5</p> <p>39</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>7.6</p> <p>Declined -0.7</p> <p>237</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>8.5</p> <p>Increased +3.1</p> <p>47</p>

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
<p>African American</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>6</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0</p>	<p>Asian</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>7</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p>Hispanic</p>  <p>Green</p> <p>6.5</p> <p>Declined -1.8</p> <p>232</p>	<p>Two or More Races</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0</p>	<p>White</p>  <p>No Performance Color</p> <p>25</p> <p>Increased +13.9</p> <p>16</p>

Conclusions based on this data:

1. Our performance color for Chronic Absenteeism maintained green color on the dashboard.
2. In order to maintain this level, we utilized the PBIS system to incorporate some incentives to address the importance of the attendance such as assemblies, rewards, certificates etc.

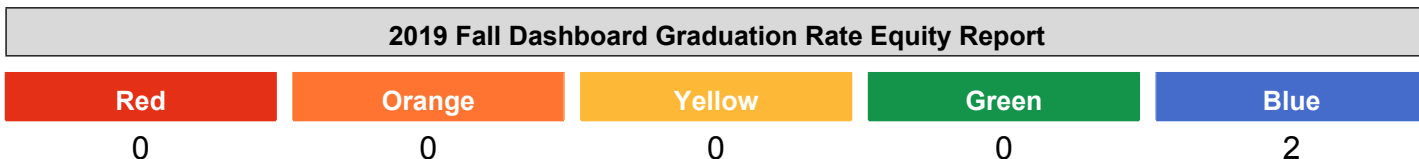
School and Student Performance Data

Academic Engagement Graduation Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
<p>All Students</p>  <p>Blue</p> <p>97.6</p> <p>Increased +7.9</p> <p>42</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>10</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>	<p>Socioeconomically Disadvantaged</p>  <p>Blue</p> <p>97.6</p> <p>Increased +8.7</p> <p>42</p>	<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>94.4</p> <p>Increased +17.5</p> <p>18</p>

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
<p>African American</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Asian</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Hispanic</p>  <p>Blue</p> <p>97.1</p> <p>Increased +6.8</p> <p>35</p>	<p>Two or More Races</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4</p>

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year	
2018	2019
89.7	97.6

Conclusions based on this data:

- MSA2 has had high percentage of graduation rate for many years including the last 2 years. This is because we have a system where the students are provided in person support and assistance to be able to graduate on time.
- We increased our graduation percent by 7.9 percent over the past year.

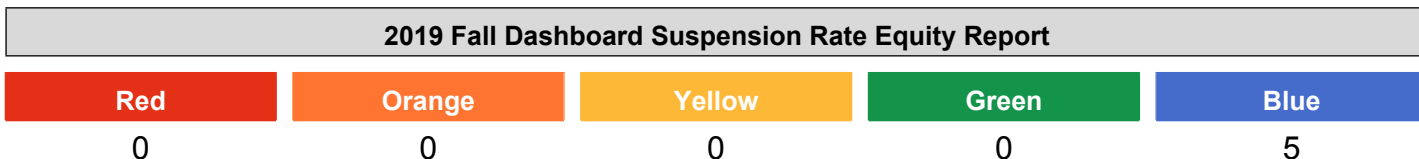
School and Student Performance Data

Conditions & Climate Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

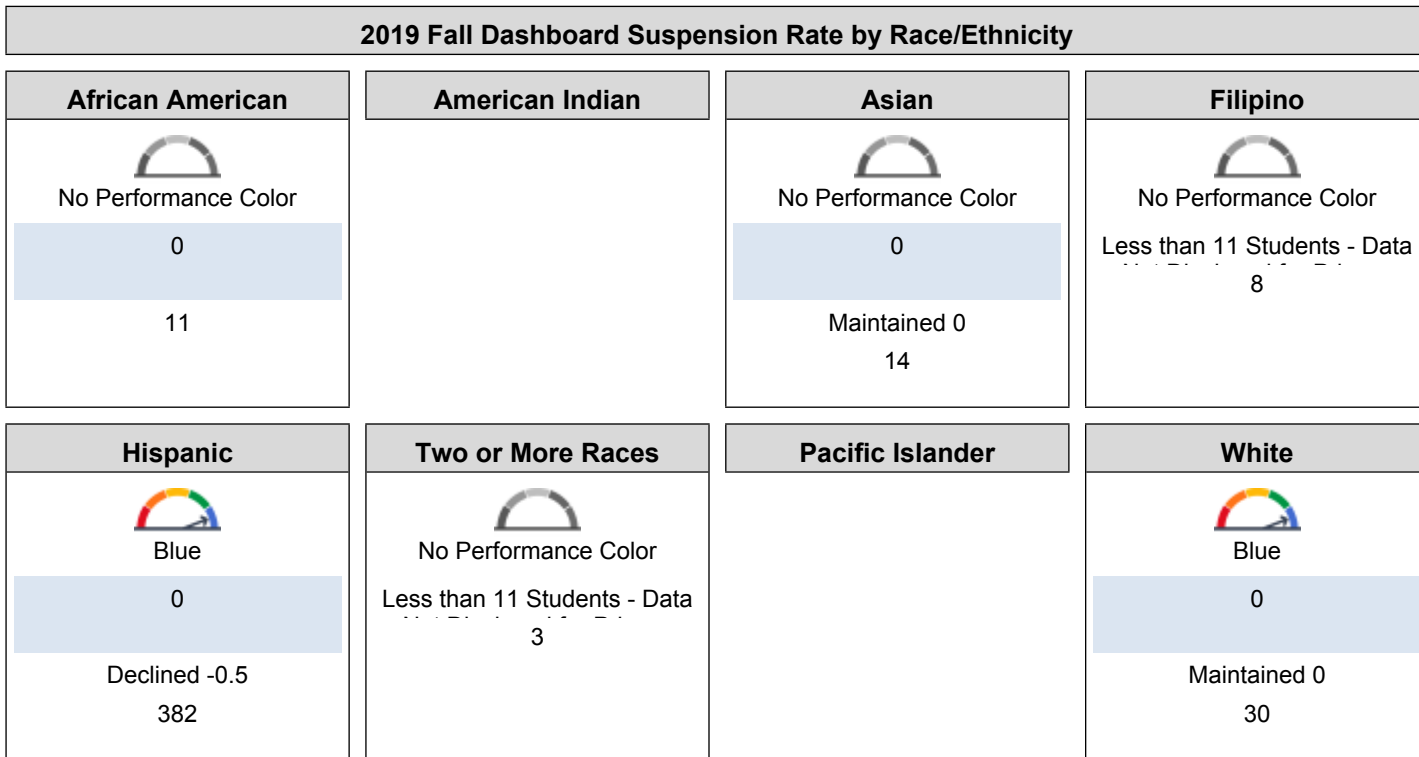


This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 Blue 0 Declined -0.4 448	 Blue 0 Declined -1.3 58	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 0 Maintained 0 12	 Blue 0 Declined -0.5 400	 Blue 0 Declined -2.2 86



This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	2018	2019
	0.4	0

Conclusions based on this data:

1. Our student climate is historically high, and as such, we maintained the color of blue on the dashboard in this area.
2. We achieved this success in combination with our PBIS program in collaboration with LACOE where we incentivize positive behavior, and utilize ASB student government members as leaders to set the culture.
3. We utilize alternatives to suspension to support student discipline.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT

LEA/LCAP Goal

All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive basic services that are fundamental to academic success, including fully credentialed teachers, standards-aligned instructional materials, and appropriately maintained school facilities.

Goal 1

All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive basic services that are fundamental to academic success, including fully credentialed teachers, standards-aligned instructional materials, and appropriately maintained school facilities.

Identified Need

Providing basic services means ensuring all students have access to teachers who are fully credentialed in their subject areas, instructional materials aligned with state standards, and safe, properly maintained school facilities. Charter School will also adhere to the MPS Wellness Policy and encourage participation in school meal programs. Research shows when students are provided with these basic services, student learning outcomes increase. The MPS Home Office will provide services such as academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations to support and hold accountable the Charter School for compliance and meeting charter goals. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in provision of basic services to maintain a high-quality learning environment.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions (Source: Local Indicator Priority 1)	2019-20: 0	2020-21: 0
Percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1)	2019-20: 0%	2020-21: 0%
Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and	2019-20: 0	2020-21: 0

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
extreme deficiencies) (Source: Local Indicator Priority 1)		
Teacher attendance rate (Source: HRIS)	2019-20: 94.2%	2020-21: 95%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teacher assignments and credentials:

Charter School and the MPS Human Resources team will conduct credential, background and TB clearance review as part of the hiring process and at least once throughout the year to ensure all credentials are properly maintained. Charter School will support our teachers’ credentialing needs. Charter School will also annually review master schedule and teacher assignments to ensure teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters.

Expenditures associated with this action include the following: teacher credentialing expenses, Paycom/payroll fees, and livescan/fingerprinting fees.

The following expenditures will be funded by the federal funds:

- Teacher credentialing expenses: Resource: Title II, Part A (4035); Object: 5864; Amount: \$20,006

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
20,006	Title II Part A: Improving Teacher Quality 5000-5999: Services And Other Operating Expenditures

Teacher credentialing expenses: Resource: Title II, Part A (4035); Object: 5864; Amount: \$20,006

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Instructional materials and technology:

Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, socialemotional, and physical requirements of students. Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials. Charter School will ensure that students have sufficient access to the standards-aligned instructional materials, including technology-based resources. Charter School will provide effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards aligned instructional programs.

Expenditures associated with this action include the following: textbooks, instructional materials and supplies, computers and other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, etc.)

The amount of \$30,139 will be allocated for educational software under this action with Title I funds. Specifically, these funds will purchase: Brain Pop, Flocabulary, NWEA MAP testing, myON online reading, and McGraw Hill ALEKS.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

30,139

Source(s)

Title I
4000-4999: Books And Supplies
Educational Software: Resource: Title I (3010);
Object: 4340; Amount: \$30,139

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Clean and safe facilities that support learning:

Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor a comprehensive safety and security plan, conduct necessary safety training for all staff and continue to work with the stakeholders and experts to implement emergency and risk management procedures for individuals and the site. Charter School will procure and maintain necessary safety and emergency supplies, equipment and items. Charter School will establish schedules and procedures for the supervision of students in non-classroom areas, including before and afterschool.

Expenditures associated with this action include the following: facilities rent/acquisition cost, custodial staff salaries and benefits, custodial supplies, maintenance and repair services, security services, and CharterSAFE insurance.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Low Income

Strategy/Activity

Healthy and nutritious meals:

Charter School will maintain nutrition education resources and continue focusing on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. Charter School will promote healthy food and beverage choices for all students throughout the campus, as well as encourage participation in school meal programs.

Expenditures associated with this action include the following: student meals.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 5**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Well-orchestrated Home Office support services:

The MPS Home Office provides services to the Charter School, supports and holds accountable the Charter School 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. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the Charter School to receive services at a lower cost. The services of the Home Office include, but are not limited to, academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations. Instructional services are reflected in Goals 2-4.

Expenditures associated with this action include the following: Home Office management fees.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review**SPSA Year Reviewed: 2019-20**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

We have implemented all of the actions/services described above to provide the basics needs to our students for their education needs. We are compliant with our teacher assignments; we offer standards-based instruction and our students have sufficient access to standards-aligned instructional materials; we have provided over 100 hot spots and over 300 Chromebooks to our students during distance learning; we do facility inspections periodically; we regularly review student performance data and progress towards targets with our staff and continue to provide additional supports and interventions to all students, we provide our ELs with designated and integrated EL instruction; we provide small group instruction to support the academic needs of our SPED and EL students, we offer Saturday School and after school tutoring, and we offer AP and Advisory classes for college readiness.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

MSA2 has no major differences at this time.

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

MSA2 has no changes which will be made to this goal.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

EXCELLENCE

LEA/LCAP Goal

All students will have equitable access to a high-quality core curricular and instructional program and make academic progress on the California Content Standards. Students will pursue academic excellence and be college/career ready.

Goal 2

All students will have equitable access to a high-quality core curricular and instructional program and make academic progress on the California Content Standards. Students will pursue academic excellence and be college/career ready.

Identified Need

Charter School desires that all our students pursue academic excellence and be college/career ready. Effective core curriculum and instruction are central to academic success. Therefore, Charter School will ensure that all students, including but not limited to, ELs, students with disabilities, socioeconomically disadvantaged/low-income students, and students achieving below grade level, have access to a high-quality core curricular and instructional program with appropriate services and support. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will also provide professional development to staff to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Charter School will implement the actions listed under this goal and use the indicated metrics, such as CAASPP assessment results, to measure progress in achievement of academic excellence and college/career readiness.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of programs and services outlined in the charter petition, including a broad course of study, that are developed and provided to students, certain programs and services being dependent on student need and interest (Source: Local Indicator Priority 7, SIS)	2019-20: 100%	2020-21: 100%
Percentage of students who have sufficient access to all programs and services developed and provided to unduplicated students and to individuals with exceptional	2019-20: 100%	2020-21: 100%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
needs (Source: Local Indicator Priority 7, SIS)		
Percentage of state standards implementation for all students (Source: Local Indicator Priority 2)	2019-20: 100%	2020-21: 100%
Percentage of students who have received a grade of "C" or better (or performed "proficient" on the related state standardized tests) in core subjects and electives (Source: SIS)	2019-20: (end of first semester) 79%	2020-21: 80%
Average Lexile Growth (L) from fall to spring (Source: myON)	2019-20: 63.0	2020-21: 55.0
Percentage of students meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2018-19: All Students: 41.81% English Learners: 7.69% Socioeconomically Disadvantaged: 38.19% Students with Disabilities: 15.56% Hispanic: 38.49% White: 58.82%	2020-21: All Students: 44.78% English Learners: 9.0% Socioeconomically Disadvantaged: 40.0% Students with Disabilities: 16.0% Hispanic: 40.0% White: 59.0%
Distance from Standard (DFS) on the CASSPP-ELA/Literacy assessments (Source: CA School Dashboard)	2018-19: All Students: 16.6 points below standard English Learners: 62.1 points below standard Socioeconomically Disadvantaged: 22.0 points below standard Students with Disabilities: 79.9 points below standard Hispanic: 24.9 points below standard White: 26.2 points below standard	2020-21: All Students: 13.6 points below standard English Learners: 59.0 points below standard Socioeconomically Disadvantaged: 19.0 points below standard Students with Disabilities: 76.0 points below standard Hispanic: 22.9 points below standard White: 27.0 points below standard
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)	2018-19: All Students: 58.6% English Learners: 53.5% Socioeconomically Disadvantaged: 57.9%	2020-21: All Students: 60.0% English Learners: 56% Socioeconomically Disadvantaged: 60.0%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Students with Disabilities: 62.2% Hispanic: 57.1% White: 61.9%	Students with Disabilities: 63.0% Hispanic: 60.0% White: 62.0%
Percentage of students meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2018-19: All Students: 27.87% English Learners: 5.13% Socioeconomically Disadvantaged: 24.8% Students with Disabilities: 15.55% Hispanic: 23.41% White: 64.71%	2020-21: All Students: 28.0% English Learners: 6.0% Socioeconomically Disadvantaged: 26.0% Students with Disabilities: 16.0% Hispanic: 25.0% White: 65.0%
Distance from Standard (DFS) on the CASSPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	2018-19: All Students: 60.8 points below standard English Learners: 96.8 points below standard Socioeconomically Disadvantaged: 65.6 points below standard Students with Disabilities: 119.6 points below standard Hispanic: 71.9 points below standard White: 21.8 points above standard	2020-21: All Students: 57.8 points below standard English Learners: 92.0 points below standard Socioeconomically Disadvantaged: 62.6 points below standard Students with Disabilities: 110.0 points below standard Hispanic: 68.9 points below standard White: 21.8 points above standard
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	2018-19: All Students: 61.6% English Learners: 57.8% Socioeconomically Disadvantaged: 63.0% Students with Disabilities: 53.1% Hispanic: 60.8% White: 63.6%	2020-21: All Students: 56.0% English Learners: 56.0% Socioeconomically Disadvantaged: 56.0% Students with Disabilities: 56.0% Hispanic: 56.0% White: 56.0%
Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard)	2018-19: 71.4%	2020-21: 73.0%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2019-20: 26.9%	2020-21: 27.0%
Percentage of students meeting or exceeding standard on the CAASPP-Science assessments (Source: CDE DataQuest)	2018-19: All Students: 21.05% English Learners: 0.00% Socioeconomically Disadvantaged: 20.79% Students with Disabilities: 5.56% Hispanic: 19.41%	2020-21: All Students: 22.0% English Learners: 5.00% Socioeconomically Disadvantaged: 22.00% Students with Disabilities: 5.00% Hispanic: 22.0%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Broad course of study and standards-based curriculum:

Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule.

Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, substitute teacher expenses, and Odysseyware (ALEKS, FuelEd) course fees.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 2**Students to be Served by this Strategy/Activity**

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

English Learners, Foster Youth, Low Income

Strategy/Activity

Professional development for high-quality instruction :

Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs.

Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost software fees.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 3**Students to be Served by this Strategy/Activity**

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

English Learners, Foster Youth, Low Income

Strategy/Activity

MTSS - Academic enrichment, intervention and student support:

Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment

scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.)

Expenditures associated with this action include the following: Dean of Academics salary and benefits, Title-I coordinator salary and benefits, instructional aide salaries and benefits, intervention teacher salaries and benefits, teacher stipends for after school, Saturday school, and summer school, NWEA MAP testing fees, Illuminate DnA fees, and evidence-based supplemental intervention/enrichment program fees (Accelerated Reader, myON, Lexercise, ST Math, Grade Slam, Sumdog, BrainPOP, NextGenMath, Membean, Spelling City, Turnitin, Seesaw, ABC Mouse, Learning A-Z, Cityspan, Flocabulary, and ALEKS.)

The following expenditures will be funded by the federal funds:

- Title-I coordinators salaries: Resource: Title I, Part A (3010); Object: 1100; Amount: \$121,739.20
- Title-I coordinators benefits: Resource: Title I, Part A (3010); Object: 3000-3999; Amount: \$21,562.59

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
121,739.20	Title I 1000-1999: Certificated Personnel Salaries Title-I coordinators salaries: Resource: Title I, Part A (3010); Object: 1100
21,562.59	Title I 3000-3999: Employee Benefits Title-I coordinators benefits: Resource: Title I, Part A (3010); Object: 3000-3999

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Designated and integrated ELD programs:

Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences.

Expenditures associated with this action include the following: EL coordinator salary and benefits, EL coordinator stipend, EL instructional aide salary and benefits, and Rosetta Stone program fees.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students (with a focus on Students with Disabilities)

Strategy/Activity

Support for students with disabilities:

Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery,

and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA.

Expenditures associated with this action include the following: SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, SPED intern salaries and benefits, outsourced SPED services fees, and SPED instructional materials and technology.

The following expenditures will be funded by the federal funds:

- School psychologist salary (partial): Title IV, Part A (4127); Object: 1100; Amount: \$12,061.87
- School psychologist benefits (partial): Title IV, Part A (4127); Object: 3000-3999; Amount: \$2,171.13

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
12,061.87	Title IV Part A: Student Support and Academic Enrichment 1000-1999: Certificated Personnel Salaries School psychologist salary (partial): Title IV, Part A (4127); Object: 1100
2,171.13	Title IV Part A: Student Support and Academic Enrichment 3000-3999: Employee Benefits School psychologist benefits (partial): Title IV, Part A (4127); Object: 3000-3999

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

MSA2 has implemented all of the actions/services described above. We regularly review MSA2 student performance data and progress towards targets with our staff (i.e. MAP, SBAC, Interim Assessments, ELPAC, etc.). MSA2 provides courses, electives, programs, and services outlined in our charter petition, certain programs and services being dependent on student need and interest (i.e. small group instruction, Power English/Power Math classes, after school tutoring, Saturday classes, etc.); MSA2's master schedule is designed to meet the needs of all students; we provide opportunities for online and dual enrollment; we offer Advanced Math and Computer Technology

classes; and provide opportunities for students to create or demonstrate a STEAM focused project, experiment, model or demo.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

MSA2 will be using some of the Learning Loss Mitigation funds to support additional the student learning needs with additional tutoring sessions, additional Saturday school sessions, purchase of resources to support digital learning.

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

MSA2 has added additional support sessions to support student learning, this includes additional teacher time to support with extra tutoring sessions and Saturday School. As an organization all schools started the implementation of IABs by the History teachers as unit plans to effectively measure student growth.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

INNOVATION

LEA/LCAP Goal

All students will have access to a well-rounded education that supports their readiness for college and the global world. Each student will become an independent, innovative scholar by practicing creativity in learning and using technology in transformative ways.

Goal 3

All students will have access to a well-rounded education that supports their readiness for college and the global world. Each student will become an independent, innovative scholar by practicing creativity in learning and using technology in transformative ways.

Identified Need

It is the Charter School's vision that our graduates are well-rounded critical thinkers and problem solvers who contribute to the global community. A significant step toward helping our students achieve their maximum potential involves providing a rigorous, relevant and college preparatory curriculum with a STEAM emphasis. Therefore, we will design educational experiences to meet the needs of our scholars with an emphasis on innovation and critical thinking. Charter School will also promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts to our physical education program. In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in provision of an innovative, well-rounded education that supports student readiness for college and the global world.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)	2018-19: 60.5%	2020-21: 66.0%
Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2018-19: 75.68%	2020-21: 77.0%
Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-Mathematics	2018-19: 24.32%	2020-21: 25.0%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
assessments (Source: CDE DataQuest)		
Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)	2019-20: 61.2%	2020-21: 46.0%
Percentage of cohort graduates who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board)	2019-20: 48.8%	2020-21: 49.0%
Percentage of cohort graduates who completed at least one semester of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: SIS)	2019-20: 57.9%	2020-21: 58.0%
Percentage of cohort graduates meeting UC/CSU requirements (Source: CALPADS, CDE DataQuest)	2019-20: 94.7%	2020-21: 95.0%
Percentage of cohort graduates earning a Seal of Biliteracy (Source: CDE DataQuest)	2019-20: 7.9%	2020-21: 12.0%
Percentage of cohort graduates earning a Golden State Seal Merit Diploma (Source: CDE DataQuest)	2019-20: 28.9%	2020-21: 30.0%
Percentage of cohort graduates earning an Advanced or Honors MPS Diploma (Source: SIS)	2019-20: 47.4%	2020-21: 48.0%
Percentage of cohort graduates accepted to a 4-year or 2-year college (Source: Naviance)	2019-20: 95.0%	2020-21: 100.0%
Percentage of cohort graduates accepted to a 4-year college (Source: Naviance)	2019-20: 63.0%	2020-21: 65.0%
College-Going Rate (Source: CDE DataQuest)	Class of 2018: 55.6%	Class of 2019: 60.0%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	2019-20: 16%	2020-21: 6%
Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)	2019-20: 100%	2020-21: 100%
Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)	2019-20: 100%	2020-21: 100%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

English Learners, Foster Youth, Low Income

Strategy/Activity

College/Career readiness programs and activities:

Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and individualized support to ensure timely high school graduation. Charter School will offer Advisory and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, test prep for ACT/SAT, college application and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies. (Elem./Middle Schools: This description is geared toward HS. Let's work on a modified action description that suits your needs.)

Expenditures associated with this action include the following: college counselor salary and benefits, AP teacher stipends, Naviance program fees, AP exam fees, AP course materials, and other college-related materials and activities.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Learners, Foster Youth, Low Income

Strategy/Activity

STEAM and GATE programs:

Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEAM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. Learners will be challenged to investigate, use problem-based learning, and research.

Expenditures associated with this action include the following: N/A

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Learners, Foster Youth, Low Income

Strategy/Activity

Digital literacy and citizenship programs:

Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will participate in PD on Blended Learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics include, but are not limited to, using technology applications; digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette.

Expenditures associated with this action include the following: computer teacher salary and benefits, internet security program fees, and WonderMedia software fees.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 4**Students to be Served by this Strategy/Activity**

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

Low Income

Strategy/Activity

Physical education, activity, and fitness:

Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness.

Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

English Learners, Foster Youth, Low Income

Strategy/Activity

Additional programs and activities that support well-rounded education:

In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, math, science, technology, engineering, ELA, language other than English and culture, sports, visual and performing arts, community service, and other.

Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support well-rounded education, field trip expenses, and club expenses.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

MSA2 currently offers AP courses in Spanish, Computer Programming, Calculus AB, Calculus BC, and Studio Art, to our approximately 170 high school students so they can challenge themselves and be prepared for the college; MSA2 has dual enrollment with 3 community colleges to be able to provide access to college level coursework to our students; we have implemented STEAM based projects/experiments /activities by math and science teachers. MSA2's PE teacher modified their curriculum so they can cover the materials during DL.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

MSA2's funding for this area is allocated through the school's general funds.

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

MSA2 was required to make some alterations due to the COVID 19 pandemic, MSA2 will make an effort to adjust and ensure students are exposed to the college experience and environment by providing virtual college tours. MSA2 will provide additional tutoring time, Saturday School, Summer School, winter and Thanksgiving break academic camps to mitigate learning loss.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

CONNECTION

LEA/LCAP Goal

All students, families, staff, and other stakeholders will have access to meaningful engagement opportunities that help cultivate leadership, advocacy, and collaboration in a safe and nurturing environment. Stakeholders will feel a sense of community and connectedness.

Goal 4

All students, families, staff, and other stakeholders will have access to meaningful engagement opportunities that help cultivate leadership, advocacy, and collaboration in a safe and nurturing environment. Stakeholders will feel a sense of community and connectedness.

Identified Need

School communities are integrated partnerships with the school site staff, families, students and all other stakeholders. This sense of connection creates a safe place for all learners and stakeholders to affirm individual strengths, develop capacity, celebrate character, build trusting and respectful relationships, promote unity and better decision making. Additionally, community cultivates identity and gives each member a sense of belonging and pride. Charter School will seek family input for decision making, utilize home visits and stakeholder surveys, and provide academic and social-emotional support through MTSS/PBIS. We will work with community partners to support the vision and goals of the school, including our students' development of personal and academic networks for long-term resilience and connection. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in sustaining a sense of community and connectedness.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of School Site Council (SSC) meetings per year (Source: Local Indicator Priority 3)	2019-20: 4	2019-20: 4
Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3)	2019-20: 4	2020-21: 4
Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)	2019-20: 4	2020-21: 4
Number of activities/events for parent involvement per year (Source: Local Indicator Priority 3)	2019-20: 5	2020-21: 5

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of progress reports sent to parents per year (Source: Local Indicator Priority 3)	2019-20: 4	2019-20: 4
Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	2019-20: 30.8%	2020-21: 25%
Average Daily Attendance (ADA) Rate (Source: SIS)	2019-20: 96.79%	2020-21: 97.0%
Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2019-20: 6.3%	2020-21: 6.0%
Middle School Dropout Rate (Source: CALPADS)	2019-20: 0.0%	2020-21: 0.0%
High School Dropout Rate (Source: CALPADS, CDE DataQuest)	2019-20: 0.0%	2020-21: 0.0%
Graduation Rate (Source: CALPADS, CA School Dashboard)	2019-20: 100.0%	2020-21: 100.0%
Student Suspension Rate (Source: CALPADS, CA School Dashboard)	2019-20: 0.0%	2020-21: 0.0%
Student Expulsion Rate (Source: CALPADS, CDE DataQuest)	2019-20: 0.22%	2020-21: 0.00%
School experience survey participation rates (Source: Panorama Education)	2019-20: Students: 99.3% Families: 85.8% Staff: 100%	2020-21: Students: 95.0% Families: 90% Staff: 100%
School experience survey average approval rates (Source: Panorama Education)	2019-20: Students: 70% Families: 93% Staff: 89%	2020-21: Students: 71% Families: 95% Staff: 85%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

English Learners, Foster Youth, Low Income

Strategy/Activity

Seeking family input for decision making:

Charter School will hold periodic meetings to gather input from our families. Information/input sessions include Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, and Board of Directors meetings. Parents on our PTF and SSC also serve as our Parent Advisory Committee (PAC) for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our PAC, SSC, and ELAC provide valuable input for the LCAP. Charter School will also hold an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budget, UCP, parent involvement policy and school-student-parent compact. In addition, Charter School will conduct parent surveys to seek feedback on school improvement.

Expenditures associated with this action include the following: parent meeting expenses and Document Tracking Services (DTS) fees.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 2**Students to be Served by this Strategy/Activity**

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

English Learners, Foster Youth, Low Income

Strategy/Activity

Building partnerships with families for student outcomes:

Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing,

college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable.

Expenditures associated with this action include the following: Illuminate SIS fees, ParentSquare software fees, SchoolMint software fees, home-visit compensation, parent activity/event expenses, Parent Education Bridge program fees, Pitney Bowes expenses, PACE Coordinator salary and benefits, and Office manager/Administrative assistant salaries and benefits.

The following expenditures will be funded by the federal funds:

- Parent Education Bridge program fees: Resource: Title I, Part A (3010); Object: 5800; Amount: \$5,172.21

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

5,172.21

Title I
5000-5999: Services And Other Operating Expenditures
Parent Education Bridge program fees:
Resource: Title I, Part A (3010); Object: 5800

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Learners, Foster Youth, Low Income

Strategy/Activity

MTSS - PBIS and SEL support:

Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a Life Skills/Character Education program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school

achievement and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps.

Expenditures associated with this action include the following: Dean of Students salary and benefits, discipline coordinator salary and benefits, office/attendance clerk salaries and benefits, school uniform fees, Edge Coaching program fees, Imagine Etiquette program fees, PD on classroom management, PBIS, and SEL support, Train of Thought program fees, outsourced SEL services fees, and additional services for homeless students.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English Learners, Foster Youth, Low Income

Strategy/Activity

Annual stakeholder surveys:

Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our stakeholders' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our stakeholders open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze survey results to identify greatest progress and needs in order to inform our next steps.

Expenditures associated with this action include the following: Panorama Education survey fees.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 5**Students to be Served by this Strategy/Activity**

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

English Learners, Foster Youth, Low Income

Strategy/Activity

Community outreach and partnerships:

Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of stakeholders, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education.

Expenditures associated with this action include the following:

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review**SPSA Year Reviewed: 2019-20**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

MSA2 has implemented all of the actions/services described above. Specifically, MSA2 has held quarterly SSC, ELAC, and PTF meetings; hosted parent activities/events; provided parents with access to our SIS; visited our students at their homes; encouraged and supported student attendance; provided support to ensure timely high school graduation; conducted surveys and

based on input from all stakeholders, MSA2 held events that promote parental participation as well as parent training activities such as Parent College. MSA2 offers PD to our teachers on student engagement procedures to help create an atmosphere of high expectations.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

MSA2 currently utilizes various sources to meet the goals and metrics as mentioned above

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

MSA2 currently hosts all of the parent involvement events in virtual space as a means to comply with the Los Angeles County Public Health Department guidelines. MSA2 also closely monitors our school's ADA rate based on the state and local guidelines for distance learning and hybrid learning models. Further, we prioritize student engagement at MSA2 in order to make sure that students are learning and learning loss is mitigated due to the pandemic.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$212,852.00
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$212,852.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$178,613.00
Title II Part A: Improving Teacher Quality	\$20,006.00
Title IV Part A: Student Support and Academic Enrichment	\$14,233.00

Subtotal of additional federal funds included for this school: \$212,852.00

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

State or Local Programs	Allocation (\$)
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Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$212,852.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Title I	178,613.00
Title II Part A: Improving Teacher Quality	20,006.00
Title IV Part A: Student Support and Academic Enrichment	14,233.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	133,801.07
3000-3999: Employee Benefits	23,733.72
4000-4999: Books And Supplies	30,139.00
5000-5999: Services And Other Operating Expenditures	25,178.21

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	121,739.20
3000-3999: Employee Benefits	Title I	21,562.59
4000-4999: Books And Supplies	Title I	30,139.00
5000-5999: Services And Other Operating Expenditures	Title I	5,172.21
5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	20,006.00
1000-1999: Certificated Personnel Salaries	Title IV Part A: Student Support and Academic Enrichment	12,061.87

3000-3999: Employee Benefits

Title IV Part A: Student Support and
Academic Enrichment

2,171.13

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	50,145.00
Goal 2	157,534.79
Goal 4	5,172.21

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. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
David Garner	Principal
Norlina Aun	Classroom Teacher
Joseph Compagno	Classroom Teacher
Ali Silverstone	Classroom Teacher
Wendy Salinas	Other School Staff
Martha Fuentes	Parent or Community Member
Yari Galo	Parent or Community Member
Cesar Granados	Parent or Community Member
Tasneem Ibrahim	Secondary Student
Alexia Ramirez	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.


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:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:



Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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.

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.

This SPSA was adopted by the SSC at a public meeting on December 4, 2020.

Attested:

	Principal, David Garner on December 4, 2020
	SSC Chairperson, David Garner on December 4, 2020

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

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

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

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

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

School Year: **2020-21**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Magnolia Science Academy 3	19-10199-0115030	November 18, 2020	December 10, 2020

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

The Local Control and Accountability Plan (LCAP) is a three-year plan that describes the goals,

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

MSA-3 aligns its federally-funded programs with the priority goals of the school and such funds provide the opportunity to innovate. The accountability plans planning process supports continuous cycles of action, reflection, and improvement. The Charter School Parent Advisory Committee (PAC), which includes parents, the School Site Council (SSC) members, and other stakeholders, reviews input from all stakeholders and available data through surveys and student performance data. Based on stakeholder input and data (CA School Dashboard data, interim student assessment data, survey results, etc.), we reflect on our existing LCAP/SPSA actions/services and measurable outcomes, continue or modify them for improvement, and we also plan for new actions and services as the needs arise. The academic, accountability, and finance departments at our Home Office and our back-office support provider work closely with us; they monitor and support our progress as well as review every federally-funded expense to ensure funds are expensed appropriately and that we are compliant. Our budgeting and accounting processes are designed so that state and local funds and federal grant funds are all budgeted and accounted for and aligned according to our LCAP/SPSA and other accountability plans.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Stakeholder voices, i.e., voices of our students, families, staff, and other school community members, play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what areas for improvement are so we can continue to provide our students with the best quality education. MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement.

MPS uses the CORE DISTRICTS survey instrument developed by WestEd for the California Department of Education as our annual stakeholder experience survey. The survey includes questions for school climate indicators which include the following four topics for students, families, and staff:

- Climate of Support for Academic Learning;
- Knowledge and Fairness of Discipline, Rules and Norms;
- Safety;
- Sense of Belonging (School Connectedness).

Separate than the annual stakeholder experience survey, our “students” also take the CORE DISTRICTS Social Emotional Learning (SEL) survey in the fall and spring. The SEL survey asks questions in additional four topics which include indicators for social-emotional competencies:

- Growth Mindset;
- Self-Efficacy;
- Self-Management;
- Social Awareness.

As part of our MTSS efforts school leadership, teachers, and support staff analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps.

The following is a summary of results from the surveys:

The average approval rate in 2019-2020 for students: 54%, for families: 84%, and for staff: 65%.

Based on free responses from these stakeholder groups, school leadership identified and reflected on action plans for some key areas of need:

- Improve students’ sense of belonging
- Build more respectful student-teacher relationships
- Establish more consistent communication of events/activities

- Implement more consistent behavior consequences
- Establish more structured communication with parents
- Provide classroom management training for teachers
- Provide training on developing rigorous academic curriculum with higher expectations

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The annual evaluation process at MPS involves frequent informal classroom observations and feedback for the teacher, a formal observation cycle, collection of evidence to foster collaboration with the teacher, and goal setting and monitoring. MPS will use an online tool to record and share classroom observation notes, feedback, evidence, forms, evaluation results, and all other related documentation. The tool can be used by both the teacher and the observer or evaluator in respect to their roles. Teachers are encouraged to conduct peer observations. Informal observations can be conducted by the school administrators as well as instructional coaches, department chairs, MPS Home Office support team, and other professionals. Informal observations are mainly conducted for the purpose of providing focused, constructive, and critical feedback to the teacher aimed at improving teaching, or sometimes, just for learning from the observations. While formal observations also provide feedback and guide coaching of the teacher like the informal ones, they form the basis for evaluation of job performance evaluation and are conducted by the school administrators.

The following is a summary of findings from our classroom observations:

Leadership identified three standards from the MPS Framework for Teaching that received the lowest scores on Teachers' 2019-2020 Summative Evaluation. Teachers were provided a survey to rank the specific elements (within these three identified standards) that they felt should be prioritized as the highest needs.

Based on survey results, the focus areas identified as highest need were as follows:

- Domain 1, element 1: Classroom Norms
- Domain 1, element 7: High Expectations & Student Motivation
- Domain 3, element 28: Monitoring and Communicating Student Growth

School administrators each took on about 5-6 staff/teachers to conduct two informal observations per semester. Teachers were observed for the three elements listed above and were provided tangible strategies and professional development training to meet those targets.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Teachers are expected to use formative and summative assessment strategies to monitor student progress and to adjust instruction in order to maximize student achievement. The measures that are used to assess student progress include all state-mandated standardized tests such as the Smarter Balanced Summative Assessments. MSA-3 also uses the Smarter Balanced Interim Assessments which are designed to support teaching and learning throughout the year; and the Digital Library, designed to support classroom-based formative assessment processes. MSA-3 administers Interim Assessment Blocks (IABs) to assess student learning and inform instruction during the year. The Smarter Balanced Interim Assessments are specifically designed to provide the following:

- Meaningful information for gauging student progress throughout the year toward mastery of the skills measured by the Summative Assessments
- Assessments of the CCSS, which can be used at strategic points during the school year.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

MSA-3 teachers have access to publisher or third-party-provided assessments, such as McGraw Hill, Illuminate, MyON, and MAP (NWEA). MSA-3 utilizes computer adapted MAP (NWEA) testing to measure student progress two times a year. However, to evaluate the learning of EL and SWD, MSA-3 will utilize Winter MAP testing for these two subgroups. Teachers also, with the help of published materials, create standards-aligned formative assignments and tests that are evaluated using rubrics.

Assessments at MSA-3 are not tests only. MPS teachers are expected to use a variety of formative and summative assessments that are valid and reliable measures of student achievement. (Ex: performance assessments, portfolios, etc.) Assessments are expected to be aligned with learning objectives. (Ex: Unit assessments are aligned with unit standards and learning objectives.) At MSA-3, teachers provide students with choices of ways to demonstrate learning and students participate in the development of their learning outcomes. Teachers use summative assessment results to plan next units and redeliver instruction.

MSA-3 teachers are expected to closely monitor all students' progress toward meeting student learning outcomes. Teachers use technology, as appropriate, to conduct data analysis and communicate assessment results and student growth to all stakeholders (families, colleagues, administration, etc.) Teachers review summative assessment results with students, and students are involved in self-assessment, goal-setting, and monitoring progress.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

MSA-3 conducts credential review as part of teacher hiring process and support our teachers' credentialing needs. We also annually review master schedule/teacher assignments to ensure compliance. All MSA-3 teachers are credentialed. Number of misalignments of teachers of English learners and total teacher misalignments is zero.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Number of vacant teacher positions at MSA-3 is zero. We ensure that all teachers are supported with their credentialing needs and that they participate in PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment. MSA-3 also monitors and evaluates teachers for their performance.

MSA-3 provides new teachers with a teacher induction program, a two-year program that provides beginning teachers with collegial support, guidance, professional development, motivation to continue in the profession, and training. It links college level teacher preparation with classroom application.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Professional development occurs both at the organizational level and school level. In addition to ongoing professional development activities that support efforts to increase student academic performance, MSA-3 provides all staff with multiple opportunities to grow professionally. MSA-3 assesses staff professional development needs through formal and informal performance observation and surveys. Based on these data and combined with the school improvement plan actions in our LCAP and SPSA, MSA-3 determines common staff development days, and tailors staff development to individual staff needs.

We ensure that all teachers are supported with PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment. MSA-3 monitors how effectively teachers implement strategies and skills they learned in the PD sessions in the classroom. The school leadership team makes daily classroom observations using the Magnolia Public Schools (MPS) teacher observation protocol which includes walkthroughs, informal and formal observations and formal evaluation.

MSA-3 continually strives to develop and refine its Student Performance metric for the purpose of measuring student achievement and growth at our school site, as well as to inform teacher effectiveness. State and local accountability indicators along with interim and summative assessments provide valuable data on student performance and progress. MSA-3 also recognizes that a variety of assessments can and should be used to measure student progress, such as performance assessments and portfolios. As such, MSA-3 uses a thoughtful combination of interim and summative assessments and state and local indicators, as well as student work.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

MSA-3 uses a variety of data and ways to assess the effectiveness of professional development activities and teacher effectiveness, including but not limited to, informal observations/walkthroughs, formal observations, student, parent, and staff voices, student achievement data, and teacher self-assessment. The coaching/mentoring process that involves goal-setting, progress monitoring, periodic observations, feedback, reflection, peer observations and mentoring is geared toward creating an individualized professional growth plan and support system for each of our teachers and administrators. MSA-3 will continue to provide all employees with professional development opportunities to increase the effectiveness of their performance in their present positions, and to obtain skills, knowledge, and abilities which may improve their opportunities for advancement within the Organization through PD, induction, certification and other programs that are funded by various sources, including Title-II.

MSA-3 evaluates teachers for their performance. We 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. Evaluation results may be used as basis and documentation for performance pay, transfer, promotion, reassignment, or disciplinary action.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

MSA-3 is organized into Professional Learning Communities by grade level and by department. PLCs seek to transform a school into a community that fosters mutual cooperation, emotional support, personal growth, and a synergy of effort. Combined with the school improvement plan actions in our LCAP and SPSA, the answers to the following questions are studied in PLCs:

- How do we ensure that students learn?
- How do we foster a culture of collaboration?
- How do we ensure results?

We use PLCs to:

- Clarify intended outcomes
- Develop common assessments
- Jointly analyze student achievement data
- Establish team improvement goals
- Share best practices and materials
- Engage in collective inquiry and action research regarding student learning
- Support system and sense of efficacy
- Promote more engaged, motivated, and successful students with reduced absenteeism
- Focus on students' needs academically and behaviorally

Department Level Staff Meetings

All teachers meet departmentally every month to:

- Share Time: Presentation by a member on an effective classroom strategy
- Vertically align curriculum
- Analyze student achievement data (NWEA MAP, CAASPP, ELPAC, grades)
- Improve instructional strategies per data indicators
- Differentiate instruction
- Plan major departmental events
- Discuss other departmental issues and policies

Department Chairs are responsible for minutes and forwarding action items to the appropriate administrative leaders.

Grade Level Staff Meetings

Grade level teachers meet once a month and collaborate on the issues below:

- Classroom strategies
- Sharing promising practices
- Curricular and academic issues (grading uniformity, homework load, differentiation, and other academic issues)
- Support for students with academic challenges (IEP, 504, RTI, SSR, MyON, ALEKs, Tutoring)
- Discussion of student academic supports (peer tutoring, mentorships)
- Long-term projects (science fair projects, English & history & math projects)
- Integration/thematic units/horizontal alignment of the curriculum
- Field trips
- Discussions and strategies for students with behavioral problems
- School/grade level wide incentive programs
- Other common grade level and school wide issues

Grade Chairs are responsible for minutes and forwarding action items to the appropriate

administrative leaders.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

MSA-3 ensures all curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) We provide services to ELs by proficiency level and ELD instruction is aligned to the CA ELD standards and framework. ELs have access to core and supplemental ELD instructional materials; teachers attend PDs whose focus is on ELD standards. Our teachers 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. While the primary focus has mostly been on the ELA/Literacy, math, and ELD over the past few years, MSA-3 has also provided PD and supported our teachers on NGSS, History-Social Science, Career Technical Education, Health Education, Physical Education, Visual and Performing Arts, and World Languages.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Reading/language arts and mathematics are core programs at MSA-3 as well as designated and integrated ELD instruction. The school's schedule includes recommended instructional minutes for reading/language arts, mathematics, ELD and intervention programs.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The intervention model that is written into the schedule for the MSA-3 program is flexible intervention that can be used with a variety of curriculum and varying schedules. MSA-3's principal approach is to intentionally build consistent math and ELA intervention time into the entire school schedule. A variety of implementations are used. Implementation strategies may include:

- Intervention block every day or 2-3 times per week (a student may have reading intervention on one day and math on the next)
- Intervention/Enrichment computer tutorials where the teacher can tutor selected students
- Specialist, instructional assistant, and volunteer support during intervention time
- Divide students up by need and send to different teaching team members for support during intervention blocks.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

MSA-3 annually reviews alignment of instructional materials to standards and keeps an inventory of instructional materials and corresponding purchase of materials. The school annually reviews budget and plans to ensure adequate budget for instructional materials. MSA-3 provides culturally and linguistically relevant materials for students. MSA-3 also provides our ELs with core and supplemental ELD instructional materials.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Teachers use SBE-adopted and standards-aligned instructional materials. They also use accessible technology tools and other resources on a regular basis to engage and enhance learning and to differentiate instruction to meet the needs of every student. Teachers effectively use challenging resources that are mentally, visually, aurally, and kinesthetically stimulating. (Ex: internet, PowerPoint, interactive white boards, document camera, multimedia, educational software, interactive games and simulations, apps, class website, lab materials, manipulatives, assistive technology, etc.) Teachers also provide resources and instructional materials that require cognitive engagement. Teachers will choose, adapt, or create materials to extend learning.

During intervention teachers use educational materials that provide review, re-teach and enrichment programs. McGraw Hill's publisher resources, ALEKS, Khan Academy, Odysseyware allow teachers to monitor the progress of students who are achieving below grade level and provide software generated tests and personalized instructional materials based on CCSS and areas of growth. MSA-3 has Teacher Assistants on all levels to support overall achievement.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

MSA-3 will implement the Multi-Tiered System of Supports (MTSS) as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system to support students. The framework of MTSS utilizes high quality evidence-based instruction, intervention, and assessment practices to ensure that every student receives the appropriate level of support to be successful. A Multi-Tiered System of Supports align with the academic standards and behavioral expectations, in order to accelerate the performance of every student to meet and/or exceed proficiency.

To support students academically, social-emotionally and behaviorally, and create a climate of academic success, MSA-3 recognizes that we must address the needs of the entire child. Often, we focus on punitive and remedial practices, therefore, we may unknowingly reinforce unwanted and antisocial behaviors. MSA-3 implements a positive behavior support program. Program expectations require students to be Safe, Responsible and Respectful. The school tracks behaviors using a point system, to reward students for demonstrating positive behavior. Our school personnel (Dean of Academics/Department Chairs) lay a foundation to engage students and enhance learning. Our school community works together to establish agreed upon norms, build relationships, learn pro-social behaviors, improve academics and demonstrate a culture where adults encourage motivation and knowledge is co-constructed through multi-tiered systems of support.

MSA-3 has ability to quickly identify low-achieving students through frequent benchmark assessment and review of individual student data. Students who are achieving substantially below grade level are recognized through multiple measure assessments including in-class assessments, NWEA MAP assessments and other program data through ALEKS, Khan Academy, myON and StudySync.

MSA-3 utilizes data and progress monitoring to determine best practices to support student achievement. Teachers and student stakeholders are invited to meet with teachers to discuss possible intervention methods and learn how they can participate in helping with their child's education. Parent-teacher meetings at the school are followed by home visits as needed.

The intervention model that is written into the schedule for the MSA-3 program is flexible intervention that can be used with a variety of curriculum and varying schedules. MSA-3's principal approach is to intentionally build consistent math and ELA intervention time into the entire school schedule. A variety of implementations are used. Implementation strategies may include:

- Intervention block every day or 2-3 times per week (a student may have reading intervention on one day and math on the next)
- Intervention/Enrichment computer tutorials where the teacher can tutor selected students
- Specialist, instructional assistant, and volunteer support during intervention time
- Divide students up by need and send to different teaching team members for support during intervention blocks

During intervention teachers use educational materials that provide review, re-teach and enrichment programs. McGraw Hill's publisher resources, ALEKS, Curriculum Associates' Ready Common Core program, Kuta software, Khan Academy, Accelerated Reader and Accelerated Math program, Achieve3000, and Buckle Down allow teachers to monitor the progress of students who are achieving below grade level and provide software generated tests and personalized instructional materials based on CCSS and areas of growth. MSA-3 has Teacher Assistants on all levels to support overall achievement.

Tiered intervention implementation is outlined below. Student progress is closely monitored through a well-integrated system of instruction and intervention guided by student assessment data.

MSA-3 uses the following to inform, monitor, and implement response to intervention strategies:

- Historical student data
- Data related to SBAC results and Spring NWEA MAP data from previous year
- NWEA Diagnostic data
- Fall NWEA MAP
- Progress monitoring data
- Classroom Assessment Data
- SBAC Interim Data
- SBAC Interim Block Assessment
- Spring MAP
- Winter MAP (optional)

Equitable Access to the Curriculum:

MSA-3 utilizes an instructional program that emphasizes equitable access to the curriculum for all learners, including students with disabilities. These include:

Co-Teaching/Push-in/Pull-out Support- MSA-3 supports its exceptional populations by utilizing multiple methods of providing special education services. MSA-3 fosters an inclusive model of education. As such, Professional Development in the area of co-teaching allows teachers to grow their ability to educate and service students of varying abilities. In order to effectively implement a co-teaching model, special education and general education teachers are given time to co-plan and develop lessons so that students are provided appropriate supports and accommodations. Students who require additional assistance, receive services in a push-in or pull-out model where they receive more individualized attention.

Additionally, the digital formatting of our McGraw Hill curriculum allows teachers to collaborate on unit and lesson plans to ensure that all students' accommodations and needs are being addressed. This system is setup such that all students attend every class. The Special Education teacher and various paraprofessionals provide instructional support within the general education setting. This allows for all student groups to be supported while participating in the least restrictive environment throughout the day.

Embedded Supports- In addition to the on-site staff coordinated by the Special Education and/or RTI Coordinator, MSA-3 contracts with an outside service provider to support children's learning needs, such as intervention specialists, speech and language therapists, and occupational therapists who work with teachers to provide the least restrictive and most accessible learning environment. Special education aides work directly in the classroom, providing customized support to students throughout the day, and are valuable members of the team.

Differentiated Instruction- Teachers at MSA-3 deliver a curriculum that is tailored to each student's interests and needs. This support includes accommodations, use of technology, and data-informed decisions, such as utilizing Lexile reading scores and bringing technology into the classroom.

Socio-economically disadvantaged/low income students:

The instructional design of MSA-3 addresses the needs of low-income and socio-economically disadvantaged students, who make up the overwhelming majority of our enrollment. Socio-economically disadvantaged students are identified through their participation in the Free and Reduced Lunch program. Counseling, intervention/remediation, individual tutoring and free eligibility

to after school social, academic and athletic programs are some of the many programs that support our socio-economically disadvantaged students. Home visits, motivational guest speaker programs, parent meetings, university and college visits, and instructional field trips are planned to shape the educational vision of the student and the family. Socio-economically disadvantaged students have role models around them who will inspire motivation to focus on lessons and self-confidence with the discovery of their potential.

The Charter School administration ensures that these programs are available to all students, including socio-economically disadvantaged students, and works with the teachers and parents to encourage for student participation in these programs. The administration monitors the performance and progress of socio-economically disadvantaged students through the use of MSA-3's data cycle.

Evidence-based educational practices to raise student achievement

Tier 1: High-quality instruction, progress monitoring, differentiated learning, group interventions, classroom accommodations

The RTI process begins at Tier 1 with high quality instruction and universal screening of all children within the general education setting. Through the use of formative assessments such as the MAP test, the school establishes a baseline to identify students who need additional support and struggling learners are provided classroom accommodations and differentiated instruction to meet their needs. Tier 1 academic supports include technology-rich instruction, progress monitoring, differentiated learning, group interventions and classroom accommodations. Using strategies and tools such as adaptive programs, NWEA MAP universal screening, Integrated and Designated ELD, Explicit Direct Instruction, and Culturally Responsive Teaching. Tier 1 behavioral and socio-emotional supports are centered around School-Wide PBIS, led by the Dean of Students. With clear expectations taught through a Life Skills course and etiquette program students earn rewards for desired behaviors. Assemblies, student surveys and our SSPT process encourage student participation and voice.

Within Tier 1, a student may receive the following supports:

- Adaptive programming in McGraw Hill's ALEKS and StudySync
- Khan Academy
- BrainPOP ESL
- MyON
- 1:1 devices
- Advisory/SSR

The length of time in Tier I interventions may vary, but generally does not exceed eight weeks. During that time, the school will continue to evaluate student progress based on interim data such as Smarter Balanced Interim Block Assessments, Comprehensive exams, and classroom assessments. At the end of this period, students showing significant progress are exited from interventions, while those needing more intensive supports are moved to Tier 2. A student success team is gathered to determine intensive support.

Tier 2: Targeted Interventions

Tier 2 focuses on targeted interventions to create a high-quality differentiated environment where students are supported to engage at their optimal levels. The school uses co-teaching strategies, and "Power" classes for mathematics and ELA intervention. Additionally, students with targeted needs receive tutoring, Saturday and Summer school instruction is available universally. When students are identified as needing additional support, restorative practices are utilized such as peer mediation, new-comer and behavior management support groups, community restoration assignments, goal setting and monitoring and Edge Coaching.

Students not making adequate progress with Tier I interventions are matched with more intensive academic and/or behavioral support based on their needs. These services are provided by general education teachers, math and literacy coaches, and special education teachers. In small groups and within the general classroom setting, students may access:

- Power Classes (Math and English)
- Co-taught classes
- Push-in support
- Before and after school tutoring
- SSR/Advisory

Pull out supports are utilized to support students who require additional academic support and the learning lab will be used.

Students receiving Tier 2 interventions may require a longer period of monitoring, however, it does not typically exceed a semester. Students who do not demonstrate progress are moved into Tier 3. While students who have shown significant progress are placed into Tier 1.

Tier 3: Intensive Interventions and Evaluation

Tier 3 assists those students in most academic need. Our schools have both push-in and pull-out services with specialists to ensure students' needs are met. Using of our Special Academic Instruction program, instructional aides, learning centers, and Saturday school we are able to help our most struggling learners close the achievement gap. Support for our exceptional learners include search and serve to meet their needs and an accelerated math pathway. Supports for behavior and socio-emotional are centered around restorative practices. Utilizing reflection committees, we determine the proper intervention for individual students. Using trauma-informed practices and socio-emotional wellness, these strategies and programs address the needs of all scholars including the most vulnerable, academically and emotionally unresponsive students.

In Tier 3 of the MSA-3's RTI program, students receive individualized, intensive interventions that target specific skill deficiencies that include:

- All Tier 2 interventions
- Push-in and Pull-out support: Education Specialists, Intervention Teachers, and EL Coordinators/Sped aides provide push- in/ pull- out support in core classes to learners receiving Tier 3 interventions. Support providers assist teachers in creating accommodations and differentiated learning experiences so that all students may access class materials. If it is deemed that students would benefit from further individualized support, they are pulled out for more intensive instruction.
- Study Skills classes: Study Skills courses are taught by Education Specialists as an elective course for students in need of additional support in note taking, organization, exam preparation, assignment completion, and time management.
- Instructional aides in the classroom: Instructional Aides support teachers with instruction by working individually with students, assisting in stations, clarifying instructions, and reteaching. IA's also provide behavioral support and reinforce the school's Positive Behavior Interventions and Support ("PBIS").
- Saturday School: Students assigned to Saturday School work with teachers on foundational skills related to their coursework.
- Learning Center Zoom Session: The Learning Center or Resource Classroom is designated as a space for both Special Education and General Education students to receive academic support from Education Specialists and Instructional Coaches. Students can complete assignments, test in small settings, use computers, and work with their peers on group assignments.

If the Student Success Team believes further intervention is necessary, then the student may be referred to special education or 504 services.

While Tier 3 students may access a variety of academic supports before and after school including tutoring, Saturday school, and teacher coaching, the majority of interventions are given throughout the school day to ensure that students receive the full benefits of their individualized instruction. Services in the learning center, push-in and pull-out assistance, instructional aides, and study skills classes are all provided to students during the school day.



Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

In order to ensure effective parental involvement and support a partnership among the school, parents and the community to improve student academic achievement, MSA-3 provides the following programs to assist parents in understanding State academic content standards and State student academic achievement standards, State and local academic assessments, Title I requirements, and how to monitor their child's progress and work with educators to improve the academic achievement of their children (collectively referred to "Standards and Requirements"):

- The school will encourage parents to serve on its board of directors;
- The school will seek input from the PTF and the SSC on ways to assist parents to understand the Standards and Requirements.
- The school will encourage parents to serve on its board committees.
- The school will regularly publish in its Newsletter, and/or on its website, descriptions and explanations of State academic content standards and State student academic achievement standards, State and local academic assessments, Title I requirements, and how to monitor their child's progress and work with educators to improve the academic achievement of their children.
- Regular meetings will be held by the school at community libraries and/or parent volunteer homes to discuss how parents can work with educators to improve their child's academic achievement.
- The school will hold Back to School nights to introduce parents to the School's curriculum and its correlation to the State's academic content standards and academic achievement standards.
- Parents will be invited to attend regular classes to learn about State and local academic assessments and to take sample tests.

In an effort to foster parental involvement, the school will provide materials and training to help parents to work with their children to improve their children's achievement through the following programs:

- Student-Teacher Status Portal: MSA-3 uses an online web portal to enable parents, students, and teachers to communicate more efficiently. Teachers have a webpage for every class in which they post course material, homework assignments, projects, course grade statistics and records of students' grades on quizzes, tests, class participation and homework assignments. Students and parents use confidential passwords to log on.

Families without home computers will be encouraged to come to the school and use one of the available computer stations. Classes are held at the school on how to use the portal as well as how to access it via free Internet access at public libraries if that is more convenient than coming to the school.

- The school will provide parents with access to literacy programs that bond families around reading and using the public library.
- The school will provide annual seminars on parenting skills and parent-child communication.
- The school's psychologist will work with parents to better understand their children and the issues facing them.
- The school will train parents how to tutor their children in the school.
- Individualized student and parent advisory sessions: Each of school teachers and mentors will be assigned to a small group of students. They will arrange two to four meetings at school during the school year to discuss their students' academic achievements.
- One-on-one meetings with the parents of academically low-achieving students to support the parent in providing the student the study environment he/she needs.

The school annually educates teachers, pupil services personnel, principals and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs and build ties between parents and the School. The training takes place each year in staff orientations, annual staff development materials and other in-service trainings held throughout the school year.

In order to better understand what works best for the current parents of participating children attending the school, the education will take place after the following research is done (which shall be accomplished within the first 90 days of the commencement of the School year):

- Home Visits: Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, the school uses home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with low-achieving students.
- The school teachers visit students at their homes to enhance student learning and involvement. Family visits (on Zoom) offer invaluable insights about students. They can provide new understanding about students' learning styles. Visits might also reveal the emotional and social needs and behaviors of students. It is helpful to know if they react to problems with tears, anger, or withdrawal, and how they socialize with peers. Through family visits, teachers can identify students' latest interests or concerns, such as a new hobby, an upcoming trip, or a change in the family.
- A phone tree will be established where volunteers call all parents of participating students to solicit feedback and ideas for building ties between parents and the school, how to best communicate with parents and how to work with parents as equal partners.
- A survey is sent home to parents of participating students that solicits information on what skills each parent has to offer the school and what types of parental involvement programs in which parents would most likely participate.

The school involves parents in the development of the training regarding the importance of parent involvement for teachers, principals and other educators to improve the effectiveness of such training.

In order to maximize parental involvement and participation, the school arranges school meetings (on Zoom) at various times or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at the school.

The school adopts and implements model approaches to improving parental involvement.

The school has developed appropriate roles for community-based organizations and businesses in parent involvement activities, such as sponsoring events, providing volunteers for school activities (not realized until restrictions are lifted), and creating internships for students.

*During the Covid-19 pandemic, the Home Visit model switched to Zoom meetings with parents, students, and teachers/administration.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

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

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

In order to engage parents in an organized, ongoing and timely way in the planning, review and improvement of Title I, Part A programs, the parent and family engagement policy, and if applicable, the schoolwide program plan, the School engages parents of participating students as follows:

- The School conducts at least one Family Learning Night each year where all parents of participating children will be invited to the School to learn about the different Title I, Part A programs, details of this policy, and if applicable, the schoolwide program plan. These meetings are held at flexible times. Additionally, some may be located at community libraries or at parent volunteer homes for those who live far from the School.
- Parents not attending the Family Learning Nights are contacted by a volunteer by telephone to encourage participation and inform them of future Family Learning Nights.
- The School publishes a regular Newsletter with notification of upcoming participation opportunities.
- Each year, the School holds an End of School Night, at which parents of participating children will be invited to review Title I, Part A programs, the parent and family engagement policy, and if applicable, the schoolwide program plan and recommend any changes.
- At least one of parents of participating children is invited to accompany School staff on retreats to participate in discussions and sessions dealing with Title I, Part A programs.
- If requested by parents of participating children, the School schedules regular meetings where parents are able to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children. The School responds to such suggestions within 48 hours.
- If the schoolwide program plan is not satisfactory to parents of participating children, the School will submit any parent comments on the plan when it submits the plan to the authorizers/CDE.

School Site Council (SSC):

- If a SPSA is required, the School creates a School Site Council (SSC) where it plans, reviews, and improves Title I, Part A programs, the parent and family engagement policy, and if applicable, the schoolwide program plan. The SSC meets at the School and is composed of 10 members, selected by their peers.

The SSC is constituted to ensure parity between the principal, classroom teachers and other school

personnel; (b) parents or other community members selected by parents and pupils. Classroom teachers comprise the majority of persons represented under category (a). (Education Code Section 65000)

Additionally, the SSC is involved in decisions regarding how funds reserved for parent engagement activities are allotted for those activities.

Parent Advisory Committee (PAC):

- If a SPSA is not required, and the LCAP can serve as the SPSA, MPS chooses to utilize the LCAP to serve as the SPSA. MPS will utilize our Parent Advisory Committee (PAC) in developing the LCAP. In this case, PAC will meet the stakeholder engagement requirements.
- PAC will plan, review, and improve the LCAP as well as plan, review, and improve Title I, Part A programs and align them to the LCAP. PAC will also be the main committee reviewing the parent and family engagement policy, and if applicable, other school program plans. School leadership will work closely with PAC to ensure parents are engaged in the school improvement process.
- Parent Advisory Committee - as used in California Education Code (EC) sections 52063 and 52069, shall be composed of a majority of parents, as defined in subdivision (e), of pupils and include parents of pupils to whom one or more of the definitions in EC Section 42238.01 apply. A governing board of a school district or a county superintendent of schools shall not be required to establish a new parent advisory committee if a previously established committee meets these requirements, including any committee established to meet the requirements of the federal No Child Left Behind Act of 2001 (Public Law 107-110) pursuant to Section 1112 of Subpart 1 of Part A of Title I of that act.

English Learner Parent Advisory Committee (ELPAC):

- English Learner Parent Advisory Committee - as used in EC sections 52063 and 52069 for those school districts or schools and programs operated by county superintendents of schools whose enrollment includes at least 15 percent English learners and at least 50 pupils who are English learners, shall be composed of a majority of parents, as defined in subdivision (e), of pupils to whom the definition in EC Section 42238.01(c) applies. A governing board of a school district or a county superintendent of schools shall not be required to establish a new English learner parent advisory committee if a previously established committee meets these requirements.

Consulting with Pupils:

- Consult with Pupils - as used in EC sections 52060, 52066, and 47606.5, means a process to enable pupils, including unduplicated pupils and other numerically significant pupil subgroups, to review and comment on the development of the LCAP. This process may include surveys of pupils, forums with pupils, pupil advisory committees, or meetings with pupil government bodies or other groups representing pupils.
- The School annually conducts student, parent, and staff surveys to improve our stakeholders' school experience and to consult with them. Conducting such stakeholder surveys is an essential part of the School's LCAP development process.

The school implements an effective means of outreach to parents of limited English proficient students to inform them regarding how they can be involved in the education of their children and be active participants in assisting their children to attain English proficiency, achieve at high levels in core academic subjects and meet challenging State academic achievement standards and State

academic content standards expected of all student. To accomplish this goal, the school does the following:

- The school holds regular meetings, and send notice of these meetings, for the purpose of formulating and responding to recommendations from parents of participating children.
- The school provides language translators at parent meetings to the extent practicable.
- The school schedules meetings to enable families to share information about culture, background, children’s talents and particular needs for the schools.
- English Learner Advisory Committee: The English Learner Advisory Committee (ELAC) is mainly a committee of parents or other community members who want to advocate for English Learners. The committee provides parents of English Learners opportunities to learn more about the programs offered to their students and advises the principal and the School Site Council (SSC) on programs and services for English Learners.

State law mandates each school site with 21 or more students of Limited English Proficiency (LEP) in attendance, regardless of language, to form a functioning English Learner Advisory Committee (ELAC).

The school provides full opportunities for participation of parents with disabilities and parents of migratory children. To accomplish this goal, the school does the following:

- The school schedules meetings to enable families to share information about culture, background, children’s talents and particular needs for the schools.
- Teachers are encouraged to make home visits to discuss student progress with the parents. Parents, students, and teachers meet throughout the year to monitor students’ progress.
- Teachers meet one-on-one with parents of such students on an as needed basis to ensure the proper supports are in place for the student.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Expenditures funded by Title I, Part A include the following: Saturday School, Home Visits, after school intervention, MyON and other online tools (Odysseyware), and Title 1 Coordinator.

Fiscal support (EPC)

LCFF Funds, Other State Funds, Local Funds, and Federal Funds are utilized to implement the actions in the LCAP/SPSA. Federal Funds (Title I, Part A; Title II, Part A; Title III-Part A; and Title IV, Part A) will be used to supplement state and local funds. This SPSA only includes funds provided to the school through the Consolidated Application.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

MSA-3 strives to attain a collaborative culture of data analysis, needs assessment, planning, aligning funding to our documented school goals and priorities, reflection, and improvement. All our stakeholder groups (parents/Parent Advisory Committee (PAC), students, staff, School Site Council (SSC), ELAC, PTF, Home Office support team, Board of Directors, charter authorizer, ACS WASC,

and our community partners) are critical, active, informed, and responsible participants in this process to ensure we make effective decisions that benefit students. Particularly for the LCAP/SPSA, the school consulted with the PAC, SSC, and ELAC for planning, review, and update of the programs in the LCAP/SPSA. These committees reviewed input from all stakeholders and available data through surveys and student performance data. Based on stakeholder input and data (CA School Dashboard data, interim student assessment data, survey results, etc.), we reflected on our existing LCAP/SPSA actions/services and measurable outcomes, continued or modified them for improvement, and we also planned for new actions and services as the needs arose.

The following are the dates of such meetings:

Parent Advisory Committee meetings: 10/08/2020, 11/12/2020, 12/10/2020

ELAC meetings: 10/14/2020, 11/18/2020

SSC meetings: 11/5/2020, 11/18/2020

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

The school is not identified for CSI or ATSI, so this section is not applicable.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.22%	0%	0%	1	0	0
African American	44.40%	42.7%	41.85%	202	218	208
Asian	0.66%	0.8%	0.8%	3	4	4
Filipino	0.22%	0.6%	0.2%	1	3	1
Hispanic/Latino	50.99%	51.6%	54.33%	232	263	270
Pacific Islander	0.22%	0.4%	0.2%	1	2	1
White	1.10%	1.4%	1.21%	5	7	6
Multiple/No Response	0.44%	2.5%	1.41%	2	13	0
Total Enrollment				455	510	497

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 6	88	77	66
Grade 7	89	104	87
Grade 8	88	107	105
Grade 9	49	69	79
Grade 10	54	51	56
Grade 11	45	52	49
Grade 12	42	50	55
Total Enrollment	455	510	497

Conclusions based on this data:

1. The majority of our school population is African American and Hispanic/Latinx.
2. There is a higher number of middle school student enrollment than high school.
3. There was an increase in enrollment for grade 9 & grade 12 from 2017-2019.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	24	27	30	5.3%	5.3%	6.0%
Fluent English Proficient (FEP)	161	168	159	35.4%	32.9%	32.0%
Reclassified Fluent English Proficient (RFEP)	4	4	3	14.8%	16.7%	11.1%

Conclusions based on this data:

1. There has been a slight increase in EL student enrollment from 2017-2019.
2. The percent of students who have been reclassified has decreased about 5% from 2017-2019.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6		87	74		87	73		87	73		100	98.6
Grade 7		87	101		86	101		86	101		98.9	100
Grade 8		86	103		85	103		85	103		98.8	100
Grade 11		45	51		45	51		45	51		100	100
All		305	329		303	328		303	328		99.3	99.7

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6		2512.	2467.		5.75	2.74		35.63	19.18		39.08	31.51		19.54	46.58
Grade 7		2514.	2505.		1.16	3.96		34.88	32.67		27.91	25.74		36.05	37.62
Grade 8		2543.	2527.		9.41	4.85		28.24	32.04		31.76	26.21		30.59	36.89
Grade 11		2606.	2584.		28.89	23.53		31.11	27.45		26.67	23.53		13.33	25.49
All Grades	N/A	N/A	N/A		8.91	7.01		32.67	28.66		32.01	26.83		26.40	37.50

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6		9.20	5.48		54.02	34.25		36.78	60.27
Grade 7		12.79	5.94		45.35	47.52		41.86	46.53
Grade 8		17.65	8.74		40.00	47.57		42.35	43.69
Grade 11		26.67	25.49		57.78	43.14		15.56	31.37
All Grades		15.18	9.76		48.18	43.90		36.63	46.34

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6		12.64	4.11		70.11	57.53		17.24	38.36
Grade 7		15.12	18.81		53.49	56.44		31.40	24.75
Grade 8		16.47	20.39		61.18	58.25		22.35	21.36
Grade 11		33.33	33.33		48.89	49.02		17.78	17.65
All Grades		17.49	18.29		59.74	56.10		22.77	25.61

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6		8.05	4.11		71.26	67.12		20.69	28.77
Grade 7		5.81	4.95		56.98	64.36		37.21	30.69
Grade 8		8.24	5.83		71.76	67.96		20.00	26.21
Grade 11		33.33	13.73		48.89	72.55		17.78	13.73
All Grades		11.22	6.40		64.03	67.38		24.75	26.22

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6		32.18	5.48		51.72	50.68		16.09	43.84
Grade 7		23.26	9.90		47.67	50.50		29.07	39.60
Grade 8		21.18	16.50		54.12	45.63		24.71	37.86
Grade 11		35.56	17.65		51.11	54.90		13.33	27.45
All Grades		27.06	12.20		51.16	49.70		21.78	38.11

Conclusions based on this data:

1. The highest percentage of students exceeded ELA standards in 11th grade in both 2017-18 and 2018-19.
2. The lowest number of students scored above standard in listening skills.
3. There is a decline in 6th grade ELA proficiency level data from 42% to 22%.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6		87	74		86	73		86	73		98.9	98.6
Grade 7		88	101		87	101		87	101		98.9	100
Grade 8		86	103		86	103		86	103		100	100
Grade 11		45	51		45	51		45	51		100	100
All		306	329		304	328		304	328		99.3	99.7

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6		2464.	2452.		3.49	0.00		11.63	6.85		27.91	36.99		56.98	56.16
Grade 7		2505.	2489.		6.90	4.95		17.24	12.87		39.08	35.64		36.78	46.53
Grade 8		2508.	2484.		4.65	1.94		15.12	18.45		26.74	23.30		53.49	56.31
Grade 11		2551.	2550.		8.89	7.84		20.00	17.65		26.67	23.53		44.44	50.98
All Grades	N/A	N/A	N/A		5.59	3.35		15.46	14.02		30.59	30.18		48.36	52.44

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6		3.49	1.37		23.26	26.03		73.26	72.60
Grade 7		11.49	7.92		43.68	32.67		44.83	59.41
Grade 8		4.65	3.88		41.86	33.01		53.49	63.11
Grade 11		20.00	17.65		17.78	21.57		62.22	60.78
All Grades		8.55	6.71		33.55	29.57		57.89	63.72

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6		4.65	2.74		38.37	43.84		56.98	53.42
Grade 7		6.90	5.94		56.32	41.58		36.78	52.48
Grade 8		6.98	5.83		59.30	38.83		33.72	55.34
Grade 11		13.33	13.73		46.67	49.02		40.00	37.25
All Grades		7.24	6.40		50.66	42.38		42.11	51.22

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6		3.49	2.74		36.05	39.73		60.47	57.53
Grade 7		11.49	5.94		59.77	66.34		28.74	27.72
Grade 8		10.47	3.88		50.00	51.46		39.53	44.66
Grade 11		17.78	11.76		48.89	50.98		33.33	37.25
All Grades		9.87	5.49		48.68	53.35		41.45	41.16

Conclusions based on this data:

1. There has been a slight decline in percentages of Above & At/Near for all grades from 2017-2019 except for the topic Communicating Reasoning.
2. 6th & 11th grade showed a slight increase in students who scored At/Near for all topics from 2017-2019.
3. There is a decline in 6th grade Math proficiency from 15% to 6.85%.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 6	*	*	*	*	*	*	*	5
Grade 7	*	*	*	*	*	*	*	6
Grade 8	*	*	*	*	*	*	*	4
Grade 9	*	*	*	*	*	*	*	8
Grade 11	*	*	*	*	*	*	*	*
Grade 12	*	*	*	*	*	*	*	*
All Grades							22	25

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	*	*	*	*	*		*	*	*
7		*	*	*	*	*		*	*	*
8	*	*	*	*	*	*		*	*	*
All Grades	*	20.00	*	32.00	*	28.00	*	20.00	22	25

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	*		*	*	*		*	*	*
7	*	*	*	*	*	*		*	*	*
8	*	*	*	*		*		*	*	*
12	*	*	*	*		*		*	*	*
All Grades	63.64	44.00	*	32.00	*	8.00	*	16.00	22	25

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

6		*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*		*	*	*
12		*	*	*	*	*	*	*	*	*
All Grades	*	0.00	*	16.00	*	40.00	*	44.00	22	25

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
6	*	*	*	*	*	*	*	*	
8	*	*	*	*	*	*	*	*	
All Grades	*	8.00	54.55	56.00	*	36.00	22	25	

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
All Grades	90.91	80.00	*	4.00	*	16.00	22	25	

Reading Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
6	*	*	*	*	*	*	*	*	
8	*	*	*	*	*	*	*	*	
All Grades	*	0.00	54.55	36.00	*	64.00	22	25	

Writing Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
All Grades	*	4.00	90.91	84.00	*	12.00	22	25	

Conclusions based on this data:

1. The largest percent of students scored a Level 3 Overall Language proficiency in 2018-19.
2. Students score highest in the well-developed category for the Speaking domain.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
510	72.2	5.3	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	27	5.3
Homeless	13	2.5
Socioeconomically Disadvantaged	368	72.2
Students with Disabilities	57	11.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	218	42.7
Asian	4	0.8
Filipino	3	0.6
Hispanic	263	51.6
Two or More Races	13	2.5
Pacific Islander	2	0.4
White	7	1.4







Conclusions based on this data:

1. 94% of the students are African American or of Hispanic descent.
2. There are almost twice as many Students with Disabilities than English Learners.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p>English Language Arts</p>  <p>Orange</p>	<p>Graduation Rate</p>  <p>Blue</p>	<p>Suspension Rate</p>  <p>Blue</p>
<p>Mathematics</p>  <p>Orange</p>	<p>Chronic Absenteeism</p>  <p>Orange</p>	
<p>College/Career</p>  <p>Green</p>		

Conclusions based on this data:

1. Our highest scoring categories are in graduation rates, suspension rates, and college/career readiness.
2. Academic performance for both ELA and Math is in the orange.

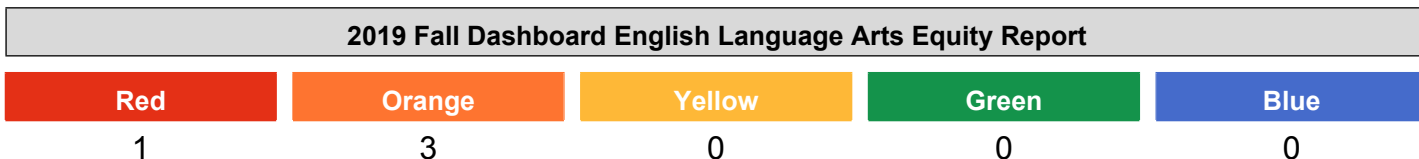
School and Student Performance Data

Academic Performance English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> Orange 40.6 points below standard Declined Significantly -21.2 points 322	<p>English Learners</p> Red 87.6 points below standard Declined Significantly -33.9 points 42	<p>Foster Youth</p> No Performance Color 0 Students
<p>Homeless</p> No Performance Color 31.9 points below standard Declined -5.4 points 14	<p>Socioeconomically Disadvantaged</p> Orange 37.4 points below standard Declined Significantly -16 points 264	<p>Students with Disabilities</p> No Performance Color 139.3 points below standard Declined Significantly -70.4 points 34

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 47.6 points below standard Declined Significantly -16.6 points 154	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 34.1 points below standard Declined Significantly -28.5 points 154	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
143.3 points below standard Declined Significantly -77.3 points 17	49.8 points below standard Declined -3.9 points 25	43.9 points below standard Declined -14.6 points 220

Conclusions based on this data:

1. Out of student groups, SWD & English Learners scored the most points below standard.
2. Students with Disabilities showed the most significant decline from the year prior with -70.4 points.
3. Reclassified English Learners and English Only students scored about the same number of points below standard.

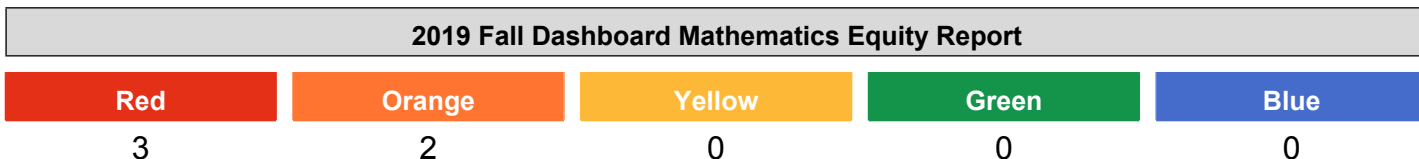
School and Student Performance Data

Academic Performance Mathematics






The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Orange 89.6 points below standard Declined -13.8 points 322	 Red 129.5 points below standard Declined Significantly -41.6 points 42	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 86 points below standard Maintained ++0.4 points 14	 Orange 87.1 points below standard Declined -9.1 points 264	 Red 184.4 points below standard Declined Significantly -124.4 points 34

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American  Red 99.8 points below standard Declined Significantly -18.9 points 154	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic  Orange 81 points below standard Declined -11.9 points 154	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	White  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner 171.6 points below standard Declined Significantly -95.8 points 17	Reclassified English Learners 100.8 points below standard Declined -5.3 points 25	English Only 90.8 points below standard Declined -10.7 points 220

Conclusions based on this data:

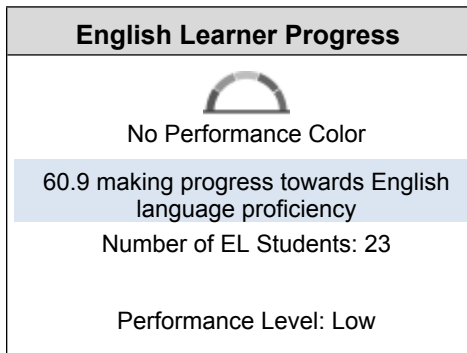
1. Students with Disabilities scored more points below standard than other student groups.
2. There is a larger decline in African American student performance than Hispanic student student performance.
3. Both EL Students and SWD are in the red with over 129 points below standard.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
21.7	17.3		60.8

Conclusions based on this data:

1. More than half of EL students progressed at least one ELPI level.
2. A larger percentage of students decreased one ELPI level than those who maintained lower ELPI levels.

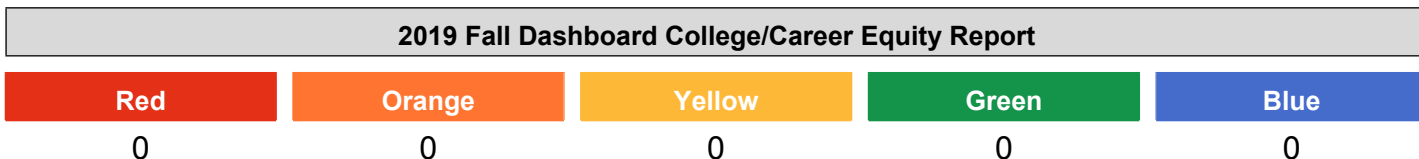
School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>56.3</p> <p>Increased +8.5</p> <p>48</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
47.7 Prepared	47.7 Prepared	56.3 Prepared
36.4 Approaching Prepared	36.4 Approaching Prepared	33.3 Approaching Prepared
15.9 Not Prepared	15.9 Not Prepared	10.4 Not Prepared

Conclusions based on this data:

1. A larger number of students were Prepared in 2019 than in 2017 & 2018.
2. There was an 8.5 percent increase in high school graduates placed on the Prepared level.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	0	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>7.2</p> <p>Increased +1</p> <p>291</p>	<p>English Learners</p> <p>No Performance Color</p> <p>5.6</p> <p>Increased +5.6</p> <p>18</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0</p>
<p>Homeless</p> <p>No Performance Color</p> <p>12.5</p> <p>Increased +4.2</p> <p>16</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>8.4</p> <p>Increased +1.6</p> <p>238</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>3.1</p> <p>Declined -9.9</p> <p>32</p>

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 6.8 Increased +0.7 148	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Hispanic	Two or More Races	Pacific Islander	White
 Orange 7 Increased +1.4 128	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3

Conclusions based on this data:

1. The homeless student group shows the highest percentage of student absenteeism.
2. There was a greater increase in Hispanic student absenteeism than African American.
3. The number of student absenteeism for Students with Disabilities declined by -9.9.

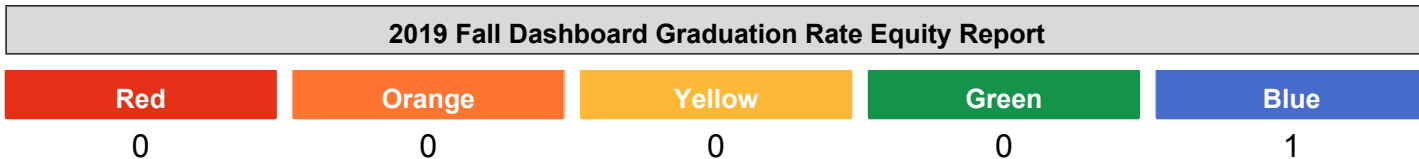
School and Student Performance Data

Academic Engagement Graduation Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
<p>All Students</p>  <p>Blue</p> <p>95.9</p> <p>Maintained +0.5</p> <p>49</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>5</p>	<p>Socioeconomically Disadvantaged</p>  <p>Blue</p> <p>95.7</p> <p>Maintained +0.3</p> <p>47</p>	<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>10</p>

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 94.4 Increased +1.1 18	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 96.6 Maintained +0.1 29	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year

2018	2019
95.5	95.9

Conclusions based on this data:

- Hispanic students had a higher graduation percentage rate by 2.2%.
- The graduation rate increased by 0.4% from 2018 to 2019.

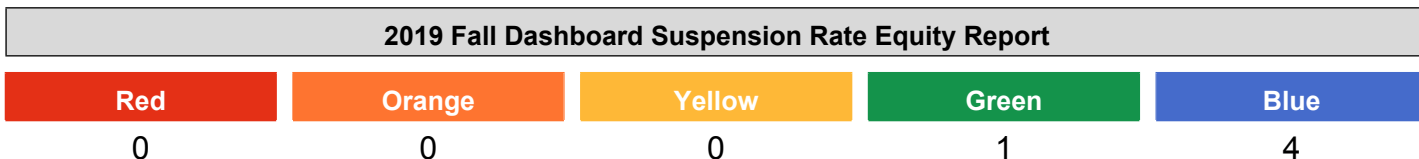
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:










This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  <p>Blue</p> <p>1.3</p> <p>Declined Significantly -2.9</p> <p>526</p>	<p>English Learners</p>  <p>Blue</p> <p>0</p> <p>Declined -3.2</p> <p>32</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>1</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>0</p> <p>Declined -9.5</p> <p>26</p>	<p>Socioeconomically Disadvantaged</p>  <p>Blue</p> <p>1.2</p> <p>Declined Significantly -3.7</p> <p>425</p>	<p>Students with Disabilities</p>  <p>Green</p> <p>1.7</p> <p>Declined -9.9</p> <p>60</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American  Blue 1.3 Declined Significantly -4.3 227	American Indian 	Asian  No Performance Color Less than 11 Students - Data 4	Filipino  No Performance Color Less than 11 Students - Data 3
Hispanic  Blue 0.7 Declined Significantly -2.1 270	Two or More Races  No Performance Color 7.7 Increased +7.7 13	Pacific Islander  No Performance Color Less than 11 Students - Data 2	White  No Performance Color Less than 11 Students - Data 7

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	2018	2019
	4.2	1.3

Conclusions based on this data:

1. The percent of students suspended decreased by 2.9% from 2018 to 2019.
2. A large, significant decline in suspensions was shown for African American student groups.
3. There was around a -9.5 decline in student suspension for Homeless and Student with Disabilities groups.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT

LEA/LCAP Goal

All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive basic services that are fundamental to academic success, including fully credentialed teachers, standards-aligned instructional materials, and appropriately maintained school facilities.

Goal 1

All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive basic services that are fundamental to academic success, including fully credentialed teachers, standards-aligned instructional materials, and appropriately maintained school facilities.

Identified Need

Providing basic services means ensuring all students have access to teachers who are fully credentialed in their subject areas, instructional materials aligned with state standards, and safe, properly maintained school facilities. Charter School will also adhere to the MPS Wellness Policy and encourage participation in school meal programs. Research shows when students are provided with these basic services, student learning outcomes increase. The MPS Home Office will provide services such as academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations to support and hold accountable the Charter School for compliance and meeting charter goals. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in provision of basic services to maintain a high-quality learning environment.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions (Source: Local Indicator Priority 1)	2019-20: 2	2020-21: 0
Percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1)	2019-20: 0%	2020-21: 0%
Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and	2019-20: 0	2020-21: 0

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
extreme deficiencies) (Source: Local Indicator Priority 1)		
Teacher attendance rate (Source: HRIS)	2019-20: 94.8%	2020-21: 95.0%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teacher assignments and credentials:

Charter School and the MPS Human Resources team will conduct credential, background and TB clearance review as part of the hiring process and at least once throughout the year to ensure all credentials are properly maintained. Charter School will support our teachers’ credentialing needs. Charter School will also annually review master schedule and teacher assignments to ensure teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters.

Expenditures associated with this action include the following: teacher credentialing expenses, Paycom/payroll fees, and livescan/fingerprinting fees.

The following expenditures will be funded by the federal funds:

- Teacher credentialing expenses: Resource: Title II, Part A (4035); Object: 5864; Amount: \$12,000

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
12,000	Title II Part A: Improving Teacher Quality 5000-5999: Services And Other Operating Expenditures

Teacher credentialing expenses

Strategy/Activity 2**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Instructional materials and technology:

Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, socialemotional, and physical requirements of students. Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials. Charter School will ensure that students have sufficient access to the standards-aligned instructional materials, including technology-based resources. Charter School will provide effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards aligned instructional programs.

Expenditures associated with this action include the following: textbooks, instructional materials and supplies, computers and other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, etc.)

The following expenditures will be funded by the federal funds: Title 1 (Books and Supplies): \$3,000

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3,000

Source(s)

Title I
4000-4999: Books And Supplies
Instructional materials and supplies

Strategy/Activity 3**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Clean and safe facilities that support learning:

Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and

high quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor a comprehensive safety and security plan, conduct necessary safety training for all staff and continue to work with the stakeholders and experts to implement emergency and risk management procedures for individuals and the site. Charter School will procure and maintain necessary safety and emergency supplies, equipment and items. Charter School will establish schedules and procedures for the supervision of students in non-classroom areas, including before and afterschool.

Expenditures associated with this action include the following: facilities rent/acquisition cost, custodial staff salaries and benefits, custodial supplies, maintenance and repair services, security services, security services, and CharterSAFE insurance.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Low Income

Strategy/Activity

Healthy and nutritious meals:

Charter School will maintain nutrition education resources and continue focusing on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. Charter School will promote healthy food and beverage choices for all students throughout the campus, as well as encourage participation in school meal programs.

Expenditures associated with this action include the following: student meals.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Well-orchestrated Home Office support services:

The MPS Home Office provides services to the Charter School, supports and holds accountable the Charter School 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. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the Charter School to receive services at a lower cost. The services of the Home Office include, but are not limited to, academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations. Instructional services are reflected in Goals 2-4.

Expenditures associated with this action include the following: Home Office management fees.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Goal 1

Action 1 - MPS Human Resources team conducts credential reviews. All teacher credentials were checked to place them in aligned subject course assignments. HR & Principal checked on

credentials and placed teachers in necessary programs - ie. BTSA, CLAD. All teachers are approved by LACOE credentialing requirements as some teachers have received extensions.

Action 2 - All students who had technology needs were provided chromebooks and hotspots. IT manager provides teacher & student troubleshooting when necessary. Teachers are implementing standards-aligned, online curriculums and instructional materials that are accessible to all students.

Action 3 - Facility inspections are conducted regularly to ensure for compliance and a safe learning environment. Custodial staff performs general cleaning, however custodial service provided by co-located LAUSD staff needs to be improved. Annual comprehensive school safety & security plan developed. Safety training conducted for all staff to respond to emergency situations with proper protocol. Supervision staff (and rotating teachers) were assigned clear monitoring areas for students in non-classroom areas - esp during passing periods, lunch, and after school.

Action 4 - Nutritious food provided to interested students during nutrition and lunch periods. Meals continued to be accessible to all students/families during distance learning with a parent grab & go drive thru system.

Action 5 - Home Office provides training specific to Principals, Deans of Academics, and Deans of Students. Frequent, detailed guidance is provided regarding Covid safety measures that need to be prepared. Financial services are provided to assist principal with maintaining a well-balanced budget. Math and English Program Coordinators hold monthly trainings with teachers regarding IAB administration and data analysis.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences in budgeted expenditures.

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

Goal 1

Action 3 - MSA-3 will purchase additional PPE equipment to ensure a safe learning environment - ie. hand sanitizers, air purifiers, teacher & student barriers

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

EXCELLENCE

LEA/LCAP Goal

All students will have equitable access to a high-quality core curricular and instructional program and make academic progress on the California Content Standards. Students will pursue academic excellence and be college/career ready.

Goal 2

All students will have equitable access to a high-quality core curricular and instructional program and make academic progress on the California Content Standards. Students will pursue academic excellence and be college/career ready.

Identified Need

Charter School desires that all our students pursue academic excellence and be college/career ready. Effective core curriculum and instruction are central to academic success. Therefore, Charter School will ensure that all students, including but not limited to, ELs, students with disabilities, socioeconomically disadvantaged/low-income students, and students achieving below grade level, have access to a high-quality core curricular and instructional program with appropriate services and support. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will also provide professional development to staff to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Charter School will implement the actions listed under this goal and use the indicated metrics, such as CAASPP assessment results, to measure progress in achievement of academic excellence and college/career readiness.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of programs and services outlined in the charter petition, including a broad course of study, that are developed and provided to students, certain programs and services being dependent on student need and interest (Source: Local Indicator Priority 7, SIS)	2019-20: 100%	2020-21: 100%
Percentage of students who have sufficient access to all programs and services developed and provided to unduplicated students and to individuals with exceptional	2019-20: 100%	2020-21: 100%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
needs (Source: Local Indicator Priority 7, SIS)		
Percentage of state standards implementation for all students (Source: Local Indicator Priority 2)	2019-20: 100%	2020-21: 100%
Percentage of students who have received a grade of "C" or better (or performed "proficient" on the related state standardized tests) in core subjects and electives (Source: SIS)	2019-20: 76%	2020-21: 80%
Average Lexile Growth (L) from fall to spring (Source: myON)	2019-20: 41.1	2020-21: 45.0
Percentage of students meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2018-19: All Students: 35.67% English Learners: 5.88% Socioeconomically Disadvantaged: 39.75% Students with Disabilities: 5.88% African American: 31.65% Hispanic: 39.74%	2020-21: All Students: 36.0% English Learners: 8.0% Socioeconomically Disadvantaged: 40.0% Students with Disabilities: 8.0% African American: ???% Hispanic: 40.0%
Distance from Standard (DFS) on the CASSPP-ELA/Literacy assessments (Source: CA School Dashboard)	2018-19: All Students: 40.6 points below standard English Learners: 87.6 points below standard Socioeconomically Disadvantaged: 37.4 points below standard Students with Disabilities: 139.3 points below standard Homeless: 31.9 points below standard African American: 47.6 points below standard Hispanic: 34.1 points below standard	2020-21: All Students: 37.6 points below standard English Learners: 82.0 points below standard Socioeconomically Disadvantaged: 34.4 points below standard Students with Disabilities: 130.0 points below standard Homeless: 28.9 points below standard African American: 44.6 points below standard Hispanic: 31.0 points below standard
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Reading	2018-19: All Students: 50.6% English Learners: --	2020-21: All Students: 53.0% English Learners: 53.0%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
assessment from fall to spring (Source: NWEA MAP)	Socioeconomically Disadvantaged: 50.8% Students with Disabilities: 46.7% African American: 48.3% Hispanic: 52.7%	Socioeconomically Disadvantaged: 53.0% Students with Disabilities: 50.0% African American: 49.0% Hispanic: 53.0%
Percentage of students meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2018-19: All Students: 17.37% English Learners: 0.00% Socioeconomically Disadvantaged: 18.82% Students with Disabilities: 0.00% African American: 12.03% Hispanic: 21.16%	2020-21: All Students: 20.0% English Learners: 10.0% Socioeconomically Disadvantaged: 20.0% Students with Disabilities: 10.0% African American: 15.0% Hispanic: 22.0%
Distance from Standard (DFS) on the CASSPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	2018-19: All Students: 89.6 points below standard English Learners: 129.5 points below standard Socioeconomically Disadvantaged: 87.1 points below standard Students with Disabilities: 184.4 points below standard Homeless: 86.0 points below standard African American: 99.8 points below standard Hispanic: 81.0 points below standard	2020-21: All Students: 86.6 points below standard English Learners: 125.0 points below standard Socioeconomically Disadvantaged: 84.0 points below standard Students with Disabilities: 155.0 points below standard Homeless: 83.0 points below standard African American: 96.8 points below standard Hispanic: 78.0 points below standard
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	2018-19: All Students: 57.8% English Learners: 47.6% Socioeconomically Disadvantaged: 57.5% Students with Disabilities: 41.2% African American: 56.0% Hispanic: 58.1%	2020-21: All Students: 56.0% English Learners: 56.0% Socioeconomically Disadvantaged: 56.0% Students with Disabilities: 56.0% African American: 56.0% Hispanic: 58.0%
Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL)	2018-19: 60.9%	2020-21: 62.0%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard)		
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2019-20: 11.1%	2020-21: 13.0%
Percentage of students meeting or exceeding standard on the CAASPP-Science assessments (Source: CDE DataQuest)	2018-19: All Students: 10.05% English Learners: -- Socioeconomically Disadvantaged: 12.69% Students with Disabilities: 0.00% African American: 10.53% Hispanic: 8.25%	2020-21: All Students: 12.0% English Learners: -- Socioeconomically Disadvantaged: 13.0% Students with Disabilities: 5.0% African American: 13.0% Hispanic: 13.0%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Broad course of study and standards-based curriculum:

Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule.

Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, substitute teacher expenses, and Odysseyware, ALEKS course fees.

The following expenditures will be funded by the federal funds: Resource: Title I, Part A (3010); Object: 4340; Amount: \$8,611

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

8,611

Source(s)

Title I
4000-4999: Books And Supplies
Odysseyware, Aleks

Strategy/Activity 2**Students to be Served by this Strategy/Activity**

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

English Learners, Foster Youth, Low Income

Strategy/Activity

Professional development for high-quality instruction :

Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs.

Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost software fees.

The following expenditures will be funded by the federal funds:

- Professional Development: Resource: Title II, Part A (4035); Object: 5864; Amount: \$14,482.50

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

14,482.50

Source(s)

Title II Part A: Improving Teacher Quality

5000-5999: Services And Other Operating Expenditures
Professional development, tuition reimbursement

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Learners, Foster Youth, Low Income

Strategy/Activity

MTSS - Academic enrichment, intervention and student support:

Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.)

Expenditures associated with this action include the following: Dean of Academics salary and benefits, Title-I coordinator salary and benefits, instructional aide salaries and benefits, intervention teacher salaries and benefits, teacher stipends for after school, Saturday school, and summer school, NWEA MAP testing fees, Illuminate DnA fees, and evidence-based supplemental intervention/enrichment program fees (myON, BrainPOP, Flocabulary, and ALEKS.)

The following expenditures will be funded by the federal funds:

- Title-I coordinators salaries: Resource: Title I, Part A (3010); Object: 1100; Amount: \$52,000
- Title-I coordinators benefits: Resource: Title I, Part A (3010); Object: 1100; Amount: \$14,742
- Teacher & Admin stipends for Saturday school: Title I, Part A (3010); Object: 1100; Amount: \$16,000
- myON supplemental program fees: Title I, Part A (3010); Object: 4340; Amount: \$13,000

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2,000

Source(s)

Title I

	1000-1999: Certificated Personnel Salaries Teacher stipends for after school tutoring
52,000	Title I 2000-2999: Classified Personnel Salaries Title I Coordinator salary
14,742	Title I 3000-3999: Employee Benefits Title I Coordinator benefits
16,000	Title I 1000-1999: Certificated Personnel Salaries Teacher/admin stipends for Saturday school
13,000	Title I 4000-4999: Books And Supplies myON supplemental program fees

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Designated and integrated ELD programs:

Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences.

Expenditures associated with this action include the following: EL coordinator salary and benefits, EL coordinator stipend, EL instructional aide salary and benefits, and Rosetta Stone program fees.

The following expenditures will be funded by the federal funds:

- Two EL coordinators' stipends: Resource: Title I, Part A (3010); Object: 1100; Amount: \$10,000
- Two EL coordinators' benefits: Resource: Title I, Part A (3010); Object: 1100; Amount: \$19,000

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10,000	Title I None Specified Two EL coordinators' stipends
19,000	Title I None Specified Two EL coordinators' benefits

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students (with a focus on Students with Disabilities)

Strategy/Activity

Support for students with disabilities:

Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars’ progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA.

Expenditures associated with this action include the following: SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, SPED intern salaries and benefits, outsourced SPED services fees, and SPED instructional materials and technology.

The following expenditures will be funded by the federal funds:

- School psychologist salary (partial): Title IV, Part A (4127); Object: 1100; Amount: \$17,334

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Goal 2

Action 1: MSA-3 continued to provide high quality instruction even during distance learning measures with standards-aligned curriculums. Teachers made themselves accessible with weekly tutoring and office hours held via zoom.

Action 2: Home office provided Professional Development support - EL director presented resources, ELA & Math Instructional coaches supported IAB administration, Symposiums focused on UDL curriculum development. Staff were given grade-level and department meeting times to encourage collaboration and streamlined strategies. Informal observations were conducted by administration as well as teacher peers to allow for feedback aligned to high-quality education standards.

Action 3: Tier 1, 2 & 3 interventions provided. Middle school students were placed in power english and math classes based on SBAC & MAP NWEA results to receive additional intervention and support of material. Deans of Academics closely monitored students with high-fails and held student success plan, goal-setting meetings with students & parents.

Action 4: StudySync McGrawhill curriculum, used by all ELA teachers, provides curriculum with integrated EL supports. EL Coordinator provided resources & strategies with teachers quarterly in staff Professional Development meetings - ELD instructional strategies outlined in CHATS framework. Level 1 & 2 students were placed in designated ELD advisory periods and utilized language development programs like Rosetta Stone. 11% of EL students were reclassified.

Action 5: Student services and supports listed in IEPs continued to be met during distance learning model - Special Education staff had extended learning center hours as well as additional push-in support for sync & async sessions. Staff made weekly calls to check-in with parents on student progress.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Due to Covid, the intended budget for Saturday School was not all spent.

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

Goal 2

Action 1: AP Studio Art, Life Skills, and Ethnic Studies electives added as course options.

Action 2: Additional professional development will be provided that is focused on best practices & resources teachers can utilize to engage students during distance learning.

Action 3: Title I Coordinator added to address student intervention needs based on SBAC & MAP NWEA results. Students identified for targeted after school small groups and Saturday School intervention supports.

Action 4: EL Coordinator added to assist with designated ELD courses and increase EL resources. Informal teacher observations conducted by EL Coordinators to monitor student progress and provide integrated ELD instructional strategies to teachers. Bilingual instructional assistant asked to provide primary language after school tutoring support.

Action 5: School psychologist added to provide necessary services.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

INNOVATION

LEA/LCAP Goal

All students will have access to a well-rounded education that supports their readiness for college and the global world. Each student will become an independent, innovative scholar by practicing creativity in learning and using technology in transformative ways.

Goal 3

All students will have access to a well-rounded education that supports their readiness for college and the global world. Each student will become an independent, innovative scholar by practicing creativity in learning and using technology in transformative ways.

Identified Need

It is the Charter School's vision that our graduates are well-rounded critical thinkers and problem solvers who contribute to the global community. A significant step toward helping our students achieve their maximum potential involves providing a rigorous, relevant and college preparatory curriculum with a STEAM emphasis. Therefore, we will design educational experiences to meet the needs of our scholars with an emphasis on innovation and critical thinking. Charter School will also promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts to our physical education program. In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in provision of an innovative, well-rounded education that supports student readiness for college and the global world.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)	2018-19: 56.3%	2020-21: 60.0%
Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2018-19: 50.98%	2020-21: 51.0%
Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-Mathematics	2018-19: 25.49%	2020-21: 26.0%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
assessments (Source: CDE DataQuest)		
Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)	2019-20: 10.1%	2020-21: 20.0%
Percentage of cohort graduates who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board)	2019-20: 32.6%	2020-21: 34.0%
Percentage of cohort graduates who completed at least one semester of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: SIS)	2019-20: 1.9%	2020-21: 3.0%
Percentage of cohort graduates meeting UC/CSU requirements (Source: CALPADS, CDE DataQuest)	2019-20: 63.0%	2020-21: 70.0%
Percentage of cohort graduates earning a Seal of Biliteracy (Source: CDE DataQuest)	2019-20: 5.6%	2020-21: 8.0%
Percentage of cohort graduates earning a Golden State Seal Merit Diploma (Source: CDE DataQuest)	2019-20: 18.5%	2020-21: 20.0%
Percentage of cohort graduates earning an Advanced or Honors MPS Diploma (Source: SIS)	2019-20: 38.9%	2020-21: 40.0%
Percentage of cohort graduates accepted to a 4-year or 2-year college (Source: Naviance)	2019-20: 89.0%	2020-21: 100%
Percentage of cohort graduates accepted to a 4-year college (Source: Naviance)	2019-20: 63.0%	2020-21: 100%
College-Going Rate (Source: CDE DataQuest)	Class of 2018: 62.8%	Class of 2019: 65.0%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	2019-20: 3.0%	2020-21: 6.0%
Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)	2019-20: 100%	2020-21: 100%
Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)	2019-20: 100%	2020-21: 100%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

English Learners, Foster Youth, Low Income

Strategy/Activity

College/Career readiness programs and activities:

Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and individualized support to ensure timely high school graduation. Charter School will offer Advisory and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, test prep for ACT/SAT, college application and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies. (Elem./Middle Schools: This description is geared toward HS. Let's work on a modified action description that suits your needs.)

Expenditures associated with this action include the following: college counselor salary and benefits, AP teacher stipends, Naviance program fees, AP exam fees, AP course materials, and other college-related materials and activities.

The following expenditures will be funded by the federal funds:

- College counselor salary (partial): Resource: Title IV, Part A (4127); Object: 1100; Amount: \$11,736

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
11,736	Title IV Part A: Student Support and Academic Enrichment 1000-1999: Certificated Personnel Salaries College Counselor salary (partial)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Learners, Foster Youth, Low Income

Strategy/Activity

STEAM and GATE programs:

Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEAM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. Learners will be challenged to investigate, use problem-based learning, and research.

Expenditures associated with this action include the following: Mystery Science program fees (ADD HERE OTHER EXPENDITURES)

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Learners, Foster Youth, Low Income

Strategy/Activity

Digital literacy and citizenship programs:

Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will participate in PD on Blended Learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics include, but are not limited to, using technology applications; digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette.

Expenditures associated with this action include the following: computer teacher salary and benefits, internet security program fees, and WonderMedia software fees.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Low Income

Strategy/Activity

Physical education, activity, and fitness:

Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before

lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness.

Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

English Learners, Foster Youth, Low Income

Strategy/Activity

Additional programs and activities that support well-rounded education:

In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, math, science, technology, engineering, ELA, language other than English and culture, sports, visual and performing arts, community service, and other.

Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support well-rounded education, field trip expenses, and club expenses.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Goal 3

Action 1: 100% graduation rate with the support of College Counselors. Student transcripts reviewed to ensure credit recovery needs are met. Senior advisories dedicated to college readiness material and SAT test prep elective offered. College Counselors promoted a strong college-going culture with college visits and parent workshops for college applications, financial aid applications, & scholarship resources. 25% jump in AP passing rate from prior year.

Action 2: Due to Covid, the STEAM expo was cancelled, however all students were provided lessons focused on engineering design, technology, and applications of science subject matter. AP Computer Science Principles class taken by all 11th grade students with an added option for an Introduction to Engineering elective. GATE testing was administered and advanced math tracks offered to eligible students.

Action 3: High pass rate on AP Computer Science Principles exam - 66%. Teachers participated in Professional Development on Google Classroom strategies in order to utilize that platform as the main classwork resources & assignment hub. Go Guardian internet security program was utilized to monitor student chromebook usage. Digital etiquette training provided to students at the start of distance learning model.

Action 4: CIF sports teams offered to students for participation after school. PE teacher continued to provide exercises via zoom when in distance learning.

Action 5: Elective courses provided relating to the arts and other well-rounded education - film history, graphic arts & digital arts, introduction to engineering, history in film, Spanish. After school program staff provided clubs and enrichment related to digital media, home education, and sports.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The intended budget toward field trips was not fully used due to covid.

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

Goal 3

Action 5: AP Studio Arts class was added to our AP course listing - adjusted elective teacher schedule to offer this additional arts option. Also added computer programming for middle school students and additional electives for high school students: life skills and ethnic studies.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

CONNECTION

LEA/LCAP Goal

All students, families, staff, and other stakeholders will have access to meaningful engagement opportunities that help cultivate leadership, advocacy, and collaboration in a safe and nurturing environment. Stakeholders will feel a sense of community and connectedness.

Goal 4

All students, families, staff, and other stakeholders will have access to meaningful engagement opportunities that help cultivate leadership, advocacy, and collaboration in a safe and nurturing environment. Stakeholders will feel a sense of community and connectedness.

Identified Need

School communities are integrated partnerships with the school site staff, families, students and all other stakeholders. This sense of connection creates a safe place for all learners and stakeholders to affirm individual strengths, develop capacity, celebrate character, build trusting and respectful relationships, promote unity and better decision making. Additionally, community cultivates identity and gives each member a sense of belonging and pride. Charter School will seek family input for decision making, utilize home visits and stakeholder surveys, and provide academic and social-emotional support through MTSS/PBIS. We will work with community partners to support the vision and goals of the school, including our students' development of personal and academic networks for long-term resilience and connection. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in sustaining a sense of community and connectedness.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of School Site Council (SSC) meetings per year (Source: Local Indicator Priority 3)	2019-20: 1	2019-20: 4
Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3)	2019-20: 1	2020-21: 4
Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)	2019-20: 4	2020-21: 4
Number of activities/events for parent involvement per year (Source: Local Indicator Priority 3)	2019-20: 5	2020-21: 5

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of progress reports sent to parents per year (Source: Local Indicator Priority 3)	2019-20: 4	2019-20: 4
Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	2019-20: 18.3%	2020-21: 18.0%
Average Daily Attendance (ADA) Rate (Source: SIS)	2019-20: 95.30%	2020-21: 95.50%
Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2019-20: 9.9%	2020-21: 9.0%
Middle School Dropout Rate (Source: CALPADS)	2019-20: 0.0%	2020-21: 0.0%
High School Dropout Rate (Source: CALPADS, CDE DataQuest)	2019-20: 0.0%	2020-21: 0.0%
Graduation Rate (Source: CALPADS, CA School Dashboard)	2019-20: 100.0%	2020-21: 100.0%
Student Suspension Rate (Source: CALPADS, CA School Dashboard)	2019-20: 1.0%	2020-21: 0.0%
Student Expulsion Rate (Source: CALPADS, CDE DataQuest)	2019-20: 0.00%	2020-21: 0.00%
School experience survey participation rates (Source: Panorama Education)	2019-20: Students: 93.7% Families: 61/7% Staff: 97.8%	2020-21: Students: 95.0% Families: 65.0% Staff: 100%
School experience survey average approval rates (Source: Panorama Education)	2019-20: Students: 54% Families: 84% Staff: 65%	2020-21: Students: 56% Families: 85% Staff: 75%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

English Learners, Foster Youth, Low Income

Strategy/Activity

Seeking family input for decision making:

Charter School will hold periodic meetings to gather input from our families. Information/input sessions include Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, and Board of Directors meetings. Parents on our PTF and SSC also serve as our Parent Advisory Committee (PAC) for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our PAC, SSC, and ELAC provide valuable input for the LCAP. Charter School will also hold an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budget, UCP, parent involvement policy and school-student-parent compact. In addition, Charter School will conduct parent surveys to seek feedback on school improvement.

Expenditures associated with this action include the following: parent meeting expenses and Document Tracking Services (DTS) fees.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 2**Students to be Served by this Strategy/Activity**

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

English Learners, Foster Youth, Low Income

Strategy/Activity

Building partnerships with families for student outcomes:

Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing,

college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable.

Expenditures associated with this action include the following: Illuminate SIS fees, ParentSquare software fees, SchoolMint software fees, home-visit compensation, parent activity/event expenses, Parent Education Bridge program fees, Pitney Bowes expenses, PACE Coordinator salary and benefits, and Office manager/Administrative assistant salaries and benefits.

The following expenditures will be funded by the federal funds:

- Homevisit compensation: Resource: Title I, Part A (3010); Object: 1100; Amount: \$12,000

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

12,000

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
Home visits

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Learners, Foster Youth, Low Income

Strategy/Activity

MTSS - PBIS and SEL support:

Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a Life Skills/Character Education program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievement and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also

implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps.

Expenditures associated with this action include the following: Dean of Students salary and benefits, discipline coordinator salary and benefits, office/attendance clerk salaries and benefits, school uniform fees, Edge Coaching program fees, Imagine Etiquette program fees, PD on classroom management, PBIS, and SEL support, Train of Thought program fees, outsourced SEL services fees, and additional services for homeless students.

The following expenditures will be funded by the federal funds:

- Additional services for homeless students: Resource: Title I, Part A (3010); Object: 4390; Amount: \$3,000

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English Learners, Foster Youth, Low Income

Strategy/Activity

Annual stakeholder surveys:

Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our stakeholders' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our stakeholders open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze survey results to identify greatest progress and needs in order to inform our next steps.

Expenditures associated with this action include the following: Panorama Education survey fees.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 5**Students to be Served by this Strategy/Activity**

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

English Learners, Foster Youth, Low Income

Strategy/Activity

Community outreach and partnerships:

Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of stakeholders, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education.

Expenditures associated with this action include the following:

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review**SPSA Year Reviewed: 2019-20**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Goal 4

Action 1: PTF, SSC, and ELAC meetings held regularly (until covid restrictions) to inform parents about key school decisions and provide opportunities to receive input/feedback and hear parent concerns. Parent college was not held due to low-enrollment.

Action 2: Student/Parent Back-to-School Night, Orientation, and Parent-Teacher Conferences held to promote parental participation. Parents provided Illuminate access for accessibility with course assignments, grades and attendance. Administration and grade-level meetings held for students with high numbers of fails on progress reports. Teachers conducted home visits to build parent relationships. Parent Square portal utilized as communication hub for announcements, newsletters, and meetings.

Action 3: Deans of Students and Discipline coordinators actively managed student discipline and coordinated necessary tier 3 interventions, which included Character Education programs. Clear behavior expectations matrix developed in line with PBIS. Monthly assemblies held to celebrate student culture and achievement. Suspension rates decreased from the year prior.

Action 4: Panorama surveys conducted by all stakeholders to receive crucial feedback. Survey results analyzed by staff and administration to inform greatest needs and action steps for improvement.

Action 5: Enrollment campaigns were held at community fairs to showcase the school to local officials. Community support provided for presentations as career & college representatives.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Home visit intended funds were not all utilized.

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

Goal 4

Action 3: During Covid remote learning, two front Office Clerk positions were cut and Discipline Coordinators were directed to front office tasks.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$188,571.50
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$188,571.50

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$150,353.00
Title II Part A: Improving Teacher Quality	\$26,482.50
Title IV Part A: Student Support and Academic Enrichment	\$11,736.00

Subtotal of additional federal funds included for this school: \$188,571.50

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

State or Local Programs	Allocation (\$)
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Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$188,571.50

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Title I	150,353.00
Title II Part A: Improving Teacher Quality	26,482.50
Title IV Part A: Student Support and Academic Enrichment	11,736.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	41,736.00
2000-2999: Classified Personnel Salaries	52,000.00
3000-3999: Employee Benefits	14,742.00
4000-4999: Books And Supplies	24,611.00
5000-5999: Services And Other Operating Expenditures	26,482.50
None Specified	29,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	30,000.00
2000-2999: Classified Personnel Salaries	Title I	52,000.00
3000-3999: Employee Benefits	Title I	14,742.00
4000-4999: Books And Supplies	Title I	24,611.00
None Specified	Title I	29,000.00

5000-5999: Services And Other Operating Expenditures

Title II Part A: Improving Teacher Quality

26,482.50

1000-1999: Certificated Personnel Salaries

Title IV Part A: Student Support and Academic Enrichment

11,736.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	15,000.00
Goal 2	149,835.50
Goal 3	11,736.00
Goal 4	12,000.00

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. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Zekeriya Ocel	Principal
Jorge Gonzalez	Classroom Teacher
Angela Smith	Classroom Teacher
Patricia Towey	Classroom Teacher
Mia Murray	Other School Staff
Jacob Ramirez	Secondary Student
Elani Dotson	Secondary Student
Lenae King	Parent or Community Member
Sandra Andrews	Parent or Community Member
Imelda Altamirano	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

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:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name


Nicole Vasquez (Nov 18, 2020 19:13 PST)

English Learner Advisory Committee

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.


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.

This SPSA was adopted by the SSC at a public meeting on November 18, 2020.

Attested:


Zekeriya Ocel (Nov 18, 2020 20:29 PST)

Principal, Zekeriya Ocel on Nov 18, 2020


Jacob Ramirez (Nov 18, 2020 19:47 PST)

SSC Chairperson, Jacob Ramirez on Nov 18, 2020

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

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

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

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

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019









SPSA - unsigned

Final Audit Report

2020-11-19

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School Year: **2020-21**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Magnolia Science Academy 4	19-64733-0117622	December 3, 2020	December 10, 2020

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

The Local Control and Accountability Plan (LCAP) is a three-year plan that describes the goals,

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

MSA-4 aligns its federally-funded programs with the priority goals of the school and such funds provide the opportunity to innovate. The accountability plans planning process supports continuous cycles of action, reflection, and improvement. The Charter School Parent Advisory Committee (PAC), which includes parents, the School Site Council (SSC) members, and other stakeholders, reviews input from all stakeholders and available data through surveys and student performance data. Based on stakeholder input and data (CA School Dashboard data, interim student assessment data, survey results, etc.), we reflect on our existing LCAP/SPSA actions/services and measurable outcomes, continue or modify them for improvement, and we also plan for new actions and services as the needs arise. The academic, accountability, and finance departments at our Home Office and our back-office support provider work closely with us; they monitor and support our progress as well as review every federally-funded expense to ensure funds are expensed appropriately and that we are compliant. Our budgeting and accounting processes are designed so that state and local funds and federal grant funds are all budgeted and accounted for and aligned according to our LCAP/SPSA and other accountability plans.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Stakeholder voices, i.e., voices of our students, families, staff, and other school community members, play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what areas for improvement are so we can continue to provide our students with the best quality education. MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement.

MPS uses the CORE DISTRICTS survey instrument developed by WestEd for the California Department of Education as our annual stakeholder experience survey. The survey includes questions for school climate indicators which include the following four topics for students, families, and staff:

- Climate of Support for Academic Learning;
- Knowledge and Fairness of Discipline, Rules and Norms;
- Safety;
- Sense of Belonging (School Connectedness).

Separate than the annual stakeholder experience survey, our “students” also take the CORE DISTRICTS Social Emotional Learning (SEL) survey in the fall and spring. The SEL survey asks questions in additional four topics which include indicators for social-emotional competencies:

- Growth Mindset;
- Self-Efficacy;
- Self-Management;
- Social Awareness.

As part of our MTSS efforts school leadership, teachers, and support staff analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps.

The following is a summary of results from the surveys:

Our students showed an increase in our overall satisfaction rate. Many students are happy with the support that they received from teachers and the admin team. The student survey data also has shown that most of the students were satisfied with small school and classroom sizes. On the other hand, students raised concerns about poor quality instruction and classroom management. Students expect the school to organize more field trips and after school activities.

The parent satisfaction rate slightly increased by 3 percentage points. In general, parents are happy with the support that their children receive from MSA 4. Most of the parents commented positively about the effective communication made by the teachers and administration. The parents are also satisfied with the healthy and positive school environment. Some parents suggested modifying the parent activity times in order to increase participation in parent related organizations.

There was a 5 percent decline in teacher satisfaction rate. The common thread in what was liked least is our students' behavior and administrative process with poor student behavior. However, they still like the family feel and they are committed to our students' success. The teachers commented positively about the support they receive from the admin team. Some teachers stated that their voice is being heard in the decision-making process.

MSA-4 has observed an increase in the area of our overall approval rating with all stakeholder groups. MSA -4 started the 2019-2020 school year with a significant change in its administration and teacher staff. This new team collectively implemented new school-wide policies to improve both academic and social-emotional outcomes for our students. We periodically assessed our current practices during parent, admin and staff meetings. MSA-4 Team diligently modified the practices depending on the criticism and suggestions that were gathered during these meetings. We also worked collaboratively with the home office support team to adjust our academic and discipline policies to support our students academically and behaviorally. We follow the current developments in MTSS and implement new strategies that are suitable for our school environment.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The annual evaluation process at MPS involves frequent informal classroom observations and feedback for the teacher, a formal observation cycle, collection of evidence to foster collaboration with the teacher, and goal setting and monitoring. MPS will use an online tool to record and share classroom observation notes, feedback, evidence, forms, evaluation results, and all other related documentation. The tool can be used by both the teacher and the observer or evaluator in respect to their roles. Teachers are encouraged to conduct peer observations. Informal observations can be conducted by the school administrators as well as instructional coaches, department chairs, MPS Home Office support team, and other professionals. Informal observations are mainly conducted for the purpose of providing focused, constructive, and critical feedback to the teacher aimed at improving teaching, or sometimes, just for learning from the observations. While formal observations also provide feedback and guide coaching of the teacher like the informal ones, they form the basis for evaluation of job performance evaluation and are conducted by the school administrators.

The following is a summary of findings from our classroom observations:

- Teachers understand and organize the subject matter for student learning.
- Teachers plan instruction and design learning experiences for all students.
- Teachers implement effective teaching strategies that engage students in learning.
- Teachers create physical or virtual learning environments that promote student learning, reflect the diversity, and encourage constructive and productive interactions among students.
- Teachers regularly use knowledge of students' skills, knowledge, needs, interests, language proficiencies, cultural backgrounds, and individual development to plan instruction according to their learning needs. Teachers plan carefully so that instruction incorporates

appropriate strategies to meet all learning needs, styles, and interests, and all students have equal access to the curriculum.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Teachers are expected to use formative and summative assessment strategies to monitor student progress and to adjust instruction in order to maximize student achievement. The measures that are used to assess student progress include all state-mandated standardized tests such as the Smarter Balanced Summative Assessments. MSA-4 also uses the Smarter Balanced Interim Assessments which are designed to support teaching and learning throughout the year; and the Digital Library, designed to support classroom-based formative assessment processes. MSA-4 administers both the Interim Comprehensive Assessments (ICAs) and Interim Assessment Blocks (IABs) to assess student learning and inform instruction during the year. The Smarter Balanced Interim Assessments are specifically designed to provide the following:

- Meaningful information for gauging student progress throughout the year toward mastery of the skills measured by the Summative Assessments
- Assessments of the CCSS, which can be used at strategic points during the school year.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

MSA-4 teachers have access to publisher or third-party-provided assessments, such as McGraw Hill, Illuminate, Accelerated Reader, and MAP. MSA-4 utilizes computer adapted MAP testing to measure student progress three times a year. Teachers also, with the help of published materials, create standards-aligned formative assignments and tests that are evaluated using rubrics.

Assessments at MSA-4 are not tests only. MPS teachers are expected to use a variety of formative and summative assessments that are valid and reliable measures of student achievement. (Ex: performance assessments, portfolios, etc.) Assessments are expected to be aligned with learning objectives. (Ex: Unit assessments are aligned with unit standards and learning objectives.) At MSA-4, teachers provide students with choices of ways to demonstrate learning and students participate in the development of their learning outcomes. Teachers use summative assessment results to plan next units and redeliver instruction.

MSA-4 teachers are expected to closely monitor all students' progress toward meeting student learning outcomes. Teachers use technology, as appropriate, to conduct data analysis and communicate assessment results and student growth to all stakeholders (families, colleagues, administration, etc.) Teachers review summative assessment results with students, and students are involved in self-assessment, goal-setting, and monitoring progress.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

MSA-4 conducts credential review as part of teacher hiring process and support our teachers' credentialing needs. We also annually review master schedule/teacher assignments to ensure compliance. All MSA-4 teachers are credentialed. Number of misassignments of teachers of English learners and total teacher misassignments is zero.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Number of vacant teacher positions at MSA-4 is zero. We ensure that all teachers are supported with their credentialing needs and that they participate in PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment. MSA-4 also monitors and evaluates teachers for their performance.

MSA-4 provides new teachers with a teacher induction program, a two-year program that provides beginning teachers with collegial support, guidance, professional development, motivation to continue in the profession, and training. It links college level teacher preparation with classroom application.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Professional development occurs both at the organizational level and school level. In addition to ongoing professional development activities that support efforts to increase student academic performance, MSA-4 provides all staff with multiple opportunities to grow professionally. MSA-4 assesses staff professional development needs through formal and informal performance observation and surveys. Based on these data and combined with the school improvement plan actions in our LCAP and SPSA, MSA-4 determines common staff development days, and tailors staff development to individual staff needs.

We ensure that all teachers are supported with PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment. MSA-4 monitors how effectively teachers implement strategies and skills they learned in the PD sessions in the classroom. The school leadership team makes daily classroom observations using the Magnolia Public Schools (MPS) teacher observation protocol which includes walkthroughs, informal and formal observations and formal evaluation.

MSA-4 continually strives to develop and refine its Student Performance metric for the purpose of measuring student achievement and growth at our school site, as well as to inform teacher effectiveness. State and local accountability indicators along with interim and summative assessments provide valuable data on student performance and progress. MSA-4 also recognizes that a variety of assessments can and should be used to measure student progress, such as performance assessments and portfolios. As such, MSA-4 uses a thoughtful combination of interim and summative assessments and state and local indicators, as well as student work.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

MSA-4 uses a variety of data and ways to assess the effectiveness of professional development activities and teacher effectiveness, including but not limited to, informal observations/walkthroughs, formal observations, student, parent, and staff voices, student achievement data, and teacher self-assessment. The coaching/mentoring process that involves goal-setting, progress monitoring, periodic observations, feedback, reflection, peer observations and mentoring is geared toward creating an individualized professional growth plan and support system for each of our teachers and administrators. MSA-4 will continue to provide all employees with professional development opportunities to increase the effectiveness of their performance in their present positions, and to obtain skills, knowledge, and abilities which may improve their opportunities for advancement within the Organization through PD, induction, certification and other programs that are funded by various sources, including Title-II.

MSA-4 evaluates teachers for their performance. We 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. Evaluation results may be used as basis and documentation for performance pay, transfer, promotion, reassignment, or disciplinary action.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

MSA-4 is organized into Professional Learning Communities by grade level and by department. PLCs seek to transform a school into a community that fosters mutual cooperation, emotional support, personal growth, and a synergy of effort. Combined with the school improvement plan actions in our LCAP and SPSA, the answers to the following questions are studied in PLCs:

- How do we ensure that students learn?
- How do we foster a culture of collaboration?
- How do we ensure results?

We use PLCs to:

- Clarify intended outcomes
- Develop common assessments
- Jointly analyze student achievement data
- Establish team improvement goals
- Share best practices and materials
- Engage in collective inquiry and action research regarding student learning
- Support system and sense of efficacy
- Promote more engaged, motivated, and successful students with reduced absenteeism
- Focus on students' needs academically and behaviorally

As an implementation of the PLC at MSA-4, all staff will read educational literature and make informed recommendations for school and system-wide improvement. The staff will produce an annual reading list recommended by the PLCs. The following literature will be on MSA-4's staff reading list: Alan Blankstein, *Failure Is Not an Option: 6 Principles That Advance Student Achievement in Highly Effective Schools*; Dr. Robert Marzano's *Classroom Management That Works: Research-Based Strategies for Every Teacher*; Carol Ann Tomlinson's *How to Differentiate Instruction in Mixed-Ability Classrooms*, and Doug Lemov's *Teach Like A Champion*.

Department Level Staff Meetings

All teachers meet departmentally every month to:

- Share Time: Presentation by a member on an effective classroom strategy
- Vertically align curriculum
- Analyze student achievement data (NWEA MAP, CAASPP, ELPAC, grades)
- Improve instructional strategies per data indicators
- Differentiate instruction
- Plan major departmental events
- Discuss other departmental issues and policies

Department Chairs are responsible for minutes and forwarding action items to the appropriate administrative leaders.

Grade Level Staff Meetings

Grade level teachers meet once a month and collaborate on the issues below:

- Classroom strategies
- Sharing promising practices
- Curricular and academic issues (grading uniformity, homework load, differentiation, and other academic issues)
- Support for students with academic challenges (IEP, 504, RTI, SSR, Accelerated Reader, Accelerated Math, Tutoring)
- Discussion of student academic supports (peer tutoring, mentorships)

- Long-term projects (science fair projects, English & history & math projects)
- Integration/thematic units/horizontal alignment of the curriculum
- Field trips
- Discussions and strategies for students with behavioral problems
- School/grade level wide incentive programs
- Other common grade level and school wide issues

Grade Chairs are responsible for minutes and forwarding action items to the appropriate administrative leaders.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

MSA-4 ensures all curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) We provide services to ELs by proficiency level and ELD instruction is aligned to the CA ELD standards and framework. ELs have access to core and supplemental ELD instructional materials; teachers attend PDs whose focus is on ELD standards. Our teachers 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. While the primary focus has mostly been on the ELA/Literacy, math, and ELD over the past few years, MSA-4 has also provided PD and supported our teachers on NGSS, History-Social Science, Career Technical Education, Health Education, Physical Education, Visual and Performing Arts, and World Languages.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Reading/language arts and mathematics are core programs at MSA-4 as well as designated and integrated ELD instruction. The school's schedule includes recommended instructional minutes for reading/language arts, mathematics, ELD and intervention programs.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The intervention model that is written into the schedule for the MSA-4 program is flexible intervention that can be used with a variety of curriculum and varying schedules. MSA-4's principal approach is to intentionally build consistent math and ELA intervention time into the entire school schedule. A variety of implementations are used. Implementation strategies may include:

- Intervention block every day or 2-3 times per week (a student may have reading intervention on one day and math on the next)
- Intervention/Enrichment computer tutorials where the teacher can tutor selected students
- Specialist, instructional assistant, and volunteer support during intervention time
- Divide students up by need and send to different teaching team members for support during intervention blocks.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

MSA-4 annually reviews alignment of instructional materials to standards and keeps an inventory of instructional materials and corresponding purchase of materials. The school annually reviews budget and plans to ensure adequate budget for instructional materials. MSA-4 provides culturally and linguistically relevant materials for students. MSA-4 also provides our ELs with core and supplemental ELD instructional materials.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Teachers use SBE-adopted and standards-aligned instructional materials. They also use accessible technology tools and other resources on a regular basis to engage and enhance learning and to differentiate instruction to meet the needs of every student. Teachers effectively use challenging resources that are mentally, visually, aurally, and kinesthetically stimulating. (Ex: internet, PowerPoint, interactive white boards, document camera, multimedia, educational software, interactive games and simulations, apps, class website, lab materials, manipulatives, assistive technology, etc.) Teachers also provide resources and instructional materials that require cognitive engagement. Teachers will choose, adapt, or create materials to extend learning.

During intervention teachers use educational materials that provide review, re-teach and enrichment programs. McGraw Hill's publisher resources, ALEKS, Curriculum Associates' Ready Common Core program, Kuta software, Khan Academy, Accelerated Reader and Accelerated Math program, Achieve3000, and Buckle Down allow teachers to monitor the progress of students who are achieving below grade level and provide software generated tests and personalized instructional materials based on CCSS and areas of growth. MSA-4 has Teacher Assistants on all levels to support overall achievement.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

MSA-4 will implement the Multi-Tiered System of Supports (MTSS) as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system to support students. The framework of MTSS utilizes high quality evidence-based instruction, intervention, and assessment practices to ensure that every student receives the appropriate level of support to be successful. A Multi-Tiered System of Supports align with the academic standards and behavioral expectations, in order to accelerate the performance of every student to meet and/or exceed proficiency.

To support students academically, social-emotionally and behaviorally, and create a climate of academic success, MSA-4 recognizes that we must address the needs of the entire child. Often, we focus on punitive and remedial practices, therefore, we may unknowingly reinforce unwanted and antisocial behaviors. MSA-4 implements a positive behavior support program. Program expectations require students to be Safe, Responsible and Respectful. The school tracks behaviors using a point system, to reward students for demonstrating positive behavior. Our school personnel (Dean of Academics/Department Chairs) lay a foundation to engage students and enhance learning. Our school community works together to establish agreed upon norms, build relationships, learn pro-social behaviors, improve academics and demonstrate a culture where adults encourage motivation and knowledge is co-constructed through multi-tiered systems of support.

MSA-4 has ability to quickly identify low-achieving students through frequent benchmark assessment and review of individual student data. Students who are achieving substantially below grade level are recognized through multiple measure assessments including in-class assessments, NWEA MAP assessments and other program data through ALEKS, Khan Academy, myON and StudySync.

MSA-4 utilizes data and progress monitoring to determine best practices to support student achievement. Teachers and student stakeholders are invited to meet with teachers to discuss possible intervention methods and learn how they can participate in helping with their child's education. Parent-teacher meetings at the school are followed by home visits as needed.

The intervention model that is written into the schedule for the MSA-4 program is flexible intervention that can be used with a variety of curriculum and varying schedules. MSA-4's principal approach is to intentionally build consistent math and ELA intervention time into the entire school schedule. A variety of implementations are used. Implementation strategies may include:

- Intervention block every day or 2-3 times per week (a student may have reading intervention on one day and math on the next)
- Intervention/Enrichment computer tutorials where the teacher can tutor selected students
- Specialist, instructional assistant, and volunteer support during intervention time
- Divide students up by need and send to different teaching team members for support during intervention blocks

During intervention teachers use educational materials that provide review, re-teach and enrichment programs. McGraw Hill's publisher resources, ALEKS, Curriculum Associates' Ready Common Core program, Kuta software, Khan Academy, Accelerated Reader and Accelerated Math program, Achieve3000, and Buckle Down allow teachers to monitor the progress of students who are achieving below grade level and provide software generated tests and personalized instructional materials based on CCSS and areas of growth. MSA-4 has Teacher Assistants on all levels to support overall achievement.

Tiered intervention implementation is outlined below. Student progress is closely monitored through a well-integrated system of instruction and intervention guided by student assessment data.

MSA-4 uses the following to inform, monitor, and implement response to intervention strategies:

- Historical student data
- Data related to SBAC results and Spring NWEA MAP data from previous year
- NWEA Diagnostic data
- Fall NWEA MAP
- Progress monitoring data
- Classroom Assessment Data
- SBAC Interim Data
- SBAC Interim Block Assessment
- SBAC Interim Comprehensive Assessment
- Spring MAP
- Winter MAP (optional)

Equitable Access to the Curriculum:

MSA-4 utilizes an instructional program that emphasizes equitable access to the curriculum for all learners, including students with disabilities. These include:

Co-Teaching/Push-in/Pull-out Support- MSA-4 supports its exceptional populations by utilizing multiple methods of providing special education services. MSA-4 fosters an inclusive model of education. As such, Professional Development in the area of co-teaching allows teachers to grow their ability to educate and service students of varying abilities. In order to effectively implement a co-teaching model, special education and general education teachers are given time to co-plan and develop lessons so that students are provided appropriate supports and accommodations. Students who require additional assistance, receive services in a push-in or pull-out model where they receive more individualized attention.

Additionally, the digital formatting of our McGraw Hill curriculum allows teachers to collaborate on unit and lesson plans to ensure that all students' accommodations and needs are being addressed. This system is setup such that all students attend every class. The Special Education teacher and various paraprofessionals provide instructional support within the general education setting. This allows for all student groups to be supported while participating in the least restrictive environment throughout the day.

Embedded Supports- In addition to the on-site staff coordinated by the Special Education and/or RTI Coordinator, MSA-4 contracts with an outside service provider to support children's learning needs, such as intervention specialists, speech and language therapists, and occupational therapists who work with teachers to provide the least restrictive and most accessible learning environment. Special education aides work directly in the classroom, providing customized support to students throughout the day, and are valuable members of the team.

Differentiated Instruction- Teachers at MSA-4 deliver a curriculum that is tailored to each student's interests and needs. This support includes accommodations, use of technology, and data-informed decisions, such as utilizing Lexile reading scores and bringing technology into the classroom.

Socio-economically disadvantaged/low income students:

The instructional design of MSA-4 addresses the needs of low-income and socio-economically disadvantaged students, who make up the overwhelming majority of our enrollment. Socio-economically disadvantaged students are identified through their participation in the Free and

Reduced Lunch program. Counseling, intervention/remediation, individual tutoring and free eligibility to after school social, academic and athletic programs are some of the many programs that support our socio-economically disadvantaged students. Home visits, motivational guest speaker programs, parent meetings, university and college visits, and instructional field trips are planned to shape the educational vision of the student and the family. Socio-economically disadvantaged students have role models around them who will inspire motivation to focus on lessons and self-confidence with the discovery of their potential.

The Charter School administration ensures that these programs are available to all students, including socio-economically disadvantaged students, and works with the teachers and parents to encourage for student participation in these programs. The administration monitors the performance and progress of socio-economically disadvantaged students through the use of MSA-4's data cycle.

Evidence-based educational practices to raise student achievement

Tier 1: High-quality instruction, progress monitoring, differentiated learning, group interventions, classroom accommodations

The RTI process begins at Tier 1 with high quality instruction and universal screening of all children within the general education setting. Through the use of formative assessments such as the MAP test, the school establishes a baseline to identify students who need additional support and struggling learners are provided classroom accommodations and differentiated instruction to meet their needs. Tier 1 academic supports include technology-rich instruction, progress monitoring, differentiated learning, group interventions and classroom accommodations. Using strategies and tools such as adaptive programs, NWEA MAP universal screening, Integrated and Designated ELD, Explicit Direct Instruction, and Culturally Responsive Teaching. Tier 1 behavioral and socio-emotional supports are centered around School-Wide PBIS, led by the Dean of Students. With clear expectations taught through a Life Skills course and etiquette program students earn rewards for desired behaviors. Assemblies, student surveys and our SSPT process encourage student participation and voice.

Within Tier 1, a student may receive the following supports:

- Adaptive programming in McGraw Hill's ALEKS and StudySync
- Khan Academy
- BrainPOP ESL
- Discovery Education
- myON
- National Geographic
- 1:1 devices
- Advisory/SSR

The length of time in Tier I interventions may vary, but generally does not exceed eight weeks. During that time, the school will continue to evaluate student progress based on interim data such as Smarter Balanced Interim Block Assessments, Comprehensive exams, and classroom assessments. At the end of this period, students showing significant progress are exited from interventions, while those needing more intensive supports are moved to Tier 2. A student success team is gathered to determine intensive support.

Tier 2: Targeted Interventions

Tier 2 focuses on targeted interventions to create a high-quality differentiated environment where students are supported to engage at their optimal levels. The school uses co-teaching strategies, and "Power" classes for mathematics and ELA intervention. Additionally, students with targeted needs receive tutoring, Saturday and Summer school instruction is available universally. When students are identified as needing additional support, restorative practices are utilized such as peer mediation, new-comer and behavior management support groups, community restoration assignments, goal setting and monitoring and Edge Coaching.

Students not making adequate progress with Tier I interventions are matched with more intensive academic and/or behavioral support based on their needs. These services are provided by general education teachers, math and literacy coaches, and special education teachers. In small groups and within the general classroom setting, students may access:

- Power Classes (Math and English)
- Co-taught classes
- Push-in support
- Before and after school tutoring

- SSR/Advisory

Pull out supports are utilized to support students who require additional academic support and the learning lab will be used.

Students receiving Tier 2 interventions may require a longer period of monitoring, however, it does not typically exceed a semester. Students who do not demonstrate progress are moved into Tier 3. While students who have shown significant progress are placed into Tier 1.

Tier 3: Intensive Interventions and Evaluation

Tier 3 assists those students in most academic need. Our schools have both push-in and pull-out services with specialists to ensure students' needs are met. Using of our Special Academic Instruction program, instructional aides, learning centers, and Saturday school we are able to help our most struggling learners close the achievement gap. Support for our exceptional learners include search and serve to meet their needs and an accelerated math pathway. Supports for behavior and socio-emotional are centered around restorative practices. Utilizing reflection committees, we determine the proper intervention for individual students. Using trauma-informed practices and socio-emotional wellness, these strategies and programs address the needs of all scholars including the most vulnerable, academically and emotionally unresponsive students.

In Tier 3 of the MSA-4's RTI program, students receive individualized, intensive interventions that target specific skill deficiencies that include:

- All Tier 2 interventions
- Push-in and Pull-out support: Education Specialists, Intervention Teachers, and Literacy Coaches provide push- in and pull- out support in core classes to learners receiving Tier 3 interventions. Support providers assist teachers in creating accommodations and differentiated learning experiences so that all students may access class materials. If it is deemed that students would benefit from further individualized support, they are pulled out for more intensive instruction.
- Study Skills classes: Study Skills courses are taught by Education Specialists as an elective course for students in need of additional support in note taking, organization, exam preparation, assignment completion, and time management.
- Instructional aides in the classroom: Instructional Aides support teachers with instruction by working individually with students, assisting in stations, clarifying instructions, and reteaching. IA's also provide behavioral support and reinforce the school's Positive Behavior Interventions and Support ("PBIS").
- Saturday School: Students assigned to Saturday School work with teachers on foundational skills related to their coursework.
- Learning Center: The Learning Center or Resource Classroom is designated as a space for both Special Education and General

Education students to receive academic support from Education Specialists and Instructional Coaches. Students can complete assignments, test in small settings, use computers, and work with their peers on group assignments.

If the Student Success Team believes further intervention is necessary, then the student may be referred to special education or 504 services.

While Tier 3 students may access a variety of academic supports before and after school including tutoring, Saturday school, and teacher coaching, the majority of interventions are given throughout

the school day to ensure that students receive the full benefits of their individualized instruction. Services in the learning center, push-in and pull-out assistance, instructional aides, and study skills classes are all provided to students during the school day.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

In order to ensure effective parental involvement and support a partnership among the school, parents and the community to improve student academic achievement, MSA-4 provides the following programs to assist parents in understanding State academic content standards and State student academic achievement standards, State and local academic assessments, Title I requirements, and how to monitor their child's progress and work with educators to improve the academic achievement of their children (collectively referred to "Standards and Requirements"):

- The school will encourage parents to serve on its board of directors;
- The school will seek input from the PTF and the SSC on ways to assist parents to understand the Standards and Requirements.
- The school will encourage parents to serve on its board committees.
- The school will regularly publish in its Newsletter, and/or on its website, descriptions and explanations of State academic content standards and State student academic achievement standards, State and local academic assessments, Title I requirements, and how to monitor their child's progress and work with educators to improve the academic achievement of their children.
- Regular meetings will be held by the school at community libraries and/or parent volunteer homes to discuss how parents can work with educators to improve their child's academic achievement.
- The school will hold Back to School nights to introduce parents to the School's curriculum and its correlation to the State's academic content standards and academic achievement standards.
- Parents will be invited to attend regular classes to learn about State and local academic assessments and to take sample tests.

In an effort to foster parental involvement, the school will provide materials and training to help parents to work with their children to improve their children's achievement through the following programs:

- Student-Teacher Status Portal: MSA-4 uses an online web portal to enable parents, students, and teachers to communicate more efficiently. Teachers have a webpage for every class in which they post course material, homework assignments, projects, course grade statistics and records of students' grades on quizzes, tests, class participation and homework assignments. Students and parents use confidential passwords to log on.

Families without home computers will be encouraged to come to the school and use one of the available computer stations. Classes are held at the school on how to use the portal as well as how to access it via free Internet access at public libraries if that is more convenient than coming to the school.

- The school will provide parents with access to literacy programs that bond families around reading and using the public library.
- The school will provide annual seminars on parenting skills and parent-child communication.
- The school's psychologist will work with parents to better understand their children and the issues facing them.
- The school will train parents how to tutor their children in the school.
- Individualized student and parent advisory sessions: Each of school teachers and mentors will be assigned to a small group of students. They will arrange two to four meetings at school during the school year to discuss their students' academic achievements.
- One-on-one meetings with the parents of academically low-achieving students to support the parent in providing the student the study environment he/she needs.

The school annually educates teachers, pupil services personnel, principals and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs and build ties between parents and the School. The training takes place each year in staff orientations, annual staff development materials and other in-service trainings held throughout the school year.

In order to better understand what works best for the current parents of participating children attending the school, the education will take place after the following research is done (which shall be accomplished within the first 90 days of the commencement of the School year):

- Home Visits: Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, the school uses home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with low-achieving students.
- The school teachers visit students at their homes to enhance student learning and involvement. Family visits offer invaluable insights about students. They can provide new understanding about students' learning styles. Visits might also reveal the emotional and social needs and behaviors of students. It is helpful to know if they react to problems with tears, anger, or withdrawal, and how they socialize with peers. Through family visits, teachers can identify students' latest interests or concerns, such as a new hobby, an upcoming trip, or a change in the family.
- A phone tree will be established where volunteers call all parents of participating students to solicit feedback and ideas for building ties between parents and the school, how to best communicate with parents and how to work with parents as equal partners.
- A survey is sent home to parents of participating students that solicits information on what skills each parent has to offer the school and what types of parental involvement programs in which parents would most likely participate.

The school involves parents in the development of the training regarding the importance of parent involvement for teachers, principals and other educators to improve the effectiveness of such training.

In order to maximize parental involvement and participation, the school arranges school meetings at various times or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at the school.

The school adopts and implements model approaches to improving parental involvement.

The school has developed appropriate roles for community-based organizations and businesses in parent involvement activities, such as sponsoring events, providing volunteers for school activities, and creating internships for students.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

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

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

In order to engage parents in an organized, ongoing and timely way in the planning, review and improvement of Title I, Part A programs, the parent and family engagement policy, and if applicable, the schoolwide program plan, the School engages parents of participating students as follows:

- The School conducts at least one Family Learning Night each year where all parents of participating children will be invited to the School to learn about the different Title I, Part A programs, details of this policy, and if applicable, the schoolwide program plan. These meetings are held at flexible times. Additionally, some may be located at community libraries or at parent volunteer homes for those who live far from the School.
- Parents not attending the Family Learning Nights are contacted by a volunteer by telephone to encourage participation and inform them of future Family Learning Nights.
- The School publishes a regular Newsletter with notification of upcoming participation opportunities.
- Each year, the School holds an End of School Night, at which parents of participating children will be invited to review Title I, Part A programs, the parent and family engagement policy, and if applicable, the schoolwide program plan and recommend any changes.
- At least one of parents of participating children is invited to accompany School staff on retreats to participate in discussions and sessions dealing with Title I, Part A programs.
- If requested by parents of participating children, the School schedules regular meetings where parents are able to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children. The School responds to such suggestions within 48 hours.
- If the schoolwide program plan is not satisfactory to parents of participating children, the School will submit any parent comments on the plan when it submits the plan to the authorizers/CDE.

School Site Council (SSC):

- If a SPSA is required, the School creates a School Site Council (SSC) where it plans, review, and improve Title I, Part A programs, the parent and family engagement policy, and if applicable, the schoolwide program plan. The SSC meets at the School and is composed of 10 members, selected by their peers.

The SSC is constituted to ensure parity between the principal, classroom teachers and other school

personnel; (b) parents or other community members selected by parents and pupils. Classroom teachers comprise the majority of persons represented under category (a). (Education Code Section 65000)

Additionally, the SSC is involved in decisions regarding how funds reserved for parent engagement activities are allotted for those activities.

Parent Advisory Committee (PAC):

- If a SPSA is not required, and the LCAP can serve as the SPSA, MPS chooses to utilize the LCAP to serve as the SPSA. MPS will utilize our Parent Advisory Committee (PAC) in developing the LCAP. In this case, PAC will meet the stakeholder engagement requirements.
- PAC will plan, review, and improve the LCAP as well as plan, review, and improve Title I, Part A programs and align them to the LCAP. PAC will also be the main committee reviewing the parent and family engagement policy, and if applicable, other school program plans. School leadership will work closely with PAC to ensure parents are engaged in the school improvement process.
- Parent Advisory Committee - as used in California Education Code (EC) sections 52063 and 52069, shall be composed of a majority of parents, as defined in subdivision (e), of pupils and include parents of pupils to whom one or more of the definitions in EC Section 42238.01 apply. A governing board of a school district or a county superintendent of schools shall not be required to establish a new parent advisory committee if a previously established committee meets these requirements, including any committee established to meet the requirements of the federal No Child Left Behind Act of 2001 (Public Law 107-110) pursuant to Section 1112 of Subpart 1 of Part A of Title I of that act.

English Learner Parent Advisory Committee (ELPAC):

- English Learner Parent Advisory Committee - as used in EC sections 52063 and 52069 for those school districts or schools and programs operated by county superintendents of schools whose enrollment includes at least 15 percent English learners and at least 50 pupils who are English learners, shall be composed of a majority of parents, as defined in subdivision (e), of pupils to whom the definition in EC Section 42238.01(c) applies. A governing board of a school district or a county superintendent of schools shall not be required to establish a new English learner parent advisory committee if a previously established committee meets these requirements.

Consulting with Pupils:

- Consult with Pupils - as used in EC sections 52060, 52066, and 47606.5, means a process to enable pupils, including unduplicated pupils and other numerically significant pupil subgroups, to review and comment on the development of the LCAP. This process may include surveys of pupils, forums with pupils, pupil advisory committees, or meetings with pupil government bodies or other groups representing pupils.
- The School annually conducts student, parent, and staff surveys to improve our stakeholders' school experience and to consult with them. Conducting such stakeholder surveys is an essential part of the School's LCAP development process.

The school implements an effective means of outreach to parents of limited English proficient students to inform them regarding how they can be involved in the education of their children and be active participants in assisting their children to attain English proficiency, achieve at high levels in core academic subjects and meet challenging State academic achievement standards and State

academic content standards expected of all student. To accomplish this goal, the school does the following:

- The school holds regular meetings, and send notice of these meetings, for the purpose of formulating and responding to recommendations from parents of participating children.
- The school provides language translators at parent meetings to the extent practicable.
- The school schedules meetings to enable families to share information about culture, background, children's talents and particular needs for the schools.
- The school provides parents of limited English proficiency with access to English as a Second Language (ESL) classes to increase their English language proficiency to assist their children with homework. The school's principal will visit the classes to interact with the parents.
- English Learner Advisory Committee: The English Learner Advisory Committee (ELAC) is mainly a committee of parents or other community members who want to advocate for English Learners. The committee provides parents of English Learners opportunities to learn more about the programs offered to their students and advises the principal and the School Site Council (SSC) on programs and services for English Learners.

State law mandates each school site with 21 or more students of Limited English Proficiency (LEP) in attendance, regardless of language, to form a functioning English Learner Advisory Committee (ELAC).

The school provides full opportunities for participation of parents with disabilities and parents of migratory children. To accomplish this goal, the school does the following:

- The school schedules meetings to enable families to share information about culture, background, children's talents and particular needs for the schools.
- Teachers are encouraged to make home visits to discuss student progress with the parents. Parents, students, and teachers meet throughout the year to monitor students' progress.
- Teachers meet one-on-one with parents of such students on an as needed basis to ensure the proper supports are in place for the student.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Expenditures funded by Title I, Part A include the following: Providing eligible students with a well-rounded education, Instructional supports, and Improving overall school quality.

Fiscal support (EPC)

LCFF Funds, Other State Funds, Local Funds, and Federal Funds are utilized to implement the actions in the LCAP/SPSA. Federal Funds (Title I, Part A; Title II, Part A; Title III-Part A; and Title IV, Part A) will be used to supplement state and local funds. This SPSA only includes funds provided to the school through the Consolidated Application.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

MSA-4 strives to attain a collaborative culture of data analysis, needs assessment, planning, aligning funding to our documented school goals and priorities, reflection, and improvement. All our stakeholder groups (parents/Parent Advisory Committee (PAC), students, staff, School Site Council (SSC), ELAC, PTF, Home Office support team, Board of Directors, charter authorizer, ACS WASC, and our community partners) are critical, active, informed, and responsible participants in this process to ensure we make effective decisions that benefit students. Particularly for the LCAP/SPSA, the school consulted with the PAC, SSC, and ELAC for planning, review, and update of the programs in the LCAP/SPSA. These committees reviewed input from all stakeholders and available data through surveys and student performance data. Based on stakeholder input and data (CA School Dashboard data, interim student assessment data, survey results, etc.), we reflected on our existing LCAP/SPSA actions/services and measurable outcomes, continued or modified them for improvement, and we also planned for new actions and services as the needs arose. The following are the dates of such meetings: October 1, 2020, November 5, 2020, and December 3, 2020.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

The school is not identified for CSI or ATSI, so this section is not applicable.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	%	0%			0
African American	18.18%	17.6%	17.56%	31	32	23
Asian	0.57%	0.6%	0.76%	1	1	1
Filipino	%	%	0%			0
Hispanic/Latino	76.14%	77.3%	80.15%	138	134	105
Pacific Islander	%	%	0%			0
White	5.11%	4.5%	1.53%	8	9	2
Multiple/No Response	%	%	0%			0
Total Enrollment				176	176	131

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 6	3	12	10
Grade 7	19	10	14
Grade 8	24	19	9
Grade 9	34	36	28
Grade 10	27	32	27
Grade 11	44	24	24
Grade 12	25	43	19
Total Enrollment	176	176	131

Conclusions based on this data:

1. There is a significant decline in the enrollment from 2018-19 school year to 2019-2020 school year.
2. There is an increase in the Latino/Hispanic student population.
3. African American student population stayed the same over the past three years.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	18	16	13	10.2%	9.1	9.9%
Fluent English Proficient (FEP)	84	90	70	47.7%	51.1	53.4%
Reclassified Fluent English Proficient (RFEP)	5	5	0	25.0%	27.8	0.0%

Conclusions based on this data:

1. There is a slight decline in the number of English learners in the past three years due to the number of students reclassified during the 17-18 and 18-19 school years.
2. Data reveals a significant decline in the percentage of students who are Reclassified Fluent English Proficient for the 19-20 school year as it is compared with the previous two school years.
3. 83% of our student population first language is not English.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	15	*	12	15	*	12	15	*	12	100	*	100
Grade 7	25	22	7	24	22	7	24	22	7	96	100	100
Grade 8	28	25	19	28	25	19	28	25	19	100	100	100
Grade 11	25	44	21	23	44	21	23	44	21	92	100	100
All	93	96	59	90	95	59	90	95	59	96.8	99	100

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2459.	*	2457.	6.67	*	0.00	13.33	*	16.67	33.33	*	33.33	46.67	*	50.00
Grade 7	2475.	2495.	*	0.00	0.00	*	16.67	13.64	*	20.83	50.00	*	62.50	36.36	*
Grade 8	2544.	2489.	2503.	3.57	4.00	5.26	32.14	12.00	26.32	50.00	24.00	26.32	14.29	60.00	42.11
Grade 11	2584.	2585.	2551.	17.39	18.18	4.76	30.43	36.36	28.57	39.13	34.09	38.10	13.04	11.36	28.57
All Grades	N/A	N/A	N/A	6.67	9.47	3.39	24.44	23.16	23.73	36.67	34.74	33.90	32.22	32.63	38.98

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	20.00	*	0.00	20.00	*	50.00	60.00	*	50.00
Grade 7	12.50	13.64	*	20.83	27.27	*	66.67	59.09	*
Grade 8	7.14	12.00	5.26	57.14	24.00	52.63	35.71	64.00	42.11
Grade 11	26.09	25.00	4.76	47.83	54.55	52.38	26.09	20.45	42.86
All Grades	15.56	17.89	5.08	38.89	38.95	47.46	45.56	43.16	47.46

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	6.67	*	0.00	40.00	*	41.67	53.33	*	58.33
Grade 7	4.17	9.09	*	37.50	59.09	*	58.33	31.82	*
Grade 8	10.71	8.00	21.05	64.29	24.00	36.84	25.00	68.00	42.11
Grade 11	17.39	25.00	14.29	52.17	63.64	57.14	30.43	11.36	28.57
All Grades	10.00	15.79	11.86	50.00	50.53	47.46	40.00	33.68	40.68

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	6.67	*	8.33	60.00	*	50.00	33.33	*	41.67
Grade 7	4.17	4.55	*	58.33	50.00	*	37.50	45.45	*
Grade 8	3.57	8.00	0.00	82.14	68.00	68.42	14.29	24.00	31.58
Grade 11	21.74	18.18	4.76	73.91	77.27	80.95	4.35	4.55	14.29
All Grades	8.89	11.58	3.39	70.00	68.42	64.41	21.11	20.00	32.20

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	20.00	*	16.67	26.67	*	50.00	53.33	*	33.33
Grade 7	12.50	9.09	*	37.50	59.09	*	50.00	31.82	*
Grade 8	10.71	12.00	5.26	64.29	40.00	57.89	25.00	48.00	36.84
Grade 11	34.78	27.27	14.29	43.48	56.82	57.14	21.74	15.91	28.57
All Grades	18.89	17.89	10.17	45.56	53.68	54.24	35.56	28.42	35.59

Conclusions based on this data:

1. CAASPP results show that in the area of English Language Arts, 38.98% of tested students did not meet the standard, 33.90% of tested students nearly met the standard and 27.12% metro exceeded the standard.
2. Approximately 73% of all students tested did not meet the standard, showing deficiencies in areas of reading, writing, listening, research, and inquiry.
3. Data will be used to build and implement a reading intervention program that targets areas noted, as well as provide staff professional development in targeted areas.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	15	*	12	15	*	12	15	*	12	100		100
Grade 7	25	22	7	25	22	7	25	22	7	100	100	100
Grade 8	28	25	19	28	25	19	28	25	19	100	100	100
Grade 11	25	44	21	25	44	21	25	44	21	100	100	100
All	93	96	59	93	95	59	93	95	59	100	99	100

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2429.	*	2418.	0.00	*	0.00	20.00	*	8.33	20.00	*	16.67	60.00	*	75.00
Grade 7	2454.	2482.	*	4.00	4.55	*	8.00	9.09	*	20.00	45.45	*	68.00	40.91	*
Grade 8	2486.	2451.	2467.	3.57	0.00	0.00	21.43	4.00	5.26	14.29	28.00	36.84	60.71	68.00	57.89
Grade 11	2504.	2514.	2481.	0.00	4.55	0.00	12.00	4.55	9.52	24.00	25.00	19.05	64.00	65.91	71.43
All Grades	N/A	N/A	N/A	2.15	3.16	1.69	15.05	5.26	6.78	19.35	30.53	22.03	63.44	61.05	69.49

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 6	0.00	*	0.00	33.33	*	8.33	66.67	*	91.67	
Grade 7	4.00	4.55	*	12.00	45.45	*	84.00	50.00	*	
Grade 8	7.14	0.00	0.00	28.57	16.00	21.05	64.29	84.00	78.95	
Grade 11	4.00	4.55	4.76	20.00	22.73	14.29	76.00	72.73	80.95	
All Grades	4.30	3.16	3.39	22.58	26.32	13.56	73.12	70.53	83.05	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	0.00	*	0.00	26.67	*	25.00	73.33	*	75.00
Grade 7	8.00	4.55	*	28.00	45.45	*	64.00	50.00	*
Grade 8	14.29	0.00	5.26	17.86	48.00	36.84	67.86	52.00	57.89
Grade 11	4.00	4.55	4.76	24.00	31.82	33.33	72.00	63.64	61.90
All Grades	7.53	3.16	5.08	23.66	38.95	28.81	68.82	57.89	66.10

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	0.00	*	0.00	33.33	*	25.00	66.67	*	75.00
Grade 7	4.00	4.55	*	48.00	50.00	*	48.00	45.45	*
Grade 8	10.71	0.00	0.00	42.86	36.00	52.63	46.43	64.00	47.37
Grade 11	4.00	4.55	4.76	48.00	54.55	38.10	48.00	40.91	57.14
All Grades	5.38	3.16	1.69	44.09	47.37	40.68	50.54	49.47	57.63

Conclusions based on this data:

1. CAASPP Math assessment results are poor with only 8.47% of the students meeting or exceeding standards in the 18-19 school year.
2. The greatest area of need, according to the percentage of students below standard, is in applying mathematical concepts and procedures.
3. We will continue to run our Extended Learning Saturday Program to close the learning loss. Data will be used to build and implement a math intervention program that targets areas noted, as well as provide staff professional development in targeted areas.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 6	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*
Grade 9	*	*	*	*	*	*	*	*
Grade 10	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*
Grade 12	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	8	18	14

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*
9	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*
All Grades	*	0.00	*	35.71	*	35.71	*	28.57	18	14

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	*	*	*	*	*		*	*	*
7	*	*	*	*	*	*		*	*	*
8	*	*	*	*	*	*		*	*	*
9	*	*	*	*	*	*		*	*	*
10	*	*	*	*	*	*		*	*	*
11	*	*	*	*	*	*		*	*	*
12	*	*	*	*		*		*	*	*
All Grades	*	14.29	*	35.71	*	35.71		14.29	18	14

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6		*	*	*		*	*	*	*	*
7		*		*	*	*	*	*	*	*
9	*	*		*	*	*	*	*	*	*
12	*	*		*	*	*		*	*	*
All Grades	*	7.14	*	0.00	*	71.43	*	21.43	18	14

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
All Grades	*	0.00	*	57.14	*	42.86	18	14	

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
All Grades	94.44	50.00	*	35.71		14.29	18	14	

Reading Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
All Grades	*	7.14	*	42.86	61.11	50.00	18	14	

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	*	*	*	*	*	*	*
All Grades	*	14.29	61.11	71.43	*	14.29	18	14

Conclusions based on this data:

1. 35.71% of all English learners in all grades are a level 3 overall in English language development. As to be expected, students scored highest in the listening and speaking categories.
2. Looking deeper into student achievement on the ELPAC, Oral Language is stronger than Written Language with 50.00% of all students scoring a level 3 or 4 in Oral Language compared to 7.14% of all students scoring a level 3 or 4 in Written Language.
3. Finally, the Reading Domain is the weakest of all 4 domains (Reading, Writing, Listening, and Speaking), with 7.14% of all students scoring "well developed," 42.86% of all students scoring "somewhat/moderately developed," and 50.00% of all students scoring at the "beginning" level.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
176	75.6	9.1	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	16	9.1
Homeless	3	1.7
Socioeconomically Disadvantaged	133	75.6
Students with Disabilities	41	23.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	31	17.6
Asian	1	0.6
Hispanic	136	77.3
White	8	4.5







Conclusions based on this data:

1. Based on the 2018-2019 enrollment data, about 75.6% of the students are eligible to receive services funded by the Title 1 Part A.
2. The student population identified as socioeconomically disadvantaged increased in 2019-2020.
3. Our student population has declined slightly over time, but the percentage of students in each category has stayed about the same.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p>English Language Arts</p>  <p>Orange</p>	<p>Graduation Rate</p>  <p>No Performance Color</p>	<p>Suspension Rate</p>  <p>Red</p>
<p>Mathematics</p>  <p>Red</p>	<p>Chronic Absenteeism</p>  <p>Yellow</p>	
<p>College/Career</p>  <p>No Performance Color</p>		

Conclusions based on this data:

1. Performance areas that need improvement are Mathematics and suspension rate as they are indicated as Red on 2019 Fall Dashboard Overall Performance for All Students.
2. We need to address Chronic Absenteeism and increase student attendance. This will result in positive academic movement for this student population.
3. Continue to educate students on rules, expectations, and methods to handle conflict to reduce suspension rate.

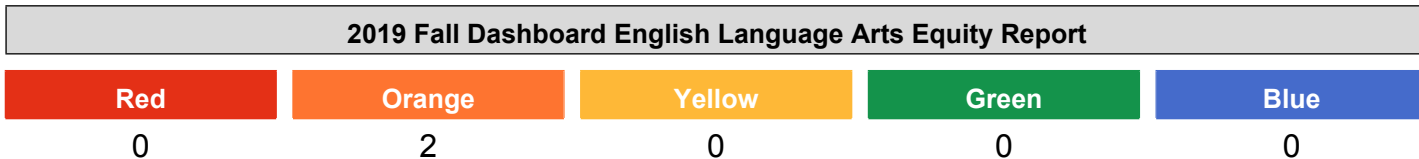
School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Orange 57.2 points below standard Declined Significantly -26.9 points 57	<p>English Learners</p>  No Performance Color 114.4 points below standard Declined Significantly -32.7 points 17	<p>Foster Youth</p>  No Performance Color 0 Students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<p>Socioeconomically Disadvantaged</p>  Orange 57.3 points below standard Declined Significantly -21.1 points 53	<p>Students with Disabilities</p>  No Performance Color 98.6 points below standard Increased ++5.4 points 16

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
<p>African American</p>  <p>No Performance Color</p> <p>38.7 points below standard</p> <p>Declined -10.7 points</p> <p>11</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Asian</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Hispanic</p>  <p>Orange</p> <p>63 points below standard</p> <p>Declined Significantly -24.7 points</p> <p>45</p>	<p>Two or More Races</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
<p>Current English Learner</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>9</p>	<p>Reclassified English Learners</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>8</p>	<p>English Only</p> <p>44.2 points below standard</p> <p>Declined -14.4 points</p> <p>22</p>

Conclusions based on this data:

1. There are only performance areas that MSA-4 received color on 2019 Fall Dashboard English Language Arts Performance for All Students/Student Group.
2. Overall, based on 2019 CAASPP ELA results all MSA-4 students scored 57.2 points below standard which means that ELA scores have declined 26.9 points as compared with the pervious year's test results.
3. This decline placed MSA-4 in Orange color category.

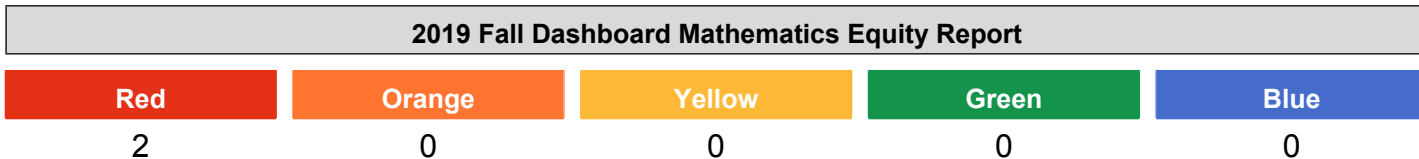
School and Student Performance Data

Academic Performance Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:






This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Red</p> <p>133.7 points below standard</p> <p>Declined Significantly -21.1 points</p> <p>57</p>	<p>English Learners</p> <p>No Performance Color</p> <p>170.1 points below standard</p> <p>Declined Significantly -31.3 points</p> <p>17</p>	<p>Foster Youth</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>128.2 points below standard</p> <p>Declined -6.8 points</p> <p>53</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>184.8 points below standard</p> <p>Declined Significantly -19.6 points</p> <p>16</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	American Indian	Asian	Filipino
 No Performance Color 139.7 points below standard Declined Significantly -55.2 points 11			
Hispanic	Two or More Races	Pacific Islander	White
 Red 133.6 points below standard Declined -5.4 points 45			 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 9	Less than 11 Students - Data Not Displayed for Privacy 8	140.5 points below standard Declined Significantly -31.5 points 22

Conclusions based on this data:

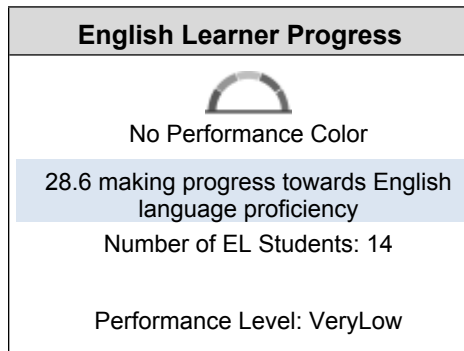
1. Overall our students scores declined in the area of mathematics.
2. Only a few of our students scored at standard met or exceeded, there is growth to be seen.
3. Hispanic:133.7 below standard Hispanic declined 5.4 points; Socioeconomically disadvantaged :128.2 below standard which is a decline of 6.8 point; English Learners 170.1 points below standard which is a decline of 31.3 point.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
14.2	57.1		28.5

Conclusions based on this data:

1. 35% of our EL students scored at level 3, while 65% of our EL students scored in the lower levels (level 1 and Level 2)
2. The majority of our EL students are identified as moderately developed.
3. Focus is to reclassify the majority of our level 4 students (well developed language acquisition) during this school year (2020-2021).

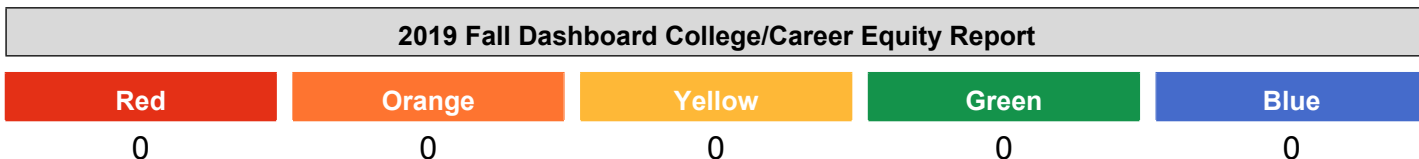
School and Student Performance Data

Academic Performance College/Career







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
<p>All Students</p>  <p>No Performance Color</p> <p>55</p> <p>Maintained +1.2</p> <p>40</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>	<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
50 Prepared	53.8 Prepared	55 Prepared
45.8 Approaching Prepared	42.3 Approaching Prepared	30 Approaching Prepared
4.2 Not Prepared	3.8 Not Prepared	15 Not Prepared

Conclusions based on this data:

1. Because our Graduation class student population is so small, no performance level colors were reported in 2019.
2. 55 % of our student population fall into the Prepared level on the College/Career Indicator. Data slightly increased, as we are comparing the past 2 years results.
3. We would like to see an increase in the number of our students being prepared for college/career.

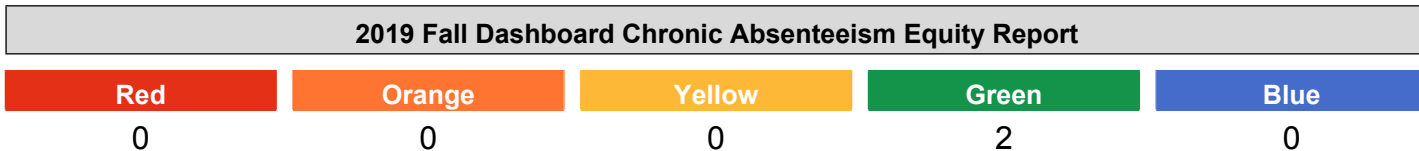
School and Student Performance Data

Academic Engagement Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>11.6</p> <p>Declined -1.3</p> <p>43</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>8</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>9.5</p> <p>Declined -5.4</p> <p>42</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>9</p>

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
<p>African American</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>6</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0</p>	<p>Asian</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0</p>
<p>Hispanic</p>  <p>Green</p> <p>8.6</p> <p>Declined -4.2</p> <p>35</p>	<p>Two or More Races</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0</p>	<p>White</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>

Conclusions based on this data:

1. The Chronic Absenteeism Dashboard shows that 11.6% of all students were Chronically Absent from school; which was a decrease of 1.3% from previous year.
2. All of our target student population decreased in chronic absenteeism.
3. 8.6% of Hispanic students were chronically absent ; which was a decrease of 4.2%.

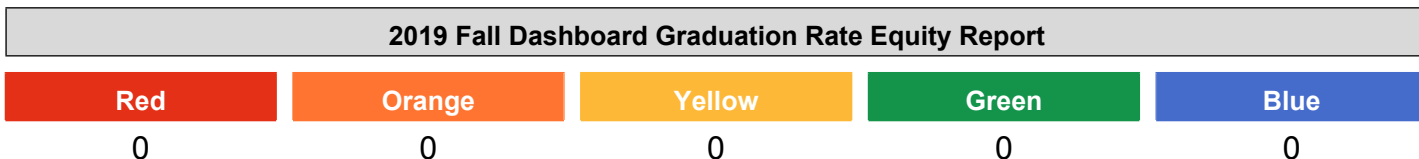
School and Student Performance Data

Academic Engagement Graduation Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
<p>All Students</p>  <p>No Performance Color</p> <p>97.6</p> <p>Increased +1.4</p> <p>41</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>6</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	<p>Socioeconomically Disadvantaged</p>  <p>No Performance Color</p> <p>97.4</p> <p>Increased +2.1</p> <p>38</p>	<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>7</p>

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
<p>African American</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>9</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Asian</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Hispanic</p>  <p>No Performance Color</p> <p>96.6</p> <p>Increased +1.1</p> <p>29</p>	<p>Two or More Races</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year	
2018	2019
96.2	97.6

Conclusions based on this data:

- The graduation rate increased by 1.4% from 2018 to 2019, and stayed above 95%.
- The graduation rate of Socioeconomically Disadvantaged increased by 1.4%.
- There is no performance color due to the low number of students in the class of 2019.

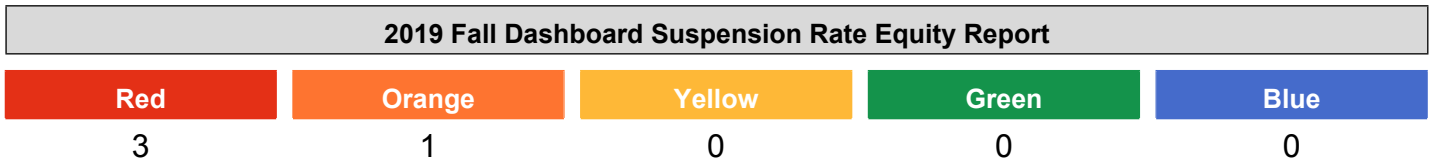
School and Student Performance Data

Conditions & Climate Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:







This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
<p>Red</p> <p>7.5</p> <p>Increased Significantly +7.5</p> <p>187</p>	<p>No Performance Color</p> <p>31.3</p> <p>Increased +31.3</p> <p>16</p>	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>3</p>	<p>Red</p> <p>7.9</p> <p>Increased Significantly +7.9</p> <p>165</p>	<p>Red</p> <p>17.1</p> <p>Increased +17.1</p> <p>41</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
<p>African American</p>  <p>Red</p> <p>9.7</p> <p>Increased +9.7</p> <p>31</p>	<p>American Indian</p>	<p>Asian</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data</p> <p>1</p>	<p>Filipino</p>
<p>Hispanic</p>  <p>Orange</p> <p>7.5</p> <p>Increased +7.5</p> <p>147</p>	<p>Two or More Races</p>	<p>Pacific Islander</p>	<p>White</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data</p> <p>8</p>

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	2018	2019
	0	7.5

Conclusions based on this data:

1. The Dashboard shows that 7.5% of students were suspended at least once during the school year; which is an increase of 7.5%.
2. Significant increase in suspension rates are seen in the following subgroups: African American (9.7), students with disabilities (17.1%), and Hispanic population (7.5%).

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT

LEA/LCAP Goal

All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive basic services that are fundamental to academic success, including fully credentialed teachers, standards-aligned instructional materials, and appropriately maintained school facilities.

Goal 1

All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive basic services that are fundamental to academic success, including fully credentialed teachers, standards-aligned instructional materials, and appropriately maintained school facilities.

Identified Need

Providing basic services means ensuring all students have access to teachers who are fully credentialed in their subject areas, instructional materials aligned with state standards, and safe, properly maintained school facilities. Charter School will also adhere to the MPS Wellness Policy and encourage participation in school meal programs. Research shows when students are provided with these basic services, student learning outcomes increase. The MPS Home Office will provide services such as academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations to support and hold accountable the Charter School for compliance and meeting charter goals. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in provision of basic services to maintain a high-quality learning environment.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions (Source: Local Indicator Priority 1)	2019-20: 0	2020-21: 0
Percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1)	2019-20: 0%	2020-21: 0%
Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and	2019-20: 0	2020-21: 0

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
extreme deficiencies) (Source: Local Indicator Priority 1)		
Teacher attendance rate (Source: HRIS)	2019-20: 93.9%	2020-21: 94%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teacher assignments and credentials:

Charter School and the MPS Human Resources team will conduct credential, background, and TB clearance review as part of the hiring process and at least once throughout the year to ensure all credentials are properly maintained. Charter School will support our teachers' credentialing needs. Charter School will also annually review master schedule and teacher assignments to ensure teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR-related matters.

Expenditures associated with this action include the following: teacher credentialing expenses, Paycom/payroll fees, and livescan/fingerprinting fees.

The following expenditures will be funded by the federal funds:

- Teacher credentialing expenses (Tuition Reimbursement): Resource: Title I, Part A (4035); Object: 5864; Amount: \$ 7,000.00

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
7,000.00	Title I 5000-5999: Services And Other Operating Expenditures

Tuition Reimbursement and Professional Development

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Instructional materials and technology:

Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and physical requirements of students. Charter School will annually review the alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review the budget and plan to ensure an adequate budget for instructional materials. Charter School will ensure that students have sufficient access to the standards-aligned instructional materials, including technology-based resources. Charter School will provide effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards-aligned instructional programs.

Expenditures associated with this action include the following: textbooks, instructional materials and supplies, computers and other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, etc.)

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Clean and safe facilities that support learning:

Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school we aim

to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor a comprehensive safety and security plan, conduct necessary safety training for all staff and continue to work with the stakeholders and experts to implement emergency and risk management procedures for individuals and the site. Charter School will procure and maintain necessary safety and emergency supplies, equipment and items. Charter School will establish schedules and procedures for the supervision of students in non-classroom areas, including before and afterschool.

Expenditures associated with this action include the following: facilities rent/acquisition cost, custodial staff salaries and benefits, custodial supplies, maintenance and repair services, security services, security services, and CharterSAFE insurance.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Low Income

Strategy/Activity

Healthy and nutritious meals:

Charter School will maintain nutrition education resources and continue focusing on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. Charter School will promote healthy food and beverage choices for all students throughout the campus, as well as encourage participation in school meal programs.

Expenditures associated with this action include the following: student meals.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 5**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Well-orchestrated Home Office support services:

The MPS Home Office provides services to the Charter School, supports and holds accountable the Charter School 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. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the Charter School to receive services at a lower cost. The services of the Home Office include, but are not limited to, academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations. Instructional services are reflected in Goals 2-4.

Expenditures associated with this action include the following: Home Office management fees.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review**SPSA Year Reviewed: 2019-20**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

In order to ensure our students are increasing their proficiency in grade-level standards, we must align instruction to standards as well as inform those practices with key elements of summative assessments. To achieve this goal we must ensure all disciplines are provided collaboration release time that allows teachers to identify essential instructional tools to assist in instructional delivery. In addition, through collaboration, the alignment of instruction will be facilitated to ensure data analysis is utilized to guide daily student learning and mastery toward grade-level standards.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are no major differences between intended implementation and/ or budgeted expenditures.

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

We will continue providing tuition reimbursement for teachers to clear their credentials. Teachers will also receive professional development to stay up do date with the new educational developments and best practices. We continue to facilitate collaboration. We will adjust the instructional resources needed to support all disciplines as determined formative assessments. Data will be utilized to inform and guide necessary adjustments and needed resources.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

EXCELLENCE

LEA/LCAP Goal

All students will have equitable access to a high-quality core curricular and instructional program and make academic progress on the California Content Standards. Students will pursue academic excellence and be college/career ready.

Goal 2

All students will have equitable access to a high-quality core curricular and instructional program and make academic progress on the California Content Standards. Students will pursue academic excellence and be college/career ready.

Identified Need

Charter School desires that all our students pursue academic excellence and be college/career ready. Effective core curriculum and instruction are central to academic success. Therefore, Charter School will ensure that all students, including but not limited to, ELs, students with disabilities, socioeconomically disadvantaged/low-income students, and students achieving below grade level, have access to a high-quality core curricular and instructional program with appropriate services and support. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will also provide professional development to staff to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Charter School will implement the actions listed under this goal and use the indicated metrics, such as CAASPP assessment results, to measure progress in achievement of academic excellence and college/career readiness.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of programs and services outlined in the charter petition, including a broad course of study, that are developed and provided to students, certain programs and services being dependent on student need and interest (Source: Local Indicator Priority 7, SIS)	2019-20: 100%	2020-21: 100%
Percentage of students who have sufficient access to all programs and services developed and provided to unduplicated students and to individuals with exceptional	2019-20: 100%	2020-21: 100%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
needs (Source: Local Indicator Priority 7, SIS)		
Percentage of state standards implementation for all students (Source: Local Indicator Priority 2)	2019-20: 100%	2020-21: 100%
Percentage of students who have received a grade of "C" or better (or performed "proficient" on the related state standardized tests) in core subjects and electives (Source: SIS)	2019-20: 80%	2020-21: 80%
Average Lexile Growth (L) from fall to spring (Source: myON)	2019-20: 169.9	2020-21: 150.00
Percentage of students meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2018-19: All Students: 27.12% Socioeconomically Disadvantaged: 27.08% Students with Disabilities: 18.75% African American: 36.36% Hispanic: 13.41%	2020-21: All Students: 33.00% Socioeconomically Disadvantaged: 33.00% Students with Disabilities: 22.00% African American: 40.00% Hispanic: 30.00%
Distance from Standard (DFS) on the CASSPP-ELA/Literacy assessments (Source: CA School Dashboard)	2018-19: All Students: 57.2 points below standard English Learners: 114.4 points below standard Socioeconomically Disadvantaged: 57.3 points below standard Students with Disabilities: 98.6 points below standard African American: 38.7 points below standard Hispanic: 63.0 points below standard	2020-21: All Students: 50.0 points below standard English Learners: 95.0 points below standard Socioeconomically Disadvantaged: 50.0 points below standard Students with Disabilities: 80.0 points below standard African American: 32.0 points below standard Hispanic: 55.0 points below standard
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)	2018-19: All Students: 51.8% Socioeconomically Disadvantaged: 51.5% Students with Disabilities: 61.9% Hispanic: 50.7%	2020-21: All Students: 58.0% Socioeconomically Disadvantaged: 58.0% Students with Disabilities: 63.00% Hispanic: 58.0%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of students meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2018-19: All Students: 8.47% Socioeconomically Disadvantaged: 10.41% Students with Disabilities: 12.50% African American: 9.09% Hispanic: 8.51%	2020-21: All Students: 15.0% Socioeconomically Disadvantaged: 17.0% Students with Disabilities: 17.0% African American: 15.0% Hispanic: 15.0%
Distance from Standard (DFS) on the CASSPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	2018-19: All Students: 133.7 points below standard English Learners: 170.1 points below standard Socioeconomically Disadvantaged: 128.2 points below standard Students with Disabilities: 184.8 points below standard African American: 139.7 points below standard Hispanic: 133.6 points below standard	2020-21: All Students: 110.0 points below standard English Learners: 145.0 points below standard Socioeconomically Disadvantaged: 110.0 points below standard Students with Disabilities: 150.0 points below standard African American: 110.0 points below standard Hispanic: 110.0 points below standard
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	2018-19: All Students: 64.0% English Learners: 54.6% Socioeconomically Disadvantaged: 55.7% Students with Disabilities: 68.2% Hispanic: 60.0%	2020-21: All Students: 65.0% English Learners: 57.0% Socioeconomically Disadvantaged: 58.0% Students with Disabilities: 70.0% Hispanic: 64.0%
Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard)	2018-19: 28.6%	2020-21: 45.0%
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2019-20: 0.0%	2020-21: 14.0%

English Learners, Foster Youth, Low Income

Strategy/Activity

Professional development for high-quality instruction :

Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs.

Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost software fees.

The following expenditures will be funded by the federal funds:

- Teacher Professional Development: Resource: Title I, Part A : Amount: \$3, 000.00

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,000.00	Title I 5000-5999: Services And Other Operating Expenditures Teacher Professional Development

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Learners, Foster Youth, Low Income

Strategy/Activity

MTSS - Academic enrichment, intervention and student support:

Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational

system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.)

Expenditures associated with this action include the following: Dean of Academics salary and benefits, Title-I coordinator salary and benefits, instructional aide salaries and benefits, intervention teacher salaries and benefits, teacher stipends for after school, Saturday school, and summer school, NWEA MAP testing fees, Illuminate DnA fees, and evidence-based supplemental intervention/enrichment program fees (Accelerated Reader, myON, Lexercise, ST Math, Grade Slam, Sumdog, BrainPOP, NextGenMath, Membean, Spelling City, Turnitin, Seesaw, ABC Mouse, Learning A-Z, Cityspan, Flocabulary, and ALEKS.)

The following expenditures will be funded by the federal funds:

- Teacher Salaries (partial) for after school: Resource: Title I, Part A (3010); Object: 1100; Amount: \$18,959.80
- Teacher Performance Bonus Pay: Resource: Title II, Part A (5863); Object: 1100; Amount: \$ 5, 473.00
- Teacher & Admin stipends for Saturday school: Resource: Title I, Part A (3010); Object: 1100; Amount: \$6,500.00
- NWEA MAP Testing Fees: Resource: Title I, Part A : Amount: \$1,250.00
- Illuminate DnA fees:Resource: Title I, Part A : Amount: \$1,000.00
- Teachboost Fee: Title I, Part A : Amount: \$780.00

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
18,959.80	Title I 1000-1999: Certificated Personnel Salaries Teacher Salaries (Partial) for After School
6,500	Title I 1000-1999: Certificated Personnel Salaries Teacher & Admin stipends for Saturday school
1,250	Title I 4000-4999: Books And Supplies NWEA MAP Testing Fees
1,000	Title I 4000-4999: Books And Supplies

	Illuminate DnA fees
780.00	Title I 5000-5999: Services And Other Operating Expenditures Teachboost Fee
5,473.00	Title II Part A: Improving Teacher Quality 1000-1999: Certificated Personnel Salaries Teacher Performance Bonus Pay

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Designated and integrated ELD programs:

Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences.

Expenditures associated with this action include the following: EL coordinator salary and benefits, EL coordinator stipend, EL instructional aide salary and benefits, and Rosetta Stone program fees.

The following expenditures will be funded by the federal funds:

- ELD coordinators stipends: Resource: Title I, Part A (3010); Object: 1100; Amount: \$5,000.00

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

5,000

Title I
1000-1999: Certificated Personnel Salaries
ELD Coordinator Stipend

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students (with a focus on Students with Disabilities)

Strategy/Activity

Support for students with disabilities:

Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA.

Expenditures associated with this action include the following: SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, SPED intern salaries and benefits, outsourced SPED services fees, and SPED instructional materials and technology.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

In order to develop college and career-ready students and academic excellence, we will provide access to resources through a variety of formats. Technology, supplementary instructional resources, access to college visits, and opportunities to experience these intentional opportunities will increase not only the awareness but overall student participation in discussions/activities that will also influence their individual achievement. To address the needs of all students in the school, particularly those that are Low-income, foster youth, or at-risk of not meeting the state standards.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are no major differences between intended implementation and/ or budgeted expenditures.

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

There will be no changes on this goal, annual outcomes, metrics, or strategies activities to achieve this goal as a result of this analysis.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

INNOVATION

LEA/LCAP Goal

All students will have access to a well-rounded education that supports their readiness for college and the global world. Each student will become an independent, innovative scholar by practicing creativity in learning and using technology in transformative ways.

Goal 3

All students will have access to a well-rounded education that supports their readiness for college and the global world. Each student will become an independent, innovative scholar by practicing creativity in learning and using technology in transformative ways.

Identified Need

It is the Charter School's vision that our graduates are well-rounded critical thinkers and problem solvers who contribute to the global community. A significant step toward helping our students achieve their maximum potential involves providing a rigorous, relevant and college preparatory curriculum with a STEAM emphasis. Therefore, we will design educational experiences to meet the needs of our scholars with an emphasis on innovation and critical thinking. Charter School will also promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts to our physical education program. In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in provision of an innovative, well-rounded education that supports student readiness for college and the global world.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)	2018-19: 55%	2020-21: 65%
Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2018-19: 33.33%	2020-21: 37.0%
Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-Mathematics	2018-19: 9.52%	2020-21: 25.0%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
assessments (Source: CDE DataQuest)		
Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)	2019-20: 32.6%	2020-21: 34.0%
Percentage of cohort graduates who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board)	2019-20: 18.0%	2020-21: 25.0%
Percentage of cohort graduates who completed at least one semester of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: SIS)	2019-20: 36.8%	2020-21: 39.0%
Percentage of cohort graduates meeting UC/CSU requirements (Source: CALPADS, CDE DataQuest)	2019-20: 89.5%	2020-21: 93.0%
Percentage of cohort graduates earning a Seal of Biliteracy (Source: CDE DataQuest)	2019-20: 10.5%	2020-21: 16.0%
Percentage of cohort graduates earning a Golden State Seal Merit Diploma (Source: CDE DataQuest)	2019-20: 31.6%	2020-21: 33.0%
Percentage of cohort graduates earning an Advanced or Honors MPS Diploma (Source: SIS)	2019-20: 36.8%	2020-21: 39.0%
Percentage of cohort graduates accepted to a 4-year or 2-year college (Source: Naviance)	2019-20: 94.0%	2020-21: 95.0%
Percentage of cohort graduates accepted to a 4-year college (Source: Naviance)	2019-20: 53.0%	2020-21: 55.0%
College-Going Rate (Source: CDE DataQuest)	Class of 2018: 60.0%	Class of 2019: 70.0%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	2019-20: 5%	2020-21: 7%
Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)	2019-20: 100%	2020-21: 100%
Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)	2019-20: 100%	2020-21: 100%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

English Learners, Foster Youth, Low Income

Strategy/Activity

College/Career readiness programs and activities:

Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and individualized support to ensure timely high school graduation. Charter School will offer Advisory and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, test prep for ACT/SAT, college application and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college-related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies. (Elem./Middle Schools: This description is geared toward HS. Let's work on a modified action description that suits your needs.)

Expenditures associated with this action include the following: college counselor salary and benefits, AP teacher stipends, Naviance program fees, AP exam fees, AP course materials, and other college-related materials and activities.

The following expenditures will be funded by the federal funds:

- College Counselor salary (partial): Title IV, Part A (4127); Object: 1100; Amount: \$10,000

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

10,000

Source(s)

Title IV Part A: Student Support and Academic Enrichment
2000-2999: Classified Personnel Salaries
College Counselor

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Learners, Foster Youth, Low Income

Strategy/Activity

STEAM and GATE programs:

Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEAM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. Learners will be challenged to investigate, use problem-based learning, and research.

Expenditures associated with this action include the following: Mystery Science program fees (ADD HERE OTHER EXPENDITURES)

The following expenditures will be funded by the federal funds:

- Labster (Virtual Labs): Title I, Part A (3010); Object: 5800; Amount: \$3,400.00

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

3,400

Title I
4000-4999: Books And Supplies
Virtual Lab Software

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Learners, Foster Youth, Low Income

Strategy/Activity

Digital literacy and citizenship programs:

Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will participate in PD on Blended Learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics include, but are not limited to, using technology applications; digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette.

Expenditures associated with this action include the following: computer teacher salary and benefits, internet security program fees, and WonderMedia software fees.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Low Income

Strategy/Activity

Physical education, activity, and fitness:

Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness.

Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

English Learners, Foster Youth, Low Income

Strategy/Activity

Additional programs and activities that support well-rounded education:

In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, math, science, technology, engineering, ELA, language other than English and culture, sports, visual and performing arts, community service, and other.

Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support well-rounded education, field trip expenses, and club expenses.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Overall, these strategies will increase our Graduation Rate and College and Career Readiness indicators.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are no major differences between intended implementation and/ or budgeted expenditures.

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

There will be no changes to the goal, annual outcomes, strategies or activities.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

CONNECTION

LEA/LCAP Goal

All students, families, staff, and other stakeholders will have access to meaningful engagement opportunities that help cultivate leadership, advocacy, and collaboration in a safe and nurturing environment. Stakeholders will feel a sense of community and connectedness.

Goal 4

All students, families, staff, and other stakeholders will have access to meaningful engagement opportunities that help cultivate leadership, advocacy, and collaboration in a safe and nurturing environment. Stakeholders will feel a sense of community and connectedness.

Identified Need

School communities are integrated partnerships with the school site staff, families, students and all other stakeholders. This sense of connection creates a safe place for all learners and stakeholders to affirm individual strengths, develop capacity, celebrate character, build trusting and respectful relationships, promote unity and better decision making. Additionally, community cultivates identity and gives each member a sense of belonging and pride. Charter School will seek family input for decision making, utilize home visits and stakeholder surveys, and provide academic and social-emotional support through MTSS/PBIS. We will work with community partners to support the vision and goals of the school, including our students' development of personal and academic networks for long-term resilience and connection. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in sustaining a sense of community and connectedness.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of School Site Council (SSC) meetings per year (Source: Local Indicator Priority 3)	2019-20: 2	2019-20: 4
Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3)	2019-20: 2	2020-21: 2
Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)	2019-20: 7	2020-21: 4
Number of activities/events for parent involvement per year (Source: Local Indicator Priority 3)	2019-20: 13	2020-21: 5

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of progress reports sent to parents per year (Source: Local Indicator Priority 3)	2019-20: 4	2019-20: 4
Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	2019-20: 48.9%	2020-21: 25%
Average Daily Attendance (ADA) Rate (Source: SIS)	2019-20: 93.54%	2020-21: 94.0%
Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2019-20: 21.7%	2020-21: 18.0%
Middle School Dropout Rate (Source: CALPADS)	2019-20: 0.0%	2020-21: 0.0%
High School Dropout Rate (Source: CALPADS, CDE DataQuest)	2019-20: 5.3%	2020-21: 0.0%
Graduation Rate (Source: CALPADS, CA School Dashboard)	2019-20: 94.7%	2020-21: 100.0%
Student Suspension Rate (Source: CALPADS, CA School Dashboard)	2019-20: 2.3%	2020-21: 0.0%
Student Expulsion Rate (Source: CALPADS, CDE DataQuest)	2019-20: 0.00%	2020-21: 0.00%
School experience survey participation rates (Source: Panorama Education)	2019-20: Students: 96.9% Families: 66.7% Staff: 100%	2020-21: Students: 95% Families: 70.0% Staff: 100%
School experience survey average approval rates (Source: Panorama Education)	2019-20: Students: 64% Families: 95% Staff: 75%	2020-21: Students: 66% Families: 95% Staff: 80%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

English Learners, Foster Youth, Low Income

Strategy/Activity

Seeking family input for decision making:

Charter School will hold periodic meetings to gather input from our families. Information/input sessions include Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, and Board of Directors meetings. Parents on our PTF and SSC also serve as our Parent Advisory Committee (PAC) for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our PAC, SSC, and ELAC provide valuable input for the LCAP. Charter School will also hold an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budget, UCP, parent involvement policy and school-student-parent compact. In addition, Charter School will conduct parent surveys to seek feedback on school improvement.

Expenditures associated with this action include the following: parent meeting expenses and Document Tracking Services (DTS) fees.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 2**Students to be Served by this Strategy/Activity**

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

English Learners, Foster Youth, Low Income

Strategy/Activity

Building partnerships with families for student outcomes:

Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing,

college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable.

Expenditures associated with this action include the following: Illuminate SIS fees, ParentSquare software fees, SchoolMint software fees, home-visit compensation, parent activity/event expenses, Parent Education Bridge program fees, Pitney Bowes expenses, PACE Coordinator salary and benefits, and Office manager/Administrative assistant salaries and benefits.

The following expenditures will be funded by the federal funds:

- Parent Square software fees: Resource: Title I, Part A (3010); Object: 5800; Amount: \$600.00
- Homevisit compensation: Resource: Title I, Part A (3010); Object: 1100; Amount: \$2,000.00
- Parent Education Bridge program fees: Resource: Title I, Part A (3010); Object: 5800; Amount: \$1,500.00
- Illuminate SIS fees: Resource: Title I, Part A (3010); Object: 5800; Amount: \$1,495.00
- Pitney Bowes expenses: Title I, Part A (3010); Object: 5800; Amount: \$2,000.00

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
600	Title I 5000-5999: Services And Other Operating Expenditures Parent Square
2,000	Title I 1000-1999: Certificated Personnel Salaries Home Visit
1,500	Title I 1000-1999: Certificated Personnel Salaries Parent Academy
1,495	Title I 5000-5999: Services And Other Operating Expenditures Illuminate SIS fees
2,000	Title I 5000-5999: Services And Other Operating Expenditures Pitney Bowes expenses

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Learners, Foster Youth, Low Income

Strategy/Activity

MTSS - PBIS and SEL support:

Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a Life Skills/Character Education program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievement and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps.

Expenditures associated with this action include the following: Dean of Students salary and benefits, discipline coordinator salary and benefits, office/attendance clerk salaries and benefits, school uniform fees, Edge Coaching program fees, Imagine Etiquette program fees, PD on classroom management, PBIS, and SEL support, Train of Thought program fees, outsourced SEL services fees, and additional services for homeless students.

The following expenditures will be funded by the federal funds:

- Additional services for homeless students: Resource: Title I, Part A (3010); Object: 4390; Amount: \$1,000
- School psychologist salary (partial): Title I, Part A (4127); Object: 1100; Amount: \$17,016.07

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1,000

Source(s)

Title I
4000-4999: Books And Supplies

	Homeless
17,016.07	Title I 1000-1999: Certificated Personnel Salaries School psychologist salary (partial)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English Learners, Foster Youth, Low Income

Strategy/Activity

Annual stakeholder surveys:

Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our stakeholders' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our stakeholders open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze survey results to identify greatest progress and needs in order to inform our next steps.

Expenditures associated with this action include the following: Panorama Education survey fees.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

English Learners, Foster Youth, Low Income

Strategy/Activity

Community outreach and partnerships:

Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively

develop relationships with a range of stakeholders, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education.

Expenditures associated with this action include the following:

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

The strategies and activities for incentives to increase attendance will support the reduction in chronic absenteeism. Students with monthly perfect attendance were incentivized during the monthly PBIS assembly. The implementation of PBIS has explicitly taught students the positive expected behaviors that will reduce suspensions.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are no major differences between the intended implementation and/or the budgeted expenditures.

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

To increase ADA and reduce chronic absenteeism, communicating with parents on the ADA is critical. It's importance to communicate to parents our daily attendance so they can support the school. Alternatives to suspension and MTSS will become a major focus. Providing trainings and supports for families will be a focus.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$87,973.87
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$87,973.87

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$72,500.87
Title II Part A: Improving Teacher Quality	\$5,473.00
Title IV Part A: Student Support and Academic Enrichment	\$10,000.00

Subtotal of additional federal funds included for this school: \$87,973.87

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

State or Local Programs	Allocation (\$)
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Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$87,973.87

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Title I	72,500.87
Title II Part A: Improving Teacher Quality	5,473.00
Title IV Part A: Student Support and Academic Enrichment	10,000.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	56,448.87
2000-2999: Classified Personnel Salaries	10,000.00
4000-4999: Books And Supplies	6,650.00
5000-5999: Services And Other Operating Expenditures	14,875.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	50,975.87
4000-4999: Books And Supplies	Title I	6,650.00
5000-5999: Services And Other Operating Expenditures	Title I	14,875.00
1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	5,473.00
2000-2999: Classified Personnel Salaries	Title IV Part A: Student Support and Academic Enrichment	10,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	7,000.00
Goal 2	41,962.80
Goal 3	13,400.00
Goal 4	25,611.07

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. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 2 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Musa Avsar	Principal
Ana Miranda	Parent or Community Member
Monica Gonzalez	Parent or Community Member
Marlene Castaneda	Classroom Teacher
Simon Heerdegen	Classroom Teacher
Michael Dunson	Classroom Teacher
Crystal Pena	Other School Staff
Samuel Kim	Secondary Student
Ruby Sanchez	Secondary Student
Pedro Cruz	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

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:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

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.

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.

This SPSA was adopted by the SSC at a public meeting on December 3, 2020.

Attested:



Principal, Musa Avsar on December 3, 2020

SSC Chairperson, Musa Avsar on December 3, 2020

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

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

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

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

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

School Year: **2020-21**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Magnolia Science Academy 5	19-10199-0137679	December 1, 2020	December 10, 2020

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

The Local Control and Accountability Plan (LCAP) is a three-year plan that describes the goals,

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

MSA-5 aligns its federally-funded programs with the priority goals of the school and such funds provide the opportunity to innovate. The accountability plans planning process supports continuous cycles of action, reflection, and improvement. The Charter School Parent Advisory Committee (PAC), which includes parents, the School Site Council (SSC) members, and other stakeholders, reviews input from all stakeholders and available data through surveys and student performance data. Based on stakeholder input and data (CA School Dashboard data, interim student assessment data, survey results, etc.), we reflect on our existing LCAP/SPSA actions/services and measurable outcomes, continue or modify them for improvement, and we also plan for new actions and services as the needs arise. The academic, accountability, and finance departments at our Home Office and our back-office support provider work closely with us; they monitor and support our progress as well as review every federally-funded expense to ensure funds are expensed appropriately and that we are compliant. Our budgeting and accounting processes are designed so that state and local funds and federal grant funds are all budgeted and accounted for and aligned according to our LCAP/SPSA and other accountability plans.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Stakeholder voices, i.e., voices of our students, families, staff, and other school community members, play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what areas for improvement are so we can continue to provide our students with the best quality education. MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement.

MPS uses the CORE DISTRICTS survey instrument developed by WestEd for the California Department of Education as our annual stakeholder experience survey. The survey includes questions for school climate indicators which include the following four topics for students, families, and staff:

- Climate of Support for Academic Learning;
- Knowledge and Fairness of Discipline, Rules and Norms;
- Safety;
- Sense of Belonging (School Connectedness).

Separate than the annual stakeholder experience survey, our “students” also take the CORE DISTRICTS Social Emotional Learning (SEL) survey in the fall and spring. The SEL survey asks questions in additional four topics which include indicators for social-emotional competencies:

- Growth Mindset;
- Self-Efficacy;
- Self-Management;
- Social Awareness.

As part of our MTSS efforts school leadership, teachers, and support staff analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps.

The following is a summary of the results from the surveys:

Our average approval rates have declined with our students, yet stayed mostly the same as our parents and staff. We declined the most with students’ “sense of belonging” and student “climate of support”. We also declined in “sense of belonging” for our staff. There are many factors that come into consideration when it comes to climate and sense of belonging. We don’t have our own campus, we are unable to assign lockers to students, we don’t have CIF sports, etc. When we looked into the questions that did not score favorably, it seems that grades 9-11 seem to score less

than other grades. As we continue to add high school grade levels, the school's wants and needs continue to change and as always, MSA-5 continues to evolve for the better.

In our student surveys, we improved greatly when it comes to students being bullied specifically physically or verbally. We also had a high score and continued our progress for students' knowledge of school rules. Despite decreasing favorably by 5 points, we still scored 87% in favorability when it comes to knowing the consequences for breaking school rules. Our parent survey satisfaction increased in almost every category. Our staff surveys remain at a high approval rate of 96% despite dropping slightly in certain categories.

Parents mentioned safety as a concern. We need to hire or add more security presence. Students dislike uniforms and the lack of sports and lockers. We need to add more ways where students can get creative with their uniforms and seek their approval. We also are looking into adding CIF sports next year. Students are concerned about certain teachers being unfair. We need to have more admin presence in the classrooms, more opportunities for coaching and PD for our teachers. Staff shared the concern that we don't have enough time to bond with each other. We need to swap PD days with culture building time.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The annual evaluation process at MPS involves frequent informal classroom observations and feedback for the teacher, a formal observation cycle, collection of evidence to foster collaboration with the teacher, and goal setting and monitoring. MPS will use an online tool to record and share classroom observation notes, feedback, evidence, forms, evaluation results, and other related documentation. The tool can be used by both the teacher and the observer or evaluator concerning their roles. Teachers are encouraged to conduct peer observations. Informal observations can be conducted by the school administrators and instructional coaches, department chairs, MPS Home Office support team, and other professionals. Informal observations are mainly conducted to provide focused, constructive, and critical feedback to the teacher to improve teaching, or sometimes, just for learning from the observations. While formal observations also provide feedback and guide the teacher's coaching like the informal ones, they form the basis for evaluation of job performance evaluation and are conducted by the school administrators.

The following is a summary of findings from our classroom observations:

Teachers begin by posting a student learning objective and agenda using the gradual release model from synchronous to asynchronous. During Distance Learning, teachers tried to create engagement points using several interactive features in Zoom, including polls, chat, and break-out rooms. Teachers are doing their best to adapt to Distance Learning by offering instruction aligned to common core state standards and providing relevant instruction to students. Based on classroom observations, one area of improvement we observed was the student engagement during lessons and in their break-out rooms. We continue to address this area of need through continued professional development and best practices in weekly meetings.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Teachers are expected to use formative and summative assessment strategies to monitor student progress and to adjust instruction in order to maximize student achievement. The measures that are used to assess student progress include all state-mandated standardized tests such as the Smarter Balanced Summative Assessments. MSA-5 also uses the Smarter Balanced Interim Assessments which are designed to support teaching and learning throughout the year; and the Digital Library, designed to support classroom-based formative assessment processes. MSA-5 administers both the Interim Comprehensive Assessments (ICAs) and Interim Assessment Blocks (IABs) to assess student learning and inform instruction during the year. The Smarter Balanced Interim Assessments are specifically designed to provide the following:

- Meaningful information for gauging student progress throughout the year toward mastery of the skills measured by the Summative Assessments
- Assessments of the CCSS, which can be used at strategic points during the school year.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

MSA-5 teachers have access to publisher or third-party-provided assessments, such as McGraw Hill, Illuminate, Accelerated Reader, and MAP. MSA-5 utilizes computer adapted MAP testing to measure student progress three times a year. Teachers also, with the help of published materials, create standards-aligned formative assignments and tests that are evaluated using rubrics.

Assessments at MSA-5 are not tests only. MPS teachers are expected to use a variety of formative and summative assessments that are valid and reliable measures of student achievement. (Ex: performance assessments, portfolios, etc.) Assessments are expected to be aligned with learning objectives. (Ex: Unit assessments are aligned with unit standards and learning objectives.) At MSA-5, teachers provide students with choices of ways to demonstrate learning and students participate in the development of their learning outcomes. Teachers use summative assessment results to plan next units and redeliver instruction.

MSA-5 teachers are expected to closely monitor all students' progress toward meeting student learning outcomes. Teachers use technology, as appropriate, to conduct data analysis and communicate assessment results and student growth to all stakeholders (families, colleagues, administration, etc.) Teachers review summative assessment results with students, and students are involved in self-assessment, goal-setting, and monitoring progress.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

MSA-5 conducts credential review as part of teacher hiring process and support our teachers' credentialing needs. We also annually review master schedule/teacher assignments to ensure compliance. All MSA-5 teachers are credentialed. Number of misassignments of teachers of English learners and total teacher misassignments is zero.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Number of vacant teacher positions at MSA-5 is zero. We ensure that all teachers are supported with their credentialing needs and that they participate in PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment. MSA-5 also monitors and evaluates teachers for their performance.

MSA-5 provides new teachers with a teacher induction program, a two-year program that provides beginning teachers with collegial support, guidance, professional development, motivation to continue in the profession, and training. It links college level teacher preparation with classroom application.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Professional development occurs both at the organizational level and school level. In addition to ongoing professional development activities that support efforts to increase student academic performance, MSA-5 provides all staff with multiple opportunities to grow professionally. MSA-5 assesses staff professional development needs through formal and informal performance observation and surveys. Based on these data and combined with the school improvement plan actions in our LCAP and SPSA, MSA-5 determines common staff development days, and tailors staff development to individual staff needs.

We ensure that all teachers are supported with PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment. MSA-5 monitors how effectively teachers implement strategies and skills they learned in the PD sessions in the classroom. The school leadership team makes daily classroom observations using the Magnolia Public Schools (MPS) teacher observation protocol which includes walkthroughs, informal and formal observations and formal evaluation.

MSA-5 continually strives to develop and refine its Student Performance metric for the purpose of measuring student achievement and growth at our school site, as well as to inform teacher effectiveness. State and local accountability indicators along with interim and summative assessments provide valuable data on student performance and progress. MSA-5 also recognizes that a variety of assessments can and should be used to measure student progress, such as performance assessments and portfolios. As such, MSA-5 uses a thoughtful combination of interim and summative assessments and state and local indicators, as well as student work.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

MSA-5 uses a variety of data and ways to assess the effectiveness of professional development activities and teacher effectiveness, including but not limited to, informal observations/walkthroughs, formal observations, student, parent, and staff voices, student achievement data, and teacher self-assessment. The coaching/mentoring process that involves goal-setting, progress monitoring, periodic observations, feedback, reflection, peer observations and mentoring is geared toward creating an individualized professional growth plan and support system for each of our teachers and administrators. MSA-5 will continue to provide all employees with professional development opportunities to increase the effectiveness of their performance in their present positions, and to obtain skills, knowledge, and abilities which may improve their opportunities for advancement within the Organization through PD, induction, certification and other programs that are funded by various sources, including Title-II.

MSA-5 evaluates teachers for their performance. We 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. Evaluation results may be used as basis and documentation for performance pay, transfer, promotion, reassignment, or disciplinary action.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

MSA-5 is organized into Professional Learning Communities by grade level and by department. PLCs seek to transform a school into a community that fosters mutual cooperation, emotional support, personal growth, and a synergy of effort. Combined with the school improvement plan actions in our LCAP and SPSA, the answers to the following questions are studied in PLCs:

- How do we ensure that students learn?
- How do we foster a culture of collaboration?
- How do we ensure results?

We use PLCs to:

- Clarify intended outcomes
- Develop common assessments
- Jointly analyze student achievement data
- Establish team improvement goals
- Share best practices and materials
- Engage in collective inquiry and action research regarding student learning
- Support system and sense of efficacy
- Promote more engaged, motivated, and successful students with reduced absenteeism
- Focus on students' needs academically and behaviorally

As an implementation of the PLC at MSA-5, all staff will read educational literature and make informed recommendations for school and system-wide improvement. The staff will produce an annual reading list recommended by the PLCs. The following literature will be on MSA-5's staff reading list: Alan Blankstein, *Failure Is Not an Option: 6 Principles That Advance Student Achievement in Highly Effective Schools*; Dr. Robert Marzano's *Classroom Management That Works: Research-Based Strategies for Every Teacher*; Carol Ann Tomlinson's *How to Differentiate Instruction in Mixed-Ability Classrooms*, and Doug Lemov's *Teach Like A Champion*.

Department Level Staff Meetings

All teachers meet departmentally every month to:

- Share Time: Presentation by a member on an effective classroom strategy
- Vertically align curriculum
- Analyze student achievement data (NWEA MAP, CAASPP, ELPAC, grades)
- Improve instructional strategies per data indicators
- Differentiate instruction
- Plan major departmental events
- Discuss other departmental issues and policies

Department Chairs are responsible for minutes and forwarding action items to the appropriate administrative leaders.

Grade Level Staff Meetings

Grade level teachers meet once a month and collaborate on the issues below:

- Classroom strategies
- Sharing promising practices
- Curricular and academic issues (grading uniformity, homework load, differentiation, and other academic issues)
- Support for students with academic challenges (IEP, 504, RTI, SSR, Accelerated Reader, Accelerated Math, Tutoring)
- Discussion of student academic supports (peer tutoring, mentorships)

- Long-term projects (science fair projects, English & history & math projects)
- Integration/thematic units/horizontal alignment of the curriculum
- Field trips
- Discussions and strategies for students with behavioral problems
- School/grade level wide incentive programs
- Other common grade level and school wide issues

Grade Chairs are responsible for minutes and forwarding action items to the appropriate administrative leaders.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

MSA-5 ensures all curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) We provide services to ELs by proficiency level and ELD instruction is aligned to the CA ELD standards and framework. ELs have access to core and supplemental ELD instructional materials; teachers attend PDs whose focus is on ELD standards. Our teachers 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. While the primary focus has mostly been on the ELA/Literacy, math, and ELD over the past few years, MSA-5 has also provided PD and supported our teachers on NGSS, History-Social Science, Career Technical Education, Health Education, Physical Education, Visual and Performing Arts, and World Languages.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Reading/language arts and mathematics are core programs at MSA-5 as well as designated and integrated ELD instruction. The school's schedule includes recommended instructional minutes for reading/language arts, mathematics, ELD and intervention programs.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The intervention model that is written into the schedule for the MSA-5 program is flexible intervention that can be used with a variety of curriculum and varying schedules. MSA-5's principal approach is to intentionally build consistent math and ELA intervention time into the entire school schedule. A variety of implementations are used. Implementation strategies may include:

- Intervention block every day or 2-3 times per week (a student may have reading intervention on one day and math on the next)
- Intervention/Enrichment computer tutorials where the teacher can tutor selected students
- Specialist, instructional assistant, and volunteer support during intervention time
- Divide students up by need and send to different teaching team members for support during intervention blocks.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

MSA-5 annually reviews alignment of instructional materials to standards and keeps an inventory of instructional materials and corresponding purchase of materials. The school annually reviews budget and plans to ensure adequate budget for instructional materials. MSA-5 provides culturally and linguistically relevant materials for students. MSA-5 also provides our ELs with core and supplemental ELD instructional materials.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Teachers use SBE-adopted and standards-aligned instructional materials. They also use accessible technology tools and other resources on a regular basis to engage and enhance learning and to differentiate instruction to meet the needs of every student. Teachers effectively use challenging resources that are mentally, visually, aurally, and kinesthetically stimulating. (Ex: internet, PowerPoint, interactive white boards, document camera, multimedia, educational software, interactive games and simulations, apps, class website, lab materials, manipulatives, assistive technology, etc.) Teachers also provide resources and instructional materials that require cognitive engagement. Teachers will choose, adapt, or create materials to extend learning.

During intervention teachers use educational materials that provide review, re-teach and enrichment programs. McGraw Hill's publisher resources, ALEKS, Curriculum Associates' Ready Common Core program, Kuta software, Khan Academy, Accelerated Reader and Accelerated Math program, Achieve3000, and Buckle Down allow teachers to monitor the progress of students who are achieving below grade level and provide software generated tests and personalized instructional materials based on CCSS and areas of growth. MSA-5 has Teacher Assistants on all levels to support overall achievement.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

MSA-5 will implement the Multi-Tiered System of Supports (MTSS) as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system to support students. The framework of MTSS utilizes high quality evidence-based instruction, intervention, and assessment practices to ensure that every student receives the appropriate level of support to be successful. A Multi-Tiered System of Supports align with the academic standards and behavioral expectations, in order to accelerate the performance of every student to meet and/or exceed proficiency.

To support students academically, social-emotionally and behaviorally, and create a climate of academic success, MSA-5 recognizes that we must address the needs of the entire child. Often, we focus on punitive and remedial practices, therefore, we may unknowingly reinforce unwanted and antisocial behaviors. MSA-5 implements a positive behavior support program. Program expectations require students to be Safe, Responsible and Respectful. The school tracks behaviors using a point system, to reward students for demonstrating positive behavior. Our school personnel (Dean of Academics/Department Chairs) lay a foundation to engage students and enhance learning. Our school community works together to establish agreed upon norms, build relationships, learn pro-social behaviors, improve academics and demonstrate a culture where adults encourage motivation and knowledge is co-constructed through multi-tiered systems of support.

MSA-5 has ability to quickly identify low-achieving students through frequent benchmark assessment and review of individual student data. Students who are achieving substantially below grade level are recognized through multiple measure assessments including in-class assessments, NWEA MAP assessments and other program data through ALEKS, Khan Academy, myON and StudySync.

MSA-5 utilizes data and progress monitoring to determine best practices to support student achievement. Teachers and student stakeholders are invited to meet with teachers to discuss possible intervention methods and learn how they can participate in helping with their child's education. Parent-teacher meetings at the school are followed by home visits as needed.

The intervention model that is written into the schedule for the MSA-5 program is flexible intervention that can be used with a variety of curriculum and varying schedules. MSA-5's principal approach is to intentionally build consistent math and ELA intervention time into the entire school schedule. A variety of implementations are used. Implementation strategies may include:

- Intervention block every day or 2-3 times per week (a student may have reading intervention on one day and math on the next)
- Intervention/Enrichment computer tutorials where the teacher can tutor selected students
- Specialist, instructional assistant, and volunteer support during intervention time
- Divide students up by need and send to different teaching team members for support during intervention blocks

During intervention teachers use educational materials that provide review, re-teach and enrichment programs. McGraw Hill's publisher resources, ALEKS, Curriculum Associates' Ready Common Core program, Kuta software, Khan Academy, Accelerated Reader and Accelerated Math program, Achieve3000, and Buckle Down allow teachers to monitor the progress of students who are achieving below grade level and provide software generated tests and personalized instructional materials based on CCSS and areas of growth. MSA-5 has Teacher Assistants on all levels to support overall achievement.

Tiered intervention implementation is outlined below. Student progress is closely monitored through a well-integrated system of instruction and intervention guided by student assessment data.

MSA-5 uses the following to inform, monitor, and implement response to intervention strategies:

- Historical student data
- Data related to SBAC results and Spring NWEA MAP data from previous year
- NWEA Diagnostic data
- Fall NWEA MAP
- Progress monitoring data
- Classroom Assessment Data
- SBAC Interim Data
- SBAC Interim Block Assessment
- SBAC Interim Comprehensive Assessment
- Spring MAP
- Winter MAP (optional)

Equitable Access to the Curriculum:

MSA-5 utilizes an instructional program that emphasizes equitable access to the curriculum for all learners, including students with disabilities. These include:

Co-Teaching/Push-in/Pull-out Support- MSA-5 supports its exceptional populations by utilizing multiple methods of providing special education services. MSA-5 fosters an inclusive model of education. As such, Professional Development in the area of co-teaching allows teachers to grow their ability to educate and service students of varying abilities. In order to effectively implement a co-teaching model, special education and general education teachers are given time to co-plan and develop lessons so that students are provided appropriate supports and accommodations. Students who require additional assistance, receive services in a push-in or pull-out model where they receive more individualized attention.

Additionally, the digital formatting of our McGraw Hill curriculum allows teachers to collaborate on unit and lesson plans to ensure that all students' accommodations and needs are being addressed. This system is setup such that all students attend every class. The Special Education teacher and various paraprofessionals provide instructional support within the general education setting. This allows for all student groups to be supported while participating in the least restrictive environment throughout the day.

Embedded Supports- In addition to the on-site staff coordinated by the Special Education and/or RTI Coordinator, MSA-5 contracts with an outside service provider to support children's learning needs, such as intervention specialists, speech and language therapists, and occupational therapists who work with teachers to provide the least restrictive and most accessible learning environment. Special education aides work directly in the classroom, providing customized support to students throughout the day, and are valuable members of the team.

Differentiated Instruction- Teachers at MSA-5 deliver a curriculum that is tailored to each student's interests and needs. This support includes accommodations, use of technology, and data-informed decisions, such as utilizing Lexile reading scores and bringing technology into the classroom.

Socio-economically disadvantaged/low income students:

The instructional design of MSA-5 addresses the needs of low-income and socio-economically disadvantaged students, who make up the overwhelming majority of our enrollment. Socio-economically disadvantaged students are identified through their participation in the Free and

Reduced Lunch program. Counseling, intervention/remediation, individual tutoring and free eligibility to after school social, academic and athletic programs are some of the many programs that support our socio-economically disadvantaged students. Home visits, motivational guest speaker programs, parent meetings, university and college visits, and instructional field trips are planned to shape the educational vision of the student and the family. Socio-economically disadvantaged students have role models around them who will inspire motivation to focus on lessons and self-confidence with the discovery of their potential.

The Charter School administration ensures that these programs are available to all students, including socio-economically disadvantaged students, and works with the teachers and parents to encourage for student participation in these programs. The administration monitors the performance and progress of socio-economically disadvantaged students through the use of MSA-5's data cycle.

Evidence-based educational practices to raise student achievement

Tier 1: High-quality instruction, progress monitoring, differentiated learning, group interventions, classroom accommodations

The RTI process begins at Tier 1 with high quality instruction and universal screening of all children within the general education setting. Through the use of formative assessments such as the MAP test, the school establishes a baseline to identify students who need additional support and struggling learners are provided classroom accommodations and differentiated instruction to meet their needs. Tier 1 academic supports include technology-rich instruction, progress monitoring, differentiated learning, group interventions and classroom accommodations. Using strategies and tools such as adaptive programs, NWEA MAP universal screening, Integrated and Designated ELD, Explicit Direct Instruction, and Culturally Responsive Teaching. Tier 1 behavioral and socio-emotional supports are centered around School-Wide PBIS, led by the Dean of Students. With clear expectations taught through a Life Skills course and etiquette program students earn rewards for desired behaviors. Assemblies, student surveys and our SSPT process encourage student participation and voice.

Within Tier 1, a student may receive the following supports:

- Adaptive programming in McGraw Hill's ALEKS and StudySync
- Khan Academy
- BrainPOP ESL
- Discovery Education
- myON
- National Geographic
- 1:1 devices
- Advisory/SSR

The length of time in Tier I interventions may vary, but generally does not exceed eight weeks. During that time, the school will continue to evaluate student progress based on interim data such as Smarter Balanced Interim Block Assessments, Comprehensive exams, and classroom assessments. At the end of this period, students showing significant progress are exited from interventions, while those needing more intensive supports are moved to Tier 2. A student success team is gathered to determine intensive support.

Tier 2: Targeted Interventions

Tier 2 focuses on targeted interventions to create a high-quality differentiated environment where students are supported to engage at their optimal levels. The school uses co-teaching strategies, and "Power" classes for mathematics and ELA intervention. Additionally, students with targeted needs receive tutoring, Saturday and Summer school instruction is available universally. When students are identified as needing additional support, restorative practices are utilized such as peer mediation, new-comer and behavior management support groups, community restoration assignments, goal setting and monitoring and Edge Coaching.

Students not making adequate progress with Tier I interventions are matched with more intensive academic and/or behavioral support based on their needs. These services are provided by general education teachers, math and literacy coaches, and special education teachers. In small groups and within the general classroom setting, students may access:

- Power Classes (Math and English)
- Co-taught classes
- Push-in support
- Before and after school tutoring

- SSR/Advisory

Pull out supports are utilized to support students who require additional academic support and the learning lab will be used.

Students receiving Tier 2 interventions may require a longer period of monitoring, however, it does not typically exceed a semester. Students who do not demonstrate progress are moved into Tier 3. While students who have shown significant progress are placed into Tier 1.

Tier 3: Intensive Interventions and Evaluation

Tier 3 assists those students in most academic need. Our schools have both push-in and pull-out services with specialists to ensure students' needs are met. Using of our Special Academic Instruction program, instructional aides, learning centers, and Saturday school we are able to help our most struggling learners close the achievement gap. Support for our exceptional learners include search and serve to meet their needs and an accelerated math pathway. Supports for behavior and socio-emotional are centered around restorative practices. Utilizing reflection committees, we determine the proper intervention for individual students. Using trauma-informed practices and socio-emotional wellness, these strategies and programs address the needs of all scholars including the most vulnerable, academically and emotionally unresponsive students.

In Tier 3 of the MSA-5's RTI program, students receive individualized, intensive interventions that target specific skill deficiencies that include:

- All Tier 2 interventions
- Push-in and Pull-out support: Education Specialists, Intervention Teachers, and Literacy Coaches provide push- in and pull- out support in core classes to learners receiving Tier 3 interventions. Support providers assist teachers in creating accommodations and differentiated learning experiences so that all students may access class materials. If it is deemed that students would benefit from further individualized support, they are pulled out for more intensive instruction.
- Study Skills classes: Study Skills courses are taught by Education Specialists as an elective course for students in need of additional support in note taking, organization, exam preparation, assignment completion, and time management.
- Instructional aides in the classroom: Instructional Aides support teachers with instruction by working individually with students, assisting in stations, clarifying instructions, and reteaching. IA's also provide behavioral support and reinforce the school's Positive Behavior Interventions and Support ("PBIS").
- Saturday School: Students assigned to Saturday School work with teachers on foundational skills related to their coursework.
- Learning Center: The Learning Center or Resource Classroom is designated as a space for both Special Education and General

Education students to receive academic support from Education Specialists and Instructional Coaches. Students can complete assignments, test in small settings, use computers, and work with their peers on group assignments.

If the Student Success Team believes further intervention is necessary, then the student may be referred to special education or 504 services.

While Tier 3 students may access a variety of academic supports before and after school including tutoring, Saturday school, and teacher coaching, the majority of interventions are given throughout

the school day to ensure that students receive the full benefits of their individualized instruction. Services in the learning center, push-in and pull-out assistance, instructional aides, and study skills classes are all provided to students during the school day.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

In order to ensure effective parental involvement and support a partnership among the school, parents and the community to improve student academic achievement, MSA-5 provides the following programs to assist parents in understanding State academic content standards and State student academic achievement standards, State and local academic assessments, Title I requirements, and how to monitor their child's progress and work with educators to improve the academic achievement of their children (collectively referred to "Standards and Requirements"):

- The school will encourage parents to serve on its board of directors;
- The school will seek input from the PTF and the SSC on ways to assist parents to understand the Standards and Requirements.
- The school will encourage parents to serve on its board committees.
- The school will regularly publish in its Newsletter, and/or on its website, descriptions and explanations of State academic content standards and State student academic achievement standards, State and local academic assessments, Title I requirements, and how to monitor their child's progress and work with educators to improve the academic achievement of their children.
- Regular meetings will be held by the school at community libraries and/or parent volunteer homes to discuss how parents can work with educators to improve their child's academic achievement.
- The school will hold Back to School nights to introduce parents to the School's curriculum and its correlation to the State's academic content standards and academic achievement standards.
- Parents will be invited to attend regular classes to learn about State and local academic assessments and to take sample tests.

In an effort to foster parental involvement, the school will provide materials and training to help parents to work with their children to improve their children's achievement through the following programs:

- Student-Teacher Status Portal: MSA-5 uses an online web portal to enable parents, students, and teachers to communicate more efficiently. Teachers have a webpage for every class in which they post course material, homework assignments, projects, course grade statistics and records of students' grades on quizzes, tests, class participation and homework assignments. Students and parents use confidential passwords to log on.

Families without home computers will be encouraged to come to the school and use one of the available computer stations. Classes are held at the school on how to use the portal as well as how to access it via free Internet access at public libraries if that is more convenient than coming to the school.

- The school will provide parents with access to literacy programs that bond families around reading and using the public library.
- The school will provide annual seminars on parenting skills and parent-child communication.
- The school's psychologist will work with parents to better understand their children and the issues facing them.
- The school will train parents how to tutor their children in the school.
- Individualized student and parent advisory sessions: Each of school teachers and mentors will be assigned to a small group of students. They will arrange two to four meetings at school during the school year to discuss their students' academic achievements.
- One-on-one meetings with the parents of academically low-achieving students to support the parent in providing the student the study environment he/she needs.

The school annually educates teachers, pupil services personnel, principals and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs and build ties between parents and the School. The training takes place each year in staff orientations, annual staff development materials and other in-service trainings held throughout the school year.

In order to better understand what works best for the current parents of participating children attending the school, the education will take place after the following research is done (which shall be accomplished within the first 90 days of the commencement of the School year):

- Home Visits: Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, the school uses home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with low-achieving students.
- The school teachers visit students at their homes to enhance student learning and involvement. Family visits offer invaluable insights about students. They can provide new understanding about students' learning styles. Visits might also reveal the emotional and social needs and behaviors of students. It is helpful to know if they react to problems with tears, anger, or withdrawal, and how they socialize with peers. Through family visits, teachers can identify students' latest interests or concerns, such as a new hobby, an upcoming trip, or a change in the family.
- A phone tree will be established where volunteers call all parents of participating students to solicit feedback and ideas for building ties between parents and the school, how to best communicate with parents and how to work with parents as equal partners.
- A survey is sent home to parents of participating students that solicits information on what skills each parent has to offer the school and what types of parental involvement programs in which parents would most likely participate.

The school involves parents in the development of the training regarding the importance of parent involvement for teachers, principals and other educators to improve the effectiveness of such training.

In order to maximize parental involvement and participation, the school arranges school meetings at various times or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at the school.

The school adopts and implements model approaches to improving parental involvement.

The school has developed appropriate roles for community-based organizations and businesses in parent involvement activities, such as sponsoring events, providing volunteers for school activities, and creating internships for students.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

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

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

In order to engage parents in an organized, ongoing and timely way in the planning, review and improvement of Title I, Part A programs, the parent and family engagement policy, and if applicable, the schoolwide program plan, the School engages parents of participating students as follows:

- The School conducts at least one Family Learning Night each year where all parents of participating children will be invited to the School to learn about the different Title I, Part A programs, details of this policy, and if applicable, the schoolwide program plan. These meetings are held at flexible times. Additionally, some may be located at community libraries or at parent volunteer homes for those who live far from the School.
- Parents not attending the Family Learning Nights are contacted by a volunteer by telephone to encourage participation and inform them of future Family Learning Nights.
- The School publishes a regular Newsletter with notification of upcoming participation opportunities.
- Each year, the School holds an End of School Night, at which parents of participating children will be invited to review Title I, Part A programs, the parent and family engagement policy, and if applicable, the schoolwide program plan and recommend any changes.
- At least one of parents of participating children is invited to accompany School staff on retreats to participate in discussions and sessions dealing with Title I, Part A programs.
- If requested by parents of participating children, the School schedules regular meetings where parents are able to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children. The School responds to such suggestions within 48 hours.
- If the schoolwide program plan is not satisfactory to parents of participating children, the School will submit any parent comments on the plan when it submits the plan to the authorizers/CDE.

School Site Council (SSC):

- If a SPSA is required, the School creates a School Site Council (SSC) where it plans, review, and improve Title I, Part A programs, the parent and family engagement policy, and if applicable, the schoolwide program plan. The SSC meets at the School and is composed of 10 members, selected by their peers.

The SSC is constituted to ensure parity between the principal, classroom teachers and other school

personnel; (b) parents or other community members selected by parents and pupils. Classroom teachers comprise the majority of persons represented under category (a). (Education Code Section 65000)

Additionally, the SSC is involved in decisions regarding how funds reserved for parent engagement activities are allotted for those activities.

Parent Advisory Committee (PAC):

- If a SPSA is not required, and the LCAP can serve as the SPSA, MPS chooses to utilize the LCAP to serve as the SPSA. MPS will utilize our Parent Advisory Committee (PAC) in developing the LCAP. In this case, PAC will meet the stakeholder engagement requirements.
- PAC will plan, review, and improve the LCAP as well as plan, review, and improve Title I, Part A programs and align them to the LCAP. PAC will also be the main committee reviewing the parent and family engagement policy, and if applicable, other school program plans. School leadership will work closely with PAC to ensure parents are engaged in the school improvement process.
- Parent Advisory Committee - as used in California Education Code (EC) sections 52063 and 52069, shall be composed of a majority of parents, as defined in subdivision (e), of pupils and include parents of pupils to whom one or more of the definitions in EC Section 42238.01 apply. A governing board of a school district or a county superintendent of schools shall not be required to establish a new parent advisory committee if a previously established committee meets these requirements, including any committee established to meet the requirements of the federal No Child Left Behind Act of 2001 (Public Law 107-110) pursuant to Section 1112 of Subpart 1 of Part A of Title I of that act.

English Learner Parent Advisory Committee (ELPAC):

- English Learner Parent Advisory Committee - as used in EC sections 52063 and 52069 for those school districts or schools and programs operated by county superintendents of schools whose enrollment includes at least 15 percent English learners and at least 50 pupils who are English learners, shall be composed of a majority of parents, as defined in subdivision (e), of pupils to whom the definition in EC Section 42238.01(c) applies. A governing board of a school district or a county superintendent of schools shall not be required to establish a new English learner parent advisory committee if a previously established committee meets these requirements.

Consulting with Pupils:

- Consult with Pupils - as used in EC sections 52060, 52066, and 47606.5, means a process to enable pupils, including unduplicated pupils and other numerically significant pupil subgroups, to review and comment on the development of the LCAP. This process may include surveys of pupils, forums with pupils, pupil advisory committees, or meetings with pupil government bodies or other groups representing pupils.
- The School annually conducts student, parent, and staff surveys to improve our stakeholders' school experience and to consult with them. Conducting such stakeholder surveys is an essential part of the School's LCAP development process.

The school implements an effective means of outreach to parents of limited English proficient students to inform them regarding how they can be involved in the education of their children and be active participants in assisting their children to attain English proficiency, achieve at high levels in core academic subjects and meet challenging State academic achievement standards and State

academic content standards expected of all student. To accomplish this goal, the school does the following:

- The school holds regular meetings, and send notice of these meetings, for the purpose of formulating and responding to recommendations from parents of participating children.
- The school provides language translators at parent meetings to the extent practicable.
- The school schedules meetings to enable families to share information about culture, background, children’s talents and particular needs for the schools.
- The school provides parents of limited English proficiency with access to English as a Second Language (ESL) classes to increase their English language proficiency to assist their children with homework. The school’s principal will visit the classes to interact with the parents.
- English Learner Advisory Committee: The English Learner Advisory Committee (ELAC) is mainly a committee of parents or other community members who want to advocate for English Learners. The committee provides parents of English Learners opportunities to learn more about the programs offered to their students and advises the principal and the School Site Council (SSC) on programs and services for English Learners.

State law mandates each school site with 21 or more students of Limited English Proficiency (LEP) in attendance, regardless of language, to form a functioning English Learner Advisory Committee (ELAC).

The school provides full opportunities for participation of parents with disabilities and parents of migratory children. To accomplish this goal, the school does the following:

- The school schedules meetings to enable families to share information about culture, background, children’s talents and particular needs for the schools.
- Teachers are encouraged to make home visits to discuss student progress with the parents. Parents, students, and teachers meet throughout the year to monitor students’ progress.
- Teachers meet one-on-one with parents of such students on an as needed basis to ensure the proper supports are in place for the student.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Expenditures funded by Title I, Part A include the following: professional development for teachers, Intervention teachers salaries and benefits for ELA and math intervention, SEL support, and Saturday School.

Fiscal support (EPC)

LCFF Funds, Other State Funds, Local Funds, and Federal Funds are utilized to implement the actions in the LCAP/SPSA. Federal Funds (Title I, Part A; Title II, Part A; Title III-Part A; and Title IV, Part A) will be used to supplement state and local funds. This SPSA only includes funds provided to the school through the Consolidated Application.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

MSA-5 strives to attain a collaborative culture of data analysis, needs assessment, planning, aligning funding to our documented school goals and priorities, reflection, and improvement. All our stakeholder groups (parents/Parent Advisory Committee (PAC), students, staff, School Site Council (SSC), ELAC, PTF, Home Office support team, Board of Directors, charter authorizer, ACS WASC, and our community partners) are critical, active, informed, and responsible participants in this process to ensure we make effective decisions that benefit students. Particularly for the LCAP/SPSA, the school consulted with the PAC, SSC, and ELAC for planning, review, and update of the programs in the LCAP/SPSA. These committees reviewed input from all stakeholders and available data through surveys and student performance data. Based on stakeholder input and data (CA School Dashboard data, interim student assessment data, survey results, etc.), we reflected on our existing LCAP/SPSA actions/services and measurable outcomes, continued or modified them for improvement, and we also planned for new actions and services as the needs arose. The following are the dates of such meetings: 6/18/2020 Town Hall, 7/29/2020 Town Hall, and 8/12/2020 Orientation, 9/10/2020 Back to School Night, 9/16/2020 SSC & ELAC Meeting, 11/05/2020, 11/06/2020, & 11/09/2020 Parent Teacher Conferences, 11/13/2020. College Application Meeting, 11/18/2020 Parent Meeting, and 12/01/2020 SSC & ELAC Meeting.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

The school is not identified for CSI or ATSI, so this section is not applicable.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0%	0%	0%	0	0	0
African American	2.9%	2.0%	1.8%	6	5	5
Asian	1.4%	2.0%	2.1%	3	5	6
Filipino	2.4%	3.2%	1.4%	5	8	4
Hispanic/Latino	87.1%	87.5%	91.1%	183	217	256
Pacific Islander	0%	0%	0%	0	0	0
White	6.2%	5.2%	3.6%	13	13	10
Multiple/No Response	0%	0%	0%	0	0	0
Total Enrollment				210	248	281

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 6	61	60	51
Grade 7	53	61	62
Grade 8	54	53	61
Grade 9	31	39	51
Grade 10	11	24	30
Grade 11		11	21
Grade 12			5
Total Enrollment	210	248	281

Conclusions based on this data:

1. MSA-5's population is predominantly Latino.
2. MSA-5 has grown it's grade levels out to a full 6-12 SPAN school.
3. Enrollment has gone up at MSA-5 every year.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	45	59	73	21.4%	23.8%	26.0%
Fluent English Proficient (FEP)	109	132	143	51.9%	53.2%	50.9%
Reclassified Fluent English Proficient (RFEP)	11	7	8	25.0%	0.0%	13.6%

Conclusions based on this data:

1. MSA-5's ELs have numerically grown each year.
2. MSA-5 has dedicated an EL coordinator and ELD instructors to support students at higher level considering the trend.
3. MSA-5 has increased the support to EL students offering more language acquisition and intervention courses.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6		60	59		59	59		59	59		98	100
Grade 7		50	58		47	58		47	58		94	100
Grade 8		54	53		54	53		54	53		100	100
Grade 11			11			11			11			100
All		164	181		160	181		160	181		98	100

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6		2495.	2496.		3.39	15.25		35.59	27.12		28.81	25.42		32.20	32.20
Grade 7		2536.	2552.		2.13	6.90		51.06	48.28		23.40	32.76		23.40	12.07
Grade 8		2551.	2534.		7.41	3.77		38.89	35.85		27.78	33.96		25.93	26.42
Grade 11			2624.			36.36			27.27			18.18			18.18
All Grades	N/A	N/A	N/A		4.38	10.50		41.25	36.46		26.88	29.83		27.50	23.20

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 6		6.78	15.25		54.24	33.90		38.98	50.85	
Grade 7		10.78	17.24		54.35	50.00		34.78	32.76	
Grade 8		9.26	13.21		55.56	43.40		35.19	43.40	
Grade 11			36.36			45.45			18.18	
All Grades		8.81	16.57		54.72	42.54		36.48	40.88	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6		13.79	20.34		50.00	54.24		36.21	25.42
Grade 7		17.39	22.41		63.04	70.69		19.57	6.90
Grade 8		18.52	17.31		50.00	63.46		31.48	19.23
Grade 11			36.36			54.55			9.09
All Grades		8.81	21.11		54.72	62.22		36.48	16.67

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6		6.78	13.56		62.71	38.98		30.51	47.46
Grade 7		2.17	6.90		80.43	77.59		17.39	15.52
Grade 8		11.11	7.55		70.37	54.72		18.52	37.74
Grade 11			45.45			54.55			0.00
All Grades		6.92	11.60		70.44	56.91		22.64	31.49

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6		16.95	16.95		55.93	55.93		27.12	27.12
Grade 7		34.78	22.41		52.17	60.34		13.04	17.24
Grade 8		38.89	11.32		42.59	54.72		18.52	33.96
Grade 11			18.18			63.64			18.18
All Grades		29.56	17.13		50.31	57.46		20.13	25.41

Conclusions based on this data:

1. The Listening skill will be a school-wide effort to improve. The ELA department will adopt innovative techniques and utilize more resources.
2. The Interim Block Assessments will be proctored regularly, as a collaborative effort, social science teachers will administer content appropriate IABS in their classes and review some of the skills that is used both of the disciplines.
3. English Language Art teachers will attend PDs to gain new skills in response to the distance learning type of environment.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6		60	59		59	59		59	59		98	100
Grade 7		50	58		58	48		48	58		96	100
Grade 8		54	53		54	53		54	53		100	100
Grade 11			11			11			11			100
All		164	181		161	181		161	181		98	100

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6		2505.	2520.		10.17	15.25		22.03	15.25		30.51	40.68		37.29	28.81
Grade 7		2528.	2548.		6.25	8.62		27.08	31.03		41.67	39.66		25.00	20.69
Grade 8		2555.	2562.		20.37	26.42		16.67	16.98		37.04	22.64		25.93	33.96
Grade 11			2612.			18.18			36.36			9.09			36.36
All Grades	N/A	N/A	N/A			16.57			22.10			33.15			28.18

Concepts & Procedures Applying mathematical concepts and procedures												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19			
Grade 6					22.03	25.42		37.29	32.20		40.68	42.37
Grade 7					20.83	22.41		43.75	46.55		35.42	31.03
Grade 8					24.07	28.30		35.19	33.96		40.74	37.74
Grade 11						45.45			18.18			36.36
All Grades					22.36	26.52		38.51	36.46		39.13	37.02

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19			
Grade 6					13.56	13.56		42.37	49.15		44.07	37.29
Grade 7					6.25	15.52		60.42	68.97		33.33	15.52
Grade 8					16.67	28.30		66.67	43.40		16.67	28.30
Grade 11						27.27			45.45			27.27
All Grades					12.42	19.34		55.90	53.59		31.68	27.07

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6		5.08	16.95		45.76	47.46		49.15	35.59
Grade 7		10.42	8.62		64.58	72.41		25.00	18.97
Grade 8		20.37	15.09		51.85	56.60		27.28	28.30
Grade 11			18.18			45.45			36.36
All Grades		11.80	13.81		53.42	58.01		34.78	28.18

Conclusions based on this data:

1. Communicating Reasoning is the area of refinement. Math teachers will reviewing lessons in order to have students analyze and evaluate propositions and conjectures, the results of simulations, and others' solution processes.
2. Math teachers will proctor Interim Block Assessments regularly and take instructional actions accordingly.
3. Math teachers will attend PDs to gain new skills in response to the distance learning type of environment.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 6	1515.0	1512.8	1510.4	1519.8	1519.2	1505.2	13	22
Grade 7	1516.4	*	1505.9	*	1526.4	*	13	10
Grade 8		1500.9		1480.5		1520.7		15
Grade 9		*		*		*		5
Grade 10		*		*		*		*
Grade 11		*		*		*		*
All Grades								56

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6		9.09		45.45		31.82		13.64		22
8		13.33		20.00		26.67		40.00		15
All Grades		16.07		30.36		30.36		23.21		56

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6		50.00		27.27		9.09		13.64		22
8		20.00		26.67		13.33		40.00		15
All Grades		37.50		32.14		7.14		23.21		56

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6		0.00		9.09		45.45		45.45		22
8		6.67		26.67		20.00		46.67		15
All Grades		5.36		14.29		39.29		41.07		56

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6		22.73		50.00		27.27		22
8		6.67		33.33		60.00		15
All Grades		14.29		50.00		35.71		56

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6		63.64		22.73		13.64		22
8		53.33		6.67		40.00		15
All Grades		60.71		16.07		23.21		56

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6		0.00		22.73		77.27		22
8		6.67		33.33		60.00		15
All Grades		5.36		28.57		66.07		56

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6		9.09		81.82		9.09		22
8		0.00		66.67		33.33		15
All Grades		5.36		76.79		17.86		56

Conclusions based on this data:

1. Written Language is the area students struggled most. Teachers will utilize writing frames.
2. Middle school ELA teacher will teach the English Language Development class to make sure the contents skills are covered.
3. There will be designated high school credit bearing ELD class to allow students to take advantage of acquiring graduation credit, which will be taught by a credentialed Language Arts teacher.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
248	88.7	23.8	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	59	23.8
Homeless	16	6.5
Socioeconomically Disadvantaged	220	88.7
Students with Disabilities	42	16.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	5	2.0
Asian	5	2.0
Filipino	8	3.2
Hispanic	217	87.5
White	13	5.2





Conclusions based on this data:

1. There is a historical increase in the rate of English Learners which informs us to provide more support in the language acquisition process.
2. There is a historical increase in the rate of students with IEP and 504 that has an impact on staffing and instructional approaches of the teachers.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 426 480 457">English Language Arts</p>  <p data-bbox="199 506 467 533">No Performance Color</p>	<p data-bbox="673 426 948 457">Chronic Absenteeism</p>  <p data-bbox="678 506 943 533">No Performance Color</p>	<p data-bbox="1179 426 1398 457">Suspension Rate</p>  <p data-bbox="1154 506 1419 533">No Performance Color</p>
<p data-bbox="253 623 415 655">Mathematics</p>  <p data-bbox="199 703 467 730">No Performance Color</p>		

Conclusions based on this data:

1. The first high school graduating class of MSA-5 graduated in 2020, therefore there is no data available as of Fall 2019

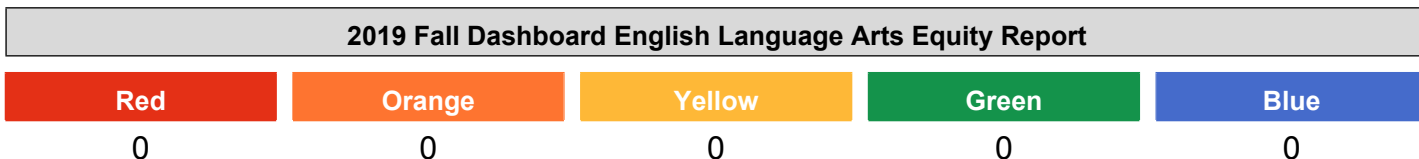
School and Student Performance Data

Academic Performance English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>No Performance Color</p> <p>11.5 points below standard</p> <p>174</p>	<p>English Learners</p> <p>No Performance Color</p> <p>43.3 points below standard</p> <p>90</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>23.7 points below standard</p> <p>11</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>13.1 points below standard</p> <p>156</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>72.7 points below standard</p> <p>24</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
<p>African American</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>5</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Asian</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>6</p>
<p>Hispanic</p>  <p>No Performance Color</p> <p>13.1 points below standard</p> <p>151</p>	<p>Two or More Races</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>9</p>

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
<p>Current English Learner</p> <p>94.5 points below standard</p> <p>43</p>	<p>Reclassified English Learners</p> <p>3.7 points above standard</p> <p>47</p>	<p>English Only</p> <p>5 points above standard</p> <p>43</p>

Conclusions based on this data:

1. Students with special needs are in need of extensive intervention support to close the gap of 72.7 points below standard. Teachers will get support to implement innovative ways of accommodations and modifications.
2. It is pleasant to see the former EL students performed 3.7 points above the standard. The teachers at MSA-5 will reinforce the existing instructional plans in order to keep the trend upwards.
3. Based on the disaggregation of the SBAC data, teachers will focus on the listening skills (with 26.17% proficiency)

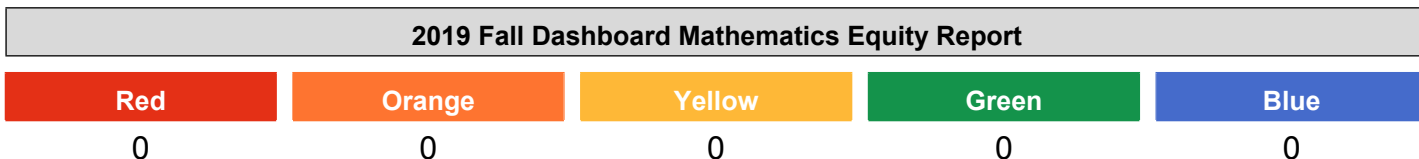
School and Student Performance Data

Academic Performance Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:








This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>No Performance Color</p> <p>17.9 points below standard</p> <p>174</p>	<p>English Learners</p> <p>No Performance Color</p> <p>43.5 points below standard</p> <p>90</p>	<p>Foster Youth</p>
<p>Homeless</p> <p>No Performance Color</p> <p>26.2 points below standard</p> <p>11</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>18.6 points below standard</p> <p>156</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>58 points below standard</p> <p>24</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	American Indian	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Hispanic  No Performance Color 21.6 points below standard 151	Two or More Races	Pacific Islander	White  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner 98.4 points below standard 43	Reclassified English Learners 6.7 points above standard 47	English Only 2.3 points above standard 43

Conclusions based on this data:

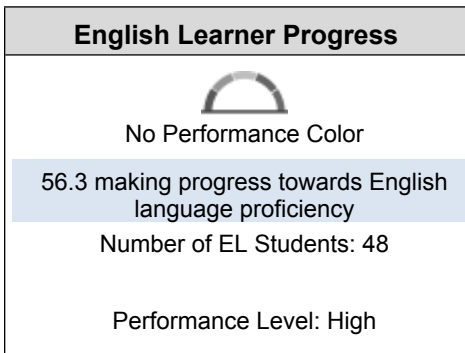
1. Students with Disabilities and English Learners demonstrated the lowest performance level. As a school, those groups need additional support to close the gap.
2. There is a steady increase in math scores comparison to the previous year, MSA-5 will continue using similar strategies to ensure the trend is upward.
3. Students who have been re-classified performed above their peers that shows the language barrier became less significant and strategies to support academic language in math classes are conducive to conceptualize the context.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
8.3	35.4	2.0	54.1

Conclusions based on this data:

- More than half of the EL students have shown progress in order to be re-classified.
- EL students need to take a practice test of ELPAC to get over test anxiety and be familiar with the procedure.

School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

- No performance data available due to the fact that the first graduating class graduated in Summer 2020.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 No Performance Color 7.4 175	 No Performance Color 7.3 55	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 0 12	 No Performance Color 7 158	 No Performance Color 16 25

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 7.9 151	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9

Conclusions based on this data:

- Colors were not provided due to CDS code change when we changed charter authorizers.

School and Student Performance Data

Academic Engagement Graduation Rate

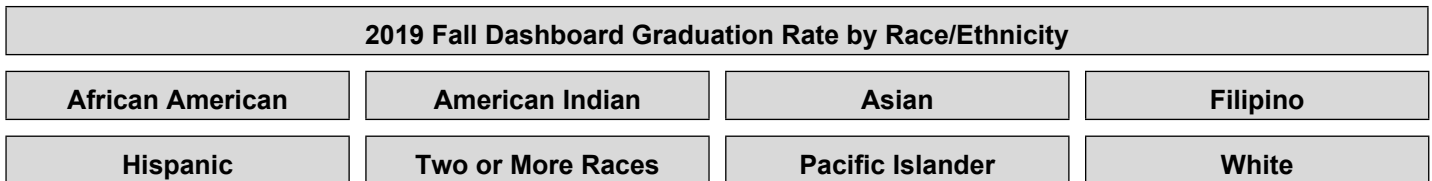
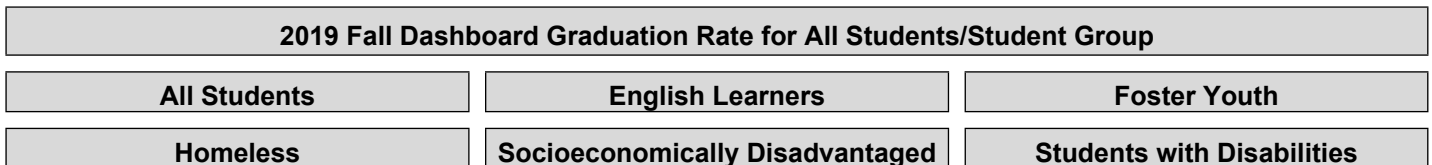
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

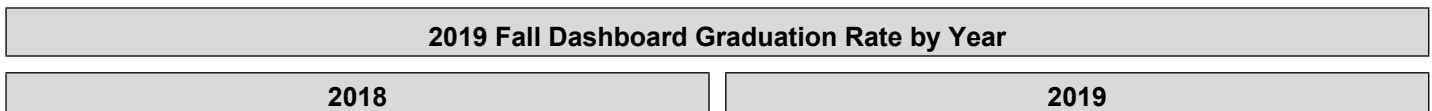
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

- 1.

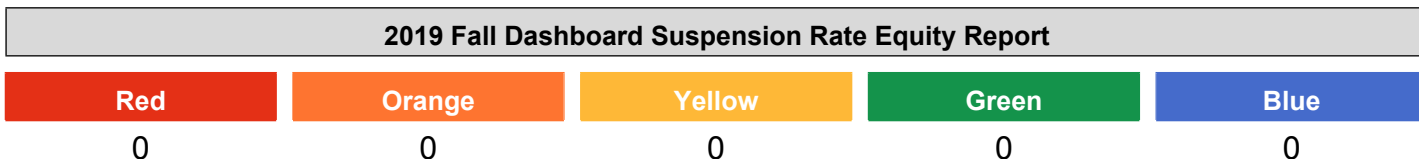
School and Student Performance Data

Conditions & Climate Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:








This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
<p>No Performance Color</p> <p>1.2</p> <p>259</p>	<p>No Performance Color</p> <p>1.4</p> <p>70</p>	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>No Performance Color</p> <p>0</p> <p>16</p>	<p>No Performance Color</p> <p>0.9</p> <p>228</p>	<p>No Performance Color</p> <p>0</p> <p>44</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American  No Performance Color Less than 11 Students - Data 5	American Indian	Asian  No Performance Color Less than 11 Students - Data 5	Filipino  No Performance Color Less than 11 Students - Data 8
Hispanic  No Performance Color 1.3 227	Two or More Races	Pacific Islander	White  No Performance Color 0 14

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	2018	2019
		1.2

Conclusions based on this data:

- Colors were not provided due to CDS code change when we changed charter authorizers.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT

LEA/LCAP Goal

All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive basic services that are fundamental to academic success, including fully credentialed teachers, standards-aligned instructional materials, and appropriately maintained school facilities.

Goal 1

All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive basic services that are fundamental to academic success, including fully credentialed teachers, standards-aligned instructional materials, and appropriately maintained school facilities.

Identified Need

Providing basic services means ensuring all students have access to teachers who are fully credentialed in their subject areas, instructional materials aligned with state standards, and safe, properly maintained school facilities. Charter School will also adhere to the MPS Wellness Policy and encourage participation in school meal programs. Research shows when students are provided with these basic services, student learning outcomes increase. The MPS Home Office will provide services such as academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations to support and hold accountable the Charter School for compliance and meeting charter goals. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in provision of basic services to maintain a high-quality learning environment.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions (Source: Local Indicator Priority 1)	2019-20: 0	2020-21: 0
Percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1)	2019-20: 0%	2020-21: 0%
Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and	2019-20: 0	2020-21: 0

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
extreme deficiencies) (Source: Local Indicator Priority 1)		
Teacher attendance rate (Source: HRIS)	2019-20: 95.0%	2020-21: 97.0%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teacher assignments and credentials:

Charter School and the MPS Human Resources team will conduct credential, background and TB clearance review as part of the hiring process and at least once throughout the year to ensure all credentials are properly maintained. Charter School will support our teachers’ credentialing needs. Charter School will also annually review master schedule and teacher assignments to ensure teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters.

Expenditures associated with this action include the following: teacher credentialing expenses, Paycom/payroll fees, and livescan/fingerprinting fees.

The following expenditures will be funded by the federal funds:

- Teacher credentialing expenses: Resource: Title II, Part A (4035); Object: 5864; Amount: \$4,000

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4,000	Title II Part A: Improving Teacher Quality 5000-5999: Services And Other Operating Expenditures

Teacher Credentialing Needs (BTSA, EL authorization, etc.)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Instructional materials and technology:

Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, socialemotional, and physical requirements of students. Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials. Charter School will ensure that students have sufficient access to the standards-aligned instructional materials, including technology-based resources. Charter School will provide effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards aligned instructional programs.

Expenditures associated with this action include the following: textbooks, instructional materials and supplies, computers and other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, etc.)

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Clean and safe facilities that support learning:

Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school we aim

to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor a comprehensive safety and security plan, conduct necessary safety training for all staff and continue to work with the stakeholders and experts to implement emergency and risk management procedures for individuals and the site. Charter School will procure and maintain necessary safety and emergency supplies, equipment and items. Charter School will establish schedules and procedures for the supervision of students in non-classroom areas, including before and afterschool.

Expenditures associated with this action include the following: facilities rent/acquisition cost, custodial staff salaries and benefits, custodial supplies, maintenance and repair services, security services, security services, and CharterSAFE insurance.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Low Income

Strategy/Activity

Healthy and nutritious meals:

Charter School will maintain nutrition education resources and continue focusing on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. Charter School will promote healthy food and beverage choices for all students throughout the campus, as well as encourage participation in school meal programs.

Expenditures associated with this action include the following: student meals.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 5**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Well-orchestrated Home Office support services:

The MPS Home Office provides services to the Charter School, supports and holds accountable the Charter School 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. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the Charter School to receive services at a lower cost. The services of the Home Office include, but are not limited to, academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations. Instructional services are reflected in Goals 2-4.

Expenditures associated with this action include the following: Home Office management fees.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review**SPSA Year Reviewed: 2019-20**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

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

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are no major differences at this time.

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

No changes will be made to this goal.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

EXCELLENCE

LEA/LCAP Goal

All students will have equitable access to a high-quality core curricular and instructional program and make academic progress on the California Content Standards. Students will pursue academic excellence and be college/career ready.

Goal 2

All students will have equitable access to a high-quality core curricular and instructional program and make academic progress on the California Content Standards. Students will pursue academic excellence and be college/career ready.

Identified Need

Charter School desires that all our students pursue academic excellence and be college/career ready. Effective core curriculum and instruction are central to academic success. Therefore, Charter School will ensure that all students, including but not limited to, ELs, students with disabilities, socioeconomically disadvantaged/low-income students, and students achieving below grade level, have access to a high-quality core curricular and instructional program with appropriate services and support. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will also provide professional development to staff to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Charter School will implement the actions listed under this goal and use the indicated metrics, such as CAASPP assessment results, to measure progress in achievement of academic excellence and college/career readiness.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of programs and services outlined in the charter petition, including a broad course of study, that are developed and provided to students, certain programs and services being dependent on student need and interest (Source: Local Indicator Priority 7, SIS)	2019-20: 100%	2020-21: 100%
Percentage of students who have sufficient access to all programs and services developed and provided to unduplicated students and to individuals with exceptional	2019-20: 100%	2020-21: 100%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
needs (Source: Local Indicator Priority 7, SIS)		
Percentage of state standards implementation for all students (Source: Local Indicator Priority 2)	2019-20: 100%	2020-21: 100%
Percentage of students who have received a grade of "C" or better (or performed "proficient" on the related state standardized tests) in core subjects and electives (Source: SIS)	2019-20: 70%	2020-21: 80%
Average Lexile Growth (L) from fall to spring (Source: myON)	2019-20: 46.2	2020-21: 50.0
Percentage of students meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2018-19: All Students: 44.78% English Learners: 3.03% Socioeconomically Disadvantaged: 44.38% Students with Disabilities: 8.62% African American: ????% Hispanic: 42.42% White: 56.25%	2020-21: All Students: 44.78% English Learners: 3.03% Socioeconomically Disadvantaged: 44.38% Students with Disabilities: 8.62% African American: ????% Hispanic: 42.42% White: 56.25%
Distance from Standard (DFS) on the CASSPP-ELA/Literacy assessments (Source: CA School Dashboard)	2018-19: All Students: 13.9 points below standard English Learners: 69.2 points below standard Socioeconomically Disadvantaged: 16.6 points below standard Students with Disabilities: 96.9 points below standard Hispanic: 19.4 points below standard White: 17.7 points below standard	2020-21: All Students: 13.9 points below standard English Learners: 69.2 points below standard Socioeconomically Disadvantaged: 16.6 points below standard Students with Disabilities: 96.9 points below standard Hispanic: 19.4 points below standard White: 17.7 points below standard
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Reading	2018-19: All Students: 54.2% English Learners: 54.2% Socioeconomically Disadvantaged: 54.2%	2020-21: All Students: 54.2% English Learners: 54.2% Socioeconomically Disadvantaged: 54.2%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
assessment from fall to spring (Source: NWEA MAP)	Students with Disabilities: 54.2% African American: ?.?% Hispanic: 54.2% White: 54.2%	Students with Disabilities: 54.2% African American: ?.?% Hispanic: 54.2% White: 54.2%
Percentage of students meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2018-19: All Students: 30.13% English Learners: 9.09% Socioeconomically Disadvantaged: 27.72% Students with Disabilities: 5.17% African American: ?.??% Hispanic: 27.16% White: 62.50%	2020-21: All Students: 30.13% English Learners: 9.09% Socioeconomically Disadvantaged: 27.72% Students with Disabilities: 5.17% African American: ?.??% Hispanic: 27.16% White: 62.50%
Distance from Standard (DFS) on the CASSPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	2018-19: All Students: 43.1 points below standard English Learners: 77.6 points below standard Socioeconomically Disadvantaged: 47.1 points below standard Students with Disabilities: 121.2 points below standard Hispanic: 50.0 points below standard White: 6.2 points above standard	2020-21: All Students: 43.1 points below standard English Learners: 77.6 points below standard Socioeconomically Disadvantaged: 47.1 points below standard Students with Disabilities: 121.2 points below standard Hispanic: 50.0 points below standard White: 6.2 points above standard
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	2018-19: All Students: 54.2% English Learners: 54.2% Socioeconomically Disadvantaged: 54.2% Students with Disabilities: 54.2% African American: ?.?% Hispanic: 54.2% White: 54.2%	2020-21: All Students: 54.2% English Learners: 54.2% Socioeconomically Disadvantaged: 54.2% Students with Disabilities: 54.2% African American: ?.?% Hispanic: 54.2% White: 54.2%
Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4	2018-19: 52.6%	2020-21: 52.6%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
(ELP) between prior and current year (Source: CA School Dashboard)		
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2019-20: 20.0%	2020-21: 20.0%
Percentage of students meeting or exceeding standard on the CAASPP-Science assessments (Source: CDE DataQuest)	2018-19: All Students: 30.61% English Learners: 0.00% Socioeconomically Disadvantaged: 29.46% Students with Disabilities: 5.00% African American: ?.??% Hispanic: 26.56% White: ??.??%	2020-21: All Students: 30.61% English Learners: 0.00% Socioeconomically Disadvantaged: 29.46% Students with Disabilities: 5.00% African American: ?.??% Hispanic: 26.56% White: ??.??%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Broad course of study and standards-based curriculum:

Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule.

Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, substitute teacher expenses, and Odysseyware (ALEKS, FuelEd) course fees.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Learners, Foster Youth, Low Income

Strategy/Activity

Professional development for high-quality instruction :

Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs.

Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost software fees.

The following expenditures will be funded by the federal funds:

- Professional Development: Resource: Title II, Part A (4035); Object: 5864; Amount: \$8,791

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

8,791	Title II Part A: Improving Teacher Quality 5000-5999: Services And Other Operating Expenditures Tuition Reimbursement
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Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Learners, Foster Youth, Low Income

Strategy/Activity

MTSS - Academic enrichment, intervention and student support:

Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.)

Expenditures associated with this action include the following: Dean of Academics salary and benefits, Title-I coordinator salary and benefits, instructional aide salaries and benefits, intervention teacher salaries and benefits, teacher stipends for after school, Saturday school, and summer school, NWEA MAP testing fees, Illuminate DnA fees, and evidence-based supplemental intervention/enrichment program fees (Accelerated Reader, myON, Lexercise, ST Math, Grade Slam, Sumdog, BrainPOP, NextGenMath, Membean, Spelling City, Turnitin, Seesaw, ABC Mouse, Learning A-Z, Cityspan, Flocabulary, and ALEKS.)

The following expenditures will be funded by the federal funds:

- Title-I summer school teacher salaries: Resource: Title I, Part A (3010); Object: 1100; Amount: \$3,751
- Title-I intervention teacher salaries: Resource: Title I, Part A (3010); Object: 1100; Amount: \$18,131
- Title-I intervention teacher benefits: Resource: Title I, Part A (3010); Object: 3101; Amount: \$3,336
- Teacher & Admin stipends for Saturday school: Title I, Part A (3010); Object: 1100; Amount: \$20,000
- Title-I Books and supplies: Resource: Title I, Part A (3010); Object: 4340; Amount: \$22,957

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

22,957

Source(s)

Title I
4000-4999: Books And Supplies

	Evidence-Based supplemental intervention/enrichment program fee
18,131	Title I 1000-1999: Certificated Personnel Salaries Intervention Teacher Salaries
3,336	Title I 3000-3999: Employee Benefits Intervention Teacher Benefits
20,000	Title I 1000-1999: Certificated Personnel Salaries Teacher Stipends for Saturday School
3,751	Title I 1000-1999: Certificated Personnel Salaries Teacher Salaries for Summer School

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Designated and integrated ELD programs:

Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences.

Expenditures associated with this action include the following: EL coordinator salary and benefits, EL coordinator stipend, EL instructional aide salary and benefits, and Rosetta Stone program fees.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students (with a focus on Students with Disabilities)

Strategy/Activity

Support for students with disabilities:

Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA.

Expenditures associated with this action include the following: SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, SPED intern salaries and benefits, outsourced SPED services fees, and SPED instructional materials and technology.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

We have implemented all of the actions/services described above. We regularly review student performance data and progress towards targets with our staff (i.e. MAP, SBAC, Interim Assessments, ELPAC, etc.). We provide courses, electives, programs, and services outlined in our charter petition, certain programs and services being dependent on student need and interest (i.e. small group instruction, Power English/Power Math classes, after school tutoring, Saturday classes, etc.); our master schedule is designed to meet the needs of all students; we provide opportunities for online and dual enrollment; we offer Advanced Math and Computer Technology classes; and provide opportunities for students to create or demonstrate a STEAM focused project, experiment, model or demo.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We will be using some of the Learning Loss Mitigation funds to support additional student learning needs with additional tutoring sessions, additional Saturday school sessions, purchase of resources to support digital learning.

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

We have added additional support sessions to support student learning, this includes additional teacher time to support with extra tutoring sessions and Saturday School. As an organization, all schools started the implementation of IABs by the History teachers as unit plans to effectively measure student growth.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

INNOVATION

LEA/LCAP Goal

All students will have access to a well-rounded education that supports their readiness for college and the global world. Each student will become an independent, innovative scholar by practicing creativity in learning and using technology in transformative ways.

Goal 3

All students will have access to a well-rounded education that supports their readiness for college and the global world. Each student will become an independent, innovative scholar by practicing creativity in learning and using technology in transformative ways.

Identified Need

It is the Charter School's vision that our graduates are well-rounded critical thinkers and problem solvers who contribute to the global community. A significant step toward helping our students achieve their maximum potential involves providing a rigorous, relevant and college preparatory curriculum with a STEAM emphasis. Therefore, we will design educational experiences to meet the needs of our scholars with an emphasis on innovation and critical thinking. Charter School will also promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts to our physical education program. In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in provision of an innovative, well-rounded education that supports student readiness for college and the global world.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)	2018-19: 73.2%	2020-21: 73.2%
Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2018-19: 50.0%	2020-21: 50.0%
Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-Mathematics	2018-19: 50.0%	2020-21: 50.0%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
assessments (Source: CDE DataQuest)		
Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)	2019-20: ??.%	2020-21: ??.%
Percentage of cohort graduates who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board)	2019-20: 50.0%	2020-21: 50.0%
Percentage of cohort graduates who completed at least one semester of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: SIS)	2019-20: 50.0%	2020-21: 50.0%
Percentage of cohort graduates meeting UC/CSU requirements (Source: CALPADS, CDE DataQuest)	2019-20: 90.0%	2020-21: 90.0%
Percentage of cohort graduates earning a Seal of Biliteracy (Source: CDE DataQuest)	2019-20: 50.0%	2020-21: 50.0%
Percentage of cohort graduates earning a Golden State Seal Merit Diploma (Source: CDE DataQuest)	2019-20: 50.0%	2020-21: 50.0%
Percentage of cohort graduates earning an Advanced or Honors MPS Diploma (Source: SIS)	2019-20: 42.0%	2020-21: 42.0%
Percentage of cohort graduates accepted to a 4-year or 2-year college (Source: Naviance)	2019-20: 100.0%	2020-21: 100.0%
Percentage of cohort graduates accepted to a 4-year college (Source: Naviance)	2019-20: 70.0%	2020-21: 70.0%
College-Going Rate (Source: CDE DataQuest)	Class of 2018: 49.2%	Class of 2019: 49.2%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	2019-20: 5%	2020-21: 5%
Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)	2019-20: 100%	2020-21: 100%
Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)	2019-20: 100%	2020-21: 100%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

English Learners, Foster Youth, Low Income

Strategy/Activity

College/Career readiness programs and activities:

Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and individualized support to ensure timely high school graduation. Charter School will offer Advisory and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, test prep for ACT/SAT, college application and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college-related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies. (Elem./Middle Schools: This description is geared toward HS. Let's work on a modified action description that suits your needs.)

Expenditures associated with this action include the following: college counselor salary and benefits, AP teacher stipends, Naviance program fees, AP exam fees, AP course materials, and other college-related materials and activities.

The following expenditures will be funded by the federal funds:

- Title-IV AP Exam Fees: Resource: Title IV, Part A (4127); Object: 4310; Amount: \$3,493
- Title-IV AP Course Materials: Resource: Title IV, Part A (4127); Object: 4310; Amount: \$4,000
- Title-IV Other College-Related Materials and Activities: Resource: Title IV, Part A (4127); Object: 5835; Amount: \$3,500

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,493	Title IV Part A: Student Support and Academic Enrichment 4000-4999: Books And Supplies AP Exam Fees
4,000	Title IV Part A: Student Support and Academic Enrichment 4000-4999: Books And Supplies AP Course Materials
3,500	Title IV Part A: Student Support and Academic Enrichment 5000-5999: Services And Other Operating Expenditures Other College-Related Materials and Activities

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Learners, Foster Youth, Low Income

Strategy/Activity

STEAM and GATE programs:

Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEAM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Gifted and talented students and students achieving above grade level will

be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. Learners will be challenged to investigate, use problem-based learning, and research.

Expenditures associated with this action include the following: Mystery Science program fees (ADD HERE OTHER EXPENDITURES)

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Learners, Foster Youth, Low Income

Strategy/Activity

Digital literacy and citizenship programs:

Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will participate in PD on Blended Learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics include, but are not limited to, using technology applications; digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette.

Expenditures associated with this action include the following: computer teacher salary and benefits, internet security program fees, and WonderMedia software fees.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Low Income

Strategy/Activity

Physical education, activity, and fitness:

Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness.

Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 5**Students to be Served by this Strategy/Activity**

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

English Learners, Foster Youth, Low Income

Strategy/Activity

Additional programs and activities that support well-rounded education:

In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, math, science, technology, engineering, ELA, language other than English and culture, sports, visual and performing arts, community service, and other.

Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support well-rounded education, field trip expenses, and club expenses.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

We are currently offering 3 AP courses to our high school students so they can challenge themselves and be prepared for the college; we have dual enrollment with a community colleges to be able to provide access to college level coursework to our students; we have implemented STEAM based projects/experiments /activities by Math and Science Teachers. Our PE teacher modified their curriculum so they can cover the materials during DL.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The funding is allocated through general funds.

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

We needed to make some changes due to the COVID 19 pandemic, MSA-5 will make an effort to adjust and ensure students are exposed to the college experience and environment by providing virtual college tours. We will provide additional tutoring time, Saturday School, Summer School to mitigate learning loss.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

CONNECTION

LEA/LCAP Goal

All students, families, staff, and other stakeholders will have access to meaningful engagement opportunities that help cultivate leadership, advocacy, and collaboration in a safe and nurturing environment. Stakeholders will feel a sense of community and connectedness.

Goal 4

All students, families, staff, and other stakeholders will have access to meaningful engagement opportunities that help cultivate leadership, advocacy, and collaboration in a safe and nurturing environment. Stakeholders will feel a sense of community and connectedness.

Identified Need

School communities are integrated partnerships with the school site staff, families, students and all other stakeholders. This sense of connection creates a safe place for all learners and stakeholders to affirm individual strengths, develop capacity, celebrate character, build trusting and respectful relationships, promote unity and better decision making. Additionally, community cultivates identity and gives each member a sense of belonging and pride. Charter School will seek family input for decision making, utilize home visits and stakeholder surveys, and provide academic and social-emotional support through MTSS/PBIS. We will work with community partners to support the vision and goals of the school, including our students' development of personal and academic networks for long-term resilience and connection. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in sustaining a sense of community and connectedness.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of School Site Council (SSC) meetings per year (Source: Local Indicator Priority 3)	2019-20: 4	2019-20: 4
Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3)	2019-20: 4	2020-21: 4
Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)	2019-20: 4	2020-21: 4
Number of activities/events for parent involvement per year (Source: Local Indicator Priority 3)	2019-20: 5	2020-21: 5

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of progress reports sent to parents per year (Source: Local Indicator Priority 3)	2019-20: 4	2019-20: 4
Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	2019-20: 25%	2020-21: 25%
Average Daily Attendance (ADA) Rate (Source: SIS)	2019-20: 96.95%	2020-21: 96.95%
Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2019-20: 10.0%	2020-21: 10.0%
Middle School Dropout Rate (Source: CALPADS)	2019-20: 0.0%	2020-21: 0.0%
High School Dropout Rate (Source: CALPADS, CDE DataQuest)	2019-20: 0.0%	2020-21: 0.0%
Graduation Rate (Source: CALPADS, CA School Dashboard)	2019-20: 100.0%	2020-21: 100.0%
Student Suspension Rate (Source: CALPADS, CA School Dashboard)	2019-20: 0.0%	2020-21: 0.0%
Student Expulsion Rate (Source: CALPADS, CDE DataQuest)	2019-20: 0.00%	2020-21: 0.00%
School experience survey participation rates (Source: Panorama Education)	2019-20: Students: 83% Families: 90% Staff: 100%	2020-21: Students: 83% Families: 90% Staff: 100%
School experience survey average approval rates (Source: Panorama Education)	2019-20: Students: 66% Families: 95% Staff: 81%	2020-21: Students: 66% Families: 95% Staff: 81%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

English Learners, Foster Youth, Low Income

Strategy/Activity

Seeking family input for decision making:

Charter School will hold periodic meetings to gather input from our families. Information/input sessions include Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, and Board of Directors meetings. Parents on our PTF and SSC also serve as our Parent Advisory Committee (PAC) for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our PAC, SSC, and ELAC provide valuable input for the LCAP. Charter School will also hold an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budget, UCP, parent involvement policy and school-student-parent compact. In addition, Charter School will conduct parent surveys to seek feedback on school improvement.

Expenditures associated with this action include the following: parent meeting expenses and Document Tracking Services (DTS) fees.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 2**Students to be Served by this Strategy/Activity**

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

English Learners, Foster Youth, Low Income

Strategy/Activity

Building partnerships with families for student outcomes:

Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing,

college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable.

Expenditures associated with this action include the following: Illuminate SIS fees, ParentSquare software fees, SchoolMint software fees, home-visit compensation, parent activity/event expenses, Parent Education Bridge program fees, Pitney Bowes expenses, PACE Coordinator salary and benefits, and Office manager/Administrative assistant salaries and benefits.

The following expenditures will be funded by the federal funds:

- ParentSquare software fees: Resource: Title I, Part A (3010); Object: 4310; Amount: \$2,000
- Homevisit compensation: Resource: Title I, Part A (3010); Object: 1100; Amount: \$15,000
- Parent Education Bridge program fees: Resource: Title I, Part A (3010); Object: 1100; Amount: \$5,000

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,000	Title I 4000-4999: Books And Supplies Parent Activities/Event Fee
15,000	Title I 1000-1999: Certificated Personnel Salaries Home-visit Compensation
5,000	Title I 1000-1999: Certificated Personnel Salaries Parent Education Bridge Program Fee

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Learners, Foster Youth, Low Income

Strategy/Activity

MTSS - PBIS and SEL support:

Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a Life Skills/Character Education program that provides students with valuable skills to support

academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievement and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps.

Expenditures associated with this action include the following: Dean of Students salary and benefits, discipline coordinator salary and benefits, office/attendance clerk salaries and benefits, school uniform fees, Edge Coaching program fees, Imagine Etiquette program fees, PD on classroom management, PBIS, and SEL support, Train of Thought program fees, outsourced SEL services fees, and additional services for homeless students.

The following expenditures will be funded by the federal funds:

- Additional services for homeless students: Resource: Title I, Part A (3010); Object: 4390; Amount: \$3,000
- Additional services for our immigrant students: Resource: Title III, Part A - Immigrant (4201); Amount: \$2,484

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,000	Title I 4000-4999: Books And Supplies Additional Supplies
2,484	Title III Immigrant Education Program 4000-4999: Books And Supplies Additional supplies

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English Learners, Foster Youth, Low Income

Strategy/Activity

Annual stakeholder surveys:

Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our stakeholders' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our stakeholders open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze survey results to identify greatest progress and needs in order to inform our next steps.

Expenditures associated with this action include the following: Panorama Education survey fees.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 5**Students to be Served by this Strategy/Activity**

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

English Learners, Foster Youth, Low Income

Strategy/Activity

Community outreach and partnerships:

Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of stakeholders, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education.

Expenditures associated with this action include the following:

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

We have implemented all of the actions/services described above. We have held quarterly SSC, ELAC, and PTF meetings; hosted parent activities/events; provided parents with access to our SIS; visited our students at their homes; encouraged and supported student attendance; provided support to ensure timely high school graduation; conducted surveys and based on input from all stakeholders, we held events that promote parental participation as well as parent training activities School Plan for Student Achievement (SPSA) Page 82 of 99 Magnolia Science Academy such as Parent College. We offer PD to our teachers on student engagement procedures to help create an atmosphere of high expectations.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We are using various sources to meet the goals and metrics as mentioned above

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

We are holding all of the parent involvement events on the virtual platform in order to abide by the Los Angeles County Public Health Department guidelines. We will closely monitor the ADA rate based on the state and local guidelines for distance learning and hybrid learning models. Student engagement will be prioritized to make sure that students are learning and learning loss is mitigated due to the pandemic.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$121,329
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$119,443.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$93,175.00
Title II Part A: Improving Teacher Quality	\$12,791.00
Title III Immigrant Education Program	\$2,484.00
Title IV Part A: Student Support and Academic Enrichment	\$10,993.00

Subtotal of additional federal funds included for this school: \$119,443.00

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

State or Local Programs	Allocation (\$)
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Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$119,443.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Title I	93,175.00
Title II Part A: Improving Teacher Quality	12,791.00
Title III Immigrant Education Program	2,484.00
Title IV Part A: Student Support and Academic Enrichment	10,993.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	61,882.00
3000-3999: Employee Benefits	3,336.00
4000-4999: Books And Supplies	37,934.00
5000-5999: Services And Other Operating Expenditures	16,291.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	61,882.00
3000-3999: Employee Benefits	Title I	3,336.00
4000-4999: Books And Supplies	Title I	27,957.00
5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	12,791.00
4000-4999: Books And Supplies	Title III Immigrant Education Program	2,484.00

4000-4999: Books And Supplies	Title IV Part A: Student Support and Academic Enrichment	7,493.00
5000-5999: Services And Other Operating Expenditures	Title IV Part A: Student Support and Academic Enrichment	3,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	4,000.00
Goal 2	76,966.00
Goal 3	10,993.00
Goal 4	27,484.00

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. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members
- 1 Secondary Students

Name of Members	Role
Brad Plonka	Principal
Adrian Uribe	Classroom Teacher
Kemal Fazla	Classroom Teacher
Indira Hopovac	Classroom Teacher
Laura Orellana	Other School Staff
Tomas Alfredo Alvarez Plascencia	Parent or Community Member
Marlene Nolasco	Parent or Community Member
Elizabeth Ascencio	Parent or Community Member
Shahid Iqbal	Parent or Community Member
Jhonatan Nolasco	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

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:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

Indira Kadic-Hopovac
Indira Kadic-Hopovac (Dec 2, 2020 11:38 PST)

English Learner Advisory Committee

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.

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.

This SPSA was adopted by the SSC at a public meeting on 12/01/2020.

Attested:

Brad Plonka

Principal, Brad Plonka on 12/01/2020

Brad Plonka

SSC Chairperson, Brad Plonka on 12/01/2020

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

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

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

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

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019






SPSA

Final Audit Report

2020-12-02

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School Year: **2020-21**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Magnolia Science Academy 6	19-64733-0117648	December 3, 2020	December 10, 2020

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

The Local Control and Accountability Plan (LCAP) is a three-year plan that describes the goals,

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

MSA-6 aligns its federally-funded programs with the priority goals of the school and such funds provide the opportunity to innovate. The accountability plans planning process supports continuous cycles of action, reflection, and improvement. The Charter School Parent Advisory Committee (PAC), which includes parents, the School Site Council (SSC) members, and other stakeholders, reviews input from all stakeholders and available data through surveys and student performance data. Based on stakeholder input and data (CA School Dashboard data, interim student assessment data, survey results, etc.), we reflect on our existing LCAP/SPSA actions/services and measurable outcomes, continue or modify them for improvement, and we also plan for new actions and services as the needs arise. The academic, accountability, and finance departments at our Home Office and our back-office support provider work closely with us; they monitor and support our progress as well as review every federally-funded expense to ensure funds are expensed appropriately and that we are compliant. Our budgeting and accounting processes are designed so that state and local funds and federal grant funds are all budgeted and accounted for and aligned according to our LCAP/SPSA and other accountability plans.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Stakeholder voices, i.e., voices of our students, families, staff, and other school community members, play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what areas for improvement are so we can continue to provide our students with the best quality education. MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement.

MPS uses the CORE DISTRICTS survey instrument developed by WestEd for the California Department of Education as our annual stakeholder experience survey. The survey includes questions for school climate indicators which include the following four topics for students, families, and staff:

- Climate of Support for Academic Learning;
- Knowledge and Fairness of Discipline, Rules and Norms;
- Safety;
- Sense of Belonging (School Connectedness).

Separate than the annual stakeholder experience survey, our “students” also take the CORE DISTRICTS Social Emotional Learning (SEL) survey in the fall and spring. The SEL survey asks questions in additional four topics which include indicators for social-emotional competencies:

- Growth Mindset;
- Self-Efficacy;
- Self-Management;
- Social Awareness.

As part of our MTSS efforts school leadership, teachers, and support staff analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps.

The following is a summary of results from the surveys:

Spring 2020 Survey Participation Rates:

Student 100%

Family 88.9%

Staff 100%

From last spring to this year, 2020, we have had 100% participation rates from students and staff (no change). We have seen an increase from 86.8 to 88.9 percent for family participation. We noticed that Spanish speaking parents prefer filling out paper surveys and we received more paper surveys than last year. We used our communication tool (ParentSquare) more often and sent multiple reminders as text messages, voicemails and emails. We also provided free dress passes to students once their parents submitted the surveys.

Spring 2020 Survey Overall Satisfaction Rates:

Student 68%

Family 99%

Staff 95%

Spring 2020 Survey Findings:

Students' satisfaction went down 2 points from 70 to 68. This may be because of the older students being disrespectful, rude, the school not being as clean as it should be, the food, or not having enough events. Students did like the fact that the school was small and that they felt like they had teachers that cared for them. Students also like the PE class and having close friends to socialize.

Families were happy and overall satisfied with the school. They mentioned that they liked the teachers and that the staff was respectful. They also liked that the school and class sizes are small.

Staff showed an increase of 1 percent from 94 to 95 percent satisfied. They liked the fact that their co-workers mostly got along with one another. They did mention that they want to utilize the staff meeting time to meet with their colleagues more, without the administration present. We have been implementing this as of second semester after our first semester wrap meeting.

Average Student Approval Rates:

Climate of Support for Academic Learning 77%

Knowledge and Fairness of Discipline, Rules and Norms 66%

Safety 66%

Sense of Belonging (School Connectedness) 63%

Average Family Approval Rates:

Climate of Support for Academic Learning 99%

Knowledge and Fairness of Discipline, Rules and Norms 99%

Safety 100%

Sense of Belonging (School Connectedness) 98%

Average Staff Approval Rates:

Climate of Support for Academic Learning 100%

Knowledge and Fairness of Discipline, Rules and Norms 100%

Safety 78%

Sense of Belonging (School Connectedness) 97%

The overall approval rates from the students, staff, and families had a range of -2 to +1.

Students: The biggest change for the students approval rate was under safety. It fell 5 points. This drop may be because of the increase in petty theft items and/or break-ins that we encountered.

Families: Ironically, the parents biggest change was safety as well, with it increasing by 2 points. Parents may feel that we are doing our best to mitigate problems and have a good sense of security because of the private location and because our school is smaller. Also, per School Site Council decision, we installed an intercom system for the front door and had better control for visitors.

Staff: The biggest change for the staff was the sense of belonging category. This increased by 7 points. We believe that there is a great team spirit among staff members and they collaborate well. They have been working well with one another for a few years now and are able to understand and help each other when needed.

Reflections: Successes

Some of MSA-6's successes is that the school is supportive and an inviting place for students to learn and that teachers go out of their way to help students. Our goal to educate students is one of our primary goals and therefore the high mark from students is something that we should be proud of. The students know that the teachers care for them, that they are there for them, and that the school is small. PE was mentioned a multitude of times. Our PE teacher has really inspired a lot of our students' lives as well as our other teachers in their respective grades. Families seem to be liking our school as well. They gave our school high marks for all categories. They really like the teachers; how they are helpful, caring and how they are outside when the kids play. They like the uniforms that the school implements, they also like the discipline as well. The staff mainly focused on their relationship with one another. They wrote things like; co-workers, respect for one another, supportive team...etc. They also mentioned that the class sizes were a plus and the admin response time to inquiries as well.

Reflections: Identified Needs

Students: From the survey the category that dropped the most was safety. As mentioned before, the amount of petty theft has increased this year from last year and break-in of the school property has also made us re-evaluate our safety protocols, securing our facilities better and informing our staff and students about the improvement to our security. Other mentions were about the bathroom facility and the uniform policy.

Families: The families overall seem to be happy with the school. Some areas that dropped from last year were: School staff takes my concern seriously (-3) and School staff responds to my needs in a timely manner (-2).

Staff: From the staff survey, the main concern was about safety. The three sections that showed the most decline was in physical fighting, disruptive student behavior, and racial/ethnic conflict among students. From these three categories, the disruptive student behavior has the lowest overall percentage of 46%.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The annual evaluation process at MPS involves frequent informal classroom observations and feedback for the teacher, a formal observation cycle, collection of evidence to foster collaboration with the teacher, and goal setting and monitoring. MPS will use an online tool to record and share classroom observation notes, feedback, evidence, forms, evaluation results, and all other related documentation. The tool can be used by both the teacher and the observer or evaluator in respect to their roles. Teachers are encouraged to conduct peer observations. Informal observations can be conducted by the school administrators as well as instructional coaches, department chairs, MPS Home Office support team, and other professionals. Informal observations are mainly conducted for the purpose of providing focused, constructive, and critical feedback to the teacher aimed at improving teaching, or sometimes, just for learning from the observations. While formal observations also provide feedback and guide coaching of the teacher like the informal ones, they form the basis for evaluation of job performance evaluation and are conducted by the school administrators.

The following is a summary of findings from our classroom observations:

After concluding a year of informal, formal, and peer observations, the following areas were identified as our Focus Elements for the 2020-21 school year. Focus elements are the specific areas where we as a staff feel we could continue to develop and grow. Action plans and professional development will be prioritized in these areas as well.

1. Standard 1: Teacher establishes classroom rules, practices, and procedures that support a positive, productive learning environment.
Element 3 - Maximizing learning time.
2. Standard 2: Teacher creates learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students.
Element 8 - Social emotional support and recognition.
3. Standard 3: Teacher understands and organizes subject matter for student learning.
Element 10 - Designing curriculum.
4. Standard 4: Teacher plans instruction and designs learning experiences for all students.
Element 16: Using knowledge of students and data in planning.
5. Standard 5: Teacher sets the stage and effectively communicates learning expectations.
Element 18: Hook and activating prior knowledge.
6. Standard 6: Teacher implements effective teaching strategies that engage students in learning.
Element 21: Execution of lesson cycle and pacing.

7. Standard 7: Teacher uses formative and summative assessment strategies to monitor student progress and to adjust instruction in order to maximize student achievement.

Element 28 - Monitoring and communicating student growth.

8. Standard 8. Teacher differentiates instruction to meet the needs of diverse learners.

Element 32: Personalized support.

9. Standard 9. Teacher helps students become strategic learners and develop higher order thinking skills.

Element 34 - Study strategies and using evidence from texts.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Teachers are expected to use formative and summative assessment strategies to monitor student progress and to adjust instruction in order to maximize student achievement. The measures that are used to assess student progress include all state-mandated standardized tests such as the Smarter Balanced Summative Assessments. MSA-6 also uses the Smarter Balanced Interim Assessments which are designed to support teaching and learning throughout the year; and the Digital Library, designed to support classroom-based formative assessment processes. MSA-6 administers both the Interim Comprehensive Assessments (ICAs) and Interim Assessment Blocks (IABs) to assess student learning and inform instruction during the year. The Smarter Balanced Interim Assessments are specifically designed to provide the following:

- Meaningful information for gauging student progress throughout the year toward mastery of the skills measured by the Summative Assessments
- Assessments of the CCSS, which can be used at strategic points during the school year.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

MSA-6 teachers have access to publisher or third-party-provided assessments, such as McGraw Hill, Illuminate, Accelerated Reader, and MAP. MSA-6 utilizes computer adapted MAP testing to measure student progress three times a year. Teachers also, with the help of published materials, create standards-aligned formative assignments and tests that are evaluated using rubrics.

Assessments at MSA-6 are not tests only. MPS teachers are expected to use a variety of formative and summative assessments that are valid and reliable measures of student achievement. (Ex: performance assessments, portfolios, etc.) Assessments are expected to be aligned with learning objectives. (Ex: Unit assessments are aligned with unit standards and learning objectives.) At MSA-6, teachers provide students with choices of ways to demonstrate learning and students participate in the development of their learning outcomes. Teachers use summative assessment results to plan next units and redeliver instruction.

MSA-6 teachers are expected to closely monitor all students' progress toward meeting student learning outcomes. Teachers use technology, as appropriate, to conduct data analysis and communicate assessment results and student growth to all stakeholders (families, colleagues, administration, etc.) Teachers review summative assessment results with students, and students are involved in self-assessment, goal-setting, and monitoring progress.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

MSA-6 conducts credential review as part of teacher hiring process and support our teachers' credentialing needs. We also annually review master schedule/teacher assignments to ensure compliance. All MSA-6 teachers are credentialed. Number of misassignments of teachers of English learners and total teacher misassignments is zero.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Number of vacant teacher positions at MSA-6 is zero. We ensure that all teachers are supported with their credentialing needs and that they participate in PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment. MSA-6 also monitors and evaluates teachers for their performance.

MSA-6 provides new teachers with a teacher induction program, a two-year program that provides beginning teachers with collegial support, guidance, professional development, motivation to continue in the profession, and training. It links college level teacher preparation with classroom application.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Professional development occurs both at the organizational level and school level. In addition to ongoing professional development activities that support efforts to increase student academic performance, MSA-6 provides all staff with multiple opportunities to grow professionally. MSA-6 assesses staff professional development needs through formal and informal performance observation and surveys. Based on these data and combined with the school improvement plan actions in our LCAP and SPSA, MSA-6 determines common staff development days, and tailors staff development to individual staff needs.

We ensure that all teachers are supported with PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment. MSA-6 monitors how effectively teachers implement strategies and skills they learned in the PD sessions in the classroom. The school leadership team makes daily classroom observations using the Magnolia Public Schools (MPS) teacher observation protocol which includes walkthroughs, informal and formal observations and formal evaluation.

MSA-6 continually strives to develop and refine its Student Performance metric for the purpose of measuring student achievement and growth at our school site, as well as to inform teacher effectiveness. State and local accountability indicators along with interim and summative assessments provide valuable data on student performance and progress. MSA-6 also recognizes that a variety of assessments can and should be used to measure student progress, such as performance assessments and portfolios. As such, MSA-6 uses a thoughtful combination of interim and summative assessments and state and local indicators, as well as student work.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

MSA-6 uses a variety of data and ways to assess the effectiveness of professional development activities and teacher effectiveness, including but not limited to, informal observations/walkthroughs, formal observations, student, parent, and staff voices, student achievement data, and teacher self-assessment. The coaching/mentoring process that involves goal-setting, progress monitoring, periodic observations, feedback, reflection, peer observations and mentoring is geared toward creating an individualized professional growth plan and support system for each of our teachers and administrators. MSA-6 will continue to provide all employees with professional development opportunities to increase the effectiveness of their performance in their present positions, and to obtain skills, knowledge, and abilities which may improve their opportunities for advancement within the Organization through PD, induction, certification and other programs that are funded by various sources, including Title-II.

MSA-6 evaluates teachers for their performance. We 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. Evaluation results may be used as basis and documentation for performance pay, transfer, promotion, reassignment, or disciplinary action.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

MSA-6 is organized into Professional Learning Communities by grade level and by department. PLCs seek to transform a school into a community that fosters mutual cooperation, emotional support, personal growth, and a synergy of effort. Combined with the school improvement plan actions in our LCAP and SPSA, the answers to the following questions are studied in PLCs:

- How do we ensure that students learn?
- How do we foster a culture of collaboration?
- How do we ensure results?

We use PLCs to:

- Clarify intended outcomes
- Develop common assessments
- Jointly analyze student achievement data
- Establish team improvement goals
- Share best practices and materials
- Engage in collective inquiry and action research regarding student learning
- Support system and sense of efficacy
- Promote more engaged, motivated, and successful students with reduced absenteeism
- Focus on students' needs academically and behaviorally

As an implementation of the PLC at MSA-6, all staff will read educational literature and make informed recommendations for school and system-wide improvement. The staff will produce an annual reading list recommended by the PLCs. The following literature will be on MSA-6's staff reading list: Alan Blankstein, *Failure Is Not an Option: 6 Principles That Advance Student Achievement in Highly Effective Schools*; Dr. Robert Marzano's *Classroom Management That Works: Research-Based Strategies for Every Teacher*; Carol Ann Tomlinson's *How to Differentiate Instruction in Mixed-Ability Classrooms*, and Doug Lemov's *Teach Like A Champion*.

Department Level Staff Meetings

All teachers meet departmentally every month to:

- Share Time: Presentation by a member on an effective classroom strategy
- Vertically align curriculum
- Analyze student achievement data (NWEA MAP, CAASPP, ELPAC, grades)
- Improve instructional strategies per data indicators
- Differentiate instruction
- Plan major departmental events
- Discuss other departmental issues and policies

Department Chairs are responsible for minutes and forwarding action items to the appropriate administrative leaders.

Grade Level Staff Meetings

Grade level teachers meet once a month and collaborate on the issues below:

- Classroom strategies
- Sharing promising practices
- Curricular and academic issues (grading uniformity, homework load, differentiation, and other academic issues)
- Support for students with academic challenges (IEP, 504, RTI, SSR, Accelerated Reader, Accelerated Math, Tutoring)
- Discussion of student academic supports (peer tutoring, mentorships)

- Long-term projects (science fair projects, English & history & math projects)
- Integration/thematic units/horizontal alignment of the curriculum
- Field trips
- Discussions and strategies for students with behavioral problems
- School/grade level wide incentive programs
- Other common grade level and school wide issues

Grade Chairs are responsible for minutes and forwarding action items to the appropriate administrative leaders.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

MSA-6 ensures all curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) We provide services to ELs by proficiency level and ELD instruction is aligned to the CA ELD standards and framework. ELs have access to core and supplemental ELD instructional materials; teachers attend PDs whose focus is on ELD standards. Our teachers 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. While the primary focus has mostly been on the ELA/Literacy, math, and ELD over the past few years, MSA-6 has also provided PD and supported our teachers on NGSS, History-Social Science, Career Technical Education, Health Education, Physical Education, Visual and Performing Arts, and World Languages.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Reading/language arts and mathematics are core programs at MSA-6 as well as designated and integrated ELD instruction. The school's schedule includes recommended instructional minutes for reading/language arts, mathematics, ELD and intervention programs.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The intervention model that is written into the schedule for the MSA-6 program is flexible intervention that can be used with a variety of curriculum and varying schedules. MSA-6's principal approach is to intentionally build consistent math and ELA intervention time into the entire school schedule. A variety of implementations are used. Implementation strategies may include:

- Intervention block every day or 2-3 times per week (a student may have reading intervention on one day and math on the next)
- Intervention/Enrichment computer tutorials where the teacher can tutor selected students
- Specialist, instructional assistant, and volunteer support during intervention time
- Divide students up by need and send to different teaching team members for support during intervention blocks.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

MSA-6 annually reviews alignment of instructional materials to standards and keeps an inventory of instructional materials and corresponding purchase of materials. The school annually reviews budget and plans to ensure adequate budget for instructional materials. MSA-6 provides culturally and linguistically relevant materials for students. MSA-6 also provides our ELs with core and supplemental ELD instructional materials.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Teachers use SBE-adopted and standards-aligned instructional materials. They also use accessible technology tools and other resources on a regular basis to engage and enhance learning and to differentiate instruction to meet the needs of every student. Teachers effectively use challenging resources that are mentally, visually, aurally, and kinesthetically stimulating. (Ex: internet, PowerPoint, interactive white boards, document camera, multimedia, educational software, interactive games and simulations, apps, class website, lab materials, manipulatives, assistive technology, etc.) Teachers also provide resources and instructional materials that require cognitive engagement. Teachers will choose, adapt, or create materials to extend learning.

During intervention teachers use educational materials that provide review, re-teach and enrichment programs. McGraw Hill's publisher resources, ALEKS, Curriculum Associates' Ready Common Core program, Kuta software, Khan Academy, Accelerated Reader and Accelerated Math program, Achieve3000, and Buckle Down allow teachers to monitor the progress of students who are achieving below grade level and provide software generated tests and personalized instructional materials based on CCSS and areas of growth. MSA-6 has Teacher Assistants on all levels to support overall achievement.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

MSA-6 will implement the Multi-Tiered System of Supports (MTSS) as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system to support students. The framework of MTSS utilizes high quality evidence-based instruction, intervention, and assessment practices to ensure that every student receives the appropriate level of support to be successful. A Multi-Tiered System of Supports align with the academic standards and behavioral expectations, in order to accelerate the performance of every student to meet and/or exceed proficiency.

To support students academically, social-emotionally and behaviorally, and create a climate of academic success, MSA-6 recognizes that we must address the needs of the entire child. Often, we focus on punitive and remedial practices, therefore, we may unknowingly reinforce unwanted and antisocial behaviors. MSA-6 implements a positive behavior support program. Program expectations require students to be Safe, Responsible and Respectful. The school tracks behaviors using a point system, to reward students for demonstrating positive behavior. Our school personnel (Dean of Academics/Department Chairs) lay a foundation to engage students and enhance learning. Our school community works together to establish agreed upon norms, build relationships, learn pro-social behaviors, improve academics and demonstrate a culture where adults encourage motivation and knowledge is co-constructed through multi-tiered systems of support.

MSA-6 has ability to quickly identify low-achieving students through frequent benchmark assessment and review of individual student data. Students who are achieving substantially below grade level are recognized through multiple measure assessments including in-class assessments, NWEA MAP assessments and other program data through ALEKS, Khan Academy, myON and StudySync.

MSA-6 utilizes data and progress monitoring to determine best practices to support student achievement. Teachers and student stakeholders are invited to meet with teachers to discuss possible intervention methods and learn how they can participate in helping with their child's education. Parent-teacher meetings at the school are followed by home visits as needed.

The intervention model that is written into the schedule for the MSA-6 program is flexible intervention that can be used with a variety of curriculum and varying schedules. MSA-6's principal approach is to intentionally build consistent math and ELA intervention time into the entire school schedule. A variety of implementations are used. Implementation strategies may include:

- Intervention block every day or 2-3 times per week (a student may have reading intervention on one day and math on the next)
- Intervention/Enrichment computer tutorials where the teacher can tutor selected students
- Specialist, instructional assistant, and volunteer support during intervention time
- Divide students up by need and send to different teaching team members for support during intervention blocks

During intervention teachers use educational materials that provide review, re-teach and enrichment programs. McGraw Hill's publisher resources, ALEKS, Curriculum Associates' Ready Common Core program, Kuta software, Khan Academy, Accelerated Reader and Accelerated Math program, Achieve3000, and Buckle Down allow teachers to monitor the progress of students who are achieving below grade level and provide software generated tests and personalized instructional materials based on CCSS and areas of growth. MSA-6 has Teacher Assistants on all levels to support overall achievement.

Tiered intervention implementation is outlined below. Student progress is closely monitored through a well-integrated system of instruction and intervention guided by student assessment data.

MSA-6 uses the following to inform, monitor, and implement response to intervention strategies:

- Historical student data
- Data related to SBAC results and Spring NWEA MAP data from previous year
- NWEA Diagnostic data
- Fall NWEA MAP
- Progress monitoring data
- Classroom Assessment Data
- SBAC Interim Data
- SBAC Interim Block Assessment
- SBAC Interim Comprehensive Assessment
- Spring MAP
- Winter MAP (optional)

Equitable Access to the Curriculum:

MSA-6 utilizes an instructional program that emphasizes equitable access to the curriculum for all learners, including students with disabilities. These include:

Co-Teaching/Push-in/Pull-out Support- MSA-6 supports its exceptional populations by utilizing multiple methods of providing special education services. MSA-6 fosters an inclusive model of education. As such, Professional Development in the area of co-teaching allows teachers to grow their ability to educate and service students of varying abilities. In order to effectively implement a co-teaching model, special education and general education teachers are given time to co-plan and develop lessons so that students are provided appropriate supports and accommodations. Students who require additional assistance, receive services in a push-in or pull-out model where they receive more individualized attention.

Additionally, the digital formatting of our McGraw Hill curriculum allows teachers to collaborate on unit and lesson plans to ensure that all students' accommodations and needs are being addressed. This system is setup such that all students attend every class. The Special Education teacher and various paraprofessionals provide instructional support within the general education setting. This allows for all student groups to be supported while participating in the least restrictive environment throughout the day.

Embedded Supports- In addition to the on-site staff coordinated by the Special Education and/or RTI Coordinator, MSA-6 contracts with an outside service provider to support children's learning needs, such as intervention specialists, speech and language therapists, and occupational therapists who work with teachers to provide the least restrictive and most accessible learning environment. Special education aides work directly in the classroom, providing customized support to students throughout the day, and are valuable members of the team.

Differentiated Instruction- Teachers at MSA-6 deliver a curriculum that is tailored to each student's interests and needs. This support includes accommodations, use of technology, and data-informed decisions, such as utilizing Lexile reading scores and bringing technology into the classroom.

Socio-economically disadvantaged/low income students:

The instructional design of MSA-6 addresses the needs of low-income and socio-economically disadvantaged students, who make up the overwhelming majority of our enrollment. Socio-economically disadvantaged students are identified through their participation in the Free and

Reduced Lunch program. Counseling, intervention/remediation, individual tutoring and free eligibility to after school social, academic and athletic programs are some of the many programs that support our socio-economically disadvantaged students. Home visits, motivational guest speaker programs, parent meetings, university and college visits, and instructional field trips are planned to shape the educational vision of the student and the family. Socio-economically disadvantaged students have role models around them who will inspire motivation to focus on lessons and self-confidence with the discovery of their potential.

The Charter School administration ensures that these programs are available to all students, including socio-economically disadvantaged students, and works with the teachers and parents to encourage for student participation in these programs. The administration monitors the performance and progress of socio-economically disadvantaged students through the use of MSA-6's data cycle.

Evidence-based educational practices to raise student achievement

Tier 1: High-quality instruction, progress monitoring, differentiated learning, group interventions, classroom accommodations

The RTI process begins at Tier 1 with high quality instruction and universal screening of all children within the general education setting. Through the use of formative assessments such as the MAP test, the school establishes a baseline to identify students who need additional support and struggling learners are provided classroom accommodations and differentiated instruction to meet their needs. Tier 1 academic supports include technology-rich instruction, progress monitoring, differentiated learning, group interventions and classroom accommodations. Using strategies and tools such as adaptive programs, NWEA MAP universal screening, Integrated and Designated ELD, Explicit Direct Instruction, and Culturally Responsive Teaching. Tier 1 behavioral and socio-emotional supports are centered around School-Wide PBIS, led by the Dean of Students. With clear expectations taught through a Life Skills course and etiquette program students earn rewards for desired behaviors. Assemblies, student surveys and our SSPT process encourage student participation and voice.

Within Tier 1, a student may receive the following supports:

- Adaptive programming in McGraw Hill’s ALEKS and StudySync
- Khan Academy
- BrainPOP ESL
- Discovery Education
- myON
- National Geographic
- 1:1 devices
- Advisory/SSR

The length of time in Tier I interventions may vary, but generally does not exceed eight weeks. During that time, the school will continue to evaluate student progress based on interim data such as Smarter Balanced Interim Block Assessments, Comprehensive exams, and classroom assessments. At the end of this period, students showing significant progress are exited from interventions, while those needing more intensive supports are moved to Tier 2. A student success team is gathered to determine intensive support.

Tier 2: Targeted Interventions

Tier 2 focuses on targeted interventions to create a high-quality differentiated environment where students are supported to engage at their optimal levels. The school uses co-teaching strategies, and “Power” classes for mathematics and ELA intervention. Additionally, students with targeted needs receive tutoring, Saturday and Summer school instruction is available universally. When students are identified as needing additional support, restorative practices are utilized such as peer mediation, new-comer and behavior management support groups, community restoration assignments, goal setting and monitoring and Edge Coaching.

Students not making adequate progress with Tier I interventions are matched with more intensive academic and/or behavioral support based on their needs. These services are provided by general education teachers, math and literacy coaches, and special education teachers. In small groups and within the general classroom setting, students may access:

- Power Classes (Math and English)
- Co-taught classes
- Push-in support
- Before and after school tutoring

- SSR/Advisory

Pull out supports are utilized to support students who require additional academic support and the learning lab will be used.

Students receiving Tier 2 interventions may require a longer period of monitoring, however, it does not typically exceed a semester. Students who do not demonstrate progress are moved into Tier 3. While students who have shown significant progress are placed into Tier 1.

Tier 3: Intensive Interventions and Evaluation

Tier 3 assists those students in most academic need. Our schools have both push-in and pull-out services with specialists to ensure students' needs are met. Using of our Special Academic Instruction program, instructional aides, learning centers, and Saturday school we are able to help our most struggling learners close the achievement gap. Support for our exceptional learners include search and serve to meet their needs and an accelerated math pathway. Supports for behavior and socio-emotional are centered around restorative practices. Utilizing reflection committees, we determine the proper intervention for individual students. Using trauma-informed practices and socio-emotional wellness, these strategies and programs address the needs of all scholars including the most vulnerable, academically and emotionally unresponsive students.

In Tier 3 of the MSA-6's RTI program, students receive individualized, intensive interventions that target specific skill deficiencies that include:

- All Tier 2 interventions
- Push-in and Pull-out support: Education Specialists, Intervention Teachers, and Literacy Coaches provide push- in and pull- out support in core classes to learners receiving Tier 3 interventions. Support providers assist teachers in creating accommodations and differentiated learning experiences so that all students may access class materials. If it is deemed that students would benefit from further individualized support, they are pulled out for more intensive instruction.
- Study Skills classes: Study Skills courses are taught by Education Specialists as an elective course for students in need of additional support in note taking, organization, exam preparation, assignment completion, and time management.
- Instructional aides in the classroom: Instructional Aides support teachers with instruction by working individually with students, assisting in stations, clarifying instructions, and reteaching. IA's also provide behavioral support and reinforce the school's Positive Behavior Interventions and Support ("PBIS").
- Saturday School: Students assigned to Saturday School work with teachers on foundational skills related to their coursework.
- Learning Center: The Learning Center or Resource Classroom is designated as a space for both Special Education and General

Education students to receive academic support from Education Specialists and Instructional Coaches. Students can complete assignments, test in small settings, use computers, and work with their peers on group assignments.

If the Student Success Team believes further intervention is necessary, then the student may be referred to special education or 504 services.

While Tier 3 students may access a variety of academic supports before and after school including tutoring, Saturday school, and teacher coaching, the majority of interventions are given throughout

the school day to ensure that students receive the full benefits of their individualized instruction. Services in the learning center, push-in and pull-out assistance, instructional aides, and study skills classes are all provided to students during the school day.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

In order to ensure effective parental involvement and support a partnership among the school, parents and the community to improve student academic achievement, MSA-6 provides the following programs to assist parents in understanding State academic content standards and State student academic achievement standards, State and local academic assessments, Title I requirements, and how to monitor their child's progress and work with educators to improve the academic achievement of their children (collectively referred to "Standards and Requirements"):

- The school will encourage parents to serve on its board of directors;
- The school will seek input from the PTF and the SSC on ways to assist parents to understand the Standards and Requirements.
- The school will encourage parents to serve on its board committees.
- The school will regularly publish in its Newsletter, and/or on its website, descriptions and explanations of State academic content standards and State student academic achievement standards, State and local academic assessments, Title I requirements, and how to monitor their child's progress and work with educators to improve the academic achievement of their children.
- Regular meetings will be held by the school at community libraries and/or parent volunteer homes to discuss how parents can work with educators to improve their child's academic achievement.
- The school will hold Back to School nights to introduce parents to the School's curriculum and its correlation to the State's academic content standards and academic achievement standards.
- Parents will be invited to attend regular classes to learn about State and local academic assessments and to take sample tests.

In an effort to foster parental involvement, the school will provide materials and training to help parents to work with their children to improve their children's achievement through the following programs:

- Student-Teacher Status Portal: MSA-6 uses an online web portal to enable parents, students, and teachers to communicate more efficiently. Teachers have a webpage for every class in which they post course material, homework assignments, projects, course grade statistics and records of students' grades on quizzes, tests, class participation and homework assignments. Students and parents use confidential passwords to log on.

Families without home computers will be encouraged to come to the school and use one of the available computer stations. Classes are held at the school on how to use the portal as well as how to access it via free Internet access at public libraries if that is more convenient than coming to the school.

- The school will provide parents with access to literacy programs that bond families around reading and using the public library.
- The school will provide annual seminars on parenting skills and parent-child communication.
- The school's psychologist will work with parents to better understand their children and the issues facing them.
- The school will train parents how to tutor their children in the school.
- Individualized student and parent advisory sessions: Each of school teachers and mentors will be assigned to a small group of students. They will arrange two to four meetings at school during the school year to discuss their students' academic achievements.
- One-on-one meetings with the parents of academically low-achieving students to support the parent in providing the student the study environment he/she needs.

The school annually educates teachers, pupil services personnel, principals and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs and build ties between parents and the School. The training takes place each year in staff orientations, annual staff development materials and other in-service trainings held throughout the school year.

In order to better understand what works best for the current parents of participating children attending the school, the education will take place after the following research is done (which shall be accomplished within the first 90 days of the commencement of the School year):

- Home Visits: Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, the school uses home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with low-achieving students.
- The school teachers visit students at their homes to enhance student learning and involvement. Family visits offer invaluable insights about students. They can provide new understanding about students' learning styles. Visits might also reveal the emotional and social needs and behaviors of students. It is helpful to know if they react to problems with tears, anger, or withdrawal, and how they socialize with peers. Through family visits, teachers can identify students' latest interests or concerns, such as a new hobby, an upcoming trip, or a change in the family.
- A phone tree will be established where volunteers call all parents of participating students to solicit feedback and ideas for building ties between parents and the school, how to best communicate with parents and how to work with parents as equal partners.
- A survey is sent home to parents of participating students that solicits information on what skills each parent has to offer the school and what types of parental involvement programs in which parents would most likely participate.

The school involves parents in the development of the training regarding the importance of parent involvement for teachers, principals and other educators to improve the effectiveness of such training.

In order to maximize parental involvement and participation, the school arranges school meetings at various times or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at the school.

The school adopts and implements model approaches to improving parental involvement.

The school has developed appropriate roles for community-based organizations and businesses in parent involvement activities, such as sponsoring events, providing volunteers for school activities, and creating internships for students.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

In order to promote learning and provide a more positive learning experience for our students, MSA-6 has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our accountability plans (LCAP, LCAP Addendum, SPSA, WASC, etc.)

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

In order to engage parents in an organized, ongoing and timely way in the planning, review and improvement of Title I, Part A programs, the parent and family engagement policy, and if applicable, the schoolwide program plan, the School engages parents of participating students as follows:

- The School conducts at least one Family Learning Night each year where all parents of participating children will be invited to the School to learn about the different Title I, Part A programs, details of this policy, and if applicable, the schoolwide program plan. These meetings are held at flexible times. Additionally, some may be located at community libraries or at parent volunteer homes for those who live far from the School.
- Parents not attending the Family Learning Nights are contacted by a volunteer by telephone to encourage participation and inform them of future Family Learning Nights.
- The School publishes a regular Newsletter with notification of upcoming participation opportunities.
- Each year, the School holds an End of School Night, at which parents of participating children will be invited to review Title I, Part A programs, the parent and family engagement policy, and if applicable, the schoolwide program plan and recommend any changes.
- At least one of parents of participating children is invited to accompany School staff on retreats to participate in discussions and sessions dealing with Title I, Part A programs.
- If requested by parents of participating children, the School schedules regular meetings where parents are able to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children. The School responds to such suggestions within 48 hours.
- If the schoolwide program plan is not satisfactory to parents of participating children, the School will submit any parent comments on the plan when it submits the plan to the authorizers/CDE.

School Site Council (SSC):

- If a SPSA is required, the School creates a School Site Council (SSC) where it plans, reviews, and improves Title I, Part A programs, the parent and family engagement policy, and if applicable, the schoolwide program plan. The SSC meets at the School and is composed of 10 members, selected by their peers.

The SSC is constituted to ensure parity between the principal, classroom teachers and other school

personnel; (b) parents or other community members selected by parents and pupils. Classroom teachers comprise the majority of persons represented under category (a). (Education Code Section 65000)

Additionally, the SSC is involved in decisions regarding how funds reserved for parent engagement activities are allotted for those activities.

Parent Advisory Committee (PAC):

- If a SPSA is not required, and the LCAP can serve as the SPSA, MPS chooses to utilize the LCAP to serve as the SPSA. MPS will utilize our Parent Advisory Committee (PAC) in developing the LCAP. In this case, PAC will meet the stakeholder engagement requirements.
- PAC will plan, review, and improve the LCAP as well as plan, review, and improve Title I, Part A programs and align them to the LCAP. PAC will also be the main committee reviewing the parent and family engagement policy, and if applicable, other school program plans. School leadership will work closely with PAC to ensure parents are engaged in the school improvement process.
- Parent Advisory Committee - as used in California Education Code (EC) sections 52063 and 52069, shall be composed of a majority of parents, as defined in subdivision (e), of pupils and include parents of pupils to whom one or more of the definitions in EC Section 42238.01 apply. A governing board of a school district or a county superintendent of schools shall not be required to establish a new parent advisory committee if a previously established committee meets these requirements, including any committee established to meet the requirements of the federal No Child Left Behind Act of 2001 (Public Law 107-110) pursuant to Section 1112 of Subpart 1 of Part A of Title I of that act.

English Learner Parent Advisory Committee (ELPAC):

- English Learner Parent Advisory Committee - as used in EC sections 52063 and 52069 for those school districts or schools and programs operated by county superintendents of schools whose enrollment includes at least 15 percent English learners and at least 50 pupils who are English learners, shall be composed of a majority of parents, as defined in subdivision (e), of pupils to whom the definition in EC Section 42238.01(c) applies. A governing board of a school district or a county superintendent of schools shall not be required to establish a new English learner parent advisory committee if a previously established committee meets these requirements.

Consulting with Pupils:

- Consult with Pupils - as used in EC sections 52060, 52066, and 47606.5, means a process to enable pupils, including unduplicated pupils and other numerically significant pupil subgroups, to review and comment on the development of the LCAP. This process may include surveys of pupils, forums with pupils, pupil advisory committees, or meetings with pupil government bodies or other groups representing pupils.
- The School annually conducts student, parent, and staff surveys to improve our stakeholders' school experience and to consult with them. Conducting such stakeholder surveys is an essential part of the School's LCAP development process.

The school implements an effective means of outreach to parents of limited English proficient students to inform them regarding how they can be involved in the education of their children and be active participants in assisting their children to attain English proficiency, achieve at high levels in core academic subjects and meet challenging State academic achievement standards and State

academic content standards expected of all student. To accomplish this goal, the school does the following:

- The school holds regular meetings, and send notice of these meetings, for the purpose of formulating and responding to recommendations from parents of participating children.
- The school provides language translators at parent meetings to the extent practicable.
- The school schedules meetings to enable families to share information about culture, background, children's talents and particular needs for the schools.
- The school provides parents of limited English proficiency with access to English as a Second Language (ESL) classes to increase their English language proficiency to assist their children with homework. The school's principal will visit the classes to interact with the parents.
- English Learner Advisory Committee: The English Learner Advisory Committee (ELAC) is mainly a committee of parents or other community members who want to advocate for English Learners. The committee provides parents of English Learners opportunities to learn more about the programs offered to their students and advises the principal and the School Site Council (SSC) on programs and services for English Learners.

State law mandates each school site with 21 or more students of Limited English Proficiency (LEP) in attendance, regardless of language, to form a functioning English Learner Advisory Committee (ELAC).

The school provides full opportunities for participation of parents with disabilities and parents of migratory children. To accomplish this goal, the school does the following:

- The school schedules meetings to enable families to share information about culture, background, children's talents and particular needs for the schools.
- Teachers are encouraged to make home visits to discuss student progress with the parents. Parents, students, and teachers meet throughout the year to monitor students' progress.
- Teachers meet one-on-one with parents of such students on an as needed basis to ensure the proper supports are in place for the student.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Expenditures funded by Title I, Part A include the following:

- * Certificated salaries and benefits for three instructional aides to support students
- * After school clubs and activities, supplies and stipends
- * Saturday School stipend for teachers and administrator
- * Home Visit stipends
- * Parent college supplies and stipends for staff leading workshops

Fiscal support (EPC)

LCFF Funds, Other State Funds, Local Funds, and Federal Funds are utilized to implement the actions in the LCAP/SPSA. Federal Funds (Title I, Part A; Title II, Part A; Title III-Part A; and Title IV, Part A) will be used to supplement state and local funds. This SPSA only includes funds provided to the school through the Consolidated Application.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

MSA-6 strives to attain a collaborative culture of data analysis, needs assessment, planning, aligning funding to our documented school goals and priorities, reflection, and improvement. All our stakeholder groups (parents/Parent Advisory Committee (PAC), students, staff, School Site Council (SSC), ELAC, PTF, Home Office support team, Board of Directors, charter authorizer, ACS WASC, and our community partners) are critical, active, informed, and responsible participants in this process to ensure we make effective decisions that benefit students. Particularly for the LCAP/SPSA, the school consulted with the PAC, SSC, and ELAC for planning, review, and update of the programs in the LCAP/SPSA. These committees reviewed input from all stakeholders and available data through surveys and student performance data. Based on stakeholder input and data (CA School Dashboard data, interim student assessment data, survey results, etc.), we reflected on our existing LCAP/SPSA actions/services and measurable outcomes, continued or modified them for improvement, and we also planned for new actions and services as the needs arose.

The following are the dates of such meetings:

July 28, 2020
 August 14, 2020
 August 26, 2020
 September 25, 2020
 October 23, 2020
 October 30, 2020

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

The school is not identified for CSI or ATSI, so this section is not applicable.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	%	0%			0
African American	8.02%	9.6%	6.72%	13	15	9
Asian	%	0.6%	2.24%		1	3
Filipino	%	%	0%			0
Hispanic/Latino	86.42%	85.3%	87.31%	140	133	117
Pacific Islander	%	%	0%			0
White	4.32%	2.6%	2.24%	7	4	3
Multiple/No Response	%	1.9%	1.49%		3	0
Total Enrollment				162	156	134

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 6	47	55	33
Grade 7	56	43	55
Grade 8	59	58	46
Total Enrollment	162	156	134

Conclusions based on this data:

1. Due to gentrification in West LA, our neighborhood and area, has been affected. There have been a lot of families that have been moving out of the area due to the cost of rent and living.
2. Lower birth rates has also been affecting our overall enrollments.

Over the past two decades, the number of births in Los Angeles County has been decreasing. In 2011, there were 130,312 births, a substantial decrease from 204,124 births in 1990. The number of children under the age of ten years residing in the County has also fallen nearly 17% since 2000.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	18	32	33	11.1%	20.5	24.6%
Fluent English Proficient (FEP)	88	75	59	54.3%	48.1	44.0%
Reclassified Fluent English Proficient (RFEP)	9	6	4	47.4%	33.3	12.5%

Conclusions based on this data:

1. Our number of students that we have been receiving have been increasing over the years.
2. Dually identified students (EL and students with IEP) have increased.
3. Due to the high percentages of dually identified students, our reclassification rate has declined.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	62	43	56	61	41	56	61	41	56	98.4	95.3	100
Grade 7	56	53	46	56	53	46	56	53	46	100	100	100
Grade 8	57	60	58	56	60	58	56	60	58	98.2	100	100
All	175	156	160	173	154	160	173	154	160	98.9	98.7	100

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2494.	2476.	2490.	3.28	4.88	8.93	32.79	19.51	28.57	36.07	39.02	26.79	27.87	36.59	35.71
Grade 7	2542.	2571.	2534.	12.50	13.21	6.52	30.36	49.06	41.30	33.93	26.42	23.91	23.21	11.32	28.26
Grade 8	2561.	2580.	2574.	10.71	11.67	12.07	39.29	40.00	41.38	35.71	36.67	36.21	14.29	11.67	10.34
All Grades	N/A	N/A	N/A	8.67	10.39	9.38	34.10	37.66	36.88	35.26	33.77	29.38	21.97	18.18	24.38

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	4.92	9.76	8.93	63.93	34.15	50.00	31.15	56.10	41.07
Grade 7	16.07	28.30	13.04	50.00	52.83	47.83	33.93	18.87	39.13
Grade 8	19.64	16.67	22.41	46.43	55.00	53.45	33.93	28.33	24.14
All Grades	13.29	18.83	15.00	53.76	48.70	50.63	32.95	32.47	34.38

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	8.20	9.76	8.93	62.30	51.22	62.50	29.51	39.02	28.57
Grade 7	19.64	24.53	21.74	60.71	60.38	54.35	19.64	15.09	23.91
Grade 8	19.64	18.33	17.24	60.71	63.33	68.97	19.64	18.33	13.79
All Grades	15.61	18.18	15.63	61.27	59.09	62.50	23.12	22.73	21.88

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	13.11	7.32	5.36	59.02	63.41	62.50	27.87	29.27	32.14
Grade 7	7.14	9.43	8.70	76.79	73.58	63.04	16.07	16.98	28.26
Grade 8	12.50	18.33	15.52	66.07	75.00	72.41	21.43	6.67	12.07
All Grades	10.98	12.34	10.00	67.05	71.43	66.25	21.97	16.23	23.75

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	11.48	14.63	16.07	52.46	58.54	51.79	36.07	26.83	32.14
Grade 7	30.36	35.85	19.57	50.00	58.49	58.70	19.64	5.66	21.74
Grade 8	32.14	43.33	32.76	50.00	41.67	53.45	17.86	15.00	13.79
All Grades	24.28	33.12	23.13	50.87	51.95	54.38	24.86	14.94	22.50

Conclusions based on this data:

1. We seen an increase from 16-17 to 17-18 of about 5% points and then we seen a slight decrease from 17-18 to 18-19 by about 3 % points.
2. We had more EL students during the 18-19 school year, which may have affected our proficiency rates for ELA.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	62	43	56	61	41	55	61	41	55	98.4	95.3	98.2
Grade 7	56	53	46	56	52	46	56	52	46	100	98.1	100
Grade 8	57	60	58	57	60	58	57	60	58	100	100	100
All	175	156	160	174	153	159	174	153	159	99.4	98.1	99.4

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2469.	2483.	2485.	3.28	4.88	9.09	13.11	17.07	14.55	31.15	36.59	34.55	52.46	41.46	41.82
Grade 7	2514.	2543.	2521.	8.93	15.38	2.17	25.00	28.85	34.78	30.36	28.85	34.78	35.71	26.92	28.26
Grade 8	2498.	2560.	2590.	12.28	25.00	32.76	14.04	20.00	20.69	19.30	20.00	24.14	54.39	35.00	22.41
All Grades	N/A	N/A	N/A	8.05	16.34	15.72	17.24	22.22	22.64	27.01	27.45	30.82	47.70	33.99	30.82

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	6.56	12.20	10.91	32.79	31.71	34.55	60.66	56.10	54.55
Grade 7	12.50	26.92	15.22	44.64	44.23	47.83	42.86	28.85	36.96
Grade 8	19.30	35.00	48.28	22.81	26.67	27.59	57.89	38.33	24.14
All Grades	12.64	26.14	25.79	33.33	33.99	35.85	54.02	39.87	38.36

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	6.56	4.88	9.09	47.54	48.78	41.82	45.90	46.34	49.09
Grade 7	10.71	19.23	4.35	55.36	53.85	56.52	33.93	26.92	39.13
Grade 8	8.77	25.00	29.31	38.60	51.67	41.38	52.63	23.33	29.31
All Grades	8.62	17.65	15.09	47.13	51.63	45.91	44.25	30.72	38.99

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	4.92	4.88	10.91	36.07	56.10	45.45	59.02	39.02	43.64
Grade 7	10.71	15.38	2.17	57.14	59.62	65.22	32.14	25.00	32.61
Grade 8	8.77	15.00	31.03	47.37	58.33	55.17	43.86	26.67	13.79
All Grades	8.05	12.42	15.72	46.55	58.17	54.72	45.40	29.41	29.56

Conclusions based on this data:

1. Our areas of improvement is with the 6th graders and our strengths are with our 8th graders.
2. There was a significant change from 16-17 to 17-18 from 25 to 39%. We were able to maintain by only dropping by 1% the following year.
3. In the 18-19 sy, we had higher % of students who were EL and students who had an IEP, we were still able to maintain the percentage of students who are proficient in the 18-19 school year.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 6	1526.2	1507.7	1526.7	1510.1	1525.2	1504.6	11	16
Grade 7	*	1531.3	*	1517.9	*	1544.1	*	11
Grade 8	*	*	*	*	*	*	*	5
All Grades							15	32

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	6.25	*	31.25	*	43.75	*	18.75	11	16
7	*	18.18	*	27.27		45.45		9.09	*	11
All Grades	*	12.50	*	28.13	*	43.75	*	15.63	15	32

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	31.25	*	43.75	*	6.25		18.75	11	16
7	*	27.27	*	45.45		9.09		18.18	*	11
All Grades	*	28.13	*	43.75	*	9.38		18.75	15	32

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	6.25		12.50	*	25.00	*	56.25	11	16
7	*	18.18	*	9.09	*	72.73		0.00	*	11
All Grades	*	9.38	*	12.50	*	43.75	*	34.38	15	32

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	31.25	*	43.75	*	25.00	11	16
7	*	0.00	*	81.82		18.18	*	11
All Grades	*	15.63	*	56.25	*	28.13	15	32

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	43.75	*	37.50		18.75	11	16
7	*	54.55	*	36.36		9.09	*	11
All Grades	*	50.00	*	34.38		15.63	15	32

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	6.25		18.75	*	75.00	11	16
7	*	18.18	*	36.36	*	45.45	*	11
All Grades	*	12.50	*	21.88	*	65.63	15	32

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	6.25	*	75.00		18.75	11	16
7		0.00	*	100.00		0.00	*	11
All Grades	*	3.13	86.67	84.38		12.50	15	32

Conclusions based on this data:

1. We need to continue working on implementing our ELD standards in all of our classes so that we may continue to improve our Reclassification rates.
2. We are seeing a higher number of students who are in the ELD program, therefore we are doing more tests as the years progress.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
156	83.3	20.5	0.6
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	32	20.5
Foster Youth	1	0.6
Homeless	7	4.5
Socioeconomically Disadvantaged	130	83.3
Students with Disabilities	33	21.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	15	9.6
Asian	1	0.6
Hispanic	133	85.3
Two or More Races	3	1.9
White	4	2.6





Conclusions based on this data:

1. We have a lot of students who are SED at 83.3%. This number has been increasing over the years.
2. We are a school that serves everyone, however it seems that the Hispanic (85.3%) and African Americans (9.6%) are mostly attending our schools.
3. It seems that our demographics and student population has stabilized and this is the community that we are serving.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p>English Language Arts</p>  <p>Orange</p>	<p>Chronic Absenteeism</p>  <p>Red</p>	<p>Suspension Rate</p>  <p>Blue</p>
<p>Mathematics</p>  <p>Orange</p>		

Conclusions based on this data:

1. Our school has been looking to alternatives to suspension therefore we have a low suspension rate. We implement PBIS to establish a positive school climate.
2. We are working closely with EL students and students with disabilities in order to increase their math and ela skills.
3. Chronic absenteeism is greatly affected by our truant students because of our small population size. We also have been working with the Director of student services to send out notification letters to these families through and meetings through our School Attendance Review Team (SART) process.

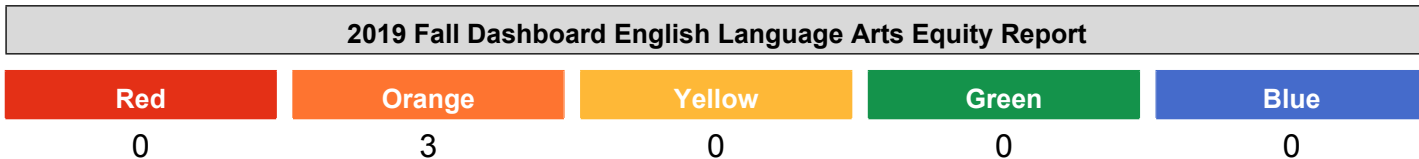
School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Orange 16.3 points below standard Declined -12.9 points 151	<p>English Learners</p>  Orange 48.3 points below standard Declined -3.6 points 67	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	<p>Socioeconomically Disadvantaged</p>  Orange 19.7 points below standard Declined -11.7 points 136	<p>Students with Disabilities</p>  No Performance Color 97.8 points below standard Declined Significantly -28.4 points 32

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
<p>African American</p>  <p>No Performance Color</p> <p>7.1 points below standard</p> <p>Increased Significantly ++24.8 points 14</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Asian</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Hispanic</p>  <p>Orange</p> <p>21.4 points below standard</p> <p>Declined Significantly -15.7 points</p> <p>129</p>	<p>Two or More Races</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4</p>

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
<p>Current English Learner</p> <p>104.1 points below standard</p> <p>Declined -8.1 points</p> <p>30</p>	<p>Reclassified English Learners</p> <p>3.1 points below standard</p> <p>Increased Significantly ++24.5 points 37</p>	<p>English Only</p> <p>3.3 points above standard</p> <p>Declined -7.5 points</p> <p>48</p>

Conclusions based on this data:

- All of our subgroups that have data were orange. We are working with the ELA team to increase the dashboard scores.
- We are very close to making it the next color, yellow, by 16.3 points.

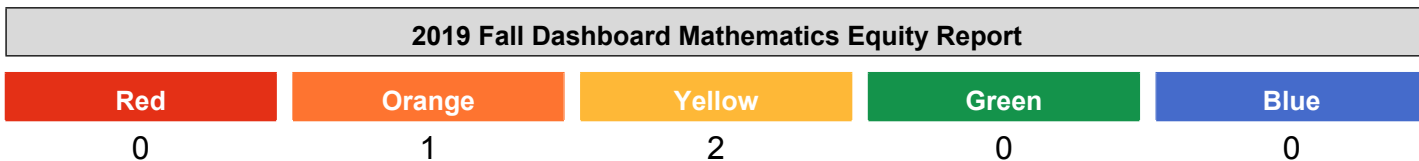
School and Student Performance Data

Academic Performance Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>35.9 points below standard</p> <p>Maintained ++2.5 points</p> <p>151</p>	<p>English Learners</p> <p>Yellow</p> <p>61.1 points below standard</p> <p>Increased ++8.7 points</p> <p>67</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>9</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>39.4 points below standard</p> <p>Increased ++7.1 points</p> <p>136</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>98.5 points below standard</p> <p>Maintained ++0.5 points</p> <p>32</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
<p>African American</p>  <p>No Performance Color</p> <p>35 points below standard</p> <p>Increased Significantly ++49.6 points 14</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>	<p>Asian</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4</p>
<p>Hispanic</p>  <p>Orange</p> <p>41.6 points below standard</p> <p>Maintained -1.1 points</p> <p>129</p>	<p>Two or More Races</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4</p>	<p>White</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4</p>

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
<p>Current English Learner</p> <p>98.8 points below standard</p> <p>Increased ++3.9 points</p> <p>30</p>	<p>Reclassified English Learners</p> <p>30.6 points below standard</p> <p>Increased Significantly ++28.3 points 37</p>	<p>English Only</p> <p>23.9 points below standard</p> <p>Increased Significantly ++15 points 48</p>

Conclusions based on this data:

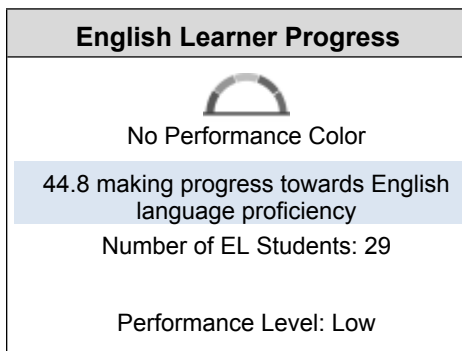
- Overall we are orange, but we have two sections that are in yellow, SED and EL.
- To get the next color, we need to improve by 35.9 points, and we were able to maintain our status from last year to this year.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
13.7	41.3	10.3	34.4

Conclusions based on this data:

1. We do not have enough students for our school to get a performance color for ELPI students.
2. About 44 percent of our students were able to maintain or progress one level.
3. Only 13 percent of our students decreased one level.

School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

- 1.

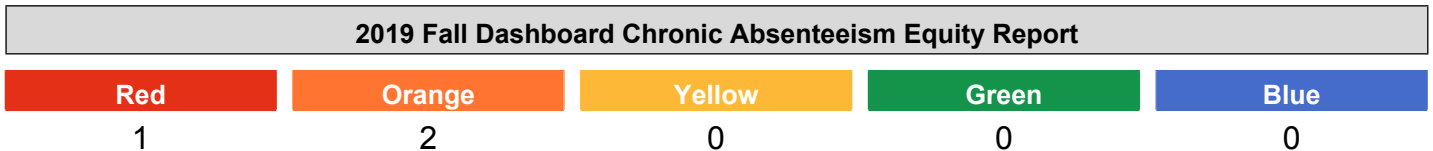
School and Student Performance Data

Academic Engagement Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> <p>Red</p> <p>14.1</p> <p>Increased Significantly +12.9</p> <p>163</p>	<p>English Learners</p> <p>No Performance Color</p> <p>18.8</p> <p>Increased +18.8</p> <p>32</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>9</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>13.8</p> <p>Increased +12.3</p> <p>145</p>	<p>Students with Disabilities</p> <p>Red</p> <p>23.5</p> <p>Increased +23.5</p> <p>34</p>

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
<p>African American</p>  <p>No Performance Color</p> <p>13.3</p> <p>Increased +6.2</p> <p>15</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0</p>	<p>Asian</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0</p>
<p>Hispanic</p>  <p>Orange</p> <p>14.3</p> <p>Increased +13.6</p> <p>140</p>	<p>Two or More Races</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0</p>	<p>White</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4</p>

Conclusions based on this data:

1. We are in the red for chronic absenteeism. With a small population size, any student that is absent is affecting our data in a impactful way.
2. We need to educate our families and students about the harmful effects of being chronically absent.

School and Student Performance Data

Academic Engagement Graduation Rate

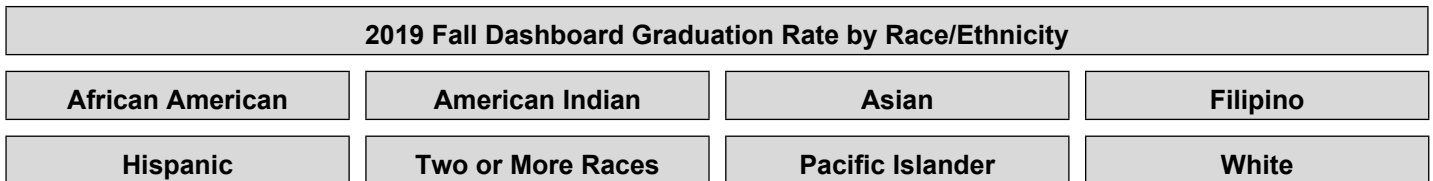
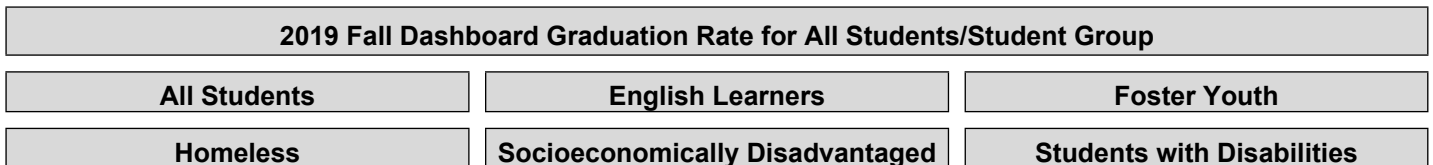
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

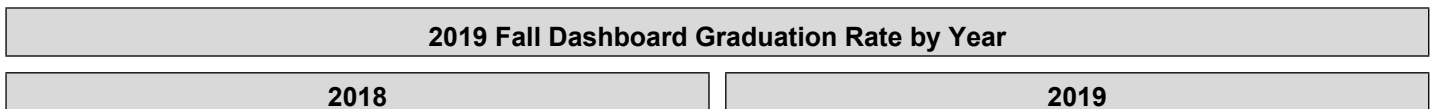
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

- 1.

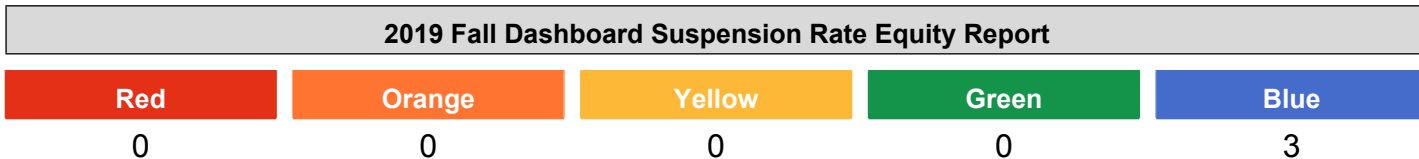
School and Student Performance Data

Conditions & Climate Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:








This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Blue</p> <p>0</p> <p>Declined -0.6</p> <p>163</p>	<p>English Learners</p> <p>No Performance Color</p> <p>0</p> <p>Maintained 0</p> <p>32</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>1</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>9</p>	<p>Socioeconomically Disadvantaged</p> <p>Blue</p> <p>0</p> <p>Declined -0.7</p> <p>145</p>	<p>Students with Disabilities</p> <p>Blue</p> <p>0</p> <p>Maintained 0</p> <p>34</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
<p>African American</p>  <p>No Performance Color</p> <p>0</p> <p>Declined -7.1</p> <p>15</p>	<p>American Indian</p>	<p>Asian</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data</p> <p>1</p>	<p>Filipino</p>
<p>Hispanic</p>  <p>Blue</p> <p>0</p> <p>Maintained 0</p> <p>140</p>	<p>Two or More Races</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data</p> <p>3</p>	<p>Pacific Islander</p>	<p>White</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data</p> <p>4</p>

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	2018	2019
	0.6	0

Conclusions based on this data:

1. We have been working on alternatives to suspension.
2. We are working on PBIS so that we have a positive culture at school.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT

LEA/LCAP Goal

All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive basic services that are fundamental to academic success, including fully credentialed teachers, standards-aligned instructional materials, and appropriately maintained school facilities.

Goal 1

All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive basic services that are fundamental to academic success, including fully credentialed teachers, standards-aligned instructional materials, and appropriately maintained school facilities.

Identified Need

Providing basic services means ensuring all students have access to teachers who are fully credentialed in their subject areas, instructional materials aligned with state standards, and safe, properly maintained school facilities. Charter School will also adhere to the MPS Wellness Policy and encourage participation in school meal programs. Research shows when students are provided with these basic services, student learning outcomes increase. The MPS Home Office will provide services such as academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations to support and hold accountable the Charter School for compliance and meeting charter goals. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in provision of basic services to maintain a high-quality learning environment.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions (Source: Local Indicator Priority 1)	2019-20: 0	2020-21: 0
Percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1)	2019-20: 0%	2020-21: 0%
Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and	2019-20: 0	2020-21: 0

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
extreme deficiencies) (Source: Local Indicator Priority 1)		
Teacher attendance rate (Source: HRIS)	2019-20: 95.0%	2020-21: 96.5%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teacher assignments and credentials:

Charter School and the MPS Human Resources team will conduct credential, background and TB clearance review as part of the hiring process and at least once throughout the year to ensure all credentials are properly maintained. Charter School will support our teachers' credentialing needs. Charter School will also annually review master schedule and teacher assignments to ensure teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters.

Expenditures associated with this action include the following: teacher credentialing expenses, Paycom/payroll fees, and livescan/fingerprinting fees.

The following expenditures will be funded by the federal funds:

- Teacher credentialing expenses: Resource: Title II, Part A (4035); Object: 5864; Amount: \$5,800

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5,800

Source(s)

Title II Part A: Improving Teacher Quality
5000-5999: Services And Other Operating
Expenditures

Teacher credentialing expenses

Strategy/Activity 2**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Instructional materials and technology:

Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, socialemotional, and physical requirements of students. Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials. Charter School will ensure that students have sufficient access to the standards-aligned instructional materials, including technology-based resources. Charter School will provide effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards aligned instructional programs.

Expenditures associated with this action include the following: textbooks, instructional materials and supplies, computers and other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, etc.)

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 3**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Clean and safe facilities that support learning:

Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop

and monitor a comprehensive safety and security plan, conduct necessary safety training for all staff and continue to work with the stakeholders and experts to implement emergency and risk management procedures for individuals and the site. Charter School will procure and maintain necessary safety and emergency supplies, equipment and items. Charter School will establish schedules and procedures for the supervision of students in non-classroom areas, including before and afterschool.

Expenditures associated with this action include the following: facilities rent/acquisition cost, custodial staff salaries and benefits, custodial supplies, maintenance and repair services, security services, security services, and CharterSAFE insurance.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Low Income

Strategy/Activity

Healthy and nutritious meals:

Charter School will maintain nutrition education resources and continue focusing on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. Charter School will promote healthy food and beverage choices for all students throughout the campus, as well as encourage participation in school meal programs.

Expenditures associated with this action include the following: student meals.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Well-orchestrated Home Office support services:

The MPS Home Office provides services to the Charter School, supports and holds accountable the Charter School 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. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the Charter School to receive services at a lower cost. The services of the Home Office include, but are not limited to, academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations. Instructional services are reflected in Goals 2-4.

Expenditures associated with this action include the following: Home Office management fees.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

In the SPSA plan, there are 4 specific metrics that are measured and goals met. Below are the strategies and activities determined to ensure the effectiveness and achievement of achieving goal #1.

Strategy/Activity #1: Ensuring appropriate teacher assignment. MSA-6 administration works closely with the Human Resource team to hire the best teaching staff. Our team uses EdJoin and Indeed digital platforms to seek for the talented teachers. When new teachers need to get their credential, our school supports this financially through the tuition reimbursement program and through

mentorship programs. Title II funds are used for teacher credentialing services for staff members pursuing additional credentials and/or degrees to further their development as an educator.

Strategy/Activity #2: At the beginning of this school year, we provided textbook and instructional materials for our students in order to meet their academic, technological and social-emotional needs. In the beginning of COVID-19 pandemic, a stakeholder survey was conducted to understand students' and parents' needs for distance learning and curriculum. Hot Spots and Chromebooks were provided and the curriculum can be accessed through Clever and Google Classroom. Technology support is provided through staff either remotely or in-person to ensure students are able to connect should issues arise.

Strategy/Activity #3: Our school staff strives to maintain a clean, safe, and inviting learning environment for our parents and students. We work with a cleaning company for disinfection and deep cleaning of the campus. Routine maintenance and inspections are conducted to ensure that the facility is meeting all requirements and in good repair.

Strategy/Activity #4: Our school ensures that all students have access to freshly prepared, nutritious foods for breakfast and lunch daily. During the pandemic and school closures, our school continued to provide meals to our students daily with a grab and go meal distribution method.

Strategy/Activity #5: We receive great support and services from our Home Office in the areas of academics, operations, technology, and finances.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are no major differences at this time.

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

There will be no changes for this goal.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

EXCELLENCE

LEA/LCAP Goal

All students will have equitable access to a high-quality core curricular and instructional program and make academic progress on the California Content Standards. Students will pursue academic excellence and be college/career ready.

Goal 2

All students will have equitable access to a high-quality core curricular and instructional program and make academic progress on the California Content Standards. Students will pursue academic excellence and be college/career ready.

Identified Need

Charter School desires that all our students pursue academic excellence and be college/career ready. Effective core curriculum and instruction are central to academic success. Therefore, Charter School will ensure that all students, including but not limited to, ELs, students with disabilities, socioeconomically disadvantaged/low-income students, and students achieving below grade level, have access to a high-quality core curricular and instructional program with appropriate services and support. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will also provide professional development to staff to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Charter School will implement the actions listed under this goal and use the indicated metrics, such as CAASPP assessment results, to measure progress in achievement of academic excellence and college/career readiness.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of programs and services outlined in the charter petition, including a broad course of study, that are developed and provided to students, certain programs and services being dependent on student need and interest (Source: Local Indicator Priority 7, SIS)	2019-20: 100%	2020-21: 100%
Percentage of students who have sufficient access to all programs and services developed and provided to unduplicated students and to individuals with exceptional	2019-20: 100%	2020-21: 100%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
needs (Source: Local Indicator Priority 7, SIS)		
Percentage of state standards implementation for all students (Source: Local Indicator Priority 2)	2019-20: 100%	2020-21: 100%
Percentage of students who have received a grade of "C" or better (or performed "proficient" on the related state standardized tests) in core subjects and electives (Source: SIS)	2019-20: 80%	2020-21: 80%
Average Lexile Growth (L) from fall to spring (Source: myON)	2019-20: 45.0	2020-21: 45.0
Percentage of students meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2018-19: All Students: 44.78% English Learners: 3.03% Socioeconomically Disadvantaged: 44.38% Students with Disabilities: 8.62% African American: ????% Hispanic: 42.42% White: 56.25%	2020-21: All Students: 44.78% English Learners: 3.03% Socioeconomically Disadvantaged: 44.38% Students with Disabilities: 8.62% African American: ????% Hispanic: 42.42% White: 56.25%
Distance from Standard (DFS) on the CASSPP-ELA/Literacy assessments (Source: CA School Dashboard)	2018-19: All Students: 13.9 points below standard English Learners: 69.2 points below standard Socioeconomically Disadvantaged: 16.6 points below standard Students with Disabilities: 96.9 points below standard Hispanic: 19.4 points below standard White: 17.7 points below standard	2020-21: All Students: 13.9 points below standard English Learners: 69.2 points below standard Socioeconomically Disadvantaged: 16.6 points below standard Students with Disabilities: 96.9 points below standard Hispanic: 19.4 points below standard White: 17.7 points below standard
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Reading	2018-19: All Students: 54.2% English Learners: 54.2% Socioeconomically Disadvantaged: 54.2%	2020-21: All Students: 54.2% English Learners: 54.2% Socioeconomically Disadvantaged: 54.2%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
assessment from fall to spring (Source: NWEA MAP)	Students with Disabilities: 54.2% African American: ?.?% Hispanic: 54.2% White: 54.2%	Students with Disabilities: 54.2% African American: ?.?% Hispanic: 54.2% White: 54.2%
Percentage of students meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2018-19: All Students: 30.13% English Learners: 9.09% Socioeconomically Disadvantaged: 27.72% Students with Disabilities: 5.17% African American: ?.??% Hispanic: 27.16% White: 62.50%	2020-21: All Students: 30.13% English Learners: 9.09% Socioeconomically Disadvantaged: 27.72% Students with Disabilities: 5.17% African American: ?.??% Hispanic: 27.16% White: 62.50%
Distance from Standard (DFS) on the CASSPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	2018-19: All Students: 43.1 points below standard English Learners: 77.6 points below standard Socioeconomically Disadvantaged: 47.1 points below standard Students with Disabilities: 121.2 points below standard Hispanic: 50.0 points below standard White: 6.2 points above standard	2020-21: All Students: 43.1 points below standard English Learners: 77.6 points below standard Socioeconomically Disadvantaged: 47.1 points below standard Students with Disabilities: 121.2 points below standard Hispanic: 50.0 points below standard White: 6.2 points above standard
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	2018-19: All Students: 54.2% English Learners: 54.2% Socioeconomically Disadvantaged: 54.2% Students with Disabilities: 54.2% African American: ?.?% Hispanic: 54.2% White: 54.2%	2020-21: All Students: 54.2% English Learners: 54.2% Socioeconomically Disadvantaged: 54.2% Students with Disabilities: 54.2% African American: ?.?% Hispanic: 54.2% White: 54.2%
Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4	2018-19: 52.6%	2020-21: 52.6%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
(ELP) between prior and current year (Source: CA School Dashboard)		
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2019-20: 20.0%	2020-21: 20.0%
Percentage of students meeting or exceeding standard on the CAASPP-Science assessments (Source: CDE DataQuest)	2018-19: All Students: 30.61% English Learners: 0.00% Socioeconomically Disadvantaged: 29.46% Students with Disabilities: 5.00% African American: ?.??% Hispanic: 26.56% White: ??.??%	2020-21: All Students: 30.61% English Learners: 0.00% Socioeconomically Disadvantaged: 29.46% Students with Disabilities: 5.00% African American: ?.??% Hispanic: 26.56% White: ??.??%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Broad course of study and standards-based curriculum:

Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule.

Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Learners, Foster Youth, Low Income

Strategy/Activity

Professional development for high-quality instruction :

Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs.

Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost software fees.

The following expenditures will be funded by the federal funds:

- Professional Development: Resource: Title II, Part A (4035); Object: 5863; Amount: \$4,558.96
- TeachBoost software fees: Resource: Title I, Part A (3010); Object: 5864; Amount: \$664

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

4,558.96	Title II Part A: Improving Teacher Quality 5800: Professional/Consulting Services And Operating Expenditures Professional Development
664	Title I

5000-5999: Services And Other Operating Expenditures
 TeachBoost software for staff evaluation

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Learners, Foster Youth, Low Income

Strategy/Activity

MTSS - Academic enrichment, intervention and student support:

Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.)

Expenditures associated with this action include the following: Dean of Academics salary and benefits, instructional aide salaries and benefits, intervention teacher salaries and benefits, teacher stipends for after school, Saturday school, and summer school, NWEA MAP testing fees, Illuminate DnA fees, and evidence-based supplemental intervention/enrichment program fees (BrainPOP, IXL.com)

The following expenditures will be funded by the federal funds:

- Teacher & Admin stipends for Saturday school: Title I, Part A (3010); Object: 1100; Amount: \$16,500
- Teacher stipends for after school: Title I, Part A (3010); Object: 1100; Amount: \$18,158.80
- After school teachers' benefits: Title I, Part A (3010); Object: 1100; Amount: \$7,155.95
- Online intervention/enrichment programs: Title I, Part A (3010); Object: 4340; Amount: \$5,887

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

16,500

Source(s)

Title I
 1000-1999: Certificated Personnel Salaries
 Teacher & Admin stipends for Saturday school

18,158.80	Title I 1000-1999: Certificated Personnel Salaries Teacher stipends for after school
7,155.95	Title I 3000-3999: Employee Benefits After school teachers' benefits
5,887	Title I 4000-4999: Books And Supplies Online intervention/enrichment programs (BrainPop, IXL.com)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Designated and integrated ELD programs:

Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences.

Expenditures associated with this action include the following: EL coordinator salary and benefits, EL coordinator stipend, EL instructional aide salary and benefits, and Rosetta Stone program fees.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students (with a focus on Students with Disabilities)

Strategy/Activity

Support for students with disabilities:

Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA.

Expenditures associated with this action include the following: SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, SPED intern salaries and benefits, outsourced SPED services fees, and SPED instructional materials and technology.

The following expenditures will be funded by the federal funds:

- School psychologist salary (partial): Title IV, Part A (4127); Object: 1100; Amount: \$4,000

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

4,000

Source(s)

Title IV Part A: Student Support and Academic Enrichment
1000-1999: Certificated Personnel Salaries
School psychologist salary (partial)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Our school invests in the professional development for all staff members and understands the importance of teacher preparation in order to close the curriculum and achievement gap. We allocated Title II funds for teachers' professional development for a quality distance learning program. Also, one of our teachers has started a master program for professional growth and will benefit from our tuition reimbursement program.

We understand that some special groups (students with learning disabilities, English learners) will experience learning difficulty during distance learning and decided to provide two additional academic programs which are after school tutoring and Saturday school. Our teachers work closely with students in small groups and close their learning loss during the after school tutoring and Saturday school.

With COVID-19 and distance learning challenges, our school invested in online programs such as Brain Pop, IXL.com in order to provide intervention/enrichment for students who need additional academic support. Teachers utilize these programs and strive to close students' curriculum gaps.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are no major differences between intended implementation and/ or budgeted expenditures.

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

There will be no changes on this goal, annual outcomes, metrics, or strategies activities to achieve this goal as a result of this analysis.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

INNOVATION

LEA/LCAP Goal

All students will have access to a well-rounded education that supports their readiness for college and the global world. Each student will become an independent, innovative scholar by practicing creativity in learning and using technology in transformative ways.

Goal 3

All students will have access to a well-rounded education that supports their readiness for college and the global world. Each student will become an independent, innovative scholar by practicing creativity in learning and using technology in transformative ways.

Identified Need

It is the Charter School's vision that our graduates are well-rounded critical thinkers and problem solvers who contribute to the global community. A significant step toward helping our students achieve their maximum potential involves providing a rigorous, relevant and college preparatory curriculum with a STEAM emphasis. Therefore, we will design educational experiences to meet the needs of our scholars with an emphasis on innovation and critical thinking. Charter School will also promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts to our physical education program. In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in provision of an innovative, well-rounded education that supports student readiness for college and the global world.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	2019-20: 5%	2020-21: 5%
Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)	2019-20: 100%	2020-21: 100%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)	2019-20: 100%	2020-21: 100%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

English Learners, Foster Youth, Low Income

Strategy/Activity

College/Career readiness programs and activities:

Charter School will promote a college-going culture through college visits, college/career days, and other college related activities.

Expenditures associated with this action include the following: college/career related materials and activities such as parent college program.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Learners, Foster Youth, Low Income

Strategy/Activity

STEAM and GATE programs:

Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEAM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about

engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. Learners will be challenged to investigate, use problem-based learning, and research.

Expenditures associated with this action include the following: Mystery Science program fees, Robotics Club materials and competition fees, STEAM project materials, and STEAM Expo transportation fees.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Learners, Foster Youth, Low Income

Strategy/Activity

Digital literacy and citizenship programs:

Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will participate in PD on Blended Learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics include, but are not limited to, using technology applications; digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette.

Expenditures associated with this action include the following: computer teacher salary and benefits, internet security program fees, and WonderMedia software fees.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Low Income

Strategy/Activity

Physical education, activity, and fitness:

Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness.

Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

English Learners, Foster Youth, Low Income

Strategy/Activity

Additional programs and activities that support well-rounded education:

In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and

self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, math, science, technology, engineering, ELA, language other than English and culture, sports, visual and performing arts, community service, and other.

Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support well-rounded education, field trip expenses, and club expenses.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Our school is offering a parent college program in order to increase parents' awareness regarding college-career readiness. Parents learn more about Common core system, high school and A-G requirements, college applications, public resources etc.

Our science teachers teach CA's new science standards (NGSS) and utilize virtual lab activities as part of our STEAM program. All the class activities and projects are designed to improve students' critical thinking skills.

With the pandemic's difficulties, Our PE teacher is taking a role as a health and wellness coach and do wellness check for his students. He is also providing live work out sessions twice a week in order to encourage our students and parents for a healthier life style.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are no major differences between intended implementation and/ or budgeted expenditures.

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

There will be no changes to the goal, annual outcomes, strategies or activities.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

CONNECTION

LEA/LCAP Goal

All students, families, staff, and other stakeholders will have access to meaningful engagement opportunities that help cultivate leadership, advocacy, and collaboration in a safe and nurturing environment. Stakeholders will feel a sense of community and connectedness.

Goal 4

All students, families, staff, and other stakeholders will have access to meaningful engagement opportunities that help cultivate leadership, advocacy, and collaboration in a safe and nurturing environment. Stakeholders will feel a sense of community and connectedness.

Identified Need

School communities are integrated partnerships with the school site staff, families, students and all other stakeholders. This sense of connection creates a safe place for all learners and stakeholders to affirm individual strengths, develop capacity, celebrate character, build trusting and respectful relationships, promote unity and better decision making. Additionally, community cultivates identity and gives each member a sense of belonging and pride. Charter School will seek family input for decision making, utilize home visits and stakeholder surveys, and provide academic and social-emotional support through MTSS/PBIS. We will work with community partners to support the vision and goals of the school, including our students' development of personal and academic networks for long-term resilience and connection. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in sustaining a sense of community and connectedness.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of School Site Council (SSC) meetings per year (Source: Local Indicator Priority 3)	2019-20: 4	2019-20: 4
Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3)	2019-20: 4	2020-21: 4
Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)	2019-20: 4	2020-21: 4
Number of activities/events for parent involvement per year (Source: Local Indicator Priority 3)	2019-20: 5	2020-21: 5

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of progress reports sent to parents per year (Source: Local Indicator Priority 3)	2019-20: 4	2019-20: 4
Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	2019-20: 25%	2020-21: 25%
Average Daily Attendance (ADA) Rate (Source: SIS)	2019-20: 96.95%	2020-21: 96.95%
Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2019-20: 10.0%	2020-21: 10.0%
Middle School Dropout Rate (Source: CALPADS)	2019-20: 0.0%	2020-21: 0.0%
Student Suspension Rate (Source: CALPADS, CA School Dashboard)	2019-20: 0.0%	2020-21: 0.0%
Student Expulsion Rate (Source: CALPADS, CDE DataQuest)	2019-20: 0.00%	2020-21: 0.00%
School experience survey participation rates (Source: Panorama Education)	2019-20: Students: 83% Families: 90% Staff: 100%	2020-21: Students: 83% Families: 90% Staff: 100%
School experience survey average approval rates (Source: Panorama Education)	2019-20: Students: 66% Families: 95% Staff: 81%	2020-21: Students: 66% Families: 95% Staff: 81%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

English Learners, Foster Youth, Low Income

Strategy/Activity

Seeking family input for decision making:

Charter School will hold periodic meetings to gather input from our families. Information/input sessions include Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, and Board of Directors meetings. Parents on our PTF and SSC also serve as our Parent Advisory Committee (PAC) for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our PAC, SSC, and ELAC provide valuable input for the LCAP. Charter School will also hold an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budget, UCP, parent involvement policy and school-student-parent compact. In addition, Charter School will conduct parent surveys to seek feedback on school improvement.

Expenditures associated with this action include the following: parent meeting expenses and Document Tracking Services (DTS) fees.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Learners, Foster Youth, Low Income

Strategy/Activity

Building partnerships with families for student outcomes:

Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable.

Expenditures associated with this action include the following: Illuminate SIS fees, ParentSquare software fees, SchoolMint software fees, home-visit compensation, parent activity/event expenses, Parent Education Bridge program fees, Pitney Bowes expenses, PACE Coordinator salary and benefits, and Office manager/Administrative assistant salaries and benefits.

The following expenditures will be funded by the federal funds:

- Home visit stipends: Title I, Part A (3010); Object: 1100; Amount: \$3,000
- Parent college program staff stipends: Resource: Title I, Part A (3010); Object: 1100; Amount: \$3,000

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,000	Title I 1000-1999: Certificated Personnel Salaries Home visit stipends
3,000	Title I 1000-1999: Certificated Personnel Salaries Parent college program staff stipends

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Learners, Foster Youth, Low Income

Strategy/Activity

MTSS - PBIS and SEL support:

Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a Life Skills/Character Education program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievement and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess

the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps.

Expenditures associated with this action include the following: Dean of Students salary and benefits, discipline coordinator salary and benefits, office/attendance clerk salaries and benefits, school uniform fees, Edge Coaching program fees, Imagine Etiquette program fees, PD on classroom management, PBIS, and SEL support, Train of Thought program fees, outsourced SEL services fees, and additional services for homeless students.

The following expenditures will be funded by the federal funds:

- CSUN Mitchell Family Clinic Counseling services: Resource: Title IV, Part A (4127); Object: 5800; Amount: \$6,000

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

6,000

Source(s)

Title IV Part A: Student Support and Academic Enrichment
5800: Professional/Consulting Services And Operating Expenditures
CSUN Mitchell Family Clinic Counseling services

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English Learners, Foster Youth, Low Income

Strategy/Activity

Annual stakeholder surveys:

Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our stakeholders' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our stakeholders open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze survey results to identify greatest progress and needs in order to inform our next steps.

Expenditures associated with this action include the following:

The following expenditures will be funded by the federal funds:

- Panorama Education survey fees: Resource: Title I, Part A (3010); Object: 5800; Amount: \$567

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

567

Title I
5800: Professional/Consulting Services And
Operating Expenditures
Panorama Education survey fees

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

English Learners, Foster Youth, Low Income

Strategy/Activity

Community outreach and partnerships:

Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of stakeholders, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education.

Expenditures associated with this action include the following:

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

We are doing home visits and meeting with parents outside of their house with following social distancing. Our goal is to hear parents' voice and learn their needs (technology, distance learning, social-emotional needs etc). Based on parents' responses, we are providing the best support for their needs such as hotspots for internet, chromebook for online classes. In addition, we will continue to have SSC, ELAC, Grade level and coffee with the principal meetings virtually via Zoom. We will provide updates regarding school reopening plans and inform parents for school programs and resources.

We have started our parent college program in October. The purpose of this program is to provide a training for all parents in order to inform them about their child's education and available resources. Parents will learn about A-G requirements, Common core State standards, college applications etc. We believe that parents should have a vision for their child and need to be more knowledgeable about high school and college. Our students used to visit colleges (UCLA, USC) before the pandemic as part of our college and career readiness. With COVID-19, we plan on having a college-career week and provide virtual college visits in Spring. We are also planning on having guest speakers for a career day.

We value stakeholders' feedback and will conduct online surveys to hear their inputs and understand their challenges. We also would like to do wellness check and have our school psychologist follow up with parents, students and staff members for their needs.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are no major differences between the intended implementation and/or the budgeted expenditures.

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

Our school would like to increase ADA and reduce chronic absenteeism. We will be communicating with parents more often regarding students' attendance and sending mails, emails and having virtual Zoom meetings.

We will be conducting more stakeholder surveys to do wellness check and understand stakeholders' concerns/challenges during distance learning.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$75,286.96
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$75,291.71

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$54,932.75
Title II Part A: Improving Teacher Quality	\$10,358.96
Title IV Part A: Student Support and Academic Enrichment	\$10,000.00

Subtotal of additional federal funds included for this school: \$75,291.71

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

State or Local Programs	Allocation (\$)
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Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$75,291.71

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Title I	54,932.75
Title II Part A: Improving Teacher Quality	10,358.96
Title IV Part A: Student Support and Academic Enrichment	10,000.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	44,658.80
3000-3999: Employee Benefits	7,155.95
4000-4999: Books And Supplies	5,887.00
5000-5999: Services And Other Operating Expenditures	6,464.00
5800: Professional/Consulting Services And Operating Expenditures	11,125.96

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	40,658.80
3000-3999: Employee Benefits	Title I	7,155.95
4000-4999: Books And Supplies	Title I	5,887.00
5000-5999: Services And Other Operating Expenditures	Title I	664.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	567.00

5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	5,800.00
5800: Professional/Consulting Services And Operating Expenditures	Title II Part A: Improving Teacher Quality	4,558.96
1000-1999: Certificated Personnel Salaries	Title IV Part A: Student Support and Academic Enrichment	4,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title IV Part A: Student Support and Academic Enrichment	6,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	5,800.00
Goal 2	56,924.71
Goal 4	12,567.00

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. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
John Terzi	Principal
Nasim Azari	Classroom Teacher
Jacob Theis	Classroom Teacher
Jae Lee	Classroom Teacher
Maria Huevo	Other School Staff
Norma Padilla	Parent or Community Member
Jenny Reyes	Parent or Community Member
Kimiko Sellors	Parent or Community Member
Olivia Kim	Secondary Student
Avril Cortes	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

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:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

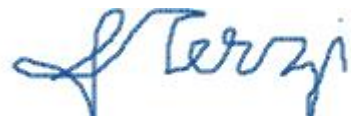
English Learner Advisory Committee

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.

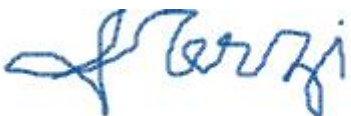
This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on December 3, 2020.

Attested:



Principal, John Terzi on December 3, 2020



SSC Chairperson, John Terzi on December 3, 2020

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

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

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

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

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

School Year: **2020-21**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Magnolia Science Academy 7	19-64733-0117655	November 17, 2020	December 10, 2020

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

The Local Control and Accountability Plan (LCAP) is a three-year plan that describes the goals,

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

MSA-7 aligns its federally-funded programs with the priority goals of the school and such funds provide the opportunity to innovate. The accountability plans planning process supports continuous cycles of action, reflection, and improvement. The Charter School Parent Advisory Committee (PAC), which includes parents, the School Site Council (SSC) members, and other stakeholders, reviews input from all stakeholders and available data through surveys and student performance data. Based on stakeholder input and data (CA School Dashboard data, interim student assessment data, survey results, etc.), we reflect on our existing LCAP/SPSA actions/services and measurable outcomes, continue or modify them for improvement, and we also plan for new actions and services as the needs arise. The academic, accountability, and finance departments at our Home Office and our back-office support provider work closely with us; they monitor and support our progress as well as review every federally-funded expense to ensure funds are expensed appropriately and that we are compliant. Our budgeting and accounting processes are designed so that state and local funds and federal grant funds are all budgeted and accounted for and aligned according to our LCAP/SPSA and other accountability plans.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Stakeholder voices, i.e., voices of our students, families, staff, and other school community members, play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what areas for improvement are so we can continue to provide our students with the best quality education. MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement.

MPS uses the CORE DISTRICTS survey instrument developed by WestEd for the California Department of Education as our annual stakeholder experience survey. The survey includes questions for school climate indicators which include the following four topics for students, families, and staff:

- Climate of Support for Academic Learning;
- Knowledge and Fairness of Discipline, Rules and Norms;
- Safety;
- Sense of Belonging (School Connectedness).

Separate than the annual stakeholder experience survey, our “students” also take the CORE DISTRICTS Social Emotional Learning (SEL) survey in the fall and spring. The SEL survey asks questions in additional four topics which include indicators for social-emotional competencies:

- Growth Mindset;
- Self-Efficacy;
- Self-Management;
- Social Awareness.

As part of our MTSS efforts school leadership, teachers, and support staff analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps.

The following is a summary of results from the surveys:

Spring 2020 Survey Participation Rates:

Student 98.2%

Family 99.6%

Staff 90.3%

We dropped in our participation rate for our students (-0.9%) and staff (-9.7%) as compared to 2019. Our family showed a significant increase of 16.3% in the survey participation rate. We believe that the amount of students and staff being sick and missing school and work have contributed to a lower participation rate in 2020. We also have one staff member who doesn't speak English so accessing and completing the survey is difficult due to the language barrier. Overall, more families participated via the paper survey compared to the email survey. Some did both which was difficult to monitor.

Spring 2020 Overall Satisfaction Rates:

Student 89%

Family 98%

Staff 93%

We met our school wide goal of 90% overall satisfaction rates for all stakeholder groups, except students, which we missed by 1%. Comparing Spring 2019 and Spring 2020, there was no change with student or family overall satisfaction rates and a 2% decrease in staff overall satisfaction. There were many changes for our staff this year, the biggest being a new administration team. This leadership change brought the implementation of two new instructional programs, policy changes and/or reinforcements, and more accountability for the entire team. Change is difficult, especially so many at once so I attribute the 2% decrease to this.

Average Student Approval Rates:

Climate of Support for Academic Learning - 78%

Knowledge and Fairness of Discipline, Rules and Norms - 80%

Safety- 62%

Sense of Belonging (School Connectedness) - 76%

Average Family Approval Rates:

Climate of Support for Academic Learning - 98%

Knowledge and Fairness of Discipline, Rules and Norms - 97%

Safety- 99%

Sense of Belonging (School Connectedness) - 98%

Average Staff Approval Rates:

Climate of Support for Academic Learning - 100%

Knowledge and Fairness of Discipline, Rules and Norms - 95%

Safety- 89%

Sense of Belonging (School Connectedness) - 89%

The changes in average approval rates from Spring 2019 to Spring 2020 were minimal. The student average approval rate dropped by 1%, the family's stayed the same, with no change, and the staff average approval rate declined 2%. With a change in leadership comes changes to policies and procedures, or a more consistent implementation of existing ones, so the slight decline in approval rates for students and staff could be attributed to this. We also had a lower staff participation rate which could have influenced the approval rate. We also had a challenging year with student discipline for 2nd-5th grade classes which I believe contributed to so many comments from all stakeholders regarding fair and consistent discipline and a lack of respect by students.

Strengths/Successes:

- Students approval rating for Knowledge and Fairness of Discipline, Rules and Norms increased 3 points since last year
- Family approval rating for Safety increased 1 point since last year
- Staff maintained an approval rating of 100% for the topic Climate of Support for Academic Learning

Highest Approval Rates:

The topics with the highest approval rates were Climate of Support for Academic Learning and Knowledge and Fairness of Discipline, Rules and Norms. We found this interesting since there were so many free response questions related to a need for improvements in discipline. Along those same lines, there were several free response comments by all stakeholders about feeling like they were part of a family and a connected community,

however the approval rating for Sense of Belonging (School Connectedness) was rather low for students and staff.

Identified Needs:

- Climate of Support for Academic Learning:

The student approval rating for this topic dropped by 4 points and was the lowest of the three stakeholder groups (78%). We honestly believe that many of the students did not fully understand what the questions under this topic were asking. For example, during the survey, several students asked about the question, "Do teachers go out of their way to help students?" They had a hard time understanding what "go out of their way" means and how this term is connected to support. This misunderstanding can affect the responses.

- Knowledge and Fairness of Discipline, Rules and Norms:

Although this was an area of concern for the free responses comments, the approval ratings were still rather high for all stakeholder groups for this topic. There was even a 3 point increase for students this year. There was a 5 point increase for students agreeing that students know the rules and a 9 point increase agreeing that they know how they're expected to act. There was a slight decrease by parents (3 points) and staff (3 points) in the question regarding discipline being fair

- Safety:

The low ratings for Safety by students and staff was alarming for us and something that we will look further into in order to address. We work hard to ensure our students, staff, and families feel safe at our school so we plan to discover more information about this and address accordingly. This was also the area where we saw the biggest drop, with a 5 point decrease in staff approval rating. And an alarming 18 point decrease for students stating they're afraid of being beaten up at school. We had no incidents of physical violence among students this year so we're not sure why this is such a fear among the students.

- Sense of Belonging (School Connectedness):

This topic was our second lowest approval rating area with students, 76%, families, 98% and staff, 89%. We found this interesting since there were so many free response questions related to a need for improvements in discipline. Along those same lines, there were several free response comments by all stakeholders about feeling like they were part of a family and a connected community, however the approval rating for this area was rather low for students and staff. The most concerning item was the staff survey question, "This school is a supportive and inviting place for staff to work" dropped 6 points. We have worked hard this year to make our staff feel they are supported and valued so this drop is concerning.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The annual evaluation process at MPS involves frequent informal classroom observations and feedback for the teacher, a formal observation cycle, collection of evidence to foster collaboration with the teacher, and goal setting and monitoring. MPS will use an online tool to record and share classroom observation notes, feedback, evidence, forms, evaluation results, and all other related documentation. The tool can be used by both the teacher and the observer or evaluator in respect to their roles. Teachers are encouraged to conduct peer observations. Informal observations can be conducted by the school administrators as well as instructional coaches, department chairs, MPS Home Office support team, and other professionals. Informal observations are mainly conducted for the purpose of providing focused, constructive, and critical feedback to the teacher aimed at improving teaching, or sometimes, just for learning from the observations. While formal observations also provide feedback and guide coaching of the teacher like the informal ones, they form the basis for evaluation of job performance evaluation and are conducted by the school administrators.

The following is a summary of findings from our classroom observations:

After concluding a year of informal, formal, and peer observations, the following areas were identified as our Focus Elements for the 2020-21 school year. Focus elements are the specific areas where we as a staff feel we could continue to develop and grow. Action plans and professional development will be prioritized in these areas as well.

1. Standard 3: Teacher understands and organizes subject matter for student learning

Element 12 - Coherency and Connections

2. Standard 5: Teacher sets the stage and effectively communicates learning expectations.

Element 17 - Articulation of learning objectives

Element 19 - Lesson significance and connections

3. Standard 7: Teacher uses formative and summative assessment strategies to monitor student progress and to adjust instruction in order to maximize student achievement.

Element 26 - Rubric & Feedback

Element 28 - Monitoring and communicating student growth

4. Standard 9: Teacher helps students become strategic learners and develop higher order thinking skills.

Element 35 - Cooperative learning and use of academic language

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Teachers are expected to use formative and summative assessment strategies to monitor student progress and to adjust instruction in order to maximize student achievement. The measures that are used to assess student progress include all state-mandated standardized tests such as the Smarter Balanced Summative Assessments. MSA-7 also uses the Smarter Balanced Interim Assessments which are designed to support teaching and learning throughout the year; and the Digital Library, designed to support classroom-based formative assessment processes. MSA-7 administers both the Interim Comprehensive Assessments (ICAs) and Interim Assessment Blocks (IABs) to assess student learning and inform instruction during the year. The Smarter Balanced Interim Assessments are specifically designed to provide the following:

- Meaningful information for gauging student progress throughout the year toward mastery of the skills measured by the Summative Assessments
- Assessments of the CCSS, which can be used at strategic points during the school year.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

MSA-7 teachers have access to publisher or third-party-provided assessments, such as McGraw Hill, Illuminate, Accelerated Reader, and MAP. MSA-7 utilizes computer adapted MAP testing to measure student progress three times a year. Teachers also, with the help of published materials, create standards-aligned formative assignments and tests that are evaluated using rubrics.

Assessments at MSA-7 are not tests only. MPS teachers are expected to use a variety of formative and summative assessments that are valid and reliable measures of student achievement. (Ex: performance assessments, portfolios, etc.) Assessments are expected to be aligned with learning objectives. (Ex: Unit assessments are aligned with unit standards and learning objectives.) At MSA-7, teachers provide students with choices of ways to demonstrate learning and students participate in the development of their learning outcomes. Teachers use summative assessment results to plan next units and redeliver instruction.

MSA-7 teachers are expected to closely monitor all students' progress toward meeting student learning outcomes. Teachers use technology, as appropriate, to conduct data analysis and communicate assessment results and student growth to all stakeholders (families, colleagues, administration, etc.) Teachers review summative assessment results with students, and students are involved in self-assessment, goal-setting, and monitoring progress.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

MSA-7 conducts credential review as part of teacher hiring process and support our teachers' credentialing needs. We also annually review master schedule/teacher assignments to ensure compliance. All MSA-7 teachers are credentialed. Number of misassignments of teachers of English learners and total teacher misassignments is zero.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Number of vacant teacher positions at MSA-7 is zero. We ensure that all teachers are supported with their credentialing needs and that they participate in PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment. MSA-7 also monitors and evaluates teachers for their performance.

MSA-7 provides new teachers with a teacher induction program, a two-year program that provides beginning teachers with collegial support, guidance, professional development, motivation to continue in the profession, and training. It links college level teacher preparation with classroom application.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Professional development occurs both at the organizational level and school level. In addition to ongoing professional development activities that support efforts to increase student academic performance, MSA-7 provides all staff with multiple opportunities to grow professionally. MSA-7 assesses staff professional development needs through formal and informal performance observation and surveys. Based on these data and combined with the school improvement plan actions in our LCAP and SPSA, MSA-7 determines common staff development days, and tailors staff development to individual staff needs.

We ensure that all teachers are supported with PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment. MSA-7 monitors how effectively teachers implement strategies and skills they learned in the PD sessions in the classroom. The school leadership team makes daily classroom observations using the Magnolia Public Schools (MPS) teacher observation protocol which includes walkthroughs, informal and formal observations and formal evaluation.

MSA-7 continually strives to develop and refine its Student Performance metric for the purpose of measuring student achievement and growth at our school site, as well as to inform teacher effectiveness. State and local accountability indicators along with interim and summative assessments provide valuable data on student performance and progress. MSA-7 also recognizes that a variety of assessments can and should be used to measure student progress, such as performance assessments and portfolios. As such, MSA-7 uses a thoughtful combination of interim and summative assessments and state and local indicators, as well as student work.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

MSA-7 uses a variety of data and ways to assess the effectiveness of professional development activities and teacher effectiveness, including but not limited to, informal observations/walkthroughs, formal observations, student, parent, and staff voices, student achievement data, and teacher self-assessment. The coaching/mentoring process that involves goal-setting, progress monitoring, periodic observations, feedback, reflection, peer observations and mentoring is geared toward creating an individualized professional growth plan and support system for each of our teachers and administrators. MSA-7 will continue to provide all employees with professional development opportunities to increase the effectiveness of their performance in their present positions, and to obtain skills, knowledge, and abilities which may improve their opportunities for advancement within the Organization through PD, induction, certification and other programs that are funded by various sources, including Title-II.

MSA-7 evaluates teachers for their performance. We 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. Evaluation results may be used as basis and documentation for performance pay, transfer, promotion, reassignment, or disciplinary action.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

MSA-7 is organized into Professional Learning Communities by grade level. PLCs seek to transform a school into a community that fosters mutual cooperation, emotional support, personal growth, and a synergy of effort. Combined with the school improvement plan actions in our LCAP and SPSA, the answers to the following questions are studied in PLCs:

- How do we ensure that students learn?
- How do we foster a culture of collaboration?
- How do we ensure results?

We use PLCs to:

- Clarify intended outcomes
- Develop common assessments
- Jointly analyze student achievement data
- Establish team improvement goals
- Share best practices and materials
- Engage in collective inquiry and action research regarding student learning
- Support system and sense of efficacy
- Promote more engaged, motivated, and successful students with reduced absenteeism
- Focus on students' needs academically and behaviorally

As an implementation of the PLC at MSA-7, all staff will read educational literature and make informed recommendations for school and system-wide improvement. The staff will produce an annual reading list recommended by the PLCs. The following literature will be on MSA-7's staff reading list: Alan Blankstein, *Failure Is Not an Option: 6 Principles That Advance Student Achievement in Highly Effective Schools*; Dr. Robert Marzano's *Classroom Management That Works: Research-Based Strategies for Every Teacher*; Carol Ann Tomlinson's *How to Differentiate Instruction in Mixed-Ability Classrooms*, and Doug Lemov's *Teach Like A Champion*.

Grade Level Staff Meetings

Grade level teachers meet once a month and collaborate on the issues below:

- Classroom strategies
- Sharing promising practices
- Curricular and academic issues (grading uniformity, homework load, differentiation, and other academic issues)
- Support for students with academic challenges (IEP, 504, RTI, SSR, Accelerated Reader, Accelerated Math, Tutoring)
- Discussion of student academic supports (peer tutoring, mentorships)
- Long-term projects (science fair projects, English & history & math projects)
- Integration/thematic units/horizontal alignment of the curriculum
- Field trips
- Discussions and strategies for students with behavioral problems
- School/grade level wide incentive programs
- Other common grade level and school wide issues

Grade Level Chairs are responsible for minutes and forwarding action items to the appropriate administrative leaders.

In addition to PLCs and Grade Level meetings, our ELD and SPED departments meet weekly with grade levels to discuss needs of students and supports for teachers.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

MSA-7 ensures all curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) We provide services to ELs by proficiency level and ELD instruction is aligned to the CA ELD standards and framework. ELs have access to core and supplemental ELD instructional materials; teachers attend PDs whose focus is on ELD standards. Our teachers 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. While the primary focus has mostly been on the ELA/Literacy, math, and ELD over the past few years, MSA-7 has also provided PD and supported our teachers on NGSS, History-Social Science, Health Education, Physical Education, Visual and Performing Arts, and Social Emotional Learning.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Reading/language arts and mathematics are core programs at MSA-7 as well as designated and integrated ELD instruction. The school's schedule includes recommended instructional minutes for reading/language arts, mathematics, ELD and intervention programs.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The intervention model that is written into the schedule for the MSA-7 program is flexible intervention that can be used with a variety of curriculum and varying schedules. MSA-7's principal approach is to intentionally build consistent math and ELA intervention time into the entire school schedule. A variety of implementations are used. Implementation strategies may include:

- Intervention block every day or 2-3 times per week (a student may have reading intervention on one day and math on the next)
- Intervention/Enrichment computer tutorials where the teacher can tutor selected students
- Specialist, instructional assistant, and volunteer support during intervention time
- Divide students up by need and send to different teaching team members for support during intervention blocks.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

MSA-7 annually reviews alignment of instructional materials to standards and keeps an inventory of instructional materials and corresponding purchase of materials. The school annually reviews budget and plans to ensure adequate budget for instructional materials. MSA-7 provides culturally and linguistically relevant materials for students. MSA-7 also provides our ELs with core and supplemental ELD instructional materials.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Teachers use SBE-adopted and standards-aligned instructional materials. They also use accessible technology tools and other resources on a regular basis to engage and enhance learning and to differentiate instruction to meet the needs of every student. Teachers effectively use challenging resources that are mentally, visually, aurally, and kinesthetically stimulating. (Ex: internet, PowerPoint, interactive white boards, document camera, multimedia, educational software, interactive games and simulations, apps, class website, lab materials, manipulatives, assistive technology, etc.) Teachers also provide resources and instructional materials that require cognitive engagement. Teachers will choose, adapt, or create materials to extend learning.

During intervention teachers use educational materials that provide review, re-teach and enrichment programs. McGraw Hill's publisher resources, ALEKS, Curriculum Associates' Ready Common Core program, Kuta software, Khan Academy, Accelerated Reader and Accelerated Math program, Achieve3000, and Buckle Down allow teachers to monitor the progress of students who are achieving below grade level and provide software generated tests and personalized instructional materials based on CCSS and areas of growth. MSA-7 has Teacher Assistants on all levels to support overall achievement.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

MSA-7 will implement the Multi-Tiered System of Supports (MTSS) as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system to support students. The framework of MTSS utilizes high quality evidence-based instruction, intervention, and assessment practices to ensure that every student receives the appropriate level of support to be successful. A Multi-Tiered System of Supports align with the academic standards and behavioral expectations, in order to accelerate the performance of every student to meet and/or exceed proficiency.

To support students academically, social-emotionally and behaviorally, and create a climate of academic success, MSA-7 recognizes that we must address the needs of the entire child. Often, we focus on punitive and remedial practices, therefore, we may unknowingly reinforce unwanted and antisocial behaviors. MSA-7 implements a positive behavior support program. Program expectations require students to be Safe, Responsible and Respectful. The school tracks behaviors using a point system, to reward students for demonstrating positive behavior. Our school personnel lay a foundation to engage students and enhance learning. Our school community works together to establish agreed upon norms, build relationships, learn pro-social behaviors, improve academics and demonstrate a culture where adults encourage motivation and knowledge is co-constructed through multi-tiered systems of support.

MSA-7 has ability to quickly identify low-achieving students through frequent benchmark assessment and review of individual student data. Students who are achieving substantially below grade level are recognized through multiple measure assessments including in-class assessments, NWEA MAP assessments and other program data through NextGen Math, Xtra Math, Khan Academy, myON, and Accelerated Reader.

MSA-7 utilizes data and progress monitoring to determine best practices to support student achievement. Teachers and student stakeholders are invited to meet with teachers to discuss possible intervention methods and learn how they can participate in helping with their child's education. Parent-teacher meetings at the school are followed by home visits as needed.

The intervention model that is written into the schedule for the MSA-7 program is flexible intervention that can be used with a variety of curriculum and varying schedules. MSA-7's principal approach is to intentionally build consistent math and ELA intervention time into the entire school schedule. A variety of implementations are used. Implementation strategies may include:

- Intervention block every day or 2-3 times per week (a student may have reading intervention on one day and math on the next)
- Intervention/Enrichment computer tutorials where the teacher can tutor selected students
- Specialist, instructional assistant, and volunteer support during intervention time
- Divide students up by need and send to different teaching team members for support during intervention blocks

During intervention teachers use educational materials that provide review, re-teach and enrichment programs. McGraw Hill's publisher resources, Curriculum Associates' Ready Common Core program, Standards Plus, NextGen Math, Xtra Math, Khan Academy, myON, and Accelerated Reader. allow teachers to monitor the progress of students who are achieving below grade level and provide software generated tests and personalized instructional materials based on CCSS and areas of growth. MSA-7 has Teacher Assistants on all levels to support overall achievement.

Tiered intervention implementation is outlined below. Student progress is closely monitored through a well-integrated system of instruction and intervention guided by student assessment data.

MSA-7 uses the following to inform, monitor, and implement response to intervention strategies:

- Historical student data
- Data related to SBAC results and Spring NWEA MAP data from previous year
- NWEA Diagnostic data
- Fall NWEA MAP
- Progress monitoring data
- Classroom Assessment Data
- SBAC Interim Data
- SBAC Interim Block Assessment
- SBAC Interim Comprehensive Assessment
- Spring MAP
- Winter MAP (optional)

Equitable Access to the Curriculum:

MSA-7 utilizes an instructional program that emphasizes equitable access to the curriculum for all learners, including students with disabilities. These include:

Co-Teaching/Push-in/Pull-out Support- MSA-7 supports its exceptional populations by utilizing multiple methods of providing special education services. MSA-7 fosters an inclusive model of education. As such, Professional Development in the area of co-teaching allows teachers to grow their ability to educate and service students of varying abilities. In order to effectively implement a co-teaching model, special education and general education teachers are given time to co-plan and develop lessons so that students are provided appropriate supports and accommodations. Students who require additional assistance, receive services in a push-in or pull-out model where they receive more individualized attention.

Additionally, the digital formatting of our McGraw Hill curriculum allows teachers to collaborate on unit and lesson plans to ensure that all students' accommodations and needs are being addressed. This system is setup such that all students attend every class. The Special Education teacher and various paraprofessionals provide instructional support within the general education setting. This allows for all student groups to be supported while participating in the least restrictive environment throughout the day.

Embedded Supports- In addition to the on-site staff coordinated by the Special Education and/or RTI Coordinator, MSA-7 contracts with an outside service provider to support children's learning needs, such as intervention specialists, speech and language therapists, and occupational therapists who work with teachers to provide the least restrictive and most accessible learning environment. Special education aides work directly in the classroom, providing customized support to students throughout the day, and are valuable members of the team.

Differentiated Instruction- Teachers at MSA-7 deliver a curriculum that is tailored to each student's interests and needs. This support includes accommodations, use of technology, and data-informed decisions, such as utilizing Lexile reading scores and bringing technology into the classroom.

Socio-economically disadvantaged/low income students:

The instructional design of MSA-7 addresses the needs of low-income and socio-economically disadvantaged students, who make up the overwhelming majority of our enrollment. Socio-economically disadvantaged students are identified through their participation in the Free and Reduced Lunch program. Counseling, intervention/remediation, individual tutoring and free eligibility

to after school social, academic and athletic programs are some of the many programs that support our socio-economically disadvantaged students. Home visits, motivational guest speaker programs, parent meetings, university and college visits, and instructional field trips are planned to shape the educational vision of the student and the family. Socio-economically disadvantaged students have role models around them who will inspire motivation to focus on lessons and self-confidence with the discovery of their potential.

The Charter School administration ensures that these programs are available to all students, including socio-economically disadvantaged students, and works with the teachers and parents to encourage for student participation in these programs. The administration monitors the performance and progress of socio-economically disadvantaged students through the use of MSA-7's data cycle.

Evidence-based educational practices to raise student achievement

Tier 1: High-quality instruction, progress monitoring, differentiated learning, group interventions, classroom accommodations

The RTI process begins at Tier 1 with high quality instruction and universal screening of all children within the general education setting. Through the use of formative assessments such as the MAP test, the school establishes a baseline to identify students who need additional support and struggling learners are provided classroom accommodations and differentiated instruction to meet their needs. Tier 1 academic supports include technology-rich instruction, progress monitoring, differentiated learning, group interventions and classroom accommodations. Using strategies and tools such as adaptive programs, NWEA MAP universal screening, Integrated and Designated ELD, Explicit Direct Instruction, and Culturally Responsive Teaching. Tier 1 behavioral and socio-emotional supports are centered around School-Wide PBIS, led by the Dean of Students. With clear expectations taught through a Life Skills course and etiquette program students earn rewards for desired behaviors. Assemblies, student surveys and our SSPT process encourage student participation and voice.

Within Tier 1, a student may receive the following supports:

- Adaptive programming in McGraw Hill's curriculum
- Khan Academy
- BrainPOP ESL
- Discovery Education
- myON and Accelerated Reader
- NextGen Math/Xtra Math
- National Geographic
- 1:1 devices
- SSR

The length of time in Tier I interventions may vary, but generally does not exceed eight weeks. During that time, the school will continue to evaluate student progress based on interim data such as Smarter Balanced Interim Block Assessments, Comprehensive exams, and classroom assessments. At the end of this period, students showing significant progress are exited from interventions, while those needing more intensive supports are moved to Tier 2. A student success team is gathered to determine intensive support.

Tier 2: Targeted Interventions

Tier 2 focuses on targeted interventions to create a high-quality differentiated environment where students are supported to engage at their optimal levels. The school uses co-teaching strategies, and "Power" classes for mathematics and ELA intervention. Additionally, students with targeted needs receive tutoring, Saturday and Summer school instruction is available universally. When students are identified as needing additional support, restorative practices are utilized such as peer mediation, new-comer and behavior management support groups, community restoration assignments, goal setting and monitoring and Edge Coaching.

Students not making adequate progress with Tier I interventions are matched with more intensive academic and/or behavioral support based on their needs. These services are provided by general education teachers, math and literacy coaches, and special education teachers. In small groups and within the general classroom setting, students may access:

- Saturday Learning Academy
- Co-taught classes
- Push-in support

- After school tutoring
- SSR

Pull out supports are utilized to support students who require additional academic support and the learning lab will be used.

Students receiving Tier 2 interventions may require a longer period of monitoring, however, it does not typically exceed a semester. Students who do not demonstrate progress are moved into Tier 3. While students who have shown significant progress are placed into Tier 1.

Tier 3: Intensive Interventions and Evaluation

Tier 3 assists those students in most academic need. Our schools have both push-in and pull-out services with specialists to ensure students' needs are met. Using of our Special Academic Instruction program, instructional aides, learning centers, and Saturday school we are able to help our most struggling learners close the achievement gap. Support for our exceptional learners include search and serve to meet their needs and an accelerated math pathway. Supports for behavior and socio-emotional are centered around restorative practices. Utilizing reflection committees, we determine the proper intervention for individual students. Using trauma-informed practices and socio-emotional wellness, these strategies and programs address the needs of all scholars including the most vulnerable, academically and emotionally unresponsive students.

In Tier 3 of MSA-7's MTSSI program, students receive individualized, intensive interventions that target specific skill deficiencies that include:

- All Tier 2 interventions
- Push-in and Pull-out support: Education Specialists, Intervention Teachers, and instructional aides provide push- in and pull- out support in core classes to learners receiving Tier 3 interventions. Support providers assist teachers in creating accommodations and differentiated learning experiences so that all students may access class materials. If it is deemed that students would benefit from further individualized support, they are pulled out for more intensive instruction.
- Instructional aides in the classroom: Instructional Aides support teachers with instruction by working individually with students, assisting in stations, clarifying instructions, and reteaching. IA's also provide behavioral support and reinforce the school's Positive Behavior Interventions and Support ("PBIS").
- Saturday Learning Academy: Students assigned to Saturday Learning Academy work with teachers on foundational skills related to their coursework.
- Learning Center: The Learning Center or Resource Classroom is designated as a space for both Special Education and General

Education students to receive academic support from Education Specialists and Instructional Coaches. Students can complete assignments, test in small settings, use computers, and work with their peers on group assignments.

If the Student Success Team believes further intervention is necessary, then the student may be referred to special education or 504 services.

While Tier 3 students may access a variety of academic supports before and after school including tutoring, Saturday school, and teacher coaching, the majority of interventions are given throughout the school day to ensure that students receive the full benefits of their individualized instruction. Services in the learning center, push-in and pull-out assistance, instructional aides, and study skills

classes are all provided to students during the school day.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

In order to ensure effective parental involvement and support a partnership among the school, parents and the community to improve student academic achievement, MSA-7 provides the following programs to assist parents in understanding State academic content standards and State student academic achievement standards, State and local academic assessments, Title I requirements, and how to monitor their child's progress and work with educators to improve the academic achievement of their children (collectively referred to "Standards and Requirements"):

- The school will encourage parents to serve on its board of directors;
- The school will seek input from the PTF and the SSC on ways to assist parents to understand the Standards and Requirements.
- The school will encourage parents to serve on its board committees.
- The school will regularly publish in its Newsletter, and/or on its website, descriptions and explanations of State academic content standards and State student academic achievement standards, State and local academic assessments, Title I requirements, and how to monitor their child's progress and work with educators to improve the academic achievement of their children.
- Regular meetings will be held by the school at community libraries and/or parent volunteer homes to discuss how parents can work with educators to improve their child's academic achievement.
- The school will hold Back to School nights to introduce parents to the School's curriculum and its correlation to the State's academic content standards and academic achievement standards.
- Parents will be invited to attend regular classes to learn about State and local academic assessments and to take sample tests.

In an effort to foster parental involvement, the school will provide materials and training to help parents to work with their children to improve their children's achievement through the following programs:

- Student-Teacher Status Portal: MSA-7 uses an online web portal to enable parents, students, and teachers to communicate more efficiently. Teachers have a webpage for every class in which they post course material, homework assignments, projects, course grade statistics and records of students' grades on quizzes, tests, class participation and homework assignments. Students and parents use confidential passwords to log on.

Families without home computers will be encouraged to come to the school and use one of the available computer stations. Classes are held at the school on how to use the portal as well as how to access it via free Internet access at public libraries if that is more convenient than coming to the school.

- The school will provide parents with access to literacy programs that bond families around reading and using the public library.
- The school will provide annual seminars on parenting skills and parent-child communication.
- The school's psychologist will work with parents to better understand their children and the issues facing them.
- The school will train parents how to tutor their children in the school.
- Individualized student and parent advisory sessions: Each of school teachers and mentors will be assigned to a small group of students. They will arrange two to four meetings at school during the school year to discuss their students' academic achievements.
- One-on-one meetings with the parents of academically low-achieving students to support the parent in providing the student the study environment he/she needs.

The school annually educates teachers, pupil services personnel, principals and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs and build ties between parents and the School. The training takes place each year in staff orientations, annual staff development materials and other in-service trainings held throughout the school year.

In order to better understand what works best for the current parents of participating children attending the school, the education will take place after the following research is done (which shall be accomplished within the first 90 days of the commencement of the School year):

- Home Visits: Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, the school uses home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with low-achieving students.
- The school teachers visit students at their homes to enhance student learning and involvement. Family visits offer invaluable insights about students. They can provide new understanding about students' learning styles. Visits might also reveal the emotional and social needs and behaviors of students. It is helpful to know if they react to problems with tears, anger, or withdrawal, and how they socialize with peers. Through family visits, teachers can identify students' latest interests or concerns, such as a new hobby, an upcoming trip, or a change in the family.
- A phone tree will be established where volunteers call all parents of participating students to solicit feedback and ideas for building ties between parents and the school, how to best communicate with parents and how to work with parents as equal partners.
- A survey is sent home to parents of participating students that solicits information on what skills each parent has to offer the school and what types of parental involvement programs in which parents would most likely participate.

The school involves parents in the development of the training regarding the importance of parent involvement for teachers, principals and other educators to improve the effectiveness of such training.

In order to maximize parental involvement and participation, the school arranges school meetings at various times or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at the school.

The school adopts and implements model approaches to improving parental involvement.

The school has developed appropriate roles for community-based organizations and businesses in parent involvement activities, such as sponsoring events, providing volunteers for school activities, and creating internships for students.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

In order to promote learning and provide a more positive learning experience for our students, MSA-7 has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our accountability plans (LCAP, LCAP Addendum, SPSA, WASC, etc.)

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

In order to engage parents in an organized, ongoing and timely way in the planning, review and improvement of Title I, Part A programs, the parent and family engagement policy, and if applicable, the schoolwide program plan, the School engages parents of participating students as follows:

- The School conducts at least one Family Learning Night each year where all parents of participating children will be invited to the School to learn about the different Title I, Part A programs, details of this policy, and if applicable, the schoolwide program plan.
- The School publishes a regular Newsletter with notification of upcoming participation opportunities.
- Each year, the School holds meetings at which parents of participating children will be invited to review Title I, Part A programs, the parent and family engagement policy, and if applicable, the schoolwide program plan and recommend any changes.
- If requested by parents of participating children, the School schedules regular meetings where parents are able to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children. The School responds to such suggestions within 48 hours.
- If the schoolwide program plan is not satisfactory to parents of participating children, the School will submit any parent comments on the plan when it submits the plan to the authorizers/CDE.

School Site Council (SSC):

- If a SPSA is required, the School creates a School Site Council (SSC) where it plans, review, and improve Title I, Part A programs, the parent and family engagement policy, and if applicable, the schoolwide program plan. The SSC meets at the School and is composed of 10 members, selected by their peers.

The SSC is constituted to ensure parity between the principal, classroom teachers and other school personnel; (b) parents or other community members selected by parents and pupils. Classroom teachers comprise the majority of persons represented under category (a). (Education Code Section 65000)

Additionally, the SSC is involved in decisions regarding how funds reserved for parent engagement activities are allotted for those activities.

Parent Advisory Committee (PAC):

- If a SPSA is not required, and the LCAP can serve as the SPSA, MPS chooses to utilize the LCAP to serve as the SPSA. MPS will utilize our Parent Advisory Committee (PAC) in developing the LCAP. In this case, PAC will meet the stakeholder engagement requirements.
- PAC will plan, review, and improve the LCAP as well as plan, review, and improve Title I, Part A programs and align them to the LCAP. PAC will also be the main committee reviewing the parent and family engagement policy, and if applicable, other school program plans. School leadership will work closely with PAC to ensure parents are engaged in the school improvement process.
- Parent Advisory Committee - as used in California Education Code (EC) sections 52063 and 52069, shall be composed of a majority of parents, as defined in subdivision (e), of pupils and include parents of pupils to whom one or more of the definitions in EC Section 42238.01 apply. A governing board of a school district or a county superintendent of schools shall not be required to establish a new parent advisory committee if a previously established committee meets these requirements, including any committee established to meet the requirements of the federal No Child Left Behind Act of 2001 (Public Law 107-110) pursuant to Section 1112 of Subpart 1 of Part A of Title I of that act.

English Learner Parent Advisory Committee (ELPAC):

- English Learner Parent Advisory Committee - as used in EC sections 52063 and 52069 for those school districts or schools and programs operated by county superintendents of schools whose enrollment includes at least 15 percent English learners and at least 50 pupils who are English learners, shall be composed of a majority of parents, as defined in subdivision (e), of pupils to whom the definition in EC Section 42238.01(c) applies. A governing board of a school district or a county superintendent of schools shall not be required to establish a new English learner parent advisory committee if a previously established committee meets these requirements.

Consulting with Pupils:

- Consult with Pupils - as used in EC sections 52060, 52066, and 47606.5, means a process to enable pupils, including unduplicated pupils and other numerically significant pupil subgroups, to review and comment on the development of the LCAP. This process may include surveys of pupils, forums with pupils, pupil advisory committees, or meetings with pupil government bodies or other groups representing pupils.
- The School annually conducts student, parent, and staff surveys to improve our stakeholders' school experience and to consult with them. Conducting such stakeholder surveys is an essential part of the School's LCAP development process.

The school implements an effective means of outreach to parents of limited English proficient students to inform them regarding how they can be involved in the education of their children and be active participants in assisting their children to attain English proficiency, achieve at high levels in core academic subjects and meet challenging State academic achievement standards and State academic content standards expected of all student. To accomplish this goal, the school does the following:

- The school holds regular meetings, and send notice of these meetings, for the purpose of formulating and responding to recommendations from parents of participating children.
- The school provides language translators at parent meetings to the extent practicable.
- The school schedules meetings to enable families to share information about culture,

background, children's talents and particular needs for the schools.

- The school provides parents of limited English proficiency with access to English as a Second Language (ESL) classes to increase their English language proficiency to assist their children with homework. The school's principal will visit the classes to interact with the parents.
- English Learner Advisory Committee: The English Learner Advisory Committee (ELAC) is mainly a committee of parents or other community members who want to advocate for English Learners. The committee provides parents of English Learners opportunities to learn more about the programs offered to their students and advises the principal and the School Site Council (SSC) on programs and services for English Learners.

State law mandates each school site with 21 or more students of Limited English Proficiency (LEP) in attendance, regardless of language, to form a functioning English Learner Advisory Committee (ELAC).

The school provides full opportunities for participation of parents with disabilities and parents of migratory children. To accomplish this goal, the school does the following:

- The school schedules meetings to enable families to share information about culture, background, children's talents and particular needs for the schools.
- Teachers are encouraged to make home visits to discuss student progress with the parents. Parents, students, and teachers meet throughout the year to monitor students' progress.
- Teachers meet one-on-one with parents of such students on an as needed basis to ensure the proper supports are in place for the student.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Expenditures funded by Title I, Part A include the following:

- Certificated salaries and benefits for three instructional aides to support students
- Saturday School pay for teachers and administrator
- Home Visit stipends
- Parent Workshop supplies and stipends for staff leading workshops
- After school clubs and activities, supplies and stipends

Fiscal support (EPC)

LCFF Funds, Other State Funds, Local Funds, and Federal Funds are utilized to implement the actions in the LCAP/SPSA. Federal Funds (Title I, Part A; Title II, Part A; Title III-Part A; and Title IV, Part A) will be used to supplement state and local funds. This SPSA only includes funds provided to the school through the Consolidated Application.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

MSA-7 strives to attain a collaborative culture of data analysis, needs assessment, planning, aligning funding to our documented school goals and priorities, reflection, and improvement. All our stakeholder groups (parents/Parent Advisory Committee (PAC), students, staff, School Site Council (SSC), ELAC, PTF, Home Office support team, Board of Directors, charter authorizer, ACS WASC, and our community partners) are critical, active, informed, and responsible participants in this process to ensure we make effective decisions that benefit students. Particularly for the LCAP/SPSA, the school consulted with the PAC, SSC, and ELAC for planning, review, and update of the programs in the LCAP/SPSA. These committees reviewed input from all stakeholders and available data through surveys and student performance data. Based on stakeholder input and data (CA School Dashboard data, interim student assessment data, survey results, etc.), we reflected on our existing LCAP/SPSA actions/services and measurable outcomes, continued or modified them for improvement, and we also planned for new actions and services as the needs arose.

The following are the dates of such meetings:

- July 28, 2020
- August 13, 2020
- August 26, 2020
- October 14, 2020
- November 17, 2020

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

The school is not identified for CSI or ATSI, so this section is not applicable.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0%	0%	0%	0	0	0
African American	2.40%	3.8%	5.82%	7	11	17
Asian	6.16%	6.2%	5.14%	18	18	15
Filipino	4.11%	6.9%	6.16%	12	20	18
Hispanic/Latino	66.44%	67.7%	68.49%	194	197	200
Pacific Islander	0%	0%	0.34%	0	0	1
White	19.52%	14.4%	13.01%	57	42	38
Multiple/No Response	1.4%	1.0%	1.03%	4	3	3
Total Enrollment				292	291	292

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	52	72	68
Grade 1	52	47	57
Grade 2	29	57	54
Grade3	30	30	54
Grade 4	56	31	29
Grade 5	73	54	30
Total Enrollment	292	291	292

Conclusions based on this data:

1. We have a steady increase of Hispanic/Latino and African American student groups over the 3 year period.
2. We have a decrease of White student group over the 3 year period.
3. Our total enrollment has maintained over the 3 year period.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	67	87	87	22.9%	29.9%	29.8%
Fluent English Proficient (FEP)	53	50	44	18.2%	17.2%	15.1%
Reclassified Fluent English Proficient (RFEP)	20	25	12	27.0%	37.3%	13.8%

Conclusions based on this data:

1. 30% of our current student population are English Learners.
2. We have a steady decrease of FEP students over the 3 year period.
3. We had 13 less RFEP students from 18-19 to 19-20, which is a 23.5% drop.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	58	28	30	57	28	30	57	28	30	98.3	100	100
Grade 4	74	55	30	73	54	30	73	54	30	98.6	98.2	100
Grade 5	55	73	53	55	71	50	55	71	50	100	97.3	94.3
All	187	156	113	185	153	110	185	153	110	98.9	98.1	97.3

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2430.	2418.	2393.	31.58	17.86	16.67	15.79	35.71	10.00	29.82	17.86	40.00	22.81	28.57	33.33
Grade 4	2461.	2467.	2470.	21.92	27.78	20.00	20.55	25.93	33.33	27.40	20.37	30.00	30.14	25.93	16.67
Grade 5	2512.	2493.	2510.	16.36	21.13	18.00	38.18	25.35	32.00	27.27	19.72	26.00	18.18	33.80	24.00
All Grades	N/A	N/A	N/A	23.24	22.88	18.18	24.32	27.45	26.36	28.11	19.61	30.91	24.32	30.07	24.55

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	26.32	14.29	13.33	33.33	53.57	53.33	40.35	32.14	33.33	
Grade 4	15.07	25.93	23.33	52.05	46.30	53.33	32.88	27.78	23.33	
Grade 5	20.00	14.08	20.00	52.73	42.25	52.00	27.27	43.66	28.00	
All Grades	20.00	18.30	19.09	46.49	45.75	52.73	33.51	35.95	28.18	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	40.35	17.86	13.33	38.60	50.00	43.33	21.05	32.14	43.33
Grade 4	27.40	27.78	26.67	47.95	51.85	50.00	24.66	20.37	23.33
Grade 5	34.55	30.99	36.00	52.73	43.66	54.00	12.73	25.35	10.00
All Grades	33.51	27.45	27.27	46.49	47.71	50.00	20.00	24.84	22.73

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	15.79	14.29	16.67	68.42	67.86	76.67	15.79	17.86	6.67
Grade 4	9.59	11.11	23.33	67.12	72.22	70.00	23.29	16.67	6.67
Grade 5	9.09	8.45	12.00	74.55	63.38	66.00	16.36	28.17	22.00
All Grades	11.35	10.46	16.36	69.73	67.32	70.00	18.92	22.22	13.64

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	24.56	21.43	10.00	49.12	53.57	40.00	26.32	25.00	50.00
Grade 4	21.92	25.93	20.00	54.79	51.85	60.00	23.29	22.22	20.00
Grade 5	29.09	25.35	28.00	60.00	49.30	46.00	10.91	25.35	26.00
All Grades	24.86	24.84	20.91	54.59	50.98	48.18	20.54	24.18	30.91

Conclusions based on this data:

1. Over the period of 3 years, the 18-19 school year was our best year of highest percentage of above standard and at or near standard with the lowest percentage of below the standard in Listening.
2. Over the period of 3 years, our students decreased in percentage of above standard and at or near standard and increased in percentage below standard in Research/Inquiry.
3. Overall, all students in 18-19 decreased in percentage of met or exceed standards and increased in percentage of nearly met.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	58	28	30	58	28	30	58	28	30	100	100	100
Grade 4	74	55	30	74	54	30	74	54	30	100	98.2	100
Grade 5	55	73	53	55	71	52	55	71	52	100	97.3	98.1
All	187	156	113	187	153	112	187	153	112	100	98.1	99.1

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2424.	2443.	2400.	15.52	21.43	3.33	29.31	35.71	23.33	32.76	28.57	40.00	22.41	14.29	33.33
Grade 4	2465.	2460.	2487.	10.81	14.81	16.67	31.08	20.37	33.33	40.54	40.74	40.00	17.57	24.07	10.00
Grade 5	2484.	2468.	2474.	9.09	8.45	11.54	20.00	14.08	13.46	40.00	30.99	34.62	30.91	46.48	40.38
All Grades	N/A	N/A	N/A	11.76	13.07	10.71	27.27	20.26	21.43	37.97	33.99	37.50	22.99	32.68	30.36

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	22.41	35.71	10.00	46.55	39.29	50.00	31.03	25.00	40.00	
Grade 4	20.27	18.52	23.33	41.89	37.04	43.33	37.84	44.44	33.33	
Grade 5	18.18	12.68	9.62	30.91	30.99	36.54	50.91	56.34	53.85	
All Grades	20.32	18.95	13.39	40.11	34.64	41.96	39.57	46.41	44.64	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	22.41	32.14	13.33	53.45	53.57	40.00	24.14	14.29	46.67
Grade 4	21.62	18.52	30.00	48.65	46.30	53.33	29.73	35.19	16.67
Grade 5	14.55	12.68	13.46	54.55	42.25	46.15	30.91	45.07	40.38
All Grades	19.79	18.30	17.86	51.87	45.75	46.43	28.34	35.95	35.71

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	22.41	21.43	6.67	51.72	53.57	60.00	25.86	25.00	33.33
Grade 4	16.22	16.67	30.00	48.65	51.85	43.33	35.14	31.48	26.67
Grade 5	10.91	11.27	11.54	50.91	43.66	50.00	38.18	45.07	38.46
All Grades	16.58	15.03	15.18	50.27	48.37	50.89	33.16	36.60	33.93

Conclusions based on this data:

1. Overall all students in the 16-17 had the highest percentage of met/exceeded at 39%.
2. Over the period of 3 years, we had the highest decrease of percentage Above Standard in Problem Solving & Modeling/Data Analysis.
3. Over the period of 3 years, we had the highest percentage Below Standard in Concepts & Procedures.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1449.0	1420.7	1451.7	1428.1	1442.7	1403.3	21	28
Grade 1	1515.2	1459.1	1501.2	1457.9	1528.6	1459.7	17	18
Grade 2	1490.3	1528.1	1481.7	1510.0	1498.1	1545.6	11	14
Grade 3	*	*	*	*	*	*	*	9
Grade 4	1514.3	*	1502.0	*	1526.1	*	15	4
Grade 5	1534.9	1517.3	1540.2	1508.9	1529.1	1525.2	16	16
All Grades							82	89

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	14.29	*	35.71	*	42.86		7.14	21	28
1	70.59	16.67	*	38.89	*	38.89		5.56	17	18
2	*	35.71	*	50.00		14.29		0.00	11	14
3		*	*	*		*	*	*	*	*
4	*	*	80.00	*	*	*		*	15	*
5	*	12.50	*	56.25	*	18.75		12.50	16	16
All Grades	43.90	15.73	43.90	46.07	*	32.58	*	5.62	82	89

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	10.71	*	50.00	*	28.57	*	10.71	21	28
1	76.47	22.22	*	50.00	*	16.67		11.11	17	18
2	*	50.00	*	50.00	*	0.00		0.00	11	14
3	*	*		*		*	*	*	*	*
4	*	*	86.67	*		*		*	15	*
5	75.00	43.75	*	43.75		0.00		12.50	16	16
All Grades	54.88	28.09	35.37	44.94	*	19.10	*	7.87	82	89

Written Language										
Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	52.38	14.29	*	17.86	*	57.14		10.71	21	28
1	64.71	22.22	*	22.22	*	38.89		16.67	17	18
2	*	35.71	*	50.00	*	0.00		14.29	11	14
3		*	*	*		*	*	*	*	*
4	*	*	*	*	*	*		*	15	*
5	*	6.25	*	18.75	*	62.50	*	12.50	16	16
All Grades	37.80	15.73	28.05	26.97	30.49	44.94	*	12.36	82	89

Listening Domain									
Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	66.67	3.57	*	89.29	*	7.14	21	28	
1	88.24	72.22	*	16.67	*	11.11	17	18	
2	*	57.14	*	42.86	*	0.00	11	14	
4	*	*	86.67	*		*	15	*	
5	*	18.75	*	62.50		18.75	16	16	
All Grades	59.76	29.21	34.15	60.67	*	10.11	82	89	

Speaking Domain									
Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	*	14.29	66.67	75.00	*	10.71	21	28	
1	70.59	5.56	*	88.89	*	5.56	17	18	
2	*	42.86	*	57.14		0.00	11	14	
4	*	*	*	*		*	15	*	
5	100.00	75.00		12.50		12.50	16	16	
All Grades	60.98	31.46	35.37	60.67	*	7.87	82	89	

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	7.14	57.14	78.57		14.29	21	28
1	88.24	33.33	*	50.00		16.67	17	18
2	*	21.43	*	64.29	*	14.29	11	14
4	*	*	*	*	*	*	15	*
5	*	12.50	*	68.75	*	18.75	16	16
All Grades	41.46	14.61	47.56	68.54	*	16.85	82	89

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	57.14	46.43	*	39.29		14.29	21	28
1	*	16.67	64.71	72.22		11.11	17	18
2	*	50.00	*	35.71		14.29	11	14
4	*	*	*	*		*	15	*
5	*	0.00	*	87.50		12.50	16	16
All Grades	45.12	28.09	53.66	60.67	*	11.24	82	89

Conclusions based on this data:

1. There is a higher percentage of level 3 & 4 in Oral Language than Written Language. (In 17-18, there was a 24% difference and in 18-19, there was a 30% difference)
2. Speaking Domain is the highest number students performing at a level of Well Developed.
3. There is a significant decrease of overall language level 4 from 17-18 to 18-19. (28% decrease)

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
291	72.5	29.9	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	87	29.9
Homeless	24	8.2
Socioeconomically Disadvantaged	211	72.5
Students with Disabilities	38	13.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	11	3.8
Asian	18	6.2
Filipino	20	6.9
Hispanic	197	67.7
Two or More Races	3	1.0
White	42	14.4





Conclusions based on this data:

1. 30% of student population is English Learners.
2. 72% of student population is Socioeconomically Disadvantaged.
3. 68% of student population is Hispanic.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 426 480 457">English Language Arts</p>  <p data-bbox="289 506 378 537">Orange</p>	<p data-bbox="673 426 948 457">Chronic Absenteeism</p>  <p data-bbox="764 506 854 537">Orange</p>	<p data-bbox="1179 426 1391 457">Suspension Rate</p>  <p data-bbox="1260 506 1317 537">Blue</p>
<p data-bbox="253 623 415 655">Mathematics</p>  <p data-bbox="289 703 378 735">Yellow</p>		

Conclusions based on this data:

1. Our ELA Dashboard Performance Color is Orange.
2. Our Math Dashboard Performance Color is Yellow.
3. Our Suspension Dashboard Performance Color is Blue.

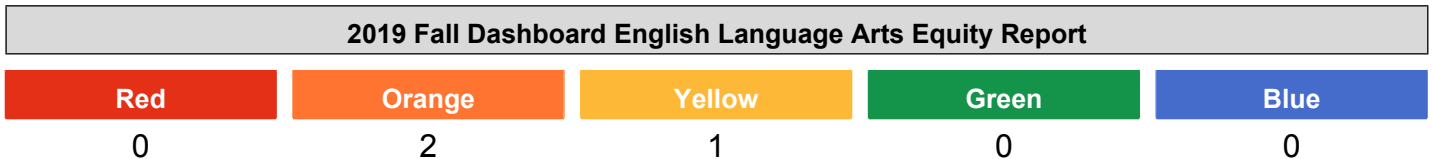
School and Student Performance Data

Academic Performance English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>7.7 points below standard</p> <p>Maintained ++1.1 points</p> <p>109</p>	<p>English Learners</p> <p>Orange</p> <p>24.1 points below standard</p> <p>Declined -6.7 points</p> <p>47</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>8</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>21.7 points below standard</p> <p>Increased ++8.2 points</p> <p>85</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>50.8 points below standard</p> <p>Maintained -0.5 points</p> <p>24</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
<p>African American</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Asian</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>8</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4</p>
<p>Hispanic</p>  <p>Yellow</p> <p>24.5 points below standard</p> <p>Increased ++3.1 points</p> <p>81</p>	<p>Two or More Races</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>62.9 points above standard</p> <p>Increased Significantly ++33.3 points 13</p>

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
<p>Current English Learner</p> <p>83.6 points below standard</p> <p>Increased Significantly ++18.3 points 25</p>	<p>Reclassified English Learners</p> <p>43.5 points above standard</p> <p>Increased ++9.8 points</p> <p>22</p>	<p>English Only</p> <p>0.4 points below standard</p> <p>Increased ++6.1 points</p> <p>55</p>

Conclusions based on this data:

- Overall, all students are 7.7 points below the standard in ELA.
- Our white student population is 62.9 points above the standard with a +33.3 point increase.
- Our reclassified english learners are 43.5 points above the standard with an increase of +9.8 points.

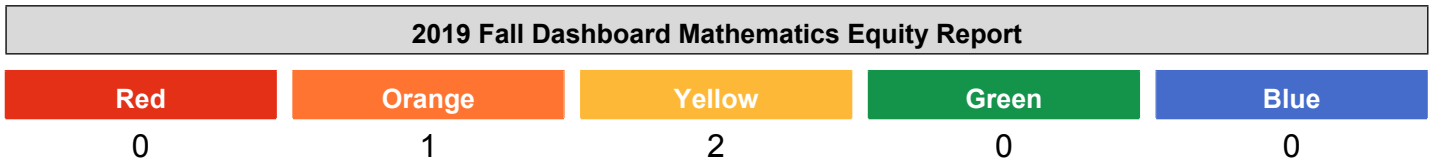
School and Student Performance Data

Academic Performance Mathematics






The performance levels are color-coded and range from lowest-to-highest performance in the following order:








This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Yellow 32.1 points below standard Increased ++3 points 110	<p>English Learners</p>  Orange 54.7 points below standard Maintained -1.9 points 48	<p>Foster Youth</p>
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	<p>Socioeconomically Disadvantaged</p>  Yellow 43.8 points below standard Increased ++12.8 points 86	<p>Students with Disabilities</p>  No Performance Color 58.8 points below standard Increased ++12.2 points 24

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	American Indian	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Hispanic  Yellow 45.8 points below standard Increased ++9.1 points 82	Two or More Races	Pacific Islander	White  No Performance Color 3.9 points above standard Increased ++3.5 points 13

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner 97.2 points below standard Increased ++13 points 26	Reclassified English Learners 4.4 points below standard Increased ++13.6 points 22	English Only 17.8 points below standard Increased ++5.4 points 55

Conclusions based on this data:

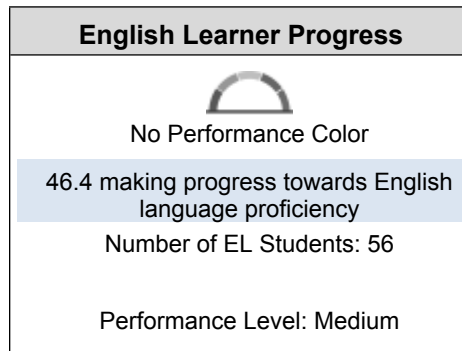
1. We are 32.1 points below the standard for all students.
2. Our socioeconomic disadvantaged student population made an increase of +12.8 points.
3. Our reclassified english learners are 4.4 points below the standard and increased +13.6.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
16.0	37.5	10.7	35.7

Conclusions based on this data:

- 46.4% of EL students made progress towards EL proficiency. (26 out of 56)
- 16% of our EL students decreased one ELPI level. (9 out of 56)
- 37.5% of our EL students maintained their level. (21 out of 56)

School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1. N/A
2. N/A
3. N/A

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
2	2	1	1	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>13</p> <p>Maintained -0.3</p> <p>292</p>	<p>English Learners</p> <p>Yellow</p> <p>13.5</p> <p>Declined -1.8</p> <p>89</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0</p>
<p>Homeless</p> <p>No Performance Color</p> <p>35.7</p> <p>Increased +20.3</p> <p>28</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>14.6</p> <p>Increased +1</p> <p>219</p>	<p>Students with Disabilities</p> <p>Red</p> <p>33.3</p> <p>Increased +10.9</p> <p>42</p>

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
<p>African American</p>  <p>No Performance Color</p> <p>0</p> <p>11</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0</p>	<p>Asian</p>  <p>No Performance Color</p> <p>5.6</p> <p>Maintained 0</p> <p>18</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>5</p> <p>Declined -3.3</p> <p>20</p>
<p>Hispanic</p>  <p>Red</p> <p>16.2</p> <p>Increased Significantly +3.4</p> <p>197</p>	<p>Two or More Races</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0</p>	<p>White</p>  <p>Green</p> <p>9.3</p> <p>Declined -8.2</p> <p>43</p>

Conclusions based on this data:

1. We had a 13% chronic absenteeism rate for all students and a color of orange.
2. Our Hispanic and SWD student population is our two highest chronic absenteeism percentage rate and have the color red.
3. Our White student population made a -8.2% decline and has a color green.

School and Student Performance Data

Academic Engagement Graduation Rate

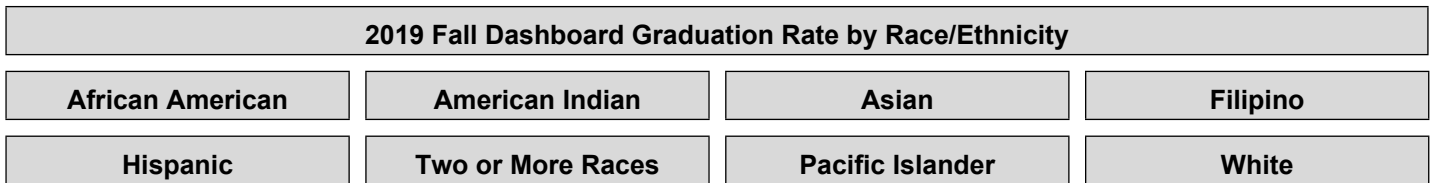
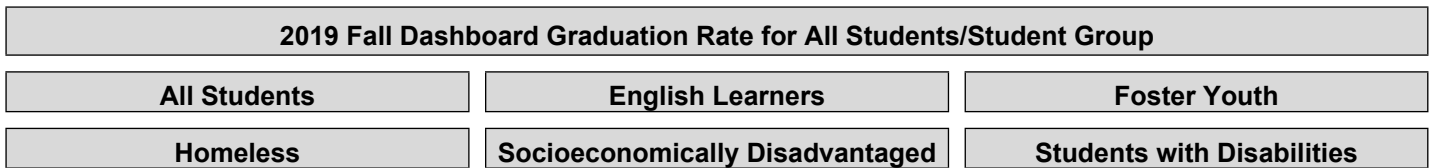
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

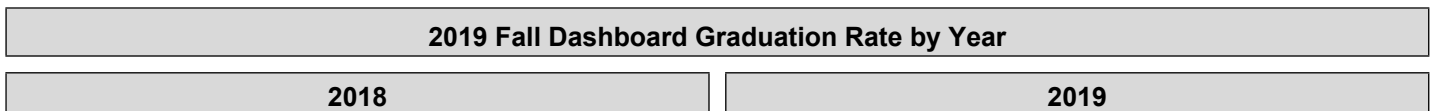
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

1. N/A
2. N/A
3. N/A

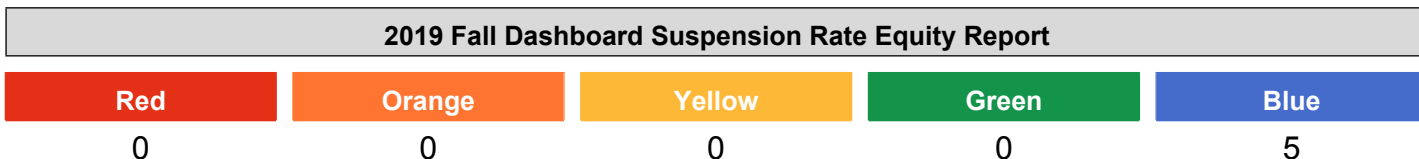
School and Student Performance Data

Conditions & Climate Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:









This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 Blue 0 Maintained 0 296	 Blue 0 Maintained 0 90	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 0 Maintained 0 29	 Blue 0 Maintained 0 221	 Blue 0 Maintained 0 43

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
<p>African American</p>  <p>No Performance Color</p> <p>0</p> <p>11</p>	<p>American Indian</p>	<p>Asian</p>  <p>No Performance Color</p> <p>0</p> <p>Maintained 0</p> <p>19</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0</p> <p>Maintained 0</p> <p>21</p>
<p>Hispanic</p>  <p>Blue</p> <p>0</p> <p>Maintained 0</p> <p>198</p>	<p>Two or More Races</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data</p> <p>3</p>	<p>Pacific Islander</p>	<p>White</p>  <p>Blue</p> <p>0</p> <p>Maintained 0</p> <p>44</p>

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	2018	2019
	0	0

Conclusions based on this data:

1. We have a 0% suspension rate.
2. All students groups and race/ethnicity are at a blue color.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT

LEA/LCAP Goal

All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive basic services that are fundamental to academic success, including fully credentialed teachers, standards-aligned instructional materials, and appropriately maintained school facilities.

Goal 1

All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive basic services that are fundamental to academic success, including fully credentialed teachers, standards-aligned instructional materials, and appropriately maintained school facilities.

Identified Need

Providing basic services means ensuring all students have access to teachers who are fully credentialed in their subject areas, instructional materials aligned with state standards, and safe, properly maintained school facilities. Charter School will also adhere to the MPS Wellness Policy and encourage participation in school meal programs. Research shows when students are provided with these basic services, student learning outcomes increase. The MPS Home Office will provide services such as academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations to support and hold accountable the Charter School for compliance and meeting charter goals. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in provision of basic services to maintain a high-quality learning environment.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions (Source: Local Indicator Priority 1)	2019-20: 0	2020-21: 0
Percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1)	2019-20: 0%	2020-21: 0%
Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and	2019-20: 0	2020-21: 0

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
extreme deficiencies) (Source: Local Indicator Priority 1)		
Teacher attendance rate (Source: HRIS)	2019-20: 96.5%	2020-21: 97.0%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teacher assignments and credentials:

Charter School and the MPS Human Resources team will conduct credential, background and TB clearance review as part of the hiring process and at least once throughout the year to ensure all credentials are properly maintained. Charter School will support our teachers' credentialing needs. Charter School will also annually review master schedule and teacher assignments to ensure teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters.

Expenditures associated with this action include the following: teacher credentialing expenses, Paycom/payroll fees, livescan/fingerprinting fees, and TB test fees.

The following expenditures will be funded by the federal funds:

- Teacher credentialing expenses: Resource: Title II, Part A (4035); Object: 5864; Amount: \$5,272.00

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5,272.00	Title II Part A: Improving Teacher Quality 5000-5999: Services And Other Operating Expenditures

Teacher credentialing expenses

Strategy/Activity 2**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Instructional materials and technology:

Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social emotional, and physical requirements of students. Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials. Charter School will ensure that students have sufficient access to the standards-aligned instructional materials, including technology-based resources. Charter School will provide effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards aligned instructional programs.

Expenditures associated with this action include the following: textbooks, instructional materials and supplies, computers and other technology equipment, E-Rate consultancy, and basic software (Zendesk, AssetWorks, etc.)

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 3**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Clean and safe facilities that support learning:

Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop

and monitor a comprehensive safety and security plan, conduct necessary safety training for all staff and continue to work with the stakeholders and experts to implement emergency and risk management procedures for individuals and the site. Charter School will procure and maintain necessary safety and emergency supplies, equipment and items. Charter School will establish schedules and procedures for the supervision of students in non-classroom areas, including before and afterschool.

Expenditures associated with this action include the following: facilities rent/acquisition cost, custodial staff salaries and benefits, custodial supplies, maintenance and repair services, and CharterSAFE insurance.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Low Income

Strategy/Activity

Healthy and nutritious meals:

Charter School will maintain nutrition education resources and continue focusing on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. Charter School will promote healthy food and beverage choices for all students throughout the campus, as well as encourage participation in school meal programs.

Expenditures associated with this action include the following: student meals.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Well-orchestrated Home Office support services:

The MPS Home Office provides services to the Charter School, supports and holds accountable the Charter School 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. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the Charter School to receive services at a lower cost. The services of the Home Office include, but are not limited to, academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations. Instructional services are reflected in Goals 2-4.

Expenditures associated with this action include the following: Home Office management fees.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

In the SPSA plan, there are 4 specific metrics that are measured and goals met. Below are the strategies and activities determined to ensure the effectiveness and achievement of achieving goal #1.

- Strategy/Activity #1. Ensuring appropriate teacher assignment. MSA-7 leadership collaborates with the Human Resource team from the Home Office to recruit the best candidates. Outreach and platforms such as EdJoin and Indeed and community outreach are used to find candidates. MSA-7 also partners with local universities and colleges to identify a fit for the learning community. When teachers need to continue to work on their credentialing processes, the Charter School supports this financially through the tuition

reimbursement program and through mentorship programs. Title 2 funds are used for teacher credentialing services for staff members pursuing additional credentials and/or degrees to further their development as an educator. This year we are supporting our computer aide in pursuing a math credential and becoming a full time computer teacher for our school.

- Strategy/Activity #2. At the beginning of the school year, students are provided with textbook and instructional materials needed to meet the academic, linguistic, cultural, social-emotional, and physical requirements of school. At the start of the pandemic, outreach was conducted to ensure students have the tools necessary to access the online curriculum. Hot Spots and Chromebooks are provided and the curriculum can be accessed through Clever and Google Classroom. Technology support is provided through staff either remotely or in-person to ensure students are able to connect should issues arise.
- Strategy/Activity #3. The staff of MSA-7 strive to maintain a clean, safe, environmentally friendly, and inviting school for our stakeholders. Routine maintenance and inspections are conducted to ensure that the facility is meeting all requirements and in good repair.
- Strategy/Activity #4. MSA-7 ensures that all students have access to freshly prepared, nutritious foods for breakfast and lunch daily. During the pandemic and school closures, MSA-7 has continued to provide meals to our students at another MSA school site near our campus.
- Strategy/Activity #5. Magnolia Public Schools Home Office staff members provide supports and services to the school sites in the areas of academics, operations, technology, and finances.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are no major differences at the time.

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

No changes will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal unless there is a need for more funding to be allocated to tuition reimbursement to meet the credentialing needs of our current teachers or future new hires.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

EXCELLENCE

LEA/LCAP Goal

All students will have equitable access to a high-quality core curricular and instructional program and make academic progress on the California Content Standards. Students will pursue academic excellence and be college/career ready.

Goal 2

All students will have equitable access to a high-quality core curricular and instructional program and make academic progress on the California Content Standards. Students will pursue academic excellence and be college/career ready.

Identified Need

Charter School desires that all our students pursue academic excellence and be college/career ready. Effective core curriculum and instruction are central to academic success. Therefore, Charter School will ensure that all students, including but not limited to, ELs, students with disabilities, socioeconomically disadvantaged/low-income students, and students achieving below grade level, have access to a high-quality core curricular and instructional program with appropriate services and support. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will also provide professional development to staff to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Charter School will implement the actions listed under this goal and use the indicated metrics, such as CAASPP assessment results, to measure progress in achievement of academic excellence and college/career readiness.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of programs and services outlined in the charter petition, including a broad course of study, that are developed and provided to students, certain programs and services being dependent on student need and interest (Source: Local Indicator Priority 7, SIS)	2019-20: 100%	2020-21: 100%
Percentage of students who have sufficient access to all programs and services developed and provided to unduplicated students and to individuals with exceptional	2019-20: 100%	2020-21: 100%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
needs (Source: Local Indicator Priority 7, SIS)		
Percentage of state standards implementation for all students (Source: Local Indicator Priority 2)	2019-20: 100%	2020-21: 100%
Percentage of students who have received a grade of "C" or better (or performed "proficient" on the related state standardized tests) in core subjects and electives (Source: SIS)	2019-20: 72%	2020-21: 80%
Average Lexile Growth (L) from fall to spring (Source: myON)	2019-20: 45.0	2020-21: 50.0
Percentage of students meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2018-19: All Students: 44.54% English Learners: 0.00% Socioeconomically Disadvantaged: 37.50% Students with Disabilities: 25.00% African American: ????% Hispanic: 34.57% White: 85.71%	2020-21: All Students: 48.00% English Learners: 5.00% Socioeconomically Disadvantaged: 41.00% Students with Disabilities: 30.00% African American: ????% Hispanic: 37.50% White: 87.00%
Distance from Standard (DFS) on the CASSPP-ELA/Literacy assessments (Source: CA School Dashboard)	2018-19: All Students: 7.7 points below standard English Learners: 24.1 points below standard Socioeconomically Disadvantaged: 21.7 points below standard Students with Disabilities: 50.8 points below standard Hispanic: 24.5 points below standard White: 62.9 points above standard	2020-21: All Students: 4.7 points below standard English Learners: 20.0 points below standard Socioeconomically Disadvantaged: 16.0 points below standard Students with Disabilities: 45.0 points below standard Hispanic: 20.0 points below standard White: 65.0 points above standard
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Reading	2018-19: All Students: 48.7% English Learners: 59.0% Socioeconomically Disadvantaged: 45.4%	2020-21: All Students: 49.0% English Learners: 60.0% Socioeconomically Disadvantaged: 46.0%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
assessment from fall to spring (Source: NWEA MAP)	Students with Disabilities: 44.0% African American: ?.?% Hispanic: 44.6% White: 45.5%	Students with Disabilities: 46.0% African American: ?.?% Hispanic: 46.0% White: 46.0%
Percentage of students meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2018-19: All Students: 32.14% English Learners: 3.45% Socioeconomically Disadvantaged: 25.61% Students with Disabilities: 25.00% African American: ?.??% Hispanic: 24.10% White: 57.14%	2020-21: All Students: 35.0% English Learners: 8.00% Socioeconomically Disadvantaged: 29.00% Students with Disabilities: 30.00% African American: ?.??% Hispanic: 28.00% White: 58.00%
Distance from Standard (DFS) on the CASSPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	2018-19: All Students: 32.1 points below standard English Learners: 54.7 points below standard Socioeconomically Disadvantaged: 43.8 points below standard Students with Disabilities: 58.5 points below standard Hispanic: 45.8 points below standard White: 3.9 points above standard	2020-21: All Students: 28.1 points below standard English Learners: 51.0 points below standard Socioeconomically Disadvantaged: 40.8 points below standard Students with Disabilities: 54.5 points below standard Hispanic: 42.0 points below standard White: 7.0 points above standard
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	2018-19: All Students: 33.3% English Learners: 33.3% Socioeconomically Disadvantaged: 31.6% Students with Disabilities: 30.8% African American: ?.?% Hispanic: 30.3% White: 34.8%	2020-21: All Students: 50.0.2% English Learners: 50.0% Socioeconomically Disadvantaged: 50.0% Students with Disabilities: 50.0% African American: ?.?% Hispanic: 50.0% White: 50.0%
Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4	2018-19: 46.4%	2020-21: 49.0%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
(ELP) between prior and current year (Source: CA School Dashboard)		
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2019-20: 13.3%	2020-21: 14.0%
Percentage of students meeting or exceeding standard on the CAASPP-Science assessments (Source: CDE DataQuest)	2018-19: All Students: 34.62% English Learners: 6.25% Socioeconomically Disadvantaged: 23.53% Students with Disabilities: ?.% African American: ?.% Hispanic: 25.00% White: ?.%	2020-21: All Students: 37.00% English Learners: 10.0% Socioeconomically Disadvantaged: 27.00% Students with Disabilities: ?.% African American: ?.% Hispanic: 29.00% White: ?.%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Broad course of study and standards-based curriculum:

Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule.

Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Learners, Foster Youth, Low Income

Strategy/Activity

Professional development for high-quality instruction :

Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs.

Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost software fees.

The following expenditures will be funded by the federal funds:

- Professional Development: Resource: Title II, Part A (4035); Object: 5864; Amount: \$6,000.00

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

6,000.00

Title II Part A: Improving Teacher Quality
5000-5999: Services And Other Operating
Expenditures
Professional Development

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Learners, Foster Youth, Low Income

Strategy/Activity

MTSS - Academic enrichment, intervention and student support:

Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, small groups, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.)

Expenditures associated with this action include the following: Dean of Academics salary and benefits, Title-I coordinator salary and benefits, instructional aide salaries and benefits, intervention teacher salaries and benefits, teacher stipends for after school, Saturday school and Summer School, NWEA MAP testing fees, Illuminate DnA fees, and evidence-bases supplemental intervention/enrichment program fees (Accelerated Reader, BrainPop, NextGen Math, Spelling City, Learning A-Z).

The following expenditures will be funded by the federal funds:

- Instructional aide salaries: Resource: Title I, Part A (3010); Object: 2100; Amount: \$40,128
- Instructional aide health and retirement benefits: Resource: Title I, Part A (3010); Object: 3102; Amount: \$15,125
- Teacher stipends for after school: Resource: Title I, Part A (3010); Object: 1100; Amount: \$3,610
- Teacher stipends for Saturday School: Resource: Title I, Part A (3010); Object: 1100; Amount: \$16,800

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

40,128

Title I
2000-2999: Classified Personnel Salaries
Instructional aide salaries

15,125

Title I
3000-3999: Employee Benefits

	Instructional aide health and retirement benefits
3,610	Title I 1000-1999: Certificated Personnel Salaries Teacher stipends for after school
16,800	Title I 1000-1999: Certificated Personnel Salaries Teacher stipends for Saturday School

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Designated and integrated ELD programs:

Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences.

Expenditures associated with this action include the following: EL coordinator salary and benefits, EL coordinator stipend and EL instructional aide salary and benefits

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students (with a focus on Students with Disabilities)

Strategy/Activity

Support for students with disabilities:

Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars’ progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA.

Expenditures associated with this action include the following: SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, SPED intern salaries and benefits, outsourced SPED services fees, and SPED instructional materials and technology.

The following expenditures will be funded by the federal funds:

- School psychologist salary (partial): Title IV, Part A (4127); Object: 1100; Amount: \$10,000

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

10,000

Source(s)

Title IV Part A: Student Support and Academic Enrichment
2000-2999: Classified Personnel Salaries
School psychologist salary (partial)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

In the SPSA plan, there are 4 specific metrics that are measured and goals met. Below are the strategies and activities determined to ensure the effectiveness and achievement of achieving goal #2.

- Strategy/Activity #1: MSA-7 provides and implements rigorous and relevant curriculum, professional development, and data analysis to measure student outcomes to inform instructional practices that will close the achievement gap.

The usage of NWEA MAP assessment and the CAASPP IABs alongside the data collected from McGraw Hill core curriculum assessments has allowed for the school team to put practices in place that lead to academic growth for the students.

- Strategy/Activity #2: MSA-7 values the professional development of all staff members and understands the importance of teacher preparation in order to close the achievement gap. Title 2 funds are used for new teachers' induction programs, and required credential certifications such as EL authorization as needed. The teacher induction program can help new teachers improve practice, learn professional responsibilities, and ultimately positively affect student learning. This year MSA-7 is supporting three teachers with their further professional growth.
- Strategy/Activity #3: MSA-7 developed two MTSS coordinator positions to support administration and teaching staff to implement a framework that provides targeted support to struggling students. The team screens all students and aims to address behavioral as well as academic issues. The goal of MTSS is to intervene early so students can catch up with their peers. Intervention practices include additional tutoring sessions by teaching staff, Saturday School, and instructional aides for every grade level to provide small group and individualized support to students in core subject areas. Title I funds are used to pay for these additional expenses.
- Strategy/Activity #4: MSA-7 has an EL Coordinator/Teacher is responsible to implement, demonstrate, and coordinate the ELD literacy program in compliance with the EL Master Plan of MPS, and abide by state and federal guidelines. Consistency in the teaching role has increased the effective implementation of ELPAC assessment, professional development to increase student preparation and increase in EL student progress.
- Strategy/Activity #5: The School Psychologist is a uniquely qualified member of the school team that supports students' ability to learn and teachers' ability to teach. They apply expertise in mental health, learning, and behavior, to help children and youth succeed academically, socially, behaviorally, and emotionally. The ability to research and train teaching staff during a sensitive moment is vital to ensure student needs are being met. A portion of our School Psychologist's salary is paid through Title IV funds. Our psychologist works directly with our SPED team to provide DIS counseling services to students with social emotional IEP goals, as well as supports the school with other needs.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

-Strategy/Activity #3: More money was budgeted for Saturday School than what ended up being needed due to the school closure in March caused by the COVID-19 pandemic.

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

Additional support sessions have been created to support student learning loss, this includes additional teacher time to support with extra tutoring sessions and Saturday School. Routine implementation of IABs as unit plans to effectively measure student growth has been put into place. This process has been built out, but effectiveness has not been fully measured due to the COVID-19 pandemic. 2020-21 will be an indicator of success.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

INNOVATION

LEA/LCAP Goal

All students will have access to a well-rounded education that supports their readiness for college and the global world. Each student will become an independent, innovative scholar by practicing creativity in learning and using technology in transformative ways.

Goal 3

All students will have access to a well-rounded education that supports their readiness for college and the global world. Each student will become an independent, innovative scholar by practicing creativity in learning and using technology in transformative ways.

Identified Need

It is the Charter School's vision that our graduates are well-rounded critical thinkers and problem solvers who contribute to the global community. A significant step toward helping our students achieve their maximum potential involves providing a rigorous, relevant and college preparatory curriculum with a STEAM emphasis. Therefore, we will design educational experiences to meet the needs of our scholars with an emphasis on innovation and critical thinking. Charter School will also promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts to our physical education program. In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in provision of an innovative, well-rounded education that supports student readiness for college and the global world.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	2019-20: 0%	2020-21: 5%
Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)	2019-20: 100%	2020-21: 100%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)	2019-20: 100%	2020-21: 100%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

English Learners, Foster Youth, Low Income

Strategy/Activity

College/Career readiness programs and activities:

Charter School will promote a college-going culture through college visits, college/career days, and other college related activities.

Expenditures associated with this action include the following: college/career related materials and activities.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Learners, Foster Youth, Low Income

Strategy/Activity

STEAM and GATE programs:

Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEAM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about

engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement engineering-related activities and clubs, such as Code.org activities, Lego clubs, Robotics, etc. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. Learners will be challenged to investigate, use problem-based learning, and research.

Expenditures associated with this action include the following: Mystery Science program fees, Robotics Club materials and competition fees, STEAM project materials, and STEAM Expo transportation fees.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Learners, Foster Youth, Low Income

Strategy/Activity

Digital literacy and citizenship programs:

Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will participate in PD on Blended Learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics include, but are not limited to, using technology applications; digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette.

Expenditures associated with this action include the following: computer teacher salary and benefits, and internet security program fees.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Low Income

Strategy/Activity

Physical education, activity, and fitness:

Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness.

Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

English Learners, Foster Youth, Low Income

Strategy/Activity

Additional programs and activities that support well-rounded education:

In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and

self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, math, science, technology, engineering, ELA, language other than English and culture, sports, visual and performing arts, community service, and other.

Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support well-rounded education, field trip expenses, and club expenses.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

In the SPSA plan, there are 4 specific metrics that are measured and goals met. Below are the strategies and activities determined to ensure the effectiveness and achievement of achieving goal #3.

- Strategy/Activity #1: Before the COVID-19 pandemic became a reality, students were provided with opportunities to visit colleges and inspire a college and career readiness culture. During the current school closure and virtual learning environment, field trips have been eliminated meaning no in person college visits but virtual campus tours have occurred, as well as a virtual College & Career Week for all students to participate in.
- Strategy/Activity #2: MSA-7 has steadily increased and improved its STEAM programs over the years. The development of two STEAM coordinator positions, one to focus on arts integration and one to focus on STEM programs, has helped build a more comprehensive STEAM program for our students which includes the addition of the Mystery Science program, school-wide STEAM challenges, participation in the MPS STEAM Expo, and the addition of a Robotics Club for upper grade students. Annual GATE testing also occurs to help identify students who need additional cognitive enrichment and development.
- Strategy/Activity #3: Blended Learning has become a larger part of MSA-7's instructional program over the past few years with more focus on Project Based Learning, the implementation of a Guided Math program, and the addition or more Chromebook devices for student access. Due to the requirements of Virtual Learning during the Pandemic,

teachers and students have had to become much more familiar with online learning platforms and programs that will most likely remain a part of their everyday learning and teaching upon the return to school. Digital citizenship has been taught during weekly computer classes as well as in the student's main classroom and is part of the teacher's management system and procedures. During the transition to Distance Learning, the PBIS team developed a virtual learning behavior matrix to ensure students are aware of expectations and appropriate behaviors. This has also been shared with families through newsletters, meetings, etc.

- Strategy/Activity #4: Last year MSA-7 hired a single-subject PE teacher in an effort to make the student's PE classes more meaningful and prepare them for future PE courses as well as a long, healthy, and physical life. CA State PE Standards are taught to students weekly using the necessary equipment. With the transition to Distance Learning, teaching PE effectively has been a challenge but is occurring with modifications to the existing program.
- Strategy/Activity #5: MSA-7 has a variety of after school club offerings: STEAM club, Art, Gardening, Coding, Robotics, Music, etc. Clubs are similar to electives for secondary students and give students avenues for choice and can function as vehicles for core content standards. STEAM and College/Career focuses field trips are also an important part of our school program. Every grade level takes at least two field trips a year (pre-COVID closure). Although the budget is tight, MSA-7 is committed to offering these choices that expand student learning.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- Strategy/Activity #1 & #2: More money was budgeted for field trips and STEAM Expo activities than was used due to school closure caused by COVID-19 Pandemic.

No Title funds were budgeted or used to implement the strategies/activities to meet the articulated goal.

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

- Strategy/Activity #1: The COVID-19 Pandemic has lead to the alteration of this goal. MSA Bell will make an effort to adjust and ensure students are exposed to the college experience and environment.
- Strategy/Activity #2: Many of the extracurricular programs and activities we offer to students have been paused or modified due to the the COVID-19 Pandemic. More time has been invested to ensure students are grouped appropriately to receive intervention and enrichment during after school programs. Efforts to mitigate learning loss has included additional tutoring time, Saturday School and Summer School. LLM funds will provide the resources for these actions.
- Strategy/Activity #4: MSA-7 PE staff will need to create internal methods and goals to ensure students are reaching acceptable outcomes in the area of physical fitness and health. The state has suspended PFT reporting.
- Strategy/Activity #5: Many of the after school clubs have been paused or modified due to the school closure and all field trips have been suspended.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

CONNECTION

LEA/LCAP Goal

All students, families, staff, and other stakeholders will have access to meaningful engagement opportunities that help cultivate leadership, advocacy, and collaboration in a safe and nurturing environment. Stakeholders will feel a sense of community and connectedness.

Goal 4

All students, families, staff, and other stakeholders will have access to meaningful engagement opportunities that help cultivate leadership, advocacy, and collaboration in a safe and nurturing environment. Stakeholders will feel a sense of community and connectedness.

Identified Need

School communities are integrated partnerships with the school site staff, families, students and all other stakeholders. This sense of connection creates a safe place for all learners and stakeholders to affirm individual strengths, develop capacity, celebrate character, build trusting and respectful relationships, promote unity and better decision making. Additionally, community cultivates identity and gives each member a sense of belonging and pride. Charter School will seek family input for decision making, utilize home visits and stakeholder surveys, and provide academic and social-emotional support through MTSS/PBIS. We will work with community partners to support the vision and goals of the school, including our students' development of personal and academic networks for long-term resilience and connection. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in sustaining a sense of community and connectedness.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of School Site Council (SSC) meetings per year (Source: Local Indicator Priority 3)	2019-20: 4	2020-21: 4
Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3)	2019-20: 4	2020-21: 4
Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)	2019-20: 7	2020-21: 7
Number of activities/events for parent involvement per year (Source: Local Indicator Priority 3)	2019-20: 10	2020-21: 10

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of progress reports sent to parents per year (Source: Local Indicator Priority 3)	2019-20: 4	2020-21: 4
Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	2019-20: 16.8%	2020-21: 25%
Average Daily Attendance (ADA) Rate (Source: SIS)	2019-20: 95.31%	2020-21: 96.0%
Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2019-20: 11.5%	2020-21: 10.0%
Student Suspension Rate (Source: CALPADS, CA School Dashboard)	2019-20: 0.00%	2020-21: 0.00%
Student Expulsion Rate (Source: CALPADS, CDE DataQuest)	2019-20: 0.00%	2020-21: 0.00%
School experience survey participation rates (Source: Panorama Education)	2019-20: Students: 98.2% Families: 99.6% Staff: 90.3%	2020-21: Students: 95.0% Families: 90.0% Staff: 100%
School experience survey average approval rates (Source: Panorama Education)	2019-20: Students: 74% Families: 98% Staff: 93%	2020-21: Students: 76% Families: 99% Staff: 94%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

English Learners, Foster Youth, Low Income

Strategy/Activity

Seeking family input for decision making:

Charter School will hold periodic meetings to gather input from our families. Information/input sessions include Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, and Board of

Directors meetings. Parents on our PTF and SSC also serve as our Parent Advisory Committee (PAC) for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our PAC, SSC, and ELAC provide valuable input for the LCAP. Charter School will also hold an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budget, UCP, parent involvement policy and school-student-parent compact. In addition, Charter School will conduct parent surveys to seek feedback on school improvement.

Expenditures associated with this action include the following: parent meeting expenses and Document Tracking Services (DTS) fees.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Learners, Foster Youth, Low Income

Strategy/Activity

Building partnerships with families for student outcomes:

Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable.

Expenditures associated with this action include the following: Illuminate SIS fees, ParentSquare software fees, SchoolMint software fees, home-visit compensation, parent activity/event expenses, teacher stipends to lead Parent Workshop programs, Pitney Bowes expenses, and Office manager/Administrative assistant salaries and benefits.

The following expenditures will be funded by the federal funds:

- Homevisit compensation: Resource: Title I, Part A (3010); Object: 1100; Amount: \$5,000
- Teacher stipends to lead Parent Workshop programs: Resource: Title I, Part A (3010); Object: 1100; Amount: \$3,000

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

5,000

Title I
5000-5999: Services And Other Operating Expenditures
Homevisit Compensation

3,000

Title I
1000-1999: Certificated Personnel Salaries
Teacher Stipends to lead Parent Workshop Programs

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Learners, Foster Youth, Low Income

Strategy/Activity

MTSS - PBIS and SEL support:

Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a Life Skills/Character Education program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievement and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts school leadership, teachers, and support staff will

analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps.

Expenditures associated with this action include the following: Dean of Students salary and benefits, discipline coordinator salary and benefits, office/attendance clerk salaries and benefits, school uniform fees, PD on classroom management, PBIS, and SEL support, outsourced SEL services fees, and additional services for homeless students.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English Learners, Foster Youth, Low Income

Strategy/Activity

Annual stakeholder surveys:

Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our stakeholders' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our stakeholders open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze survey results to identify greatest progress and needs in order to inform our next steps.

Expenditures associated with this action include the following: Panorama Education survey fees.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

English Learners, Foster Youth, Low Income

Strategy/Activity

Community outreach and partnerships:

Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of stakeholders, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education.

Expenditures associated with this action include the following:

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

In the SPSA plan, there are 4 specific metrics that are measured and goals met. Below are the strategies and activities determined to ensure the effectiveness and achievement of achieving goal #4.

- Strategy/Activity #1: In collaboration with leadership and teaching staff and other stakeholders a calendar is created and articulated to all stakeholders of the various meetings: ELAC, SSC, PAC, PTF. This ensures that the meetings are arranged to allow for stakeholder feedback in the development of school plans.
- Strategy/Activity #2: MSA-7 creates a school calendar with all student and parent events scheduled and shares with stakeholders at the start of the new school year through Parent Square, mailings, and website. Furthermore, the COVID-19 pandemic has altered our support staff's role to reach out to families to ensure school platforms are accessible. This

process is ongoing as well as tutorials for staff, students, and families in order to ensure the tools are accessible and used appropriately. Additionally, the support staff outreach served as a process to identify family immediate needs during the pandemic to ensure the learning continuum. Parent Workshops are also an important part of our school community, many of which are led by own teachers and staff members. Topics include, SEL, instructional strategies, technology support and more. Another program MSA-7 has to build school to home connection is the Home Visit program where staff members arrange a scheduled time to visit a student's home. Due to the COVID-19 Pandemic, home visits have not been able to occur since last March. However, a virtual Home Visit policy was just adopted by the MPS Board and will be effective immediate in order to get this vital program up and running again.

- Strategy/Activity #3: During the school year, MSA-7 collects vital information from families in order to identify potential needs and ensure students have everything necessary to start their school year. The Dean of Student works with support staff and other stakeholders to reach out to families to ensure all tools and resources are available for connectivity and learning continuum. Dean of Student leads the effort to conduct an SEL survey at least 2 times per

year and performs data analysis with the MTSS team in order to make informed decisions at a schoolwide level. MSA-7 also has a PBIS team that helps develop and implement positive reinforcement structures in an effort to limit discipline issues and maintain our zero percent suspension and expulsion rate.

- Strategy/Activity #4: The annual survey is lead by the MPS Director of Outreach & Community Engagement, a collaborative effort is conducted with school leadership to ensure systems are in place to maximize participation across all stakeholders. MSA-7 administration analyzes the data to inform the decision making for the following school year or address immediate needs and shares data results with all stakeholders.
- Strategy/Activity #5: No expenses associated with this action however, MSA-7 staff members do work hard to build community relationships and partnerships and do outreach to support our community. Currently we have partnerships with organizations that provide free or low cost tutoring, mental health services, and parent workshops.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

-Strategy/Activity #2: More money was budgeted for Home Visits than was used due to school closure caused by COVID-19 Pandemic. Funds were used to purchase a social emotional learning program called the Zones of Regulation to address SEL concerns and funds were used to provide year-long support and PD to the PBIS team in order to address needs that arise during Distance Learning or upon return to campus.

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

- PAC meetings might be conducted more regularly in order to address concerns such as Distance Learning, small group support, hybrid/in-person instruction.
- Parent involvement events will be adjusted to a virtual platform in order to abide by the Los Angeles County Public Health Department guidelines.

- ADA rate will continue to be monitored based on the state and local guidelines for distance learning and hybrid learning models. Additionally, student engagement will be tracked to ensure that students are learning and learning loss is mitigated due to the pandemic.
- Survey participation will be adjusted to meet the guidelines of the Los Angeles County Public Health Department. Adjustments will be determined in the future to ensure a high level of participation from all stakeholders.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$104,935.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$104,935.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$83,663.00
Title II Part A: Improving Teacher Quality	\$11,272.00
Title IV Part A: Student Support and Academic Enrichment	\$10,000.00

Subtotal of additional federal funds included for this school: \$104,935.00

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

State or Local Programs	Allocation (\$)
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Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$104,935.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Title I	83,663.00
Title II Part A: Improving Teacher Quality	11,272.00
Title IV Part A: Student Support and Academic Enrichment	10,000.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	23,410.00
2000-2999: Classified Personnel Salaries	50,128.00
3000-3999: Employee Benefits	15,125.00
5000-5999: Services And Other Operating Expenditures	16,272.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	23,410.00
2000-2999: Classified Personnel Salaries	Title I	40,128.00
3000-3999: Employee Benefits	Title I	15,125.00
5000-5999: Services And Other Operating Expenditures	Title I	5,000.00
5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	11,272.00
2000-2999: Classified Personnel Salaries	Title IV Part A: Student Support and Academic Enrichment	10,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	5,272.00
Goal 2	91,663.00
Goal 4	8,000.00

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. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- N/A Secondary Students

Name of Members	Role
Meagan Wittek	Principal
Jennifer Rivera	Classroom Teacher
Alexandria Melloy	Classroom Teacher
Anita Padilla	Classroom Teacher
Melin Ozkay	Other School Staff
Lisa Highcove	Parent or Community Member
Tatiana Andrade	Parent or Community Member
Adriana Mellado	Parent or Community Member
Emmalee Garcia	Parent or Community Member
Haava Terzi	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

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:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

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.

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.

This SPSA was adopted by the SSC at a public meeting on November 17, 2020.

Attested:

Principal, Meagan Wittek on November 17, 2020

SSC Chairperson, Lisa Highcove on November 17, 2020

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

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

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

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

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

School Year: **2020-21**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Magnolia Science Academy Bell	19-64733-0122747	November 3, 2020	December 10, 2020

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

The Local Control and Accountability Plan (LCAP) is a three-year plan that describes the goals,

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

MSA-Bell aligns its federally-funded programs with the priority goals of the school and such funds provide the opportunity to innovate. The accountability plans planning process supports continuous cycles of action, reflection, and improvement. The Charter School Parent Advisory Committee (PAC), which includes parents, the School Site Council (SSC) members, and other stakeholders, reviews input from all stakeholders and available data through surveys and student performance data. Based on stakeholder input and data (CA School Dashboard data, interim student assessment data, survey results, etc.), we reflect on our existing LCAP/SPSA actions/services and measurable outcomes, continue or modify them for improvement, and we also plan for new actions and services as the needs arise. The academic, accountability, and finance departments at our Home Office and our back-office support provider work closely with us; they monitor and support our progress as well as review every federally-funded expense to ensure funds are expensed appropriately and that we are compliant. Our budgeting and accounting processes are designed so that state and local funds and federal grant funds are all budgeted and accounted for and aligned according to our LCAP/SPSA and other accountability plans.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Stakeholder voices, i.e., voices of our students, families, staff, and other school community members play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what areas for improvement are so we can continue to provide our students with the best quality education. MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feels, and how to facilitate improvement.

MPS uses the CORE DISTRICTS survey instrument developed by WestEd for the California Department of Education as our annual stakeholder experience survey. The survey includes questions for school climate indicators which include the following four topics for students, families, and staff:

- Climate of Support for Academic Learning;
- Knowledge and Fairness of Discipline, Rules, and Norms;
- Safety;
- Sense of Belonging (School Connectedness).

Separate from the annual stakeholder experience survey, our “students” also take the CORE DISTRICTS Social Emotional Learning (SEL) survey in the fall and spring. The SEL survey asks questions in additional four topics which include indicators for social-emotional competencies:

- Growth Mindset;
- Self-Efficacy;
- Self-Management;
- Social Awareness.

As part of our MTSS efforts school leadership, teachers, and support staff analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps.

The following is a summary of the results from the surveys:

- Participation Rates: 97% (students); 87.3% (families); 100% (staff)
- Approval Rates: 70% (students); 96% (families); 88% (staff)
- Overall Satisfaction Rates: 82% (students); 96% (families); 95% (staff)

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The annual evaluation process at MPS involves frequent informal classroom observations and feedback for the teacher, a formal observation cycle, a collection of evidence to foster collaboration with the teacher, and goal setting and monitoring. MPS will use an online tool to record and share classroom observation notes, feedback, evidence, forms, evaluation results, and all other related documentation. The tool can be used by both the teacher and the observer or evaluator with respect to their roles. Teachers are encouraged to conduct peer observations. Informal observations can be conducted by the school administrators as well as instructional coaches, department chairs, MPS Home Office support team, and other professionals. Informal observations are mainly conducted for the purpose of providing focused, constructive, and critical feedback to the teacher aimed at improving teaching, or sometimes, just for learning from the observations. While formal observations also provide feedback and guide coaching of the teacher like the informal ones, they form the basis for evaluation of job performance evaluation and are conducted by the school administrators.

The following is a summary of findings from our classroom observations:

- Teacher Overall Performance Score: 82% (Effective Range); 10 (HE), 8 (E), 2 (D)
- Informal Observations: 65 total; 32 peer observations

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Teachers are expected to use formative and summative assessment strategies to monitor student progress and to adjust instruction in order to maximize student achievement. The measures that are used to assess student progress include all state-mandated standardized tests such as the Smarter Balanced Summative Assessments. MSA-Bell also uses the Smarter Balanced Interim Assessments which are designed to support teaching and learning throughout the year; and the Digital Library, designed to support classroom-based formative assessment processes. MSA-Bell administers both the Interim Comprehensive Assessments (ICAs) and Interim Assessment Blocks (IABs) to assess student learning and inform instruction during the year. The Smarter Balanced Interim Assessments are specifically designed to provide the following:

- Meaningful information for gauging student progress throughout the year toward mastery of the skills measured by the Summative Assessments
- Assessments of the CCSS, which can be used at strategic points during the school year.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

MSA-Bell teachers have access to the publisher or third-party-provided assessments, such as McGraw Hill, Illuminate, MyOn, and MAP. MSA-Bell utilizes computer adapted MAP testing to measure student progress three times a year. Teachers also, with the help of published materials, create standards-aligned formative assignments and tests that are evaluated using rubrics.

Assessments at MSA-Bell are not tests only. MPS teachers are expected to use a variety of formative and summative assessments that are valid and reliable measures of student achievement. (Ex: performance assessments, portfolios, etc.) Assessments are expected to be aligned with learning objectives. (Ex: Unit assessments are aligned with unit standards and learning objectives.) At MSA-Bell, teachers provide students with choices of ways to demonstrate learning and students participate in the development of their learning outcomes. Teachers use summative assessment results to plan the next units and redeliver instruction.

MSA-Bell teachers are expected to closely monitor all students' progress toward meeting student learning outcomes. Teachers use technology, as appropriate, to conduct data analysis and communicate assessment results and student growth to all stakeholders (families, colleagues, administration, etc.) Teachers review summative assessment results with students, and students are involved in self-assessment, goal-setting, and monitoring progress.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

MSA-Bell conducts credential review as part of teacher hiring process and support our teachers' credentialing needs. We also annually review master schedule/teacher assignments to ensure compliance. All MSA-Bell teachers are credentialed. Number of misassignments of teachers of English learners and total teacher misassignments is zero.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

The number of vacant teacher positions at MSA-Bell is zero. We ensure that all teachers are supported with their credentialing needs and that they participate in PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through a needs assessment. MSA-Bell also monitors and evaluates teachers for their performance.

MSA-Bell provides new teachers with a teacher induction program, a two-year program that provides beginning teachers with collegial support, guidance, professional development, motivation to continue in the profession, and training. It links college-level teacher preparation with classroom application.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Professional development occurs both at the organizational level and school level. In addition to ongoing professional development activities that support efforts to increase student academic performance, MSA-Bell provides all staff with multiple opportunities to grow professionally. MSA-Bell assesses staff professional development needs through formal and informal performance observation and surveys. Based on these data and combined with the school improvement plan actions in our LCAP and SPSA, MSA-Bell determines common staff development days and tailors staff development to individual staff needs.

We ensure that all teachers are supported with PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through a needs assessment. MSA-Bell monitors how effectively teachers implement strategies and skills they learned in the PD sessions in the classroom. The school leadership team makes daily classroom observations using the Magnolia Public Schools (MPS) teacher observation protocol which includes walkthroughs, informal and formal observations, and formal evaluation.

MSA-Bell continually strives to develop and refine its Student Performance metric for the purpose of measuring student achievement and growth at our school site, as well as to inform teacher effectiveness. State and local accountability indicators along with interim and summative assessments provide valuable data on student performance and progress. MSA-Bell also recognizes that a variety of assessments can and should be used to measure student progress, such as performance assessments and portfolios. As such, MSA-Bell uses a thoughtful combination of interim and summative assessments and state and local indicators, as well as student work.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

MSA-Bell uses a variety of data and ways to assess the effectiveness of professional development activities and teacher effectiveness, including but not limited to, informal observations/walkthroughs, formal observations, student, parent, and staff voices, student achievement data, and teacher self-assessment. The coaching/mentoring process that involves goal-setting, progress monitoring, periodic observations, feedback, reflection, peer observations, and mentoring is geared toward creating an individualized professional growth plan and support system for each of our teachers and administrators. MSA-Bell will continue to provide all employees with professional development opportunities to increase the effectiveness of their performance in their present positions and to obtain skills, knowledge, and abilities which may improve their opportunities for advancement within the Organization through PD, induction, certification, and other programs that are funded by various sources, including Title-II.

MSA-Bell evaluates teachers for their performance. We 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. Evaluation results may be used as a basis and documentation for performance pay, transfer, promotion, reassignment, or disciplinary action.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

MSA-Bell is organized into Professional Learning Communities by grade level and departments. PLCs seeks to transform a school into a community that fosters mutual cooperation, emotional support, personal growth, and a synergy of effort. Combined with the school improvement plan actions in our LCAP and SPSA, the answers to the following questions are studied in PLCs:

- How do we ensure that students learn?
- How do we foster a culture of collaboration?
- How do we ensure results?

We use PLCs to:

- Clarify intended outcomes
- Develop common assessments
- Jointly analyze student achievement data
- Establish team improvement goals
- Share best practices and materials
- Engage in collective inquiry and action research regarding student learning
- Support system and sense of efficacy
- Promote more engaged, motivated, and successful students with reduced absenteeism
- Focus on students' needs academically and behaviorally

As an implementation of the PLC at MSA-Bell, all staff will read educational literature and make informed recommendations for school and system-wide improvement. The staff will produce an annual reading list recommended by the PLCs. The following literature will be on MSA-Bell's staff reading list: Alan Blankstein, *Failure Is Not an Option: 6 Principles That Advance Student Achievement in Highly Effective Schools*; Dr. Robert Marzano's *Classroom Management That Works: Research-Based Strategies for Every Teacher*; Carol Ann Tomlinson's *How to Differentiate Instruction in Mixed-Ability Classrooms*, and Doug Lemov's *Teach Like A Champion*.

Department Level Staff Meetings

All teachers meet departmentally every month to:

- Share Time: Presentation by a member of an effective classroom strategy
- Vertically align curriculum
- Analyze student achievement data (NWEA MAP, CAASPP, ELPAC, grades)
- Improve instructional strategies per data indicators
- Differentiate instruction
- Plan major departmental events
- Discuss other departmental issues and policies

Department Chairs are responsible for minutes and forwarding action items to the appropriate administrative leaders.

Grade Level Staff Meetings

Grade level teachers meet once a month and collaborate on the issues below:

- Classroom strategies
- Sharing promising practices
- Curricular and academic issues (grading uniformity, homework load, differentiation, and other academic issues)
- Support for students with academic challenges (IEP, 504, RTI, SSR, Accelerated Reader, Accelerated Math, Tutoring)
- Discussion of student academic supports (peer tutoring, mentorships)

- Long-term projects (science fair projects, English & history & math projects)
- Integration/thematic units/horizontal alignment of the curriculum
- Field trips
- Discussions and strategies for students with behavioral problems
- School/grade level wide incentive programs
- Other common grade level and school-wide issues

Grade Chairs are responsible for minutes and forwarding action items to the appropriate administrative leaders.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

MSA-Bell ensures all curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) We provide services to ELs by proficiency level and ELD instruction is aligned to the CA ELD standards and framework. ELs have access to core and supplemental ELD instructional materials; teachers attend PDs whose focus is on ELD standards. Our teachers 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. While the primary focus has mostly been on the ELA/Literacy, math, and ELD over the past few years, MSA-Bell has also provided PD and supported our teachers on NGSS, History-Social Science, Career Technical Education, Health Education, Physical Education, Visual and Performing Arts, and World Languages.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Reading/language arts and mathematics are core programs at MSA-Bell as well as designated and integrated ELD instruction. The school's schedule includes recommended instructional minutes for reading/language arts, mathematics, ELD and intervention programs.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The intervention model that is written into the schedule for the MSA-Bell program is a flexible intervention that can be used with a variety of curriculum and varying schedules. MSA-Bell's principal approach is to intentionally build consistent math and ELA intervention time into the entire school schedule. A variety of implementations are used. Implementation strategies may include:

- Intervention block every day or 2-3 times per week (a student may have a reading intervention on one day and math on the next)
- Intervention/Enrichment computer tutorials where the teacher can tutor selected students
- Specialist, instructional assistant, and volunteer support during intervention time
- Divide students up by need and send to different teaching team members for support during intervention blocks.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

MSA-Bell annually reviews alignment of instructional materials to standards and keeps an inventory of instructional materials and corresponding purchase of materials. The school annually reviews budget and plans to ensure adequate budget for instructional materials. MSA-Bell provides culturally and linguistically relevant materials for students. MSA-Bell also provides our ELs with core and supplemental ELD instructional materials.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Teachers use SBE-adopted and standards-aligned instructional materials. They also use accessible technology tools and other resources on a regular basis to engage and enhance learning and to differentiate instruction to meet the needs of every student. Teachers effectively use challenging resources that are mentally, visually, aurally, and kinesthetically stimulating. (Ex: internet, PowerPoint, interactive whiteboards, document camera, multimedia, educational software, interactive games and simulations, apps, class website, lab materials, manipulatives, assistive technology, etc.) Teachers also provide resources and instructional materials that require cognitive engagement. Teachers will choose, adapt, or create materials to extend learning.

During an intervention, teachers use educational materials that provide a review, re-teach, and enrichment programs. McGraw Hill's publisher resources, Curriculum Associates' Ready Common Core program, Kuta software, Khan Academy, and Accelerated Reader and Accelerated Math program allow teachers to monitor the progress of students who are achieving below grade level and provide software-generated tests and personalized instructional materials based on CCSS and areas of growth. MSA-Bell has Teacher Assistants on all levels to support overall achievement.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

MSA-Bell will implement the Multi-Tiered System of Supports (MTSS) as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system to support students. The framework of MTSS utilizes high-quality evidence-based instruction, intervention, and assessment practices to ensure that every student receives the appropriate level of support to be successful. A Multi-Tiered System of Supports aligns with the academic standards and behavioral expectations, in order to accelerate the performance of every student to meet and/or exceed proficiency.

To support students academically, social-emotionally, and behaviorally, and create a climate of academic success, MSA-Bell recognizes that we must address the needs of the entire child. Often, we focus on punitive and remedial practices, therefore, we may unknowingly reinforce unwanted and antisocial behaviors. MSA-Bell implements a positive behavior support program. Program expectations require students to be Safe, Responsible, and Respectful. Our school personnel (Dean of Academics/Department Chairs) lay a foundation to engage students and enhance learning. Our school community works together to establish agreed-upon norms, build relationships, learn pro-social behaviors, improve academics, and demonstrate a culture where adults encourage motivation and knowledge is co-constructed through multi-tiered systems of support.

MSA-Bell has the ability to quickly identify low-achieving students through frequent benchmark assessment and review of individual student data. Students who are achieving substantially below grade level are recognized through multiple measure assessments including in-class assessments, NWEA MAP assessments, and other program data through Khan Academy, myON, and StudySync.

MSA-Bell utilizes data and progress monitoring to determine best practices to support student achievement. Teachers and student stakeholders are invited to meet with teachers to discuss possible intervention methods and learn how they can participate in helping with their child's education. Parent-teacher meetings at the school are followed by home visits as needed.

The intervention model that is written into the schedule for the MSA-Bell program is a flexible intervention that can be used with a variety of curriculum and varying schedules. MSA-Bell's principal approach is to intentionally build consistent math and ELA intervention time into the entire school schedule. A variety of implementations are used. Implementation strategies may include:

- Intervention block every day or 2-3 times per week (a student may have a reading intervention on one day and math on the next)
- Intervention/Enrichment computer tutorials where the teacher can tutor selected students
- Specialist, instructional assistant, and volunteer support during intervention time
- Divide students up by need and send to different teaching team members for support during intervention blocks

During an intervention, teachers use educational materials that provide a review, re-teach, and enrichment programs. McGraw Hill's publisher resources, Curriculum Associates' Ready Common Core program, Kuta software, Khan Academy, and Accelerated Reader and Accelerated Math program allow teachers to monitor the progress of students who are achieving below grade level and provide software-generated tests and personalized instructional materials based on CCSS and areas of growth. MSA-Bell has Teacher Assistants on all levels to support overall achievement.

Tiered intervention implementation is outlined below. Student progress is closely monitored through a well-integrated system of instruction and intervention guided by student assessment data.

MSA-Bell uses the following to inform, monitor, and implement response to intervention strategies:

- Historical student data

- Data related to SBAC results and Spring NWEA MAP data from the previous year
- NWEA Diagnostic data
- Fall NWEA MAP
- Progress monitoring data
- Classroom Assessment Data
- SBAC Interim Data
- SBAC Interim Block Assessment
- SBAC Interim Comprehensive Assessment
- Spring MAP
- Winter MAP

Equitable Access to the Curriculum:

MSA-Bell utilizes an instructional program that emphasizes equitable access to the curriculum for all learners, including students with disabilities. These include:

Co-Teaching/Push-in/Pull-out Support- MSA-Bell supports its exceptional populations by utilizing multiple methods of providing special education services. MSA-Bell fosters an inclusive model of education. As such, Professional Development in the area of co-teaching allows teachers to grow their ability to educate and serve students of varying abilities. In order to effectively implement a co-teaching model, special education and general education teachers are given time to co-plan and develop lessons so that students are provided appropriate supports and accommodations. Students who require additional assistance, receive services in a push-in or pull-out model where they receive more individualized attention.

Additionally, the Learning Management System (Summit Learning Platform) allows teachers to collaborate on unit and lesson plans to ensure that all students' accommodations and needs are being addressed. This system is set up such that all students attend every class. The Special Education teacher and various paraprofessionals provide instructional support within the general education setting. This allows for all student groups to be supported while participating in the least restrictive environment throughout the day.

Embedded Supports - In addition to the on-site staff coordinated by the Special Education and/or RTI Coordinator, MSA-Bell contracts with an outside service provider to support children's learning needs, such as intervention specialists, speech and language therapists, and occupational therapists who work with teachers to provide the least restrictive and most accessible learning environment. Special education aides work directly in the classroom, providing customized support to students throughout the day, and are valuable members of the team.

Differentiated Instruction- Teachers at MSA-Bell deliver a curriculum that is tailored to each student's interests and needs. This support includes accommodations, use of technology, and data-informed decisions, such as utilizing Lexile reading scores and bringing technology into the classroom.

Socio-economically disadvantaged/low-income students:

The instructional design of MSA-Bell addresses the needs of low-income and socio-economically disadvantaged students, who make up the overwhelming majority of our enrollment. Socio-economically disadvantaged students are identified through their participation in the Free and Reduced Lunch program. Counseling, intervention/remediation, individual tutoring, and free eligibility to after school social, academic, and athletic programs are some of the many programs that support our socio-economically disadvantaged students. Home visits, motivational guest speaker programs,

parent meetings, university and college visits, and instructional field trips are planned to shape the educational vision of the student and the family. Socio-economically disadvantaged students have role models around them who will inspire motivation to focus on lessons and self-confidence with the discovery of their potential.

The Charter School administration ensures that these programs are available to all students, including socio-economically disadvantaged students, and works with the teachers and parents to encourage student participation in these programs. The administration monitors the performance and progress of socio-economically disadvantaged students through the use of MSA-Bell's data cycle.

Evidence-based educational practices to raise student achievement

Tier 1: High-quality instruction, progress monitoring, differentiated learning, group interventions, classroom accommodations

The RTI process begins at Tier 1 with high-quality instruction and universal screening of all children within the general education setting. Through the use of formative assessments such as the MAP test, the school establishes a baseline to identify students who need additional support, and struggling learners are provided classroom accommodations and differentiated instruction to meet their needs. Tier 1 academic supports include technology-rich instruction, progress monitoring, differentiated learning, group interventions, and classroom accommodations. Using strategies and tools such as adaptive programs, NWEA MAP universal screening, Integrated, and Designated ELD, Explicit Direct Instruction, and Culturally Responsive Teaching. Tier 1 behavioral and socio-emotional supports are centered around School-Wide PBIS, led by the Dean of Students. With clear expectations taught through a Life Skills course and etiquette program, students earn rewards for desired behaviors. Assemblies, student surveys, and our SSPT process encourage student participation and voice.

Within Tier 1, a student may receive the following supports:

- Adaptive programming
- Khan Academy
- BrainPOP ESL
- myON
- 1:1 devices
- Advisory/SSR

The length of time in Tier I interventions may vary but generally does not exceed eight weeks. During that time, the school will continue to evaluate student progress based on interim data such as Smarter Balanced Interim Block Assessments, Comprehensive exams, and classroom assessments. At the end of this period, students showing significant progress are exited from interventions, while those needing more intensive supports are moved to Tier 2. A student success team is gathered to determine intensive support.

Tier 2: Targeted Interventions

Tier 2 focuses on targeted interventions to create a high-quality differentiated environment where students are supported to engage at their optimal levels. The school uses co-teaching strategies and “Power” classes for mathematics and ELA intervention. Additionally, students with targeted needs receive tutoring, Saturday, and Summer school instruction is available universally. When students are identified as needing additional support, restorative practices are utilized such as peer mediation, new-comer and behavior management support groups, community restoration assignments, goal setting, and monitoring.

Students not making adequate progress with Tier 1 interventions are matched with more intensive academic and/or behavioral support based on their needs. These services are provided by general education teachers, math and literacy coaches, and special education teachers. In small groups and within the general classroom setting, students may access:

- Power Classes (Math and English)
- Co-taught classes
- Push-in support
- Before and after school tutoring
- SSR/Advisory

Pull out supports are utilized to support students who require additional academic support and the learning lab will be used.

Students receiving Tier 2 interventions may require a longer period of monitoring, however, it does not typically exceed a semester. Students who do not demonstrate progress are moved into Tier 3. While students who have shown significant progress are placed into Tier 1.

Tier 3: Intensive Interventions and Evaluation

Tier 3 assists those students in most academic needs. Our schools have both push-in and pull-out services with specialists to ensure students' needs are met. Using our Special Academic Instruction program, instructional aides, learning centers, and Saturday school we are able to help our most struggling learners close the achievement gap. Support for our exceptional learners includes search and serve to meet their needs and an accelerated math pathway. Supports for behavior and socio-emotional are centered around restorative practices. Utilizing reflection committees, we determine the proper intervention for individual students. Using trauma-informed practices and socio-emotional wellness, these strategies and programs address the needs of all scholars including the most vulnerable, academically, and emotionally unresponsive students.

In Tier 3 of the MSA-Bell's RTI program, students receive individualized, intensive interventions that target specific skill deficiencies that include:

- All Tier 2 interventions
- Push-in and Pull-out support: Education Specialists, Intervention Teachers, and Literacy Coaches provide push- in and pull- out support in core classes to learners receiving Tier 3 interventions. Support providers assist teachers in creating accommodations and differentiated learning experiences so that all students may access class materials. If it is deemed that students would benefit from further individualized support, they are pulled out for more intensive instruction.
- Study Skills classes: Study Skills courses are taught by Education Specialists as an elective course for students in need of additional support in note-taking, organization, exam preparation, assignment completion, and time management.
- Instructional aides in the classroom: Instructional Aides support teachers with instruction by working individually with students, assisting in stations, clarifying instructions, and reteaching. IA's also provide behavioral support and reinforce the school's Positive Behavior Interventions and Supports ("PBIS").
- Saturday School: Students assigned to Saturday School work with teachers on foundational skills related to their coursework.
- Learning Center: The Learning Center or Resource Classroom is designated as space for both Special Education and General Education students to receive academic support from Education Specialists and Instructional Coaches. Students can complete assignments, test in small settings, use computers, and work with their peers on group assignments.

If the Student Success Team believes further intervention is necessary, then the student may be referred to special education or 504 services.

While Tier 3 students may access a variety of academic supports before and after school including tutoring, Saturday school, and teacher coaching, the majority of interventions are given throughout the school day to ensure that students receive the full benefits of their individualized instruction. Services in the learning center, push-in and pull-out assistance, instructional aides, and study skills classes are all provided to students during the school day.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

In order to ensure effective parental involvement and support a partnership among the school, parents, and the community to improve student academic achievement, MSA-Bell provides the following programs to assist parents in understanding State academic content standards and State student academic achievement standards, State and local academic assessments, Title I requirements, and how to monitor their child's progress and work with educators to improve the academic achievement of their children (collectively referred to "Standards and Requirements"):

- The school will encourage parents to serve on its board of directors;
- The school will seek input from the PTF and the SSC on ways to assist parents to understand the Standards and Requirements.
- The school will encourage parents to serve on its board committees.
- The school will regularly publish in its Newsletter, and/or on its website, descriptions and explanations of State academic content standards and State student academic achievement standards, State and local academic assessments, Title I requirements, and how to monitor their child's progress and work with educators to improve the academic achievement of their children.
- Regular meetings will be held by the school at community libraries and/or parent volunteer homes to discuss how parents can work with educators to improve their child's academic achievement.
- The school will hold Back to School nights to introduce parents to the School's curriculum and its correlation to the State's academic content standards and academic achievement standards.
- Parents will be invited to attend regular classes to learn about State and local academic assessments and to take sample tests.

In an effort to foster parental involvement, the school will provide materials and training to help parents to work with their children to improve their children's achievement through the following programs:

- Student-Teacher Status Portal: MSA-Bell uses an online web portal to enable parents, students, and teachers to communicate more efficiently. Teachers have a webpage for every class in which they post course material, homework assignments, projects, course grade statistics, and records of students' grades on quizzes, tests, class participation, and homework assignments. Students and parents use confidential passwords to log on.

Families without home computers will be encouraged to come to the school and use one of the available computer stations. Classes are held at the school on how to use the portal as well as how to access it via free Internet access at public libraries if that is more convenient than coming to the school.

- The school will provide parents with access to literacy programs that bond families around reading and using the public library.
- The school will provide annual seminars on parenting skills and parent-child communication.
- The school's psychologist will work with parents to better understand their children and the issues facing them.
- The school will train parents on how to tutor their children in the school.
- Individualized student and parent advisory sessions: Each of the school teachers and mentors will be assigned to a small group of students. They will arrange two to four meetings at school during the school year to discuss their students' academic achievements.
- One-on-one meetings with the parents of academically low-achieving students to support

the parent in providing the student the study environment he/she needs.

The school annually educates teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs and build ties between parents and the School. The training takes place each year in staff orientations, annual staff development materials, and other in-service training held throughout the school year.

In order to better understand what works best for the current parents of participating children attending the school, the education will take place after the following research is done (which shall be accomplished within the first 90 days of the commencement of the School year):

- Home Visits: Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, the school uses home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with low-achieving students.
- The school teachers visit students at their homes to enhance student learning and involvement. Family visits offer invaluable insights into students. They can provide a new understanding of students' learning styles. Visits might also reveal the emotional and social needs and behaviors of students. It is helpful to know if they react to problems with tears, anger, or withdrawal, and how they socialize with peers. Through family visits, teachers can identify students' latest interests or concerns, such as a new hobby, an upcoming trip, or a change in the family.
- A phone tree will be established where volunteers call all parents of participating students to solicit feedback and ideas for building ties between parents and the school, how to best communicate with parents and how to work with parents as equal partners.
- A survey is sent home to parents of participating students that solicit information on what skills each parent has to offer the school and what types of parental involvement programs in which parents would most likely participate.

The school involves parents in the development of the training regarding the importance of parent involvement for teachers, principals, and other educators to improve the effectiveness of such training.

In order to maximize parental involvement and participation, the school arranges school meetings at various times or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at the school.

The school adopts and implements model approaches to improving parental involvement.

The school has developed appropriate roles for community-based organizations and businesses in parent involvement activities, such as sponsoring events, providing volunteers for school activities, and creating internships for students.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

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

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

In order to engage parents in an organized, ongoing, and timely way in the planning, review, and improvement of Title I, Part A programs, the parent and family engagement policy, and if applicable, the schoolwide program plan, the School engages parents of participating students as follows:

- The School conducts at least one Family Learning Night each year where all parents of participating children will be invited to the School to learn about the different Title I, Part A programs, details of this policy, and if applicable, the schoolwide program plan. These meetings are held at flexible times. Additionally, some may be located at community libraries or at parent volunteer homes for those who live far from the School.
- Parents not attending the Family Learning Nights are contacted by a volunteer by telephone to encourage participation and inform them of future Family Learning Nights.
- The School publishes a regular Newsletter with notification of upcoming participation opportunities.
- Each year, the School holds an End of School Night, at which parents of participating children will be invited to review Title I, Part A programs, the parent and family engagement policy, and if applicable, the schoolwide program plan and recommend any changes.
- At least one of the parents of participating children is invited to accompany School staff on retreats to participate in discussions and sessions dealing with Title I, Part A programs.
- If requested by parents of participating children, the School schedules regular meetings where parents are able to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children. The School responds to such suggestions within 48 hours.
- If the schoolwide program plan is not satisfactory to parents of participating children, the School will submit any parent comments on the plan when it submits the plan to the authorizers/CDE.

School Site Council (SSC):

- If an SPSA is required, the School creates a School Site Council (SSC) where it plans, review, and improve Title I, Part A programs, the parent and family engagement policy, and if applicable, the schoolwide program plan. The SSC meets at the School and is composed of 10 members, selected by their peers.

The SSC is constituted to ensure parity between the principal, classroom teachers, and other school

personnel; (b) parents or other community members selected by parents and pupils. Classroom teachers comprise the majority of persons represented under category (a). (Education Code Section 65000)

Additionally, the SSC is involved in decisions regarding how funds reserved for parent engagement activities are allotted for those activities.

Parent Advisory Committee (PAC):

- If an SPSA is not required, and the LCAP can serve as the SPSA, MPS chooses to utilize the LCAP to serve as the SPSA. MPS will utilize our Parent Advisory Committee (PAC) in developing the LCAP. In this case, PAC will meet the stakeholder engagement requirements.
- PAC will plan, review, and improve the LCAP as well as plan, review, and improve Title I, Part A programs, and align them to the LCAP. PAC will also be the main committee reviewing the parent and family engagement policy, and if applicable, other school program plans. School leadership will work closely with PAC to ensure parents are engaged in the school improvement process.
- Parent Advisory Committee - as used in California Education Code (EC) sections 52063 and 52069, shall be composed of a majority of parents, as defined in subdivision (e), of pupils and include parents of pupils to whom one or more of the definitions in EC Section 42238.01 apply. A governing board of a school district or a county superintendent of schools shall not be required to establish a new parent advisory committee if a previously established committee meets these requirements, including any committee established to meet the requirements of the federal No Child Left Behind Act of 2001 (Public Law 107-110) pursuant to Section 1112 of Subpart 1 of Part A of Title I of that act.

English Learner Parent Advisory Committee (ELPAC):

- English Learner Parent Advisory Committee - as used in EC sections 52063 and 52069 for those school districts or schools and programs operated by county superintendents of schools whose enrollment includes at least 15 percent English learners and at least 50 pupils who are English learners, shall be composed of a majority of parents, as defined in subdivision (e), of pupils to whom the definition in EC Section 42238.01(c) applies. A governing board of a school district or a county superintendent of schools shall not be required to establish a new English learner parent advisory committee if a previously established committee meets these requirements.

Consulting with Pupils:

- Consult with Pupils - as used in EC sections 52060, 52066, and 47606.5, means a process to enable pupils, including unduplicated pupils and other numerically significant pupil subgroups, to review and comment on the development of the LCAP. This process may include surveys of pupils, forums with pupils, pupil advisory committees, or meetings with pupil government bodies or other groups representing pupils.
- The School annually conducts student, parent, and staff surveys to improve our stakeholders' school experience and to consult with them. Conducting such stakeholder surveys is an essential part of the School's LCAP development process.

The school implements an effective means of outreach to parents of limited English proficient students to inform them regarding how they can be involved in the education of their children and be active participants in assisting their children to attain English proficiency, achieve at high levels in core academic subjects and meet challenging State academic achievement standards and state

academic content standards expected of all student. To accomplish this goal, the school does the following:

- The school holds regular meetings, and send notice of these meetings, for the purpose of formulating and responding to recommendations from parents of participating children.
- The school provides language translators at parent meetings to the extent practicable.
- The school schedules meetings to enable families to share information about culture, background, children's talents, and particular needs for the schools.
- The school provides parents of limited English proficiency with access to English as a Second Language (ESL) classes to increase their English language proficiency to assist their children with homework. The school's principal will visit the classes to interact with the parents.
- English Learner Advisory Committee: The English Learner Advisory Committee (ELAC) is mainly a committee of parents or other community members who want to advocate for English Learners. The committee provides parents of English Learners opportunities to learn more about the programs offered to their students and advises the principal and the School Site Council (SSC) on programs and services for English Learners.

State law mandates each school site with 21 or more students of Limited English Proficiency (LEP) in attendance, regardless of language, to form a functioning English Learner Advisory Committee (ELAC).

The school provides full opportunities for participation of parents with disabilities and parents of migratory children. To accomplish this goal, the school does the following:

- The school schedules meetings to enable families to share information about culture, background, children's talents, and particular needs for the schools.
- Teachers are encouraged to make home visits to discuss student progress with their parents. Parents, students, and teachers meet throughout the year to monitor students' progress.
- Teachers meet one-on-one with parents of such students on an as-needed basis to ensure the proper supports are in place for the student.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Expenditures funded by Title I, Part A include the following: Certificated Staff \$75,212.00, Classified Staff \$45,000.00, Cost of Benefits \$30,595.48, Cost of Books and Supplies \$20,064.00, Cost of Operation Expense \$5,600.00

Fiscal support (EPC)

LCFF Funds, Other State Funds, Local Funds, and Federal Funds are utilized to implement the actions in the LCAP/SPSA. Federal Funds (Title I, Part A; Title II, Part A; Title III-Part A; and Title IV, Part A) will be used to supplement state and local funds. This SPSA only includes funds provided to the school through the Consolidated Application.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

MSA-Bell strives to attain a collaborative culture of data analysis, needs assessment, planning, aligning funding to our documented school goals and priorities, reflection, and improvement. All our stakeholder groups (parents/Parent Advisory Committee (PAC), students, staff, School Site Council (SSC), ELAC, PTF, Home Office support team, Board of Directors, charter authorizer, ACS WASC, and our community partners) are critical, active, informed, and responsible participants in this process to ensure we make effective decisions that benefit students. Particularly for the LCAP/SPSA, the school consulted with the PAC, SSC, and ELAC for planning, review, and update of the programs in the LCAP/SPSA. These committees reviewed input from all stakeholders and available data through surveys and student performance data. Based on stakeholder input and data (CA School Dashboard data, interim student assessment data, survey results, etc.), we reflected on our existing LCAP/SPSA actions/services and measurable outcomes, continued or modified them for improvement, and we also planned for new actions and services as the needs arose. The following are the dates of such meetings: 10/1/2020, 11/3/2020, 12/1/2020, 1/12/2021, 2/2/2021, 3/2/2021, 4/6/2021, and 5/4/2021

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

The school is not identified for CSI or ATSI, so this section is not applicable.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0%	0%	0%	0	0	0
African American	0%	0%	0.21%	0	0	1
Asian	0.8%	1.1%	1.24%	4	5	6
Filipino	0%	0%	0%	0	0	0
Hispanic/Latino	91%	90.2%	89.63%	444	425	432
Pacific Islander	0%	0%	0%	0	0	0
White	8.0%	8.3%	8.51%	39	39	41
Multiple/No Response	0.2%	0.4%	0.41%	1	2	0
Total Enrollment				488	471	482

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 6	137	129	126
Grade 7	184	159	202
Grade 8	167	183	154
Total Enrollment	488	471	482

Conclusions based on this data:

1. Total enrollment for the past 3 years have been consistent averaging 480 students.
2. Grade 7 and Grade 8 alternate total cohorts every other year. For example, 2019-20 Grade 7 - 6 cohorts and 8th grade - 5 cohorts; 2020-21 Grade 7 - 5 cohorts and Grade 8 - 6 cohorts.
3. Grade 6 has 4 cohorts. This is due to the fact that several elementary that feed in the neighborhood have 6th grade students.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	63	58	64	12.9%	12.3%	13.3%
Fluent English Proficient (FEP)	309	278	260	63.3%	59.0%	53.9%
Reclassified Fluent English Proficient (RFEP)	32	12	5	42.7%	19.0%	8.6%

Conclusions based on this data:

1. EL and RFEP students are consistent from year to year.
2. Reclassification of students demonstrated a decline due to the change of reclassification process, introduction of the ELPAC. (strong elements for reclassification)

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	170	136	128	170	136	128	170	136	128	100	100	100
Grade 7	162	186	156	161	186	156	161	186	156	99	100	100
Grade 8	165	163	178	165	163	178	165	163	178	100	100	100
All	497	485	462	496	485	462	496	485	462	99.7	100	100

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2512.	2484.	2505.	12.94	7.35	9.38	27.06	23.53	35.16	36.47	24.26	26.56	23.53	44.85	28.91
Grade 7	2542.	2530.	2530.	11.80	10.22	9.62	34.78	35.48	28.85	28.57	24.73	35.26	24.84	29.57	26.28
Grade 8	2549.	2531.	2557.	6.06	5.52	11.80	42.42	27.61	34.27	29.70	34.36	32.02	21.82	32.52	21.91
All Grades	N/A	N/A	N/A	10.28	7.84	10.39	34.68	29.48	32.68	31.65	27.84	31.60	23.39	34.85	25.32

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 6	11.18	7.35	14.06	54.12	40.44	48.44	34.71	52.21	37.50	
Grade 7	14.29	14.52	14.10	45.34	48.92	51.92	40.37	36.56	33.97	
Grade 8	17.58	12.27	22.47	47.88	38.04	42.13	34.55	49.69	35.39	
All Grades	14.31	11.75	17.32	49.19	42.89	47.19	36.49	45.36	35.50	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	20.59	12.50	15.63	55.88	40.44	58.59	23.53	47.06	25.78
Grade 7	29.19	25.27	17.31	50.93	46.24	56.41	19.88	28.49	26.28
Grade 8	18.79	15.95	19.66	57.58	56.44	56.18	23.64	27.61	24.16
All Grades	22.78	18.56	17.75	54.84	48.04	56.93	22.38	33.40	25.32

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	8.82	11.76	10.16	72.94	61.03	64.06	18.24	27.21	25.78
Grade 7	9.94	6.99	5.13	65.22	66.13	70.51	24.84	26.88	24.36
Grade 8	10.91	8.59	8.99	73.33	61.35	74.72	15.76	30.06	16.29
All Grades	9.88	8.87	8.01	70.56	63.09	70.35	22.38	28.04	21.65

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	24.71	15.44	19.53	32.92	52.94	49.22	20.61	31.62	31.25
Grade 7	32.92	26.34	20.51	46.58	53.23	57.69	20.50	20.43	21.79
Grade 8	20.61	21.47	26.40	49.70	51.53	47.19	29.70	26.99	26.40
All Grades	26.01	21.65	22.51	48.59	52.58	51.30	25.40	25.77	26.19

Conclusions based on this data:

1. Practices ensuring all students are present and complete the state assessment are strong. (strong systems)
2. 2017-18 had a drop in achievement compared to the other years. Emphasized the importance of creating systems for learning continuum should classroom teacher change from time to time.
3. 1/4 of the student population scores below standards in each of the areas.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	170	136	128	170	136	128	170	136	128	100	100	100
Grade 7	162	186	156	161	186	155	161	186	155	99.4	100	99.4
Grade 8	165	163	178	165	163	178	165	163	178	100	100	100
All	497	485	462	496	485	461	196	485	461	99.8	100	99.8

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2489.	2469.	2478.	8.24	8.09	10.16	14.71	11.76	13.28	35.88	25	31.25	41.18	55.15	45.31
Grade 7	2503.	2507.	2499.	6.83	8.06	10.97	19.88	18.89	12.90	27.33	35.48	32.26	45.96	36.56	43.87
Grade 8	2498.	2478.	2505.	6.67	9.82	8.99	10.91	9.82	15.17	32.73	19.63	23.60	49.70	60.74	52.25
All Grades	N/A	N/A	N/A	7.26	8.66	9.98	15.12	14.23	13.88	32.06	27.22	28.63	45.56	49.90	47.51

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 6	9.41	11.03	14.06	34.12	23.53	29.69	56.47	65.44	56.25	
Grade 7	14.29	16.13	16.77	32.30	33.87	25.16	53.42	50	58.06	
Grade 8	8.48	10.43	12.92	26.67	22.70	24.16	64.85	66.87	62.92	
All Grades	10.69	12.78	14.53	31.05	27.22	26.03	58.27	60	59.44	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	9.41	8.09	10.16	49.41	39.71	39.06	41.18	52.21	50.78
Grade 7	8.70	10.22	10.32	48.45	48.39	42.58	42.86	41.40	47.10
Grade 8	10.91	12.27	14.04	38.79	39.26	41.57	50.30	48.47	44.38
All Grades	9.68	10.31	11.71	45.56	42.89	41.21	44.76	46.80	47.07

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	11.18	11.03	12.50	40.00	38.24	38.28	48.82	50.74	49.22
Grade 7	13.66	12.37	12.26	52.17	63.44	61.29	34.16	24.19	26.45
Grade 8	9.09	10.43	8.43	49.70	38.65	52.25	41.21	50.92	39.33
All Grades	11.29	11.34	10.85	47.18	48.04	51.41	41.53	40.62	37.74

Conclusions based on this data:

1. Consistency in math teaching staff is show small incremental gains.
2. Concepts and Procedures is the area of greatest need, as a little more than half the students are Below Standard.
3. Continual exploration of promising practice is essential in order to achieve greater growth.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 6	1507.5	1524.4	1507.7	1536.3	1506.9	1512.2	17	18
Grade 7	1500.0	1536.5	1491.8	1540.6	1507.6	1531.8	20	20
Grade 8	1492.9	1530.4	1469.0	1538.4	1516.6	1522.0	14	22
All Grades							51	60

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	16.67	*	38.89	*	27.78	*	16.67	17	18
7	*	10.00	*	55.00	55	25.00	*	10.00	20	20
8	*	9.09	*	27.27	*	50.00	*	13.64	14	22
All Grades	*	11.67	33.33	40.00	43.14	35.00	*	13.33	51	60

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	44.44	*	44.44	*	0.00	*	11.11	17	18
7	*	45.00	*	35.00	*	15.00	*	5.00	20	20
8	*	22.73	*	45.45	*	27.27	*	4.55	14	22
All Grades	25.49	36.67	41.18	41.67	23.52	15.00	*	6.67	51	60

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	11.11	*	0.00	*	55.56	*	33.33	17	18
7	*	5.00	*	20.00	*	50.00	*	25.00	20	20
8	*	4.55	*	4.55	*	40.91	*	50.00	14	22
All Grades	*	6.67	*	8.33	35.29	48.33	45.10	36.67	51	60

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	11.11	64.71	77.78	*	11.11	17	18
7	*	5.00	75.00	75.00	*	20.00	20	20
8	*	4.55	*	59.09	*	36.36	14	22
All Grades	21.57	6.67	66.67	70.00	*	23.33	51	60

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	72.22	*	16.67	*	11.11	17	18
7	*	60.00	65.00	35.00	*	5.00	20	20
8	*	63.64	*	31.82	*	4.55	14	22
All Grades	43.14	65.00	45.10	28.33	*	6.67	51	60

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	11.11	*	11.11	76.47	77.78	17	18
7	*	10.00	*	30.00	90.00	60.00	20	20
8	*	4.55	*	31.82	*	63.64	14	22
All Grades	*	8.33	*	25.00	78.43	66.67	51	60

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	16.67	94.12	77.78	*	5.56	17	18
7	*	10.00	85.00	85.00	*	5.00	20	20
8	*	0.00	*	86.36	*	13.64	14	22
All Grades	*	8.33	82.35	83.33	*	8.33	51	60

Conclusions based on this data:

1. Students are demonstrating favorable improvement when grade cohorts year-to-year.
2. Number of students needing EL services is increasing. This is due to the changing system for reclassification and professional development for staff is a growing need to accommodate the increase.
3. Reading Comprehension is the greatest area of need for our students.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
471	84.3	12.3	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	58	12.3
Homeless	11	2.3
Socioeconomically Disadvantaged	397	84.3
Students with Disabilities	52	11.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
Asian	5	1.1
Hispanic	425	90.2
Two or More Races	2	0.4
White	39	8.3





Conclusions based on this data:

1. The community of Bell and MSA Bell have a similar demographic breakdown.
2. SED is a high percentage, academically their performance is low on state assessment. This group will need further attention to establish instructional practices that prepare this group for academic success.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p>English Language Arts</p>  <p>Yellow</p>	<p>Chronic Absenteeism</p>  <p>Yellow</p>	<p>Suspension Rate</p>  <p>Yellow</p>
<p>Mathematics</p>  <p>Yellow</p>		

Conclusions based on this data:

1. Although suspension experienced an increase, it is still lower than the state average. The PBIS training is ongoing with staff and continues to develop into a robust system on campus.
2. ELA and Mathematics demonstrated improvement for the 2019 Fall Dashboard.
3. The School-wide system for addressing chronic absenteeism has become more robust to identify problems early and take a proactive approach to ensure all students are present.

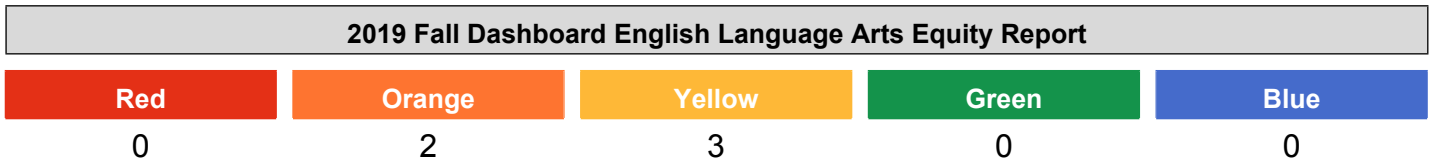
School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Yellow 17.7 points below standard Increased ++14.7 points 454	<p>English Learners</p>  Orange 70.7 points below standard Increased Significantly ++17.5 points 158	<p>Foster Youth</p>  No Performance Color 0 Students
<p>Homeless</p>  No Performance Color 24.9 points below standard Declined -3.9 points 12	<p>Socioeconomically Disadvantaged</p>  Yellow 19.8 points below standard Increased ++14.9 points 387	<p>Students with Disabilities</p>  Orange 88.3 points below standard Increased Significantly ++24.4 points 54

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
<p>African American</p>  <p>No Performance Color 0 Students</p>	<p>American Indian</p>  <p>No Performance Color 0 Students</p>	<p>Asian</p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5</p>	<p>Filipino</p>  <p>No Performance Color 0 Students</p>
<p>Hispanic</p>  <p>Yellow 15.7 points below standard Increased Significantly ++15.4 points 408</p>	<p>Two or More Races</p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2</p>	<p>Pacific Islander</p>  <p>No Performance Color 0 Students</p>	<p>White</p>  <p>Yellow 37.8 points below standard Increased ++5.5 points 39</p>

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
<p>Current English Learner</p> <p>107.4 points below standard Increased Significantly ++33.7 points 60</p>	<p>Reclassified English Learners</p> <p>48.2 points below standard Increased Significantly ++16.8 points 98</p>	<p>English Only</p> <p>10 points below standard Increased ++13.7 points 124</p>

Conclusions based on this data:

- 2019 Dashboard demonstrated significant increases schoolwide and among the various student groups.
- Students with Disabilities demonstrated the greatest growth with an increase of 24.4 points.
- The homeless population is a group that will need significant attention in order to ensure adequate growth.

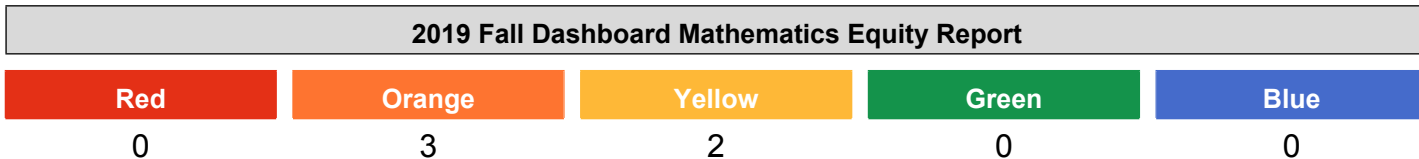
School and Student Performance Data

Academic Performance Mathematics






The performance levels are color-coded and range from lowest-to-highest performance in the following order:







This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Yellow 74 points below standard Increased ++7 points 453	<p>English Learners</p>  Orange 127 points below standard Increased ++4.7 points 158	<p>Foster Youth</p>
<p>Homeless</p>  No Performance Color 53 points below standard Maintained ++0.6 points 12	<p>Socioeconomically Disadvantaged</p>  Yellow 73.8 points below standard Increased ++8.5 points 386	<p>Students with Disabilities</p>  Orange 142.9 points below standard Increased Significantly ++16.9 points 54

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 74.3 points below standard Increased ++7 points 407	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2		 Orange 73.4 points below standard Maintained ++1.6 points 39

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
159.7 points below standard Increased Significantly ++15.2 points 60	106.9 points below standard Increased ++5.8 points 98	61.6 points below standard Increased ++7.4 points 124

Conclusions based on this data:


- 2019 Dashboard demonstrates an increase schoolwide in the area of mathematics.
- Students with Disabilities had the most significant growth with an increase of 16.9 points.
- The growth in mathematics is small, but further investigation will need to be conducted to ensure all groups are growing adequately.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
 No Performance Color
52.7 making progress towards English language proficiency
Number of EL Students: 55
Performance Level: Medium

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
12.7	34.5	3.6	49.0

Conclusions based on this data:

1. 52.7% of EL students are making progress towards English language proficiency.
2. The progress towards English language proficiency is comparable with the state.
3. Based on the data, students appear to make gains during their tenure at MSA Bell.

School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	1	1	1

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>5</p> <p>Increased +1.8</p> <p>480</p>	<p>English Learners</p> <p>Green</p> <p>6.6</p> <p>Declined -1.1</p> <p>61</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0</p>
<p>Homeless</p> <p>No Performance Color</p> <p>15.4</p> <p>Increased +5.4</p> <p>13</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>4.9</p> <p>Increased +1.6</p> <p>408</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>10.9</p> <p>Maintained 0</p> <p>55</p>

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
<p>African American</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0</p>	<p>Asian</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>5</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0</p>
<p>Hispanic</p>  <p>Orange</p> <p>5.6</p> <p>Increased +2.2</p> <p>432</p>	<p>Two or More Races</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0</p>	<p>White</p>  <p>Blue</p> <p>0</p> <p>Declined -2.4</p> <p>41</p>

Conclusions based on this data:

1. MSA Bell demonstrates strong figures in this area compared to the state. (5% vs. 10.1%)
2. Homeless, SED, and Hispanic student groups showed a decline from previous year. These groups will require further attention to ensure all their needs are being meet.
3. EL and White students showed progress.

School and Student Performance Data

Academic Engagement Graduation Rate

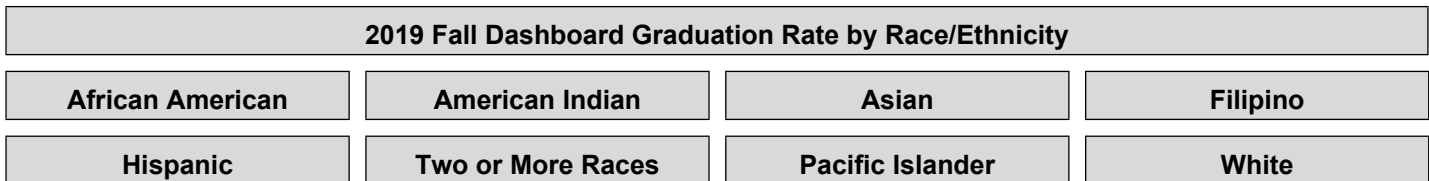
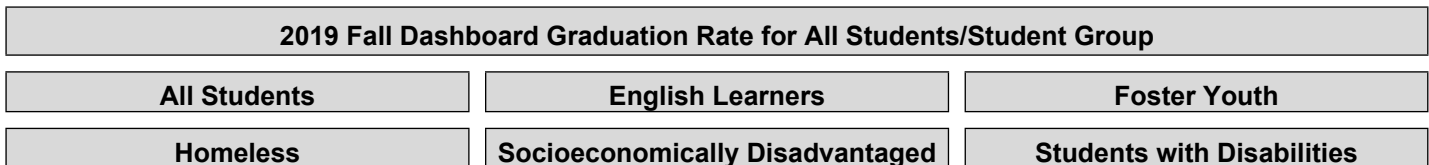
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

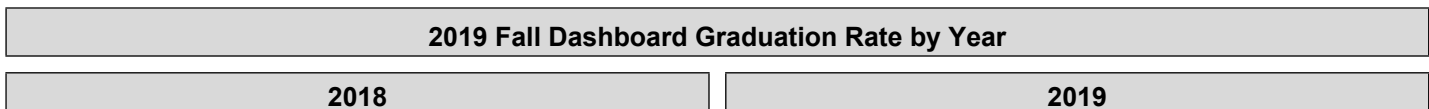
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

- 1.

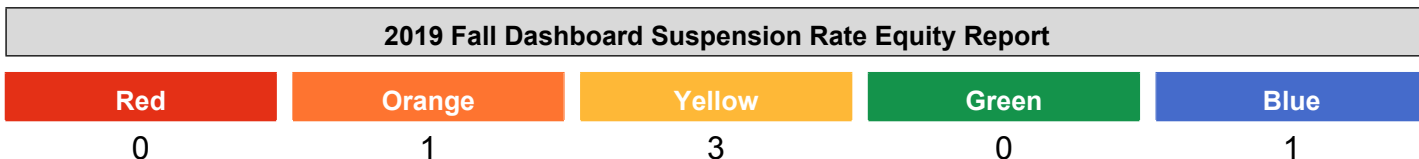
School and Student Performance Data

Conditions & Climate Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:







This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>1.4</p> <p>Increased +1.4</p> <p>490</p>	<p>English Learners</p> <p>Orange</p> <p>3.3</p> <p>Increased +3.3</p> <p>61</p>	<p>Foster Youth</p>
<p>Homeless</p> <p>No Performance Color</p> <p>0</p> <p>Maintained 0</p> <p>13</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>1.7</p> <p>Increased +1.7</p> <p>414</p>	<p>Students with Disabilities</p> <p>Yellow</p> <p>1.8</p> <p>Increased +1.8</p> <p>55</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
		 No Performance Color Less than 11 Students - Data 5	
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 1.6 Increased +1.6 442	 No Performance Color Less than 11 Students - Data 2		 Blue 0 Maintained 0 41

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	2018	2019
	0	1.4

Conclusions based on this data:

- Suspension increase with a few student groups such as EL, SWDs, and SED.
- Increase rose drastically as the level of suspension has been at 0 for a couple of years. Challenges within the community has lead to this increase, such as drug usage, etc.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT

LEA/LCAP Goal

All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive basic services that are fundamental to academic success, including fully credentialed teachers, standards-aligned instructional materials, and appropriately maintained school facilities.

Goal 1

All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive basic services that are fundamental to academic success, including fully credentialed teachers, standards-aligned instructional materials, and appropriately maintained school facilities.

Identified Need

Providing basic services means ensuring all students have access to teachers who are fully credentialed in their subject areas, instructional materials aligned with state standards, and safe, properly maintained school facilities. Charter School will also adhere to the MPS Wellness Policy and encourage participation in school meal programs. Research shows when students are provided with these basic services, student learning outcomes increase. The MPS Home Office will provide services such as academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations to support and hold accountable the Charter School for compliance and meeting charter goals. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in provision of basic services to maintain a high-quality learning environment.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions (Source: Local Indicator Priority 1)	2019-20: 0	2020-21: 0
Percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1)	2019-20: 0%	2020-21: 0%
Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and	2019-20: 0	2020-21: 0

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
extreme deficiencies) (Source: Local Indicator Priority 1)		
Teacher attendance rate (Source: HRIS)	2019-20: 95.0%	2020-21: 96.5%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teacher assignments and credentials:

Charter School and the MPS Human Resources team will conduct credential, background, and TB clearance review as part of the hiring process and at least once throughout the year to ensure all credentials are properly maintained. Charter School will support our teachers' credentialing needs. Charter School will also annually review master schedule and teacher assignments to ensure teachers are appropriately assigned and fully credentialed in the subject area and for the students, they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory training, and other HR-related matters.

Expenditures associated with this action include the following: teacher credentialing expenses, specifically in the area of teacher preparation

The following expenditures will be funded by the federal funds: N/A

- Teacher credentialing expenses: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Instructional materials and technology:

Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and physical requirements of students. Charter School will annually review the alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review the budget and plan to ensure an adequate budget for instructional materials. Charter School will ensure that students have sufficient access to the standards-aligned instructional materials, including technology-based resources. Charter School will provide effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards-aligned instructional programs.

Expenditures associated with this action include the following: textbooks, instructional materials and supplies, computers and other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, etc.)

The following expenditures will be funded by the federal funds: Title 1, Object 4340; Amount: \$20,064.00 (MyOn, NWEA)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
14,046	Title I 4000-4999: Books And Supplies MyOn
6,000	Title I 4000-4999: Books And Supplies NWEA MAP

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Clean and safe facilities that support learning:

Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School and LAUSD staff will continually improve and maintain facilities to ensure school safety, security, and high-quality learning and working environments. LAUSD and Charter School will collaborate to do annual and monthly facility inspections to screen for ADA compliance and

safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by LAUSD custodial staff and/or outsourced. As a STEAM-focused school, we aim to operate in a sustainable and environmentally responsible manner. LAUSD and Charter School will collaborate to develop and monitor a comprehensive safety and security plan, conduct necessary safety training for all staff and continue to work with the stakeholders and experts to implement emergency and risk management procedures for individuals and the site. Charter School will procure and maintain the necessary safety and emergency supplies, equipment, and items. Charter School will establish schedules and procedures for the supervision of students in non-classroom areas, including before and after school.

Expenditures associated with this action include the following: facilities rent/acquisition cost, library services, cafeteria services, Los Angeles School Police service, custodial staff and services, custodial supplies, maintenance and repair services, security services, security services, and CharterSAFE insurance.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Low Income

Strategy/Activity

Healthy and nutritious meals:

Charter School will maintain nutrition education resources and continue focusing on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns, and support healthy choices while accommodating cultural food preferences and special dietary needs. Charter School will promote healthy food and beverage choices for all students throughout the campus, as well as encourage participation in school meal programs.

Expenditures associated with this action include the following: student meals.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Well-orchestrated Home Office support services:

The MPS Home Office provides services to the Charter School, supports and holds accountable the Charter School 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. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the Charter School to receive services at a lower cost. The services of the Home Office include, but are not limited to, academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations. Instructional services are reflected in Goals 2-4.

Expenditures associated with this action include the following: Home Office management fees.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

In the SPSA plan, there are 4 specific metrics that are measured and goals meet. Below is the strategy to ensure the effectiveness and achievement of goals.

- Measurable Outcome #1. Ensuring appropriate teacher assignment. MSA Bell leadership collaborates with the Human Resource team from the Home Office to recruit the best candidates. Outreach and platforms such as EdJoin and Indeed and community outreach are used to find candidates. MSA Bell also partners with local universities and colleges to identify a fit for the learning community.
- Measurable Outcome #2. Beginning of the school year, students are provided with textbook materials that can be kept at home and an individual textbook is available in the classroom. This eliminates student transportation of textbooks. At the start of the pandemic, outreach was conducted to ensure students have the tools necessary to access the online curriculum. Hot Spots and Chromebooks are provided and the curriculum can be accessed through Summit Learning Platform (LMS) and Google Classroom (LMS). Technology support is provided through staff either remotely or in-person to ensure students are able to connect should issues arise.
- Measurable Outcome #3. Collectively, Orchard Academy Leadership and Plant Manager meet regularly to ensure the facility is in 'good repair.' The meetings address areas needing attention and potential future areas of concern. Additionally, LAUSD has protocols in place to conduct an on-going inspection of the facility to ensure it is in 'good repair.'
- Measurable Outcome #4. MSA Bell leadership makes an effort to ensure teachers are check-in regularly. Furthermore, classroom and schoolwide behavior management systems have been instituted and staff trained on protocols. These protocols and strategies assist the teaching staff with their classroom management. The goal is that staff members view the workplace environment as a positive place for students and teachers.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are no major difference at the time.

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

- Measurable Outcome #2. MSA Bell will constantly make itself available and reach out to families to ensure connectivity and learning continuum. This will include providing students with either Chromebook and/or hot spot for internet access should the need arise at any movement throughout the school year.
- Measurable Outcome #3. Adjustments made include weekly meetings of the Orchard Academies Leadership in order to ensure safety protocols are in place as required by LAUSD and the Los Angeles County Department of Public Health. An additional cost might be incurred due to safety protocol implementation. LLM funds will be used to mitigate the cost expense.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

EXCELLENCE

LEA/LCAP Goal

All students will have equitable access to a high-quality core curricular and instructional program and make academic progress on the California Content Standards. Students will pursue academic excellence and be college/career ready.

Goal 2

All students will have equitable access to a high-quality core curricular and instructional program and make academic progress on the California Content Standards. Students will pursue academic excellence and be college/career ready.

Identified Need

Charter School desires that all our students pursue academic excellence and be college/career ready. Effective core curriculum and instruction are central to academic success. Therefore, Charter School will ensure that all students, including but not limited to, ELs, students with disabilities, socioeconomically disadvantaged/low-income students, and students achieving below grade level, have access to a high-quality core curriculum and instructional program with appropriate services and support. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will also provide professional development to staff to promote a cycle of continuous improvement, as well as supports for high-quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Charter School will implement the actions listed under this goal and use the indicated metrics, such as CAASPP assessment results, to measure progress in the achievement of academic excellence and college/career readiness.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of programs and services outlined in the charter petition, including a broad course of study, that are developed and provided to students, certain programs and services being dependent on student need and interest (Source: Local Indicator Priority 7, SIS)	2019-20: 100%	2020-21: 100%
Percentage of students who have sufficient access to all programs and services developed and provided to unduplicated students and to individuals with exceptional	2019-20: 100%	2020-21: 100%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
needs (Source: Local Indicator Priority 7, SIS)		
Percentage of state standards implementation for all students (Source: Local Indicator Priority 2)	2019-20: 100%	2020-21: 100%
Percentage of students who have received a grade of "C" or better (or performed "proficient" on the related state standardized tests) in core subjects and electives (Source: SIS)	2019-20: 70%	2020-21: 80%
Average Lexile Growth (L) from fall to spring (Source: myON)	2019-20: 136.1	2020-21: 60
Percentage of students meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2018-19: All Students: 43.07% English Learners: 6.67% Socioeconomically Disadvantaged: 41.84% Students with Disabilities: 14.29% African American* Homeless* Hispanic: 44.20% White: 31.71%	2020-21: All Students: 45% English Learners: 8% Socioeconomically Disadvantaged: 45% Students with Disabilities: 18% African American* Homeless* Hispanic: 47% White: 34%
Distance from Standard (DFS) on the CASSPP-ELA/Literacy assessments (Source: CA School Dashboard)	2018-19: All Students: 17.7 points below standard English Learners: 70.7 points below standard Socioeconomically Disadvantaged: 19.8 points below standard Students with Disabilities: 88.3 points below standard Homeless: 24.9 points below standard Hispanic: 15.7 points below standard White: 37.8 points below standard	2020-21: All Students: 14.7 points below standard English Learners: 67.7 points below standard Socioeconomically Disadvantaged: 16.8 points below standard Students with Disabilities: 85.3 points below standard Homeless: 21.9 points below standard Hispanic: 12.7 points below standard White: 34.8 points below standard
Percentage of students meeting their growth targets on	2018-19: All Students: 61.8%	2020-21: All Students: 62%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)	English Learners: 50.9% Socioeconomically Disadvantaged: 61.1% Students with Disabilities: 57.5% African American* Homeless* Hispanic: 61.9% White: 54.6%	English Learners: 52% Socioeconomically Disadvantaged: 61% Students with Disabilities: 55% African American* Homeless* Hispanic: 61% White: 55%
Percentage of students meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2018-19: All Students: 23.86% English Learners: 5.00% Socioeconomically Disadvantaged: 23.52% Students with Disabilities: 10.20% African American* Homeless* Hispanic: 23.73% White: 24.39%	2020-21: All Students: 26% English Learners: 8% Socioeconomically Disadvantaged: 26% Students with Disabilities: 13% African American* Homeless* Hispanic: 26% White: 26%
Distance from Standard (DFS) on the CASSPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	2018-19: All Students: 74.0 points below standard English Learners: 127.0 points below standard Socioeconomically Disadvantaged: 73.8 points below standard Students with Disabilities: 142.9 points below standard Homeless: 53.0 points below standard Hispanic: 74.3 points below standard White: 73.4 points above standard	2020-21: All Students: 71.0 points below standard English Learners: 124.0 points below standard Socioeconomically Disadvantaged: 70.8 points below standard Students with Disabilities: 135.0 points below standard Homeless: 50.0 points below standard Hispanic: 71.3 points below standard White: 70.4 points above standard
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	2018-19: All Students: 60.1% English Learners: 70.2% Socioeconomically Disadvantaged: 57.9% Students with Disabilities: 73.8% African American* Homeless*	2020-21: All Students: 61.0% English Learners: 71.0% Socioeconomically Disadvantaged: 58.0% Students with Disabilities: 79.0% African American* Homeless*

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Hispanic: 59.6% White: 64.1%	Hispanic: 60.0% White: 69.0%
Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard)	2018-19: 52.7%	2020-21: 54%
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2019-20: 8.6%	2020-21: 15.0%
Percentage of students meeting or exceeding standard on the CAASPP-Science assessments (Source: CDE DataQuest)	2018-19: All Students: 29.77% English Learners: 0.00% Socioeconomically Disadvantaged: 30.87% Students with Disabilities: 4.55% African American* Homeless* Hispanic: 31.90% White: 7.69%	2020-21: All Students: 32.0% English Learners: 5.0% Socioeconomically Disadvantaged: 34.0% Students with Disabilities: 8.0% African American* Homeless* Hispanic: 34.0% White: 11.0%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Broad course of study and standards-based curriculum:

Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs, and services is dependent on student need and interest. Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic

standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule.

Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, substitute teacher expenses, and Odysseyware (ALEKS, FuelEd) course fees.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Learners, Foster Youth, Low Income

Strategy/Activity

Professional development for high-quality instruction :

Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high-quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high-quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs.

Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost software fees.

The following expenditures will be funded by the federal funds:

- Professional Development: Resource: Title II, Part A (4035); Object: 5864; Amount: \$19,734.00

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

19,734

Title II Part A: Improving Teacher Quality
5000-5999: Services And Other Operating
Expenditures
Induction through LACOE

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Learners, Foster Youth, Low Income

Strategy/Activity

MTSS - Academic enrichment, intervention, and student support:

Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.)

Expenditures associated with this action include the following: Title-I EL Coordinator salary and benefits, intervention teacher salaries and benefits, teacher stipends for after school, Saturday school, and summer school.

The following expenditures will be funded by the federal funds:

- Teacher stipends for additional tutoring (2nd Semester): Title 1, Part A (3010); Object: 1100; Amount: \$6,100
- Teacher stipends for Saturday School (2nd Semester): Title 1, Part A (3010); Object: 1100; Amount: \$12,000
- Teacher benefits for additional duties: Title 1, Part A (3010); Object 1100; Amount \$3,185

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

6,100	Title I 1000-1999: Certificated Personnel Salaries Additional Tutoring
12,000	Title I 1000-1999: Certificated Personnel Salaries Saturday School
3,185	Title I 3000-3999: Employee Benefits benefits for additional tutoring and Saturday School

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Designated and Integrated ELD programs:

Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and the CHATS framework. Charter School will provide regular and timely communication with families of EL students regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences.

Expenditures associated with this action include the following: EL Coordinator salary and benefits

The following expenditures will be funded by the federal funds:

- Title-I coordinators salaries: Resource: Title I, Part A (3010); Object: 1100; Amount: \$57,112.00
- Title-I coordinators benefits: Resource: Title I, Part A (3010); Object: 1100; Amount: \$15,420.59

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
57,112	Title I 1000-1999: Certificated Personnel Salaries
15,420.59	Title I 3000-3999: Employee Benefits

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students (with a focus on Students with Disabilities)

Strategy/Activity

Support for students with disabilities:

Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth, and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA.

Expenditures associated with this action include the following: SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, SPED intern salaries and benefits, outsourced SPED services fees, and SPED instructional materials and technology.

The following expenditures will be funded by the federal funds:

- School psychologist salary (partial): Title IV, Part A (4127); Object: 1100; Amount: \$14,080
- School psychologist benefits (partial): Title IV, Part A (4127); Object: 1100; Amount: \$460

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
14,080	Title IV Part A: Student Support and Academic Enrichment

	1000-1999: Certificated Personnel Salaries 20% Allocation
460	Title IV Part A: Student Support and Academic Enrichment 3000-3999: Employee Benefits 20% Allocation

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

- Activity 1: MSA Bell and Summit Learning implementation team collaborate to provide rigorous and relevant curriculum, professional development, and data analysis to measure student outcomes to inform instructional practices that will close the achievement gap. The usage of NWEA MAP assessment and the CAASPP IABs and ICAs assessment alongside the data analysis collaboration has demonstrated academic growth.
- Activity 2: MSA Bell values the professional development of all staff members and understands the importance of teacher preparation in order to close the achievement gap. Title 2 funds are used for new teachers' induction program through LACOE. The teacher induction program can help new teachers improve practice, learn professional responsibilities, and ultimately positively affect student learning.
- Activity 3: MSA Bell created MTSS leads for each grade level to support administration and teaching staff to implement a framework to provide targeted support to struggling students. The team screens all students and aims to address behavioral as well as academic issues. The goal of MTSS is to intervene early so students can catch up with their peers. Intervention practices include the additional tutoring sessions by teaching staff, Saturday School, and other problems to mitigate learning loss such as Paper (24/7 tutoring service)
- Activity 4: EL Coordinator is responsible to implement, demonstrate, and coordinate the ELD literacy program in compliance with the EL Master Plan of MPS, and abide by state and federal guidelines. Consistency in the teaching role has increased the effective implementation of ELPAC assessment, professional development to increase student preparation and increase in EL student progress.
- Activity 5: 20% is allocated to the salary of the School Psychologist. The School Psychologist is a uniquely qualified member of the school team that support students' ability to learn and teachers' ability to teach. They apply expertise in mental health, learning, and behavior, to help children and youth succeed academically, socially, behaviorally, and emotionally. The ability to research and training teaching staff during a sensitive moment is vital to ensure student needs are being met.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- Activity 3 is utilizing the Learning Loss Mitigation funds to support additional the student learning needs with additional tutoring sessions, additional Saturday school sessions, purchase of resources to support digital learning, and the 24/7 tutoring services of Paper.

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

- Additional support sessions are created to support student learning, this includes additional teacher time to support with extra tutoring sessions and Saturday School. As well as expansion of Paper usage from pilot program to school wide.
- Routine implementation of IABs as unit plans to effectively measure student growth. This process has been built out, but effectiveness has not been fully measured due to the COVID 19 pandemic. 2020-21 will be an indicator of success.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

INNOVATION

LEA/LCAP Goal

All students will have access to a well-rounded education that supports their readiness for college and the global world. Each student will become an independent, innovative scholar by practicing creativity in learning and using technology in transformative ways.

Goal 3

All students will have access to a well-rounded education that supports their readiness for college and the global world. Each student will become an independent, innovative scholar by practicing creativity in learning and using technology in transformative ways.

Identified Need

It is the Charter School's vision that our graduates are well-rounded critical thinkers and problem solvers who contribute to the global community. A significant step toward helping our students achieve their maximum potential involves providing a rigorous, relevant, and college preparatory curriculum with a STEAM emphasis. Therefore, we will design educational experiences to meet the needs of our scholars with an emphasis on innovation and critical thinking. Charter School will also promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts to our physical education program. In an effort to provide a well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in the provision of an innovative, well-rounded education that supports student readiness for college and the global world.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	2019-20: 18%	2020-21: 15%
Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)	2019-20: 100%	2020-21: 100%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of students who have created or demonstrated a STEAM-focused project, experiment, model, or demo in the current year (Source: Local Indicator Priority 7, SIS)	2019-20: 80%	2020-21: 100%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

English Learners, Foster Youth, Low Income

Strategy/Activity

College/Career readiness programs and activities:

Charter School will promote a college-going culture through college visits, college/career days, and other college related activities.

Expenditures associated with this action include the following: college/career related materials and activities.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Learners, Foster Youth, Low Income

Strategy/Activity

STEAM and GATE programs:

Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided with opportunities during the day and after school to create or demonstrate a STEAM-focused project, experiment, model, or demo. We will also provide information and access to quality out-of-school STEAM activities and achievements. With the CA Science Framework and NGSS integration, all our students will learn

about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Robotics, etc. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. Learners will be challenged to investigate, using problem-based learning, and research.

Expenditures associated with this action include the following: Programs and supplies to enhance student education in the field of the arts; Students provided with school materials to participate in STEAM-related activities

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Learners, Foster Youth, Low Income

Strategy/Activity

Digital literacy and citizenship programs:

Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will participate in PD on Blended Learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas, and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics include, but are not limited to, using technology applications; digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly, and digital etiquette.

Expenditures associated with this action include the following: computer teacher salary and benefits, and internet security program fees

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Low Income

Strategy/Activity

Physical education, activity, and fitness:

Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals, or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness.

Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

English Learners, Foster Youth, Low Income

Strategy/Activity

Additional programs and activities that support well-rounded education:

In an effort to provide a well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline, and

self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, math, science, technology, engineering, ELA, a language other than English and culture, sports, visual and performing arts, community service, and other.

Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support a well-rounded education, field trip expenses, and club expenses.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

- Activity 1: Post-COVID 19, students are provided with opportunities to visit colleges and inspire a college and career readiness culture. With the COVID 19 pandemic, visits will be eliminated, but other means will be discovered to inspire students with a more positive perception of college. Current actions include the utilization of the College feature within the Summit Learning Platform and zoom session with alumni that are currently in college.
- Activity 2: MSA Bell over the last couple of years has placed protocols in place to determine specific pathways for students as determined by state and internal assessments. The percentage of students taking advanced math remains consistent. The honor pathway has been created for the other core subjects. The specific pathways will be essential for 2020-21, as this will be used to determine learning gaps and mitigate learning loss. Lastly, a major emphasis on projects and the usage of a cognitive skill rubric has been implemented to engage students to learn by actively engaging in real-world and personally meaningful projects.
- Activity 3: Blended Learning is a major staple of MSA Bell. This is supported through a collaboration between the Home Office and Summit Learning Team. A learning platform is in place to produce a rigorous learning environment that utilizes Google Suites. Digital citizenship takes place in the advisory courses and core content course as part of the teacher's management system and procedures. With the role of the MTSS team, it developed a virtual learning behavior matrix to ensure students are aware of expectations

and appropriate behaviors. This has also been shared with families through newsletters, meetings, etc.

- Activity 4: Although the PFT assessment submission to the state has been suspended, MSA Bell PE staff continues to monitor student progress on these goals at least 2x per year. This allows students to engage in their own data and build goals for a healthier lifestyle.
- Activity 5: MSA Bell has a variety of elective offerings: STEAM Lab, Basic Art, Music, Spanish 1 and 2, and various club offerings during the after-school program. Electives give students avenues for choice and can function as vehicles for core content standards. Although the budget is tight, MSA Bell is committed to offering these choices that expand student learning.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The funding is allocated through general funds and it is operating as expected.

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

- Activity 1: The COVID 19 pandemic has lead to the alteration of this goal. MSA Bell will make an effort to adjust and ensure students are exposed to the college experience and environment.
- Activity 2: The COVID 19 pandemic has lead to the creation of cohorts. Much time was invested to ensure students are group appropriately to ensure a challenging and rigorous curriculum, as well as mitigate learning loss. Efforts to mitigate learning loss has included additional tutoring time, Saturday School, Summer School, and partnerships with organizations such as Paper for online 24/7 tutoring. LLM funds will provide the resources for these actions.
- Activity 4: MSA Bell PE staff will need to create internal methods and goals to ensure students are reaching acceptable outcomes in the area of physical fitness and health. The state has suspended PFT reporting.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

CONNECTION

LEA/LCAP Goal

All students, families, staff, and other stakeholders will have access to meaningful engagement opportunities that help cultivate leadership, advocacy, and collaboration in a safe and nurturing environment. Stakeholders will feel a sense of community and connectedness.

Goal 4

All students, families, staff, and other stakeholders will have access to meaningful engagement opportunities that help cultivate leadership, advocacy, and collaboration in a safe and nurturing environment. Stakeholders will feel a sense of community and connectedness.

Identified Need

School communities are integrated partnerships with the school site staff, families, students, and all other stakeholders. This sense of connection creates a safe place for all learners and stakeholders to affirm individual strengths, develop capacity, celebrate character, build trusting and respectful relationships, promote unity, and better decision making. Additionally, the community cultivates identity and gives each member a sense of belonging and pride. Charter School will seek family input for decision making, utilize home visits and stakeholder surveys, and provide academic and social-emotional support through MTSS/PBIS. We will work with community partners to support the vision and goals of the school, including our students' development of personal and academic networks for long-term resilience and connection. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in sustaining a sense of community and connectedness.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of School Site Council (SSC) meetings per year (Source: Local Indicator Priority 3)	2019-20: 4	2020-21: 8
Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3)	2019-20: 4	2020-21: 4
Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)	2019-20: 5	2020-21: 4
Number of activities/events for parent involvement per year (Source: Local Indicator Priority 3)	2019-20: 5	2020-21: 5

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of progress reports sent to parents per year (Source: Local Indicator Priority 3)	2019-20: 4	2019-20: 4
Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	2019-20: 18.9%	2020-21: 25%
Average Daily Attendance (ADA) Rate (Source: SIS)	2019-20: 97.06%	2020-21: 97.10%
Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2019-20: 3.8%	2020-21: 3.5%
Middle School Dropout Rate (Source: CALPADS)	2019-20: 0.0%	2020-21: 0.0%
Student Suspension Rate (Source: CALPADS, CA School Dashboard)	2019-20: 0.0%	2020-21: 0.0%
Student Expulsion Rate (Source: CALPADS, CDE DataQuest)	2019-20: 0.00%	2020-21: 0.00%
School experience survey participation rates (Source: Panorama Education)	2019-20: Students: 97% Families: 87.3% Staff: 100%	2020-21: Students: 95% Families: 90% Staff: 100%
School experience survey average approval rates (Source: Panorama Education)	2019-20: Students: 70% Families: 96% Staff: 88%	2020-21: Students: 71% Families: 95% Staff: 85%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

English Learners, Foster Youth, Low Income

Strategy/Activity

Seeking family input for decision making:

Charter School will hold periodic meetings to gather input from our families. Information/input sessions include Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, and Board of Directors meetings. Parents on our PTF and SSC also serve as our Parent Advisory Committee (PAC) for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our PAC, SSC, and ELAC provides valuable input for the LCAP. Charter School will also hold an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities, and budget, UCP, parent involvement policy, and school-student-parent compact. In addition, Charter School will conduct parent surveys to seek feedback on school improvement.

Expenditures associated with this action include the following: parent meeting expenses and Document Tracking Services (DTS) fees.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Learners, Foster Youth, Low Income

Strategy/Activity

Building partnerships with families for student outcomes:

Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. Parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable.

Expenditures associated with this action include the following: Illuminate SIS fees, ParentSquare software fees, SchoolMint software fees, home-visit compensation, parent activity/event expenses, Parent Education Bridge program fees, Pitney Bowes expenses, PACE Coordinator salary and benefits, and Office Manager/Administrative assistant salaries and benefits.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Learners, Foster Youth, Low Income

Strategy/Activity

MTSS - PBIS and SEL support:

Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials. Students who are homeless, experiencing housing instability, are in foster care, or experiencing personal/family crisis, or have other special needs will be cared for in our supportive school community. Charter School will offer a Character Education program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention, and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievement and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps.

Expenditures associated with this action include the following: Dean of Students salary and benefits, discipline coordinator salary and benefits, office/attendance clerk salaries and benefits, PD on classroom management, PBIS, and SEL support, outsourced SEL services fees, and additional services for homeless students.

The following expenditures will be funded by the federal funds:

- Additional Services for neediest student groups: Resource: Title I, Part A (3010); Object: 5800; Amount: \$5,600 (CSUN)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5,600	Title I 5800: Professional/Consulting Services And Operating Expenditures CSUN Family Mitchell

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English Learners, Foster Youth, Low Income

Strategy/Activity

Annual stakeholder surveys:

Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our stakeholders' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our stakeholders open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feels, and how to facilitate improvement. Our staff will analyze survey results to identify the greatest progress and needs in order to inform our next steps.

Expenditures associated with this action include the following: Panorama Education survey fees.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

English Learners, Foster Youth, Low Income

Strategy/Activity

Community outreach and partnerships:

Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of stakeholders, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education.

Expenditures associated with this action include the following: Director of Outreach & Community Engagement salary and benefits (50% allocation)

The following expenditures will be funded by the federal funds:

- Director of Outreach & Community Engagement salaries (50% allocation): Resource: Title I, Part A (3010); Object: 1100; Amount: \$45,000
- Director of Outreach & Community Engagement benefits (50% allocation): Resource: Title I, Part A (3010); Object: 1100; Amount: \$11,989.29

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

45,000

Title I
2000-2999: Classified Personnel Salaries
50% Allocation

11,989.29

Title I
3000-3999: Employee Benefits
50% Allocation

Annual Review**SPSA Year Reviewed: 2019-20**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

- Activity 1. In collaboration with leadership and teaching staff and other stakeholders a calendar is created and articulated to all stakeholders of the various meetings: ELAC, SSC, PAC, PTF. This ensures that the meetings are arranged to allow for stakeholder feedback in the development of school plans.
- Activity 2. MSA Bell creates a school calendar with these events and it is articulated to families through ParentSquare, mailings, and website. Furthermore, the COVID 19 pandemic has altered our support staff's role to reach out to families to ensure school platforms are accessible. This process is ongoing as well as tutorials for staff, students, and families in order to ensure the tools are accessible and used appropriately. Additionally, the support staff outreach served as a process to identify family immediate needs during the pandemic to ensure the learning continuum. The Dean of Student collaborates with all stakeholders to ensure information is disseminated and acted upon. This process will continue throughout the year.
- Activity 3. During the school year, MSA Bell collects vital information from families in order to identify potential needs and ensure students have everything necessary to start their school year. The Dean of Student works with support staff and other stakeholders to reach out to families to ensure all tools and resources are available for connectivity and learning continuum. Dean of Student leads the effort to conduct an SEL survey at least 2 times per year and performances a data analysis with the MTSS team in order to make informed decisions at a schoolwide level.
- Activity 4. The annual survey is lead by the Director of Outreach & Community Engagement, a collaborative effort is conducted with leadership to ensure systems are in place to maximize participation across all stakeholders. MSA Bell analysis the data to inform the decision making for the following school year or address immediate needs.
- Activity 5. The Director of Outreach & Community Engagement collaborates with leadership to identify learning community needs in order to identify potential partners or resources across the community to assist our families. The lead will participate in community meetings and report on community needs to inform MSA Bell schoolwide plans and decision making.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The funding comes from various sources to meet the goals and metrics as established. With the COVID 19 pandemic, there are additional needs that are being fully understand and available LLM funds and partnerships to address concerns such as mental health and learning loss.

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

- PAC meetings might be conducted more regularly in order to address concerns such as distance learning, small group support, hybrid/in-person instruction.
- Parent involvement events will be adjusted to a virtual platform in order to abide by the Los Angeles County Public Health Department guidelines.
- ADA rate will continue to be monitored based on the state and local guidelines for distance learning and hybrid learning models. Additionally, student engagement will be tracked to ensure that students are learning and learning loss is mitigated due to the pandemic.

- Survey participation will be adjusted to meet the guidelines of the Los Angeles County Public Health Department. Adjustments will be determined in the future to ensure a high level of participation from all stakeholders.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$210,726.88
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$210,726.88

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$176,452.88
Title II Part A: Improving Teacher Quality	\$19,734.00
Title IV Part A: Student Support and Academic Enrichment	\$14,540.00

Subtotal of additional federal funds included for this school: \$210,726.88

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

State or Local Programs	Allocation (\$)
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Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$210,726.88

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Title I	176,452.88
Title II Part A: Improving Teacher Quality	19,734.00
Title IV Part A: Student Support and Academic Enrichment	14,540.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	89,292.00
2000-2999: Classified Personnel Salaries	45,000.00
3000-3999: Employee Benefits	31,054.88
4000-4999: Books And Supplies	20,046.00
5000-5999: Services And Other Operating Expenditures	19,734.00
5800: Professional/Consulting Services And Operating Expenditures	5,600.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	75,212.00
2000-2999: Classified Personnel Salaries	Title I	45,000.00
3000-3999: Employee Benefits	Title I	30,594.88
4000-4999: Books And Supplies	Title I	20,046.00

5800: Professional/Consulting Services And Operating Expenditures	Title I	5,600.00
5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	19,734.00
1000-1999: Certificated Personnel Salaries	Title IV Part A: Student Support and Academic Enrichment	14,080.00
3000-3999: Employee Benefits	Title IV Part A: Student Support and Academic Enrichment	460.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	20,046.00
Goal 2	128,091.59
Goal 4	62,589.29

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. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members
- 1 Secondary Students

Name of Members	Role
Jason Hernandez	Principal
Dustin Gober	Classroom Teacher
Elizabeth Suarez	Classroom Teacher
Su Min Ha	Classroom Teacher
Albert Nguyen	Other School Staff
Abbass Chour	Parent or Community Member
Cecilia Matar	Parent or Community Member
Claudia Duron	Parent or Community Member
Ernesto Armijo De Leon	Parent or Community Member
Naeyli Aguilar	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

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:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

Cristina Rodriguez
Cristina Rodriguez (Nov 6, 2020 13:54 PST)

English Learner Advisory Committee

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.

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.

This SPSA was adopted by the SSC at a public meeting on November 3, 2020.

Attested:

Jason Hernandez

Principal, Jason Hernandez on November 3, 2020

Elizabeth Suarez
Elizabeth Suarez (Nov 6, 2020 13:55 PST)

SSC Chairperson, Elizabeth Suarez on November 3, 2020

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

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

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

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

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

2020_School_Plan_for_Student_Achievement_Magnolia_Science_Academy_8_20201106 (1)

Final Audit Report

2020-11-06

Created:	2020-11-06
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School Year: **2020-21**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Magnolia Science Academy - Santa Ana	30-76893-0130765	November 18, 2020	December 10, 2020

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

The Local Control and Accountability Plan (LCAP) is a three-year plan that describes the goals,

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

MSA-Santa Ana aligns its federally-funded programs with the priority goals of the school and such funds provide the opportunity to innovate. The accountability plans planning process supports continuous cycles of action, reflection, and improvement. The Charter School Parent Advisory Committee (PAC), which includes parents, the School Site Council (SSC) members, and other stakeholders, reviews input from all stakeholders and available data through surveys and student performance data. Based on stakeholder input and data (CA School Dashboard data, interim student assessment data, survey results, etc.), we reflect on our existing LCAP/SPSA actions/services and measurable outcomes, continue or modify them for improvement, and we also plan for new actions and services as the needs arise. The academic, accountability, and finance departments at our Home Office and our back-office support provider work closely with us; they monitor and support our progress as well as review every federally-funded expense to ensure funds are expensed appropriately and that we are compliant. Our budgeting and accounting processes are designed so that state and local funds and federal grant funds are all budgeted and accounted for and aligned according to our LCAP/SPSA and other accountability plans.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Stakeholder voices, i.e., voices of our students, families, staff, and other school community members, play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what areas for improvement are so we can continue to provide our students with the best quality education. MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement.

MPS uses the CORE DISTRICTS survey instrument developed by WestEd for the California Department of Education as our annual stakeholder experience survey. The survey includes questions for school climate indicators which include the following four topics for students, families, and staff:

- Climate of Support for Academic Learning;
- Knowledge and Fairness of Discipline, Rules and Norms;
- Safety;
- Sense of Belonging (School Connectedness).

Separate than the annual stakeholder experience survey, our “students” also take the CORE DISTRICTS Social Emotional Learning (SEL) survey in the fall and spring. The SEL survey asks questions in additional four topics which include indicators for social-emotional competencies:

- Growth Mindset;
- Self-Efficacy;
- Self-Management;
- Social Awareness.

As part of our MTSS efforts school leadership, teachers, and support staff analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps.

The following is a summary of results from the surveys for Magnolia Public Schools Stakeholder Survey Results & Reflections:

MPS Historical Survey Participation Rates - Students

2015-16 2016-17 2017-18 2018-19 2019-20

MSA-SA 98.1% 90.3% 88.5% 93.6% 97.1%

MPS 86.0% 88.2% 92.4% 96.1% 95.9%

MPS Historical Survey Participation Rates - Families

2015-16 2016-17 2017-18 2018-19 2019-20

MSA-SA 98.0% 80.2% 70.7% 62.1% 100.0%

MPS 77.0% 72.0% 85.5% 80.3% 83.0%

MPS Historical Survey Participation Rates - Staff

2015-16 2016-17 2017-18 2018-19 2019-20

MSA-SA 88.9% 73.6% 91.4% 96.3% 98.5%

MPS 85.0% 88.4% 95.5% 98.1% 98.1%

MPS Historical Survey Average Approval Rates - Students

2015-16 2016-17 2017-18 2018-19 2019-20

MSA-SA 61% 61% 61% 59% 72%

MPS 64% 64% 64% 63% 66%

MPS Historical Survey Average Approval Rates - Families

2015-16 2016-17 2017-18 2018-19 2019-20

MSA-SA 75% 90% 88% 89% 94%

MPS 85% 94% 93% 94% 94%

MPS Historical Survey Average Approval Rates - Staff

2015-16 2016-17 2017-18 2018-19 2019-20

MSA-SA 65% 79% 64% 72% 86%

MPS 79% 81% 79% 80% 85%

MPS Historical Survey Overall Satisfaction Rates - Students

2015-16 2016-17 2017-18 2018-19 2019-20

MSA-SA 44% 69% 64% 66% 77%

MPS 56% 76% 73% 74% 76%

MPS Historical Survey Overall Satisfaction Rates - Families

2015-16 2016-17 2017-18 2018-19 2019-20

MSA-SA 75% 90% 89% 90% 94%

MPS 85% 94% 93% 94% 93%

MPS Historical Survey Overall Satisfaction Rates - Staff

2015-16 2016-17 2017-18 2018-19 2019-20

MSA-SA 69% 78% 51% 75% 84%

MPS 79% 86% 81% 85% 89%

2019-20 Student SEL Survey Participation Rates

Fall 2019 Students

MSA-SA 95.9% 394

AVERAGE 97.4% 3,487

2019-20 Combined Student Survey Summary - Percent Favorable

Topic 5 Topic 6 Topic 7 Topic 8

Growth Mindset

Self Efficacy. Self Management Social Awareness

MSA-SA 59% 55% 70% 63%

MPS 58% 52% 71% 64%

From all of our Stakeholder data through Panorama Surveys, as well as our Social Emotional Learning surveys, we saw a large positive growth in our Approval and Satisfaction ratings from all stakeholders, which can be attributed to strong leadership and teamwork. The SEL survey results show us that our stakeholders are in line with the data from all of MPS schools with their Growth Mindset, Self Efficacy, Self Management, and Social Awareness. 70% of our Students are demonstrating appropriate Self Management skills, demonstrating that MSA-SA is showing positive school growth, and will continue to focus efforts of having effective communication and collaborative teamwork.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The annual evaluation process at MPS involves frequent informal classroom observations and feedback for the teacher, a formal observation cycle, evidence collection to foster collaboration with the teacher, and goal setting and monitoring. MPS will use an online tool to record and share classroom observation notes, feedback, evidence, forms, evaluation results, and other related documentation. The tool can be used by both the teacher and the observer or evaluator with respect

to their roles. Teachers are encouraged to conduct peer observations. Informal observations can be conducted by the school administrators and instructional coaches, department chairs, the MPS Home Office support team, and other professionals. Informal observations are mainly conducted to provide focused, constructive, and critical feedback to the teacher to improve teaching, or sometimes, just for learning from the observations. While formal observations also provide feedback and guide the teacher's coaching like the informal ones, they form the basis for evaluation of job performance evaluation and are conducted by the school administrators.

The following is a summary of our classroom observations:

The Dean of Academics performs check-in meetings with the teachers regularly on top of walkthroughs and informal observations. Formal observations are performed yearly and sometimes bi-yearly. Teachers are asked to fill out a pre-formal observation assessment and a post-formal observation assessment - these are both discussed with the Dean of Academics.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Teachers are expected to use formative and summative assessment strategies to monitor student progress and to adjust instruction in order to maximize student achievement. The measures that are used to assess student progress include all state-mandated standardized tests such as the Smarter Balanced Summative Assessments. MSA-Santa Ana also uses the Smarter Balanced Interim Assessments which are designed to support teaching and learning throughout the year; and the Digital Library, designed to support classroom-based formative assessment processes. MSA-Santa Ana administers both the Interim Comprehensive Assessments (ICAs) and Interim Assessment Blocks (IABs) to assess student learning and inform instruction during the year. The Smarter Balanced Interim Assessments are specifically designed to provide the following:

- Meaningful information for gauging student progress throughout the year toward mastery of the skills measured by the Summative Assessments
- Assessments of the CCSS, which can be used at strategic points during the school year.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

MSA-Santa Ana teachers have access to publisher or third-party-provided assessments, such as McGraw Hill, Illuminate, Accelerated Reader, and MAP. MSA-Santa Ana utilizes computer adapted MAP testing to measure student progress three times a year. Teachers also, with the help of published materials, create standards-aligned formative assignments and tests that are evaluated using rubrics.

Assessments at MSA-Santa Ana are not tests only. MPS teachers are expected to use a variety of formative and summative assessments that are valid and reliable measures of student achievement. (Ex: performance assessments, portfolios, etc.) Assessments are expected to be aligned with learning objectives. (Ex: Unit assessments are aligned with unit standards and learning objectives.) At MSA-Santa Ana, teachers provide students with choices of ways to demonstrate learning and students participate in the development of their learning outcomes. Teachers use summative assessment results to plan next units and redeliver instruction.

MSA-Santa Ana teachers are expected to closely monitor all students' progress toward meeting student learning outcomes. Teachers use technology, as appropriate, to conduct data analysis and communicate assessment results and student growth to all stakeholders (families, colleagues, administration, etc.) Teachers review summative assessment results with students, and students are involved in self-assessment, goal-setting, and monitoring progress.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

MSA-Santa Ana conducts credential review as part of teacher hiring process and support our teachers' credentialing needs. We also annually review master schedule/teacher assignments to ensure compliance. All MSA-Santa Ana teachers are credentialed. Number of misassignments of teachers of English learners and total teacher misassignments is zero.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Number of vacant teacher positions at MSA-Santa Ana is zero. We ensure that all teachers are supported with their credentialing needs and that they participate in PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment. MSA-Santa Ana also monitors and evaluates teachers for their performance.

MSA-Santa Ana provides new teachers with a teacher induction program, a two-year program that provides beginning teachers with collegial support, guidance, professional development, motivation to continue in the profession, and training. It links college level teacher preparation with classroom application.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Professional development occurs both at the organizational level and school level. In addition to ongoing professional development activities that support efforts to increase student academic performance, MSA-Santa Ana provides all staff with multiple opportunities to grow professionally. MSA-Santa Ana assesses staff professional development needs through formal and informal performance observation and surveys. Based on these data and combined with the school improvement plan actions in our LCAP and SPSA, MSA-Santa Ana determines common staff development days, and tailors staff development to individual staff needs.

We ensure that all teachers are supported with PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment. MSA-Santa Ana monitors how effectively teachers implement strategies and skills they learned in the PD sessions in the classroom. The school leadership team makes daily classroom observations using the Magnolia Public Schools (MPS) teacher observation protocol which includes walkthroughs, informal and formal observations and formal evaluation.

MSA-Santa Ana continually strives to develop and refine its Student Performance metric for the purpose of measuring student achievement and growth at our school site, as well as to inform teacher effectiveness. State and local accountability indicators along with interim and summative assessments provide valuable data on student performance and progress. MSA-Santa Ana also recognizes that a variety of assessments can and should be used to measure student progress, such as performance assessments and portfolios. As such, MSA-Santa Ana uses a thoughtful combination of interim and summative assessments and state and local indicators, as well as student work.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

MSA-Santa Ana uses a variety of data and ways to assess the effectiveness of professional development activities and teacher effectiveness, including but not limited to, informal observations/walkthroughs, formal observations, student, parent, and staff voices, student achievement data, and teacher self-assessment. The coaching/mentoring process that involves goal-setting, progress monitoring, periodic observations, feedback, reflection, peer observations and mentoring is geared toward creating an individualized professional growth plan and support system for each of our teachers and administrators. MSA-Santa Ana will continue to provide all employees with professional development opportunities to increase the effectiveness of their performance in their present positions, and to obtain skills, knowledge, and abilities which may improve their opportunities for advancement within the Organization through PD, induction, certification and other programs that are funded by various sources, including Title-II.

MSA-Santa Ana evaluates teachers for their performance. We 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. Evaluation results may be used as basis and documentation for performance pay, transfer, promotion, reassignment, or disciplinary action.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

MSA-Santa Ana is organized into Professional Learning Communities by grade level and by the department. PLCs seek to transform a school into a community that fosters mutual cooperation, emotional support, personal growth, and a synergy of effort. Combined with the school improvement plan actions in our LCAP and SPSA, the answers to the following questions are studied in PLCs:

- How do we ensure that students learn?
- How do we foster a culture of collaboration?
- How do we ensure results?

We use PLCs to:

- Clarify intended outcomes
- Develop common assessments
- Jointly analyze student achievement data
- Establish team improvement goals
- Share best practices and materials
- Engage in collective inquiry and action research regarding student learning
- Support system and sense of efficacy
- Promote more engaged, motivated, and successful students with reduced absenteeism
- Focus on students' needs academically and behaviorally

As an implementation of the PLC at MSA-Santa Ana, all staff will read educational literature and make informed recommendations for school and system-wide improvement. The staff will produce an annual reading list recommended by the PLCs. The following literature will be on MSA-Santa Ana's staff reading list: Alan Blankstein, *Failure Is Not an Option: 6 Principles That Advance Student Achievement in Highly Effective Schools*; Dr. Robert Marzano's *Classroom Management That Works: Research-Based Strategies for Every Teacher*; Carol Ann Tomlinson's *How to Differentiate Instruction in Mixed-Ability Classrooms*, and Doug Lemov's *Teach Like A Champion*.

Department Level Staff Meetings

All teachers meet departmentally every month to:

- Share Time: Presentation by a member of an effective classroom strategy
- Vertically align curriculum
- Analyze student achievement data (NWEA MAP, CAASPP, ELPAC, grades)
- Improve instructional strategies per data indicators
- Differentiate instruction
- Plan major departmental events
- Discuss other departmental issues and policies

Department Chairs are responsible for minutes and forwarding action items to the appropriate administrative leaders.

Grade Level Staff Meetings

Grade level teachers meet once a month and collaborate on the issues below:

- Classroom strategies
- Sharing promising practices
- Curricular and academic issues (grading uniformity, homework load, differentiation, and other academic issues)
- Support for students with academic challenges (IEP, 504, RTI, SSR, Accelerated Reader, Accelerated Math, Tutoring)
- Discussion of student academic supports (peer tutoring, mentorships)

- Long-term projects (science fair projects, English & history & math projects)
- Integration/thematic units/horizontal alignment of the curriculum
- Field trips
- Discussions and strategies for students with behavioral problems
- School/grade level wide incentive programs
- Other common grade level and school-wide issues

Grade Chairs are responsible for minutes and forwarding action items to the appropriate administrative leaders.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

MSA-Santa Ana ensures all curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) We provide services to ELs by proficiency level and ELD instruction is aligned to the CA ELD standards and framework. ELs have access to core and supplemental ELD instructional materials; teachers attend PDs whose focus is on ELD standards. Our teachers 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. While the primary focus has mostly been on the ELA/Literacy, math, and ELD over the past few years, MSA-Santa Ana has also provided PD and supported our teachers on NGSS, History-Social Science, Career Technical Education, Health Education, Physical Education, Visual and Performing Arts, and World Languages.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Reading/language arts and mathematics are core programs at MSA-Santa Ana as well as designated and integrated ELD instruction. The school's schedule includes recommended instructional minutes for reading/language arts, mathematics, ELD and intervention programs.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The intervention model that is written into the schedule for the MSA-Santa Ana program is flexible intervention that can be used with a variety of curriculum and varying schedules. MSA-Santa Ana's principal approach is to intentionally build consistent math and ELA intervention time into the entire school schedule. A variety of implementations are used. Implementation strategies may include:

- Intervention block every day or 2-3 times per week (a student may have reading intervention on one day and math on the next)
- Intervention/Enrichment computer tutorials where the teacher can tutor selected students
- Specialist, instructional assistant, and volunteer support during intervention time
- Divide students up by need and send to different teaching team members for support during intervention blocks.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

MSA-Santa Ana annually reviews alignment of instructional materials to standards and keeps an inventory of instructional materials and corresponding purchase of materials. The school annually reviews budget and plans to ensure adequate budget for instructional materials. MSA-Santa Ana provides culturally and linguistically relevant materials for students. MSA-Santa Ana also provides our ELs with core and supplemental ELD instructional materials.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Teachers use SBE-adopted and standards-aligned instructional materials. They also use accessible technology tools and other resources on a regular basis to engage and enhance learning and to differentiate instruction to meet the needs of every student. Teachers effectively use challenging resources that are mentally, visually, aurally, and kinesthetically stimulating. (Ex: internet, PowerPoint, interactive white boards, document camera, multimedia, educational software, interactive games and simulations, apps, class website, lab materials, manipulatives, assistive technology, etc.) Teachers also provide resources and instructional materials that require cognitive engagement. Teachers will choose, adapt, or create materials to extend learning.

During intervention teachers use educational materials that provide review, re-teach and enrichment programs. McGraw Hill's publisher resources, ALEKS, Curriculum Associates' Ready Common Core program, Kuta software, Khan Academy, Accelerated Reader and Accelerated Math program, Achieve3000, and Buckle Down allow teachers to monitor the progress of students who are achieving below grade level and provide software generated tests and personalized instructional materials based on CCSS and areas of growth. MSA-Santa Ana has Teacher Assistants on all levels to support overall achievement.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

MSA-Santa Ana will implement the Multi-Tiered System of Supports (MTSS) as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system to support students. The framework of MTSS utilizes high quality evidence-based instruction, intervention, and assessment practices to ensure that every student receives the appropriate level of support to be successful. A Multi-Tiered System of Supports align with the academic standards and behavioral expectations, in order to accelerate the performance of every student to meet and/or exceed proficiency.

To support students academically, social-emotionally and behaviorally, and create a climate of academic success, MSA-Santa Ana recognizes that we must address the needs of the entire child. Often, we focus on punitive and remedial practices, therefore, we may unknowingly reinforce unwanted and antisocial behaviors. MSA-Santa Ana implements a positive behavior support program. Program expectations require students to be Safe, Responsible and Respectful. The school tracks behaviors using a point system, to reward students for demonstrating positive behavior. Our school personnel (Dean of Academics/Department Chairs) lay a foundation to engage students and enhance learning. Our school community works together to establish agreed upon norms, build relationships, learn pro-social behaviors, improve academics and demonstrate a culture where adults encourage motivation and knowledge is co-constructed through multi-tiered systems of support.

MSA-Santa Ana has ability to quickly identify low-achieving students through frequent benchmark assessment and review of individual student data. Students who are achieving substantially below grade level are recognized through multiple measure assessments including in-class assessments, NWEA MAP assessments and other program data through ALEKS, Khan Academy, myON and StudySync.

MSA-Santa Ana utilizes data and progress monitoring to determine best practices to support student achievement. Teachers and student stakeholders are invited to meet with teachers to discuss possible intervention methods and learn how they can participate in helping with their child's education. Parent-teacher meetings at the school are followed by home visits as needed.

The intervention model that is written into the schedule for the MSA-Santa Ana program is flexible intervention that can be used with a variety of curriculum and varying schedules. MSA-Santa Ana's principal approach is to intentionally build consistent math and ELA intervention time into the entire school schedule. A variety of implementations are used. Implementation strategies may include:

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During intervention teachers use educational materials that provide review, re-teach and enrichment programs. McGraw Hill's publisher resources, ALEKS, Curriculum Associates' Ready Common Core program, Kuta software, Khan Academy, Accelerated Reader and Accelerated Math program, Achieve3000, and Buckle Down allow teachers to monitor the progress of students who are achieving below grade level and provide software generated tests and personalized instructional materials based on CCSS and areas of growth. MSA-Santa Ana has Teacher Assistants on all levels to support overall achievement.

Tiered intervention implementation is outlined below. Student progress is closely monitored through

a well-integrated system of instruction and intervention guided by student assessment data.

MSA-Santa Ana uses the following to inform, monitor, and implement response to intervention strategies:

- Historical student data
- Data related to SBAC results and Spring NWEA MAP data from previous year
- NWEA Diagnostic data
- Fall NWEA MAP
- Progress monitoring data
- Classroom Assessment Data
- SBAC Interim Data
- SBAC Interim Block Assessment
- SBAC Interim Comprehensive Assessment
- Spring MAP
- Winter MAP (optional)

Equitable Access to the Curriculum:

MSA-Santa Ana utilizes an instructional program that emphasizes equitable access to the curriculum for all learners, including students with disabilities. These include:

Co-Teaching/Push-in/Pull-out Support- MSA-Santa Ana supports its exceptional populations by utilizing multiple methods of providing special education services. MSA-Santa Ana fosters an inclusive model of education. As such, Professional Development in the area of co-teaching allows teachers to grow their ability to educate and service students of varying abilities. In order to effectively implement a co-teaching model, special education and general education teachers are given time to co-plan and develop lessons so that students are provided appropriate supports and accommodations. Students who require additional assistance, receive services in a push-in or pull-out model where they receive more individualized attention.

Additionally, the digital formatting of our McGraw Hill curriculum allows teachers to collaborate on unit and lesson plans to ensure that all students' accommodations and needs are being addressed. This system is setup such that all students attend every class. The Special Education teacher and various paraprofessionals provide instructional support within the general education setting. This allows for all student groups to be supported while participating in the least restrictive environment throughout the day.

Embedded Supports- In addition to the on-site staff coordinated by the Special Education and/or RTI Coordinator, MSA-Santa Ana contracts with an outside service provider to support children's learning needs, such as intervention specialists, speech and language therapists, and occupational therapists who work with teachers to provide the least restrictive and most accessible learning environment. Special education aides work directly in the classroom, providing customized support to students throughout the day, and are valuable members of the team.

Differentiated Instruction- Teachers at MSA-Santa Ana deliver a curriculum that is tailored to each student's interests and needs. This support includes accommodations, use of technology, and data-informed decisions, such as utilizing Lexile reading scores and bringing technology into the classroom.

Socio-economically disadvantaged/low income students:

The instructional design of MSA-Santa Ana addresses the needs of low-income and socio-economically disadvantaged students, who make up the overwhelming majority of our enrollment. Socio-economically disadvantaged students are identified through their participation in the Free and Reduced Lunch program. Counseling, intervention/remediation, individual tutoring and free eligibility to after school social, academic and athletic programs are some of the many programs that support our socio-economically disadvantaged students. Home visits, motivational guest speaker programs, parent meetings, university and college visits, and instructional field trips are planned to shape the educational vision of the student and the family. Socio-economically disadvantaged students have role models around them who will inspire motivation to focus on lessons and self-confidence with the discovery of their potential.

The Charter School administration ensures that these programs are available to all students, including socio-economically disadvantaged students, and works with the teachers and parents to encourage for student participation in these programs. The administration monitors the performance and progress of socio-economically disadvantaged students through the use of MSA-Santa Ana's data cycle.

Evidence-based educational practices to raise student achievement

Tier 1: High-quality instruction, progress monitoring, differentiated learning, group interventions, classroom accommodations

The RTI process begins at Tier 1 with high quality instruction and universal screening of all children within the general education setting. Through the use of formative assessments such as the MAP test, the school establishes a baseline to identify students who need additional support and struggling learners are provided classroom accommodations and differentiated instruction to meet their needs. Tier 1 academic supports include technology-rich instruction, progress monitoring, differentiated learning, group interventions and classroom accommodations. Using strategies and tools such as adaptive programs, NWEA MAP universal screening, Integrated and Designated ELD, Explicit Direct Instruction, and Culturally Responsive Teaching. Tier 1 behavioral and socio-emotional supports are centered around School-Wide PBIS, led by the Dean of Students. With clear expectations taught through a Life Skills course and etiquette program students earn rewards for desired behaviors. Assemblies, student surveys and our SSPT process encourage student participation and voice.

Within Tier 1, a student may receive the following supports:

- Adaptive programming in McGraw Hill’s ALEKS and StudySync
- Khan Academy
- BrainPOP ESL
- Discovery Education
- myON
- National Geographic
- 1:1 devices
- Advisory/SSR

The length of time in Tier I interventions may vary, but generally does not exceed eight weeks. During that time, the school will continue to evaluate student progress based on interim data such as Smarter Balanced Interim Block Assessments, Comprehensive exams, and classroom assessments. At the end of this period, students showing significant progress are exited from interventions, while those needing more intensive supports are moved to Tier 2. A student success team is gathered to determine intensive support.

Tier 2: Targeted Interventions

Tier 2 focuses on targeted interventions to create a high-quality differentiated environment where students are supported to engage at their optimal levels. The school uses co-teaching strategies, and “Power” classes for mathematics and ELA intervention. Additionally, students with targeted needs receive tutoring, Saturday and Summer school instruction is available universally. When students are identified as needing additional support, restorative practices are utilized such as peer mediation, new-comer and behavior management support groups, community restoration assignments, goal setting and monitoring.

Students not making adequate progress with Tier I interventions are matched with more intensive academic and/or behavioral support based on their needs. These services are provided by general education teachers, math and literacy coaches, and special education teachers. In small groups and within the general classroom setting, students may access:

- Power Classes (Math and English)
- Co-taught classes
- Push-in support
- Before and after school tutoring

- SSR/Advisory

Pull out supports are utilized to support students who require additional academic support and the learning lab will be used.

Students receiving Tier 2 interventions may require a longer period of monitoring, however, it does not typically exceed a semester. Students who do not demonstrate progress are moved into Tier 3. While students who have shown significant progress are placed into Tier 1.

Tier 3: Intensive Interventions and Evaluation

Tier 3 assists those students in most academic need. Our schools have both push-in and pull-out services with specialists to ensure students' needs are met. Using of our Special Academic Instruction program, instructional aides, learning centers, and Saturday school we are able to help our most struggling learners close the achievement gap. Support for our exceptional learners include search and serve to meet their needs and an accelerated math pathway. Supports for behavior and socio-emotional are centered around restorative practices. Utilizing reflection committees, we determine the proper intervention for individual students. Using trauma-informed practices and socio-emotional wellness, these strategies and programs address the needs of all scholars including the most vulnerable, academically and emotionally unresponsive students.

In Tier 3 of the MSA-Santa Ana's RTI program, students receive individualized, intensive interventions that target specific skill deficiencies that include:

- All Tier 2 interventions
- Push-in and Pull-out support: Education Specialists, Intervention Teachers, and Literacy Coaches provide push- in and pull- out support in core classes to learners receiving Tier 3 interventions. Support providers assist teachers in creating accommodations and differentiated learning experiences so that all students may access class materials. If it is deemed that students would benefit from further individualized support, they are pulled out for more intensive instruction.
- Study Skills classes: Study Skills courses are taught by Education Specialists as an elective course for students in need of additional support in note taking, organization, exam preparation, assignment completion, and time management.
- Instructional aides in the classroom: Instructional Aides support teachers with instruction by working individually with students, assisting in stations, clarifying instructions, and reteaching. IA's also provide behavioral support and reinforce the school's Positive Behavior Interventions and Support ("PBIS").
- Saturday School: Students assigned to Saturday School work with teachers on foundational skills related to their coursework.
- Learning Center: The Learning Center or Resource Classroom is designated as a space for both Special Education and General

Education students to receive academic support from Education Specialists and Instructional Coaches. Students can complete assignments, test in small settings, use computers, and work with their peers on group assignments.

If the Student Success Team believes further intervention is necessary, then the student may be referred to special education or 504 services.

While Tier 3 students may access a variety of academic supports before and after school including tutoring, Saturday school, and teacher coaching, the majority of interventions are given throughout

the school day to ensure that students receive the full benefits of their individualized instruction. Services in the learning center, push-in and pull-out assistance, instructional aides, and study skills classes are all provided to students during the school day.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

In order to ensure effective parental involvement and support a partnership among the school, parents and the community to improve student academic achievement, MSA-Santa Ana provides the following programs to assist parents in understanding State academic content standards and State student academic achievement standards, State and local academic assessments, Title I requirements, and how to monitor their child's progress and work with educators to improve the academic achievement of their children (collectively referred to "Standards and Requirements"):

- The school will encourage parents to serve on its board of directors;
- The school will seek input from the PTF and the SSC on ways to assist parents to understand the Standards and Requirements.
- The school will encourage parents to serve on its board committees.
- The school will regularly publish in its Newsletter, and/or on its website, descriptions and explanations of State academic content standards and State student academic achievement standards, State and local academic assessments, Title I requirements, and how to monitor their child's progress and work with educators to improve the academic achievement of their children.
- Regular meetings will be held by the school at community libraries and/or parent volunteer homes to discuss how parents can work with educators to improve their child's academic achievement.
- The school will hold Back to School nights to introduce parents to the School's curriculum and its correlation to the State's academic content standards and academic achievement standards.
- Parents will be invited to attend regular classes to learn about State and local academic assessments and to take sample tests.

In an effort to foster parental involvement, the school will provide materials and training to help parents to work with their children to improve their children's achievement through the following programs:

- Student-Teacher Status Portal: MSA-Santa Ana uses an online web portal to enable parents, students, and teachers to communicate more efficiently. Teachers have a webpage for every class in which they post course material, homework assignments, projects, course grade statistics and records of students' grades on quizzes, tests, class participation and homework assignments. Students and parents use confidential passwords to log on.

Families without home computers will be encouraged to come to the school and use one of the available computer stations. Classes are held at the school on how to use the portal as well as how to access it via free Internet access at public libraries if that is more convenient than coming to the school.

- The school will provide parents with access to literacy programs that bond families around reading and using the public library.
- The school will provide annual seminars on parenting skills and parent-child communication.
- The school's psychologist will work with parents to better understand their children and the issues facing them.
- The school will train parents how to tutor their children in the school.
- Individualized student and parent advisory sessions: Each of school teachers and mentors will be assigned to a small group of students. They will arrange two to four meetings at school during the school year to discuss their students' academic achievements.
- One-on-one meetings with the parents of academically low-achieving students to support

the parent in providing the student the study environment he/she needs.

The school annually educates teachers, pupil services personnel, principals and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs and build ties between parents and the School. The training takes place each year in staff orientations, annual staff development materials and other in-service trainings held throughout the school year.

In order to better understand what works best for the current parents of participating children attending the school, the education will take place after the following research is done (which shall be accomplished within the first 90 days of the commencement of the School year):

- Home Visits: Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, the school uses home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with low-achieving students.
- The school teachers visit students at their homes to enhance student learning and involvement. Family visits offer invaluable insights about students. They can provide new understanding about students' learning styles. Visits might also reveal the emotional and social needs and behaviors of students. It is helpful to know if they react to problems with tears, anger, or withdrawal, and how they socialize with peers. Through family visits, teachers can identify students' latest interests or concerns, such as a new hobby, an upcoming trip, or a change in the family.
- A phone tree will be established where volunteers call all parents of participating students to solicit feedback and ideas for building ties between parents and the school, how to best communicate with parents and how to work with parents as equal partners.
- A survey is sent home to parents of participating students that solicits information on what skills each parent has to offer the school and what types of parental involvement programs in which parents would most likely participate.

The school involves parents in the development of the training regarding the importance of parent involvement for teachers, principals and other educators to improve the effectiveness of such training.

In order to maximize parental involvement and participation, the school arranges school meetings at various times or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at the school.

The school adopts and implements model approaches to improving parental involvement.

The school has developed appropriate roles for community-based organizations and businesses in parent involvement activities, such as sponsoring events, providing volunteers for school activities, and creating internships for students.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

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

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

In order to engage parents in an organized, ongoing and timely way in the planning, review and improvement of Title I, Part A programs, the parent and family engagement policy, and if applicable, the schoolwide program plan, the School engages parents of participating students as follows:

- The School conducts at least one Family Learning Night each year where all parents of participating children will be invited to the School to learn about the different Title I, Part A programs, details of this policy, and if applicable, the schoolwide program plan. These meetings are held at flexible times. Additionally, some may be located at community libraries or at parent volunteer homes for those who live far from the School.
- Parents not attending the Family Learning Nights are contacted by a volunteer by telephone to encourage participation and inform them of future Family Learning Nights.
- The School publishes a regular Newsletter with notification of upcoming participation opportunities.
- Each year, the School holds an End of School Night, at which parents of participating children will be invited to review Title I, Part A programs, the parent and family engagement policy, and if applicable, the schoolwide program plan and recommend any changes.
- At least one of parents of participating children is invited to accompany School staff on retreats to participate in discussions and sessions dealing with Title I, Part A programs.
- If requested by parents of participating children, the School schedules regular meetings where parents are able to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children. The School responds to such suggestions within 48 hours.
- If the schoolwide program plan is not satisfactory to parents of participating children, the School will submit any parent comments on the plan when it submits the plan to the authorizers/CDE.

School Site Council (SSC):

- If a SPSA is required, the School creates a School Site Council (SSC) where it plans, review, and improve Title I, Part A programs, the parent and family engagement policy, and if applicable, the schoolwide program plan. The SSC meets at the School and is composed of 10 members, selected by their peers.

The SSC is constituted to ensure parity between the principal, classroom teachers and other school

personnel; (b) parents or other community members selected by parents and pupils. Classroom teachers comprise the majority of persons represented under category (a). (Education Code Section 65000)

Additionally, the SSC is involved in decisions regarding how funds reserved for parent engagement activities are allotted for those activities.

Parent Advisory Committee (PAC):

- If a SPSA is not required, and the LCAP can serve as the SPSA, MPS chooses to utilize the LCAP to serve as the SPSA. MPS will utilize our Parent Advisory Committee (PAC) in developing the LCAP. In this case, PAC will meet the stakeholder engagement requirements.
- PAC will plan, review, and improve the LCAP as well as plan, review, and improve Title I, Part A programs and align them to the LCAP. PAC will also be the main committee reviewing the parent and family engagement policy, and if applicable, other school program plans. School leadership will work closely with PAC to ensure parents are engaged in the school improvement process.
- Parent Advisory Committee - as used in California Education Code (EC) sections 52063 and 52069, shall be composed of a majority of parents, as defined in subdivision (e), of pupils and include parents of pupils to whom one or more of the definitions in EC Section 42238.01 apply. A governing board of a school district or a county superintendent of schools shall not be required to establish a new parent advisory committee if a previously established committee meets these requirements, including any committee established to meet the requirements of the federal No Child Left Behind Act of 2001 (Public Law 107-110) pursuant to Section 1112 of Subpart 1 of Part A of Title I of that act.

English Learner Parent Advisory Committee (ELPAC):

- English Learner Parent Advisory Committee - as used in EC sections 52063 and 52069 for those school districts or schools and programs operated by county superintendents of schools whose enrollment includes at least 15 percent English learners and at least 50 pupils who are English learners, shall be composed of a majority of parents, as defined in subdivision (e), of pupils to whom the definition in EC Section 42238.01(c) applies. A governing board of a school district or a county superintendent of schools shall not be required to establish a new English learner parent advisory committee if a previously established committee meets these requirements.

Consulting with Pupils:

- Consult with Pupils - as used in EC sections 52060, 52066, and 47606.5, means a process to enable pupils, including unduplicated pupils and other numerically significant pupil subgroups, to review and comment on the development of the LCAP. This process may include surveys of pupils, forums with pupils, pupil advisory committees, or meetings with pupil government bodies or other groups representing pupils.
- The School annually conducts student, parent, and staff surveys to improve our stakeholders' school experience and to consult with them. Conducting such stakeholder surveys is an essential part of the School's LCAP development process.

The school implements an effective means of outreach to parents of limited English proficient students to inform them regarding how they can be involved in the education of their children and be active participants in assisting their children to attain English proficiency, achieve at high levels in core academic subjects and meet challenging State academic achievement standards and State

academic content standards expected of all student. To accomplish this goal, the school does the following:

- The school holds regular meetings, and send notice of these meetings, for the purpose of formulating and responding to recommendations from parents of participating children.
- The school provides language translators at parent meetings to the extent practicable.
- The school schedules meetings to enable families to share information about culture, background, children's talents and particular needs for the schools.
- The school provides parents of limited English proficiency with access to English as a Second Language (ESL) classes to increase their English language proficiency to assist their children with homework. The school's principal will visit the classes to interact with the parents.
- English Learner Advisory Committee: The English Learner Advisory Committee (ELAC) is mainly a committee of parents or other community members who want to advocate for English Learners. The committee provides parents of English Learners opportunities to learn more about the programs offered to their students and advises the principal and the School Site Council (SSC) on programs and services for English Learners.

State law mandates each school site with 21 or more students of Limited English Proficiency (LEP) in attendance, regardless of language, to form a functioning English Learner Advisory Committee (ELAC).

The school provides full opportunities for participation of parents with disabilities and parents of migratory children. To accomplish this goal, the school does the following:

- The school schedules meetings to enable families to share information about culture, background, children's talents and particular needs for the schools.
- Teachers are encouraged to make home visits to discuss student progress with the parents. Parents, students, and teachers meet throughout the year to monitor students' progress.
- Teachers meet one-on-one with parents of such students on an as needed basis to ensure the proper supports are in place for the student.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Expenditures funded by Title I, Part A include the following:

Online Programs (Naviance program, Online Courses, BrainPop, NWEA, RazKids, Scholastic newspapers, ESGI, MyOn, Spelling City)

Parent and Student Communication Software (ParentSquare), Parent Education Courses, PACE Coordinator (Parent Engagement) Salary, Certified and Classified Staff Salaries and Benefits

Fiscal support (EPC)

LCFF Funds, Other State Funds, Local Funds, and Federal Funds are utilized to implement the actions in the LCAP/SPSA. Federal Funds (Title I, Part A; Title II, Part A; Title III-Part A; and Title IV, Part A) will be used to supplement state and local funds. This SPSA only includes funds provided to the school through the Consolidated Application.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

MSA-Santa Ana strives to attain a collaborative culture of data analysis, needs assessment, planning, aligning funding to our documented school goals and priorities, reflection, and improvement. All our stakeholder groups (parents/Parent Advisory Committee (PAC), students, staff, School Site Council (SSC), ELAC, PTF, Home Office support team, Board of Directors, charter authorizer, ACS WASC, and our community partners) are critical, active, informed, and responsible participants in this process to ensure we make effective decisions that benefit students. Particularly for the LCAP/SPSA, the school consulted with the PAC, SSC, and ELAC to plan, review, and update the programs in the LCAP/SPSA. These committees reviewed input from all stakeholders and available data through surveys and student performance data. Based on stakeholder input and data (CA School Dashboard data, interim student assessment data, survey results, etc.), we reflected on our existing LCAP/SPSA actions/services and measurable outcomes, continued or modified them for improvement, and we also planned for new actions and services as the needs arose.

The following are the dates of such meetings:

PTF: 9/4/2020 & 10/23/2020.

SSC: 9/30/2020 & 11/18/2020.

ELAC: 9/4/20

Town Hall Meetings: 6/9/2020, 7/31/2020, 8/7/2020, 8/28/2020, 9/11/2020, 9/25/2020, 10/2/2020, 10/29/2020

Weekly Parent Meetings: Every Friday when school is in session

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

The school is not identified for CSI or ATSI, so this section is not applicable.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.7%	0.7%	0%	5	5	0
African American	1.1%	1%	0.92%	8	7	5
Asian	2.2%	2.2%	1.83%	16	15	10
Filipino	0.3%	0.3%	0.37%	2	2	2
Hispanic/Latino	86.7%	88.9%	90.84%	638	599	496
Pacific Islander	0.4%	0.1%	0%	3	1	0
White	7.6%	5.9%	5.31%	56	40	29
Multiple/No Response	1.1%	0.7%	0.73%	8	5	0
Total Enrollment				736	674	546

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	81	60	45
Grade 1	65	59	44
Grade 2	53	56	41
Grade 3	66	50	41
Grade 4	62	59	43
Grade 5	62	64	49
Grade 6	58	51	54
Grade 7	76	58	48
Grade 8	77	72	48
Grade 9	40	56	37
Grade 10	39	25	43
Grade 11	43	30	27
Grade 12	14	34	26
Total Enrollment	736	674	546

Conclusions based on this data:

1. We have made it a priority to connect with our local communities through a multitude of events, and we have been able to maintain an enrollment of students in a close proximity to our campus. As a result we have maintained a

high percentage of Hispanic/Latino students, around 90%. Our Teachers and Leadership team actively incorporates culturally relevant teaching practices in all TK-12 classes.

2. The total enrollment counts have declined each year since 2017, from 736 to our most current year around 546, due to other Charter schools opening near our campus. But we have observed and experienced that logistically and operationally, our campus operates safely and smoothly with transitions and arrivals/dismissals with 546 students on campus at one time, as our enrollment total is appropriate for our campus facilities.
3. With such high percentage (90%) of our students being Hispanic/Latino, we need to make it a priority to identify the needs of our Hispanic/Latino students and parents, to provide school wide systems of support that will meet the needs of our Hispanic/Latino stakeholders, as well as benefit all of our students with their academic and social development.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	247	245	163	33.6%	36.4%	29.9%
Fluent English Proficient (FEP)	241	250	212	32.7%	37.1%	38.8%
Reclassified Fluent English Proficient (RFEP)	62	53	42	28.1%	21.5%	17.1%

Conclusions based on this data:

1. Our EL enrollment percentage typically stays the same from year to year. Our demographic data shows a high number of Hispanic/Latino students who have parents and grandparents who don't speak English.
2. The number of Fluent English Proficient (FEP) students has gotten higher each year since the 2017-18 school year. Our teachers are using SDAIE strategies every day to help students conquer the ELPAC and score high enough to be reclassified.
3. The number of Reclassified Fluent English Proficient (RFEP) students is normally consistent with our enrollment. The years where our enrollment is high, we have a higher reclassification rate.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	53	65	53	53	65	52	53	65	52	100	100	98.1
Grade 4	55	60	61	55	60	61	55	60	61	100	100	100
Grade 5	48	57	64	47	56	64	47	56	64	98	98.2	100
Grade 6	64	57	56	59	57	54	59	57	54	92.1	100	96.4
Grade 7	83	74	51	83	74	51	83	74	51	100	100	100
Grade 8	47	76	65	43	76	65	43	76	65	100	100	100
Grade 11	NA	40	27	NA	39	27	NA	38	27	NA	97.5	100
All	361	429	377	350	427	374	350	426	374	97	99.5	99.2

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2407.	2388.	2404.	18.87	9.23	13.46	16.98	13.85	25.00	22.64	38.46	23.08	41.51	38.46	38.46
Grade 4	2408.	2441.	2385.	7.27	11.67	4.92	25.45	30.00	6.56	7.27	16.67	24.59	60.00	41.67	63.93
Grade 5	2476.	2464.	2467.	17.02	8.93	14.06	31.91	26.79	17.19	10.64	21.43	29.69	40.43	42.86	39.06
Grade 6	2470.	2477.	2475.	3.39	10.53	5.56	33.90	22.81	25.93	16.95	24.56	24.07	45.76	42.11	44.44
Grade 7	2550.	2519.	2499.	13.25	8.11	3.92	38.55	32.43	29.41	22.89	21.62	21.57	25.30	37.84	45.10
Grade 8	2624.	2581.	2548.	27.91	14.47	13.85	51.6	47.37	23.08	9.30	21.05	35.38	11.63	17.11	27.69
Grade 11	NA	2593.	2663.	NA	10.53	51.85	NA	47.37	33.33	NA	36.84	11.11	NA	5.26	3.70
All Grades	N/A	N/A	N/A	14.57	10.56	12.57	32.57	31.22	21.66	16.00	25.12	25.67	36.86	33.10	40.11

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	18.87	10.77	13.46	41.51	50.77	48.08	39.62	38.46	38.46
Grade 4	7.41	11.67	8.20	42.59	53.33	31.15	50.00	35.00	60.66
Grade 5	17.02	12.50	12.50	42.55	42.86	43.75	40.43	44.64	43.75
Grade 6	5.08	8.77	11.11	44.07	45.61	48.15	50.85	45.61	40.74
Grade 7	20.48	18.92	9.80	54.22	44.59	45.10	25.30	36.49	45.10
Grade 8	32.56	28.95	23.08	51.16	43.42	38.46	16.28	27.63	38.46
Grade 11	NA	15.79	55.56	NA	65.79	37.04	NA	18.42	7.41
All Grades	17.48	15.96	16.31	45.85	48.36	41.71	36.68	35.68	41.98

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	20.75	6.15	11.54	43.40	43.08	51.92	35.85	50.77	36.54
Grade 4	7.41	15.00	1.64	42.59	50.00	37.70	50.00	35.00	60.66
Grade 5	21.28	14.29	12.50	48.48	50.00	45.31	29.79	35.71	42.19
Grade 6	10.34	14.04	11.11	34.48	31.58	42.59	55.17	54.39	46.30
Grade 7	28.92	12.16	11.76	50.60	55.41	54.90	20.48	32.43	33.33
Grade 8	53.49	28.95	26.15	37.21	53.95	47.69	9.30	17.11	26.15
Grade 11	NA	23.68	59.26	NA	68.42	29.63	NA	7.89	11.11
All Grades	23.85	16.20	16.04	43.39	49.77	45.19	32.76	34.04	38.77

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	18.87	15.38	15.38	52.83	56.92	63.46	28.30		21.15
Grade 4	11.11	16.67	3.28	50.00	60.00	63.93	38.89		32.79
Grade 5	6.38	7.14	6.25	70.21	64.29	70.31	23.40		23.44
Grade 6	11.86	8.77	9.26	54.24	68.42	51.85	33.90		38.89
Grade 7	8.43	9.46	3.92	66.27	56.76	62.75	25.30		33.33
Grade 8	18.60	14.47	10.77	74.42	68.42	69.23	6.98		20.00
Grade 11	NA	15.79	22.22	NA	71.05	77.78	NA		0.00
All Grades	12.61	12.44	9.09	60.74	63.15	64.97	26.65		25.94

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	18.87	15.38	11.54	50.94	60.00	51.92	30.19	24.62	36.54
Grade 4	9.26	21.67	8.20	50.00	48.33	31.15	40.74	30.00	60.66
Grade 5	34.04	16.07	23.44	34.04	51.79	42.19	31.91	32.14	34.38
Grade 6	22.03	19.30	14.81	35.59	49.12	51.85	42.37	31.58	33.33
Grade 7	36.51	29.73	13.73	51.81	44.59	45.10	21.69	25.68	41.18
Grade 8	62.79	35.53	24.62	27.91	52.63	40.00	9.30	11.84	35.38
Grade 11	NA	34.21	74.07	NA	57.89	22.22	NA	7.89	3.70
All Grades	28.37	24.65	20.59	42.69	51.64	41.71	28.94	23.71	37.70

Conclusions based on this data:

1. SBAC data in English Language Arts is declining in almost all grades except for 3rd, 6th, and 11th grades. Teachers need to use IAB and MAP data to drive their lesson plans, so this year we are having them give IABs every month. Data driven department and grade level meetings are happening on a bi weekly basis to help teachers learn how to read the data and reteach accordingly.

2. The Standard Not Met column has the biggest percentage in every grade level except for 8th and 11th grades. This shows that teachers have to spend time teaching basic skills. Intervention groupings need to be more prevalent and ongoing. SDAIE strategies for the EL students need to be in every lesson.
3. The Standard Nearly Met column's percentage is going down in every grade except for 4th and 8th grades, so students are either improving into the Standard Met tier or dropping into the Standard Not Met tier.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	53	65	53	53	65	52	53	65	52	100	100	98.1
Grade 4	55	60	61	55	60	61	55	60	61	100	100	100
Grade 5	48	57	64	47	56	64	47	56	64	97.9	98.2	100
Grade 6	64	57	56	64	57	54	64	57	54	100	100	96.4
Grade 7	83	74	51	83	74	51	83	74	51	100	100	100
Grade 8	47	76	65	47	76	65	47	76	65	100	100	100
Grade 11	11	40	27	11	40	27	11	40	27	100	100	100
All	361	429	377	360	428	374	360	428	374	99.7	99.8	99.2

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2427.	2398.	2430.	9.43	1.54	13.46	30.19	30.77	32.69	39.62	24.62	32.69	20.75	43.08	21.15
Grade 4	2443.	2453.	2427.	9.09	15.00	0.00	20.00	15.00	14.75	38.18	38.33	47.54	32.73	31.67	37.70
Grade 5	2466.	2476.	2469.	4.26	5.36	10.94	12.77	19.64	10.94	42.55	35.71	28.13	40.43	39.29	50.00
Grade 6	2490.	2468.	2482.	10.94	7.02	1.85	18.75	17.54	22.22	28.13	21.05	33.33	42.19	54.39	42.59
Grade 7	2503.	2489.	2481.	9.64	16.22	3.92	19.28	12.16	17.65	31.33	24.32	27.45	39.76	47.30	50.98
Grade 8	2583.	2511.	2520.	31.91	9.21	15.38	19.15	9.21	16.92	17.02	27.63	23.08	31.91	48.68	44.62
Grade 11	2609.	2569.	2650.	27.27	5.00	29.63	18.18	12.50	25.93	18.18	47.50	29.63	36.36	35.00	14.81
All Grades	N/A	N/A	N/A	12.50	8.88	9.36	20.00	17.52	19.25	32.22	30.14	31.82	35.28	43.46	39.57

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	24.53	15.38	19.23	43.40	27.69	48.08	32.08	56.92	32.69
Grade 4	20.00	21.67	6.56	29.09	30.00	24.59	50.91	48.33	68.85
Grade 5	8.51	12.50	12.50	27.66	33.93	25.00	63.83	53.57	62.50
Grade 6	17.19	10.53	5.56	29.69	31.58	42.59	53.13	57.89	51.85
Grade 7	14.46	18.92	7.84	32.53	25.68	31.37	53.01	55.41	60.78
Grade 8	34.04	14.47	18.46	29.70	32.89	29.23	36.17	52.63	52.31
Grade 11	45.45	5.00	33.33	18.18	45.00	48.15	36.36	50.00	18.52
All Grades	20.00	14.72	13.37	31.76	31.54	33.96	48.33	53.74	52.67

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	26.42	9.23	36.54	50.94	52.31	46.15	22.64	38.48	17.31
Grade 4	16.36	16.67	1.64	43.64	40.00	54.10	40.00	43.33	44.26
Grade 5	8.51	10.71	14.06	38.30	41.07	29.69	53.19	48.21	56.25
Grade 6	15.63	8.77	5.56	31.25	40.35	38.89	53.13	50.88	55.56
Grade 7	13.25	16.22	11.76	44.58	31.08	33.33	42.17	52.70	54.90
Grade 8	44.68	13.16	16.92	25.53	47.37	40.00	29.79	39.47	43.08
Grade 11	36.36	5.00	40.74	27.27	67.50	51.85	36.36	27.50	7.41
All Grades	20.28	11.92	16.04	39.17	44.39	41.18	40.56	43.69	42.78

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	24.53	7.69	17.31	49.06	60.00	50.00	26.42	32.31	32.69
Grade 4	12.73	15.00	4.92	40.09	41.67	49.18	38.18	43.33	45.90
Grade 5	2.13	10.71	4.69	53.19	48.21	50.00	44.68	41.07	45.31
Grade 6	15.63	7.02	3.70	39.06	45.61	51.85	45.31	47.37	44.44
Grade 7	18.07	14.86	7.84	57.83	50.00	58.82	24.10	35.14	33.33
Grade 8	31.91	9.21	13.85	42.55	51.32	47.69	35.53	39.47	38.46
Grade 11	27.27	5.00	29.63	54.55	75.00	62.96	18.18	20.00	7.41
All Grades	17.78	10.28	10.16	49.17	52.10	51.87	33.06	37.62	37.97

Conclusions based on this data:

1. SBAC data in Math is increasing in almost all grades except for 4th grade. Math teachers are concentrating on using IAB and MAP data to formulate small intervention groups concentrating on basic skills. The more adept students are with basic skills, the more confident they are learning new skills. Programs such as Khan Academy/Khan Academy Mappers and Prodigy help students acquire these skills.
2. The Standard Met column has increased in every grade level except for 4th and 5th grades. Teachers are incorporating ELD standards into their daily lesson plans which is helping the EL students acquire more English making it easier for them to understand math concepts.
3. The Standard Nearly Met column's percentage is going down in every grade except for 4th, 5th, and 7th grades. This means more students are meeting the standards. Power English and Power Math classes are basically for the Level 2 students to get that extra boost in skills to get to Proficient.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1440.7	1488.7	1456.9	1481.8	1402.7	1504.4	51	32
Grade 1	1457.0	1474.7	1472.5	1499.5	1440.8	1449.4	31	34
Grade 2	1516.0	1492.6	1531.3	1525.8	1500.4	1458.8	31	21
Grade 3	1503.2	1514.2	1515.6	1527.5	1490.5	1500.4	36	27
Grade 4	1506.4	1502.2	1506.5	1500.9	1505.8	1503.0	24	28
Grade 5	1521.8	1509.7	1521.9	1512.9	1521.0	1505.9	20	26
Grade 6	1507.2	1506.5	1503.2	1498.9	1510.6	1513.6	18	20
Grade 7	1517.1	1514.4	1509.5	1510.5	1524.2	1517.8	29	18
Grade 8	1532.2	1520.6	1529.4	1499.5	1534.5	1541.3	17	25
Grade 9	*	*		*		*		9
Grade 10	*	*		*		*		*
Grade 11	*	*		*		*		*
Grade 12	*	*		*		*		4
All Grades							283	250

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	33.33	46.88	35.29	43.75	23.53	6.25		3.13	51	32
1	38.71	20.59	*	50.00	*	17.65		11.76	31	34
2	54.84	23.81	*	42.86	*	33.33		0.00	31	21
3	*	33.33	50.00	33.33	*	29.63		3.70	36	27
4	*	3.57	54.17	53.57	*	35.71		7.14	24	28
5	*	11.54	70.00	42.31	*	34.62		11.54	20	26
6	*	10.00	*	20.00	*	55.00		15.00	18	20
7	*	16.67	*	11.11	*	61.11		11.11	29	18
8	*	4.00	*	36.00	*	40.00		20.00	17	25
9	*	*	*	*	*	*		*		*
10	*	*	*	*	*	*		*		*
11	*	*	*	*	*	*		*		*
12	*	*	*	*	*	*		*		*
All Grades	28.62	20.00	28.62	38.80	21.20	31.60	7.77	9.60	283	250

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	50.98	53.13	35.29	34.38	23.53	9.38	*	3.13	51	32
1	51.61	50.00	*	26.47	*	20.59	*	2.94	31	34
2	80.65	66.67	50.00	23.81	*	9.52	*	0.00	31	21
3	50.00	59.26	54.17	29.63	*	7.41	*	3.70	36	27
4	*	32.14	70.00	46.43	*	10.71	*	10.71	24	28
5	*	38.46	*	34.62	*	15.38	*	11.54	20	26
6	*	20.00	*	20.00	*	60.00	*	0.00	18	20
7	41.38	22.22	*	22.22	*	50.00	*	5.56	29	18
8	*	4.00	*	48.00	*	28.00	*	20.00	17	25
9	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*		*	*	*
12	*	*	*	*	*	*	*	*	*	*
All Grades	49.82	40.00	42.40	32.00	21.20	20.80	7.77	7.20	283	250

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	23.53	53.13	*	34.38	35.29	12.50	25.94	0.00	51	32
1	*	8.82	*	35.29	*	41.18	*	14.71	31	34
2	41.94	0.00	*	33.33	*	42.86	*	23.81	31	21
3	*	18.52	*	25.93	38.89	29.63	38.89	25.93	36	27
4	*	3.57	45.83	17.86	*	57.14	*	21.43	24	28
5	*	0.00	*	19.23	*	57.69	*	23.08	20	26
6	*	5.00	*	0.00	*	60.00	*	35.00	18	20
7	*	5.56	*	5.56	*	55.56	*	33.33	29	18
8	*	8.00	*	12.00	*	44.00	*	36.00	17	25
9	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*
All Grades	16.25	13.20	26.86	22.80	32.16	42.00	24.73	22.00	283	250

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	64.71	37.50	31.37	59.38	*	3.13	51	32	
1	51.61	61.76	38.37	35.29	*	2.94	31	34	
2	67.74	28.57	*	71.43	*	0.00	31	21	
3	30.56	29.63	55.56	55.56	*	14.81	36	27	
4	*	21.43	62.50	67.86	*	10.71	24	28	
5	*	3.85	65.00	76.92	*	19.23	20	26	
6	*	20.00	*	50.00	*	30.00	18	20	
7	*	11.11	58.62	55.56	*	33.33	29	18	
8	*	8.00	70.59	72.00	*	20.00	17	25	
9	*	*	*	*	*	*	*	*	
10	*	*	*	*	*	*	*	*	
11	*	*	*	*	*	*	*	*	
12	*	*	*	*	*	*	*	*	
All Grades	42.23	25.20	46.29	61.20	8.48	13.60	283	250	

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	43.14	56.25	49.02	40.63	*	3.13	51	32
1	58.06	47.06	*	38.24	*	14.71	31	34
2	90.32	80.95	*	19.05	*	0.00	31	21
3	80.56	85.19	*	11.11	*	3.70	36	27
4	87.50	39.29	*	50.00	*	10.71	24	28
5	90.00	69.23	*	26.92	*	3.85	20	26
6	*	25.00	61.11	70.00	*	5.00	18	20
7	44.83	33.33	51.72	55.56	*	11.11	29	18
8	64.71	8.00	*	72.00	*	20.00	17	25
9	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*
All Grades	65.37	51.60	30.04	40.00	8.48	8.40	283	250

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	25.00	68.63	75.00	*	0.00	51	32
1	38.71	35.29	*	47.06	35.48	17.65	31	34
2	41.94	9.52	35.48	57.14	*	33.33	31	21
3	*	11.11	33.33	55.56	61.11	33.33	36	27
4	*	3.57	66.67	64.29	*	32.14	24	28
5	*	7.69	70.00	69.23	*	23.08	20	26
6	*	5.00	*	15.00	72.22	80.00	18	20
7	*	0.00	*	33.33	68.97	66.67	29	18
8	*	12.00	*	28.00	64.71	60.00	17	25
9	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*
All Grades	19.08	14.40	43.82	51.60	37.10	34.00	283	250

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	45.10	65.63	27.45	31.25	27.45	3.13	51	32
1	*	0.00	61.29	70.59	*	29.41	31	34
2	35.48	4.76	61.29	76.19	*	19.05	31	21
3	*	29.63	69.44	59.26	*	11.11	36	27
4	*	3.57	87.50	85.71	*	10.71	24	28
5	*	7.69	75.00	84.62	*	7.69	20	26
6	*	25.00	88.89	75.00	*	0.00	18	20
7	*	5.56	79.31	83.33	*	11.11	29	18
8	*	4.00	88.24	92.00	*	4.00	17	25
9	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*
All Grades	25.09	17.60	63.60	70.80	13.31	11.60	283	250

Conclusions based on this data:

1. There is a steady increase in the Somewhat/Moderately domain in all levels. Students who start at the beginning level are making it to the next level because of the way teachers are utilizing their lesson plans to include more vocabulary and oral speaking time. Teachers are scaffolding their writing lessons to make it easier for the EL students to understand the basics of writing. Teachers always project the written instructions as well as reading them.
2. There is a higher rate of Level 4 students at the lower grades. This is probably that since they are born here in the US they listen to English more, so it is easier for them to learn once they get in school. The upper grade students are more of the newcomers and it is harder for them to learn.
3. Students tend to score highest in the Speaking domain. 91% of students score in the Well Developed and Somewhat/Moderately Developed range. This shows that these students are speaking English at school with their friends and teachers on a regular basis.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
674	81.5	36.4	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	245	36.4
Homeless	53	7.9
Socioeconomically Disadvantaged	549	81.5
Students with Disabilities	100	14.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	7	1.0
American Indian	5	0.7
Asian	15	2.2
Filipino	2	0.3
Hispanic	599	88.9
Two or More Races	5	0.7
Pacific Islander	1	0.1
White	40	5.9

Conclusions based on this data:







1. We have a high percentage of students living with socioeconomic disadvantages, 81.5%, so we ensure that all families have access to technology and learning by providing free hotspots for their home, and each student is provided with a chromebook. We will continue to focus on providing support for our stakeholders with having equitable access to all learning and extra curricular opportunities.
2. We have a high percentage of english learner students, 36.4%, so we will focus on providing support for our english learners to ensure they are receiving the supports they need to have equitable access to all learning opportunities.
3. We also have 7.9% of our students experiencing homelessness, so we connect our families with community resources like "Western Youth Services" in Orange County, as well as establishing a partnership with congressman Lou Correrawill to provide our families with healthy food items and meals. We will continue to ensure that all of our

students who meeting the homeless criteria are supported with all of the resources they need from the school and community, in order to provide an equitable education experience for all students.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p>English Language Arts</p>  <p>Orange</p>	<p>Graduation Rate</p>  <p>No Performance Color</p>	<p>Suspension Rate</p>  <p>Yellow</p>
<p>Mathematics</p>  <p>Yellow</p>	<p>Chronic Absenteeism</p>  <p>Orange</p>	
<p>College/Career</p>  <p>No Performance Color</p>		

Conclusions based on this data:

1. Math SBAC scores are increasing in Standard Exceeded and Standard Met categories. Math teachers are having concentrated intervention groups as well as math tutoring after school. Programs such as Khan Academy and Prodigy are increasing students' basic skills, making the new concepts easier to understand.
2. With our large number of English Learner students, our ELA SBAC data is steadily declining.
3. Our Suspension Rate is staying in the yellow tier.

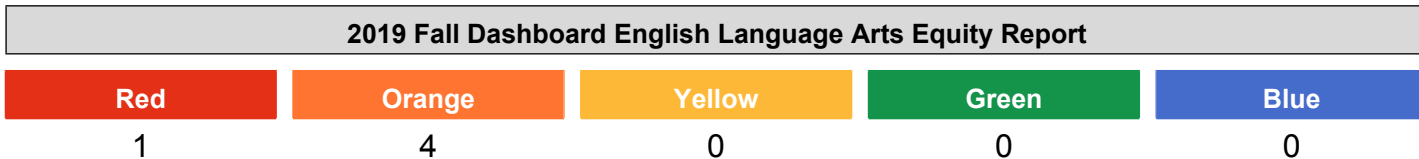
School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Orange 34.5 points below standard Declined -10.5 points 360	<p>English Learners</p>  Orange 68 points below standard Declined Significantly -15.7 points 210	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p>Homeless</p>  Orange 28.8 points below standard Maintained -1.5 points 36	<p>Socioeconomically Disadvantaged</p>  Orange 40.2 points below standard Declined -8.8 points 318	<p>Students with Disabilities</p>  Red 80.2 points below standard Declined -7.1 points 64

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Orange 42.8 points below standard Declined -12.7 points 327	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 83.9 points above standard Increased Significantly ++63.5 points 15

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
97.1 points below standard Declined -8.6 points 136	14.5 points below standard Declined -13.2 points 74	13.3 points below standard Declined -9.7 points 85

Conclusions based on this data:

- Most student groups are at the Orange tier either having declined or maintained from the 2017-18 school year. We are continuing to focus on our English curriculum, along with an accompanying ELD curriculum. English and History teachers are continuing to give IABs monthly to see growth and what needs to be retaught. Teachers have small group intervention weekly for these students, as well as paraprofessional support in the classroom.
- The lowest student group is Students With Disabilities with a decline of 7.1 points from the 2017-18 school year. Our SPED teachers are concentrating on student's IEP goals, and aligning them with the ELA standards in the classroom. The students have para support in all English classes, and some History classes, and partake in many differentiated activities during the class periods. Many of these students are English Learners too, so SDAIE strategies are taught during every lesson.
- Our white population is the only increase at 83.9 points above standard. It is an increase of 63.5 points from the 2017-18 school year.

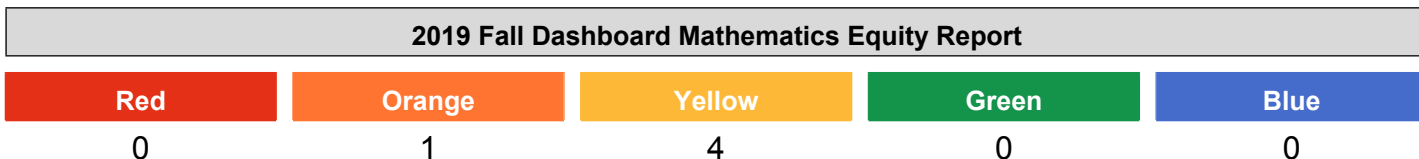
School and Student Performance Data

Academic Performance Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>50.8 points below standard</p> <p>Increased ++8.6 points</p> <p>360</p>	<p>English Learners</p> <p>Orange</p> <p>79.4 points below standard</p> <p>Maintained ++1.6 points</p> <p>210</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p>Homeless</p> <p>Yellow</p> <p>54.7 points below standard</p> <p>Increased Significantly ++15.2 points</p> <p>36</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>56.4 points below standard</p> <p>Increased ++9.7 points</p> <p>318</p>	<p>Students with Disabilities</p> <p>Yellow</p> <p>93.6 points below standard</p> <p>Increased Significantly ++27.6 points</p> <p>64</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 60.3 points below standard Increased ++5.2 points 327	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 73 points above standard Increased Significantly ++76.5 points 15

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
105.6 points below standard Increased ++5.3 points 136	31.2 points below standard Increased ++7.5 points 74	25.1 points below standard Increased Significantly ++17.9 points 85

Conclusions based on this data:

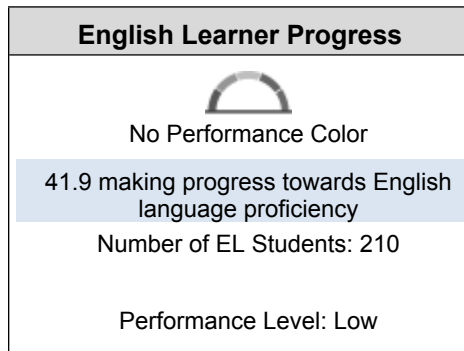
- Most student groups are at the Yellow tier with all increasing from the 2017-18 school year, higher than the state average at orange. We are continuing to focus on our Math curriculum, while bringing in outside sources such as Khan Academy and Prodigy. Math teachers are continuing to give IABs monthly to see growth and what needs to be retaught. Teachers have small group intervention weekly for these students, as well as paraprofessional support in the classroom.
- The lowest student group is English Learners in the Orange tier, and they maintained their status from the 2017-18 school year. Our SPED teachers are concentrating on student's IEP goals, and aligning them with the Math standards in the classroom. The students have para support in all Math classes, and some Science classes, and partake in many differentiated activities during the class periods. Many of these students are English Learners too, so SDAIE strategies are taught during every lesson.
- There are no student groups in the red tier.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
24.7	33.3	5.2	36.6

Conclusions based on this data:

- 41.9% of EL students are making progress toward English language proficiency. Teachers use the Mc-Graw Hill curriculum with the ELD component during English classes on a daily basis, as well as using SDAIE strategies in all classes across the board. Teachers in all subjects are adhering to the ELD standards as well as their content-level standards.
- 75.1% of EL students are maintaining or progressing in one ELPI level in the 2018-19 school year. Teachers use the Mc-Graw Hill curriculum with the ELD component during English classes on a daily basis, as well as using SDAIE strategies in all classes across the board. Teachers in all subjects are adhering to the ELD standards as well as their content-level standards.
- English Learner Progress is at the low performance level.

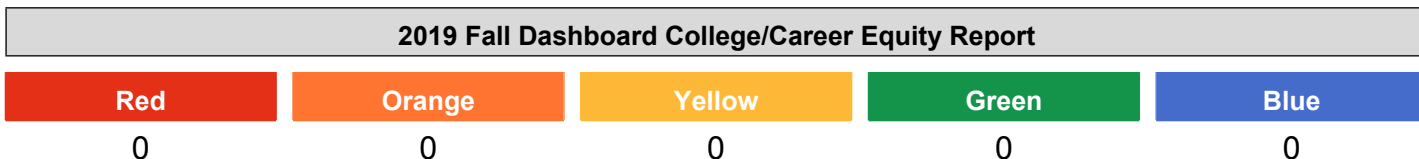
School and Student Performance Data

Academic Performance College/Career







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
<p>All Students</p>  <p>No Performance Color</p> <p>52.8</p> <p>Declined -8.8</p> <p>36</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>	<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
61.5 Prepared	61.5 Prepared	52.8 Prepared
23.1 Approaching Prepared	23.1 Approaching Prepared	33.3 Approaching Prepared
15.4 Not Prepared	15.4 Not Prepared	13.9 Not Prepared

Conclusions based on this data:

1. We do not have any performance colors for College/Career Readiness because historically we have less than 11 students in each group.
2. 52.8% of our students are College/Career Prepared declining from 61.5% in the 2017-18 school year - a decline of 8.8%, yet we are still above the state level of 44.1%.
3. We have the lowest "Not Prepared" percentage in three years, 13.9%.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	4	1	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>8.5</p> <p>Increased +1.2</p> <p>552</p>	<p>English Learners</p> <p>Yellow</p> <p>9.4</p> <p>Maintained +0.3</p> <p>234</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p>Homeless</p> <p>Orange</p> <p>17</p> <p>Increased +0.7</p> <p>53</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>9.3</p> <p>Increased +2.1</p> <p>482</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>11.8</p> <p>Increased +4.2</p> <p>85</p>

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 0 Declined -7.1 14	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Orange 8.4 Increased +1.5 509	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 7.7 Declined -1.4 13

Conclusions based on this data:

- Overall our Chronic Absenteeism is at 8.5% for Fall 2019, an increase of 1.2% from the previous school year. We focused our efforts on connecting with parents and students to provide support for our families struggling with regular attendance in all of their classes. We work with families and students to design structured PBIS incentives to motivate students with improving their attendance.
- There was a 4.2% increase for our students with disabilities, and 2.1% increase for socioeconomically disadvantaged, so we consistently reach out to these families and the Teacher teams to identify the supports needed to improve the attendance for our students with disabilities and socioeconomically disadvantaged, as well as designing individual PBIS incentives on campus, as well as at home, to help support our parents and students with having regular attendance in all of their classes.
- Chronic Absenteeism for our Asian and White students declined by 7.% for Asian and 1/4% for White, but our Hispanic students increased by 1.5%. This provides us with helpful insight for where we need to improve our outreach and support efforts for our Hispanic students, and more collaboration with families and teacher teams, to provide support for all students with chronic absenteeism.

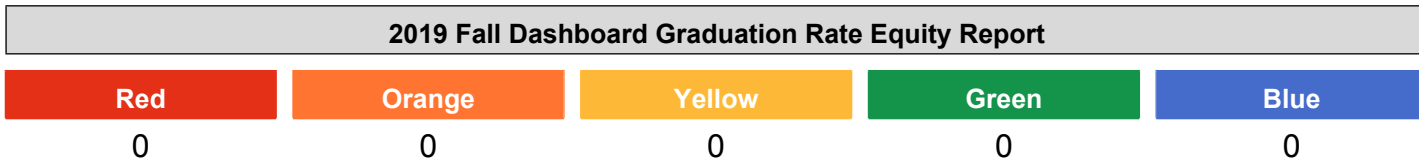
School and Student Performance Data

Academic Engagement Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 No Performance Color 91.7 Declined -1.2 36	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 No Performance Color 90.6 Maintained -0.3 32	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
<p>African American</p>  <p>No Performance Color 0 Students</p>	<p>American Indian</p>  <p>No Performance Color 0 Students</p>	<p>Asian</p>  <p>No Performance Color 0 Students</p>	<p>Filipino</p>  <p>No Performance Color 0 Students</p>
<p>Hispanic</p>  <p>No Performance Color 88.9 27</p>	<p>Two or More Races</p>  <p>No Performance Color 0 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color 0 Students</p>	<p>White</p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9</p>

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year	
2018	2019
92.9	91.7

Conclusions based on this data:

1. We do not have any performance colors for Graduation Rate because historically we have less than 11 students in each group.
2. We had a 91.7% graduation rate in the 2018-19 school year - a 1.2% decline from the 2017-18 school year, but still above the state level of 85.9%.

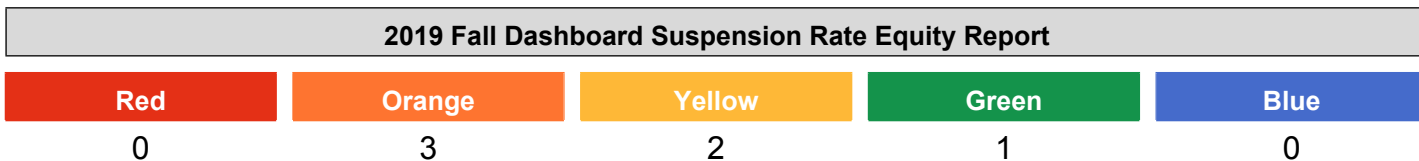
School and Student Performance Data

Conditions & Climate Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>2.5</p> <p>Increased +0.4</p> <p>714</p>	<p>English Learners</p> <p>Orange</p> <p>3.1</p> <p>Increased +0.3</p> <p>255</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>2</p>
<p>Homeless</p> <p>Green</p> <p>1.6</p> <p>Declined -0.4</p> <p>64</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>2.6</p> <p>Maintained +0.1</p> <p>614</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>2.6</p> <p>Increased +1</p> <p>116</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
<p>African American</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data</p> <p>7</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data</p> <p>5</p>	<p>Asian</p>  <p>No Performance Color</p> <p>0</p> <p>Maintained 0</p> <p>15</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data</p> <p>3</p>
<p>Hispanic</p>  <p>Orange</p> <p>2.7</p> <p>Increased +0.3</p> <p>634</p>	<p>Two or More Races</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data</p> <p>6</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data</p> <p>1</p>	<p>White</p>  <p>Yellow</p> <p>2.3</p> <p>Increased +2.3</p> <p>43</p>

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	2018	2019
	2.2	2.5

Conclusions based on this data:

1. There was an increase for the suspension rate from 2018 to 2019, from 2.2% to 2.5%, which informed our leadership team that there needed to be a focus on using "Restorative Practices" as an alternative to suspensions, and we saw a major improvement during the 2019-2020 school year with decreasing our suspension rate down to 0%, which also had a positive impact on our overall attendance, and approval/satisfaction data from our MPS district wide annual Panorama surveys.
2. Due to the suspension rate from 2018 to 2019 going from 2.2% to 2.5%, we restructured our reflection committee practices to focus on using the interventions in our student parent handbook, with a specific focus on restorative practices, to use alternative interventions that allow the student to remain in their classes to learn, without using suspensions as a disciplinary practice.
3. One area of improvement will be to provide more collaboration for grade level teachers to discuss best practices and plan for more effective classroom management strategies to prevent and deescalate situations more effectively. Another area of improvement for our school will be to provide more MTSS opportunities for teachers and school leaders to be better prepared with strategies that can be implemented inside the classroom, as well as school wide, to improve the culture of the school.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT

LEA/LCAP Goal

All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive basic services that are fundamental to academic success, including fully credentialed teachers, standards-aligned instructional materials, and appropriately maintained school facilities.

Goal 1

All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive basic services that are fundamental to academic success, including fully credentialed teachers, standards-aligned instructional materials, and appropriately maintained school facilities.

Identified Need

Providing basic services means ensuring all students have access to teachers who are fully credentialed in their subject areas, instructional materials aligned with state standards, and safe, properly maintained school facilities. MSA SA will also adhere to the MPS Wellness Policy and encourage participation in school meal programs. Research shows when students are provided with these basic services, student learning outcomes increase. The MPS Home Office will provide services such as academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations to support and hold accountable the MSA SA for compliance and meeting charter goals. MSA SA will implement the actions listed under this goal and use the indicated metrics to measure progress in provision of basic services to maintain a high-quality learning environment.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions (Source: Local Indicator Priority 1)	2019-20: 0	2020-21: 0
Percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1)	2019-20: 0%	2020-21: 0%
Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and	2019-20: 0	2020-21: 0

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
extreme deficiencies) (Source: Local Indicator Priority 1)		
Teacher attendance rate (Source: HRIS)	2019-20: 97.1%	2020-21: 97.0%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students number of miss assignments of teachers of English learners, total teacher miss assignments, and vacant teacher positions (Source: Local Indicator Priority 1)

Strategy/Activity

Teacher assignments and credentials:

MSA SA and the MPS Human Resources team will conduct credential, background, and TB clearance reviews as part of the hiring process and at least once throughout the year to ensure all credentials are properly maintained. MSA SA will support our teachers’ credentialing needs. MSA SA will also annually review master schedule and teacher assignments to ensure teachers are appropriately assigned and fully credentialed in the subject area and for the students, they are teaching. MSA SA uses a Human Resources Information System (HRIS) to automate employee documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR-related matters.

Expenditures associated with this action include the following: teacher credentialing expenses, Paycom/payroll fees, and livescan/fingerprinting fees.

The following expenditures will be funded by the federal funds:

- Teacher credentialing expenses: Resource: Title II, Part A (4035); Object: 5864; Amount: \$24,000.00

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
24,000	Title II Part A: Improving Teacher Quality

5800: Professional/Consulting Services And Operating Expenditures
Teacher credentialing expenses (6 teachers)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Instructional materials and technology:

MSA SA will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and physical requirements of students. MSA SA will annually review the alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. MSA SA will annually review the budget and plan to ensure an adequate budget for instructional materials. MSA SA will ensure that students have sufficient access to the standards-aligned instructional materials, including technology-based resources. Charter School will provide effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards-aligned instructional programs.

Expenditures associated with this action include the following: textbooks, instructional materials and supplies, computers and other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, etc.)

The following expenditures will be funded by the federal funds:

- Title 1, Object 4340; Amount: \$38,189.75 (Naviance program, Online Courses, BrainPop, NWEA, RazKids, Scholastic newspapers, ESGI, MyOn, Spelling City)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

38,189.75

Source(s)

Title I
4000-4999: Books And Supplies
Online programs

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Clean and safe facilities that support learning:

MSA SA will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. MSA SA will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. MSA SA will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by MSA SA custodial staff and/or outsourced. As a STEAM focused school we aim to operate in a sustainable and environmentally responsible manner. MSA SA will develop and monitor a comprehensive safety and security plan, conduct necessary safety training for all staff and continue to work with the stakeholders and experts to implement emergency and risk management procedures for individuals and the site. MSA SA will procure and maintain necessary safety and emergency supplies, equipment and items. MSA SA will establish schedules and procedures for the supervision of students in non-classroom areas, including before and after-school.

Expenditures associated with this action include the following: facilities rent/acquisition cost, custodial staff salaries and benefits, custodial supplies, maintenance and repair services, security services, security services, and CharterSAFE insurance.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Healthy and nutritious meals:

MSA SA will maintain nutrition education resources and continue focusing on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. MSA SA will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. MSA SA will promote healthy food and beverage choices for all students throughout the campus, as well as encourage participation in school meal programs.

Expenditures associated with this action include the following: student meals.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 5**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Well-orchestrated Home Office support services:

The MPS Home Office provides services to MSA SA, supports and holds accountable MSA SA 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. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the MSA SA administration and enables the MSA SA to receive services at a lower cost. The services of the Home Office include, but are not limited to, academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations. Instructional services are reflected in Goals 2-4.

Expenditures associated with this action include the following: Home Office management fees.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review**SPSA Year Reviewed: 2019-20**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

- Measurable Outcome #1.

Ensuring appropriate teacher assignment. MSA-SA leadership collaborates with the Human Resource team from the Home Office to recruit the best candidates. Outreach and platforms such as EdJoin and Indeed and community outreach are used to find candidates. MSA-SA also partners with local universities and colleges to identify a fit for the learning community.

- Measurable Outcome #2.

Beginning of the school year, students are provided with textbook materials that can be kept at home and an individual textbook is available in the classroom. This eliminates student transportation of textbooks. At the start of the pandemic, outreach was conducted to ensure students have the tools necessary to access the online curriculum. Hot Spots and Chromebooks are provided and the curriculum can be accessed through Google Classroom. Technology support is provided through staff either remotely or in-person to ensure students are able to connect should issues arise.

- Measurable Outcome #3.

Collectively, MSA-SA Leadership and Home Office meet regularly to ensure the facility is in 'good repair.' The meetings address areas needing attention and potential future areas of concern. Additionally, MPS Home Office has protocols in place to conduct an on-going inspection of the facility to ensure it is in 'good repair.'

- Measurable Outcome #4.

MSA-SA Leadership makes an effort to ensure teachers are check-in regularly. Furthermore, classroom and schoolwide behavior management systems have been instituted and staff trained on protocols. These protocols and strategies assist the teaching staff with their classroom management. The goal is that staff members view the workplace environment as a positive place for students and teachers.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are no major difference at the time.

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

- Measurable Outcome #2:

MSA-SA will constantly make itself available and reach out to families to ensure connectivity and learning continuum. This will include providing students with either Chromebook and/or hot spot for internet access should the need arise at any movement throughout the school year.

- Measurable Outcome #3:

Adjustments made include weekly meetings with the MPS Home Office in order to ensure safety protocols are in place as required by the Orange County Department of Public Health. An additional

cost might be incurred due to safety protocol implementation. LLM funds will be used to mitigate the cost expense.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

EXCELLENCE

LEA/LCAP Goal

All students will have equitable access to a high-quality core curricular and instructional program and make academic progress on the California Content Standards. Students will pursue academic excellence and be college/career ready.

Goal 2

All students will have equitable access to a high-quality core curricular and instructional program and make academic progress on the California Content Standards. Students will pursue academic excellence and be college/career ready.

Identified Need

MSA SA desires that all our students pursue academic excellence and be college/career ready. Effective core curriculum and instruction are central to academic success. Therefore, MSA SA will ensure that all students, including but not limited to, ELs, students with disabilities, socioeconomically disadvantaged/low-income students, and students achieving below grade level, have access to a high-quality core curricular and instructional program with appropriate services and support. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. MSA SA will also provide professional development to staff to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. MSA SA will implement the actions listed under this goal and use the indicated metrics, such as CAASPP assessment results, to measure progress in achievement of academic excellence and college/career readiness.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of programs and services outlined in the charter petition, including a broad course of study, that are developed and provided to students, certain programs and services being dependent on student need and interest (Source: Local Indicator Priority 7, SIS)	2019-20: 100%	2020-21: 100%
Percentage of students who have sufficient access to all programs and services developed and provided to unduplicated students and to individuals with exceptional	2019-20: 100%	2020-21: 100%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
needs (Source: Local Indicator Priority 7, SIS)		
Percentage of state standards implementation for all students (Source: Local Indicator Priority 2)	2019-20: 100%	2020-21: 100%
Percentage of students who have received a grade of "C" or better (or performed "proficient" on the related state standardized tests) in core subjects and electives (Source: SIS)	2019-20: 80%	2020-21: 58%
Average Lexile Growth (L) from fall to spring (Source: myON)	2019-20: 64.7	2020-21: 65.0
Percentage of students meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2018-19: All Students: 34.23% English Learners: 9.28% Socioeconomically Disadvantaged: 32.47% Students with Disabilities: 12.07% Homeless: 32.43% Hispanic: 31.18% White: 73.33%	2020-21: All Students: 38% English Learners: 12% Socioeconomically Disadvantaged: 38% Students with Disabilities: 16% Homeless: 38% Hispanic: 37% White: 74%
Distance from Standard (DFS) on the CASSPP-ELA/Literacy assessments (Source: CA School Dashboard)	2018-19: All Students: 34.5 points below standard English Learners: 68 points below standard Socioeconomically Disadvantaged: 40.2 points below standard Students with Disabilities: 80.2 points below standard Hispanic: 42.8 points below standard White: 83.9 points above standard	2020-21: All Students: 29 points below standard English Learners: 62 points below standard Socioeconomically Disadvantaged: 33 points below standard Students with Disabilities: 72 points below standard Hispanic: 36.5 points below standard White: 84 points above standard
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Reading	2018-19: All Students: 50.4% English Learners: 45.5% Socioeconomically Disadvantaged: 51.6%	2020-21: All Students: 56% English Learners: 53% Socioeconomically Disadvantaged: 56%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
assessment from fall to spring (Source: NWEA MAP)	Students with Disabilities: 51.8% Hispanic: 51% White: 33.3%	Students with Disabilities: 56% Hispanic: 56% White: 52%
Percentage of students meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2018-19: All Students: 28.61% English Learners: 10% Socioeconomically Disadvantaged: 26.36% Students with Disabilities: 12% Hispanic: 25.29% White: 73.33%	2020-21: All Students: 32% English Learners: 15% Socioeconomically Disadvantaged: 32% Students with Disabilities: 16% Hispanic: 32% White: 75%
Distance from Standard (DFS) on the CASSPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	2018-19: All Students: 50.8 points below standard English Learners: 79.4 points below standard Socioeconomically Disadvantaged: 56.4 points below standard Students with Disabilities: 93.6 points below standard Hispanic: 60.3 points below standard White: 73 points above standard	2020-21: All Students: 44.5 points below standard English Learners: 72.5 points below standard Socioeconomically Disadvantaged: 50 points below standard Students with Disabilities: 86 points below standard Hispanic: 54 points below standard White: 74 points above standard
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	2018-19: All Students: 40% English Learners: 35.5% Socioeconomically Disadvantaged: 40.2% Students with Disabilities: 41.7% Hispanic: 39.1% White: 57.9%	2020-21: All Students: 53% English Learners: 53% Socioeconomically Disadvantaged: 53% Students with Disabilities: 53% Hispanic: 53% White: 59%
Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard)	2018-19: 41.9%	2020-21: 46.5%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2019-20: 17.1%	2020-21: 17%
Percentage of students meeting or exceeding standard on the CAASPP-Science assessments (Source: CDE DataQuest)	2018-19: All Students: 16.47% English Learners: 1.92% Socioeconomically Disadvantaged: 16.54% Students with Disabilities: 0% Hispanic: 14.58% White: 30.76%	2020-21: All Students: 20% English Learners: 10% Socioeconomically Disadvantaged: 20% Students with Disabilities: 10% Hispanic: 20% White: 32%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Broad course of study and standards-based curriculum:

MSA SA will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. MSA SA will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. MSA SA will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule.

Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, substitute teacher expenses, and Odysseyware (ALEKS, FuelEd) course fees.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Learners, Foster Youth, Low Income

Strategy/Activity

Professional development for high-quality instruction :

Professional development will occur at the MPS organizational level and within the school. MSA SA will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high-quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high-quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs.

Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost software fees.

The following expenditures will be funded by the federal funds:

- Professional Development: Resource: Title II, Part A (4035); Object: 5864; Amount: \$12,000
- Bonus Pay: Resource: Title II, Part A (4035); Object: 5864; Amount: \$20,521

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

12,000

Title II Part A: Improving Teacher Quality
5800: Professional/Consulting Services And Operating Expenditures
Professional Development (Tuition Reimbursement)

20,521

Title II Part A: Improving Teacher Quality
1000-1999: Certificated Personnel Salaries
Bonus Pay

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Learners, Foster Youth, Low Income

Strategy/Activity

MTSS - Academic enrichment, intervention and student support:

MSA SA will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. MSA SA will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. MSA SA will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.)

Expenditures associated with this action include the following:

Dean of Academics salary and benefits, Title-I coordinator salary and benefits, instructional aide salaries and benefits, intervention teacher salaries and benefits, teacher stipends for after school, Saturday school, and summer school, NWEA MAP testing fees, Illuminate DnA fees, and evidence-based supplemental intervention/enrichment program fees (Accelerated Reader, myON, Lexercise, ST Math, Grade Slam, Sumdog, BrainPOP, NextGenMath, Membean, Spelling City, Turnitin, Seesaw, ABC Mouse, Learning A-Z, Cityspan, Flocabulary, and ALEKS.)

The following expenditures will be funded by the federal funds:

- Payment to Certified Staff: Resource: Title I, Part A (3010); Object: 1100; Amount: \$97,155.60
- Payment to Classified Staff: Resource: Title I, Part A (3010); Object: 2200; Amount: \$65,705.00
- Cost of Benefits: Title I, Part A (3010); Object: 3100; Amount: \$43,907.65

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

97,155.60

Title I
1000-1999: Certificated Personnel Salaries
Power Classes, School Psychologist (50%)

65,705.00

Title I
2000-2999: Classified Personnel Salaries

	Paraprofessionals
43,907.65	Title I 3000-3999: Employee Benefits Benefits

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Designated and integrated ELD programs:

MSA SA I will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. MSA SA will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. MSA SA teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. MSA SA will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. MSA SA will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. MSA SA will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. MSA SA will provide regular and timely communication with families of EL students regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences.

Expenditures associated with this action include the following: EL coordinator salary and benefits, EL coordinator stipend, EL instructional aide salary and benefits, and Rosetta Stone program fees.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students (with a focus on Students with Disabilities)

Strategy/Activity

Support for students with disabilities:

Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA.

Expenditures associated with this action include the following: SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, SPED intern salaries and benefits, outsourced SPED services fees, and SPED instructional materials and technology.

The following expenditures will be funded by the federal funds:

- School psychologist salary (20%): Title IV, Part A (4127); Object: 1100; Amount: \$16,002.80
- School psychologist benefits (20%): Title IV, Part A (4127); Object: 3100; Amount: \$3,911.07

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

16,002.80

Title IV Part A: Student Support and Academic Enrichment
1000-1999: Certificated Personnel Salaries
School Psychologist (20%)

3,911.07

Title IV Part A: Student Support and Academic Enrichment
3000-3999: Employee Benefits
School Psychologist (20%)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

- Activity 1:

MSA-SA will provide a rigorous and relevant curriculum, professional development, and data analysis to measure student outcomes to inform instructional practices that will close the achievement gap. The usage of NWEA MAP assessment and the CAASPP IABs and ICAs assessment alongside the data analysis collaboration has demonstrated academic growth.

- Activity 2:

MSA-SA values the professional development of all staff members and understands the importance of teacher preparation in order to close the achievement gap. Title 2 funds are used for new teachers' induction program through OCDE or Universities. The teacher induction program can help new teachers improve practice, learn professional responsibilities, and ultimately positively affect student learning.

- Activity 3:

MSA-SA created MTSS leads for each grade level to support administration and teaching staff to implement a framework to provide targeted support to struggling students. The team screens all students and aims to address behavioral as well as academic issues. The goal of MTSS is to intervene early so students can catch up with their peers. Intervention practices include the additional tutoring sessions by teaching staff, Saturday School, and other problems to mitigate learning loss.

- Activity 4:

EL Coordinator is responsible to implement, demonstrate, and coordinate the ELD literacy program in compliance with the EL Master Plan of MPS, and abide by state and federal guidelines. Consistency in the teaching role has increased the effective implementation of ELPAC assessment, professional development to increase student preparation and increase in EL student progress.

- Activity 5:

20% is allocated to the salary of the School Psychologist. The School Psychologist is a uniquely qualified member of the school team that support students' ability to learn and teachers' ability to teach. They apply expertise in mental health, learning, and behavior, to help children and youth succeed academically, socially, behaviorally, and emotionally. The ability to research and training teaching staff during a sensitive moment is vital to ensure student needs are being met.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- Activity 3 is utilizing the Learning Loss Mitigation funds to support additional the student learning needs with additional tutoring sessions, additional Saturday school sessions, purchase of resources to support digital learning.

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

- Additional support sessions are created to support student learning, this includes additional teacher time to support with extra tutoring sessions and Saturday School. As well as expansion of Paper usage from pilot program to school wide.
- Routine implementation of IABs as unit plans to effectively measure student growth. This process has been built out, but effectiveness has not been fully measured due to the COVID 19 pandemic. 2020-21 will be an indicator of success.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

INNOVATION

LEA/LCAP Goal

All students will have access to a well-rounded education that supports their readiness for college and the global world. Each student will become an independent, innovative scholar by practicing creativity in learning and using technology in transformative ways.

Goal 3

All students will have access to a well-rounded education that supports their readiness for college and the global world. Each student will become an independent, innovative scholar by practicing creativity in learning and using technology in transformative ways.

Identified Need

It is the MSA SA's vision that our graduates are well-rounded critical thinkers and problem solvers who contribute to the global community. A significant step toward helping our students achieve their maximum potential involves providing a rigorous, relevant and college preparatory curriculum with a STEAM emphasis. Therefore, we will design educational experiences to meet the needs of our scholars with an emphasis on innovation and critical thinking. MSA SA will also promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts to our physical education program. In an effort to provide well-rounded education to our students, MSA SA will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. MSA SA will implement the actions listed under this goal and use the indicated metrics to measure progress in provision of an innovative, well-rounded education that supports student readiness for college and the global world.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)	2018-19: 52.8%	2020-21: 60.0%
Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2018-19: 85.19%	2020-21: 85.0%
Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-Mathematics	2018-19: 55.56%	2020-21: 56.0%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
assessments (Source: CDE DataQuest)		
Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)	2019-20: 47.8%	2020-21: 33.0%
Percentage of cohort graduates who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board)	2019-20: 48.1%	2020-21: 38.0%
Percentage of cohort graduates who completed at least one semester of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: SIS)	2019-20: 53.0%	2020-21: 30.0%
Percentage of cohort graduates meeting UC/CSU requirements (Source: CALPADS, CDE DataQuest)	2019-20: 92.3%	2020-21: 93.0%
Percentage of cohort graduates earning a Seal of Biliteracy (Source: CDE DataQuest)	2019-20: 34.6%	2020-21: 35.0%
Percentage of cohort graduates earning a Golden State Seal Merit Diploma (Source: CDE DataQuest)	2019-20: 42.3%	2020-21: 43.0%
Percentage of cohort graduates earning an Advanced or Honors MPS Diploma (Source: SIS)	2019-20: 53.8%	2020-21: 50.0%
Percentage of cohort graduates accepted to a 4-year or 2-year college (Source: Naviance)	2019-20: 100.0%	2020-21: 100.0%
Percentage of cohort graduates accepted to a 4-year college (Source: Naviance)	2019-20: 50.0%	2020-21: 55.0%
College-Going Rate (Source: CDE DataQuest)	Class of 2018: 57.1%	Class of 2019: 55.0%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	2019-20: 5%	2020-21: 6%
Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)	2019-20: 100%	2020-21: 100%
Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)	2019-20: 100%	2020-21: 100%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

English Learners, Foster Youth, Low Income

Strategy/Activity

College/Career readiness programs and activities:

MSA SA will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and individualized support to ensure timely high school graduation. MSA SA will offer Advisory and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, test prep for ACT/SAT, college application and financial aid submission. MSA SA will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. MSA SA will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college related activities. MSA SA will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies. (Elem./Middle Schools: This description is geared toward HS. Let's work on a modified action description that suits your needs.)

Expenditures associated with this action include the following: college counselor salary and benefits, AP teacher stipends, Naviance program fees, AP exam fees, AP course materials, and other college-related materials and activities.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Learners, Foster Youth, Low Income

Strategy/Activity

STEAM and GATE programs:

MSA SA will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model, or demo. We will also provide information and access to quality out-of-school STEAM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, MSA SA will design and implement engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. Learners will be challenged to investigate, use problem-based learning, and research.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Learners, Foster Youth, Low Income

Strategy/Activity

Digital literacy and citizenship programs:

MSA SA will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. MSA SA will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will participate in PD on Blended Learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. MSA SA staff will teach and model safe, savvy, and social digital citizenship; topics include, but are not limited to, using technology applications; digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 4**Students to be Served by this Strategy/Activity**

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

Low Income

Strategy/Activity

Physical education, activity, and fitness:

MSA SA will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. MSA SA will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, MSA SA will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. MSA SA will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramural or interscholastic sports, etc. MSA SA will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

English Learners, Foster Youth, Low Income

Strategy/Activity

Additional programs and activities that support well-rounded education:

In an effort to provide well-rounded education to our students, MSA SA will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. MSA SA teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, math, science, technology, engineering, ELA, language other than English and culture, sports, visual and performing arts, community service, and other.

Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support well-rounded education, field trip expenses, and club expenses.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

- Activity 1:

Post-COVID 19, students are provided with opportunities to visit colleges and inspire a college and career readiness culture. With the COVID 19 pandemic, visits will be eliminated, but other means will be discovered to inspire students with a more positive perception of college. Current actions include the utilization of the College feature within the Summit Learning Platform and zoom session with alumni that are currently in college.

- Activity 2:

MSA SA over the last couple of years has placed protocols in place to determine specific pathways for students as determined by state and internal assessments. The percentage of students taking advanced math remains consistent. The honor pathway has been created for the other core subjects. The specific pathways will be essential for 2020-21, as this will be used to determine learning gaps and mitigate learning loss. Lastly, a major emphasis on projects and the usage of a cognitive skill rubric has been implemented to engage students to learn by actively engaging in real-world and personally meaningful projects.

- Activity 3:

Blended Learning is a major staple of MSA SA. This is supported through a collaboration between the Home Office and grade level and department chairs. . A learning platform is in place to produce a rigorous learning environment that utilizes Google Suites. Digital citizenship takes place in the advisory courses and core content course as part of the teacher's management system and procedures. With the role of the MTSS team, it developed a virtual learning behavior matrix to ensure students are aware of expectations and appropriate behaviors. This has also been shared with families through newsletters, meetings, etc.

- Activity 4:

Although the PFT assessment submission to the state has been suspended, MSA-SA PE staff continues to monitor student progress on these goals at least 2x per year. This allows students to engage in their own data and build goals for a healthier lifestyle.

- Activity 5:

MSA SA has a variety of elective offerings: STEAM Lab, Basic Art, Music, Spanish 1 and 2, and various club offerings during the after-school program. Electives give students avenues for choice and can function as vehicles for core content standards. Although the budget is tight, MSA-SA is committed to offering these choices that expand student learning.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The funding is allocated through general funds and it is operating as expected.

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

- Activity 1:

The COVID 19 pandemic has lead to the alteration of this goal. MSA SA will make an effort to adjust and ensure students are exposed to the college experience and environment.

- Activity 2:

The COVID 19 pandemic has lead to the creation of cohorts. Much time was invested to ensure students are group appropriately to ensure a challenging and rigorous curriculum, as well as mitigate learning loss. Efforts to mitigate learning loss has included additional tutoring time, Saturday School, Summer School, and partnerships with organizations. LLM funds will provide the resources for these actions.

- Activity 4:

MSA-SA PE staff will need to create internal methods and goals to ensure students are reaching acceptable outcomes in the area of physical fitness and health. The state has suspended PFT reporting.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

CONNECTION

LEA/LCAP Goal

All students, families, staff, and other stakeholders will have access to meaningful engagement opportunities that help cultivate leadership, advocacy, and collaboration in a safe and nurturing environment. Stakeholders will feel a sense of community and connectedness.

Goal 4

All students, families, staff, and other stakeholders will have access to meaningful engagement opportunities that help cultivate leadership, advocacy, and collaboration in a safe and nurturing environment. Stakeholders will feel a sense of community and connectedness.

Identified Need

School communities are integrated partnerships with the school site staff, families, students and all other stakeholders. This sense of connection creates a safe place for all learners and stakeholders to affirm individual strengths, develop capacity, celebrate character, build trusting and respectful relationships, promote unity and better decision making. Additionally, community cultivates identity and gives each member a sense of belonging and pride. MSA SA will seek family input for decision making, utilize home visits and stakeholder surveys, and provide academic and social-emotional support through MTSS/PBIS. We will work with community partners to support the vision and goals of the school, including our students' development of personal and academic networks for long-term resilience and connection. MSA SA will implement the actions listed under this goal and use the indicated metrics to measure progress in sustaining a sense of community and connectedness.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of School Site Council (SSC) meetings per year (Source: Local Indicator Priority 3)	2019-20: 4	2020-21: 4
Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3)	2019-20: 4	2020-21: 4
Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)	2019-20: 4	2020-21: 4
Number of activities/events for parent involvement per year (Source: Local Indicator Priority 3)	2019-20: 5	2020-21: 5

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of progress reports sent to parents per year (Source: Local Indicator Priority 3)	2019-20: 4	2020-21: 4
Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	2019-20: 15.9%	2020-21: 25%
Average Daily Attendance (ADA) Rate (Source: SIS)	2019-20: 96.66%	2020-21: 97.0%
Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2019-20: 8.5%	2020-21: 5.5%
Middle School Dropout Rate (Source: CALPADS)	2019-20: 0.0%	2020-21: 0.0%
High School Dropout Rate (Source: CALPADS, CDE DataQuest)	2019-20: 8.3%	2020-21: 0.0%
Graduation Rate (Source: CALPADS, CA School Dashboard)	2019-20: 91.7%	2020-21: 100.0%
Student Suspension Rate (Source: CALPADS, CA School Dashboard)	2019-20: 2.5%	2020-21: 0.0%
Student Expulsion Rate (Source: CALPADS, CDE DataQuest)	2019-20: 0.00%	2020-21: 0.00%
School experience survey participation rates (Source: Panorama Education)	2019-20: Students: 97.1% Families: 100% Staff: 98.0%	2020-21: Students: 98.0% Families: 90% Staff: 100%
School experience survey average approval rates (Source: Panorama Education)	2019-20: Students: 72.0% Families: 94.0% Staff: 86%	2020-21: Students: 73.0% Families: 95% Staff: 85%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

English Learners, Foster Youth, Low Income

Strategy/Activity

Seeking family input for decision making:

MSA SA will hold periodic meetings to gather input from our families. Information/input sessions include Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, and Board of Directors meetings. Parents on our PTF and SSC also serve as our Parent Advisory Committee (PAC) for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our PAC, SSC, and ELAC provide valuable input for the LCAP. MSA SA will also hold an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budget, UCP, parent involvement policy and school-student-parent compact. In addition, MSA SA will conduct parent surveys to seek feedback on school improvement.

Expenditures associated with this action include the following: parent meeting expenses and Document Tracking Services (DTS) fees.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 2**Students to be Served by this Strategy/Activity**

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

English Learners, Foster Youth, Low Income

Strategy/Activity

Building partnerships with families for student outcomes:

MSA SA will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. MSA SA will provide parents with access to course material, homework assignments, projects, and records of students' grades through our SIS. MSA SA will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. MSA SA will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using

SIS to check student progress, study habits, and family literacy. MSA SA will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable.

Expenditures associated with this action include the following: Illuminate SIS fees, ParentSquare software fees, SchoolMint software fees, home-visit compensation, parent activity/event expenses, Parent Education Bridge program fees, Pitney Bowes expenses, PACE Coordinator salary and benefits, and Office manager/Administrative assistant salaries and benefits.

The following expenditures will be funded by the federal funds:

ParentSquare software fees: Resource: Title I, Part A (3010); Object: 5800; Amount: \$2,750.00

PACE Coordinator salary (30%): Title I, Part A (3010); Object: 2100; Amount: \$ 12,597.45

Parent Education (PEBSAF) fees: Resource: Title I, Part A (3010); Object: 5800; Amount: \$4,000

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,750.00	Title I Part A: Parent Involvement 5800: Professional/Consulting Services And Operating Expenditures Communication Software (ParentSquare)
12,597.45	Title I Part A: Parent Involvement 2000-2999: Classified Personnel Salaries PACE Coordinator (30%)
4,000	Title I Part A: Parent Involvement 5000-5999: Services And Other Operating Expenditures Parent Education

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Learners, Foster Youth, Low Income

Strategy/Activity

MTSS - PBIS and SEL support:

MSA SA will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. MSA SA will offer a Life Skills/Character Education program that provides students with valuable skills to support academic

excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. MSA SA will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. MSA SA will celebrate student and school achievement and organize recognition assemblies and other school wide culture-building activities. MSA SA will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. MSA SA will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps.

Expenditures associated with this action include the following: Dean of Students salary and benefits, discipline coordinator salary and benefits, office/attendance clerk salaries and benefits, school uniform fees, Edge Coaching program fees, Imagine Etiquette program fees, PD on classroom management, PBIS, and SEL support, Train of Thought program fees, outsourced SEL services fees, and additional services for homeless students.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English Learners, Foster Youth, Low Income

Strategy/Activity

Annual stakeholder surveys:

MSA SA will annually administer school experience surveys to students, parents, and staff. MSA SA will implement the CORE DISTRICTS Survey instrument to assess our stakeholders' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our stakeholders open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate

improvement. Our staff will analyze survey results to identify greatest progress and needs in order to inform our next steps.

Expenditures associated with this action include the following: Panorama Education survey fees.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

English Learners, Foster Youth, Low Income

Strategy/Activity

Community outreach and partnerships:

MSA SA will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. MSA SA will secure community support to sustain existing resources and add new resources that address emerging student needs. MSA SA leadership will actively develop relationships with a range of stakeholders, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education.

Expenditures associated with this action include the following:

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Activity 1. In collaboration with leadership and teaching staff and other stakeholders a calendar is created and articulated to all stakeholders of the various meetings: ELAC, SSC, PAC, PTF. This ensures that the meetings are arranged to allow for stakeholder feedback in the development of school plans.

Activity 2. MSA Santa Ana creates a school calendar with these events and it is articulated to families through ParentSquare, mailings, and website. Furthermore, the COVID 19 pandemic has altered our support staff's role to reach out to families to ensure school platforms are accessible. This process is ongoing as well as tutorials for staff, students, and families in order to ensure the tools are accessible and used appropriately. Additionally, the support staff outreach served as a process to identify family immediate needs during the pandemic to ensure the learning continuum. The Dean of Student collaborates with all stakeholders to ensure information is disseminated and acted upon. This process will continue throughout the year.

Activity 3. During the school year, MSA Santa Ana collects vital information from families in order to identify potential needs and ensure students have everything necessary to start their school year. The Dean of Student works with support staff and other stakeholders to reach out to families to ensure all tools and resources are available for connectivity and learning continuum. Dean of Student leads the effort to conduct an SEL survey at least 2 times per year and performances a data analysis with the MTSS team in order to make informed decisions at a schoolwide level.

Activity 4. The annual survey is lead by the Director of Outreach & Community Engagement, a collaborative effort is conducted with leadership to ensure systems are in place to maximize participation across all stakeholders. MSA Santa Ana analysis the data to inform the decision making for the following school year or address immediate needs.

Activity 5. The Director of Outreach & Community Engagement collaborates with leadership to identify learning community needs in order to identify potential partners or resources across the community to assist our families. The lead will participate in community meetings and report on community needs to inform MSA SA school-wide plans and decision making.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The funding comes from various sources to meet the goals and metrics as established. With the COVID 19 pandemic, there are additional needs that are being fully understand and available LLM funds and partnerships to address concerns such as mental health and learning loss.

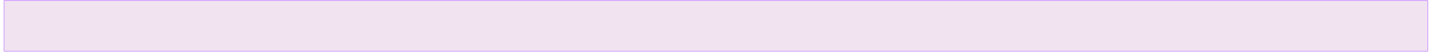
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

PAC meetings might be conducted more regularly in order to address concerns such as distance learning, small group support, hybrid/in-person instruction.

Parent involvement events will be adjusted to a virtual platform in order to abide by the Orange County County Public Health Department guidelines.

ADA rate will continue to be monitored based on the state and local guidelines for distance learning and hybrid learning models. Additionally, student engagement will be tracked to ensure that students are learning and learning loss is mitigated due to the pandemic.

Survey participation will be adjusted to meet the guidelines of the Orange County Public Health Department. Adjustments will be determined in the future to ensure a high level of participation from all stakeholders.



Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$337,589.00
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$340,740.32

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$244,958.00
Title I Part A: Parent Involvement	\$19,347.45
Title II Part A: Improving Teacher Quality	\$56,521.00
Title IV Part A: Student Support and Academic Enrichment	\$19,913.87

Subtotal of additional federal funds included for this school: \$340,740.32

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

State or Local Programs	Allocation (\$)
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Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$340,740.32

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Title I	244,958.00
Title I Part A: Parent Involvement	19,347.45
Title II Part A: Improving Teacher Quality	56,521.00
Title IV Part A: Student Support and Academic Enrichment	19,913.87

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	133,679.40
2000-2999: Classified Personnel Salaries	78,302.45
3000-3999: Employee Benefits	47,818.72
4000-4999: Books And Supplies	38,189.75
5000-5999: Services And Other Operating Expenditures	4,000.00
5800: Professional/Consulting Services And Operating Expenditures	38,750.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	97,155.60
2000-2999: Classified Personnel Salaries	Title I	65,705.00
3000-3999: Employee Benefits	Title I	43,907.65
4000-4999: Books And Supplies	Title I	38,189.75

2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	12,597.45
5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	4,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Parent Involvement	2,750.00
1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	20,521.00
5800: Professional/Consulting Services And Operating Expenditures	Title II Part A: Improving Teacher Quality	36,000.00
1000-1999: Certificated Personnel Salaries	Title IV Part A: Student Support and Academic Enrichment	16,002.80
3000-3999: Employee Benefits	Title IV Part A: Student Support and Academic Enrichment	3,911.07

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	62,189.75
Goal 2	259,203.12
Goal 4	19,347.45

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. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Steven Keskindurk	Principal
Cobi Luciani	Other School Staff
Gabriella Lemus	Parent or Community Member
Candice Zakka (Elementary)	Classroom Teacher
Alejandra Vergara	Secondary Student
Vanessa Gutierrez	Parent or Community Member
Luisa Sanchez	Parent or Community Member
Betul Taner	Secondary Student
Kerem Bal (Secondary)	Classroom Teacher
Mareva Coustaut	Classroom Teacher

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

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:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name



English Learner Advisory Committee	11/18/2020
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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.

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.

This SPSA was adopted by the SSC at a public meeting on .

Attested:



Principal, Steven Keskinturk on 11/18/2020
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SSC Chairperson, Candice Zakka on 11/18/2020
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Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

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

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

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

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

School Year: **2020-21**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Magnolia Science Academy-San Diego	37-68338-0109157	December 4, 2020	December 10, 2020

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

The Local Control and Accountability Plan (LCAP) is a three-year plan that describes the goals,

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

MSA-San Diego aligns its federally-funded programs with the priority goals of the school and such funds provide the opportunity to innovate. The accountability plans planning process supports continuous cycles of action, reflection, and improvement. The Charter School Parent Advisory Committee (PAC), which includes parents, the School Site Council (SSC) members, and other stakeholders, reviews input from all stakeholders and available data through surveys and student performance data. Based on stakeholder input and data (CA School Dashboard data, interim student assessment data, survey results, etc.), we reflect on our existing LCAP/SPSA actions/services and measurable outcomes, continue or modify them for improvement, and we also plan for new actions and services as the needs arise. The academic, accountability, and finance departments at our Home Office and our back-office support provider work closely with us; they monitor and support our progress as well as review every federally-funded expense to ensure funds are expensed appropriately and that we are compliant. Our budgeting and accounting processes are designed so that state and local funds and federal grant funds are all budgeted and accounted for and aligned according to our LCAP/SPSA and other accountability plans.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Stakeholder voices, i.e., voices of our students, families, staff, and other school community members, play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what areas for improvement are so we can continue to provide our students with the best quality education. MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement.

MPS uses the CORE DISTRICTS survey instrument developed by WestEd for the California Department of Education as our annual stakeholder experience survey. The survey includes questions for school climate indicators which include the following four topics for students, families, and staff:

- Climate of Support for Academic Learning;
- Knowledge and Fairness of Discipline, Rules and Norms;
- Safety;
- Sense of Belonging (School Connectedness).

Separate than the annual stakeholder experience survey, our “students” also take the CORE DISTRICTS Social Emotional Learning (SEL) survey in the fall and spring. The SEL survey asks questions in additional four topics which include indicators for social-emotional competencies:

- Growth Mindset;
- Self-Efficacy;
- Self-Management;
- Social Awareness.

As part of our MTSS efforts school leadership, teachers, and support staff analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps.

The following is a summary of results from the surveys:

Spring 2020 Survey Participation Rates:

Student 94.7%

Family 64.9%

Staff 96.9%

We had a significant increase in student, family, and staff participation rates this year. We think the reason for the increase in family participation was due to the voice messages, newsletters, reminders at parent meetings, and PTF support. The staff was given time during a staff meeting to ensure even more staff members completing the survey. Students were given the survey during History class to provide enough time for completion. Students who were present on their history class on survey day were able to complete the survey during that class period.

Spring 2020 Overall Satisfaction Rates:

Student 80%

Family 95%

Staff 100%

We had a significant increase in student, family, and staff satisfaction rates this school year. Although we know that there are more improvements we need to make to support our staff, students and parents, the survey results confirm that we are moving in the right direction. We believe that after the facility move, temporary church site transition, budget struggles and ongoing facility needs, finally we are setting our culture and creating systems in place to better serve our community. To create a more positive school culture we had our staff attend multiple MTSS trainings through a grant. As a result of the new systems and capacity we were able to have more student involvement, more student centered activities and also many rewards to highlight the student academic and SEL achievements.

Spring 2020 Average Approval Rates

Student 62%

Family 96%

Staff 90%

Our student approval rates increased 9% from the past school year. There has been a concerted effort in supporting our students' social-emotional wellbeing through weekly SSR lessons, as well as explicitly teaching students the values we share in our character education initiative we call the WIZARD way. The family approval rate indicated a 1% increase for a solid 96% average. Our family approval rate is consistently high from year to year, and a 1% increase from last school year is significant. We work closely with our families to ensure they are valued stakeholders in decision making, and we've created a quality program because of this collaboration. Our staff approval rate increased by 5% from last school year bringing our average up to 90%. The increase can be attributed to the planned effort in creating a sense of camaraderie through the value we place on open lines of communication, valuing our colleagues input, and providing varied opportunities for staff members to participate in shared leadership.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The annual evaluation process at MPS involves frequent informal classroom observations and feedback for the teacher, a formal observation cycle, collection of evidence to foster collaboration with the teacher, and goal setting and monitoring. MPS will use an online tool to record and share classroom observation notes, feedback, evidence, forms, evaluation results, and all other related documentation. The tool can be used by both the teacher and the observer or evaluator in respect to their roles. Teachers are encouraged to conduct peer observations. Informal observations can be conducted by the school administrators as well as instructional coaches, department chairs, MPS Home Office support team, and other professionals. Informal observations are mainly conducted for the purpose of providing focused, constructive, and critical feedback to the teacher aimed at improving teaching, or sometimes, just for learning from the observations. While formal observations also provide feedback and guide coaching of the teacher like the informal ones, they form the basis for evaluation of job performance evaluation and are conducted by the school administrators.

The following is a summary of findings from our classroom observations:

We do formal, informal and peer observations every school year to provide feedback to our teaching staff. During the classroom visits (virtual or in person) we observed that students are engaged, a differentiated instruction is provided, teachers consistently post student learning target, standards, daily agenda, Depth of Knowledge Level, 4Cs of the lesson (critical thinking, collaboration, creativity and communication) and Restorative Practice question of the day. To provide a more engaging Distance Learning, we provided PDs for our teachers. Our teachers are utilizing online engagement tools like Kahoot!, Quizizz, Edpuzzle, Zoom polls, chat, and break out rooms and other blended learning tools that we used during in person classes. Our teachers adapted to Distance Learning easily since we already used Google Classroom as our main blended learning platform.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Teachers are expected to use formative and summative assessment strategies to monitor student progress and to adjust instruction in order to maximize student achievement. The measures that are used to assess student progress include all state-mandated standardized tests such as the Smarter Balanced Summative Assessments. MSA-San Diego also uses the Smarter Balanced Interim Assessments which are designed to support teaching and learning throughout the year; and the Digital Library, designed to support classroom-based formative assessment processes. MSA-San Diego administers both the Interim Comprehensive Assessments (ICAs) and Interim Assessment Blocks (IABs) to assess student learning and inform instruction during the year. The Smarter Balanced Interim Assessments are specifically designed to provide the following:

- Meaningful information for gauging student progress throughout the year toward mastery of the skills measured by the Summative Assessments
- Assessments of the CCSS, which can be used at strategic points during the school year.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

MSA-San Diego teachers have access to publisher or third-party-provided assessments, such as McGraw Hill, Illuminate, ReadTheory, Membean, Khan Academy and NWEA MAP. MSA-San Diego utilizes computer adapted MAP testing to measure student progress three times a year. Teachers also, with the help of published materials, create standards-aligned formative assignments and tests that are evaluated using rubrics.

Assessments at MSA-San Diego are not tests only. MPS teachers are expected to use a variety of formative and summative assessments that are valid and reliable measures of student achievement. (Ex: performance assessments, portfolios, etc.) Assessments are expected to be aligned with learning objectives. (Ex: Unit assessments are aligned with unit standards and learning objectives.) At MSA-San Diego, teachers provide students with choices of ways to demonstrate learning and students participate in the development of their learning outcomes. Teachers use summative assessment results to plan next units and redeliver instruction.

MSA-San Diego teachers are expected to closely monitor all students' progress toward meeting student learning outcomes. Teachers use technology, as appropriate, to conduct data analysis and communicate assessment results and student growth to all stakeholders (families, colleagues, administration, etc.) Teachers review summative assessment results with students, and students are involved in self-assessment, goal-setting, and monitoring progress.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

MSA-San Diego conducts credential review as part of teacher hiring process and support our teachers' credentialing needs. We also annually review master schedule/teacher assignments to ensure compliance. All MSA-San Diego teachers are credentialed. Number of misassignments of teachers of English learners and total teacher misassignments is zero.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Number of vacant teacher positions at MSA-San Diego is zero. We ensure that all teachers are supported with their credentialing needs and that they participate in PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment. MSA-San Diego also monitors and evaluates teachers for their performance.

MSA-San Diego provides new teachers with a teacher induction program, a two-year program that provides beginning teachers with collegial support, guidance, professional development, motivation to continue in the profession, and training. It links college level teacher preparation with classroom application.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Professional development occurs both at the organizational level and school level. In addition to ongoing professional development activities that support efforts to increase student academic performance, MSA-San Diego provides all staff with multiple opportunities to grow professionally. MSA-San Diego assesses staff professional development needs through formal and informal performance observation and surveys. Based on these data and combined with the school improvement plan actions in our LCAP and SPSA, MSA-San Diego determines common staff development days, and tailors staff development to individual staff needs.

We ensure that all teachers are supported with PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment. MSA-San Diego monitors how effectively teachers implement strategies and skills they learned in the PD sessions in the classroom. The school leadership team makes daily classroom observations using the Magnolia Public Schools (MPS) teacher observation protocol which includes walkthroughs, informal and formal observations and formal evaluation.

MSA-San Diego continually strives to develop and refine its Student Performance metric for the purpose of measuring student achievement and growth at our school site, as well as to inform teacher effectiveness. State and local accountability indicators along with interim and summative assessments provide valuable data on student performance and progress. MSA-San Diego also recognizes that a variety of assessments can and should be used to measure student progress, such as performance assessments and portfolios. As such, MSA-San Diego uses a thoughtful combination of interim and summative assessments and state and local indicators, as well as student work.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

MSA-San Diego uses a variety of data and ways to assess the effectiveness of professional development activities and teacher effectiveness, including but not limited to, informal observations/walkthroughs, formal observations, student, parent, and staff voices, student achievement data, and teacher self-assessment. The coaching/mentoring process that involves goal-setting, progress monitoring, periodic observations, feedback, reflection, peer observations and mentoring is geared toward creating an individualized professional growth plan and support system for each of our teachers and administrators. MSA-San Diego will continue to provide all employees with professional development opportunities to increase the effectiveness of their performance in their present positions, and to obtain skills, knowledge, and abilities which may improve their opportunities for advancement within the Organization through PD, induction, certification and other programs that are funded by various sources, including Title-II.

MSA-San Diego evaluates teachers for their performance. We 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. Evaluation results may be used as basis and documentation for performance pay, transfer, promotion, reassignment, or disciplinary action.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

MSA-San Diego is organized into Professional Learning Communities by grade level and by department. PLCs seek to transform a school into a community that fosters mutual cooperation, emotional support, personal growth, and a synergy of effort. Combined with the school improvement plan actions in our LCAP and SPSA, the answers to the following questions are studied in PLCs:

- How do we ensure that students learn?
- How do we foster a culture of collaboration?
- How do we ensure results?

We use PLCs to:

- Clarify intended outcomes
- Develop common assessments
- Jointly analyze student achievement data
- Establish team improvement goals
- Share best practices and materials
- Engage in collective inquiry and action research regarding student learning
- Support system and sense of efficacy
- Promote more engaged, motivated, and successful students with reduced absenteeism
- Focus on students' needs academically and behaviorally

Department Level Staff Meetings

All teachers meet departmentally every month to:

- Share Time: Presentation by a member on an effective classroom strategy
- Vertically align curriculum
- Analyze student achievement data (NWEA MAP, CAASPP, ELPAC, grades)
- Improve instructional strategies per data indicators
- Differentiate instruction
- Plan major departmental events
- Discuss other departmental issues and policies

Department Chairs are responsible for minutes and forwarding action items to the appropriate administrative leaders.

Grade Level Staff Meetings

Grade level teachers meet once a week and collaborate on the issues below:

- Classroom strategies
- Sharing promising practices
- Curricular and academic issues (grading uniformity, homework load, differentiation, and other academic issues)
- Support for students with academic challenges (IEP, 504, RTI, SSR, Accelerated Reader, Accelerated Math, Tutoring)
- Discussion of student academic supports (peer tutoring, mentorships)
- Long-term projects (science fair projects, English & history & math projects)
- Integration/thematic units/horizontal alignment of the curriculum
- Field trips
- Discussions and strategies for students with behavioral problems
- School/grade level wide incentive programs
- Other common grade level and school wide issues

Grade Level Chairs are responsible for minutes and forwarding action items to the appropriate

administrative leaders.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

MSA-San Diego ensures all curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) We provide services to ELs by proficiency level and ELD instruction is aligned to the CA ELD standards and framework. ELs have access to core and supplemental ELD instructional materials; teachers attend PDs whose focus is on ELD standards. Our teachers 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. While the primary focus has mostly been on the ELA/Literacy, math, and ELD over the past few years, MSA-San Diego has also provided PD and supported our teachers on NGSS, History-Social Science, Career Technical Education, Health Education, Physical Education, Visual and Performing Arts, and World Languages.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Reading/language arts and mathematics are core programs at MSA-San Diego as well as designated and integrated ELD instruction. The school's schedule includes recommended instructional minutes for reading/language arts, mathematics, ELD and intervention programs.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The intervention model that is written into the schedule for the MSA-San Diego program is flexible intervention that can be used with a variety of curriculum and varying schedules. MSA-San Diego's principal approach is to intentionally build consistent math and ELA intervention time into the entire school schedule. A variety of implementations are used. Implementation strategies may include:

- Intervention block every day or 2-3 times per week (a student may have reading intervention on one day and math on the next)
- Intervention/Enrichment computer tutorials where the teacher can tutor selected students
- Specialist, instructional assistant, and volunteer support during intervention time
- Divide students up by need and send to different teaching team members for support during intervention blocks.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

MSA-San Diego annually reviews alignment of instructional materials to standards and keeps an inventory of instructional materials and corresponding purchase of materials. The school annually reviews budget and plans to ensure adequate budget for instructional materials. MSA-San Diego provides culturally and linguistically relevant materials for students. MSA-San Diego also provides our ELs with core and supplemental ELD instructional materials.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Teachers use SBE-adopted and standards-aligned instructional materials. They also use accessible technology tools and other resources on a regular basis to engage and enhance learning and to differentiate instruction to meet the needs of every student. Teachers effectively use challenging resources that are mentally, visually, aurally, and kinesthetically stimulating. (Ex: internet, PowerPoint, interactive white boards, document camera, multimedia, educational software, interactive games and simulations, apps, class website, lab materials, manipulatives, assistive technology, etc.) Teachers also provide resources and instructional materials that require cognitive engagement. Teachers will choose, adapt, or create materials to extend learning.

During intervention teachers use educational materials that provide review, re-teach and enrichment programs. McGraw Hill's publisher resources, Curriculum Associates' Ready Common Core program, Khan Academy, Membean, No Red Ink, Read Theory, and NearPod allow teachers to monitor the progress of students who are achieving below grade level and provide software generated tests and personalized instructional materials based on CCSS and areas of growth. MSA-San Diego has Teacher Assistants on all levels to support overall achievement.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

MSA-San Diego will implement the Multi-Tiered System of Supports (MTSS) as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system to support students. The framework of MTSS utilizes high quality evidence-based instruction, intervention, and assessment practices to ensure that every student receives the appropriate level of support to be successful. A Multi-Tiered System of Supports align with the academic standards and behavioral expectations, in order to accelerate the performance of every student to meet and/or exceed proficiency.

To support students academically, social-emotionally and behaviorally, and create a climate of academic success, MSA-San Diego recognizes that we must address the needs of the entire child. Often, we focus on punitive and remedial practices, therefore, we may unknowingly reinforce unwanted and antisocial behaviors. MSA-San Diego implements a positive behavior support program. Program expectations require students to be Safe, Responsible and Respectful. The school tracks behaviors using a point system, to reward students for demonstrating positive behavior. Our school personnel (Dean of Academics/Department Chairs) lay a foundation to engage students and enhance learning. Our school community works together to establish agreed upon norms, build relationships, learn pro-social behaviors, improve academics and demonstrate a culture where adults encourage motivation and knowledge is co-constructed through multi-tiered systems of support.

MSA-San Diego has ability to quickly identify low-achieving students through frequent benchmark assessment and review of individual student data. Students who are achieving substantially below grade level are recognized through multiple measure assessments including in-class assessments, NWEA MAP assessments and other program data through ReadTheory, Khan Academy and StudySync.

MSA-San Diego utilizes data and progress monitoring to determine best practices to support student achievement. Teachers and student stakeholders are invited to meet with teachers to discuss possible intervention methods and learn how they can participate in helping with their child's education. Parent-teacher meetings at the school are followed by home visits as needed.

The intervention model that is written into the schedule for the MSA-San Diego program is flexible intervention that can be used with a variety of curriculum and varying schedules. MSA-San Diego's principal approach is to intentionally build consistent math and ELA intervention time into the entire school schedule. A variety of implementations are used. Implementation strategies may include:

- Intervention block every day or 2-3 times per week (a student may have reading intervention on one day and math on the next)
- Intervention/Enrichment computer tutorials where the teacher can tutor selected students
- Specialist, instructional assistant, and volunteer support during intervention time
- Divide students up by need and send to different teaching team members for support during intervention blocks

During intervention teachers use educational materials that provide review, re-teach and enrichment programs. McGraw Hill's publisher resources, Curriculum Associates' Ready Common Core program, Khan Academy, Membean, No Red Ink, Read Theory, and NearPod allow teachers to monitor the progress of students who are achieving below grade level and provide software generated tests and personalized instructional materials based on CCSS and areas of growth. MSA-San Diego has Teacher Assistants on all levels to support overall achievement.

Tiered intervention implementation is outlined below. Student progress is closely monitored through a well-integrated system of instruction and intervention guided by student assessment data.

MSA-San Diego uses the following to inform, monitor, and implement response to intervention strategies:

- Historical student data
- Data related to SBAC results and Spring NWEA MAP data from previous year
- NWEA Diagnostic data
- Fall NWEA MAP
- Progress monitoring data
- Classroom Assessment Data
- SBAC Interim Data
- SBAC Interim Block Assessment
- SBAC Interim Comprehensive Assessment
- Spring MAP
- Winter MAP (optional)

Equitable Access to the Curriculum:

MSA-San Diego utilizes an instructional program that emphasizes equitable access to the curriculum for all learners, including students with disabilities. These include:

Co-Teaching/Push-in/Pull-out Support- MSA-San Diego supports its exceptional populations by utilizing multiple methods of providing special education services. MSA-San Diego fosters an inclusive model of education. As such, Professional Development in the area of co-teaching allows teachers to grow their ability to educate and service students of varying abilities. In order to effectively implement a co-teaching model, special education and general education teachers are given time to co-plan and develop lessons so that students are provided appropriate supports and accommodations. Students who require additional assistance, receive services in a push-in or pull-out model where they receive more individualized attention.

Additionally, the digital formatting of our McGraw Hill curriculum allows teachers to collaborate on unit and lesson plans to ensure that all students' accommodations and needs are being addressed. This system is setup such that all students attend every class. The Special Education teacher and various paraprofessionals provide instructional support within the general education setting. This allows for all student groups to be supported while participating in the least restrictive environment throughout the day.

Embedded Supports- In addition to the on-site staff coordinated by the Special Education and/or RTI Coordinator, MSA-San Diego contracts with an outside service provider to support children's learning needs, such as intervention specialists, speech and language therapists, and occupational therapists who work with teachers to provide the least restrictive and most accessible learning environment. Special education aides work directly in the classroom, providing customized support to students throughout the day, and are valuable members of the team.

Differentiated Instruction- Teachers at MSA-San Diego deliver a curriculum that is tailored to each student's interests and needs. This support includes accommodations, use of technology, and data-informed decisions, such as utilizing Lexile reading scores and bringing technology into the classroom.

Socio-economically disadvantaged/low income students:

The instructional design of MSA-San Diego addresses the needs of low-income and socio-

economically disadvantaged students, who make up the overwhelming majority of our enrollment. Socio-economically disadvantaged students are identified through their participation in the Free and Reduced Lunch program. Counseling, intervention/remediation, individual tutoring and free eligibility to after school social, academic and athletic programs are some of the many programs that support our socio-economically disadvantaged students. Home visits, motivational guest speaker programs, parent meetings, university and college visits, and instructional field trips are planned to shape the educational vision of the student and the family. Socio-economically disadvantaged students have role models around them who will inspire motivation to focus on lessons and self-confidence with the discovery of their potential.

The Charter School administration ensures that these programs are available to all students, including socio-economically disadvantaged students, and works with the teachers and parents to encourage for student participation in these programs. The administration monitors the performance and progress of socio-economically disadvantaged students through the use of MSA-San Diego's data cycle.

Evidence-based educational practices to raise student achievement

Tier 1: High-quality instruction, progress monitoring, differentiated learning, group interventions, classroom accommodations

The RTI process begins at Tier 1 with high quality instruction and universal screening of all children within the general education setting. Through the use of formative assessments such as the MAP test, the school establishes a baseline to identify students who need additional support and struggling learners are provided classroom accommodations and differentiated instruction to meet their needs. Tier 1 academic supports include technology-rich instruction, progress monitoring, differentiated learning, group interventions and classroom accommodations. Using strategies and tools such as adaptive programs, NWEA MAP universal screening, Integrated and Designated ELD, Explicit Direct Instruction, and Culturally Responsive Teaching. Tier 1 behavioral and socio-emotional supports are centered around School-Wide PBIS, led by the Dean of Students. With clear expectations taught through a Life Skills course and etiquette program students earn rewards for desired behaviors. Assemblies, student surveys and our SSPT process encourage student participation and voice.

Within Tier 1, a student may receive the following supports:

- Adaptive programming in McGraw Hill's ALEKS and StudySync
- Khan Academy
- BrainPOP ESL
- Discovery Education
- Read Theory
- National Geographic
- 1:1 devices
- Advisory/SSR

The length of time in Tier I interventions may vary, but generally does not exceed eight weeks. During that time, the school will continue to evaluate student progress based on interim data such as Smarter Balanced Interim Block Assessments, Comprehensive exams, and classroom assessments. At the end of this period, students showing significant progress are exited from interventions, while those needing more intensive supports are moved to Tier 2. A student success team is gathered to determine intensive support.

Tier 2: Targeted Interventions

Tier 2 focuses on targeted interventions to create a high-quality differentiated environment where students are supported to engage at their optimal levels. The school uses co-teaching strategies, and "Power" classes for mathematics and ELA intervention. Additionally, students with targeted needs receive tutoring, Saturday and Summer school instruction is available universally. When students are identified as needing additional support, restorative practices are utilized such as peer mediation, new-comer and behavior management support groups, community restoration assignments, goal setting and monitoring and Edge Coaching.

Students not making adequate progress with Tier I interventions are matched with more intensive academic and/or behavioral support based on their needs. These services are provided by general education teachers, math and literacy coaches, and special education teachers. In small groups and within the general classroom setting, students may access:

- Power Classes (Math and English)
- Co-taught classes
- Push-in support
- After school tutoring

- SSR/Advisory

Pull out supports are utilized to support students who require additional academic support and the learning lab will be used.

Students receiving Tier 2 interventions may require a longer period of monitoring, however, it does not typically exceed a semester. Students who do not demonstrate progress are moved into Tier 3. While students who have shown significant progress are placed into Tier 1.

Tier 3: Intensive Interventions and Evaluation

Tier 3 assists those students in most academic need. Our schools have both push-in and pull-out services with specialists to ensure students' needs are met. Using of our Special Academic Instruction program, instructional aides, learning centers, and Saturday school we are able to help our most struggling learners close the achievement gap. Support for our exceptional learners include search and serve to meet their needs and an accelerated math pathway. Supports for behavior and socio-emotional are centered around restorative practices. Utilizing reflection committees, we determine the proper intervention for individual students. Using trauma-informed practices and socio-emotional wellness, these strategies and programs address the needs of all scholars including the most vulnerable, academically and emotionally unresponsive students.

In Tier 3 of the MSA-San Diego's RTI program, students receive individualized, intensive interventions that target specific skill deficiencies that include:

- All Tier 2 interventions
- Push-in and Pull-out support: Education Specialists, Intervention Teachers, and Literacy Coaches provide push- in and pull- out support in core classes to learners receiving Tier 3 interventions. Support providers assist teachers in creating accommodations and differentiated learning experiences so that all students may access class materials. If it is deemed that students would benefit from further individualized support, they are pulled out for more intensive instruction.
- Study Skills classes: Study Skills courses are taught by Education Specialists as an elective course for students in need of additional support in note taking, organization, exam preparation, assignment completion, and time management.
- Instructional aides in the classroom: Instructional Aides support teachers with instruction by working individually with students, assisting in stations, clarifying instructions, and reteaching. IA's also provide behavioral support and reinforce the school's Positive Behavior Interventions and Support ("PBIS").
- Saturday School: Students assigned to Saturday School work with teachers on foundational skills related to their coursework.
- Learning Center: The Learning Center or Resource Classroom is designated as a space for both Special Education and General

Education students to receive academic support from Education Specialists and Instructional Coaches. Students can complete assignments, test in small settings, use computers, and work with their peers on group assignments.

If the Student Success Team believes further intervention is necessary, then the student may be referred to special education or 504 services.

While Tier 3 students may access a variety of academic supports before and after school including tutoring, Saturday school, and teacher coaching, the majority of interventions are given throughout

the school day to ensure that students receive the full benefits of their individualized instruction. Services in the learning center, push-in and pull-out assistance, instructional aides, and study skills classes are all provided to students during the school day.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

In order to ensure effective parental involvement and support a partnership among the school, parents and the community to improve student academic achievement, MSA-San Diego provides the following programs to assist parents in understanding State academic content standards and State student academic achievement standards, State and local academic assessments, Title I requirements, and how to monitor their child's progress and work with educators to improve the academic achievement of their children (collectively referred to "Standards and Requirements"):

- The school will encourage parents to serve on its board of directors;
- The school will seek input from the PTF and the SSC on ways to assist parents to understand the Standards and Requirements.
- The school will encourage parents to serve on its board committees.
- The school will regularly publish in its Newsletter, and/or on its website, descriptions and explanations of State academic content standards and State student academic achievement standards, State and local academic assessments, Title I requirements, and how to monitor their child's progress and work with educators to improve the academic achievement of their children.
- Regular meetings will be held by the school at community libraries and/or parent volunteer homes to discuss how parents can work with educators to improve their child's academic achievement.
- The school will hold Back to School nights to introduce parents to the School's curriculum and its correlation to the State's academic content standards and academic achievement standards.
- Parents will be invited to attend regular classes to learn about State and local academic assessments and to take sample tests.

In an effort to foster parental involvement, the school will provide materials and training to help parents to work with their children to improve their children's achievement through the following programs:

- Student-Teacher Status Portal: MSA-San Diego uses an online web portal to enable parents, students, and teachers to communicate more efficiently. Teachers have a webpage for every class in which they post course material, homework assignments, projects, course grade statistics and records of students' grades on quizzes, tests, class participation and homework assignments. Students and parents use confidential passwords to log on.

Families without home computers will be encouraged to come to the school and use one of the available computer stations. Classes are held at the school on how to use the portal as well as how to access it via free Internet access at public libraries if that is more convenient than coming to the school.

- The school will provide parents with access to literacy programs that bond families around reading and using the public library.
- The school will provide annual seminars on parenting skills and parent-child communication.
- The school's psychologist will work with parents to better understand their children and the issues facing them.
- The school will train parents how to tutor their children in the school.
- Individualized student and parent advisory sessions: Each of school teachers and mentors will be assigned to a small group of students. They will arrange two to four meetings at school during the school year to discuss their students' academic achievements.
- One-on-one meetings with the parents of academically low-achieving students to support

the parent in providing the student the study environment he/she needs.

The school annually educates teachers, pupil services personnel, principals and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs and build ties between parents and the School. The training takes place each year in staff orientations, annual staff development materials and other in-service trainings held throughout the school year.

In order to better understand what works best for the current parents of participating children attending the school, the education will take place after the following research is done (which shall be accomplished within the first 90 days of the commencement of the School year):

- Home Visits: Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, the school uses home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with low-achieving students.
- The school teachers visit students at their homes to enhance student learning and involvement. Family visits offer invaluable insights about students. They can provide new understanding about students' learning styles. Visits might also reveal the emotional and social needs and behaviors of students. It is helpful to know if they react to problems with tears, anger, or withdrawal, and how they socialize with peers. Through family visits, teachers can identify students' latest interests or concerns, such as a new hobby, an upcoming trip, or a change in the family.
- A phone tree will be established where volunteers call all parents of participating students to solicit feedback and ideas for building ties between parents and the school, how to best communicate with parents and how to work with parents as equal partners.
- A survey is sent home to parents of participating students that solicits information on what skills each parent has to offer the school and what types of parental involvement programs in which parents would most likely participate.

The school involves parents in the development of the training regarding the importance of parent involvement for teachers, principals and other educators to improve the effectiveness of such training.

In order to maximize parental involvement and participation, the school arranges school meetings at various times or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at the school.

The school adopts and implements model approaches to improving parental involvement.

The school has developed appropriate roles for community-based organizations and businesses in parent involvement activities, such as sponsoring events, providing volunteers for school activities, and creating internships for students.

During the Covid-19 pandemic, the Home Visit model switched to Zoom meetings with parents, students, and teachers/administration.



Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

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

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

In order to engage parents in an organized, ongoing and timely way in the planning, review and improvement of Title I, Part A programs, the parent and family engagement policy, and if applicable, the schoolwide program plan, the School engages parents of participating students as follows:

- The School conducts at least one Family Learning Night each year where all parents of participating children will be invited to the School to learn about the different Title I, Part A programs, details of this policy, and if applicable, the schoolwide program plan. These meetings are held at flexible times. Additionally, some may be located at community libraries or at parent volunteer homes for those who live far from the School.
- Parents not attending the Family Learning Nights are contacted by a volunteer by telephone to encourage participation and inform them of future Family Learning Nights.
- The School publishes a regular Newsletter with notification of upcoming participation opportunities.
- Each year, the School holds an End of School Night, at which parents of participating children will be invited to review Title I, Part A programs, the parent and family engagement policy, and if applicable, the schoolwide program plan and recommend any changes.
- At least one of parents of participating children is invited to accompany School staff on retreats to participate in discussions and sessions dealing with Title I, Part A programs.
- If requested by parents of participating children, the School schedules regular meetings where parents are able to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children. The School responds to such suggestions within 48 hours.
- If the schoolwide program plan is not satisfactory to parents of participating children, the School will submit any parent comments on the plan when it submits the plan to the authorizers/CDE.

School Site Council (SSC):

- If a SPSA is required, the School creates a School Site Council (SSC) where it plans, review, and improve Title I, Part A programs, the parent and family engagement policy, and if applicable, the schoolwide program plan. The SSC meets at the School and is composed of 10 members, selected by their peers.

The SSC is constituted to ensure parity between the principal, classroom teachers and other school

personnel; (b) parents or other community members selected by parents and pupils. Classroom teachers comprise the majority of persons represented under category (a). (Education Code Section 65000)

Additionally, the SSC is involved in decisions regarding how funds reserved for parent engagement activities are allotted for those activities.

Parent Advisory Committee (PAC):

- If a SPSA is not required, and the LCAP can serve as the SPSA, MPS chooses to utilize the LCAP to serve as the SPSA. MPS will utilize our Parent Advisory Committee (PAC) in developing the LCAP. In this case, PAC will meet the stakeholder engagement requirements.
- PAC will plan, review, and improve the LCAP as well as plan, review, and improve Title I, Part A programs and align them to the LCAP. PAC will also be the main committee reviewing the parent and family engagement policy, and if applicable, other school program plans. School leadership will work closely with PAC to ensure parents are engaged in the school improvement process.
- Parent Advisory Committee - as used in California Education Code (EC) sections 52063 and 52069, shall be composed of a majority of parents, as defined in subdivision (e), of pupils and include parents of pupils to whom one or more of the definitions in EC Section 42238.01 apply. A governing board of a school district or a county superintendent of schools shall not be required to establish a new parent advisory committee if a previously established committee meets these requirements, including any committee established to meet the requirements of the federal No Child Left Behind Act of 2001 (Public Law 107-110) pursuant to Section 1112 of Subpart 1 of Part A of Title I of that act.

English Learner Parent Advisory Committee (ELPAC):

- English Learner Parent Advisory Committee - as used in EC sections 52063 and 52069 for those school districts or schools and programs operated by county superintendents of schools whose enrollment includes at least 15 percent English learners and at least 50 pupils who are English learners, shall be composed of a majority of parents, as defined in subdivision (e), of pupils to whom the definition in EC Section 42238.01(c) applies. A governing board of a school district or a county superintendent of schools shall not be required to establish a new English learner parent advisory committee if a previously established committee meets these requirements.

Consulting with Pupils:

- Consult with Pupils - as used in EC sections 52060, 52066, and 47606.5, means a process to enable pupils, including unduplicated pupils and other numerically significant pupil subgroups, to review and comment on the development of the LCAP. This process may include surveys of pupils, forums with pupils, pupil advisory committees, or meetings with pupil government bodies or other groups representing pupils.
- The School annually conducts student, parent, and staff surveys to improve our stakeholders' school experience and to consult with them. Conducting such stakeholder surveys is an essential part of the School's LCAP development process.

The school implements an effective means of outreach to parents of limited English proficient students to inform them regarding how they can be involved in the education of their children and be active participants in assisting their children to attain English proficiency, achieve at high levels in core academic subjects and meet challenging State academic achievement standards and State

academic content standards expected of all student. To accomplish this goal, the school does the following:

- The school holds regular meetings, and send notice of these meetings, for the purpose of formulating and responding to recommendations from parents of participating children.
- The school provides language translators at parent meetings to the extent practicable.
- The school schedules meetings to enable families to share information about culture, background, children's talents and particular needs for the schools.
- The school provides parents of limited English proficiency with access to English as a Second Language (ESL) classes to increase their English language proficiency to assist their children with homework. The school's principal will visit the classes to interact with the parents.
- English Learner Advisory Committee: The English Learner Advisory Committee (ELAC) is mainly a committee of parents or other community members who want to advocate for English Learners. The committee provides parents of English Learners opportunities to learn more about the programs offered to their students and advises the principal and the School Site Council (SSC) on programs and services for English Learners.

State law mandates each school site with 21 or more students of Limited English Proficiency (LEP) in attendance, regardless of language, to form a functioning English Learner Advisory Committee (ELAC).

The school provides full opportunities for participation of parents with disabilities and parents of migratory children. To accomplish this goal, the school does the following:

- The school schedules meetings to enable families to share information about culture, background, children's talents and particular needs for the schools.
- Teachers are encouraged to make home visits to discuss student progress with the parents. Parents, students, and teachers meet throughout the year to monitor students' progress.
- Teachers meet one-on-one with parents of such students on an as needed basis to ensure the proper supports are in place for the student.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Expenditures funded by Title I, Part A include the following: Saturday School, Home Visits, Assessment tools and support staff.

Fiscal support (EPC)

LCFF Funds, Other State Funds, Local Funds, and Federal Funds are utilized to implement the actions in the LCAP/SPSA. Federal Funds (Title I, Part A; Title II, Part A; Title III-Part A; and Title IV, Part A) will be used to supplement state and local funds. This SPSA only includes funds provided to the school through the Consolidated Application.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

MSA-San Diego strives to attain a collaborative culture of data analysis, needs assessment, planning, aligning funding to our documented school goals and priorities, reflection, and improvement. All our stakeholder groups (parents/Parent Advisory Committee (PAC), students, staff, School Site Council (SSC), ELAC, PTF, Home Office support team, Board of Directors, charter authorizer, ACS WASC, and our community partners) are critical, active, informed, and responsible participants in this process to ensure we make effective decisions that benefit students. Particularly for the LCAP/SPSA, the school consulted with the PAC, SSC, and ELAC for planning, review, and update of the programs in the LCAP/SPSA. These committees reviewed input from all stakeholders and available data through surveys and student performance data. Based on stakeholder input and data (CA School Dashboard data, interim student assessment data, survey results, etc.), we reflected on our existing LCAP/SPSA actions/services and measurable outcomes, continued or modified them for improvement, and we also planned for new actions and services as the needs arose.

The following are the dates of such meetings:

Parent Advisory Committee meetings: 08/11/2020, 09/04/2020, 09/11/2020, 09/18/2020, 09/25/2020, 10/02/2020, 10/09/2020, 10/30/2020, 11/06/2020, 11/20/2020.

ELAC meetings: 12/1/2020

SSC meetings: 12/4/2020

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

The school is not identified for CSI or ATSI, so this section is not applicable.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.2%	0.5%	0.45%	1	2	2
African American	5.7%	5.2%	6.77%	23	21	30
Asian	2.5%	3.2%	6.77%	10	13	30
Filipino	3%	2%	2.26%	12	8	10
Hispanic/Latino	27.7%	31.4%	36.12%	112	127	160
Pacific Islander	0.2%	0%	0.23%	1	0	1
White	49%	43.1%	38.15%	198	174	169
Multiple/No Response	11.6%	14.6%	8.58%	47	59	3
Total Enrollment				404	404	443

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 6	125	148	140
Grade 7	141	131	174
Grade 8	138	125	129
Total Enrollment	404	404	443

Conclusions based on this data:

1. There is an increase in Hispanic/Latinx students and decrease in white student population.
2. School Enrollment increased as of 2019-20 school year by 39 students
3. There is a significant increase in African American and Asian students

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners		18	27		4.5%	6.1%
Fluent English Proficient (FEP)		67	85		16.6%	19.2%
Reclassified Fluent English Proficient (RFEP)		5	5		27.8%	27.8%

Conclusions based on this data:

1. The number of English Learners increased significantly compared to the previous year. Because of this, we increased the scope of support our EL students receive.
2. The percent of students we were able to reclassify remained the same from the previous year. Because the number of EL students increased, we would like to see an increase in the number of students we are able to reclassify.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6		125	146		118	143		118	143		94.4	97.9
Grade 7		134	129		132	123		132	123		98.5	95.3
Grade 8		140	125		138	125		138	125		98.5	100
All		399	400		388	391		388	391		99.7	97.8

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6		2531.	2563.		16.95	26.57		36.44	43.36		23.73	18.88		22.88	11.19
Grade 7		2579.	2585.		24.24	30.89		40.91	30.89		19.70	24.39		15.5	13.82
Grade 8		2595.	2619.		20.29	32.00		43.48	44.00		24.64	16.80		11.59	7.20
All Grades	N/A	N/A	N/A		20.62	29.67		40.46	39.64		22.68	19.95		16.24	10.74

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 6		28.81	37.06					47.55		15.38
Grade 7		34.85	34.15					47.97		17.89
Grade 8		33.33	44.00					40.00		16.00
All Grades		32.47	38.36					45.27		16.37

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6		19.49	22.38		48.31	62.24		32.2	15.38
Grade 7		31.82	38.21		50.0	44.72		18.18	17.07
Grade 8		32.61	37.60		55.80	53.60		11.59	8.80
All Grades		28.35	32.23		51.55	53.96		20.10	13.81

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6		16.95	20.98		66.10	66.43		16.95	12.59
Grade 7		23.48	29.27		62.88	61.79		13.64	8.94
Grade 8		23.19	37.60		67.39	59.20		9.42	3.20
All Grades		21.39	28.90		65.46	62.66		13.14	8.44

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6		37.29	39.16		43.22	48.95		19.49	11.89
Grade 7		43.94	37.40		46.21	43.90		9.85	18.70
Grade 8		37.68	42.40		49.28	48.00		13.04	9.60
All Grades		39.69	39.64		46.39	47.06		13.92	13.30

Conclusions based on this data:

1. We had an increase in the percent of students who were above standard in all areas: Reading, Writing, Listening, Research/Inquiry. In addition we had a decrease in students who performed below standard in the same areas.
2. An area for improvement for all grade levels is in the area of listening (how well students understand spoken information). We are implementing strategies for increasing listening comprehension in all content areas through increasing opportunities for students to have collegial discussions and commenting on questions and comments in a one-on-one, group, and teacher-led scenarios.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6		125	146		118	143		118	143		94.4	97.9
Grade 7		134	129		132	123		132	123		98.5	95.3
Grade 8		140	125		138	125		138	125		98.5	100
All		399	400		388	391		388	391		97.24	97.8

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6		2528.	2570.		23.73	37.06		18.64	25.17		27.97	17.48		29.66	20.28
Grade 7		2594.	2570.		38.64	31.71		24.24	21.95		27.27	24.39		9.85	21.95
Grade 8		2592.	2626.		31.88	45.60		16.67	20.00		26.81	22.40		24.64	12.00
All Grades	N/A	N/A	N/A		31.70	38.11		19.85	22.51		27.32	21.23		21.13	18.16

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 6		27.97	46.85		35.59	29.37		36.44	23.78	
Grade 7		47.73	40.65		32.58	34.96		19.70	24.39	
Grade 8		37.68	54.40		32.61	24.80		29.71	20.80	
All Grades		38.14	47.31		33.51	29.67		28.35	23.02	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6		27.12	32.17		41.53	47.55		31.36	20.28
Grade 7		37.88	33.33		46.97	38.21		15.15	28.46
Grade 8		34.06	44.80		48.55	39.20		17.39	16.00
All Grades		33.25	36.57		45.88	41.94		20.88	21.48

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6		27.73	37.06		39.83	44.06		36.44	18.88
Grade 7		36.36	31.71		56.06	51.22		7.58	17.07
Grade 8		40.58	43.20		40.58	48.80		18.84	8.00
All Grades		34.02	37.34		45.62	47.83		20.36	14.83

Conclusions based on this data:

1. We had an increase in the percent of students who were above standard in all areas: Concepts and Procedures, Problem Solving and Modeling & Data Analysis, and Communicating Reasoning.
2. The percent of students who were below standard in the area of Problem Solving and & Modeling/Data Analysis increased as well as the percent of students who were at or near standard in the area of concepts & procedures and Problem Solving and & Modeling/Data Analysis decreased. To address this, we are identifying and scheduling training specific to math instruction for students with disabilities including current intervention programs. In addition, we are purchasing additional math intervention curriculum for students who are 2-3 years below grade level.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 6	*	*	*	*	*	*	*	8
Grade 7	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	4
All Grades							19	15

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	53.33	*	20.00	*	20.00	*	6.67	19	15

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*
All Grades	*	73.33	*	6.67	*	13.33	*	6.67	19	15

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*
All Grades	*	26.67	*	26.67	*	40.00	*	6.67	19	15

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*
All Grades	*	33.33	78.95	46.67	*	20.00	19	15

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*
All Grades	63.16	80.00	*	13.33	*	6.67	19	15

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*
All Grades	*	20.00	*	46.67	*	33.33	19	15

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	33.33	68.42	66.67	*	0.00	*	15

Conclusions based on this data:

1. The number of EL students decreased from the 17-18 school year to the 18-19 school year. The data represented in the tables above are inconclusive due to the lack of information provided.
2. In order to proactively address the needs of our EL students, we have increased the support provided for this student group. Teachers are trained in SDAIE strategies and the CHATS framework yearly.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
404	26.7	4.5	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	18	4.5
Homeless	10	2.5
Socioeconomically Disadvantaged	108	26.7
Students with Disabilities	59	14.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	21	5.2
American Indian	2	0.5
Asian	13	3.2
Filipino	8	2.0
Hispanic	127	31.4
Two or More Races	55	13.6
White	174	43.1





Conclusions based on this data:

1. Our school had an increase in enrollment of Hispanic and African American students in the 2018-19 school year. We have a richly diverse student population, and have incorporated culturally responsive teaching to the repertoire of our teachers as well as diversity training for all staff members.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 424 479 453">English Language Arts</p>  <p data-bbox="305 506 360 531">Blue</p>	<p data-bbox="673 424 950 453">Chronic Absenteeism</p>  <p data-bbox="776 506 844 531">Green</p>	<p data-bbox="1182 424 1398 453">Suspension Rate</p>  <p data-bbox="1256 506 1325 531">Green</p>
<p data-bbox="251 623 414 653">Mathematics</p>  <p data-bbox="297 705 370 730">Green</p>		

Conclusions based on this data:

1. Because nearly 15% of our students are students with disabilities, and these students did not show comparable growth to our general education students, we have increased the number of case managers and training for teachers and support staff on supporting these students with special needs. In addition, we are purchasing curriculum for students who are 2-3 years below grade level. Also, training will be provided for educational specialists and support staff in the programs teachers are using in class (Khan and Mappers) in order to have a more cohesive program for these students.
2. We have a strong ELA program with experienced teachers sharing resources and strategies with other content areas. We use a combination of McGraw Hill curriculum as well as teacher created material to supplement the program. In addition, using NWEA MAP benchmark data to inform instruction throughout the year has proven successful.

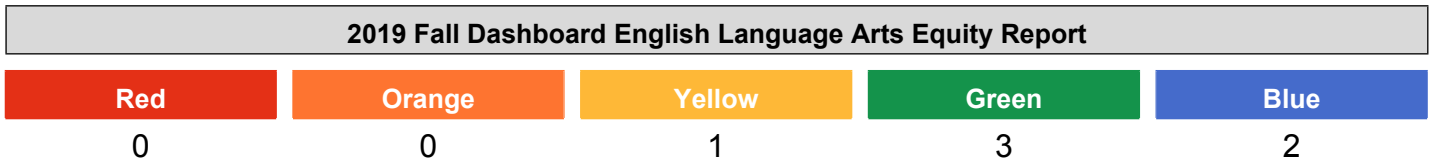
School and Student Performance Data

Academic Performance English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Blue</p> <p>41 points above standard</p> <p>Increased Significantly ++18.6 points 375</p>	<p>English Learners</p> <p>Green</p> <p>8.3 points above standard</p> <p>Increased Significantly ++20.8 points 43</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>9</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>8.6 points above standard</p> <p>Increased Significantly ++10.2 points 114</p>	<p>Students with Disabilities</p> <p>Yellow</p> <p>53.9 points below standard</p> <p>Increased ++6.8 points</p> <p>58</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

<p>African American</p>  <p>No Performance Color</p> <p>21.3 points below standard</p> <p>Maintained ++2.8 points</p> <p>19</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>	<p>Asian</p>  <p>No Performance Color</p> <p>93.2 points above standard</p> <p>13</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>8</p>
<p>Hispanic</p>  <p>Blue</p> <p>34 points above standard</p> <p>Increased Significantly ++34.7 points 117</p>	<p>Two or More Races</p>  <p>Green</p> <p>38.1 points above standard</p> <p>Maintained -1.6 points</p> <p>54</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>Blue</p> <p>46.7 points above standard</p> <p>Increased ++14.2 points</p> <p>158</p>

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

<p>Current English Learner</p> <p>56.5 points below standard</p> <p>Increased Significantly ++42.8 points 15</p>	<p>Reclassified English Learners</p> <p>43.1 points above standard</p> <p>Increased Significantly ++20.3 points 28</p>	<p>English Only</p> <p>39.8 points above standard</p> <p>Increased ++13.2 points</p> <p>296</p>
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Conclusions based on this data:

- All of our student groups showed significant improvement in ELA
- African American and Two Or More races student groups didn't show the same level of improvement compared to the rest of the student population.
- Schoolwide student performance is Blue, which is the highest possible performance.

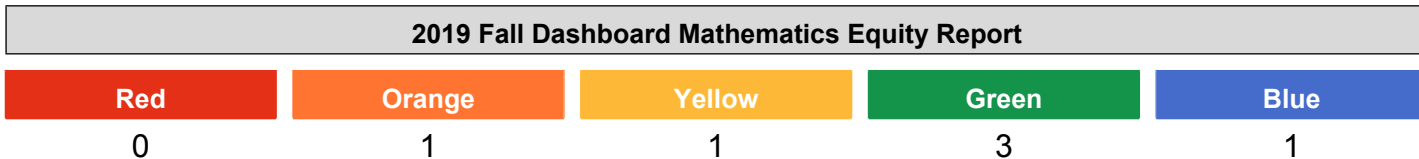
School and Student Performance Data

Academic Performance Mathematics






The performance levels are color-coded and range from lowest-to-highest performance in the following order:










This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>21.8 points above standard</p> <p>Increased ++13.2 points</p> <p>375</p>	<p>English Learners</p>  <p>Yellow</p> <p>21.4 points below standard</p> <p>Maintained ++0.4 points</p> <p>43</p>	<p>Foster Youth</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>9</p>	<p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>18.5 points below standard</p> <p>Increased Significantly ++17.2 points</p> <p>114</p>	<p>Students with Disabilities</p>  <p>Orange</p> <p>74.7 points below standard</p> <p>Maintained -0.9 points</p> <p>58</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
<p>African American</p>  <p>No Performance Color</p> <p>37.8 points below standard</p> <p>Increased ++14.5 points</p> <p>19</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>	<p>Asian</p>  <p>No Performance Color</p> <p>65.6 points above standard</p> <p>13</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>8</p>
<p>Hispanic</p>  <p>Blue</p> <p>8.7 points above standard</p> <p>Increased Significantly ++26.7 points</p> <p>117</p>	<p>Two or More Races</p>  <p>Green</p> <p>16.9 points above standard</p> <p>Declined Significantly -18.4 points</p> <p>54</p>	<p>Pacific Islander</p>	<p>White</p>  <p>Green</p> <p>32 points above standard</p> <p>Increased ++11.8 points</p> <p>158</p>

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
<p>Current English Learner</p> <p>82 points below standard</p> <p>Increased ++12.3 points</p> <p>15</p>	<p>Reclassified English Learners</p> <p>11 points above standard</p> <p>Increased ++3.5 points</p> <p>28</p>	<p>English Only</p> <p>22.6 points above standard</p> <p>Increased ++9.8 points</p> <p>296</p>

Conclusions based on this data:

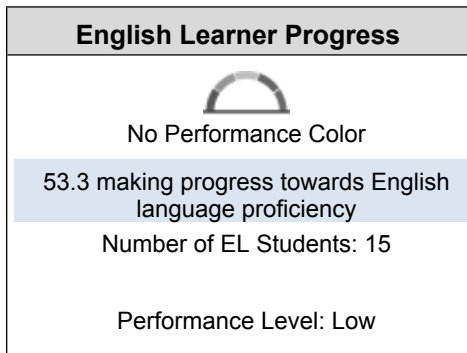
- Schoolwide performance color is green and we missed the blue performance level by only 1.8 points.
- All of our student groups showed improvement except for students with disabilities and two or more races. We did a root cause analysis meeting and created action plan to address the needs of our students in these student groups.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
13.3	33.3	33.3	

Conclusions based on this data:

- Our school had a small EL population in 2019 Fall Dashboard.
- More than half of the students showed progress towards English Language proficiency

School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

- 1.

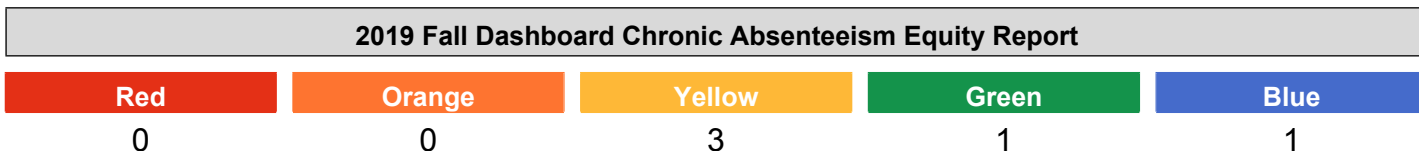
School and Student Performance Data

Academic Engagement Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>7.6</p> <p>Declined -2.2</p> <p>422</p>	<p>English Learners</p> <p>No Performance Color</p> <p>16.7</p> <p>Increased +11.7</p> <p>18</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>10</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>15.3</p> <p>Declined -1.9</p> <p>137</p>	<p>Students with Disabilities</p> <p>Yellow</p> <p>16.2</p> <p>Declined -3.1</p> <p>68</p>

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 18.2 Declined -5.8 22	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 0 Maintained 0 13	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 10.9 Declined -0.6 137	 Green 6.8 Declined -3 59	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Blue 5 Declined Significantly -3.4 181

Conclusions based on this data:

1. All student groups showed a decline in chronic absenteeism except for the English learners

School and Student Performance Data

Academic Engagement Graduation Rate

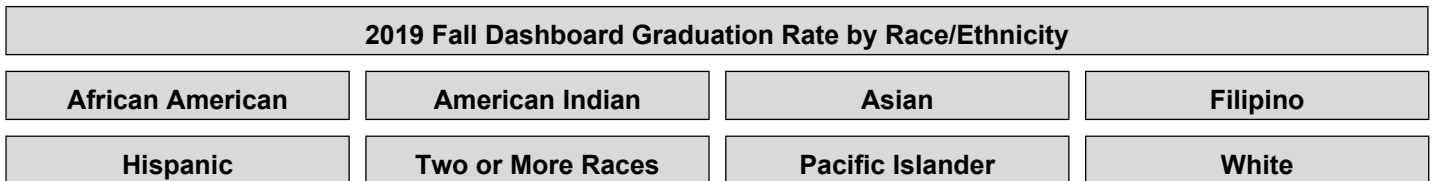
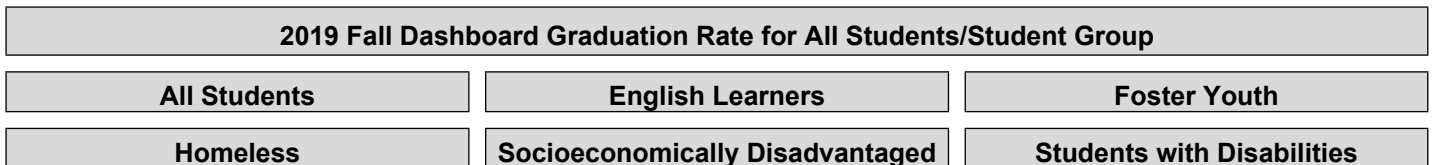
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

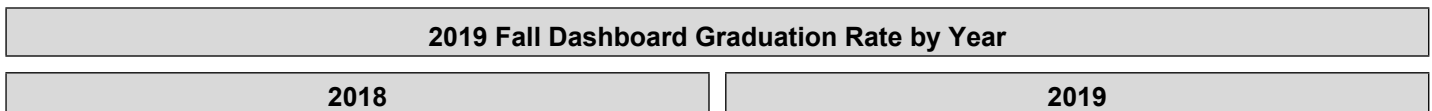
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

- 1.

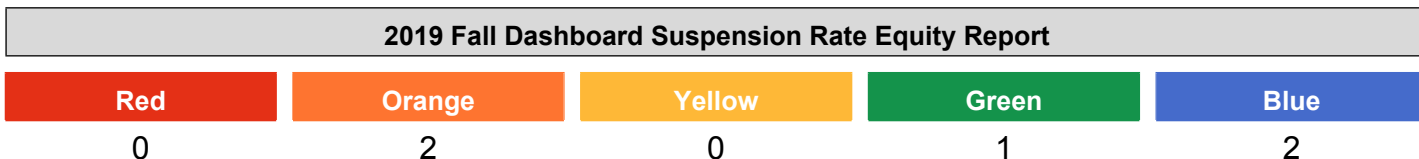
School and Student Performance Data

Conditions & Climate Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:










This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>1.8</p> <p>Declined -0.7</p> <p>437</p>	<p>English Learners</p> <p>No Performance Color</p> <p>0</p> <p>Declined -10</p> <p>18</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>1</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>10</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>2.1</p> <p>Declined -1.8</p> <p>142</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>4.2</p> <p>Increased +0.3</p> <p>72</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
<p>African American</p>  <p>No Performance Color</p> <p>4.5</p> <p>Increased +4.5</p> <p>22</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data</p> <p>2</p>	<p>Asian</p>  <p>No Performance Color</p> <p>7.7</p> <p>Increased +7.7</p> <p>13</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data</p> <p>8</p>
<p>Hispanic</p>  <p>Orange</p> <p>3.5</p> <p>Increased +1</p> <p>142</p>	<p>Two or More Races</p>  <p>Blue</p> <p>0</p> <p>Declined -1.9</p> <p>62</p>	<p>Pacific Islander</p>	<p>White</p>  <p>Blue</p> <p>0.5</p> <p>Declined -2.8</p> <p>188</p>

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	2018	2019
	2.6	1.8

Conclusions based on this data:

- School wide suspension rate decreased compared to previous school year.
- There is an increase in suspension rates for Hispanic and students with disabilities.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT

LEA/LCAP Goal

All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive basic services that are fundamental to academic success, including fully credentialed teachers, standards-aligned instructional materials, and appropriately maintained school facilities.

Goal 1

All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive basic services that are fundamental to academic success, including fully credentialed teachers, standards-aligned instructional materials, and appropriately maintained school facilities.

Identified Need

Providing basic services means ensuring all students have access to teachers who are fully credentialed in their subject areas, instructional materials aligned with state standards, and safe, properly maintained school facilities. Charter School will also adhere to the MPS Wellness Policy and encourage participation in school meal programs. Research shows when students are provided with these basic services, student learning outcomes increase. The MPS Home Office will provide services such as academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations to support and hold accountable the Charter School for compliance and meeting charter goals. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in provision of basic services to maintain a high-quality learning environment.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions (Source: Local Indicator Priority 1)	2019-20: 0	2020-21: 0
Percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1)	2019-20: 0%	2020-21: 0%
Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and	2019-20: 0	2020-21: 0

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
extreme deficiencies) (Source: Local Indicator Priority 1)		
Teacher attendance rate (Source: HRIS)	2019-20: 95.0%	2020-21: 96.5%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teacher assignments and credentials:

Charter School and the MPS Human Resources team will conduct credential, background and TB clearance review as part of the hiring process and at least once throughout the year to ensure all credentials are properly maintained. Charter School will support our teachers’ credentialing needs. Charter School will also annually review master schedule and teacher assignments to ensure teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters.

School Specific: Expenditures associated with this action include the following: teacher credentialing expenses, Paycom/payroll fees, and livescan/fingerprinting fees.

The following expenditures will be funded by the federal funds:

- Teacher credentialing expenses: Resource: Title II, Part A (4035); Object: 5864; Amount: \$6,000

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
6,000	Title II Part A: Improving Teacher Quality 5000-5999: Services And Other Operating Expenditures

Teacher credentialing expenses

Strategy/Activity 2**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Instructional materials and technology:

Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, socialemotional, and physical requirements of students. Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials. Charter School will ensure that students have sufficient access to the standards-aligned instructional materials, including technology-based resources. Charter School will provide effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards aligned instructional programs.

Expenditures associated with this action include the following: textbooks, instructional materials and supplies, computers and other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, etc.)

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 3**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Clean and safe facilities that support learning:

Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop

and monitor a comprehensive safety and security plan, conduct necessary safety training for all staff and continue to work with the stakeholders and experts to implement emergency and risk management procedures for individuals and the site. Charter School will procure and maintain necessary safety and emergency supplies, equipment and items. Charter School will establish schedules and procedures for the supervision of students in non-classroom areas, including before and afterschool.

Expenditures associated with this action include the following: facilities rent/acquisition cost, custodial staff salaries and benefits, custodial supplies, maintenance and repair services, security services, security services, and CharterSAFE insurance.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Low Income

Strategy/Activity

Healthy and nutritious meals:

Charter School will maintain nutrition education resources and continue focusing on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. Charter School will promote healthy food and beverage choices for all students throughout the campus, as well as encourage participation in school meal programs.

Expenditures associated with this action include the following: student meals.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Well-orchestrated Home Office support services:

The MPS Home Office provides services to the Charter School, supports and holds accountable the Charter School 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. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the Charter School to receive services at a lower cost. The services of the Home Office include, but are not limited to, academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations. Instructional services are reflected in Goals 2-4.

Expenditures associated with this action include the following: Home Office management fees.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Goal 1

Activity 1 - MPS Human Resources team conducts credential reviews. All teacher credentials were checked to place them in aligned subject course assignments. HR & Principal works together to review credentials and placed teachers in necessary programs - ie. BTSA, CLAD.

Activity 2 - All students who had technology needs were provided Chromebooks and hotspots. IT manager provides teacher & student troubleshooting when necessary. Teachers are implementing standards-aligned, online curriculums and instructional materials that are accessible to all students.

Activity 3 - Facility inspections are conducted regularly to ensure for compliance and a safe learning environment. Custodial company performs general cleaning and disinfection on a regular basis. Annual comprehensive school safety & security plan developed. Safety training conducted for all staff to respond to emergency situations with proper protocol. Supervision staff (and rotating teachers) were assigned clear monitoring areas for students in non-classroom areas - esp during passing periods, lunch, and after school.

Activity 4 - Nutritious food provided to interested students during lunch periods. Meals continued to be accessible to all students/families during distance learning with a parent grab & go drive thru system.

Activity 5 - Home Office provides training specific to Principals, Deans of Academics, and Deans of Students. Frequent, detailed guidance is provided regarding Covid safety measures that need to be prepared. Financial services are provided to assist principal with maintaining a well-balanced budget. Math and English Program Coordinators hold monthly trainings with teachers regarding IAB administration and data analysis.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are no major differences at this time.

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

No changes will be made to this goal.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

EXCELLENCE

LEA/LCAP Goal

All students will have equitable access to a high-quality core curricular and instructional program and make academic progress on the California Content Standards. Students will pursue academic excellence and be college/career ready.

Goal 2

All students will have equitable access to a high-quality core curricular and instructional program and make academic progress on the California Content Standards. Students will pursue academic excellence and be college/career ready.

Identified Need

Charter School desires that all our students pursue academic excellence and be college/career ready. Effective core curriculum and instruction are central to academic success. Therefore, Charter School will ensure that all students, including but not limited to, ELs, students with disabilities, socioeconomically disadvantaged/low-income students, and students achieving below grade level, have access to a high-quality core curricular and instructional program with appropriate services and support. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will also provide professional development to staff to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Charter School will implement the actions listed under this goal and use the indicated metrics, such as CAASPP assessment results, to measure progress in achievement of academic excellence and college/career readiness.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of programs and services outlined in the charter petition, including a broad course of study, that are developed and provided to students, certain programs and services being dependent on student need and interest (Source: Local Indicator Priority 7, SIS)	2019-20: 100%	2020-21: 100%
Percentage of students who have sufficient access to all programs and services developed and provided to unduplicated students and to individuals with exceptional	2019-20: 100%	2020-21: 100%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
needs (Source: Local Indicator Priority 7, SIS)		
Percentage of state standards implementation for all students (Source: Local Indicator Priority 2)	2019-20: 100%	2020-21: 100%
Percentage of students who have received a grade of “C” or better (or performed “proficient” on the related state standardized tests) in core subjects and electives (Source: SIS)	2019-20: 80%	2020-21: 80%
Average Lexile Growth (L) from fall to spring (Source: myON)	2019-20: 45.0	2020-21: 45.0
Percentage of students meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2018-19: All Students: 44.78% English Learners: 3.03% Socioeconomically Disadvantaged: 44.38% Students with Disabilities: 8.62% African American: ????% Hispanic: 42.42% White: 56.25%	2020-21: All Students: 44.78% English Learners: 3.03% Socioeconomically Disadvantaged: 44.38% Students with Disabilities: 8.62% African American: ????% Hispanic: 42.42% White: 56.25%
Distance from Standard (DFS) on the CASSPP-ELA/Literacy assessments (Source: CA School Dashboard)	2018-19: All Students: 13.9 points below standard English Learners: 69.2 points below standard Socioeconomically Disadvantaged: 16.6 points below standard Students with Disabilities: 96.9 points below standard Hispanic: 19.4 points below standard White: 17.7 points below standard	2020-21: All Students: 13.9 points below standard English Learners: 69.2 points below standard Socioeconomically Disadvantaged: 16.6 points below standard Students with Disabilities: 96.9 points below standard Hispanic: 19.4 points below standard White: 17.7 points below standard
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Reading	2018-19: All Students: 54.2% English Learners: 54.2% Socioeconomically Disadvantaged: 54.2%	2020-21: All Students: 54.2% English Learners: 54.2% Socioeconomically Disadvantaged: 54.2%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
assessment from fall to spring (Source: NWEA MAP)	Students with Disabilities: 54.2% African American: ?.?% Hispanic: 54.2% White: 54.2%	Students with Disabilities: 54.2% African American: ?.?% Hispanic: 54.2% White: 54.2%
Percentage of students meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2018-19: All Students: 30.13% English Learners: 9.09% Socioeconomically Disadvantaged: 27.72% Students with Disabilities: 5.17% African American: ?.??% Hispanic: 27.16% White: 62.50%	2020-21: All Students: 30.13% English Learners: 9.09% Socioeconomically Disadvantaged: 27.72% Students with Disabilities: 5.17% African American: ?.??% Hispanic: 27.16% White: 62.50%
Distance from Standard (DFS) on the CASSPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	2018-19: All Students: 43.1 points below standard English Learners: 77.6 points below standard Socioeconomically Disadvantaged: 47.1 points below standard Students with Disabilities: 121.2 points below standard Hispanic: 50.0 points below standard White: 6.2 points above standard	2020-21: All Students: 43.1 points below standard English Learners: 77.6 points below standard Socioeconomically Disadvantaged: 47.1 points below standard Students with Disabilities: 121.2 points below standard Hispanic: 50.0 points below standard White: 6.2 points above standard
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	2018-19: All Students: 54.2% English Learners: 54.2% Socioeconomically Disadvantaged: 54.2% Students with Disabilities: 54.2% African American: ?.?% Hispanic: 54.2% White: 54.2%	2020-21: All Students: 54.2% English Learners: 54.2% Socioeconomically Disadvantaged: 54.2% Students with Disabilities: 54.2% African American: ?.?% Hispanic: 54.2% White: 54.2%
Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4	2018-19: 52.6%	2020-21: 52.6%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
(ELP) between prior and current year (Source: CA School Dashboard)		
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2019-20: 20.0%	2020-21: 20.0%
Percentage of students meeting or exceeding standard on the CAASPP-Science assessments (Source: CDE DataQuest)	2018-19: All Students: 30.61% English Learners: 0.00% Socioeconomically Disadvantaged: 29.46% Students with Disabilities: 5.00% African American: ?.??% Hispanic: 26.56% White: ??.??%	2020-21: All Students: 30.61% English Learners: 0.00% Socioeconomically Disadvantaged: 29.46% Students with Disabilities: 5.00% African American: ?.??% Hispanic: 26.56% White: ??.??%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Broad course of study and standards-based curriculum:

Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule.

Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, substitute teacher expenses, and Odysseyware (ALEKS, FuelEd) course fees.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Learners, Foster Youth, Low Income

Strategy/Activity

Professional development for high-quality instruction:

Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs.

Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost software fees.

The following expenditures will be funded by the federal funds:

- Professional Development: Resource: Title II, Part A (4035); Object: 5864; Amount: \$12,505

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

12,505	Title II Part A: Improving Teacher Quality 5000-5999: Services And Other Operating Expenditures Professional Development
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Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Learners, Foster Youth, Low Income

Strategy/Activity

MTSS - Academic enrichment, intervention and student support:

Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.)

Expenditures associated with this action include the following: Dean of Academics salary and benefits, Title-I coordinator salary and benefits, instructional aide salaries and benefits, intervention teacher salaries and benefits, teacher stipends for after school, Saturday school, and summer school, NWEA MAP testing fees, Illuminate DnA fees, and evidence-based supplemental intervention/enrichment program fees (Accelerated Reader, myON, Lexercise, ST Math, Grade Slam, Sumdog, BrainPOP, NextGenMath, Membean, Spelling City, Turnitin, Seesaw, ABC Mouse, Learning A-Z, Cityspan, Flocabulary, and ALEKS.)

The following expenditures will be funded by the federal funds:

- Certificated staff salaries: Resource: Title I, Part A (3010); Object: 1100; Amount: \$4,380
- Classified staff salaries: Resource: Title I, Part A (3010); Object: 2100; Amount: \$17,500
- Certificated staff benefits: Resource: Title I, Part A (3010); Object: 1100; Amount: \$2,344
- Classified staff benefits: Resource: Title I, Part A (3010); Object: 2100; Amount: \$6,696
- Teacher & Admin stipends for Saturday school: Title I, Part A (3010); Object: 1100; Amount: \$10,000
- Programs and Reference Materials: Resource: Title I, Part A (3010); Object: 4340; Amount: \$5,750

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

4,380

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
Certificated staff salaries

2,344	Title I 1000-1999: Certificated Personnel Salaries Certificated staff benefits
10,000	Title I 1000-1999: Certificated Personnel Salaries Teacher & Admin stipends for Saturday school
17,500	Title I 2000-2999: Classified Personnel Salaries Classified staff salaries
6,696	Title I 2000-2999: Classified Personnel Salaries Classified staff benefits
5,750	Title I 4000-4999: Books And Supplies Programs and Reference Materials-NWEA MAP

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Designated and integrated ELD programs:

Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences.

Expenditures associated with this action include the following: EL coordinator salary and benefits, EL coordinator stipend, EL instructional aide salary and benefits, and Rosetta Stone program fees.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students (with a focus on Students with Disabilities)

Strategy/Activity

Support for students with disabilities:

Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA.

Expenditures associated with this action include the following: SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, SPED intern salaries and benefits, outsourced SPED services fees, and SPED instructional materials and technology.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Goal 2

Activity 1: MSA-San Diego continued to provide high quality instruction both in person and during distance learning with standards-aligned curriculums. To provide additional support teachers made themselves available weekly during tutoring and office hours via zoom.

Activity 2: Home office provided Professional Development support - EL director presented resources, ELA & Math Instructional coaches supported IAB administration, Symposiums focused on UDL curriculum development. Staff were given weekly grade-level and department meeting times to encourage collaboration and streamlined strategies. Informal observations were conducted by administration as well as teacher peers to allow for feedback aligned to high-quality education standards.

Activity 3: Tier 1, 2 & 3 interventions provided. Middle school students were placed in support classes based on SBAC & MAP NWEA results. Deans of Academics closely monitored students with failing grades and worked with grade level SSPT coordinators to hold Student Support and Progress Team meetings and goal-setting meetings with students & parents.

Activity 4: StudySync McGrawhill curriculum, used by all ELA teachers, provides curriculum with integrated EL supports. EL Coordinator provided resources & strategies with teachers quarterly in staff Professional Development meetings - ELD instructional strategies outlined in CHATS framework. Level 1 & 2 students were placed in designated ELD support classes.

Activity 5: Student services and supports listed in IEPs continued to be met during distance learning model - Special Education staff had extended learning hours as well as additional push-in support for sync & async sessions. Staff made weekly calls to check-in with parents on student progress.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The Saturday school budget increased significantly to help close the achievement gap due to Covid 19 school closures

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

No changes will be made to this goal.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

INNOVATION

LEA/LCAP Goal

All students will have access to a well-rounded education that supports their readiness for college and the global world. Each student will become an independent, innovative scholar by practicing creativity in learning and using technology in transformative ways.

Goal 3

All students will have access to a well-rounded education that supports their readiness for college and the global world. Each student will become an independent, innovative scholar by practicing creativity in learning and using technology in transformative ways.

Identified Need

It is the Charter School's vision that our graduates are well-rounded critical thinkers and problem solvers who contribute to the global community. A significant step toward helping our students achieve their maximum potential involves providing a rigorous, relevant and college preparatory curriculum with a STEAM emphasis. Therefore, we will design educational experiences to meet the needs of our scholars with an emphasis on innovation and critical thinking. Charter School will also promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts to our physical education program. In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in provision of an innovative, well-rounded education that supports student readiness for college and the global world.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	2019-20: 5%	2020-21: 5%
Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)	2019-20: 100%	2020-21: 100%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)	2019-20: 100%	2020-21: 100%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

English Learners, Foster Youth, Low Income

Strategy/Activity

College/Career readiness programs and activities:

Charter School will promote a college-going culture through college visits, college/career days, and other college related activities.

Expenditures associated with this action include the following: college/career related materials and activities.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Learners, Foster Youth, Low Income

Strategy/Activity

STEAM and GATE programs:

Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEAM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about

engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. Learners will be challenged to investigate, use problem-based learning, and research.

Expenditures associated with this action include the following: Mystery Science program fees, San Diego STEAM Expo Expenditures, San Diego Festival of Science and Engineering Expenditures, Robotics, Science, Math, Band, Engineering demonstration, community event and competition expenses.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Learners, Foster Youth, Low Income

Strategy/Activity

Digital literacy and citizenship programs:

Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will participate in PD on Blended Learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics include, but are not limited to, using technology applications; digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette.

Expenditures associated with this action include the following: computer teacher salary and benefits, internet security program fees, and WonderMedia software fees.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Low Income

Strategy/Activity

Physical education, activity, and fitness:

Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness.

Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

English Learners, Foster Youth, Low Income

Strategy/Activity

Additional programs and activities that support well-rounded education:

In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and

self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, math, science, technology, engineering, ELA, language other than English and culture, sports, visual and performing arts, community service, and other.

Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support well-rounded education, field trip expenses, and club expenses.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Activity 1: Before school closure students participated in College Career week and attended college events to promote college going culture. During distance learning we invite guest speakers and also plan to do a virtual College & Career Week for all students to participate in.

Activity 2: Before covid-19 school closures we were able to do our monthly STEAM activities which includes but not limited to San Diego Festival of Science and Engineering, Celebration of Science, STEM In your Backyard event, Holiday STEAM Expo. During distance learning we continued to host virtual STEAM activities.

Activity 3: During the transition to Distance Learning, our local leadership team developed a virtual learning behavior matrix to ensure students are aware of expectations and appropriate behaviors. This has also been shared with families through newsletters, meetings, etc.

To provide digital literacy our teachers plan lessons to help students to find, evaluate, and compose clear information through writing and other media on various digital platforms. Also with distance learning we started utilizing the student email accounts. We trained our students on how to use their school email accounts and we had training and assignments on how to write an effective email.

Activity 4: PE teachers continued to provide exercises via zoom during distance learning.

Activity 5: We continue to offer elective classes during distance learning which are Robotics and Engineering, Art, BAnd, Maker Space, and Spanish. Also our staff continues to offer after school clubs daily.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No Title funds were budgeted or used to implement the strategies/activities to meet the articulated goal.

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

Study Skills class moved from being an Elective class to a course for all students to equip all students with 21st century skills. Also we added Makerspace elective course to provide more STEAM course options.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

CONNECTION

LEA/LCAP Goal

All students, families, staff, and other stakeholders will have access to meaningful engagement opportunities that help cultivate leadership, advocacy, and collaboration in a safe and nurturing environment. Stakeholders will feel a sense of community and connectedness.

Goal 4

All students, families, staff, and other stakeholders will have access to meaningful engagement opportunities that help cultivate leadership, advocacy, and collaboration in a safe and nurturing environment. Stakeholders will feel a sense of community and connectedness.

Identified Need

School communities are integrated partnerships with the school site staff, families, students and all other stakeholders. This sense of connection creates a safe place for all learners and stakeholders to affirm individual strengths, develop capacity, celebrate character, build trusting and respectful relationships, promote unity and better decision making. Additionally, community cultivates identity and gives each member a sense of belonging and pride. Charter School will seek family input for decision making, utilize home visits and stakeholder surveys, and provide academic and social-emotional support through MTSS/PBIS. We will work with community partners to support the vision and goals of the school, including our students' development of personal and academic networks for long-term resilience and connection. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in sustaining a sense of community and connectedness.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of School Site Council (SSC) meetings per year (Source: Local Indicator Priority 3)	2019-20: 3	2020-21: 4
Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3)	2019-20: 3	2020-21: 4
Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)	2019-20: 4	2020-21: 4
Number of activities/events for parent involvement per year (Source: Local Indicator Priority 3)	2019-20: 10	2020-21: 10

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of progress reports sent to parents per year (Source: Local Indicator Priority 3)	2019-20: 4	2020-21: 4
Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	2019-20: 17%	2020-21: 17%
Average Daily Attendance (ADA) Rate (Source: SIS)	2019-20: 95.8%	2020-21: 96.5%
Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2019-20: 5.5%	2020-21: 5%
Middle School Dropout Rate (Source: CALPADS)	2019-20: 0.0%	2020-21: 0.0%
Student Suspension Rate (Source: CALPADS, CA School Dashboard)	2019-20: 2.5%	2020-21: 1%
Student Expulsion Rate (Source: CALPADS, CDE DataQuest)	2019-20: 0.00%	2020-21: 0.00%
School experience survey participation rates (Source: Panorama Education)	2019-20: Students: 94.7% Families: 64.9% Staff: 96.9%	2020-21: Students: 85% Families: 60% Staff: 90%
School experience survey average approval rates (Source: Panorama Education)	2019-20: Students: 62% Families: 96% Staff: 90%	2020-21: Students: 63% Families: 95% Staff: 85%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

English Learners, Foster Youth, Low Income

Strategy/Activity

Seeking family input for decision making:

Charter School will hold periodic meetings to gather input from our families. Information/input sessions include Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, and Board of Directors meetings. Parents on our PTF and SSC also serve as our Parent Advisory Committee (PAC) for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our PAC, SSC, and ELAC provide valuable input for the LCAP. Charter School will also hold an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budget, UCP, parent involvement policy and school-student-parent compact. In addition, Charter School will conduct parent surveys to seek feedback on school improvement.

Expenditures associated with this action include the following: parent meeting expenses and Document Tracking Services (DTS) fees.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 2**Students to be Served by this Strategy/Activity**

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

English Learners, Foster Youth, Low Income

Strategy/Activity

Building partnerships with families for student outcomes:

Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable.

Expenditures associated with this action include the following: Illuminate SIS fees, ParentSquare software fees, SchoolMint software fees, home-visit compensation, parent activity/event expenses, Parent Education Bridge program fees, Pitney Bowes expenses, PACE Coordinator salary and benefits, and Office manager/Administrative assistant salaries and benefits.

The following expenditures will be funded by the federal funds:

- ParentSquare, Illuminate SIS and SchoolMint software fees: Resource: Title IV, Part A (4127); Object: 5800; Amount: \$10,287
- Homevisit compensation: Resource: Title I, Part A (3010); Object: 1100; Amount: \$3,000

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10,287	Title IV Part A: Student Support and Academic Enrichment 5000-5999: Services And Other Operating Expenditures ParentSquare, Illuminate SIS and SchoolMint software fees
3,000	Title I 1000-1999: Certificated Personnel Salaries Homevisit compensation

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Learners, Foster Youth, Low Income

Strategy/Activity

MTSS - PBIS and SEL support:

Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a Life Skills/Character Education program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school

achievement and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps.

Expenditures associated with this action include the following: Dean of Students salary and benefits, discipline coordinator salary and benefits, office/attendance clerk salaries and benefits, school uniform fees, Edge Coaching program fees, Imagine Etiquette program fees, PD on classroom management, PBIS, and SEL support, Train of Thought program fees, outsourced SEL services fees, and additional services for homeless students.

The following expenditures will be funded by the federal funds:N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English Learners, Foster Youth, Low Income

Strategy/Activity

Annual stakeholder surveys:

Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our stakeholders' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our stakeholders open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze survey results to identify greatest progress and needs in order to inform our next steps.

Expenditures associated with this action include the following: Panorama Education survey fees.

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

English Learners, Foster Youth, Low Income

Strategy/Activity

Community outreach and partnerships:

Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of stakeholders, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education.

Expenditures associated with this action include the following:

The following expenditures will be funded by the federal funds: N/A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Goal 4

Activity 1: PTF, SSC, and ELAC meetings held regularly (until covid restrictions) to inform parents about key school decisions and provide opportunities to receive input/feedback and hear parent

concerns. After the covid-19 restrictions weekly parent meetings were held to give updates on a regular basis.

Activity 2: Student/Parent Back-to-School Night, Orientation, and Parent-Teacher Conferences held to promote parent participation. Parents provided Illuminate access for accessibility with course assignments, grades and attendance. Admin, leadership, and grade-level meetings, 1-1 teacher meetings were held to create support plans for students based on student grades, MAP data and SBAC Data. Teachers conducted home visits to build parent relationships. Parent Square communication software has been used by grade level leads to provide weekly announcements ,and to deliver weekly newsletters.

Activity 3: Deans of Students Actively managed student discipline and coordinated necessary tier 3 interventions, which included Character Education programs. Clear behavior expectations matrix developed in line with PBIS. Monthly assemblies held to celebrate student culture and achievement.

Activity 4: Panorama surveys conducted by all stakeholders to receive crucial feedback. Survey results analyzed by staff and administration to inform greatest needs and action steps for improvement.

Activity 5: We partner with local businesses, Barnes and Noble, Grossmont Center , Grossmont College, SDCOE, nonprofits, SDPD, FBI and many other organizations to provide more resources for our community which includes but not limited to student assemblies, San Diego STEAM Expo, parent and staff workshops, STEAM activities, and fundraising activities. We also hosted in person and virtual enrollment events to promote our school programs.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are no major differences at this time.

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

No changes will be made to this goal.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$78,462.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$78,462.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$49,670.00
Title II Part A: Improving Teacher Quality	\$18,505.00
Title IV Part A: Student Support and Academic Enrichment	\$10,287.00

Subtotal of additional federal funds included for this school: \$78,462.00

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

State or Local Programs	Allocation (\$)
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Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$78,462.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Title I	49,670.00
Title II Part A: Improving Teacher Quality	18,505.00
Title IV Part A: Student Support and Academic Enrichment	10,287.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	19,724.00
2000-2999: Classified Personnel Salaries	24,196.00
4000-4999: Books And Supplies	5,750.00
5000-5999: Services And Other Operating Expenditures	28,792.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	19,724.00
2000-2999: Classified Personnel Salaries	Title I	24,196.00
4000-4999: Books And Supplies	Title I	5,750.00
5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	18,505.00
5000-5999: Services And Other Operating Expenditures	Title IV Part A: Student Support and Academic Enrichment	10,287.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	6,000.00
Goal 2	59,175.00
Goal 4	13,287.00

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. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members
- 1 Secondary Students

Name of Members	Role
Gokhan Serce	Principal

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

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:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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.

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.

This SPSA was adopted by the SSC at a public meeting on December 4, 2020.

Attested:



Principal, Gokhan Serce on December 4, 2020



SSC Chairperson, Gokhan Serce on December 4, 2020

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

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

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

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

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019



GOAL #1. BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT: All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive basic services that are fundamental to academic success, including fully credentialed teachers, standards-aligned instructional materials, and appropriately maintained school facilities.

GOAL #2. EXCELLENCE: All students will have equitable access to a high-quality core curricular and instructional program and make academic progress on the California Content Standards. Students will pursue academic excellence and be college/career ready.

GOAL #3. INNOVATION: All students will have access to a well-rounded education that supports their readiness for college and the global world. Each student will become an independent, innovative scholar by practicing creativity in learning and using technology in transformative ways.

Goal #4. CONNECTION: All students, families, staff, and other stakeholders will have access to meaningful engagement opportunities that help cultivate leadership, advocacy, and collaboration in a safe and nurturing environment. Stakeholders will feel a sense of community and connectedness.

Funding Source	Amount	How is it determined?	Current Usage
LCFF (state)	\$4,787,196.00	Based on Student Population and Need	<ul style="list-style-type: none"> - General Operation - Salary and Benefits - Home Office Services - Educational Programs
Title 1 (federal)	\$176,437.00	Based on Free- and Reduced Meal	<p>Goal #1, Activity 2</p> <ul style="list-style-type: none"> - Books & Supplies (MyOn): \$14,046 - Books & Supplies (NWEA MAP): \$6,000 <p>Goal #2, Activity 3</p> <ul style="list-style-type: none"> - Certificated Personnel Salaries (Additional Tutoring, 2nd): \$6,100 - Certificated Personnel Salaries (Saturday School, 2nd): \$12,000 <p>Goal #2, Activity 4</p> <ul style="list-style-type: none"> - Certificated Personnel Salaries: \$57,112 - Certificated Personnel Benefits: \$15,420.59 <p>Goal #4, Activity 3</p> <ul style="list-style-type: none"> - Professional/Consulting Services

			<ul style="list-style-type: none"> and Operating Expenditures: \$5,600 Goal #4, Activity 5 <ul style="list-style-type: none"> - Classified Personnel Salaries (50% Allocation): \$45,000 - Employee Benefits (50% Allocation): \$11,989.29
Title 2 (federal)	\$19,734.00	Based on Free- and Reduced Meal	<ul style="list-style-type: none"> Goal #2, Activity 2 <ul style="list-style-type: none"> - Professional Development (LACOE Induction): \$19,734 - Professional Development (Support of New Teachers)
Title 3 (federal)	MSA 1 consortium (reporting responsibility)	Based on # of ELs	<ul style="list-style-type: none"> - MPS ELD Coordinator and Federal/State Compliance
Title 4 (federal)	\$14,540.00	Based on Free- and Reduced Meal	<ul style="list-style-type: none"> Goal #2, Activity 5 <ul style="list-style-type: none"> - Certificated Personnel Salaries (20% Allocation): \$14,080
Special Education (state)	\$269,000.00	\$625/student of the SELPA (COP)	<ul style="list-style-type: none"> - SPED teachers and paraprofessionals - LAUSD SPED Encroachment
Special Education (federal)	\$92,335.00	Standard Rate determined by Federal	<ul style="list-style-type: none"> - Paraprofessionals - EdLogical and eLUMA (outside services) - LAUSD SPED Encroachment
Learning Loss Mitigation Funds (CARES ACT - federal) 3220 (CR - 12/30/2020) 3215 (GEER) 7415 (GF) (CR funds - 12/30/2020) (GF funds - 6/30/2021) (GEER funds - 9/30/2022) (ESSR funds - June 2021 (90% of Title 1	\$439,703.00	COVID-19 Pandemic	<ul style="list-style-type: none"> - Summer School 2020 - Student Equipment - Classroom Equipment - PPE - COVID-19 testing - Additional Tutoring or Saturday School - Addressing Learning Loss - Extension of the School Year

funds)			<ul style="list-style-type: none"> - Providing Additional Academic Services - Pupil Support to Address Other Learning Barriers - Addressing Health and Safety Concerns <p>\$200,000 - Unrestricted Usage \$239,703 - Restricted Usage (see below)</p> <ul style="list-style-type: none"> • expanding broadband capacity; • hiring new teachers; • developing an online curriculum; • acquiring computers and similar digital devices;
After School Education and Safety (ASES)	\$148,039.00 + \$18,000 (unspent from 2019-20)	Based on Free- and Reduced Meal and student participation (ADA)	<ul style="list-style-type: none"> - After-School Staff - Enrichment and Sports using the teaching staff - Equipment and Supplies
Total	\$5,964,984.00		

MSA-3 Title Funds

Presented by Zekeriya Ocel, Principal
Approved by SSC on 11/18/2020

Title 1 Funds

Funds

Title I - \$150,353

Title I, Part A federal **funds** help to meet the **educational** needs of **students** in **California schools**. **Funds** are used to support effective, evidence-based **educational** strategies that close the achievement gap and enable the **students** to meet the state's challenging academic standards.

Expenses

Personnel Expenses (Salaries and Benefits) \$ 95,742

Title 1 Math coordinator
EL Coordinators

Materials and Supplies

MyON, Odysseyware, Online Textbook \$ 24, 611

Saturday School **\$ 16,000**

Home Visits **\$ 12,000**

After School Intervention **\$ 2,000**

Total: **\$150,353**

Title II, and IV funds

Title II: \$ 26,482.50

In general, **Title II funds** can be used to provide supplemental activities that strengthen the quality and effectiveness of teachers, principals, and other school leaders. The purpose of **Title II** is to: ... Provide low-income and minority students greater access to effective teachers, principals, and other school leaders.

Professional Development

BTSA/CLAD

Title IV: \$ 11,736.00

A federal program to increase capacity to provide all students with access to a well-rounded education, improve conditions **for** student learning, and improve use of technology to improve the academic achievement and digital literacy of all students.

Part of College Counseling Salary

Virtual Intervention Program

Saturday School (Math/English) : 56 students with 77 % attendance rate (students placed in this intervention due to level 1 placement on 18-19 SBAC testing or low level MAP scores)

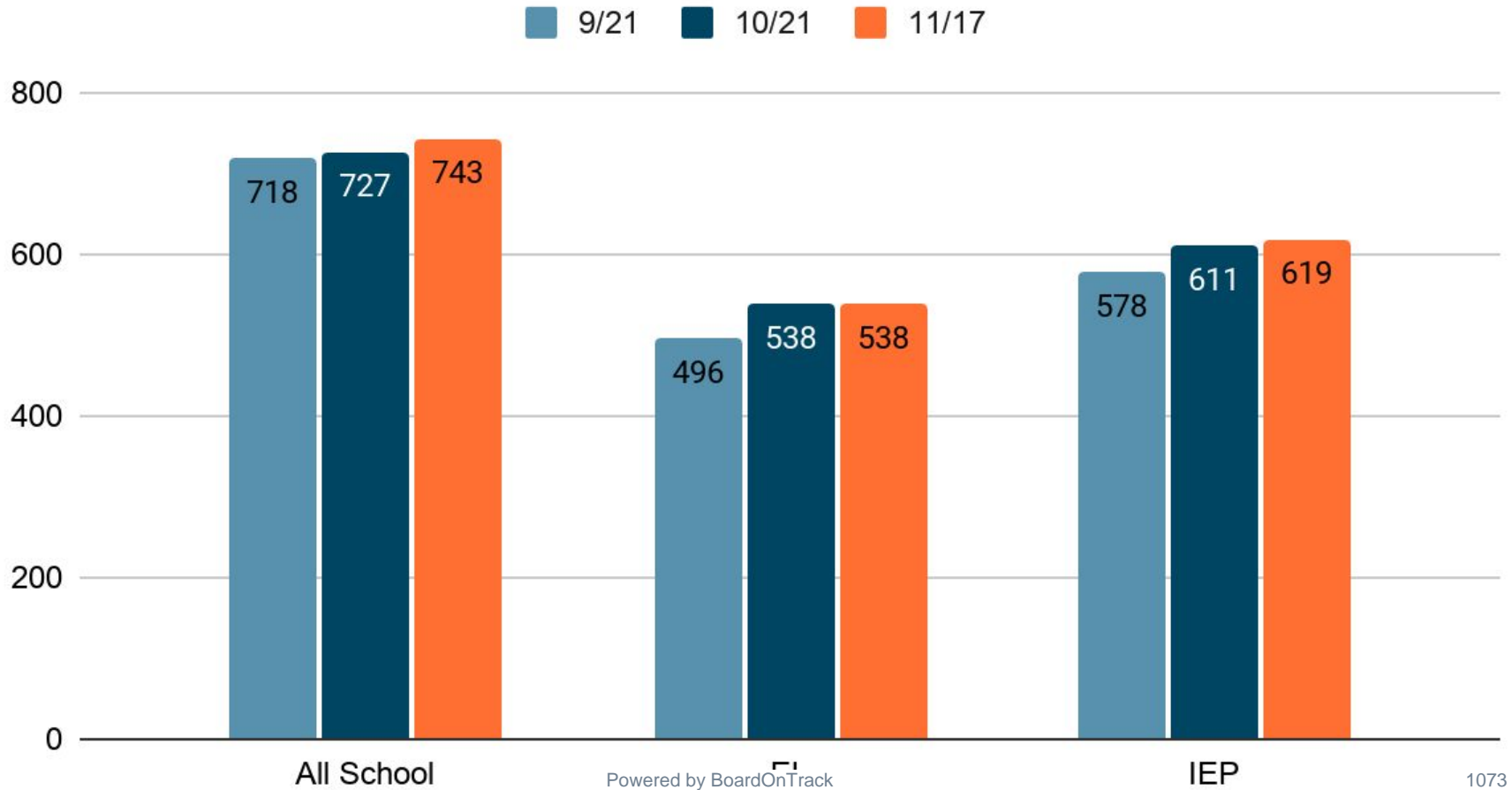
After School Intervention: 46 students for Math and English with 74% attendance rate (students placed here scored low/average on MAP testing)

Power English/Power Math Classes: Two English and Two Math Groups (12 students) students placed in this intervention due to level 2 placement on 18-19 SBAC

Advanced Math Classes: One 7th and one 8th Grade (15 students in each class, Level 3 & 4 on SBAC) currently 1 6th grade students in Accelerated 7th Math, 4 7th grade students in Honors 8th Math, 3 8th grade students in Int Math 1

Small Group 7th and 8th grade: 15 students in each class; students placed in this intervention due to level 2 placement on 18-19 SBAC

MSA-3 Lexile Improvement



Cover Sheet

Approval of the 2020-21 Local Control Funding Formula (LCFF) Budget Overview for Parents for all MPS

Section: III. Action Items
Item: C. Approval of the 2020-21 Local Control Funding Formula (LCFF)
Budget Overview for Parents for all MPS
Purpose: Vote
Submitted by:
Related Material: III C Action Item 12.10.2020.pdf



Board Agenda Item #	III C: Action Item
Date:	December 10, 2020
To:	Magnolia Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Serdar Orazov, Chief Financial Officer
RE:	Approval of the LCFF Budget Overview for Parents for all MPS

Proposed Board Recommendation

I move that the board approve the LCFF Budget Overview for Parents for all MPS.

Background

California Education Code (EC) Section 52064.1 requires each school district, county office of education (COE), and charter school (LEA) to develop the Local Control Funding Formula (LCFF) Budget Overview for Parents in conjunction with the LCAP by July 1 of each year. Senate Bill (SB) 98 added EC Section 43509, which changed the adoption date for the Budget Overview for Parents for the 2020–21 school year. For 2020–21, local governing boards or governing bodies are required to adopt and submit the Budget Overview for Parents on or before **December 15, 2020**, in conjunction with the LEA’s first interim budget report.

The template for the Budget Overview for Parents is required to contain the following information:

- **Projected Revenue.** The total projected general fund revenue for the current school year as of the date of the first interim report, with the funds broken out as follows:
 - The LCFF revenue
 - The LCFF supplemental and concentration grants
 - All other state funds
 - All local funds
 - All federal funds
 - Federal CARES funds
 - Elementary and Secondary School Emergency Relief (ESSER) Funds
 - Learning Loss Mitigation (LLM) Funds
 - Coronavirus Relief (CR) Funds and;
 - Governor's Emergency Education Relief (GEER) Funds

- **Budgeted Expenditures.** The totals for the 2020–21 School Year for the following:
 - Total Budgeted General Fund Expenditures
 - Total Budgeted Expenditures in the Learning Continuity Plan
 - Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan

NOTE: “High Needs Students” refers to Unduplicated Students (i.e. students who are low-income, English learners, or foster youth)
- **Review of Prior Year Expenditures.** Expenditures for High Needs Students in the 2019–2020 School Year:
 - Total Budgeted Expenditures for High Needs Students in the LCAP
 - Actual Expenditures for High Needs Students in the LCAP
- **Narrative Responses.** The template also has three narrative response sections:
 - **General Fund Expenditures:** Briefly describe any of the General Fund Budget Expenditures for the 2020–21 school year that are not included in the Learning Continuity Plan.
 - **High Needs Students:** If the amount of “LCFF supplemental & concentration grants” is less than the amount of “Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan” the LEA must respond to the following prompt:
 - Provide a brief description of the additional actions [the LEA] is taking to meet its requirement to increase or improve services for high needs students.
 - **Actual Expenditures for High Needs Students:** If the amount of “Total Budgeted Expenditures for High Needs Students in the LCAP” is greater than the amount of “Actual Expenditures for High Needs Students in LCAP” the LEA must respond to the following prompt:
 - Provide a brief description of how the difference impacted the actions and services and overall increased or improved services for high needs students in the 2019–20 fiscal year pursuant to EC Section 42238.07.

Changes in Requirements:

- SB 98 decoupled the Budget Overview for Parents from the LCAP for 2020–21 and tied it to the First Interim report.
- SB 820 requires the Budget Overview for Parents template to be aligned to the Learning Continuity Plan.
- As such, the revenue and budgeted expenditures referenced in the 2020–21 Budget Overview for Parents are tied to the LEA’s First Interim report, its Learning Continuity Plan, and its 2019–2020 LCAP.

Review and Approval:

- Charter schools must submit their Budget Overview for Parents along with their First Interim report to its chartering authority and the county superintendent of schools, as required.

Posting Requirement:

- All LEAs are required to prominently post their Budget Overview for Parents on the homepage of their internet website along with the Learning Continuity Plan and their LCAP Federal Addendum, as applicable.

Budget Implications

N/A

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

Board approval of LCFE Budget Overview for Parents is a requirement for LEAs as described in the Ed Code.

Name of Staff Originator:

Serdar Orazov, Chief Financial Officer

Exhibits (Attachments):

- LCFE Budget Overview for Parents for each Magnolia Science Academy

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Magnolia Science Academy

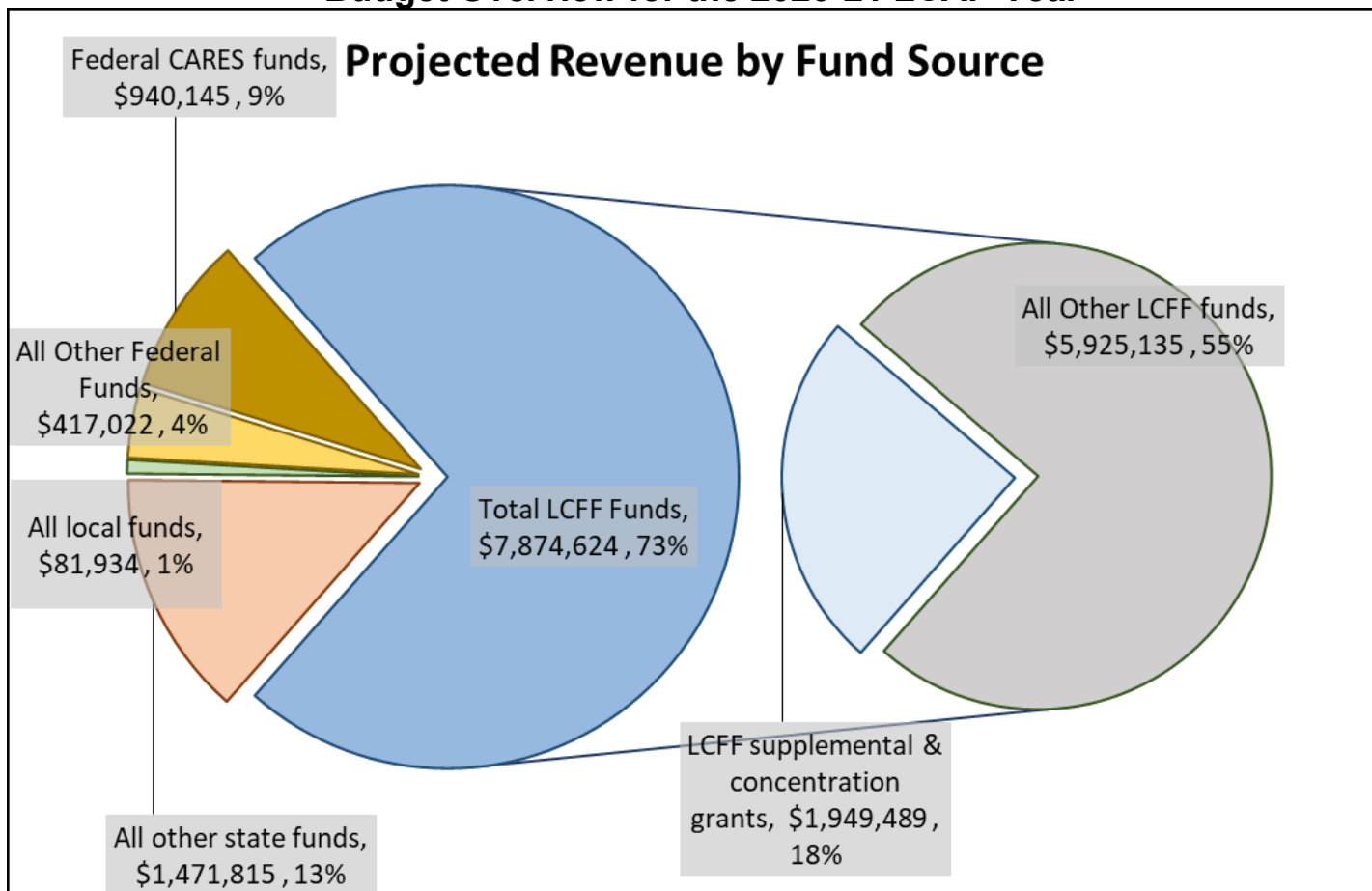
CDS Code: 19-10199-6119945

School Year: 2020-2021

LEA contact information: Mustafa Sahin, Principal

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2020-21 LCAP Year

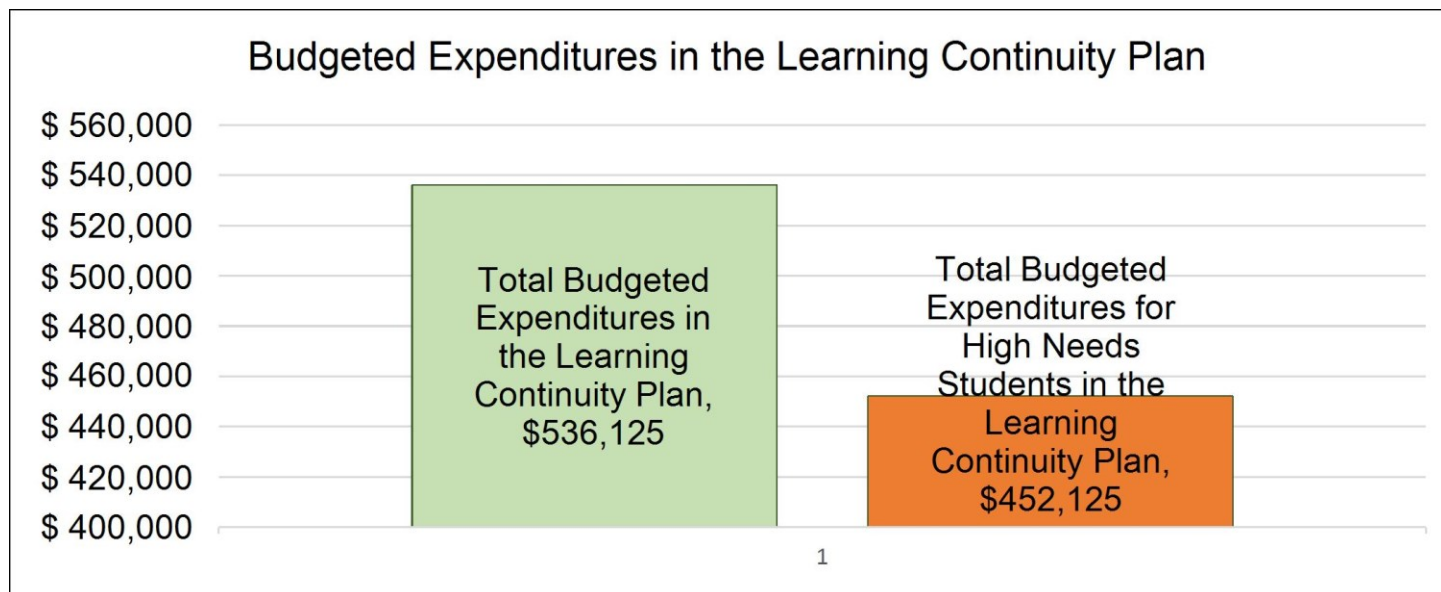


This chart shows the total general purpose revenue Magnolia Science Academy expects to receive in the coming year from all sources.

The total revenue projected for Magnolia Science Academy is \$10,785,540, of which \$7,874,624 is Local Control Funding Formula (LCFF), \$1,471,815 is other state funds, \$81,934 is local funds, and \$1,357,167 is federal funds. Of the \$1,357,167 in federal funds, \$940,145 are federal CARES Act funds. Of the \$7,874,624 in LCFF Funds, \$1,949,489 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

For the 2020-21 school year school districts must work with parents, educators, students, and the community to develop a Learning Continuity and Attendance Plan (Learning Continuity Plan). The Learning Continuity Plan replaces the Local Control and Accountability Plan (LCAP) for the 2020–21 school year and provides school districts with the opportunity to describe how they are planning to provide a high-quality education, social-emotional supports, and nutrition to their students during the COVID-19 pandemic.



This chart provides a quick summary of how much Magnolia Science Academy plans to spend for planned actions and services in the Learning Continuity Plan for 2020-2021 and how much of the total is tied to increasing or improving services for high needs students.

Magnolia Science Academy plans to spend \$10,138,074 for the 2020-21 school year. Of that amount, \$536,125 is tied to actions/services in the Learning Continuity Plan and \$9,601,949 is not included in the Learning Continuity Plan. The budgeted expenditures that are not included in the Learning Continuity Plan will be used for the following:

The LCP includes expenditures that address the following areas: safe opening of the school, distance learning programs with access to technology, and additional student support for unique student needs, mitigating learning loss, and mental health. Therefore, the plan has specific expenditures that meet the intent of the LCP. It does not include any of the general expenditures that the school has budgeted, such as staff salaries and benefits which make up the majority of the budget and other regular operational costs (back-office services, insurance, legal, etc.)

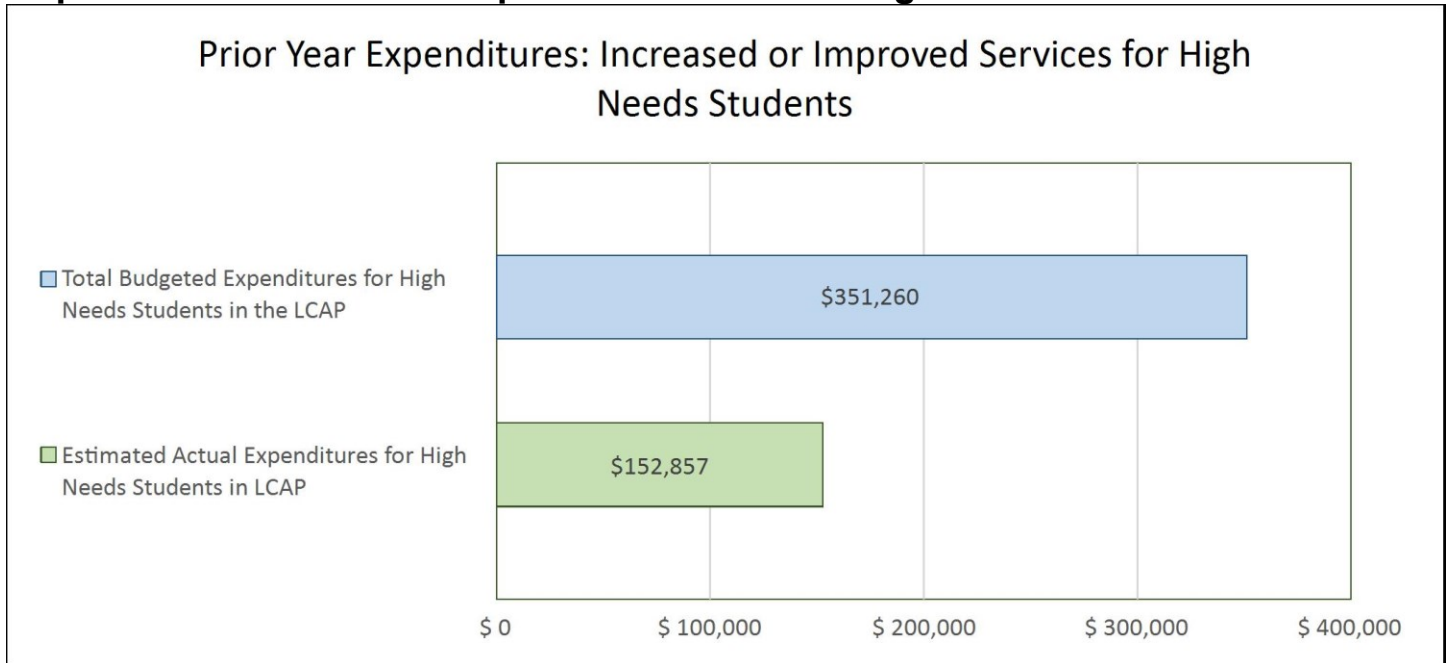
Increased or Improved Services for High Needs Students in in the Learning Continuity Plan for the 2020-2021 School Year

In 2020-21, Magnolia Science Academy is projecting it will receive \$1,949,489 based on the enrollment of foster youth, English learner, and low-income students. Magnolia Science Academy must describe how it intends to increase or improve services for high needs students in the Learning Continuity Plan. Magnolia Science Academy plans to spend \$452,125 towards meeting this requirement, as described in the Learning Continuity Plan.

The school will continue to provide small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), Power English/Power Math classes, additional support after school and on Saturday. The school will utilize various student and parent engagement strategies with appropriate interventions and support to increase student attendance and engagement during distance learning, such as ParentSquare communication, virtual assemblies, phone calls, social-emotional support, and virtual home visits. SSPT, 504, and other support meetings will be coordinated among teachers and support roles. The school will continue to provide designated and integrated ELD instruction. Teachers will be provided with additional PD focusing on increasing student engagement during distance learning, which includes effective use of technology, differentiation strategies, and SEL support to both teachers and students.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2019-20



This chart compares what Magnolia Science Academy budgeted in the 2019-20 LCAP for actions and services that contributed to increasing or improving services for high needs students with what Magnolia Science Academy actually spent on actions and services that contributed to increasing or improving services for high needs students in the 2019-20 school year.

In 2019-20, Magnolia Science Academy's LCAP budgeted \$351,260 for planned actions to increase or improve services for high needs students. Magnolia Science Academy actually spent \$152,857 for actions to increase or improve services for high needs students in 2019-20.

Students were provided all the available student support services when the school was open. The school closed mid-March due to the COVID-19 pandemic and some services, such as co-teaching, after school and Saturday tutoring, 1-1 and small group support, were interrupted. The immediate need was transition to distance learning. Students missed a few weeks of school; however, the school acted quickly on Chromebook and hotspot distribution as well as training teachers on distance learning essentials, including use of the Google Classroom and Zoom platforms. Naturally, many of our students, parents, and staff had some difficulty adjusting to the new learning environment, but over time we have learned from our experience and been able to create a more effective distance learning environment this school year. The interrupted services have also been restarted and students with unique needs are also receiving services in small cohorts. The focus is providing as much support as possible while working on safe hybrid reopening of the school.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Magnolia Science Academy-2

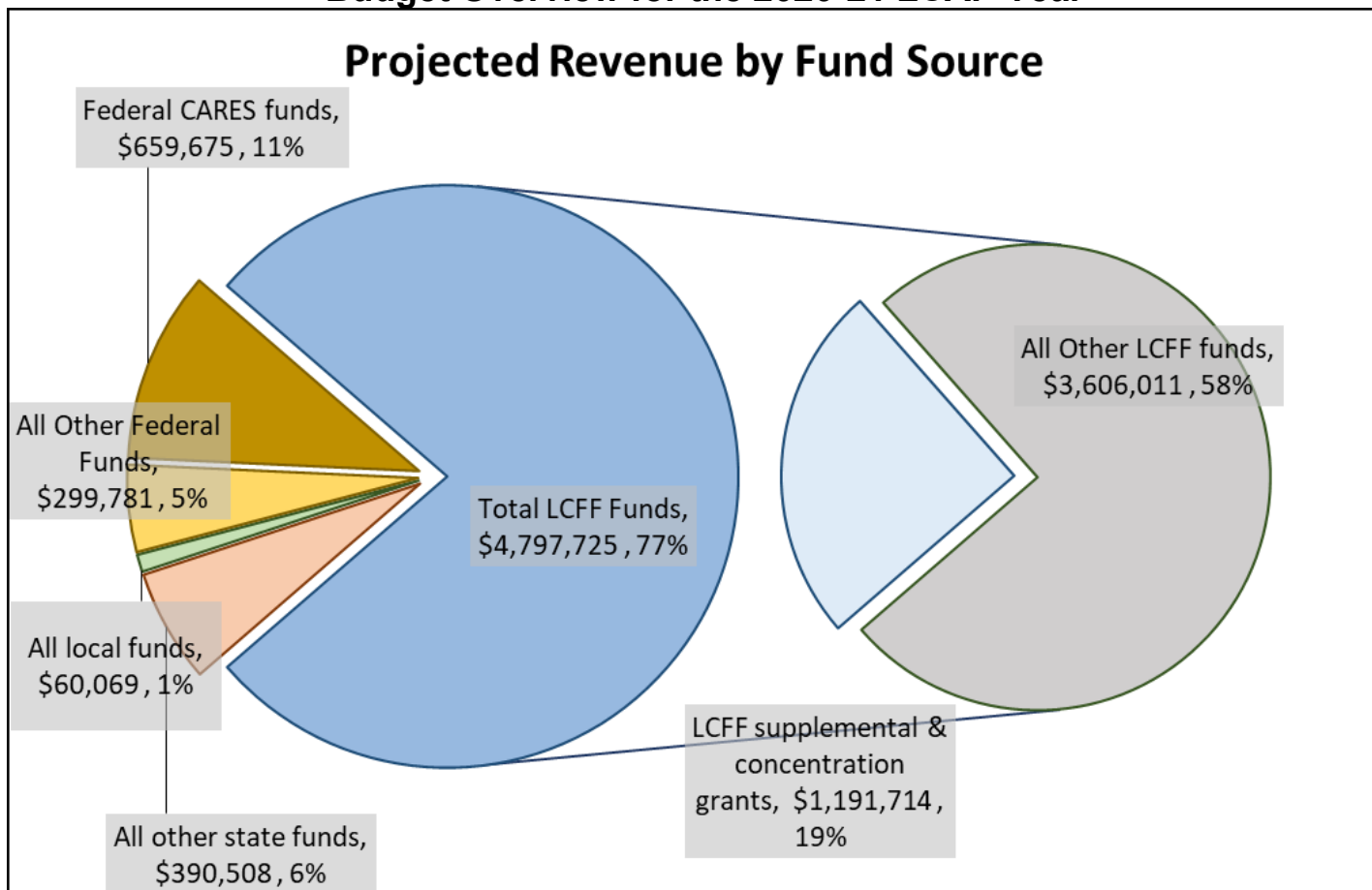
CDS Code: 19-10199-0115212

School Year: 2020-2021

LEA contact information: David Garner, Principal

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2020-21 LCAP Year

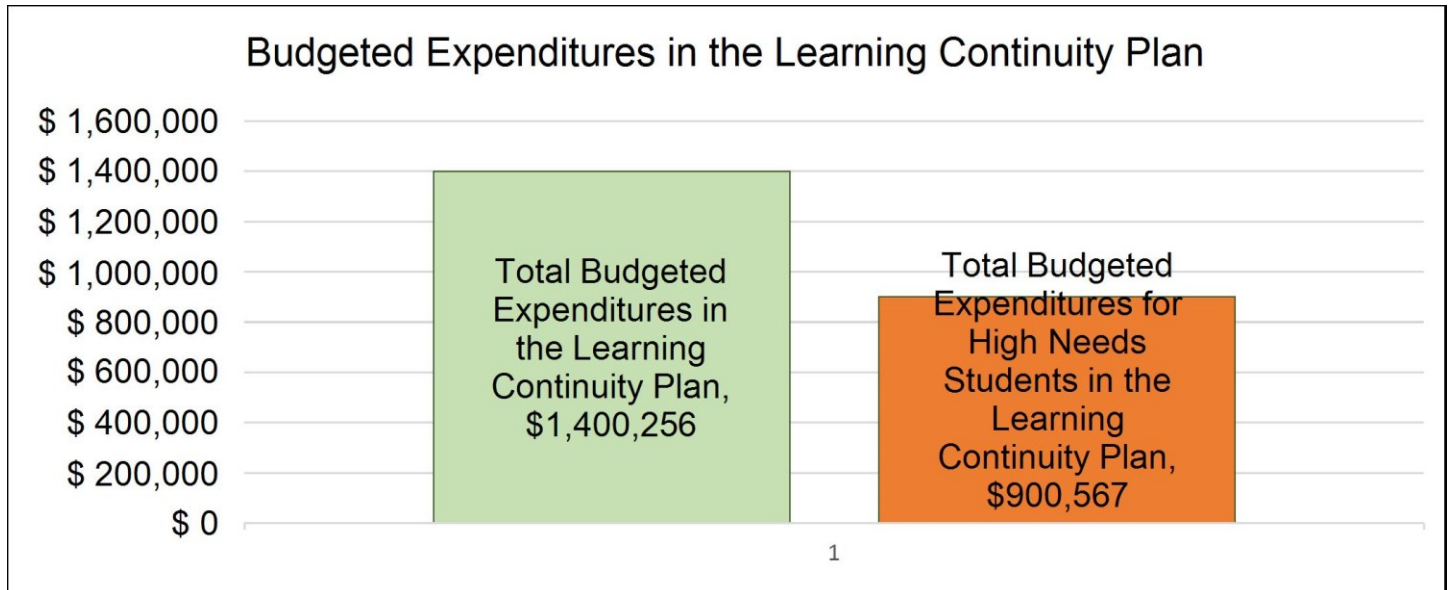


This chart shows the total general purpose revenue Magnolia Science Academy-2 expects to receive in the coming year from all sources.

The total revenue projected for Magnolia Science Academy-2 is \$6,207,758, of which \$4,797,725 is Local Control Funding Formula (LCFF), \$390,508 is other state funds, \$60,069 is local funds, and \$959,456 is federal funds. Of the \$959,456 in federal funds, \$659,675 are federal CARES Act funds. Of the \$4,797,725 in LCFF Funds, \$1,191,714 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

For the 2020-21 school year school districts must work with parents, educators, students, and the community to develop a Learning Continuity and Attendance Plan (Learning Continuity Plan). The Learning Continuity Plan replaces the Local Control and Accountability Plan (LCAP) for the 2020–21 school year and provides school districts with the opportunity to describe how they are planning to provide a high-quality education, social-emotional supports, and nutrition to their students during the COVID-19 pandemic.



This chart provides a quick summary of how much Magnolia Science Academy-2 plans to spend for planned actions and services in the Learning Continuity Plan for 2020-2021 and how much of the total is tied to increasing or improving services for high needs students.

Magnolia Science Academy-2 plans to spend \$5,990,333.51 for the 2020-21 school year. Of that amount, \$1,400,256.45 is tied to actions/services in the Learning Continuity Plan and \$4,590,077.06 is not included in the Learning Continuity Plan. The budgeted expenditures that are not included in the Learning Continuity Plan will be used for the following:

The LCP includes expenditures that address the following areas: safe opening of the school, distance learning programs with access to technology, and additional student support for unique student needs, mitigating learning loss, and mental health. Therefore, the plan has specific expenditures that meet the intent of the LCP. It does not include any of the general expenditures that the school has budgeted, such as staff salaries and benefits which make up the majority of the budget and other regular operational costs (back-office services, insurance, legal, etc.)

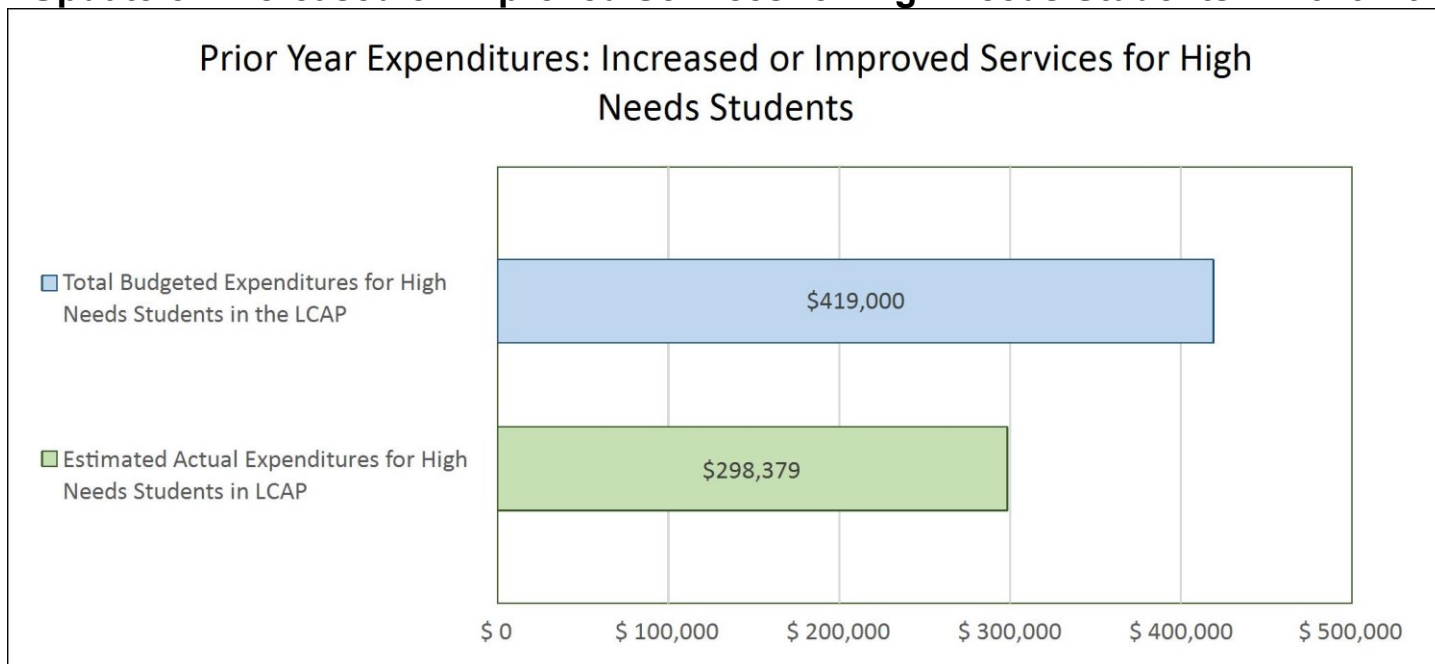
Increased or Improved Services for High Needs Students in in the Learning Continuity Plan for the 2020-2021 School Year

In 2020-21, Magnolia Science Academy-2 is projecting it will receive \$1,191,714 based on the enrollment of foster youth, English learner, and low-income students. Magnolia Science Academy-2 must describe how it intends to increase or improve services for high needs students in the Learning Continuity Plan. Magnolia Science Academy-2 plans to spend \$900,566.88 towards meeting this requirement, as described in the Learning Continuity Plan.

The school will continue to provide small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), Power English/Power Math classes, additional support after school and on Saturday. The school will utilize various student and parent engagement strategies with appropriate interventions and support to increase student attendance and engagement during distance learning, such as ParentSquare communication, virtual assemblies, phone calls, social-emotional support, and virtual home visits. SSPT, 504, and other support meetings will be coordinated among teachers and support roles. The school will continue to provide designated and integrated ELD instruction. Teachers will be provided with additional PD focusing on increasing student engagement during distance learning, which includes effective use of technology, differentiation strategies, and SEL support to both teachers and students.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2019-20



This chart compares what Magnolia Science Academy-2 budgeted in the 2019-20 LCAP for actions and services that contributed to increasing or improving services for high needs students with what Magnolia Science Academy-2 actually spent on actions and services that contributed to increasing or improving services for high needs students in the 2019-20 school year.

In 2019-20, Magnolia Science Academy-2's LCAP budgeted \$419,000 for planned actions to increase or improve services for high needs students. Magnolia Science Academy-2 actually spent \$298,379 for actions to increase or improve services for high needs students in 2019-20.

Students were provided all the available student support services when the school was open. The school closed mid-March due to the COVID-19 pandemic and some services, such as co-teaching, after school and Saturday tutoring, 1-1 and small group support, were interrupted. The immediate need was transition to distance learning. Students missed a few weeks of school; however, the school acted quickly on Chromebook and hotspot distribution as well as training teachers on distance learning essentials, including use of the Google Classroom and Zoom platforms. Naturally, many of our students, parents, and staff had some difficulty adjusting to the new learning environment, but over time we have learned from our experience and been able to create a more effective distance learning environment this school year. The interrupted services have also been restarted and students with unique needs are also receiving services in small cohorts. The focus is providing as much support as possible while working on safe hybrid reopening of the school.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Magnolia Science Academy-3

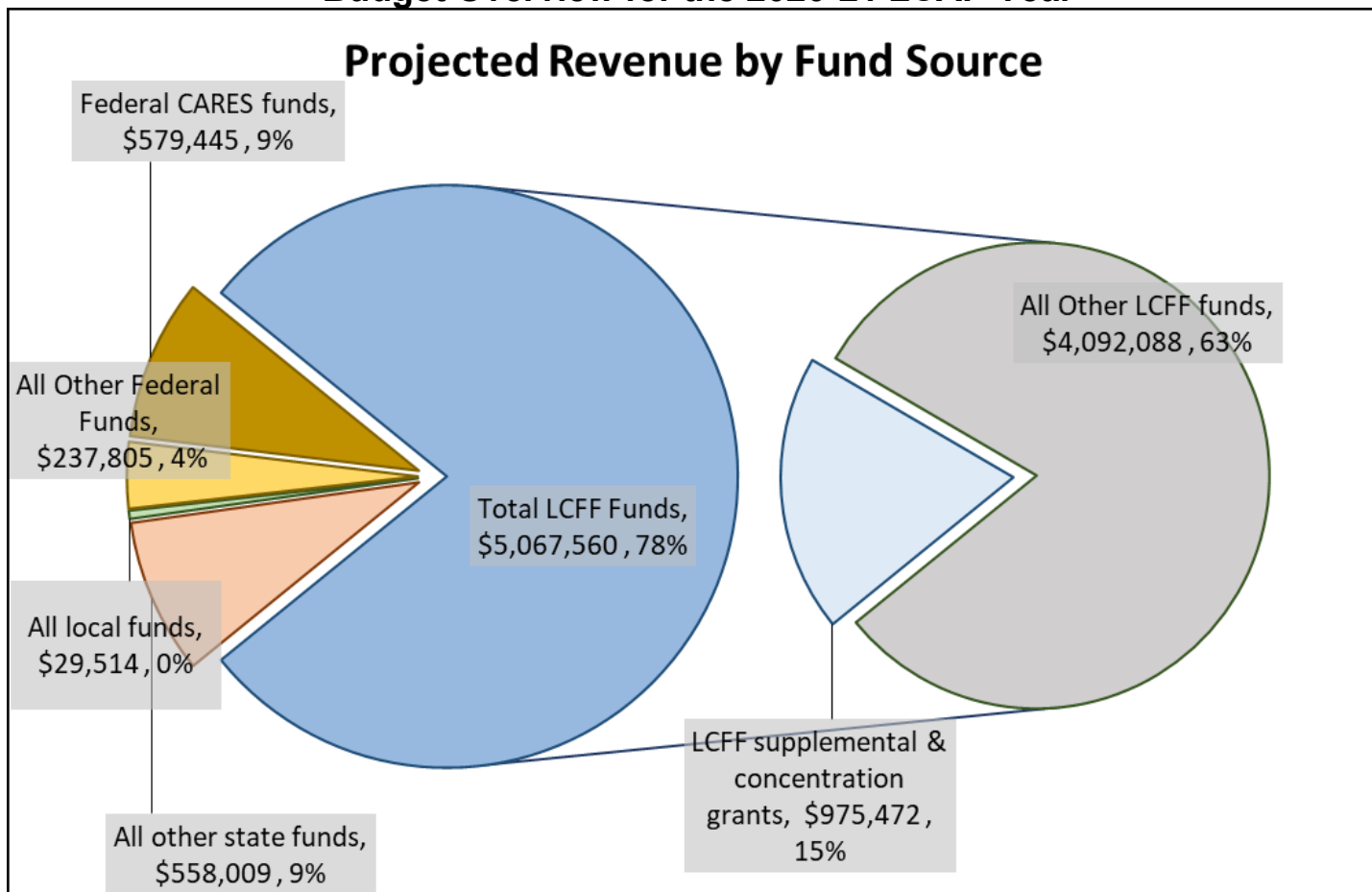
CDS Code: 19-10199-0115030

School Year: 2020-2021

LEA contact information: Zekeriya Ocel, Principal

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2020-21 LCAP Year

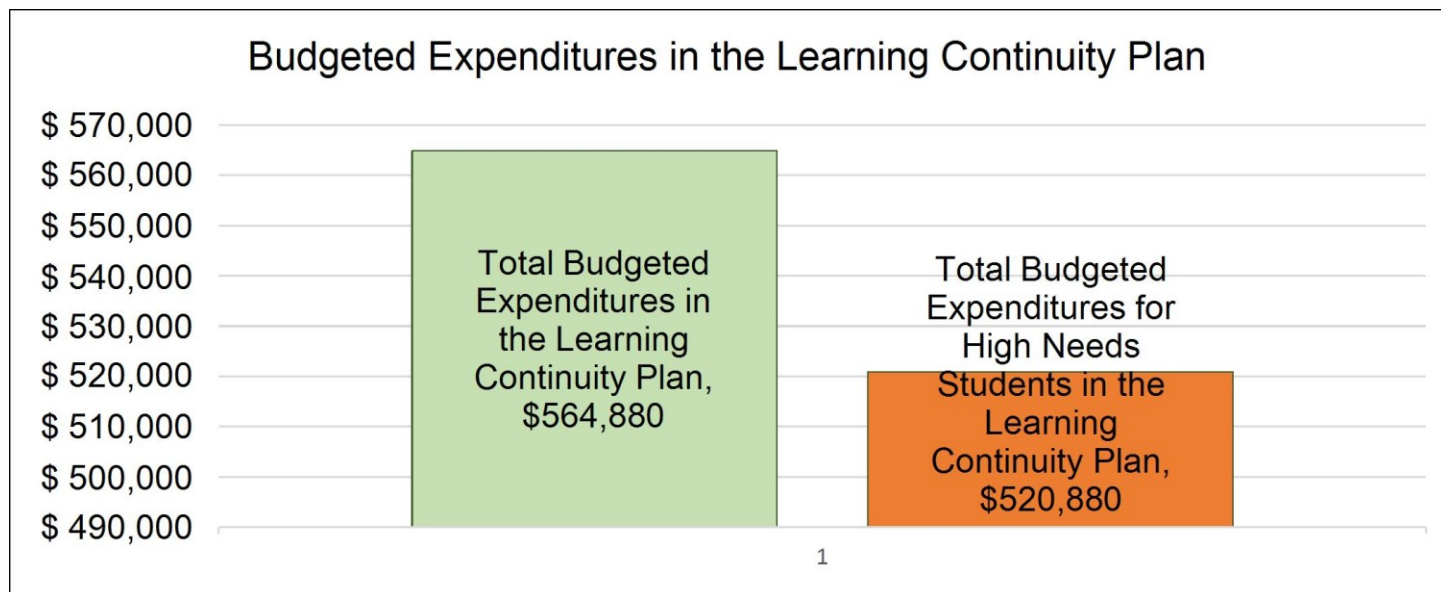


This chart shows the total general purpose revenue Magnolia Science Academy-3 expects to receive in the coming year from all sources.

The total revenue projected for Magnolia Science Academy-3 is \$6,472,333, of which \$5,067,560 is Local Control Funding Formula (LCFF), \$558,009 is other state funds, \$29,514 is local funds, and \$817,250 is federal funds. Of the \$817,250 in federal funds, \$579,445 are federal CARES Act funds. Of the \$5,067,560 in LCFF Funds, \$975,472 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

For the 2020-21 school year school districts must work with parents, educators, students, and the community to develop a Learning Continuity and Attendance Plan (Learning Continuity Plan). The Learning Continuity Plan replaces the Local Control and Accountability Plan (LCAP) for the 2020–21 school year and provides school districts with the opportunity to describe how they are planning to provide a high-quality education, social-emotional supports, and nutrition to their students during the COVID-19 pandemic.



This chart provides a quick summary of how much Magnolia Science Academy-3 plans to spend for planned actions and services in the Learning Continuity Plan for 2020-2021 and how much of the total is tied to increasing or improving services for high needs students.

Magnolia Science Academy-3 plans to spend \$6,345,958.23 for the 2020-21 school year. Of that amount, \$564,880 is tied to actions/services in the Learning Continuity Plan and \$5,781,078.23 is not included in the Learning Continuity Plan. The budgeted expenditures that are not included in the Learning Continuity Plan will be used for the following:

The LCP includes expenditures that address the following areas: safe opening of the school, distance learning programs with access to technology, and additional student support for unique student needs, mitigating learning loss, and mental health. Therefore, the plan has specific expenditures that meet the intent of the LCP. It does not include any of the general expenditures that the school has budgeted, such as staff salaries and benefits which make up the majority of the budget and other regular operational costs (back-office services, insurance, legal, etc.)

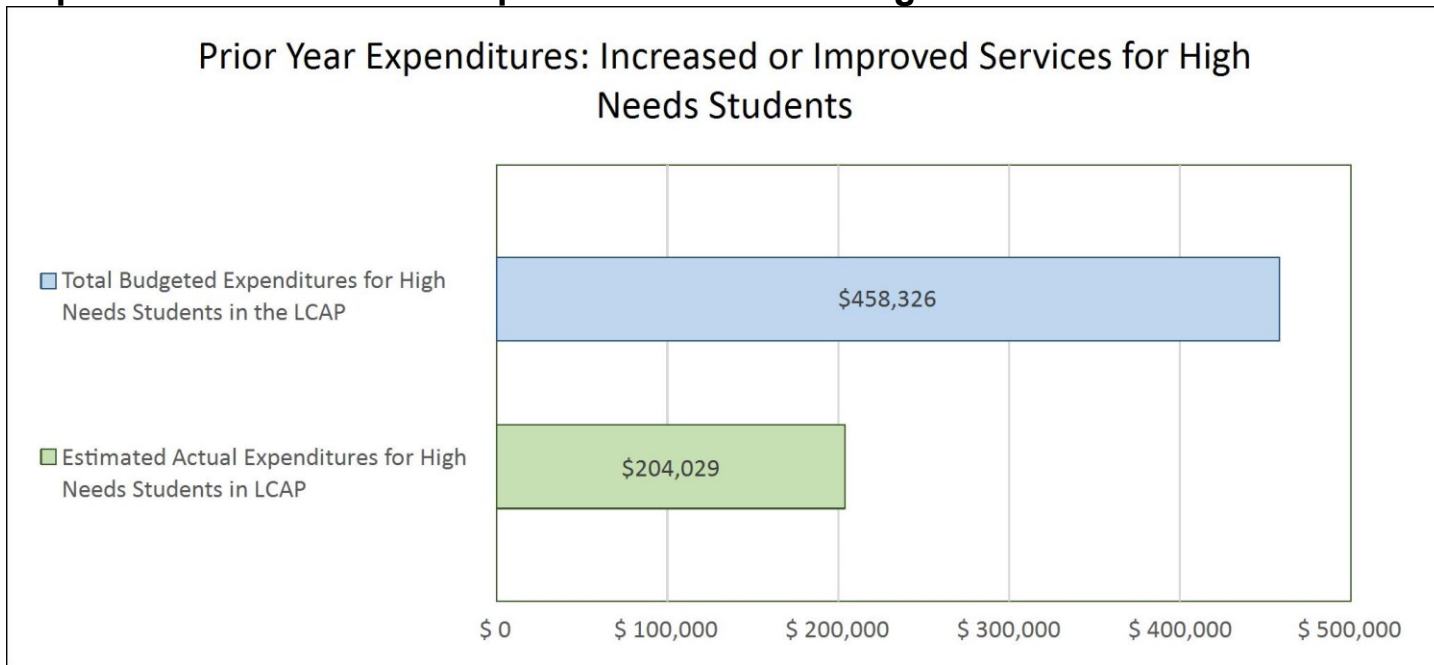
Increased or Improved Services for High Needs Students in in the Learning Continuity Plan for the 2020-2021 School Year

In 2020-21, Magnolia Science Academy-3 is projecting it will receive \$975,472 based on the enrollment of foster youth, English learner, and low-income students. Magnolia Science Academy-3 must describe how it intends to increase or improve services for high needs students in the Learning Continuity Plan. Magnolia Science Academy-3 plans to spend \$520,880 towards meeting this requirement, as described in the Learning Continuity Plan.

The school will continue to provide small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), Power English/Power Math classes, additional support after school and on Saturday. The school will utilize various student and parent engagement strategies with appropriate interventions and support to increase student attendance and engagement during distance learning, such as ParentSquare communication, virtual assemblies, phone calls, social-emotional support, and virtual home visits. SSPT, 504, and other support meetings will be coordinated among teachers and support roles. The school will continue to provide designated and integrated ELD instruction. Teachers will be provided with additional PD focusing on increasing student engagement during distance learning, which includes effective use of technology, differentiation strategies, and SEL support to both teachers and students.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2019-20



This chart compares what Magnolia Science Academy-3 budgeted in the 2019-20 LCAP for actions and services that contributed to increasing or improving services for high needs students with what Magnolia Science Academy-3 actually spent on actions and services that contributed to increasing or improving services for high needs students in the 2019-20 school year.

In 2019-20, Magnolia Science Academy-3's LCAP budgeted \$458,326 for planned actions to increase or improve services for high needs students. Magnolia Science Academy-3 actually spent \$204,029 for actions to increase or improve services for high needs students in 2019-20.

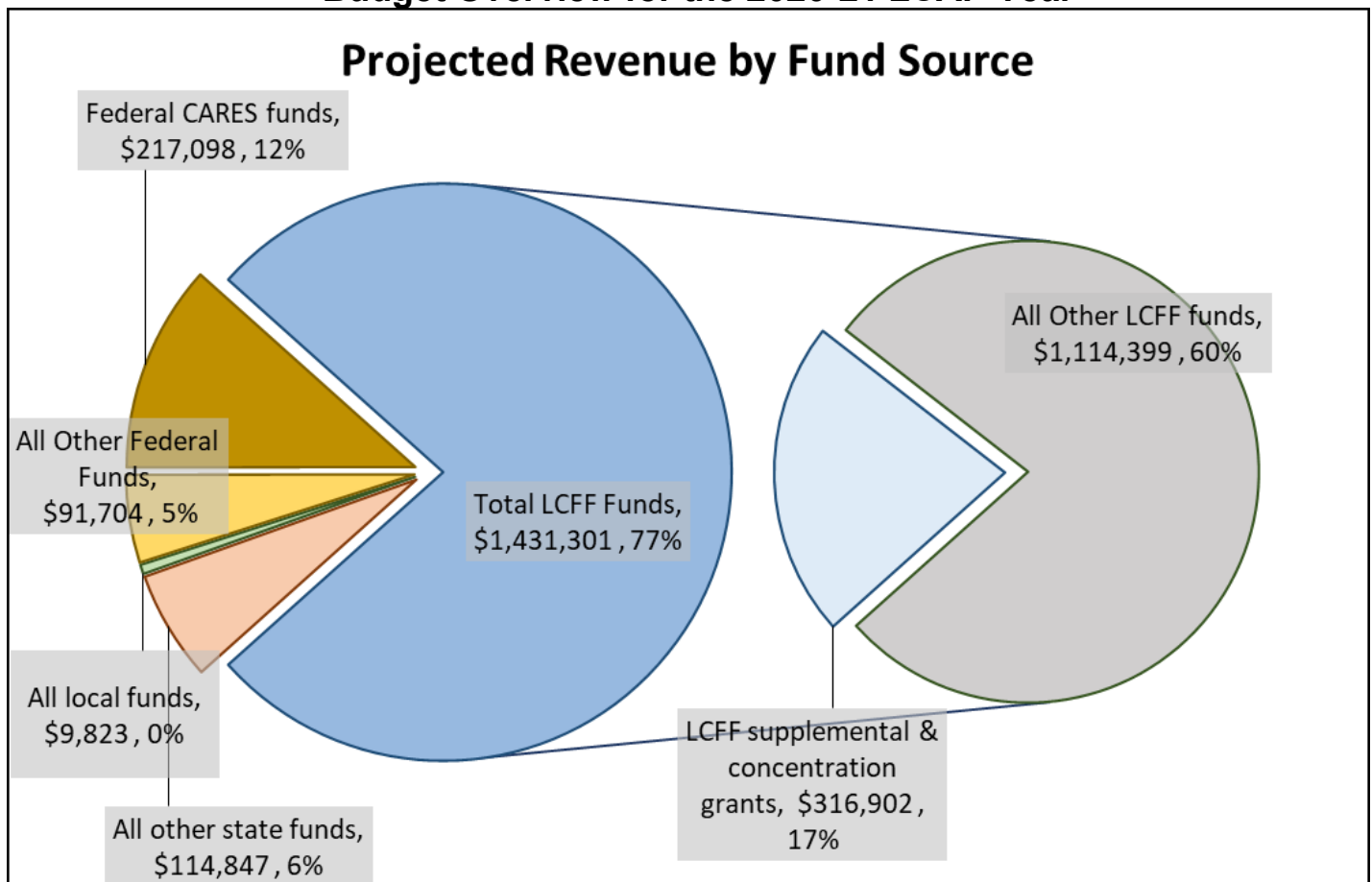
Students were provided all the available student support services when the school was open. The school closed mid-March due to the COVID-19 pandemic and some services, such as co-teaching, after school and Saturday tutoring, 1-1 and small group support, were interrupted. The immediate need was transition to distance learning. Students missed a few weeks of school; however, the school acted quickly on Chromebook and hotspot distribution as well as training teachers on distance learning essentials, including use of the Google Classroom and Zoom platforms. Naturally, many of our students, parents, and staff had some difficulty adjusting to the new learning environment, but over time we have learned from our experience and been able to create a more effective distance learning environment this school year. The interrupted services have also been restarted and students with unique needs are also receiving services in small cohorts. The focus is providing as much support as possible while working on safe hybrid reopening of the school.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Magnolia Science Academy-4
 CDS Code: 19-64733-0117622
 School Year: 2020-2021
 LEA contact information: Musa Avsar, Principal

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2020-21 LCAP Year

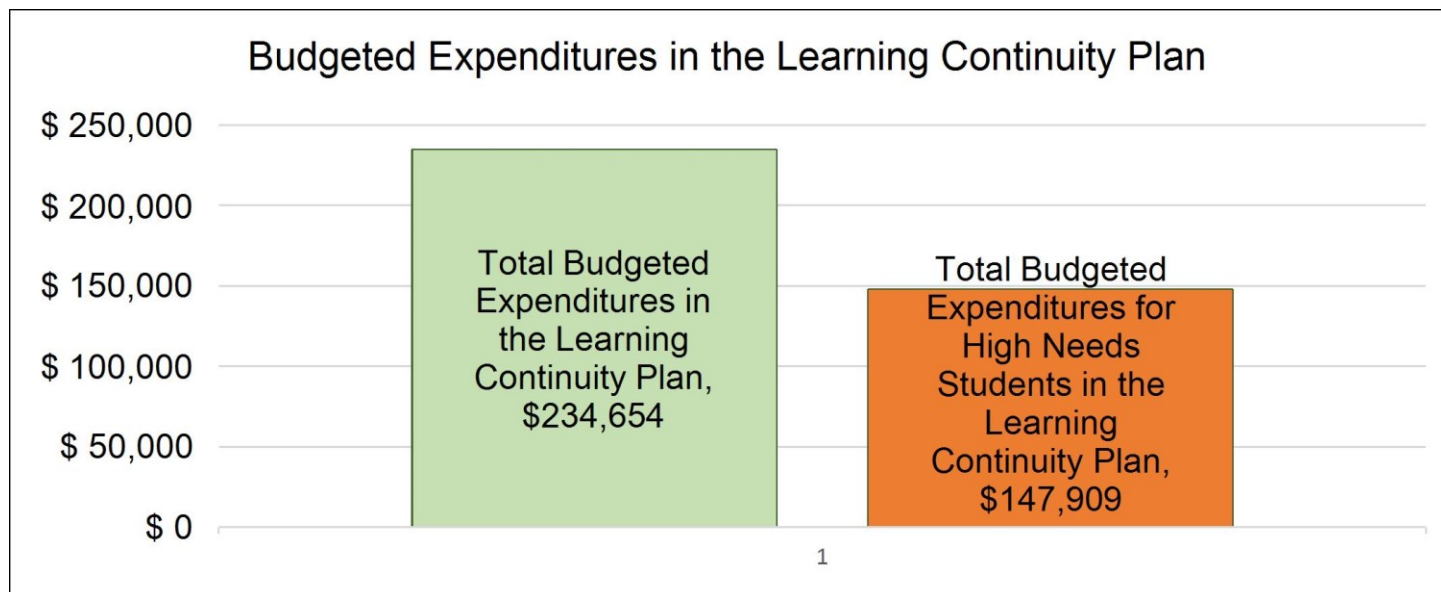


This chart shows the total general purpose revenue Magnolia Science Academy-4 expects to receive in the coming year from all sources.

The total revenue projected for Magnolia Science Academy-4 is \$1,864,773, of which \$1,431,301 is Local Control Funding Formula (LCFF), \$114,847 is other state funds, \$9,823 is local funds, and \$308,802 is federal funds. Of the \$308,802 in federal funds, \$217,098 are federal CARES Act funds. Of the \$1,431,301 in LCFF Funds, \$316,902 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

For the 2020-21 school year school districts must work with parents, educators, students, and the community to develop a Learning Continuity and Attendance Plan (Learning Continuity Plan). The Learning Continuity Plan replaces the Local Control and Accountability Plan (LCAP) for the 2020–21 school year and provides school districts with the opportunity to describe how they are planning to provide a high-quality education, social-emotional supports, and nutrition to their students during the COVID-19 pandemic.



This chart provides a quick summary of how much Magnolia Science Academy-4 plans to spend for planned actions and services in the Learning Continuity Plan for 2020-2021 and how much of the total is tied to increasing or improving services for high needs students.

Magnolia Science Academy-4 plans to spend \$1,883,097 for the 2020-21 school year. Of that amount, \$234,654 is tied to actions/services in the Learning Continuity Plan and \$1,648,443 is not included in the Learning Continuity Plan. The budgeted expenditures that are not included in the Learning Continuity Plan will be used for the following:

The LCP includes expenditures that address the following areas: safe opening of the school, distance learning programs with access to technology, and additional student support for unique student needs, mitigating learning loss, and mental health. Therefore, the plan has specific expenditures that meet the intent of the LCP. It does not include any of the general expenditures that the school has budgeted, such as staff salaries and benefits which make up the majority of the budget and other regular operational costs (back-office services, insurance, legal, etc.)

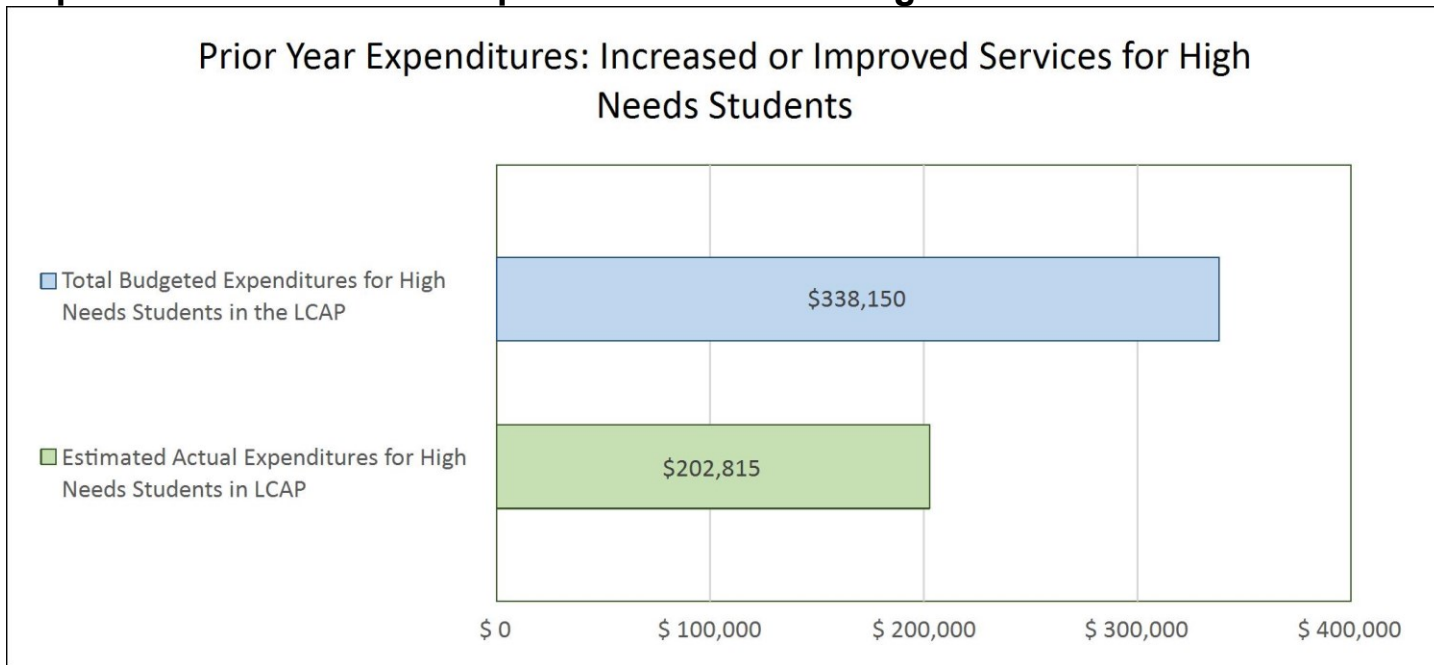
Increased or Improved Services for High Needs Students in in the Learning Continuity Plan for the 2020-2021 School Year

In 2020-21, Magnolia Science Academy-4 is projecting it will receive \$316,902 based on the enrollment of foster youth, English learner, and low-income students. Magnolia Science Academy-4 must describe how it intends to increase or improve services for high needs students in the Learning Continuity Plan. Magnolia Science Academy-4 plans to spend \$147,909 towards meeting this requirement, as described in the Learning Continuity Plan.

The school will continue to provide small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), Power English/Power Math classes, additional support after school and on Saturday. The school will utilize various student and parent engagement strategies with appropriate interventions and support to increase student attendance and engagement during distance learning, such as ParentSquare communication, virtual assemblies, phone calls, social-emotional support, and virtual home visits. SSPT, 504, and other support meetings will be coordinated among teachers and support roles. The school will continue to provide designated and integrated ELD instruction. Teachers will be provided with additional PD focusing on increasing student engagement during distance learning, which includes effective use of technology, differentiation strategies, and SEL support to both teachers and students.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2019-20



This chart compares what Magnolia Science Academy-4 budgeted in the 2019-20 LCAP for actions and services that contributed to increasing or improving services for high needs students with what Magnolia Science Academy-4 actually spent on actions and services that contributed to increasing or improving services for high needs students in the 2019-20 school year.

In 2019-20, Magnolia Science Academy-4's LCAP budgeted \$338,150 for planned actions to increase or improve services for high needs students. Magnolia Science Academy-4 actually spent \$202,815 for actions to increase or improve services for high needs students in 2019-20.

Students were provided all the available student support services when the school was open. The school closed mid-March due to the COVID-19 pandemic and some services, such as co-teaching, after school and Saturday tutoring, 1-1 and small group support, were interrupted. The immediate need was transition to distance learning. Students missed a few weeks of school; however, the school acted quickly on Chromebook and hotspot distribution as well as training teachers on distance learning essentials, including use of the Google Classroom and Zoom platforms. Naturally, many of our students, parents, and staff had some difficulty adjusting to the new learning environment, but over time we have learned from our experience and been able to create a more effective distance learning environment this school year. The interrupted services have also been restarted and students with unique needs are also receiving services in small cohorts. The focus is providing as much support as possible while working on safe hybrid reopening of the school.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Magnolia Science Academy-5

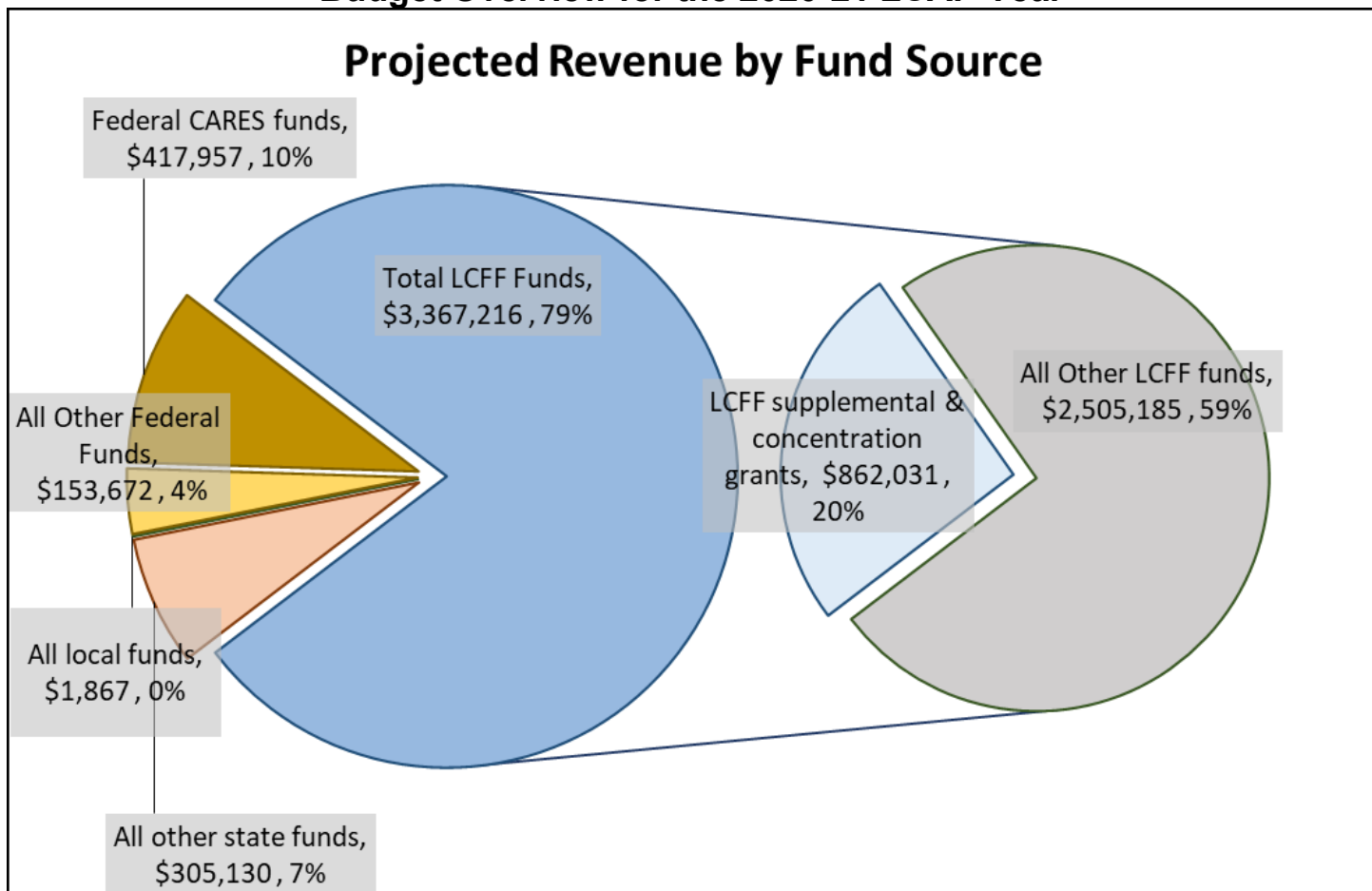
CDS Code: 19-10199-0137679

School Year: 2020-2021

LEA contact information: Brad Plonka, Principal

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2020-21 LCAP Year

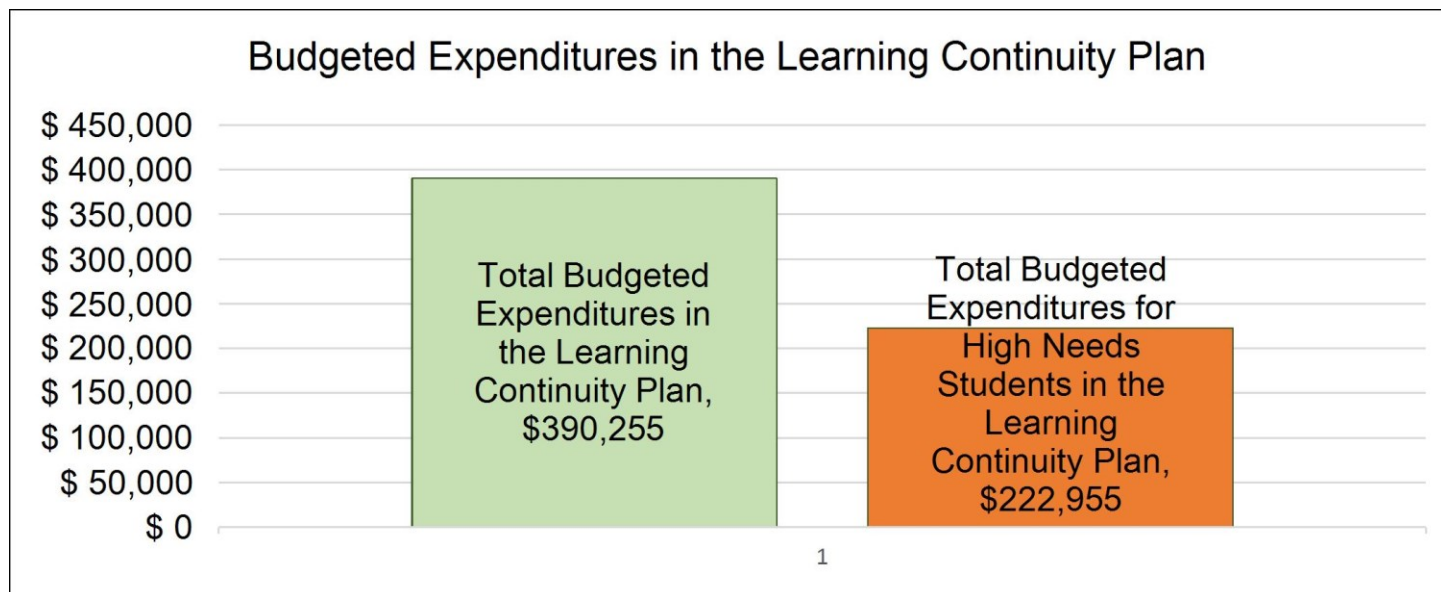


This chart shows the total general purpose revenue Magnolia Science Academy-5 expects to receive in the coming year from all sources.

The total revenue projected for Magnolia Science Academy-5 is \$4,245,842, of which \$3,367,216 is Local Control Funding Formula (LCFF), \$305,130 is other state funds, \$1,867 is local funds, and \$571,629 is federal funds. Of the \$571,629 in federal funds, \$417,957 are federal CARES Act funds. Of the \$3,367,216 in LCFF Funds, \$862,031 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

For the 2020-21 school year school districts must work with parents, educators, students, and the community to develop a Learning Continuity and Attendance Plan (Learning Continuity Plan). The Learning Continuity Plan replaces the Local Control and Accountability Plan (LCAP) for the 2020–21 school year and provides school districts with the opportunity to describe how they are planning to provide a high-quality education, social-emotional supports, and nutrition to their students during the COVID-19 pandemic.



This chart provides a quick summary of how much Magnolia Science Academy-5 plans to spend for planned actions and services in the Learning Continuity Plan for 2020-2021 and how much of the total is tied to increasing or improving services for high needs students.

Magnolia Science Academy-5 plans to spend \$3,903,116 for the 2020-21 school year. Of that amount, \$390,255 is tied to actions/services in the Learning Continuity Plan and \$3,512,861 is not included in the Learning Continuity Plan. The budgeted expenditures that are not included in the Learning Continuity Plan will be used for the following:

The LCP includes expenditures that address the following areas: safe opening of the school, distance learning programs with access to technology, and additional student support for unique student needs, mitigating learning loss, and mental health. Therefore, the plan has specific expenditures that meet the intent of the LCP. It does not include any of the general expenditures that the school has budgeted, such as staff salaries and benefits which make up the majority of the budget and other regular operational costs (back-office services, insurance, legal, etc.)

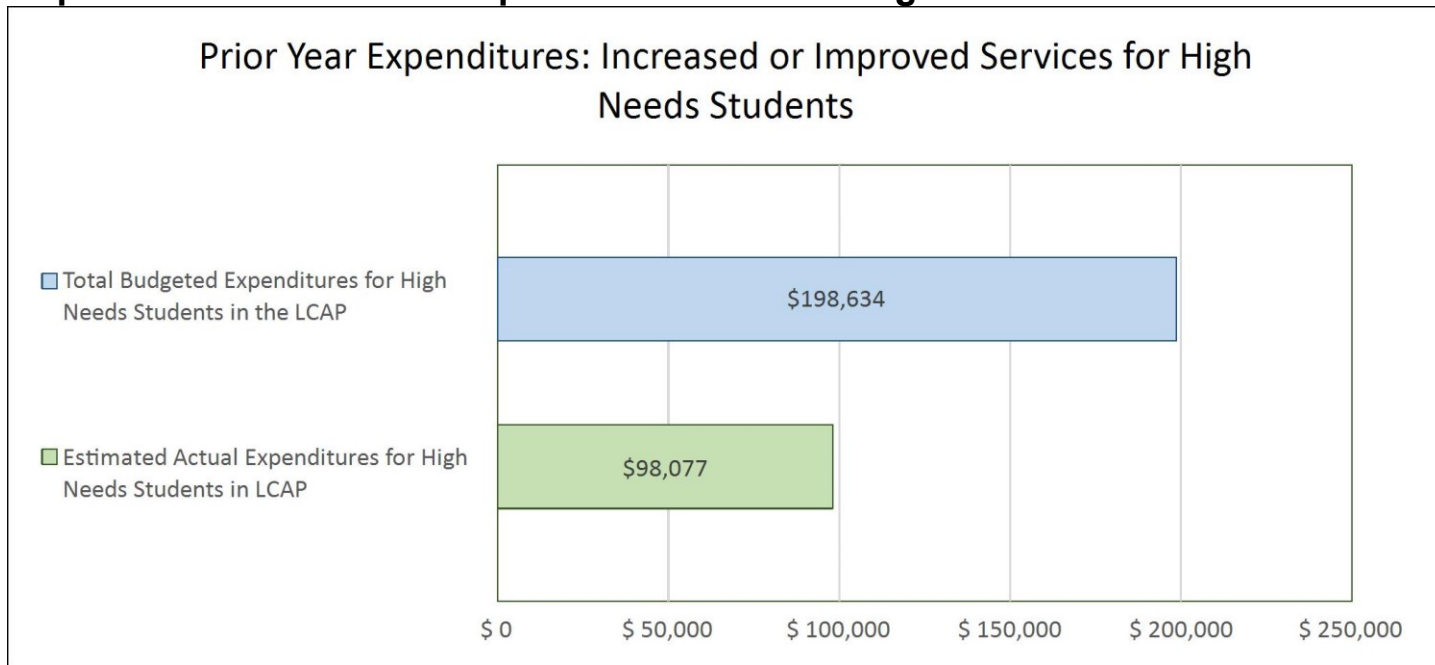
Increased or Improved Services for High Needs Students in in the Learning Continuity Plan for the 2020-2021 School Year

In 2020-21, Magnolia Science Academy-5 is projecting it will receive \$862,031 based on the enrollment of foster youth, English learner, and low-income students. Magnolia Science Academy-5 must describe how it intends to increase or improve services for high needs students in the Learning Continuity Plan. Magnolia Science Academy-5 plans to spend \$222,955 towards meeting this requirement, as described in the Learning Continuity Plan.

The school will continue to provide small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), Power English/Power Math classes, additional support after school and on Saturday. The school will utilize various student and parent engagement strategies with appropriate interventions and support to increase student attendance and engagement during distance learning, such as ParentSquare communication, virtual assemblies, phone calls, social-emotional support, and virtual home visits. SSPT, 504, and other support meetings will be coordinated among teachers and support roles. The school will continue to provide designated and integrated ELD instruction. Teachers will be provided with additional PD focusing on increasing student engagement during distance learning, which includes effective use of technology, differentiation strategies, and SEL support to both teachers and students.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2019-20



This chart compares what Magnolia Science Academy-5 budgeted in the 2019-20 LCAP for actions and services that contributed to increasing or improving services for high needs students with what Magnolia Science Academy-5 actually spent on actions and services that contributed to increasing or improving services for high needs students in the 2019-20 school year.

In 2019-20, Magnolia Science Academy-5's LCAP budgeted \$198,634 for planned actions to increase or improve services for high needs students. Magnolia Science Academy-5 actually spent \$98,077 for actions to increase or improve services for high needs students in 2019-20.

Students were provided all the available student support services when the school was open. The school closed mid-March due to the COVID-19 pandemic and some services, such as co-teaching, after school and Saturday tutoring, 1-1 and small group support, were interrupted. The immediate need was transition to distance learning. Students missed a few weeks of school; however, the school acted quickly on Chromebook and hotspot distribution as well as training teachers on distance learning essentials, including use of the Google Classroom and Zoom platforms. Naturally, many of our students, parents, and staff had some difficulty adjusting to the new learning environment, but over time we have learned from our experience and been able to create a more effective distance learning environment this school year. The interrupted services have also been restarted and students with unique needs are also receiving services in small cohorts. The focus is providing as much support as possible while working on safe hybrid reopening of the school.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Magnolia Science Academy-6

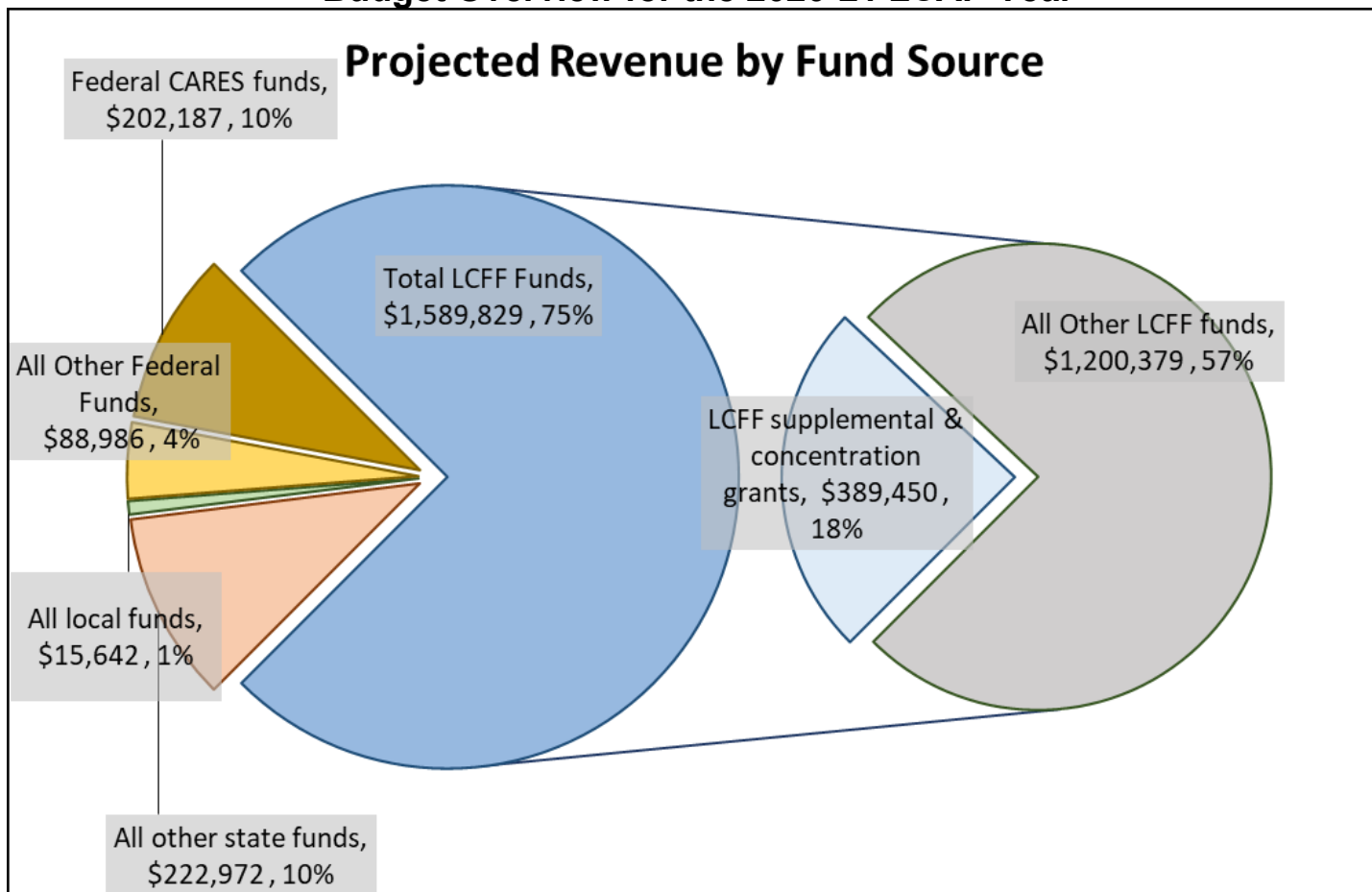
CDS Code: 19-64733-0117648

School Year: 2020-2021

LEA contact information: John Terzi, Principal

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2020-21 LCAP Year

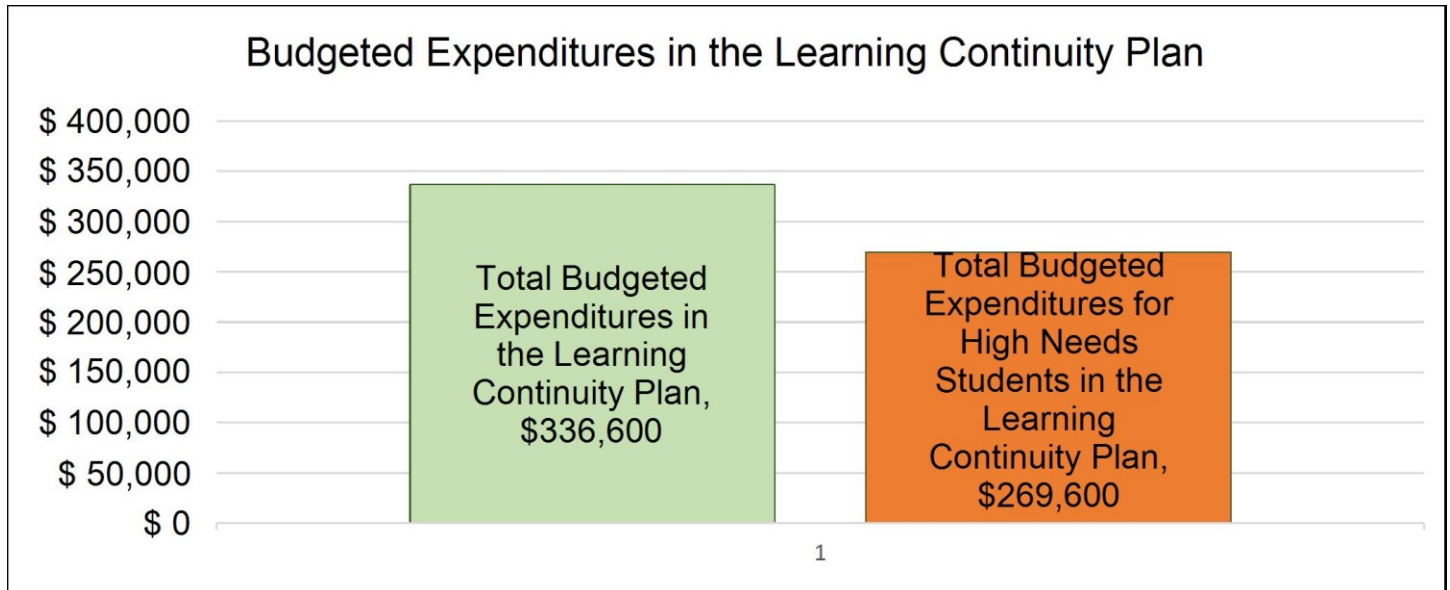


This chart shows the total general purpose revenue Magnolia Science Academy-6 expects to receive in the coming year from all sources.

The total revenue projected for Magnolia Science Academy-6 is \$2,119,616, of which \$1,589,829 is Local Control Funding Formula (LCFF), \$222,972 is other state funds, \$15,642 is local funds, and \$291,173 is federal funds. Of the \$291,173 in federal funds, \$202,187 are federal CARES Act funds. Of the \$1,589,829 in LCFF Funds, \$389,450 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

For the 2020-21 school year school districts must work with parents, educators, students, and the community to develop a Learning Continuity and Attendance Plan (Learning Continuity Plan). The Learning Continuity Plan replaces the Local Control and Accountability Plan (LCAP) for the 2020–21 school year and provides school districts with the opportunity to describe how they are planning to provide a high-quality education, social-emotional supports, and nutrition to their students during the COVID-19 pandemic.



This chart provides a quick summary of how much Magnolia Science Academy-6 plans to spend for planned actions and services in the Learning Continuity Plan for 2020-2021 and how much of the total is tied to increasing or improving services for high needs students.

Magnolia Science Academy-6 plans to spend \$1,947,621 for the 2020-21 school year. Of that amount, \$336,600 is tied to actions/services in the Learning Continuity Plan and \$1,611,021 is not included in the Learning Continuity Plan. The budgeted expenditures that are not included in the Learning Continuity Plan will be used for the following:

The LCP includes expenditures that address the following areas: safe opening of the school, distance learning programs with access to technology, and additional student support for unique student needs, mitigating learning loss, and mental health. Therefore, the plan has specific expenditures that meet the intent of the LCP. It does not include any of the general expenditures that the school has budgeted, such as staff salaries and benefits which make up the majority of the budget and other regular operational costs (back-office services, insurance, legal, etc.)

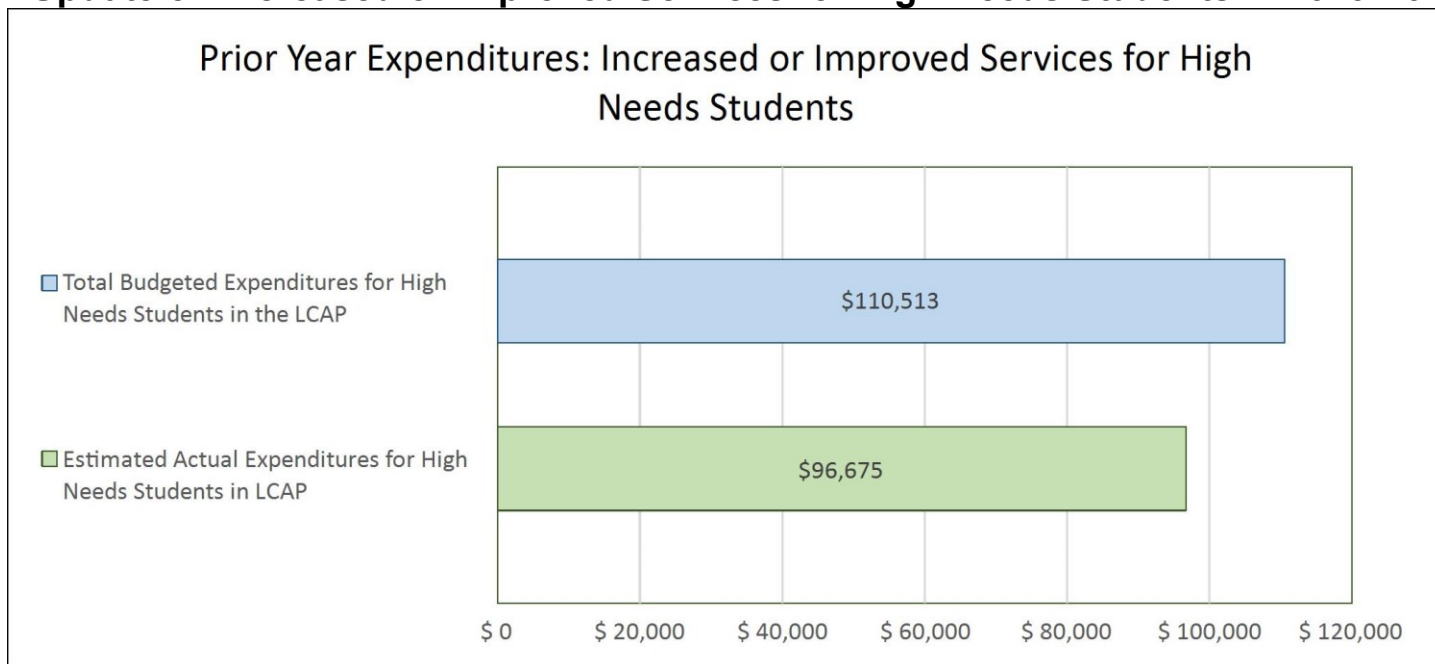
Increased or Improved Services for High Needs Students in in the Learning Continuity Plan for the 2020-2021 School Year

In 2020-21, Magnolia Science Academy-6 is projecting it will receive \$389,450 based on the enrollment of foster youth, English learner, and low-income students. Magnolia Science Academy-6 must describe how it intends to increase or improve services for high needs students in the Learning Continuity Plan. Magnolia Science Academy-6 plans to spend \$269,600 towards meeting this requirement, as described in the Learning Continuity Plan.

The school will continue to provide small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), Power English/Power Math classes, additional support after school and on Saturday. The school will utilize various student and parent engagement strategies with appropriate interventions and support to increase student attendance and engagement during distance learning, such as ParentSquare communication, virtual assemblies, phone calls, social-emotional support, and virtual home visits. SSPT, 504, and other support meetings will be coordinated among teachers and support roles. The school will continue to provide designated and integrated ELD instruction. Teachers will be provided with additional PD focusing on increasing student engagement during distance learning, which includes effective use of technology, differentiation strategies, and SEL support to both teachers and students.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2019-20



This chart compares what Magnolia Science Academy-6 budgeted in the 2019-20 LCAP for actions and services that contributed to increasing or improving services for high needs students with what Magnolia Science Academy-6 actually spent on actions and services that contributed to increasing or improving services for high needs students in the 2019-20 school year.

In 2019-20, Magnolia Science Academy-6's LCAP budgeted \$110,513 for planned actions to increase or improve services for high needs students. Magnolia Science Academy-6 actually spent \$96,675 for actions to increase or improve services for high needs students in 2019-20.

Students were provided all the available student support services when the school was open. The school closed mid-March due to the COVID-19 pandemic and some services, such as co-teaching, after school and Saturday tutoring, 1-1 and small group support, were interrupted. The immediate need was transition to distance learning. Students missed a few weeks of school; however, the school acted quickly on Chromebook and hotspot distribution as well as training teachers on distance learning essentials, including use of the Google Classroom and Zoom platforms. Naturally, many of our students, parents, and staff had some difficulty adjusting to the new learning environment, but over time we have learned from our experience and been able to create a more effective distance learning environment this school year. The interrupted services have also been restarted and students with unique needs are also receiving services in small cohorts. The focus is providing as much support as possible while working on safe hybrid reopening of the school.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Magnolia Science Academy-7

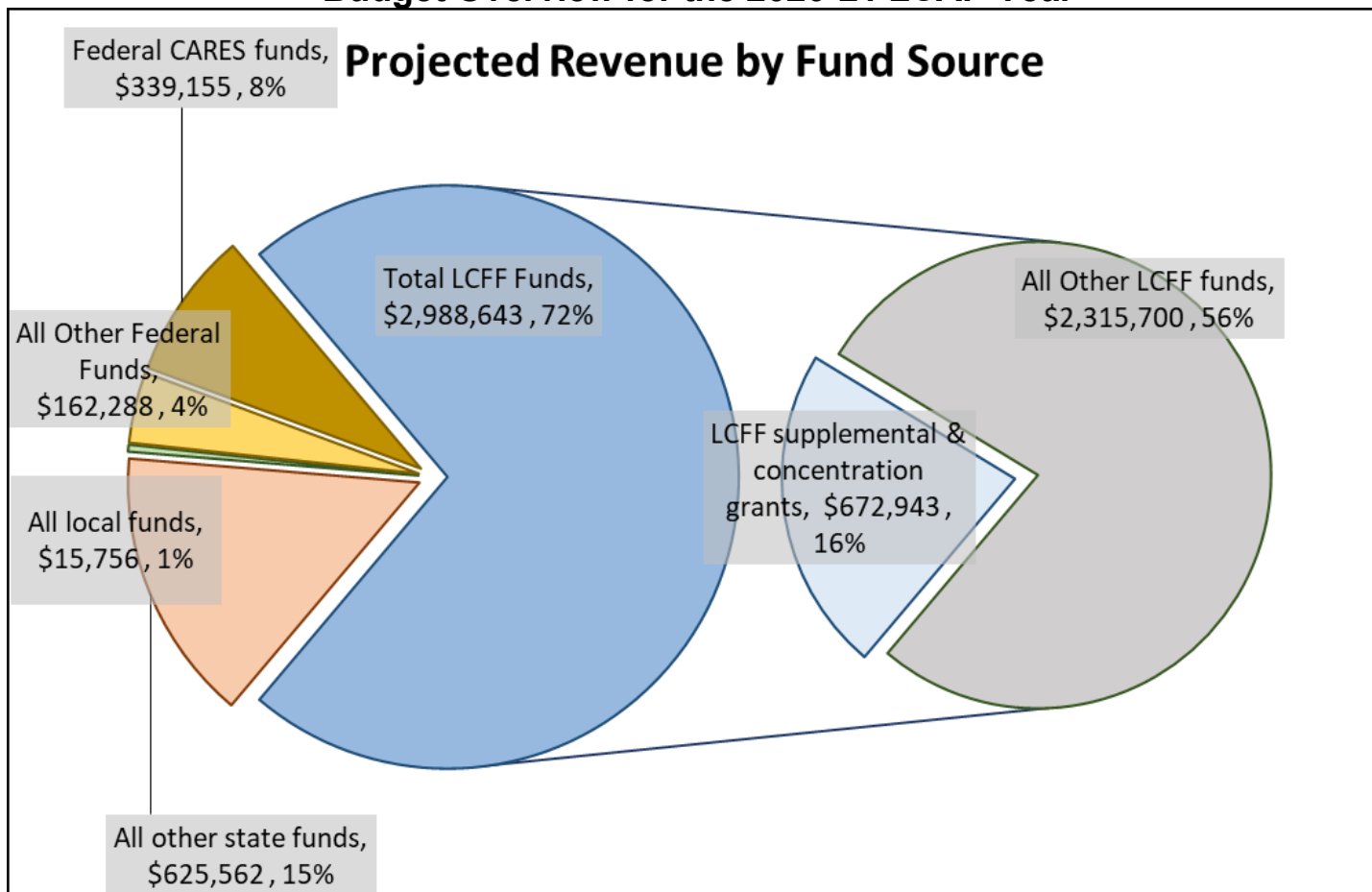
CDS Code: 19-64733-0117655

School Year: 2020-2021

LEA contact information: Meagan Wittek, Principal

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2020-21 LCAP Year

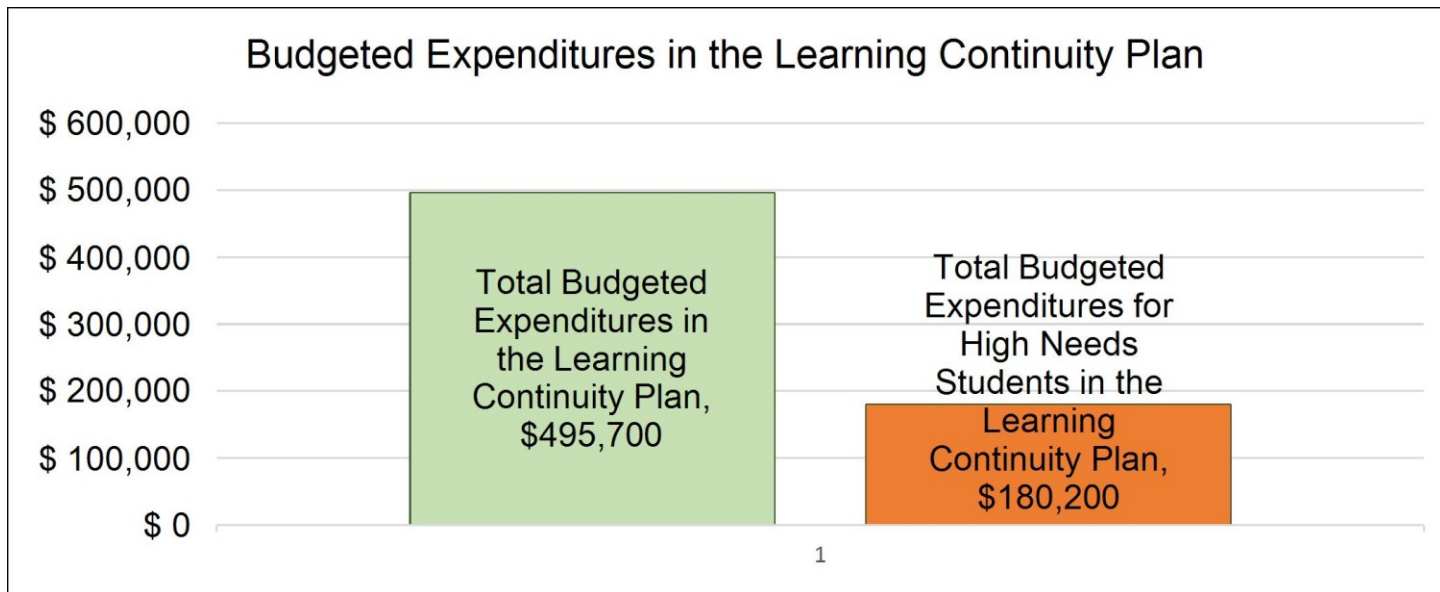


This chart shows the total general purpose revenue Magnolia Science Academy-7 expects to receive in the coming year from all sources.

The total revenue projected for Magnolia Science Academy-7 is \$4,131,404, of which \$2,988,643 is Local Control Funding Formula (LCFF), \$625,562 is other state funds, \$15,756 is local funds, and \$501,443 is federal funds. Of the \$501,443 in federal funds, \$339,155 are federal CARES Act funds. Of the \$2,988,643 in LCFF Funds, \$672,943 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

For the 2020-21 school year school districts must work with parents, educators, students, and the community to develop a Learning Continuity and Attendance Plan (Learning Continuity Plan). The Learning Continuity Plan replaces the Local Control and Accountability Plan (LCAP) for the 2020–21 school year and provides school districts with the opportunity to describe how they are planning to provide a high-quality education, social-emotional supports, and nutrition to their students during the COVID-19 pandemic.



This chart provides a quick summary of how much Magnolia Science Academy-7 plans to spend for planned actions and services in the Learning Continuity Plan for 2020-2021 and how much of the total is tied to increasing or improving services for high needs students.

Magnolia Science Academy-7 plans to spend \$4,056,169 for the 2020-21 school year. Of that amount, \$495,700 is tied to actions/services in the Learning Continuity Plan and \$3,560,469 is not included in the Learning Continuity Plan. The budgeted expenditures that are not included in the Learning Continuity Plan will be used for the following:

The LCP includes expenditures that address the following areas: safe opening of the school, distance learning programs with access to technology, and additional student support for unique student needs, mitigating learning loss, and mental health. Therefore, the plan has specific expenditures that meet the intent of the LCP. It does not include any of the general expenditures that the school has budgeted, such as staff salaries and benefits which make up the majority of the budget and other regular operational costs (back-office services, insurance, legal, etc.)

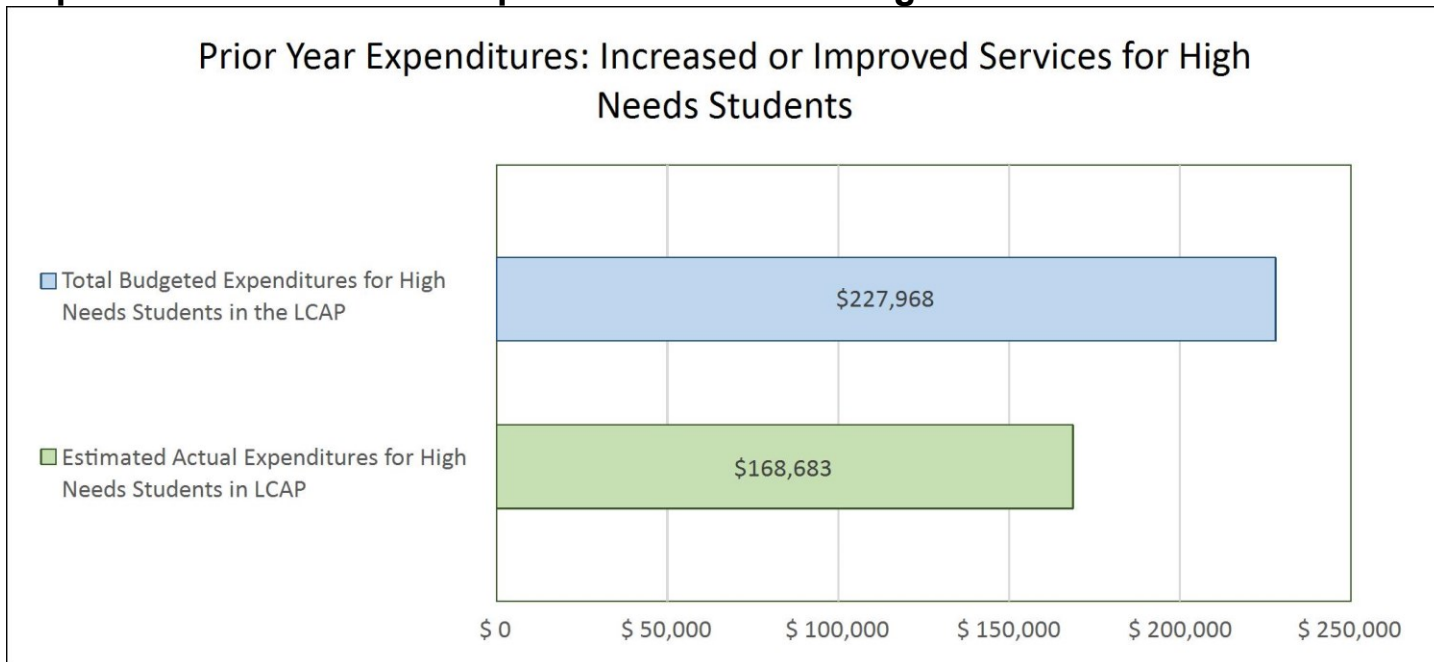
Increased or Improved Services for High Needs Students in in the Learning Continuity Plan for the 2020-2021 School Year

In 2020-21, Magnolia Science Academy-7 is projecting it will receive \$672,943 based on the enrollment of foster youth, English learner, and low-income students. Magnolia Science Academy-7 must describe how it intends to increase or improve services for high needs students in the Learning Continuity Plan. Magnolia Science Academy-7 plans to spend \$180,200 towards meeting this requirement, as described in the Learning Continuity Plan.

The school will continue to provide small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), Power English/Power Math classes, additional support after school and on Saturday. The school will utilize various student and parent engagement strategies with appropriate interventions and support to increase student attendance and engagement during distance learning, such as ParentSquare communication, virtual assemblies, phone calls, social-emotional support, and virtual home visits. SSPT, 504, and other support meetings will be coordinated among teachers and support roles. The school will continue to provide designated and integrated ELD instruction. Teachers will be provided with additional PD focusing on increasing student engagement during distance learning, which includes effective use of technology, differentiation strategies, and SEL support to both teachers and students.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2019-20



This chart compares what Magnolia Science Academy-7 budgeted in the 2019-20 LCAP for actions and services that contributed to increasing or improving services for high needs students with what Magnolia Science Academy-7 actually spent on actions and services that contributed to increasing or improving services for high needs students in the 2019-20 school year.

In 2019-20, Magnolia Science Academy-7's LCAP budgeted \$227,968 for planned actions to increase or improve services for high needs students. Magnolia Science Academy-7 actually spent \$168,683 for actions to increase or improve services for high needs students in 2019-20.

Students were provided all the available student support services when the school was open. The school closed mid-March due to the COVID-19 pandemic and some services, such as co-teaching, after school and Saturday tutoring, 1-1 and small group support, were interrupted. The immediate need was transition to distance learning. Students missed a few weeks of school; however, the school acted quickly on Chromebook and hotspot distribution as well as training teachers on distance learning essentials, including use of the Google Classroom and Zoom platforms. Naturally, many of our students, parents, and staff had some difficulty adjusting to the new learning environment, but over time we have learned from our experience and been able to create a more effective distance learning environment this school year. The interrupted services have also been restarted and students with unique needs are also receiving services in small cohorts. The focus is providing as much support as possible while working on safe hybrid reopening of the school.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Magnolia Science Academy-Bell

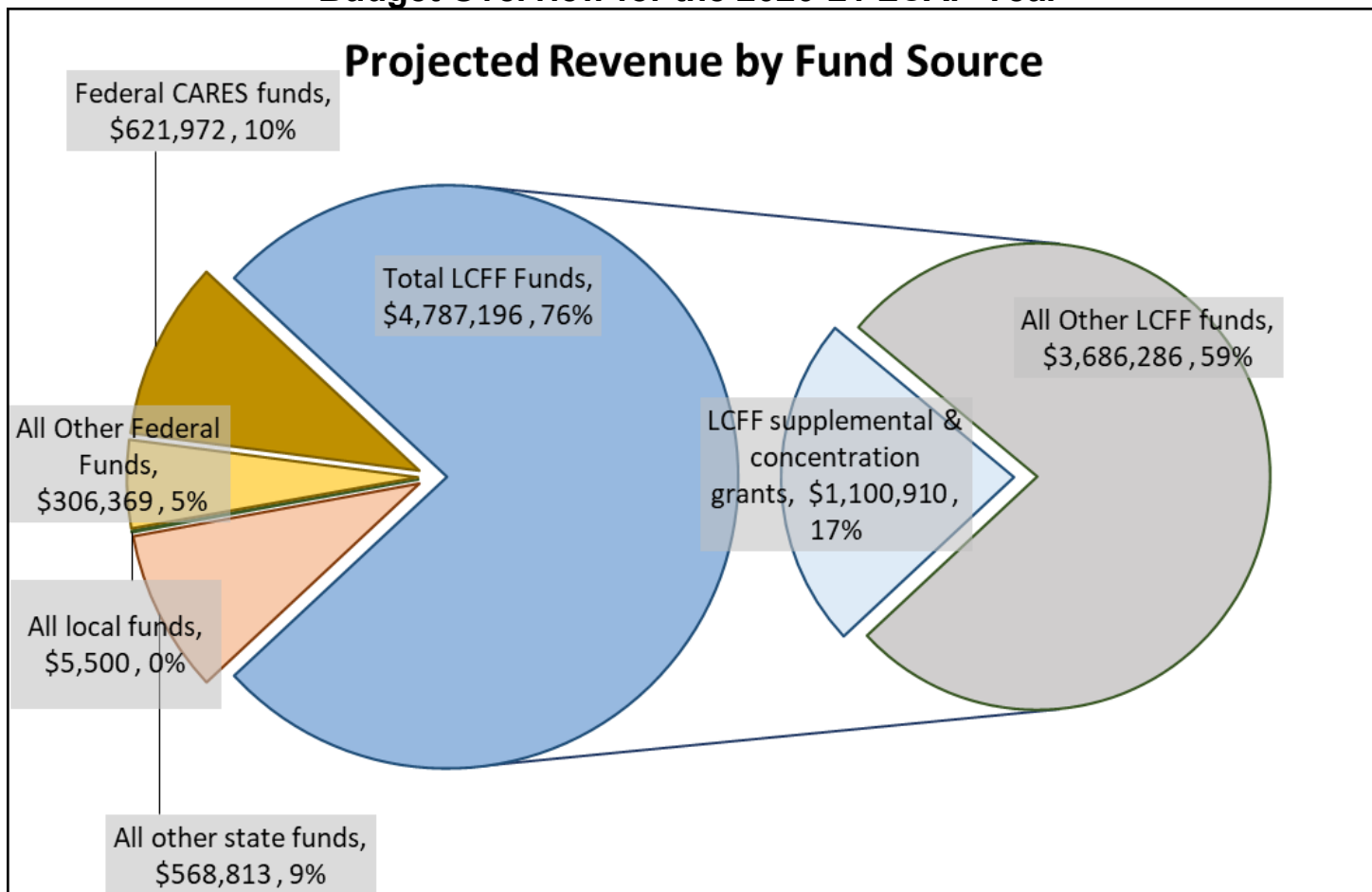
CDS Code: 19-64733-0122747

School Year: 2020-2021

LEA contact information: Jason Hernandez, Principal

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2020-21 LCAP Year

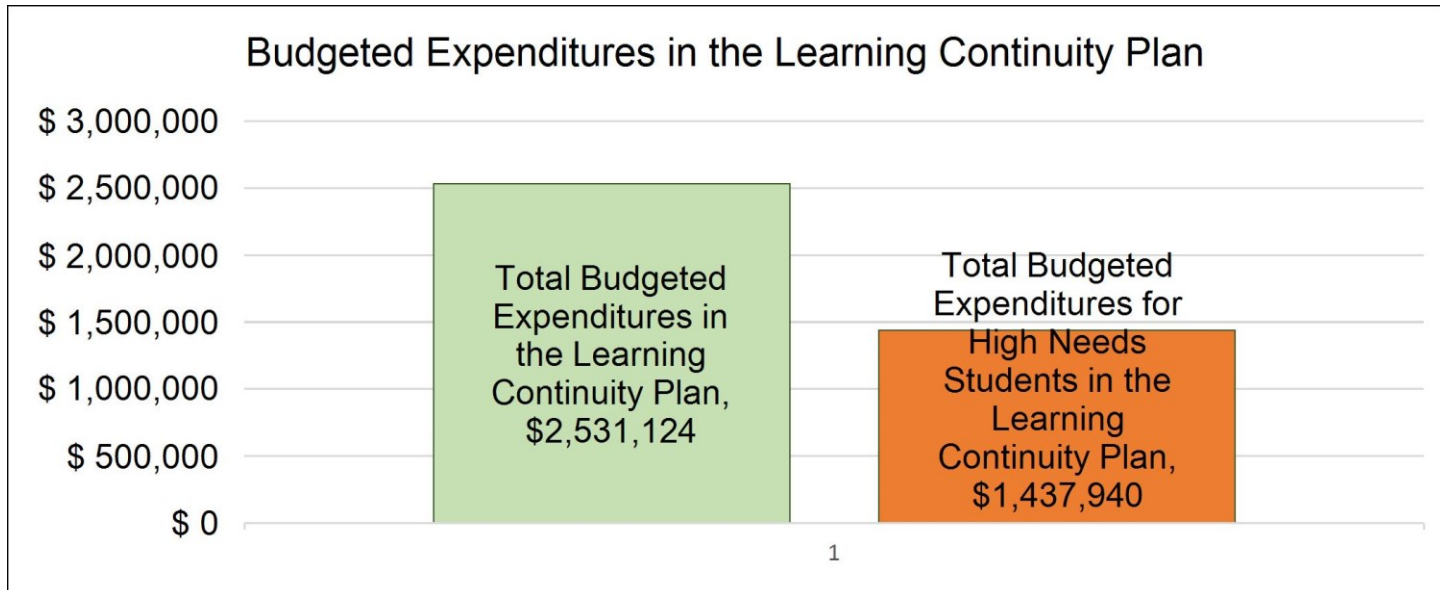


This chart shows the total general purpose revenue Magnolia Science Academy-Bell expects to receive in the coming year from all sources.

The total revenue projected for Magnolia Science Academy-Bell is \$6,289,850, of which \$4,787,196 is Local Control Funding Formula (LCFF), \$568,813 is other state funds, \$5,500 is local funds, and \$928,341 is federal funds. Of the \$928,341 in federal funds, \$621,972 are federal CARES Act funds. Of the \$4,787,196 in LCFF Funds, \$1,100,910 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

For the 2020-21 school year school districts must work with parents, educators, students, and the community to develop a Learning Continuity and Attendance Plan (Learning Continuity Plan). The Learning Continuity Plan replaces the Local Control and Accountability Plan (LCAP) for the 2020–21 school year and provides school districts with the opportunity to describe how they are planning to provide a high-quality education, social-emotional supports, and nutrition to their students during the COVID-19 pandemic.



This chart provides a quick summary of how much Magnolia Science Academy-Bell plans to spend for planned actions and services in the Learning Continuity Plan for 2020-2021 and how much of the total is tied to increasing or improving services for high needs students.

Magnolia Science Academy-Bell plans to spend \$6,128,292 for the 2020-21 school year. Of that amount, \$2,531,124 is tied to actions/services in the Learning Continuity Plan and \$3,597,168 is not included in the Learning Continuity Plan. The budgeted expenditures that are not included in the Learning Continuity Plan will be used for the following:

The LCP includes expenditures that address the following areas: safe opening of the school, distance learning programs with access to technology, and additional student support for unique student needs, mitigating learning loss, and mental health. Therefore, the plan has specific expenditures that meet the intent of the LCP. It does not include any of the general expenditures that the school has budgeted, such as staff salaries and benefits which make up the majority of the budget and other regular operational costs (back-office services, insurance, legal, etc.)

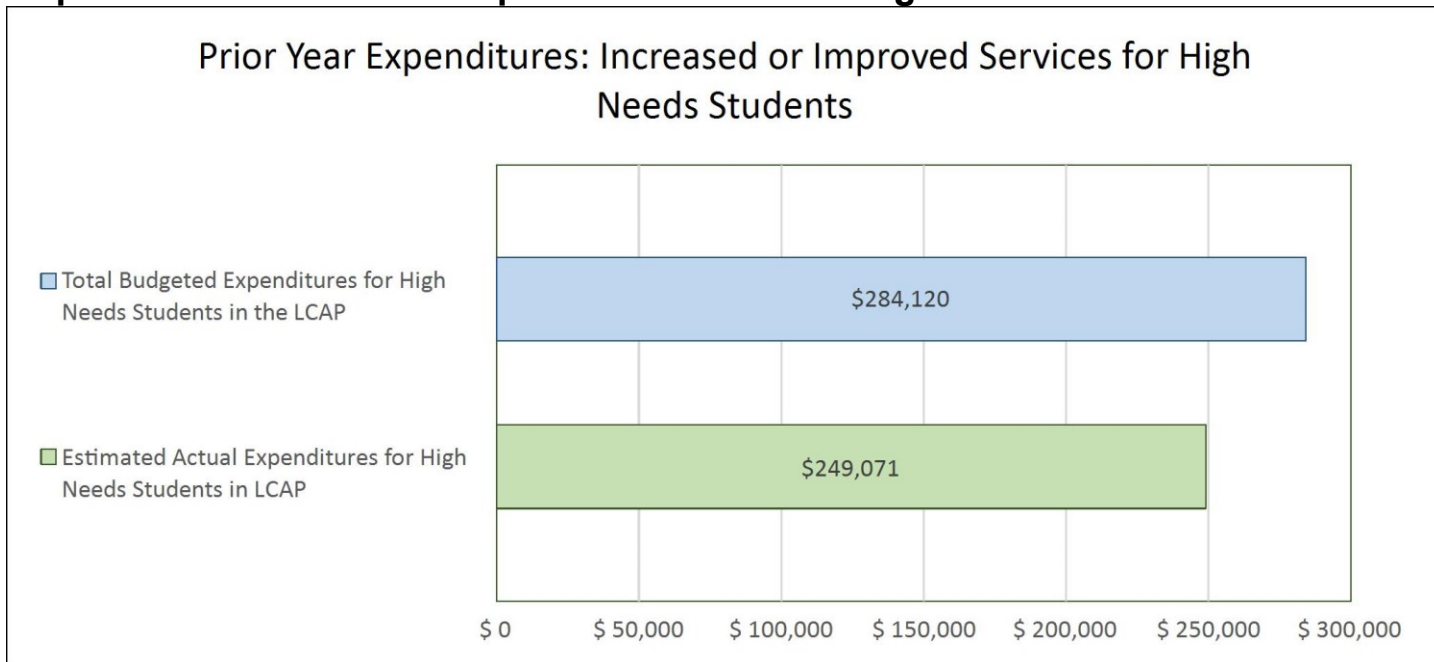
Increased or Improved Services for High Needs Students in in the Learning Continuity Plan for the 2020-2021 School Year

In 2020-21, Magnolia Science Academy-Bell is projecting it will receive \$1,100,910 based on the enrollment of foster youth, English learner, and low-income students. Magnolia Science Academy-Bell must describe how it intends to increase or improve services for high needs students in the Learning Continuity Plan. Magnolia Science Academy-Bell plans to spend \$1,437,940 towards meeting this requirement, as described in the Learning Continuity Plan.

The school will continue to provide small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), Power English/Power Math classes, additional support after school and on Saturday. The school will utilize various student and parent engagement strategies with appropriate interventions and support to increase student attendance and engagement during distance learning, such as ParentSquare communication, virtual assemblies, phone calls, social-emotional support, and virtual home visits. SSPT, 504, and other support meetings will be coordinated among teachers and support roles. The school will continue to provide designated and integrated ELD instruction. Teachers will be provided with additional PD focusing on increasing student engagement during distance learning, which includes effective use of technology, differentiation strategies, and SEL support to both teachers and students.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2019-20



This chart compares what Magnolia Science Academy-Bell budgeted in the 2019-20 LCAP for actions and services that contributed to increasing or improving services for high needs students with what Magnolia Science Academy-Bell actually spent on actions and services that contributed to increasing or improving services for high needs students in the 2019-20 school year.

In 2019-20, Magnolia Science Academy-Bell's LCAP budgeted \$284,120 for planned actions to increase or improve services for high needs students. Magnolia Science Academy-Bell actually spent \$249,071 for actions to increase or improve services for high needs students in 2019-20.

Students were provided all the available student support services when the school was open. The school closed mid-March due to the COVID-19 pandemic and some services, such as co-teaching, after school and Saturday tutoring, 1-1 and small group support, were interrupted. The immediate need was transition to distance learning. Students missed a few weeks of school; however, the school acted quickly on Chromebook and hotspot distribution as well as training teachers on distance learning essentials, including use of the Google Classroom and Zoom platforms. Naturally, many of our students, parents, and staff had some difficulty adjusting to the new learning environment, but over time we have learned from our experience and been able to create a more effective distance learning environment this school year. The interrupted services have also been restarted and students with unique needs are also receiving services in small cohorts. The focus is providing as much support as possible while working on safe hybrid reopening of the school.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Magnolia Science Academy - Santa Ana

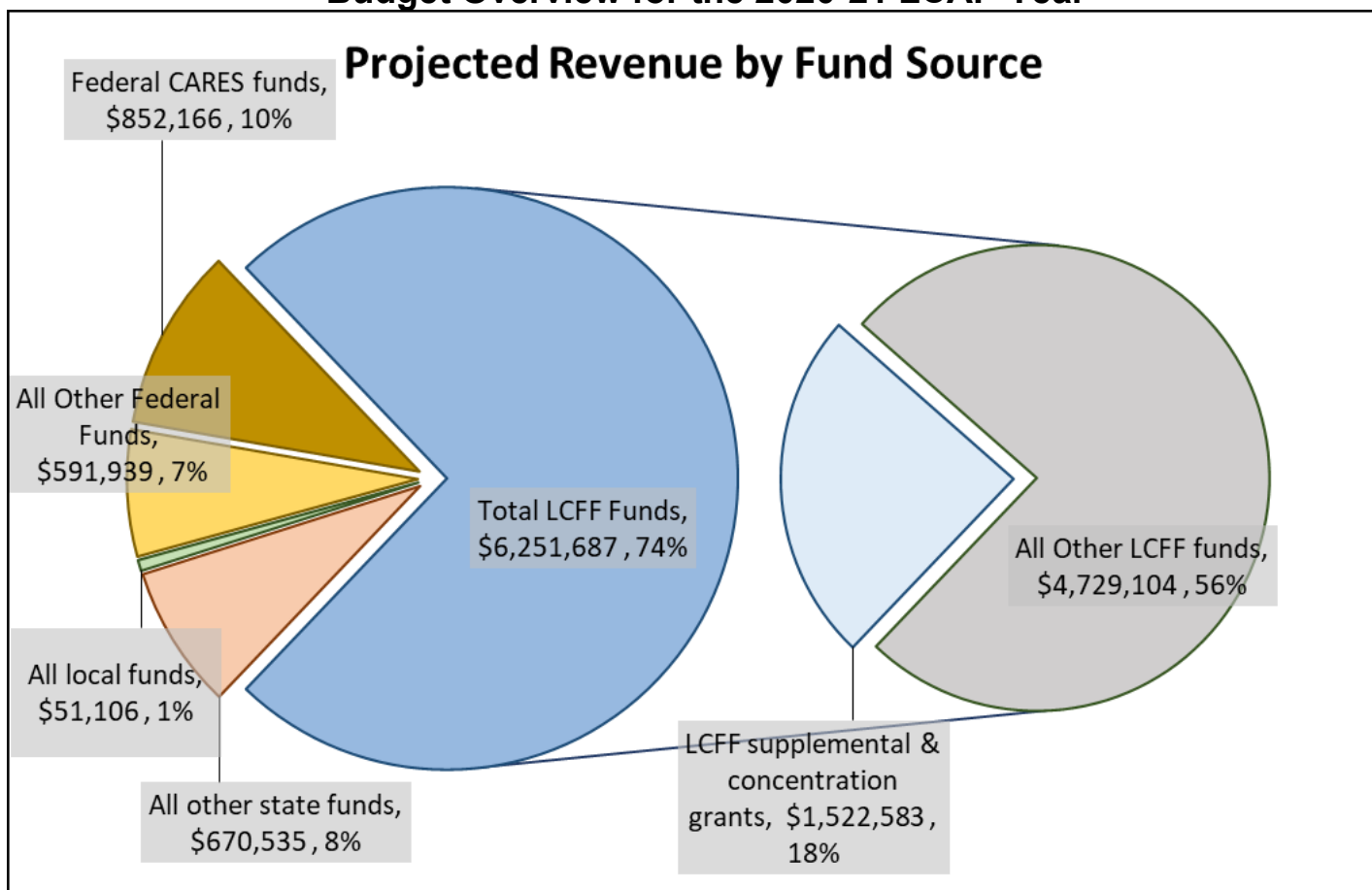
CDS Code: 30-76893-0130765

School Year: 2020-2021

LEA contact information: Steven Keskindurk, Principal

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2020-21 LCAP Year

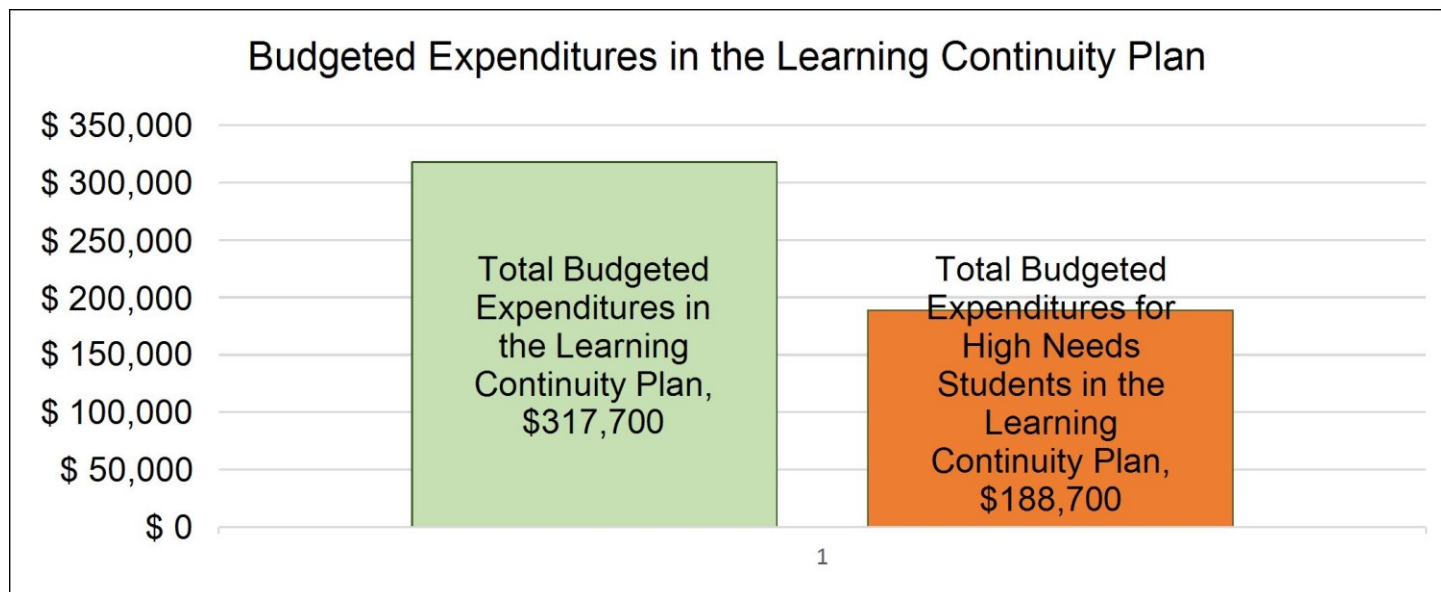


This chart shows the total general purpose revenue Magnolia Science Academy - Santa Ana expects to receive in the coming year from all sources.

The total revenue projected for Magnolia Science Academy - Santa Ana is \$8,417,433, of which \$6,251,687 is Local Control Funding Formula (LCFF), \$670,535 is other state funds, \$51,106 is local funds, and \$1,444,105 is federal funds. Of the \$1,444,105 in federal funds, \$852,166 are federal CARES Act funds. Of the \$6,251,687 in LCFF Funds, \$1,522,583 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

For the 2020-21 school year school districts must work with parents, educators, students, and the community to develop a Learning Continuity and Attendance Plan (Learning Continuity Plan). The Learning Continuity Plan replaces the Local Control and Accountability Plan (LCAP) for the 2020–21 school year and provides school districts with the opportunity to describe how they are planning to provide a high-quality education, social-emotional supports, and nutrition to their students during the COVID-19 pandemic.



This chart provides a quick summary of how much Magnolia Science Academy - Santa Ana plans to spend for planned actions and services in the Learning Continuity Plan for 2020-2021 and how much of the total is tied to increasing or improving services for high needs students.

Magnolia Science Academy - Santa Ana plans to spend \$8,362,055.58 for the 2020-21 school year. Of that amount, \$317,700 is tied to actions/services in the Learning Continuity Plan and \$8,044,355.58 is not included in the Learning Continuity Plan. The budgeted expenditures that are not included in the Learning Continuity Plan will be used for the following:

The LCP includes expenditures that address the following areas: safe opening of the school, distance learning programs with access to technology, and additional student support for unique student needs, mitigating learning loss, and mental health. Therefore, the plan has specific expenditures that meet the intent of the LCP. It does not include any of the general expenditures that the school has budgeted, such as staff salaries and benefits which make up the majority of the budget and other regular operational costs (back-office services, insurance, legal, etc.)

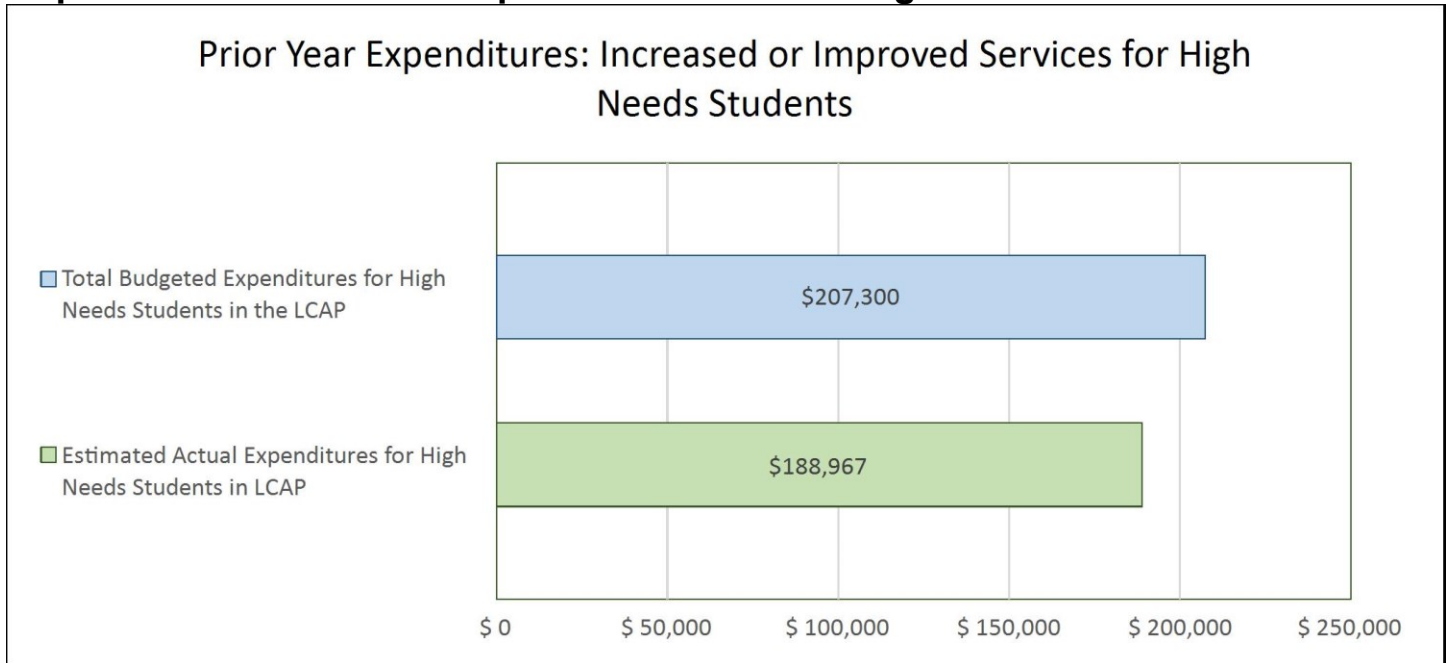
Increased or Improved Services for High Needs Students in in the Learning Continuity Plan for the 2020-2021 School Year

In 2020-21, Magnolia Science Academy - Santa Ana is projecting it will receive \$1,522,583 based on the enrollment of foster youth, English learner, and low-income students. Magnolia Science Academy - Santa Ana must describe how it intends to increase or improve services for high needs students in the Learning Continuity Plan. Magnolia Science Academy - Santa Ana plans to spend \$188,700 towards meeting this requirement, as described in the Learning Continuity Plan.

The school will continue to provide small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), Power English/Power Math classes, additional support after school and on Saturday. The school will utilize various student and parent engagement strategies with appropriate interventions and support to increase student attendance and engagement during distance learning, such as ParentSquare communication, virtual assemblies, phone calls, social-emotional support, and virtual home visits. SSPT, 504, and other support meetings will be coordinated among teachers and support roles. The school will continue to provide designated and integrated ELD instruction. Teachers will be provided with additional PD focusing on increasing student engagement during distance learning, which includes effective use of technology, differentiation strategies, and SEL support to both teachers and students.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2019-20



This chart compares what Magnolia Science Academy - Santa Ana budgeted in the 2019-20 LCAP for actions and services that contributed to increasing or improving services for high needs students with what Magnolia Science Academy - Santa Ana actually spent on actions and services that contributed to increasing or improving services for high needs students in the 2019-20 school year.

In 2019-20, Magnolia Science Academy - Santa Ana's LCAP budgeted \$207,300 for planned actions to increase or improve services for high needs students. Magnolia Science Academy - Santa Ana actually spent \$188,967 for actions to increase or improve services for high needs students in 2019-20.

Students were provided all the available student support services when the school was open. The school closed mid-March due to the COVID-19 pandemic and some services, such as co-teaching, after school and Saturday tutoring, 1-1 and small group support, were interrupted. The immediate need was transition to distance learning. Students missed a few weeks of school; however, the school acted quickly on Chromebook and hotspot distribution as well as training teachers on distance learning essentials, including use of the Google Classroom and Zoom platforms. Naturally, many of our students, parents, and staff had some difficulty adjusting to the new learning environment, but over time we have learned from our experience and been able to create a more effective distance learning environment this school year. The interrupted services have also been restarted and students with unique needs are also receiving services in small cohorts. The focus is providing as much support as possible while working on safe hybrid reopening of the school.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Magnolia Science Academy-San Diego

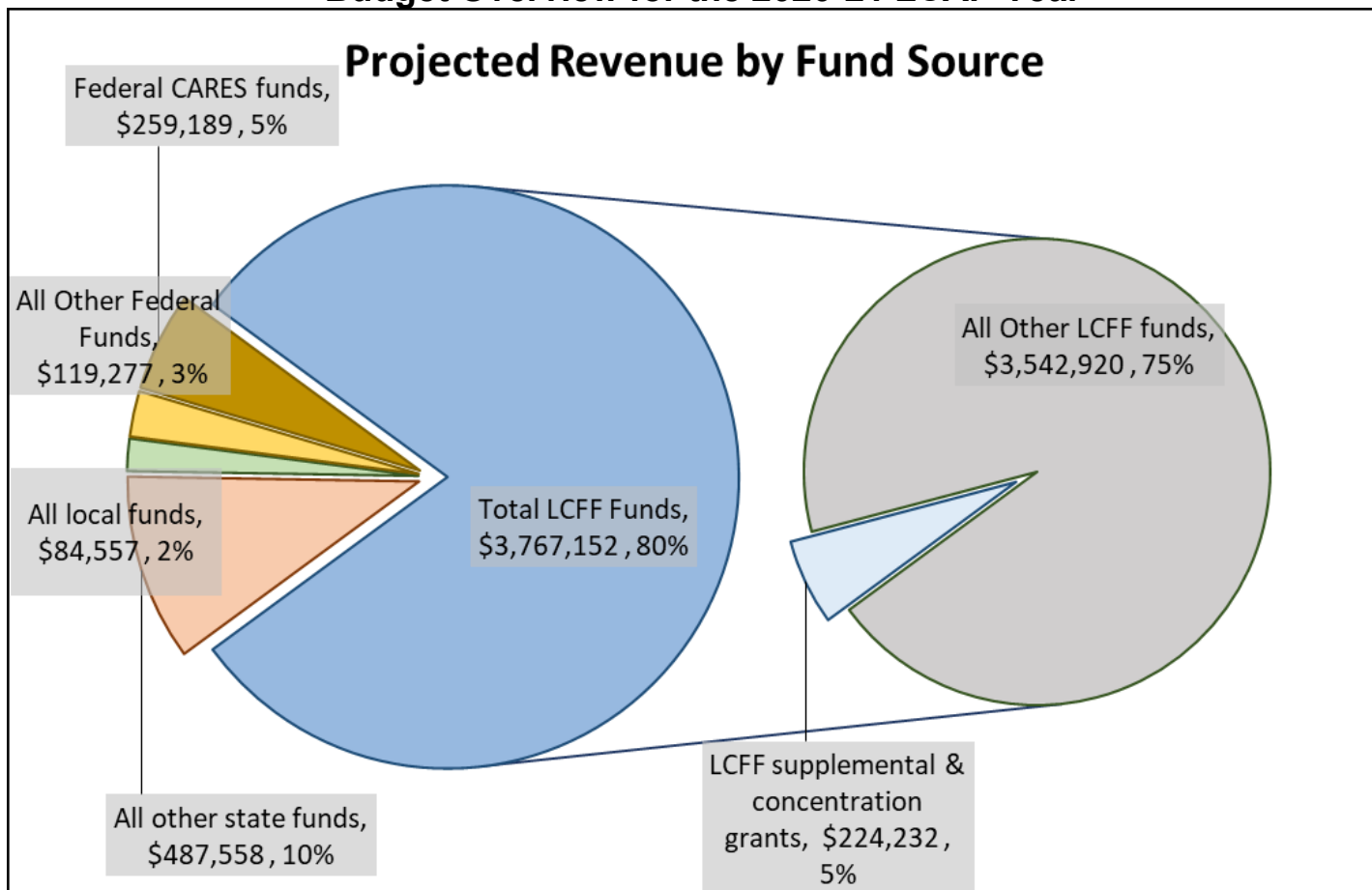
CDS Code: 37-68338-0109157

School Year: 2020-2021

LEA contact information: Gokhan Serce, Principal

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2020-21 LCAP Year

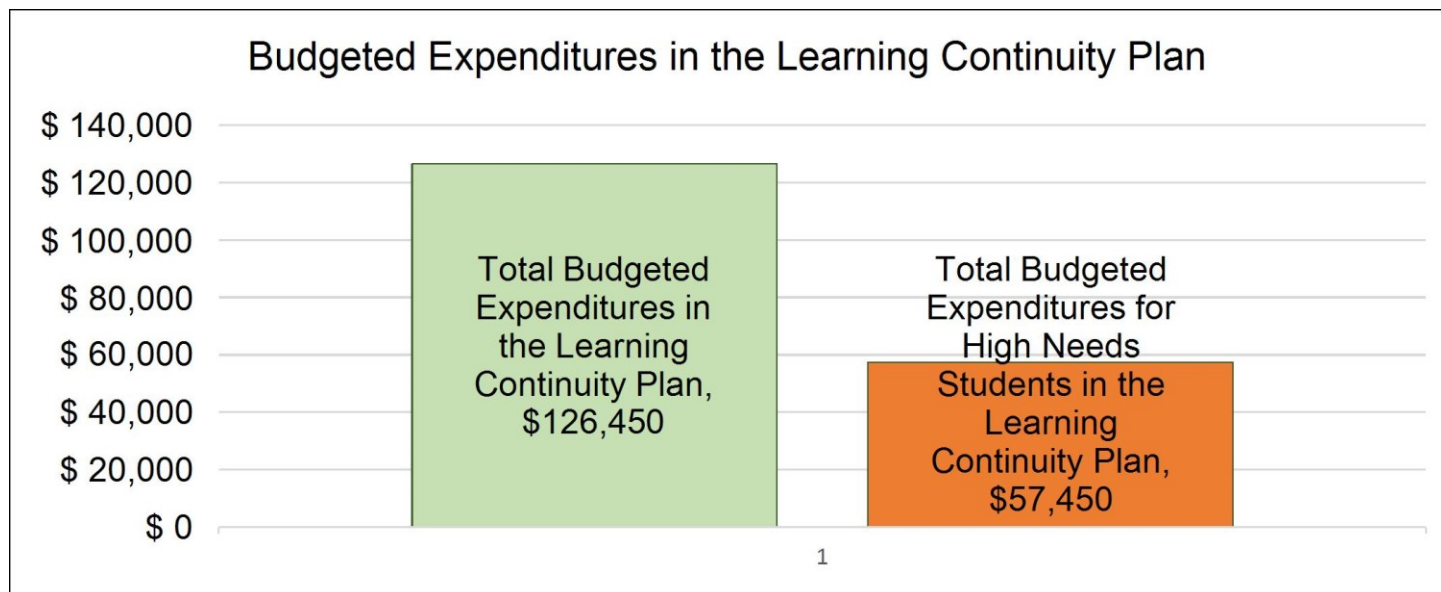


This chart shows the total general purpose revenue Magnolia Science Academy-San Diego expects to receive in the coming year from all sources.

The total revenue projected for Magnolia Science Academy-San Diego is \$4,717,733, of which \$3,767,152 is Local Control Funding Formula (LCFF), \$487,558 is other state funds, \$84,557 is local funds, and \$378,466 is federal funds. Of the \$378,466 in federal funds, \$259,189 are federal CARES Act funds. Of the \$3,767,152 in LCFF Funds, \$224,232 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

For the 2020-21 school year school districts must work with parents, educators, students, and the community to develop a Learning Continuity and Attendance Plan (Learning Continuity Plan). The Learning Continuity Plan replaces the Local Control and Accountability Plan (LCAP) for the 2020–21 school year and provides school districts with the opportunity to describe how they are planning to provide a high-quality education, social-emotional supports, and nutrition to their students during the COVID-19 pandemic.



This chart provides a quick summary of how much Magnolia Science Academy-San Diego plans to spend for planned actions and services in the Learning Continuity Plan for 2020-2021 and how much of the total is tied to increasing or improving services for high needs students.

Magnolia Science Academy-San Diego plans to spend \$4,392,271.71 for the 2020-21 school year. Of that amount, \$126,450 is tied to actions/services in the Learning Continuity Plan and \$4,265,821.71 is not included in the Learning Continuity Plan. The budgeted expenditures that are not included in the Learning Continuity Plan will be used for the following:

The LCP includes expenditures that address the following areas: safe opening of the school, distance learning programs with access to technology, and additional student support for unique student needs, mitigating learning loss, and mental health. Therefore, the plan has specific expenditures that meet the intent of the LCP. It does not include any of the general expenditures that the school has budgeted, such as staff salaries and benefits which make up the majority of the budget and other regular operational costs (back-office services, insurance, legal, etc.)

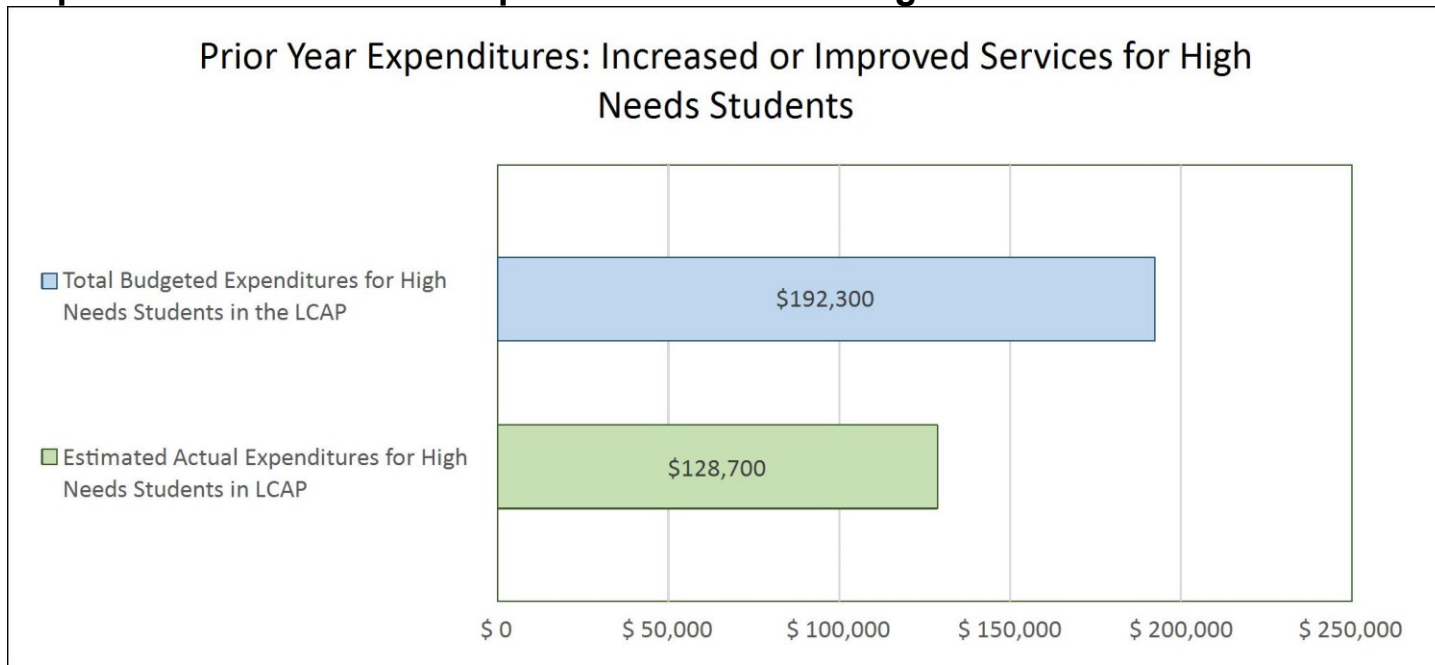
Increased or Improved Services for High Needs Students in in the Learning Continuity Plan for the 2020-2021 School Year

In 2020-21, Magnolia Science Academy-San Diego is projecting it will receive \$224,232 based on the enrollment of foster youth, English learner, and low-income students. Magnolia Science Academy-San Diego must describe how it intends to increase or improve services for high needs students in the Learning Continuity Plan. Magnolia Science Academy-San Diego plans to spend \$57,450 towards meeting this requirement, as described in the Learning Continuity Plan.

The school will continue to provide small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), Power English/Power Math classes, additional support after school and on Saturday. The school will utilize various student and parent engagement strategies with appropriate interventions and support to increase student attendance and engagement during distance learning, such as ParentSquare communication, virtual assemblies, phone calls, social-emotional support, and virtual home visits. SSPT, 504, and other support meetings will be coordinated among teachers and support roles. The school will continue to provide designated and integrated ELD instruction. Teachers will be provided with additional PD focusing on increasing student engagement during distance learning, which includes effective use of technology, differentiation strategies, and SEL support to both teachers and students.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2019-20



This chart compares what Magnolia Science Academy-San Diego budgeted in the 2019-20 LCAP for actions and services that contributed to increasing or improving services for high needs students with what Magnolia Science Academy-San Diego actually spent on actions and services that contributed to increasing or improving services for high needs students in the 2019-20 school year.

In 2019-20, Magnolia Science Academy-San Diego's LCAP budgeted \$192,300 for planned actions to increase or improve services for high needs students. Magnolia Science Academy-San Diego actually spent \$128,700 for actions to increase or improve services for high needs students in 2019-20.

Students were provided all the available student support services when the school was open. The school closed mid-March due to the COVID-19 pandemic and some services, such as co-teaching, after school and Saturday tutoring, 1-1 and small group support, were interrupted. The immediate need was transition to distance learning. Students missed a few weeks of school; however, the school acted quickly on Chromebook and hotspot distribution as well as training teachers on distance learning essentials, including use of the Google Classroom and Zoom platforms. Naturally, many of our students, parents, and staff had some difficulty adjusting to the new learning environment, but over time we have learned from our experience and been able to create a more effective distance learning environment this school year. The interrupted services have also been restarted and students with unique needs are also receiving services in small cohorts. The focus is providing as much support as possible while working on safe hybrid reopening of the school.

Cover Sheet

Approval of the 2020-21 First Interim Budget Report for all MPS

Section: III. Action Items
Item: D. Approval of the 2020-21 First Interim Budget Report for all MPS
Purpose: Vote
Submitted by:
Related Material: III D Action Item 12.10.2020.pdf



Board Agenda Item #	III D: Action Item
Date:	December 10, 2020
To:	Magnolia Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Serdar Orazov, Chief Financial Officer
RE:	Approval of Revised Budgets & 1st Interim Reports FY 2020-21

Proposed Board Motion

I move that the board approve the 2020-21 revised current year budget and submit the same as First Interim Reports for fiscal year 2020-21.

Background

Local educational agencies (LEAs) are required to file two interim reports during a fiscal year on the status of the LEA's financial condition. The first interim report (July- October) is due every December 15 while the second interim report (July-January) is due every March 15. The revised budget presented today includes the following revisions and assumptions:

- Enrollment is based on FY19/20 P2 student count with exception for schools that applied for growth funding (MSA-1, 5, 6, SA and SD)
- Any changes in the revenues are adjusted accordingly
- Revised budgeted expenditures

Budget Implications

Budget adjustments and revisions are reflected in the attached schedule comparing FY 2020-21 August Revised Budget vs FY 2020-21 Proposed Budget/First Interim Report

1. Exhibits (attachments):

- 2020-21 Board Adopted Budget (August revision) vs 2019-20 Proposed Budget/First Interim Report



2020-21 First Interim Budget

December 2020 Board Meeting



2020-21 First Interim Budget: Executive Summary

- The COVID-19 pandemic has caused statewide budgeting for K-12 education to be one of the least predictable and most changeable budget cycles in the past decade or more.
- This First Interim Budget is based on the latest available information regarding state funding, deferrals, one-time federal stimulus, the attendance freeze, and all other considerations. This First Interim Budget updates the Revised Budget approved in August 2020.
- Based on the latest budget changes including adjustments to expenditures reflecting additional costs of distance learning and other changes since the original budget was approved, here are the budget results:
 - **Average Daily Attendance of 3,875, up 162 from August Revision (reflecting limited allowance for growth ADA pursuant to state formula)**
 - **Revenues of \$60.64 million, up \$1.65m from the original budget**
 - **Expenditures of \$57.98 million, up \$0.11m from the original budget**
 - **Net operating surplus of \$2.657m, up \$1.54m from the original budget**
- For bond compliance, Days Cash On Hand may run below the 45 day minimum as of June 30, due to over \$10 million in LCFF funding deferrals that will be received in early 2021-22. We are researching the best approach to mitigate or eliminate this, and will bring that back to the Board in early 2021.

2020-21 First Interim Budget: Executive Summary Table

MSA Consolidated	Revised Budget	July-October Actuals	First Interim Budget	Change from July Budget	Primary Reasons For Variance (see budget detail for all changes)
Projected Average Daily Attendance	3,713		3,875	162	Limited Growth as per formula
SUMMARY					
Revenues					
LCFF Entitlement	40,209,158	9,283,700	41,922,933	1,713,775	Limited ADA growth as per SB 820 formula
Federal Revenues	7,570,724	4,141,715	7,557,834	(12,890)	
Other State Revenues	5,409,556	1,199,726	5,408,280	(1,276)	
Other Local Revenues	5,795,497	679,934	5,747,231	(48,266)	
Total Revenues	58,984,935	15,305,075	60,636,278	1,651,342	
Expenditures					
Salaries & Benefits	36,543,811	9,143,018	35,436,953	(1,106,858)	Updated to actual staffing levels
Books and Supplies	2,382,849	590,088	4,139,464	1,756,615	Includes COVID spending
Services and Operating Exp.	17,413,332	3,033,751	16,878,680	(534,652)	Updated to actual service levels
Depreciation & Cap Outlay	923,654	63,198	923,654	-	
Other Outflows	600,165	229,951	600,165	-	
Total Expenditures	57,863,811	13,060,005	57,978,915	115,105	
Net Revenues	1,121,125	2,245,070	2,657,362	1,536,237	
Beginning Balance (Unaudited)	28,374,667		28,374,667		
Net Revenues in 2020-21	1,121,125		2,657,362		
Ending Balance (June 30, 2021)	29,495,791		31,032,029		
Components of Fund Balance					
Available For Econ. Uncertainties	20,276,876	35.0% of Exp.	22,195,429	38.3% of Exp.	
Restricted Fund Balances	775,426	1.3% of Exp.	1,107,575	1.9% of Exp.	
Net Fixed Assets	7,483,124	12.9% of Exp.	7,729,025	13.3% of Exp.	
Ending Fund Balance	28,535,426	49.3% of Exp.	31,032,029	53.5% of Exp.	

2020-21 First Interim Budget: Budget By Site

2019-20 FIRST INTERIM BUDGET - BY SITE

	MSA-1	MSA-2	MSA-3	MSA-4	MSA-5	MSA-6	MSA-7	MSA-8	MSA-SA	MSA-SD	MERF	TOTAL
Enrollment	700	435	497	131	310	160	292	482	575	465		4,047
Attendance (P-2 ADA)	681	419	468	122	296	151	277	461	557	443		3,875
Revenue												
LCFF Entitlement	7,874,624	4,797,725	5,067,560	1,431,301	3,367,216	1,589,829	2,988,643	4,787,196	6,251,687	3,767,152	-	41,922,933
Federal Revenue	1,357,167	959,456	817,250	308,802	571,629	291,173	501,443	928,341	1,444,105	378,466	-	7,557,834
Other State Revenues	1,471,815	390,508	558,009	114,847	305,130	222,972	625,562	568,813	670,535	480,089	-	5,408,280
Other Local Revenues	81,934	60,069	29,514	9,823	1,867	15,642	15,756	5,500	51,106	84,557	5,391,463	5,747,231
Total Revenue	10,785,540	6,207,758	6,472,333	1,864,773	4,245,842	2,119,616	4,131,404	6,289,850	8,417,433	4,710,265	5,391,463	60,636,278
Expenses												
Certificated Salaries	3,414,607	2,345,514	2,279,012	798,536	1,406,342	779,686	1,321,046	2,101,233	2,856,184	1,696,593	835,824	19,834,577
Classified Salaries	776,325	564,262	713,222	150,696	337,616	173,408	420,975	667,617	691,323	324,521	1,882,377	6,702,341
Benefits	1,392,242	952,164	1,014,750	317,269	613,856	326,181	572,539	903,163	1,315,152	697,497	795,222	8,900,034
Books and Supplies	721,042	554,108	389,253	200,277	424,180	169,087	293,790	485,353	615,185	125,593	161,595	4,139,464
Services and Operations	3,403,461	1,520,026	1,988,283	399,638	1,111,843	499,260	1,435,819	1,949,492	1,631,856	1,485,543	1,453,460	16,878,680
Depreciation / Cap Outlay	166,000	54,259	20,000	16,681	25,279	-	12,000	21,435	587,000	20,000	1,000	923,654
Other Outflows	-	-	-	-	-	-	-	-	600,165	-	-	600,165
Total Expenses	9,873,677	5,990,334	6,404,521	1,883,097	3,919,116	1,947,621	4,056,169	6,128,292	8,296,865	4,349,748	5,129,478	57,978,915
Net Revenue	911,864	217,424	67,812	(18,323)	326,726	171,995	75,235	161,558	120,568	360,517	261,986	2,657,362
Fund Balance												
Beginning Balance *	5,138,251	1,600,557	794,205	713,471	2,067,563	1,821,121	1,788,847	4,748,827	7,542,333	300,163	1,859,330	28,374,667
Net Revenue	911,864	217,424	67,812	(18,323)	326,726	171,995	75,235	161,558	120,568	360,517	261,986	2,657,362
Projected Ending Balance	6,050,115	1,817,981	862,017	695,147	2,394,289	1,993,116	1,864,082	4,910,385	7,662,901	660,679	2,121,316	31,032,029
Ending Bal. as % of Exp.:	61.3%	30.3%	13.5%	36.9%	61.1%	102.3%	46.0%	80.1%	92.4%	15.2%	41.4%	53.5%

* from Unaudited Actuals

2020-21 First Interim Budget Actuals through October 31, 2020)		Year To Date				Annual Budget				
CONSOLIDATED	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Actual YTD	Adopted July 1 Budget	Current Board- Adopted Budget	Proposed First Interim Budget	Current Budget vs. First Interim	Actuals as % of First Interim
	Projected Average Daily Attendance:						3,947	3,779	3,779	(168)
SUMMARY										
Revenue										
LCFF Entitlement	771,708	2,103,288	3,855,613	2,553,091	9,283,700	38,715,279	40,209,158	41,922,933	1,713,775	22%
Federal Revenue	14,935	78,859	3,969,049	78,872	4,141,715	3,672,758	7,570,724	7,557,834	(12,890)	55%
Other State Revenues	112,008	238,541	697,170	152,007	1,199,726	4,889,433	5,409,556	5,408,280	(1,276)	22%
Other Local Revenues	2,797	2,993	565,236	108,908	679,934	5,060,420	5,795,497	5,747,231	(48,266)	12%
Total Revenue	901,448	2,423,682	9,087,068	2,892,878	15,305,075	52,337,890	58,984,935	60,636,278	1,651,342	25%
Expenditures										
Certificated Salaries	965,520	1,031,082	1,546,348	1,561,115	5,104,065	19,731,317	20,036,110	19,834,577	(201,533)	26%
Classified Salaries	208,756	450,525	499,567	546,422	1,705,270	5,831,025	6,639,173	6,702,341	63,169	25%
Benefits	184,172	634,494	720,878	794,138	2,333,683	9,627,389	9,868,528	8,900,034	(968,494)	26%
Books and Supplies	43,506	26,705	223,794	296,083	590,088	1,432,225	2,382,849	4,139,464	1,756,615	14%
Services and Operating Exp.	564,263	524,057	1,147,767	797,663	3,033,751	13,851,302	17,413,332	16,878,680	(534,652)	18%
Depreciation & Cap Outlay	15,110	15,110	15,110	17,867	63,198	888,488	923,654	923,654	-	7%
Other Outflows	68,792	34,000	124,363	2,796	229,951	600,165	600,165	600,165	-	38%
Total Expenditures	2,050,119	2,715,973	4,277,828	4,016,085	13,060,005	51,961,911	57,863,811	57,978,915	115,105	23%
Net Revenues					2,245,070	375,979	1,121,125	2,657,362	1,536,237	
						Fund Balance				
						Beginning Balance (Unaud.)		28,374,667		
						Net Revenues		2,657,362		
						Ending Fund Balance		31,032,029		
						Components of Fund Bal.				
						Available For Econ. Uncert.		22,195,429		38.3% of Expenditures
						Restricted Balances (Est.)		1,107,575		1.9% of Expenditures
						Net Fixed Assets		7,729,025		13.3% of Expenditures
						Ending Fund Balance		31,032,029		53.5% of Expenditures



2020-21 First Interim Budget Actuals through October 31, 2020)						Annual Budget				
CONSOLIDATED	Year To Date					Adopted July 1 Budget	Current Board- Adopted Budget	Proposed First Interim Budget	Current Budget vs. First Interim	Actuals as % of First Interim
	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Actual YTD					

REVENUE DETAIL

LCFF Entitlement

	Jul	Aug	Sep	Oct	Actual YTD	Adopted (July 1) Budget	Current Board-Adopted Budget	Proposed First Interim Budget	Current Budget vs. First Interim	First Interim Budget Remaining
	Actuals	Actuals	Actuals	Actuals						
8011 State Aid	288,920	1,143,640	1,434,173	1,538,497	4,405,230	24,646,975	26,889,989	24,642,802	(2,247,187)	22,484,759
8012 EPA Entitlement	-	-	1,437,155	-	1,437,155	3,660,459	2,492,962	5,911,544	3,418,582	1,055,807
8019 Prior Year Adjustments	(2,191)	(10,312)	(414)	198,924	186,007	-	-	-	-	(186,007)
8096 InLieuPropTaxes	484,979	969,960	984,699	815,670	3,255,308	10,407,845	10,826,207	11,368,587	542,380	7,570,899
SUBTOTAL - LCFF Entitlement	771,708	2,103,288	3,855,613	2,553,091	9,283,700	38,715,279	40,209,158	41,922,933	1,713,775	30,925,458

Federal Revenue

8181 SpEd - Revenue	12,280	24,559	16,373	16,373	69,585	569,256	546,449	563,029	16,580	476,864
8220 SchLunchFederal	-	-	-	-	-	-	-	-	-	-
8290 All Other Federal Revenue	2,655	54,300	3,952,676	62,499	4,072,130	3,103,502	7,024,275	6,994,805	(29,470)	2,952,145
SUBTOTAL - Federal Revenue	14,935	78,859	3,969,049	78,872	4,141,715	3,672,758	7,570,724	7,557,834	(12,890)	3,429,009

Other State Revenue

8311 SpEd Revenue	112,008	238,541	199,583	152,007	702,139	2,060,191	2,322,162	2,334,354	12,192	1,620,023
8520 SchoolNutrState	-	-	-	-	-	-	-	-	-	-
8550 MandCstReimburs	-	-	-	-	-	94,673	91,628	89,627	(2,001)	91,628
8560 StateLotteryRev	-	-	18,647	-	18,647	839,859	796,558	766,246	(30,312)	777,911
8590 AllOthStateRev	-	-	478,940	-	478,940	1,894,710	2,199,208	2,218,054	18,846	1,720,268
SUBTOTAL - Other State Revenue	112,008	238,541	697,170	152,007	1,199,726	4,889,433	5,409,556	5,408,280	(1,276)	4,209,830

Local Revenue

8600 Other Local Rev	-	-	-	-	-	2,228	2,228	2,228	-	2,228
8634 StudentLunchFee	-	-	-	2,241	2,241	-	-	-	-	(2,241)
8650 Leases & Rentals	-	-	-	-	-	-	-	-	-	-
8660 Interest	783	758	10,193	2,796	14,530	10,628	10,628	10,628	-	(3,902)
8690 Prior Year Adj (Local1)	-	-	-	-	-	-	-	-	-	-
8695 Prior Year Adj (Local2)	-	-	-	-	-	-	25,000	25,000	-	25,000
8698 OthRev-Suspense	-	-	-	-	-	-	-	-	-	-
8701 CMO Fee - MSA-1	-	-	-	-	-	777,775	860,375	860,375	-	860,375
8702 CMO Fee - MSA-2	-	-	-	-	-	704,858	794,858	794,858	-	794,858
8703 CMO Fee - MSA-3	-	-	215,132	71,711	286,842	777,775	860,526	860,526	-	573,684
8704 CMO Fee - MSA-4	-	-	9,412	3,137	12,549	34,028	37,647	37,647	-	25,098
8705 CMO Fee - MSA-5	-	-	118,824	39,608	158,432	475,295	475,295	475,295	-	316,863
8706 CMO Fee - MSA-6	-	-	9,412	3,137	12,549	34,028	37,648	37,648	-	25,099
8707 CMO Fee - MSA-7	-	-	107,566	35,855	143,421	388,887	430,263	430,263	-	286,842
8708 CMO Fee - MSA-8	-	-	-	-	-	777,775	860,525	860,525	-	860,525
8709 CMO Fee - MSA-SA	-	-	-	-	-	573,775	860,526	860,526	-	860,526
8712 CMO Fee - MSA-SD	-	-	-	-	-	185,456	173,800	173,800	-	173,800
8699 Other Revenue	-	-	766	3,000	3,766	20,974	20,974	20,974	-	17,208
8980 Misc Revenue (Suspense 2)	-	-	-	-	-	-	48,266	-	(48,266)	48,266

2020-21 First Interim Budget Actuals through October 31, 2020)		Year To Date					Annual Budget				
		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Actual YTD	Adopted July 1 Budget	Current Board- Adopted Budget	Proposed First Interim Budget	Current Budget vs. First Interim	Actuals as % of First Interim
CONSOLIDATED											
8999	Misc Revenue (Suspense)	700	1,436	93,912	(85,593)	10,455	-	-	-	-	(10,455)
	SUBTOTAL - Local Revenue	1,483	2,194	565,216	75,892	644,785	4,763,482	5,498,559	5,450,293	(48,266)	4,853,775

2020-21 First Interim Budget Actuals through October 31, 2020)						Annual Budget					
CONSOLIDATED	Year To Date					Actual YTD	Adopted July 1 Budget	Current Board-Adopted Budget		Current Budget vs. First Interim	Actuals as % of First Interim
	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Proposed First Interim Budget						
Fundraising & Grants											
8802	Donations - Private	-	799	-	25,135	25,935	7,205	7,205	7,205	-	(18,730)
8803	Fundraising	1,314	-	20	7,880	9,214	289,733	289,733	289,733	-	280,519
SUBTOTAL - Fundraising & Grants		1,314	799	20	33,016	35,149	296,938	296,938	296,938	-	261,789
TOTAL REVENUE		901,448	2,423,682	9,087,068	2,892,878	15,305,075	52,337,890	58,984,935	60,636,278	1,651,342	43,679,860
EXPENSES											
Certificated Salaries											
1100	TeacherSalaries	687,620	658,902	1,220,713	1,229,849	3,797,084	15,373,882	15,406,624	15,384,522	(22,102)	11,609,541
1300	Cert Adminis	277,901	372,179	325,635	331,266	1,306,981	4,357,435	4,629,486	4,450,055	(179,431)	3,322,505
SUBTOTAL - Certificated Salaries		965,520	1,031,082	1,546,348	1,561,115	5,104,065	19,731,317	20,036,110	19,834,577	(201,533)	14,932,045
Classified Salaries											
2100	Instructional Aides	24,851	52,629	121,533	124,406	323,418	1,671,255	1,901,947	1,917,977	16,030	1,578,528
2200	Classified Support	31,080	66,825	95,403	94,076	287,383	1,044,631	1,295,930	1,290,220	(5,710)	1,008,548
2300	Classified Admin	-	-	-	-	-	-	-	-	-	-
2400	Clerical & Tech	125,994	277,797	230,133	275,108	909,032	2,549,771	2,875,928	2,909,788	33,861	1,966,896
2900	OtherClassStaff	26,831	53,275	52,499	52,833	185,437	565,368	565,368	584,356	18,988	379,931
SUBTOTAL - Classified Salaries		208,756	450,525	499,567	546,422	1,705,270	5,831,025	6,639,173	6,702,341	63,169	4,933,903
Employee Benefits											
3101	STRS-Certified	35,521	156,009	233,931	236,638	662,099	3,290,902	3,321,110	2,909,164	(411,947)	2,659,011
3102	STRS-Classified	4,320	10,858	11,375	18,340	44,893	365,743	295,232	271,273	(23,959)	250,338
3201	PERS-Cert	1,108	3,281	4,659	3,847	12,896	-	71,728	8,861	(62,867)	58,832
3202	PERS-Classified	23,358	50,749	65,698	65,483	205,288	697,921	1,067,518	945,563	(121,956)	862,230
3301	OASDI/Med-Cert	16,489	23,404	33,835	34,231	107,959	432,903	440,737	288,140	(152,596)	332,778
3302	OASDI/Med-Class	14,023	30,785	33,650	34,115	112,574	403,190	393,952	453,509	59,557	281,378
3401	HlthWelfareCert	20,277	289,094	305,704	238,636	853,711	2,729,376	2,509,819	2,755,962	246,143	1,656,108
3402	HlthWelfareCert	2,252	41,458	2,136	135,842	181,688	1,162,132	1,168,361	846,368	(321,993)	986,673
3501	UI-Certificated	967	2,723	1,426	335	5,451	137,830	137,851	23,601	(114,250)	132,400
3502	UI-Classified	-	398	157	710	1,264	31,744	31,744	10,800	(20,944)	30,480
3601	WorkersCmp-Cert	63,586	21,196	23,759	21,196	129,737	262,986	317,817	327,988	10,171	188,080
3701	Other Retirement-Cert	-	-	-	-	-	112,652	112,651	-	(112,651)	112,651
3901	OthBenes-Cert	-	-	-	-	-	-	-	-	-	-
3902	OthBenes-Class	2,269	4,539	4,548	4,765	16,122	10	10	58,807	58,797	(16,112)
SUBTOTAL - Employee Benefits		184,172	634,494	720,878	794,138	2,333,683	9,627,389	9,868,528	8,900,034	(968,494)	7,534,846

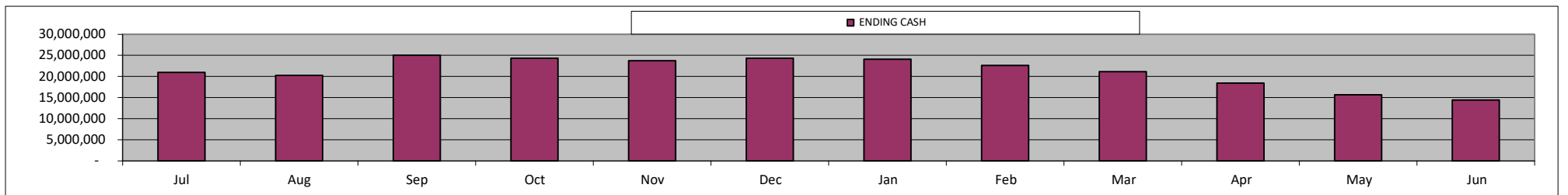
2020-21 First Interim Budget Actuals through October 31, 2020)		Year To Date					Annual Budget				
		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Actual YTD	Adopted July 1 Budget	Current Board- Adopted Budget	Proposed First Interim Budget	Current Budget vs. First Interim	Actuals as % of First Interim
CONSOLIDATED											
Books & Supplies											
4100	Text&CoreCurric	-	-	12,811	39,154	51,964	144,814	285,838	226,441	(59,397)	233,874
4200	BooksOthRefMats	-	-	-	-	-	10,000	28,000	12,013	(15,987)	28,000
4300	Ins Mats & Sups 2	-	-	-	-	-	-	-	60,992	60,992	-
4310	Ins Mats & Sups	1,500	3,028	12,092	5,110	21,730	180,146	205,518	222,066	16,548	183,788
4315	OthrSupplies	-	-	-	404	404	15,546	22,546	22,546	-	22,142
4320	Office Supplies	451	240	2,317	6,244	9,252	18,000	70,492	150,415	79,923	61,240
4325	ProfDevMat&Sups	-	-	-	719	719	-	-	900	900	(719)
4326	Arts&MusicSupps	-	-	-	-	-	5,000	21,650	21,650	-	21,650
4335	PE Supplies	-	-	1,081	-	1,081	2,500	6,000	6,000	-	4,919
4340	Educat Software	-	11,544	132,603	90,841	234,988	451,682	618,671	625,264	6,593	383,683
4345	NonInstStdntSup	41,405	(16,142)	47,955	105,927	179,145	78,945	384,034	815,908	431,874	204,889
4346	TeacherSupplies	-	-	409	300	709	4,500	7,500	7,500	-	6,791
4350	Cust. Supplies	-	9,368	6,247	2,725	18,340	37,500	92,500	102,000	9,500	74,160
4351	Yearbook	(240)	(124)	-	-	(364)	1,256	1,256	1,256	-	1,620
4390	Uniforms	-	-	-	-	-	6,000	3,000	3,000	-	3,000
4400	NonCapEquip-Gen	-	7,432	-	4,497	11,929	2,500	62,562	68,546	5,984	50,633
4410	ClssrmFrmEqp<5k	-	-	-	-	-	-	7,500	7,500	-	7,500
4430	OfficeFurnEqp<5k	-	10,134	1,383	11,116	22,632	2,000	51,000	49,000	(2,000)	28,368
4440	Computers <\$5k	-	-	-	66	66	302,226	291,569	344,705	53,137	291,503
4461	Fixed Asset Susp (Imp)	-	-	-	-	-	-	-	-	-	-
4464	Equipment (Pre-Cap)	-	-	5,845	10,800	16,645	-	-	1,158,548	1,158,548	(16,645)
4710	Food	-	-	-	-	-	154,000	154,500	169,500	15,000	154,500
4720	Food:Other Food	-	-	-	15,475	15,475	15,610	65,713	60,713	(5,000)	50,238
4990	Prior Year Adj (Mat'ls)	95	512	-	1,728	2,335	-	3,000	3,000	-	665
4999	Misc Expenditure (Suspense)	295	712	1,052	978	3,036	-	-	-	-	(3,036)
SUBTOTAL - Books and Supplies		43,506	26,705	223,794	296,083	590,088	1,432,225	2,382,849	4,139,464	1,756,615	1,792,761

2020-21 First Interim Budget Actuals through October 31, 2020)		Year To Date					Annual Budget				
CONSOLIDATED		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Actual YTD	Adopted July 1 Budget	Current Board- Adopted Budget	Proposed First Interim Budget	Current Budget vs. First Interim	Actuals as % of First Interim
Services & Other Operating Expenses											
5101	CMO Fees	-	-	460,345	153,448	613,793	4,674,621	5,391,463	5,385,759	(5,704)	4,777,671
5205	Conference Fees	-	-	-	-	-	-	91,552	22,000	(69,552)	91,552
5210	MilesParkTolls	-	188	640	146	975	14,000	62,200	52,700	(9,500)	61,225
5215	TravConferences	-	-	-	-	-	-	-	-	-	-
5220	TraLodging	-	25	-	-	25	3,000	19,000	19,000	-	18,975
5300	DuesMemberships	34,694	1,876	5,699	3,540	45,809	91,957	112,707	111,807	(900)	66,898
5450	Other Insurance	116,658	34,962	32,399	34,962	218,981	346,500	368,281	370,127	1,846	149,300
5500	OpsHousekeeping	3,241	6,053	7,031	36,461	52,787	121,200	166,382	173,882	7,500	113,595
5510	Gas & Electric	4,288	16,686	17,384	13,562	51,920	245,000	250,700	249,000	(1,700)	198,780
5610	Rent & Leases	179,022	274,879	298,309	214,751	966,962	3,783,570	3,877,050	3,858,992	(18,058)	2,910,088
5620	EquipmentLeases	3,553	11,122	6,085	8,982	29,742	103,600	181,000	187,900	6,900	151,258
5630	Reps&MaintBldng	399	4,511	(1,188)	11,665	15,387	16,227	82,400	82,400	-	67,013
5800	ProfessServices	29,232	64,473	84,983	77,612	256,300	995,671	1,658,591	1,624,894	(33,697)	1,402,291
5810	Legal	-	1,503	(4,317)	(2,333)	(5,147)	69,000	251,625	244,785	(6,840)	256,772
5813	SchPrgAftSchool	34,898	17,449	17,482	23,202	93,032	535,909	437,480	434,826	(2,654)	344,448
5814	SchPrgAcadComps	-	405	700	2,748	3,853	10,500	65,500	61,788	(3,712)	61,647
5819	SchlProgs-Other	78	-	1,165	4,167	5,410	90,729	130,552	132,194	1,642	125,142
5820	Audit & CPA	-	-	9,592	-	9,592	127,034	137,034	151,034	14,000	127,442
5825	DMSBusinessSvcs	86,011	-	86,011	-	172,021	545,000	600,000	544,200	(55,800)	427,979
5835	Field Trips	-	-	325	(369)	(44)	118,155	129,457	129,457	-	129,501
5836	FieldTrip Trans	-	-	-	-	-	-	-	-	-	-
5840	MarkngStdtRecrt	-	600	2,000	2,094	4,694	33,500	61,000	63,000	2,000	56,306
5850	Oversight Fees	9,577	15,240	8,440	8,440	41,697	268,110	401,674	401,674	-	359,977
5857	Payroll Fees	17,402	19,823	14,999	14,378	66,602	159,000	184,000	183,100	(900)	117,398
5860	Service Fees	99	29	612	87	826	4,000	50,669	29,100	(21,569)	49,843
5861	Prior Year Services	-	-	-	-	-	-	-	-	-	-
5863	Prof Developmnt	(550)	2,500	10,229	5,449	17,628	7,485	136,368	199,840	63,472	118,740
5864	Prof Dev-Other	518	85	-	1,768	2,371	164,071	258,019	247,975	(10,044)	255,648
5865	Prof Dev - LLM	-	-	4,500	-	4,500	-	10,000	9,500	(500)	5,500
5869	SpEd Ctrct Inst	3,119	5,741	726	9,183	18,770	738,092	1,110,049	699,240	(410,809)	1,091,279
5870	Livescan	-	45	-	-	45	6,450	6,600	5,600	(1,000)	6,555
5872	SPED Fees (incl Encroachment)	10,234	23,211	13,644	13,644	60,733	67,677	123,810	77,884	(45,926)	63,077
5875	Staff Recruiting	-	147	-	897	1,044	-	8,000	4,000	(4,000)	6,956
5884	Substitutes	-	-	3,149	9,474	12,623	167,738	373,211	380,738	7,527	360,587
5890	OthSvcsNon-Inst	7,764	346	-	(700)	7,410	500	10,500	15,500	5,000	3,090
5900	Communications	15	64	682	23,880	24,641	13,000	29,850	39,850	10,000	5,209
5910	Communications 2	-	750	1,000	-	1,750	1,375	23,775	23,775	-	22,025
5920	TelecomInternet	8,240	11,690	7,039	34,499	61,469	35,650	197,865	231,461	33,596	136,396
5930	PostageDelivery	1,953	3,645	1,832	2,407	9,837	16,750	50,500	52,500	2,000	40,663
5940	Technology	13,820	6,005	49,335	78,689	147,849	276,231	363,469	376,199	12,730	215,620
5990	Prior Year Adj (Services)	-	-	6,936	10,927	17,862	-	1,000	1,000	-	(16,862)
SUBTOTAL - Services & Other Operating Exp.		564,263	524,057	1,147,767	797,663	3,033,751	13,851,302	17,413,332	16,878,680	(534,652)	14,379,581

2020-21 First Interim Budget Actuals through October 31, 2020)						Annual Budget					
CONSOLIDATED	Year To Date					Actual YTD	Adopted July 1 Budget	Current Board-		Current Budget vs. First Interim	Actuals as % of First Interim
	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Adopted Budget			Proposed First Interim Budget			
Capital Outlay & Depreciation											
6100	Site Improvement (Pre-Capitalization)	-	-	-	-	-	-	-	-	-	-
6400	EquipFixed	-	-	-	-	-	-	7,000	7,000	-	7,000
6900	Depreciation	15,110	15,110	15,110	17,867	63,198	888,488	916,654	916,654	-	853,456
SUBTOTAL - Capital Outlay & Depreciation		15,110	15,110	15,110	17,867	63,198	888,488	923,654	923,654	-	860,456
Other Outflows											
7299	Other Outgo (not incl. SPED Encroachment)	-	-	-	-	-	-	-	-	-	-
7310	Indirect Costs	-	-	-	-	-	-	-	-	-	-
7438	InterestExpense	68,792	34,000	124,363	2,796	229,951	600,165	600,165	600,165	-	370,214
SUBTOTAL - Other Outflows		68,792	34,000	124,363	2,796	229,951	600,165	600,165	600,165	-	370,214
TOTAL EXPENSES		2,050,119	2,715,973	4,277,828	4,016,085	13,060,005	51,961,911	57,863,811	57,978,915	115,105	44,803,806

Monthly Update - Monthly Cash Flow (Actuals + Projections)

AII MPS	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accruals	TOTAL
	ACTUALS	ACTUALS	ACTUALS	ACTUALS	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	
BEGINNING CASH	22,085,850	20,936,971	20,258,609	25,027,507	24,292,587	23,731,123	24,297,337	24,071,355	22,606,061	21,118,100	18,405,853	15,693,607		
Revenue														
LCFF Entitlement	771,708	2,103,288	3,855,613	2,553,091	3,394,279	4,285,052	2,874,223	2,874,223	5,283,499	3,133,695	3,133,695	4,701,348	2,959,219	41,922,933
LCFF State Deferrals								(426,446)	(2,890,054)	(2,153,573)	(2,153,573)	(2,383,131)	10,006,777	-
Federal Revenue	14,935	78,859	3,969,049	78,872	162,507	194,171	1,765,074	162,507	194,171	162,507	162,507	175,260	437,416	7,557,834
Other State Revenues	112,008	238,541	697,170	152,007	501,018	501,018	501,018	501,018	501,018	501,018	501,018	501,018	200,407	5,408,280
Other Local Revenues	2,797	2,993	565,236	108,908	550,883	604,440	604,440	604,440	604,440	604,440	604,440	604,440	241,776	5,703,674
Total Revenue	901,448	2,423,682	9,087,068	2,892,878	4,608,687	5,584,681	5,744,756	3,715,742	3,693,075	2,248,087	2,248,087	3,598,935	13,845,595	60,592,721
Expenses														
Certificated Salaries	965,520	1,031,082	1,546,348	1,561,115	1,753,632	1,753,632	1,753,632	1,753,632	1,753,632	1,753,632	1,753,632	1,753,632	701,453	19,834,577
Classified Salaries	208,756	450,525	499,567	546,422	594,889	594,889	594,889	594,889	594,889	594,889	594,889	594,889	237,956	6,702,341
Benefits	184,172	634,494	720,878	794,138	781,709	781,709	781,709	781,709	781,709	781,709	781,709	781,709	312,683	8,900,034
Books and Supplies	43,506	26,705	223,794	296,083	422,545	422,545	422,545	422,545	422,545	422,545	422,545	422,545	169,018	4,139,464
Services and Operations	564,263	525,354	1,147,767	797,663	1,648,206	1,648,206	1,648,206	1,648,206	1,648,206	1,427,503	1,427,503	1,341,176	1,407,719	16,879,977
Depreciation / Cap Outlay	15,110	15,110	15,110	17,867	107,515	107,515	107,515	107,515	107,515	107,515	107,515	107,515	333	923,654
Other Outflows	68,792	34,000	124,363	2,796	34,484	45,369	45,369	45,369	45,369	45,369	45,369	45,369	18,148	600,165
Total Expenses	2,050,119	2,717,270	4,277,828	4,016,085	5,342,980	5,353,865	5,353,865	5,353,865	5,353,865	5,133,162	5,133,162	5,046,835	2,847,310	57,980,212
Other Transactions Affecting Cash														
Revenues - Prior Year Accruals	2,686,459	1,012,846	21,950	(187,268)	-	162,569	-	-	-	-	-	-	-	3,696,556
Accounts Receivable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Assets/Accrual Adj	(168,891)	13,485	(18,500)	309,056	-	-	-	-	-	-	-	-	-	135,151
Fixed Assets - Depreciation Addback	15,110	15,110	15,110	17,867	104,890	104,890	104,890	104,890	104,890	104,890	104,890	104,890	-	902,321
Fixed Assets - Acquisitions	-	-	(18,107)	-	-	-	-	-	-	-	-	-	-	(18,107)
Due To (From)	(580,918)	(126,694)	(142,723)	16,904	28,446	28,446	28,446	28,446	28,446	28,446	28,446	28,446	-	(605,860)
Expenses - Prior Year Accruals	(2,956,314)	(1,303,867)	78,550	192,236	-	-	-	-	-	-	-	-	-	(3,989,395)
Accounts Payable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summerholdback for Teachers	4,346	4,346	23,378	39,492	39,492	39,492	39,492	39,492	39,492	39,492	39,492	39,492	-	387,498
Loans Payable (Current)	1,000,000	-	-	-	-	-	(789,701)	-	-	-	-	-	-	210,299
Loans Payable (Long Term)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Other Transactions	(208)	(384,774)	(40,342)	388,288	172,829	335,398	(616,872)	172,829	172,829	172,829	172,829	172,829	172,829	718,462
Total Change in Cash	(1,148,879)	(678,362)	4,768,897	(734,920)	(561,464)	566,214	(225,982)	(1,465,294)	(1,487,961)	(2,712,246)	(2,712,246)	(1,275,072)		3,330,971
ENDING CASH	20,936,971	20,258,609	25,027,507	24,292,587	23,731,123	24,297,337	24,071,355	22,606,061	21,118,100	18,405,853	15,693,607	14,418,535		<<< = 91 days cash



MSA-1 Executive Summary

SUMMARY OF RESULTS

This First Interim Budget update projects a budget surplus of \$911,864.

This is an increase of \$891,429 from the original Revised Budget projected surplus of \$20,434.

This will allow MSA-1 to end this fiscal year with a balance of \$6,050,115, which is 61.3% of annual expenditures.

CASH FLOW

Operating cash flow is projected to remain positive throughout this fiscal year, as shown in the attached monthly cash flow schedule.

The lowest projected ending cash balance this fiscal year is \$1,657,872, which represents 61 days of operating costs on average.

The June 30, 2020 ending cash balance this fiscal year is projected to be \$1,813,672, which represents 67 days of average operating costs.

This cash flow takes into account all intercompany loans made to date, but does not assume additional loans until approved by the Board.

SIGNIFICANT CHANGES IN REVENUE (Total change from July = increase of \$662,766, or 6.5% of Revised Budget Revenues)

LCFF Entitlement: These "Local Control Funding Formula" revenues are the primary funding source for the school.

LCFF Entitlement projected revenues are \$645,232 higher than in the Revised Budget, due to average daily attendance (ADA) increasing by 0.4.

Federal Revenues: This consists of Title I-IV "Every Student Succeeds Act" (ESSA) funding, federal special education, and federal food programs.

Federal Revenues are projected at (\$6,238) lower than in the Revised Budget.

Other State Revenues: These are the non-LCFF state revenues such as Lottery, Facility Grant, and one-time block grants.

Other State Revenues are projected at \$1,791 higher than in the Revised Budget.

Other Local Revenues: This category is primarily fundraising revenue, but includes any non-LCFF local revenue sources.

Other Local Revenues are projected at \$0 lower than in the the Revised Budget..

SIGNIFICANT CHANGES IN EXPENSES (Total change from July = decrease of (\$228,663), or -2.3% of Revised Budget Expenses)

Salaries and Benefits: This includes all employee pay, plus benefits such as retirement, healthcare, Medicare, Social Security, etc.

Salaries and Benefits costs are (\$326,322) lower than in the Revised Budget, reflecting budget adjustments to address changes in enrollment and other factors.

Books & Supplies: This category includes textbooks, computers, supplies, and other instructional and non-instructional materials and equipment.

Books & Supplies costs are projected at \$147,263 higher than in the Revised Budget.

Services & Operating Expenses: These include all contracted services as well as travel, insurance, rent, legal costs, and other service-related expenses.

Services & Operating costs are projected to be (\$47,921) lower than in the Revised Budget.

Depreciation, Capital Outlay, and Other Outgo: This category includes depreciation on fixed assets and interest on long-term debt.

These costs are projected at \$0 lower than in the Revised Budget, reflecting stable depreciation and capital outlay projections.

2020-21 First Interim Budget Actuals through October 31, 2020)		Year To Date					Annual Budget				
MSA 1	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Actual YTD	Adopted July 1	Current Board-	Proposed First	Current	Actuals as % of	
						Budget	Adopted Budget	Interim Budget	Budget vs. First Interim	First Interim	
Projected Average Daily Attendance:						634	634	634	0		
SUMMARY											
Revenue											
LCFF Entitlement	109,408	421,896	676,648	515,234	1,723,186	7,250,472	7,229,392	7,874,624	645,232	22%	
Federal Revenue	-	-	763,637	-	763,637	607,761	1,341,100	1,357,167	16,067	56%	
Other State Revenues	16,740	30,966	95,435	23,693	166,834	1,374,928	1,470,348	1,471,815	1,467	11%	
Other Local Revenues	1,314	392	192	357	2,255	81,934	81,934	81,934	-	3%	
Total Revenue	127,462	453,254	1,535,912	539,284	2,655,912	9,315,095	10,122,774	10,785,540	662,766	25%	
Expenditures											
Certificated Salaries	166,499	152,119	266,142	274,155	858,915	3,532,378	3,531,066	3,414,607	(116,459)	25%	
Classified Salaries	21,529	43,286	56,377	52,848	174,039	706,297	772,740	776,325	3,584	22%	
Benefits	23,043	82,003	99,161	111,358	315,565	1,482,041	1,605,688	1,392,242	(213,447)	23%	
Books and Supplies	1,318	21,031	35,319	18,760	76,428	282,005	573,779	721,042	147,263	11%	
Services and Operating Exp.	43,554	133,603	148,959	168,400	494,515	3,053,566	3,453,066	3,403,461	(49,604)	15%	
Depreciation & Cap Outlay	8,035	8,035	8,035	10,569	34,673	166,000	166,000	166,000	-	21%	
Other Outflows	-	-	10,000	-	10,000	-	-	-	-	-	
Total Expenditures	263,978	440,076	623,992	636,089	1,964,136	9,222,287	10,102,340	9,873,677	(228,663)	20%	
Net Revenues						691,777	92,808	20,434	911,864	891,429	
						Fund Balance Beginning Balance (Unaud.) 5,138,251 Net Revenues 911,864 Ending Fund Balance 6,050,115					
						Components of Fund Bal. Available For Econ. Uncert. 4,530,322 45.9% of Expenditures Restricted Balances (Est.) 754,647 7.6% of Expenditures Net Fixed Assets 765,146 7.7% of Expenditures Ending Fund Balance 6,050,115 61.3% of Expenditures					



2020-21 First Interim Budget Actuals through October 31, 2020)					Year To Date					Annual Budget				
MSA 1					Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Actual YTD	Adopted July 1 Budget	Current Board-		Current Budget vs. First Interim	Actuals as % of First Interim
											Adopted Budget	Proposed First Interim Budget		

REVENUE DETAIL

LCFF Entitlement

	Jul	Aug	Sep	Oct	Actual YTD	Adopted (July 1) Budget	Current Board-Adopted Budget	Proposed First Interim Budget	Current Budget vs. First Interim	First Interim Budget Remaining
	Actuals	Actuals	Actuals	Actuals						
8011 State Aid	-	205,198	205,198	369,356	779,752	4,546,088	4,831,523	4,463,430	(368,093)	4,051,771
8012 EPA Entitlement	-	-	325,572	-	325,572	930,605	574,397	1,421,208	846,811	248,825
8019 Prior Year Adjustments	-	(2,119)	-	-	(2,119)	-	-	-	-	2,119
8096 InLieuPropTaxes	109,408	218,817	145,878	145,878	619,981	1,773,779	1,823,472	1,989,986	166,514	1,203,491
SUBTOTAL - LCFF Entitlement	109,408	421,896	676,648	515,234	1,723,186	7,250,472	7,229,392	7,874,624	645,232	5,506,206

Federal Revenue

8181 SpEd - Revenue	-	-	-	-	-	76,599	70,189	75,644	5,455	70,189
8220 SchLunchFederal	-	-	-	-	-	-	-	-	-	-
8290 All Other Federal Revenue	-	-	763,637	-	763,637	531,162	1,270,911	1,281,523	10,612	507,274
SUBTOTAL - Federal Revenue	-	-	763,637	-	763,637	607,761	1,341,100	1,357,167	16,067	577,463

Other State Revenue

8311 SpEd Revenue	16,740	30,966	33,821	23,693	105,220	351,359	402,396	412,759	10,363	297,176
8520 SchoolNtrState	-	-	-	-	-	-	-	-	-	-
8550 MandCstReimburs	-	-	-	-	-	19,179	17,574	20,819	3,245	17,574
8560 StateLotteryRev	-	-	-	-	-	150,452	134,826	135,487	661	134,826
8590 AllOthStateRev	-	-	61,614	-	61,614	853,938	915,552	902,749	(12,803)	853,938
SUBTOTAL - Other State Revenue	16,740	30,966	95,435	23,693	166,834	1,374,928	1,470,348	1,471,815	1,467	1,303,514

Local Revenue

8600 Other Local Rev	-	-	-	-	-	-	-	-	-	-
8634 StudentLunchFee	-	-	-	-	-	-	-	-	-	-
8650 Leases & Rentals	-	-	-	-	-	-	-	-	-	-
8660 Interest	-	-	-	549	549	-	-	-	-	(549)
8690 Prior Year Adj (Local1)	-	-	-	-	-	-	-	-	-	-
8695 Prior Year Adj (Local2)	-	-	-	-	-	-	-	-	-	-
8698 OthRev-Suspense	-	-	-	-	-	-	-	-	-	-
8701 CMO Fee - MSA-1	-	-	-	-	-	-	-	-	-	-
8702 CMO Fee - MSA-2	-	-	-	-	-	-	-	-	-	-
8703 CMO Fee - MSA-3	-	-	-	-	-	-	-	-	-	-
8704 CMO Fee - MSA-4	-	-	-	-	-	-	-	-	-	-
8705 CMO Fee - MSA-5	-	-	-	-	-	-	-	-	-	-
8706 CMO Fee - MSA-6	-	-	-	-	-	-	-	-	-	-
8707 CMO Fee - MSA-7	-	-	-	-	-	-	-	-	-	-
8708 CMO Fee - MSA-8	-	-	-	-	-	-	-	-	-	-
8709 CMO Fee - MSA-SA	-	-	-	-	-	-	-	-	-	-
8712 CMO Fee - MSA-SD	-	-	-	-	-	-	-	-	-	-
8699 Other Revenue	-	-	-	-	-	20,000	20,000	20,000	-	20,000
8980 Misc Revenue (Suspense 2)	-	-	-	-	-	-	-	-	-	-

2020-21 First Interim Budget Actuals through October 31, 2020)		Year To Date					Annual Budget				
		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Actual YTD	Adopted July 1 Budget	Current Board- Adopted Budget	Proposed First Interim Budget	Current Budget vs. First Interim	Actuals as % of First Interim
MSA 1											
8999	Misc Revenue (Suspense)	-	392	192	(584)	-	-	-	-	-	-
	SUBTOTAL - Local Revenue	-	392	192	(35)	549	20,000	20,000	20,000	-	19,451

2020-21 First Interim Budget Actuals through October 31, 2020)		Year To Date					Annual Budget				
		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Actual YTD	Adopted July 1 Budget	Current Board- Adopted Budget	Proposed First Interim Budget	Current Budget vs. First Interim	Actuals as % of First Interim
MSA 1											
Fundraising & Grants											
8802	Donations - Private	-	-	-	-	-	2,705	2,705	2,705	-	2,705
8803	Fundraising	1,314	-	-	392	1,706	59,229	59,229	59,229	-	57,523
SUBTOTAL - Fundraising & Grants		1,314	-	-	392	1,706	61,934	61,934	61,934	-	60,228
TOTAL REVENUE		127,462	453,254	1,535,912	539,284	2,655,912	9,315,095	10,122,774	10,785,540	662,766	7,466,862
EXPENSES											
Certificated Salaries											
1100	TeacherSalaries	132,672	114,675	226,488	230,192	704,027	2,950,032	3,006,580	2,892,859	(113,721)	2,302,553
1300	Cert Adminis	33,827	37,444	39,654	43,963	154,888	582,346	524,486	521,748	(2,738)	369,598
SUBTOTAL - Certificated Salaries		166,499	152,119	266,142	274,155	858,915	3,532,378	3,531,066	3,414,607	(116,459)	2,672,151
Classified Salaries											
2100	Instructional Aides	-	141	8,208	8,141	16,489	180,917	245,560	278,262	32,701	229,071
2200	Classified Support	10,102	22,437	26,294	26,593	85,426	344,404	344,404	314,325	(30,079)	258,978
2300	Classified Admin	-	-	-	-	-	-	-	-	-	-
2400	Clerical & Tech	11,427	20,708	21,875	18,114	72,125	180,976	182,776	183,738	962	110,651
2900	OtherClassStaff	-	-	-	-	-	-	-	-	-	-
SUBTOTAL - Classified Salaries		21,529	43,286	56,377	52,848	174,039	706,297	772,740	776,325	3,584	598,701
Employee Benefits											
3101	STRS-Certified	5,237	24,803	42,329	43,358	115,727	511,723	599,947	548,341	(51,606)	484,220
3102	STRS-Classified	-	516	1,033	1,046	2,595	-	-	-	-	(2,595)
3201	PERS-Cert	-	-	-	-	-	-	-	-	-	-
3202	PERS-Classified	3,602	7,841	10,291	9,907	31,641	149,391	156,082	136,130	(19,952)	124,441
3301	OASDI/Med-Cert	2,413	2,197	3,817	3,906	12,333	46,373	46,373	49,262	2,889	34,040
3302	OASDI/Med-Class	1,392	3,099	3,902	3,878	12,272	57,473	57,473	50,309	(7,164)	45,201
3401	HlthWelfareCert	3,178	40,928	34,507	46,468	125,081	510,491	539,223	558,759	19,536	414,142
3402	HlthWelfareCert	-	-	-	-	-	128,438	128,438	13,603	(114,835)	128,438
3501	UI-Certificated	-	158	765	299	1,222	45,640	45,640	5,944	(39,696)	44,418
3502	UI-Classified	-	53	110	86	249	7,119	7,119	1,006	(6,113)	6,870
3601	WorkersCmp-Cert	7,222	2,407	2,407	2,407	14,443	25,393	25,393	28,888	3,495	10,950
3701	Other Retirement-Cert	-	-	-	-	-	-	-	-	-	-
3901	OthBenes-Cert	-	-	-	-	-	-	-	-	-	-
3902	OthBenes-Class	-	-	-	-	-	-	-	-	-	-
SUBTOTAL - Employee Benefits		23,043	82,003	99,161	111,358	315,565	1,482,041	1,605,688	1,392,242	(213,447)	1,290,124

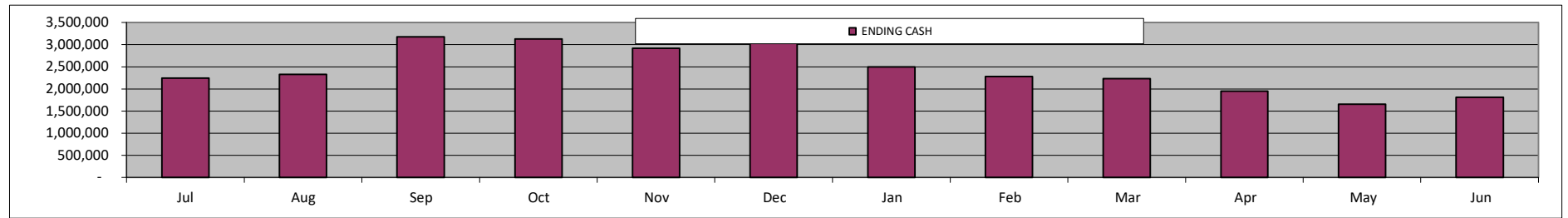
2020-21 First Interim Budget Actuals through October 31, 2020)		Year To Date					Annual Budget				
		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Actual YTD	Adopted July 1 Budget	Current Board- Adopted Budget	Proposed First Interim Budget	Current Budget vs. First Interim	Actuals as % of First Interim
MSA 1											
Books & Supplies											
4100	Text&CoreCurric	-	-	2,972	2,623	5,595	25,000	40,000	25,000	(15,000)	34,405
4200	BooksOthRefMats	-	-	-	-	-	-	-	-	-	-
4300	Ins Mats & Sups 2	-	-	-	-	-	-	-	-	-	-
4310	Ins Mats & Sups	1,500	-	5,374	12	6,887	51,318	37,046	36,735	(311)	30,159
4315	OthrSupplies	-	-	-	169	169	-	7,000	7,000	-	6,831
4320	Office Supplies	58	58	422	922	1,460	7,000	12,000	12,000	-	10,540
4325	ProfDevMat&Sups	-	-	-	-	-	-	-	-	-	-
4326	Arts&MusicSupps	-	-	-	-	-	5,000	20,000	20,000	-	20,000
4335	PE Supplies	-	-	-	-	-	2,500	5,000	5,000	-	5,000
4340	Educat Software	-	4,050	23,440	4,195	31,685	75,187	126,687	75,187	(51,500)	95,002
4345	NonInstStdntSup	-	9,615	2,850	4,157	16,623	3,000	116,000	129,398	13,398	99,377
4346	TeacherSupplies	-	-	215	122	337	4,000	4,000	4,000	-	3,663
4350	Cust. Supplies	-	-	45	493	537	-	12,000	12,000	-	11,463
4351	Yearbook	(240)	(124)	-	-	(364)	-	-	-	-	364
4390	Uniforms	-	-	-	-	-	3,000	3,000	3,000	-	3,000
4400	NonCapEquip-Gen	-	7,432	-	-	7,432	-	17,046	7,046	(10,000)	9,614
4410	ClssrmFrmEqp<5k	-	-	-	-	-	-	-	-	-	-
4430	OfficeFurnEqp<5k	-	-	-	-	-	-	-	-	-	-
4440	Computers <\$5k	-	-	-	66	66	102,000	170,000	135,000	(35,000)	169,934
4461	Fixed Asset Susp (Imp)	-	-	-	-	-	-	-	-	-	-
4464	Equipment (Pre-Cap)	-	-	-	6,000	6,000	-	-	245,676	245,676	(6,000)
4710	Food	-	-	-	-	-	1,000	1,000	1,000	-	1,000
4720	Food:Other Food	-	-	-	-	-	3,000	3,000	3,000	-	3,000
4990	Prior Year Adj (Mat'ls)	-	-	-	-	-	-	-	-	-	-
4999	Misc Expenditure (Suspense)	0	-	-	-	0	-	-	-	-	(0)
SUBTOTAL - Books and Supplies		1,318	21,031	35,319	18,760	76,428	282,005	573,779	721,042	147,263	497,351

2020-21 First Interim Budget Actuals through October 31, 2020)		Year To Date					Annual Budget				
MSA 1		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Actual YTD	Adopted July 1	Current Board-	Proposed First	Current	Actuals as % of
							Budget	Adopted Budget	Interim Budget	Budget vs. First Interim	First Interim
Services & Other Operating Expenses											
5101	CMO Fees	-	-	-	-	-	773,375	860,375	881,368	20,993	860,375
5205	Conference Fees	-	-	-	-	-	-	-	-	-	-
5210	MilesParkTolls	-	-	-	-	-	1,000	3,000	3,000	-	3,000
5215	TravConferences	-	-	-	-	-	-	-	-	-	-
5220	TraLodging	-	-	-	-	-	-	-	-	-	-
5300	DuesMemberships	-	14	1,349	14	1,378	14,000	14,000	14,000	-	12,622
5450	Other Insurance	30,942	6,391	6,390	6,390	50,113	90,000	90,000	90,000	-	39,887
5500	OpsHousekeeping	385	672	1,819	6,555	9,431	100,000	92,954	92,954	-	83,523
5510	Gas & Electric	22	3,919	4,797	4,484	13,222	90,000	90,000	90,000	-	76,778
5610	Rent & Leases	-	107,956	107,956	107,956	323,869	1,290,000	1,290,000	1,286,920	(3,080)	966,131
5620	EquipmentLeases	24	4,008	2,147	2,385	8,564	71,000	71,000	71,000	-	62,436
5630	Reps&MaintBldng	-	-	-	-	-	-	-	-	-	-
5800	ProfessServices	4,973	7,473	16,005	14,828	43,280	330,172	331,730	337,426	5,696	288,450
5810	Legal	-	-	-	598	598	15,000	45,000	44,960	(40)	44,402
5813	SchPrgAftSchool	-	-	-	-	-	-	-	-	-	-
5814	SchPrgAcadComps	-	-	-	2,561	2,561	-	50,000	50,000	-	47,439
5819	SchlProgs-Other	-	-	-	1,500	1,500	38,229	48,229	48,229	-	46,729
5820	Audit & CPA	-	-	-	-	-	-	-	3,000	3,000	-
5825	DMSBusinessSvcs	-	-	-	-	-	-	-	-	-	-
5835	Field Trips	-	-	-	-	-	22,705	22,705	22,705	-	22,705
5836	FieldTrip Trans	-	-	-	-	-	-	-	-	-	-
5840	MarkngStdtrRecrt	-	-	-	-	-	25,000	25,000	25,000	-	25,000
5850	Oversight Fees	-	-	-	-	-	-	72,294	72,294	-	72,294
5857	Payroll Fees	2,383	1,955	2,032	1,953	8,322	26,000	26,000	26,000	-	17,678
5860	Service Fees	22	23	40	597	681	-	27,169	15,600	(11,569)	26,488
5861	Prior Year Services	-	-	-	-	-	-	-	-	-	-
5863	Prof Developmnt	-	-	-	42	42	-	-	17,651	17,651	(42)
5864	Prof Dev-Other	-	-	-	-	-	29,578	29,578	28,967	(611)	29,578
5865	Prof Dev - LLM	-	-	-	-	-	-	-	-	-	-
5869	SpEd Ctrct Inst	-	-	-	251	251	49,075	196,332	105,288	(91,044)	196,081
5870	Livescan	-	45	-	-	45	1,500	1,500	1,500	-	1,455
5872	SPED Fees (incl Encroachment)	-	-	-	-	-	17,332	-	-	-	-
5875	Staff Recruiting	-	-	-	-	-	-	-	-	-	-
5884	Substitutes	-	-	-	-	-	45,000	19,000	19,000	-	19,000
5890	OthSvcsNon-Inst	-	-	-	-	-	-	-	-	-	-
5900	Communications	-	20	20	3,280	3,320	-	6,600	16,600	10,000	3,280
5910	Communications 2	-	-	-	-	-	250	250	250	-	250
5920	TelecomInternet	3,000	245	245	3,245	6,734	-	3,000	3,000	-	(3,734)
5930	PostageDelivery	-	-	761	302	1,062	-	10,000	10,000	-	8,938
5940	Technology	1,803	881	5,397	10,002	18,083	24,350	27,350	26,750	(600)	9,267
5990	Prior Year Adj (Services)	-	-	-	1,458	1,458	-	-	-	-	(1,458)
SUBTOTAL - Services & Other Operating Exp.		43,554	133,603	148,959	168,400	494,515	3,053,566	3,453,066	3,403,461	(49,604)	2,958,551

2020-21 First Interim Budget Actuals through October 31, 2020)		Year To Date					Annual Budget				
		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Actual YTD	Adopted July 1 Budget	Current Board- Adopted Budget	Proposed First Interim Budget	Current Budget vs. First Interim	Actuals as % of First Interim
MSA 1											
Capital Outlay & Depreciation											
6100	Site Improvement (Pre-Capitalization)	-	-	-	-	-	-	-	-	-	
6400	EquipFixed	-	-	-	-	-	-	-	-	-	
6900	Depreciation	8,035	8,035	8,035	10,569	34,673	166,000	166,000	166,000	131,327	
SUBTOTAL - Capital Outlay & Depreciation		8,035	8,035	8,035	10,569	34,673	166,000	166,000	166,000	131,327	
Other Outflows											
7299	Other Outgo (not incl. SPED Encroachment)	-	-	-	-	-	-	-	-	-	
7310	Indirect Costs	-	-	-	-	-	-	-	-	-	
7438	InterestExpense	-	-	10,000	-	10,000	-	-	-	(10,000)	
SUBTOTAL - Other Outflows		-	-	10,000	-	10,000	-	-	-	(10,000)	
TOTAL EXPENSES		263,978	440,076	623,992	636,089	1,964,136	9,222,287	10,102,340	9,873,677	(228,663)	8,138,204

Monthly Update - Monthly Cash Flow (Actuals + Projections)

MSA-1	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accruals	TOTAL
	ACTUALS	ACTUALS	ACTUALS	ACTUALS	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	
BEGINNING CASH	2,525,704	2,243,464	2,326,364	3,176,981	3,126,850	2,919,996	3,210,195	2,498,127	2,281,273	2,235,258	1,946,565	1,657,872	1,813,672	
Revenue														
LCFF Entitlement	109,408	421,896	676,648	515,234	515,234	840,806	515,234	515,234	1,028,987	572,333	572,333	1,016,825	574,452	7,874,624
LCFF State Deferrals	-	-	763,637	-	25,894	44,805	320,381	25,894	(361,826)	(233,863)	(233,863)	(233,863)	1,063,414	-
Federal Revenue	-	-	-	-	-	-	-	-	44,805	25,894	25,894	25,894	54,067	1,357,167
Other State Revenues	16,740	30,966	95,435	23,693	155,355	155,355	155,355	155,355	155,355	155,355	155,355	155,355	62,142	1,471,815
Other Local Revenues	1,314	392	192	357	9,486	9,486	9,486	9,486	9,486	9,486	9,486	9,486	3,794	81,934
Total Revenue	127,462	453,254	1,535,912	539,284	705,969	1,050,452	1,000,455	705,969	876,807	529,205	529,205	973,697	1,757,870	10,785,540
Expenses														
Certificated Salaries	166,499	152,119	266,142	274,155	304,249	304,249	304,249	304,249	304,249	304,249	304,249	304,249	121,700	3,414,607
Classified Salaries	21,529	43,286	56,377	52,848	71,701	71,701	71,701	71,701	71,701	71,701	71,701	71,701	28,680	776,325
Benefits	23,043	82,003	99,161	111,358	128,176	128,176	128,176	128,176	128,176	128,176	128,176	128,176	51,270	1,392,242
Books and Supplies	1,318	21,031	35,319	18,760	76,740	76,740	76,740	76,740	76,740	76,740	76,740	76,740	30,696	721,042
Services and Operations	43,554	134,900	148,959	168,400	346,303	346,303	346,303	346,303	346,303	241,378	241,378	241,378	453,296	3,404,758
Depreciation / Cap Outlay	8,035	8,035	8,035	10,569	16,416	16,416	16,416	16,416	16,416	16,416	16,416	16,416	-	166,000
Other Outflows	-	-	10,000	-	(10,000)	-	-	-	-	-	-	-	(0)	-
Total Expenses	263,978	441,373	623,992	636,089	933,584	943,584	943,584	943,584	943,584	838,659	838,659	838,659	685,642	9,874,974
Other Transactions Affecting Cash														
Revenues - Prior Year Accruals	439,576	185,767	-	40,823	-	162,569	-	-	-	-	-	-	-	828,735
Accounts Receivable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Assets/Accrual Adj	(453,878)	(3,227)	(49,883)	(4,321)	-	-	-	-	-	-	-	-	-	(511,309)
Fixed Assets - Depreciation Addback	8,035	8,035	8,035	10,569	16,416	16,416	16,416	16,416	16,416	16,416	16,416	16,416	-	166,000
Fixed Assets - Acquisitions	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Due To (From)	(602,126)	(38,261)	(27,302)	(13,059)	-	-	-	-	-	-	-	-	-	(680,748)
Expenses - Prior Year Accruals	(541,677)	(85,641)	3,501	8,317	-	-	-	-	-	-	-	-	-	(615,500)
Accounts Payable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summer Holdback for Teachers	4,346	4,346	4,346	4,346	4,346	4,346	4,346	4,346	4,346	4,346	4,346	4,346	-	52,152
Loans Payable (Current)	1,000,000	-	-	-	-	-	(789,701)	-	-	-	-	-	-	210,299
Loans Payable (Long Term)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Other Transactions	(145,724)	71,019	(61,303)	46,675	20,762	183,331	(768,939)	20,762	20,762	20,762	20,762	20,762	20,762	(550,371)
Total Change in Cash	(282,240)	82,900	850,617	(50,131)	(206,854)	290,198	(712,068)	(216,854)	(46,015)	(288,693)	(288,693)	155,799		360,196
ENDING CASH	2,243,464	2,326,364	3,176,981	3,126,850	2,919,996	3,210,195	2,498,127	2,281,273	2,235,258	1,946,565	1,657,872	1,813,672		<<< = 67 days cash



MSA-2 Executive Summary

SUMMARY OF RESULTS

This First Interim Budget update projects a budget surplus of \$217,424.

This is an increase of \$85,013 from the original Revised Budget projected surplus of \$132,411.

This will allow MSA-2 to end this fiscal year with a balance of \$1,817,981, which is 30.3% of annual expenditures.

CASH FLOW

Operating cash flow is projected to remain positive throughout this fiscal year, as shown in the attached monthly cash flow schedule.

The lowest projected ending cash balance this fiscal year is \$1,944,767, which represents 118 days of operating costs on average.

The June 30, 2020 ending cash balance this fiscal year is projected to be \$1,944,767, which represents 118 days of average operating costs.

This cash flow takes into account all intercompany loans made to date, but does not assume additional loans until approved by the Board.

SIGNIFICANT CHANGES IN REVENUE (Total change from July = increase of \$16,234, or 0.3% of Revised Budget Revenues)

LCFF Entitlement: These "Local Control Funding Formula" revenues are the primary funding source for the school.

LCFF Entitlement projected revenues are \$0 lower than in the Revised Budget, due to average daily attendance (ADA) decreasing by 15.39.

Federal Revenues: This consists of Title I-IV "Every Student Succeeds Act" (ESSA) funding, federal special education, and federal food programs.

Federal Revenues are projected at (\$6,238) lower than in the Revised Budget.

Other State Revenues: These are the non-LCFF state revenues such as Lottery, Facility Grant, and one-time block grants.

Other State Revenues are projected at \$1,791 higher than in the Revised Budget.

Other Local Revenues: This category is primarily fundraising revenue, but includes any non-LCFF local revenue sources.

Other Local Revenues are projected at \$0 lower than in the the Revised Budget..

SIGNIFICANT CHANGES IN EXPENSES (Total change from July = decrease of (\$68,779), or -1.1% of Revised Budget Expenses)

Salaries and Benefits: This includes all employee pay, plus benefits such as retirement, healthcare, Medicare, Social Security, etc.

Salaries and Benefits costs are (\$265,549) lower than in the Revised Budget, reflecting budget adjustments to address changes in enrollment and other f.

Books & Supplies: This category includes textbooks, computers, supplies, and other instructional and non-instructional materials and equipment.

Books & Supplies costs are projected at \$147,263 higher than in the Revised Budget.

Services & Operating Expenses: These include all contracted services as well as travel, insurance, rent, legal costs, and other service-related expenses.

Services & Operating costs are projected to be (\$47,921) lower than in the Revised Budget.

Depreciation, Capital Outlay, and Other Outgo: This category includes depreciation on fixed assets and interest on long-term debt.

These costs are projected at \$0 lower than in the Revised Budget, reflecting stable depreciation and capital outlay projections.



2020-21 First Interim Budget Actuals through October 31, 2020)						Year To Date					Annual Budget				
MSA 2	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Actual YTD	Adopted July 1	Current Board-	Proposed First	Current	Actuals as % of					
						Budget	Adopted Budget	Interim Budget	Budget vs. First Interim	First Interim					
Projected Average Daily Attendance:						437	422	422	(15)						
SUMMARY															
Revenue															
LCFF Entitlement	73,543	280,780	447,277	341,478	1,143,078	4,469,661	4,797,725	4,797,725	-	24%					
Federal Revenue	-	-	511,398	-	511,398	420,752	919,568	959,456	39,888	53%					
Other State Revenues	11,253	24,692	63,526	17,671	117,142	326,291	414,162	390,508	(23,655)	30%					
Other Local Revenues	-	-	7,979	19,272	27,250	35,069	60,069	60,069	-	45%					
Total Revenue	84,796	305,472	1,030,180	378,421	1,798,868	5,251,773	6,191,524	6,207,758	16,234	29%					
Expenditures															
Certificated Salaries	106,881	128,181	182,175	193,070	610,308	2,401,990	2,435,161	2,345,514	(89,647)	26%					
Classified Salaries	17,664	33,479	39,856	40,384	131,383	525,482	624,392	564,262	(60,130)	23%					
Benefits	18,590	64,057	75,210	80,590	238,447	991,316	1,067,936	952,164	(115,772)	25%					
Books and Supplies	(19)	15,284	33,815	41,492	90,572	118,401	309,418	554,108	244,690	16%					
Services and Operating Exp.	29,790	23,386	25,971	60,790	139,938	1,160,295	1,567,947	1,520,026	(47,921)	9%					
Depreciation & Cap Outlay	4,770	4,770	4,770	4,994	19,305	54,259	54,259	54,259	-	36%					
Other Outflows	-	-	-	-	-	-	-	-	-	-					
Total Expenditures	177,677	269,158	361,798	421,319	1,229,952	5,251,743	6,059,113	5,990,334	(68,779)	21%					
Net Revenues					568,916	30	132,411	217,424	85,013						
						Fund Balance Beginning Balance (Unaud.) 1,600,557 Net Revenues 217,424 Ending Fund Balance 1,817,981									
						Components of Fund Bal. Available For Econ. Uncert. 1,750,696 29.2% of Expenditures Restricted Balances (Est.) 19,711 0.3% of Expenditures Net Fixed Assets 47,574 0.8% of Expenditures Ending Fund Balance 1,817,981 30.3% of Expenditures									



2020-21 First Interim Budget Actuals through October 31, 2020)					Year To Date					Annual Budget				
MSA 2					Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Actual YTD	Adopted July 1 Budget	Current Board-		Current Budget vs. First Interim	Actuals as % of First Interim
											Adopted Budget	Proposed First Interim Budget		

REVENUE DETAIL

LCFF Entitlement

	Jul	Aug	Sep	Oct	Actual YTD	Adopted (July 1) Budget	Current Board-Adopted Budget	Proposed First Interim Budget	Current Budget vs. First Interim	First Interim Budget Remaining
	Actuals	Actuals	Actuals	Actuals						
8011 State Aid	-	135,233	135,233	243,420	513,886	2,801,110	3,194,474	2,716,060	(478,414)	2,680,588
8012 EPA Entitlement	-	-	213,986	-	213,986	565,736	377,529	855,943	478,414	163,543
8019 Prior Year Adjustments	-	(1,540)	-	-	(1,540)	-	-	-	-	1,540
8096 InLieuPropTaxes	73,543	147,087	98,058	98,058	416,746	1,102,815	1,225,722	1,225,722	-	808,976
SUBTOTAL - LCFF Entitlement	73,543	280,780	447,277	341,478	1,143,078	4,469,661	4,797,725	4,797,725	-	3,654,647

Federal Revenue

8181 SpEd - Revenue	-	-	-	-	-	52,440	52,440	86,929	34,489	52,440
8220 SchLunchFederal	-	-	-	-	-	-	-	-	-	-
8290 All Other Federal Revenue	-	-	511,398	-	511,398	368,312	867,128	872,527	5,399	355,730
SUBTOTAL - Federal Revenue	-	-	511,398	-	511,398	420,752	919,568	959,456	39,888	408,170

Other State Revenue

8311 SpEd Revenue	11,253	24,692	22,735	17,671	76,351	218,451	270,487	254,237	(16,250)	194,136
8520 SchoolNutrState	-	-	-	-	-	-	-	-	-	-
8550 MandCstReimburs	-	-	-	-	-	12,019	12,019	12,027	8	12,019
8560 StateLotteryRev	-	-	-	-	-	95,821	90,865	83,453	(7,412)	90,865
8590 AllOthStateRev	-	-	40,791	-	40,791	-	40,791	40,791	-	-
SUBTOTAL - Other State Revenue	11,253	24,692	63,526	17,671	117,142	326,291	414,162	390,508	(23,655)	297,020

Local Revenue

8600 Other Local Rev	-	-	-	-	-	2,228	2,228	2,228	-	2,228
8634 StudentLunchFee	-	-	-	2,241	2,241	-	-	-	-	(2,241)
8650 Leases & Rentals	-	-	-	-	-	-	-	-	-	-
8660 Interest	-	-	-	-	-	-	-	-	-	-
8690 Prior Year Adj (Local1)	-	-	-	-	-	-	-	-	-	-
8695 Prior Year Adj (Local2)	-	-	-	-	-	-	25,000	25,000	-	25,000
8698 OthRev-Suspense	-	-	-	-	-	-	-	-	-	-
8701 CMO Fee - MSA-1	-	-	-	-	-	-	-	-	-	-
8702 CMO Fee - MSA-2	-	-	-	-	-	-	-	-	-	-
8703 CMO Fee - MSA-3	-	-	-	-	-	-	-	-	-	-
8704 CMO Fee - MSA-4	-	-	-	-	-	-	-	-	-	-
8705 CMO Fee - MSA-5	-	-	-	-	-	-	-	-	-	-
8706 CMO Fee - MSA-6	-	-	-	-	-	-	-	-	-	-
8707 CMO Fee - MSA-7	-	-	-	-	-	-	-	-	-	-
8708 CMO Fee - MSA-8	-	-	-	-	-	-	-	-	-	-
8709 CMO Fee - MSA-SA	-	-	-	-	-	-	-	-	-	-
8712 CMO Fee - MSA-SD	-	-	-	-	-	-	-	-	-	-
8699 Other Revenue	-	-	-	-	-	-	-	-	-	-
8980 Misc Revenue (Suspense 2)	-	-	-	-	-	-	-	-	-	-

2020-21 First Interim Budget Actuals through October 31, 2020)		Year To Date					Annual Budget				
		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Actual YTD	Adopted July 1 Budget	Current Board- Adopted Budget	Proposed First Interim Budget	Current Budget vs. First Interim	Actuals as % of First Interim
MSA 2											
8999	Misc Revenue (Suspense)	-	-	7,979	(7,979)	0	-	-	-	-	(0)
	SUBTOTAL - Local Revenue	-	-	7,979	(5,738)	2,241	2,228	27,228	27,228	-	24,987

2020-21 First Interim Budget Actuals through October 31, 2020)						Annual Budget					
MSA 2	Year To Date					Actual YTD	Adopted July 1 Budget	Current Board-		Current Budget vs. First Interim	Actuals as % of First Interim
	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Adopted Budget			Proposed First Interim Budget			
Fundraising & Grants											
8802	Donations - Private	-	-	-	25,000	25,000	2,500	2,500	2,500	-	(22,500)
8803	Fundraising	-	-	-	9	9	30,341	30,341	30,341	-	30,332
SUBTOTAL - Fundraising & Grants		-	-	-	25,009	25,009	32,841	32,841	32,841	-	7,832
TOTAL REVENUE		84,796	305,472	1,030,180	378,421	1,798,868	5,251,773	6,191,524	6,207,758	16,234	4,392,656
EXPENSES											
Certificated Salaries											
1100	TeacherSalaries	78,233	86,721	150,881	161,176	477,011	2,005,828	2,004,033	1,930,386	(73,647)	1,527,022
1300	Cert Adminis	28,648	41,460	31,294	31,894	133,296	396,162	431,128	415,128	(16,000)	297,832
SUBTOTAL - Certificated Salaries		106,881	128,181	182,175	193,070	610,308	2,401,990	2,435,161	2,345,514	(89,647)	1,824,853
Classified Salaries											
2100	Instructional Aides	-	3,271	6,930	6,931	17,132	75,059	113,385	90,239	(23,146)	96,253
2200	Classified Support	2,892	5,783	5,784	5,812	20,270	68,349	68,349	138,793	70,444	48,079
2300	Classified Admin	-	-	-	-	-	-	-	-	-	-
2400	Clerical & Tech	14,772	24,424	27,142	27,642	93,980	382,074	442,658	335,230	(107,428)	348,678
2900	OtherClassStaff	-	-	-	-	-	-	-	-	-	-
SUBTOTAL - Classified Salaries		17,664	33,479	39,856	40,384	131,383	525,482	624,392	564,262	(60,130)	493,009
Employee Benefits											
3101	STRS-Certified	3,863	20,147	28,442	30,249	82,701	332,394	393,620	352,675	(40,945)	310,918
3102	STRS-Classified	-	-	-	-	-	-	-	-	-	-
3201	PERS-Cert	-	566	1,132	1,132	2,831	-	32,894	8,861	(24,033)	30,064
3202	PERS-Classified	2,965	6,750	8,247	8,293	26,254	127,564	97,564	118,496	20,932	71,310
3301	OASDI/Med-Cert	1,536	1,855	2,805	3,129	9,325	31,151	31,151	32,306	1,155	21,826
3302	OASDI/Med-Class	1,425	2,561	3,065	3,089	10,141	47,373	47,373	46,425	(948)	37,232
3401	HlthWelfareCert	1,581	29,429	29,111	32,238	92,359	266,893	279,393	345,462	66,069	187,034
3402	HlthWelfareCert	-	-	-	-	-	126,425	126,425	12,528	(113,897)	126,425
3501	UI-Certificated	-	343	-	52	395	20,882	20,882	2,095	(18,787)	20,487
3502	UI-Classified	-	-	-	-	-	6,307	6,307	989	(5,318)	6,307
3601	WorkersCmp-Cert	7,220	2,407	2,407	2,407	14,441	32,327	32,327	32,327	-	17,886
3701	Other Retirement-Cert	-	-	-	-	-	-	-	-	-	-
3901	OthBenes-Cert	-	-	-	-	-	-	-	-	-	-
3902	OthBenes-Class	-	-	-	-	-	-	-	-	-	-
SUBTOTAL - Employee Benefits		18,590	64,057	75,210	80,590	238,447	991,316	1,067,936	952,164	(115,772)	829,489

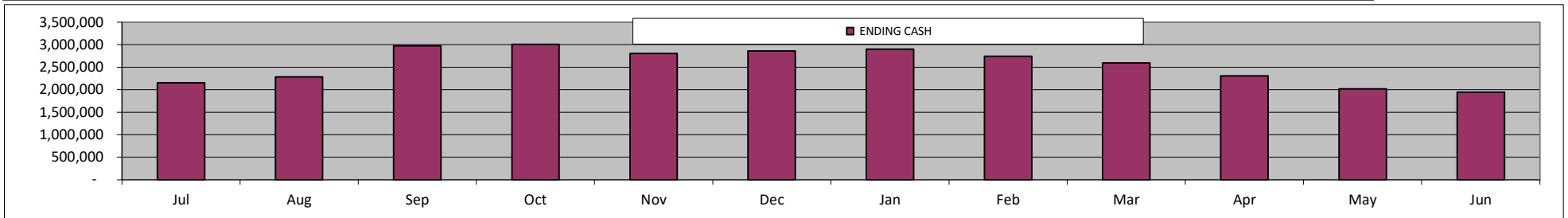
2020-21 First Interim Budget Actuals through October 31, 2020)		Year To Date				Annual Budget					
		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Actual YTD	Adopted July 1 Budget	Current Board- Adopted Budget	Proposed First Interim Budget	Current Budget vs. First Interim	Actuals as % of First Interim
MSA 2											
Books & Supplies											
4100	Text&CoreCurric	-	-	9,585	14,672	24,257	-	60,000	28,000	(32,000)	35,743
4200	BooksOthRefMats	-	-	-	-	-	-	1,000	1,000	-	1,000
4300	Ins Mats & Sups 2	-	-	-	-	-	-	-	-	-	-
4310	Ins Mats & Sups	-	2,650	3,859	3,498	10,007	28,368	37,118	32,049	(5,069)	27,111
4315	OthrSupplies	-	-	-	-	-	-	-	-	-	-
4320	Office Supplies	(19)	-	39	312	332	500	13,500	13,500	-	13,168
4325	ProfDevMat&Sups	-	-	-	-	-	-	-	-	-	-
4326	Arts&MusicSupps	-	-	-	-	-	-	-	-	-	-
4335	PE Supplies	-	-	-	-	-	-	-	-	-	-
4340	Educat Software	-	2,500	16,910	6,723	26,133	83,155	86,385	56,655	(29,730)	60,252
4345	NonInstStdntSup	-	-	1,066	4,763	5,829	500	14,500	73,115	58,615	8,671
4346	TeacherSupplies	-	-	-	-	-	-	-	-	-	-
4350	Cust. Supplies	-	-	-	64	64	1,000	16,000	8,500	(7,500)	15,936
4351	Yearbook	-	-	-	-	-	-	-	-	-	-
4390	Uniforms	-	-	-	-	-	-	-	-	-	-
4400	NonCapEquip-Gen	-	-	-	-	-	2,500	14,537	2,500	(12,037)	14,537
4410	ClssrmFrmEqp<5k	-	-	-	-	-	-	7,000	7,000	-	7,000
4430	OfficeFurnEqp<5k	-	10,134	1,383	11,116	22,632	-	47,000	45,000	(2,000)	24,368
4440	Computers <\$5k	-	-	-	-	-	-	10,000	28,000	18,000	10,000
4461	Fixed Asset Susp (Imp)	-	-	-	-	-	-	-	-	-	-
4464	Equipment (Pre-Cap)	-	-	-	-	-	-	-	256,412	256,412	-
4710	Food	-	-	-	-	-	-	-	-	-	-
4720	Food:Other Food	-	-	-	-	-	2,378	2,378	2,378	-	2,378
4990	Prior Year Adj (Mat'ls)	-	-	-	333	333	-	-	-	-	(333)
4999	Misc Expenditure (Suspense)	-	-	973	12	985	-	-	-	-	(985)
SUBTOTAL - Books and Supplies		(19)	15,284	33,815	41,492	90,572	118,401	309,418	554,108	244,690	218,846

2020-21 First Interim Budget Actuals through October 31, 2020)						Annual Budget					
MSA 2	Year To Date				Actual YTD	Adopted July 1 Budget	Current Board-		Current Budget vs. First Interim	Actuals as % of First Interim	
	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals			Adopted Budget	Proposed First Interim Budget			
Services & Other Operating Expenses											
5101	CMO Fees	-	-	-	-	704,858	794,858	794,858	-	794,858	
5205	Conference Fees	-	-	-	-	-	2,000	2,000	-	2,000	
5210	MilesParkTolls	-	-	-	-	200	1,200	1,200	-	1,200	
5215	TravConferences	-	-	-	-	-	-	-	-	-	
5220	TraLodging	-	-	-	-	-	-	-	-	-	
5300	DuesMemberships	-	1,070	-	1,548	2,618	6,000	6,000	-	3,382	
5450	Other Insurance	12,169	4,056	4,056	4,056	24,337	29,000	29,000	-	4,663	
5500	OpsHousekeeping	-	-	1,296	13,612	14,908	2,000	17,000	-	2,092	
5510	Gas & Electric	-	-	-	-	-	-	-	-	-	
5610	Rent & Leases	11,667	11,667	11,667	11,667	46,667	140,000	140,000	-	93,333	
5620	EquipmentLeases	-	-	-	17	17	4,000	21,000	-	20,983	
5630	Reps&MaintBldng	-	-	-	-	-	15,000	15,000	-	15,000	
5800	ProfessServices	3,538	2,460	6,052	4,719	16,769	115,974	237,626	172,199	(65,427)	
5810	Legal	-	-	-	(5,703)	(5,703)	2,500	5,000	5,000	-	
5813	SchPrgAftSchool	-	-	-	-	-	-	-	-	-	
5814	SchPrgAcadComps	-	-	-	-	-	10,500	10,500	10,500	-	
5819	SchIProgs-Other	-	-	-	2,897	2,897	1,000	11,000	11,000	-	
5820	Audit & CPA	-	-	-	-	-	-	-	-	-	
5825	DMSBusinessSvcs	-	-	-	-	-	-	-	-	-	
5835	Field Trips	-	-	-	-	-	20,341	20,341	20,341	-	
5836	FieldTrip Trans	-	-	-	-	-	-	-	-	-	
5840	MarkngStdtRecrt	-	-	-	-	-	-	-	-	-	
5850	Oversight Fees	-	-	-	-	-	44,697	44,697	44,697	-	
5857	Payroll Fees	1,896	1,955	1,393	1,398	6,641	16,000	18,000	18,000	-	
5860	Service Fees	42	-	-	(34)	8	-	10,500	500	(10,000)	
5861	Prior Year Services	-	-	-	-	-	-	-	-	-	
5863	Prof Developmnt	-	-	-	4,500	4,500	-	-	20,006	20,006	
5864	Prof Dev-Other	-	-	-	-	-	-	25,000	25,000	-	
5865	Prof Dev - LLM	-	-	-	-	-	-	-	-	-	
5869	SpEd Ctrct Inst	-	945	540	-	1,485	50,000	50,000	50,000	-	
5870	Livescan	-	-	-	-	-	750	750	750	-	
5872	SPED Fees (incl Encroachment)	-	-	-	-	-	-	-	-	-	
5875	Staff Recruiting	-	-	-	-	-	-	-	-	-	
5884	Substitutes	-	-	-	-	-	5,000	82,000	82,000	-	
5890	OthSvcsNon-Inst	-	-	-	-	-	-	-	-	-	
5900	Communications	-	-	10	4,337	4,347	-	4,000	4,000	-	
5910	Communications 2	-	-	-	-	-	275	2,275	2,275	-	
5920	TelecomInternet	-	251	-	724	975	7,550	7,550	7,550	-	
5930	PostageDelivery	-	504	-	-	504	-	4,000	4,000	-	
5940	Technology	479	479	958	11,337	13,253	8,650	8,650	16,150	7,500	
5990	Prior Year Adj (Services)	-	-	-	5,717	5,717	-	-	-	-	
SUBTOTAL - Services & Other Operating Exp.		29,790	23,386	25,971	60,790	139,938	1,160,295	1,567,947	1,520,026	(47,921)	1,428,009

2020-21 First Interim Budget Actuals through October 31, 2020)		Year To Date					Annual Budget				
		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Actual YTD	Adopted July 1 Budget	Current Board- Adopted Budget	Proposed First Interim Budget	Current Budget vs. First Interim	Actuals as % of First Interim
MSA 2											
Capital Outlay & Depreciation											
6100	Site Improvement (Pre-Capitalization)	-	-	-	-	-	-	-	-	-	
6400	EquipFixed	-	-	-	-	-	-	-	-	-	
6900	Depreciation	4,770	4,770	4,770	4,994	19,305	54,259	54,259	54,259	34,954	
SUBTOTAL - Capital Outlay & Depreciation		4,770	4,770	4,770	4,994	19,305	54,259	54,259	54,259	34,954	
Other Outflows											
7299	Other Outgo (not incl. SPED Encroachment)	-	-	-	-	-	-	-	-	-	
7310	Indirect Costs	-	-	-	-	-	-	-	-	-	
7438	InterestExpense	-	-	-	-	-	-	-	-	-	
SUBTOTAL - Other Outflows		-	-	-	-	-	-	-	-	-	
TOTAL EXPENSES		177,677	269,158	361,798	421,319	1,229,952	5,251,743	6,059,113	5,990,334	(68,779) 4,829,161	

Monthly Update - Monthly Cash Flow (Actuals + Projections)

MSA-2	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accruals	TOTAL
	ACTUALS	ACTUALS	ACTUALS	ACTUALS	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	
BEGINNING CASH	2,288,348	2,157,785	2,284,926	2,978,241	3,012,141	2,808,230	2,861,862	2,901,584	2,741,230	2,595,668	2,307,372	2,019,077	1,944,767	
Revenue														
LCFF Entitlement	73,543	280,780	447,277	341,478	341,478	555,464	341,478	341,478	557,743	343,757	343,757	557,742	271,751	4,797,725
LCFF State Deferrals	-	-	511,398	-	18,056	18,056	218,132	18,056	(201,473)	(130,220)	(130,220)	(130,220)	592,134	-
Federal Revenue	-	-	-	-	-	-	-	-	18,056	18,056	18,056	18,056	103,531	959,456
Other State Revenues	11,253	24,692	63,526	17,671	32,544	32,544	32,544	32,544	32,544	32,544	32,544	32,544	13,017	390,508
Other Local Revenues	-	-	7,979	19,272	(39,650)	3,907	3,907	3,907	3,907	3,907	3,907	3,907	1,563	16,512
Total Revenue	84,796	305,472	1,030,180	378,421	352,428	609,971	596,060	395,985	410,777	268,043	268,043	482,028	981,997	6,164,201
Expenses														
Certificated Salaries	106,881	128,181	182,175	193,070	206,572	206,572	206,572	206,572	206,572	206,572	206,572	206,572	82,629	2,345,514
Classified Salaries	17,664	33,479	39,856	40,384	51,533	51,533	51,533	51,533	51,533	51,533	51,533	51,533	20,613	564,262
Benefits	18,590	64,057	75,210	80,590	84,966	84,966	84,966	84,966	84,966	84,966	84,966	84,966	33,987	952,164
Books and Supplies	(19)	15,284	33,815	41,492	55,183	55,183	55,183	55,183	55,183	55,183	55,183	55,183	22,073	554,108
Services and Operations	29,790	23,386	25,971	60,790	164,296	164,296	164,296	164,296	164,296	164,296	164,296	164,296	65,718	1,520,026
Depreciation / Cap Outlay	4,770	4,770	4,770	4,994	4,369	4,369	4,369	4,369	4,369	4,369	4,369	4,369	-	54,259
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	177,677	269,158	361,798	421,319	566,920	566,920	566,920	566,920	566,920	566,920	566,920	566,920	225,020	5,990,334
Other Transactions Affecting Cash														
Revenues - Prior Year Accruals	319,228	128,032	-	23,395	-	-	-	-	-	-	-	-	-	470,655
Accounts Receivable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Assets/Accrual Adj	9,193	(1)	(6,212)	(3,482)	-	-	-	-	-	-	-	-	-	(501)
Fixed Assets - Depreciation Addback	4,770	4,770	4,770	4,994	4,369	4,369	4,369	4,369	4,369	4,369	4,369	4,369	-	54,259
Fixed Assets - Acquisitions	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Due To (From)	(9,193)	-	-	-	-	-	-	-	-	-	-	-	-	(9,193)
Expenses - Prior Year Accruals	(361,681)	(41,974)	20,163	45,680	-	-	-	-	-	-	-	-	-	(337,812)
Accounts Payable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summer Holdback for Teachers	-	-	6,212	6,212	6,212	6,212	6,212	6,212	6,212	6,212	6,212	6,212	-	62,120
Loans Payable (Current)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Loans Payable (Long Term)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Other Transactions	(37,682)	90,828	24,934	76,798	10,581	10,581	10,581	10,581	10,581	10,581	10,581	10,581	10,581	239,528
Total Change in Cash	(130,563)	127,141	693,315	33,900	(203,911)	53,632	39,721	(160,354)	(145,562)	(288,295)	(288,295)	(74,310)		413,395
ENDING CASH	2,157,785	2,284,926	2,978,241	3,012,141	2,808,230	2,861,862	2,901,584	2,741,230	2,595,668	2,307,372	2,019,077	1,944,767	<<< = 118 days cash	



MSA-3 Executive Summary

SUMMARY OF RESULTS

This First Interim Budget update projects a budget surplus of \$67,812.

This is an decrease of (\$99,524) from the original Revised Budget projected surplus of \$167,336.

This will allow MSA-3 to end this fiscal year with a balance of \$862,017, which is 13.5% of annual expenditures.

CASH FLOW

Operating cash flow is projected to remain positive throughout this fiscal year, as shown in the attached monthly cash flow schedule.

The lowest projected ending cash balance this fiscal year is \$841,082, which represents 48 days of operating costs on average.

The June 30, 2020 ending cash balance this fiscal year is projected to be \$841,082, which represents 48 days of average operating costs.

This cash flow takes into account all intercompany loans made to date, but does not assume additional loans until approved by the Board.

SIGNIFICANT CHANGES IN REVENUE (Total change from July = decrease of (\$4,447), or -0.1% of Revised Budget Revenues)

LCFF Entitlement: These "Local Control Funding Formula" revenues are the primary funding source for the school.

LCFF Entitlement projected revenues are (\$0) lower than in the Revised Budget, due to average daily attendance (ADA) increasing by 3.86.

Federal Revenues: This consists of Title I-IV "Every Student Succeeds Act" (ESSA) funding, federal special education, and federal food programs.

Federal Revenues are projected at (\$6,238) lower than in the Revised Budget.

Other State Revenues: These are the non-LCFF state revenues such as Lottery, Facility Grant, and one-time block grants.

Other State Revenues are projected at \$1,791 higher than in the Revised Budget.

Other Local Revenues: These are the non-LCFF state revenues such as Lottery, Facility Grant, and one-time block grants.

Other Local Revenues are projected at \$0 lower than in the the Revised Budget..

SIGNIFICANT CHANGES IN EXPENSES (Total change from July = increase of \$95,077, or 1.5% of Revised Budget Expenses)

Salaries and Benefits: This includes all employee pay, plus benefits such as retirement, healthcare, Medicare, Social Security, etc.

Salaries and Benefits costs are (\$73,066) lower than in the Revised Budget, reflecting budget adjustments to address changes in enrollment and other factors.

Books & Supplies: This category includes textbooks, computers, supplies, and other instructional and non-instructional materials and equipment.

Books & Supplies costs are projected at \$147,263 higher than in the Revised Budget.

Services & Operating Expenses: These include all contracted services as well as travel, insurance, rent, legal costs, and other service-related expenses.

Services & Operating costs are projected to be (\$47,921) lower than in the Revised Budget.

Depreciation, Capital Outlay, and Other Outgo: This category includes depreciation on fixed assets and interest on long-term debt.

These costs are projected at \$0 lower than in the Revised Budget, reflecting stable depreciation and capital outlay projections.



2020-21 First Interim Budget Actuals through October 31, 2020)		Year To Date					Annual Budget				
MSA 3	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Actual YTD	Adopted July 1	Current Board-	Proposed First	Current	Actuals as % of	
						Budget	Adopted Budget	Interim Budget	Budget vs. First Interim	First Interim	
Projected Average Daily Attendance:						480	484	484	4		
SUMMARY											
Revenue											
LCFF Entitlement	82,098	303,109	487,427	362,766	1,235,400	4,602,711	5,067,560	5,067,560	(0)	24%	
Federal Revenue	-	-	455,320	-	455,320	375,195	823,488	817,250	(6,238)	56%	
Other State Revenues	12,560	24,778	69,109	16,231	122,678	455,051	556,218	558,009	1,791	22%	
Other Local Revenues	-	-	250	2,165	2,415	29,514	29,514	29,514	-	8%	
Total Revenue	94,658	327,887	1,012,106	381,162	1,815,813	5,462,471	6,476,780	6,472,333	(4,447)	28%	
Expenditures											
Certificated Salaries	73,168	108,801	171,105	172,542	525,615	2,144,792	2,180,432	2,279,012	98,580	23%	
Classified Salaries	12,942	36,960	54,920	60,677	165,498	486,454	825,937	713,222	(112,715)	23%	
Benefits	18,714	50,849	81,057	90,260	240,881	1,079,015	1,073,682	1,014,750	(58,932)	24%	
Books and Supplies	9	7,414	20,030	16,511	43,964	146,032	177,323	389,253	211,930	11%	
Services and Operating Exp.	52,584	48,829	276,039	112,241	489,693	1,605,017	2,032,070	1,988,283	(43,787)	25%	
Depreciation & Cap Outlay	784	784	784	784	3,135	-	20,000	20,000	-	16%	
Other Outflows	-	-	-	-	-	-	-	-	-	-	
Total Expenditures	158,200	253,637	603,934	453,015	1,468,786	5,461,310	6,309,444	6,404,521	95,077	23%	
Net Revenues					347,027	1,161	167,336	67,812	(99,524)		
						Fund Balance					
						Beginning Balance (Unaud.)		794,205			
						Net Revenues		67,812			
						Ending Fund Balance		862,017			
						Components of Fund Bal.					
						Available For Econ. Uncert.		810,758	12.7% of Expenditures		
						Restricted Balances (Est.)		18,400	0.3% of Expenditures		
						Net Fixed Assets		32,859	0.5% of Expenditures		
						Ending Fund Balance		862,017	13.5% of Expenditures		



2020-21 First Interim Budget Actuals through October 31, 2020)		Year To Date				Annual Budget				
MSA 3	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Actual YTD	Adopted July 1 Budget	Current Board-Adopted Budget	Proposed First Interim Budget	Current Budget vs. First Interim	Actuals as % of First Interim

REVENUE DETAIL

LCFF Entitlement

	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Actual YTD	Adopted (July 1) Budget	Current Board-Adopted Budget	Proposed First Interim Budget	Current Budget vs. First Interim	First Interim Budget Remaining
8011 State Aid	-	140,724	140,724	253,302	534,750	2,783,093	3,280,708	2,750,306	(530,402)	2,745,958
8012 EPA Entitlement	-	-	237,239	-	237,239	614,155	418,554	948,956	530,402	181,315
8019 Prior Year Adjustments	-	(1,811)	-	-	(1,811)	-	-	-	-	1,811
8096 InLieuPropTaxes	82,098	164,196	109,464	109,464	465,222	1,205,463	1,368,298	1,368,298	-	903,076
SUBTOTAL - LCFF Entitlement	82,098	303,109	487,427	362,766	1,235,400	4,602,711	5,067,560	5,067,560	(0)	3,832,160

Federal Revenue

8181 SpEd - Revenue	-	-	-	-	-	57,490	57,490	56,762	(728)	57,490
8220 SchLunchFederal	-	-	-	-	-	-	-	-	-	-
8290 All Other Federal Revenue	-	-	455,320	-	455,320	317,705	765,998	760,488	(5,510)	310,678
SUBTOTAL - Federal Revenue	-	-	455,320	-	455,320	375,195	823,488	817,250	(6,238)	368,168

Other State Revenue

8311 SpEd Revenue	12,560	24,778	25,375	16,231	78,944	229,882	287,315	283,810	(3,505)	208,371
8520 SchoolNtrState	-	-	-	-	-	-	-	-	-	-
8550 MandCstReimburs	-	-	-	-	-	13,611	13,611	14,560	949	13,611
8560 StateLotteryRev	-	-	-	-	-	96,254	96,254	93,160	(3,094)	96,254
8590 AllOthStateRev	-	-	43,734	-	43,734	115,304	159,038	166,480	7,442	115,304
SUBTOTAL - Other State Revenue	12,560	24,778	69,109	16,231	122,678	455,051	556,218	558,009	1,791	433,540

Local Revenue

8600 Other Local Rev	-	-	-	-	-	-	-	-	-	-
8634 StudentLunchFee	-	-	-	-	-	-	-	-	-	-
8650 Leases & Rentals	-	-	-	-	-	-	-	-	-	-
8660 Interest	-	-	-	-	-	-	-	-	-	-
8690 Prior Year Adj (Local1)	-	-	-	-	-	-	-	-	-	-
8695 Prior Year Adj (Local2)	-	-	-	-	-	-	-	-	-	-
8698 OthRev-Suspense	-	-	-	-	-	-	-	-	-	-
8701 CMO Fee - MSA-1	-	-	-	-	-	-	-	-	-	-
8702 CMO Fee - MSA-2	-	-	-	-	-	-	-	-	-	-
8703 CMO Fee - MSA-3	-	-	-	-	-	-	-	-	-	-
8704 CMO Fee - MSA-4	-	-	-	-	-	-	-	-	-	-
8705 CMO Fee - MSA-5	-	-	-	-	-	-	-	-	-	-
8706 CMO Fee - MSA-6	-	-	-	-	-	-	-	-	-	-
8707 CMO Fee - MSA-7	-	-	-	-	-	-	-	-	-	-
8708 CMO Fee - MSA-8	-	-	-	-	-	-	-	-	-	-
8709 CMO Fee - MSA-SA	-	-	-	-	-	-	-	-	-	-
8712 CMO Fee - MSA-SD	-	-	-	-	-	-	-	-	-	-
8699 Other Revenue	-	-	-	-	-	963	963	963	-	963
8980 Misc Revenue (Suspense 2)	-	-	-	-	-	-	-	-	-	-

2020-21 First Interim Budget Actuals through October 31, 2020)		Year To Date					Annual Budget				
		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Actual YTD	Adopted July 1 Budget	Current Board- Adopted Budget	Proposed First Interim Budget	Current Budget vs. First Interim	Actuals as % of First Interim
MSA 3											
8999	Misc Revenue (Suspense)	-	-	250	(250)	-	-	-	-	-	-
	SUBTOTAL - Local Revenue	-	-	250	(250)	-	963	963	963	-	963

2020-21 First Interim Budget Actuals through October 31, 2020)						Annual Budget					
MSA 3	Year To Date					Actual YTD	Adopted July 1 Budget	Current Board-		Current Budget vs. First Interim	Actuals as % of First Interim
	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Adopted Budget			Proposed First Interim Budget			
Fundraising & Grants											
8802	Donations - Private	-	-	-	-	-	-	-	-	-	-
8803	Fundraising	-	-	-	2,415	2,415	28,551	28,551	28,551	-	26,136
SUBTOTAL - Fundraising & Grants		-	-	-	2,415	2,415	28,551	28,551	28,551	-	26,136
TOTAL REVENUE		94,658	327,887	1,012,106	381,162	1,815,813	5,462,471	6,476,780	6,472,333	(4,447)	4,660,967
EXPENSES											
Certificated Salaries											
1100	TeacherSalaries	46,488	74,777	135,090	136,562	392,917	1,719,939	1,827,444	1,825,457	(1,987)	1,434,527
1300	Cert Adminis	26,680	34,024	36,015	35,980	132,699	424,853	352,988	453,555	100,567	220,289
SUBTOTAL - Certificated Salaries		73,168	108,801	171,105	172,542	525,615	2,144,792	2,180,432	2,279,012	98,580	1,654,817
Classified Salaries											
2100	Instructional Aides	2,466	13,848	24,471	20,931	61,716	299,341	417,800	385,872	(31,928)	356,084
2200	Classified Support	4,819	11,798	15,910	17,222	49,749	137,132	141,582	141,582	-	91,833
2300	Classified Admin	-	-	-	-	-	-	-	-	-	-
2400	Clerical & Tech	5,657	11,314	14,539	22,524	54,034	49,981	266,555	185,768	(80,787)	212,521
2900	OtherClassStaff	-	-	-	-	-	-	-	-	-	-
SUBTOTAL - Classified Salaries		12,942	36,960	54,920	60,677	165,498	486,454	825,937	713,222	(112,715)	660,439
Employee Benefits											
3101	STRS-Certified	2,595	16,319	26,524	26,816	72,255	399,413	354,023	340,051	(13,972)	281,768
3102	STRS-Classified	-	-	521	1,810	2,331	-	-	-	-	(2,331)
3201	PERS-Cert	641	1,283	1,283	1,283	4,490	-	-	-	-	(4,490)
3202	PERS-Classified	2,526	7,394	10,449	10,145	30,514	166,994	168,899	137,287	(31,611)	138,384
3301	OASDI/Med-Cert	1,376	2,055	2,862	2,883	9,176	33,482	34,777	31,895	(2,882)	25,601
3302	OASDI/Med-Class	985	2,812	3,979	3,924	11,700	53,789	54,383	54,561	178	42,683
3401	HlthWelfareCert	3,144	17,535	32,956	40,917	94,551	275,924	286,807	299,368	12,561	192,255
3402	HlthWelfareCert	-	-	-	-	-	115,960	138,341	115,045	(23,296)	138,341
3501	UI-Certificated	-	970	-	-	970	2,310	2,310	2,401	91	1,340
3502	UI-Classified	-	-	-	-	-	703	703	703	-	703
3601	WorkersCmp-Cert	7,447	2,482	2,482	2,482	14,893	30,440	33,440	33,440	-	18,547
3701	Other Retirement-Cert	-	-	-	-	-	-	-	-	-	-
3901	OthBenes-Cert	-	-	-	-	-	-	-	-	-	-
3902	OthBenes-Class	-	-	-	-	-	-	-	-	-	-
SUBTOTAL - Employee Benefits		18,714	50,849	81,057	90,260	240,881	1,079,015	1,073,682	1,014,750	(58,932)	832,801

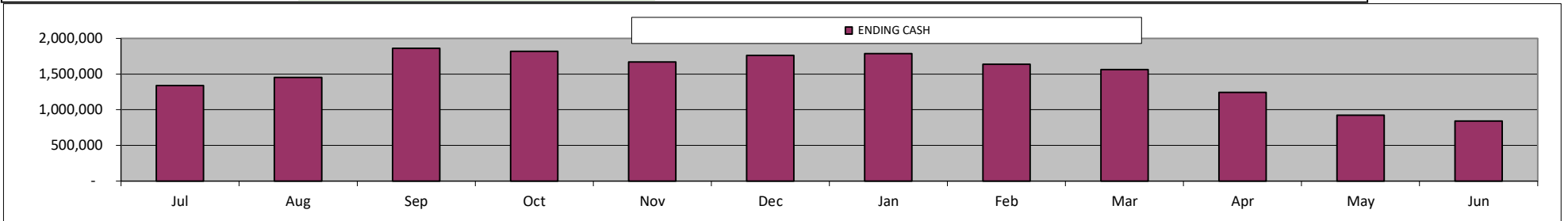
2020-21 First Interim Budget Actuals through October 31, 2020)		Year To Date					Annual Budget				
		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Actual YTD	Adopted July 1 Budget	Current Board- Adopted Budget	Proposed First Interim Budget	Current Budget vs. First Interim	Actuals as % of First Interim
MSA 3											
Books & Supplies											
4100	Text&CoreCurric	-	-	254	406	660	22,693	42,693	22,939	(19,754)	42,033
4200	BooksOthRefMats	-	-	-	-	-	-	-	-	-	-
4300	Ins Mats & Sups 2	-	-	-	-	-	-	-	21,164	21,164	-
4310	Ins Mats & Sups	-	-	253	280	533	10,592	10,302	23,915	13,613	9,769
4315	OthrSupplies	-	-	-	235	235	15,546	15,546	15,546	-	15,311
4320	Office Supplies	9	9	9	404	430	2,000	2,000	2,000	-	1,570
4325	ProfDevMat&Sups	-	-	-	-	-	-	-	-	-	-
4326	Arts&MusicSupps	-	-	-	-	-	-	-	-	-	-
4335	PE Supplies	-	-	-	-	-	-	-	-	-	-
4340	Educat Software	-	-	17,756	108	17,864	57,819	77,400	48,200	(29,200)	59,536
4345	NonInstStdntSup	-	7,406	1,733	10,228	19,366	9,382	29,382	93,382	64,000	10,016
4346	TeacherSupplies	-	-	-	-	-	-	-	-	-	-
4350	Cust. Supplies	-	-	-	-	-	-	-	-	-	-
4351	Yearbook	-	-	-	-	-	-	-	-	-	-
4390	Uniforms	-	-	-	-	-	3,000	-	-	-	-
4400	NonCapEquip-Gen	-	-	-	-	-	-	-	-	-	-
4410	ClssrmFrmEqp<5k	-	-	-	-	-	-	-	-	-	-
4430	OfficeFurnEqp<5k	-	-	-	-	-	-	-	-	-	-
4440	Computers <\$5k	-	-	-	-	-	25,000	-	47,000	47,000	-
4461	Fixed Asset Susp (Imp)	-	-	-	-	-	-	-	-	-	-
4464	Equipment (Pre-Cap)	-	-	-	4,800	4,800	-	-	115,108	115,108	(4,800)
4710	Food	-	-	-	-	-	-	-	-	-	-
4720	Food:Other Food	-	-	-	-	-	-	-	-	-	-
4990	Prior Year Adj (Mat'ls)	-	-	-	-	-	-	-	-	-	-
4999	Misc Expenditure (Suspense)	-	-	25	50	75	-	-	-	-	(75)
SUBTOTAL - Books and Supplies		9	7,414	20,030	16,511	43,964	146,032	177,323	389,253	211,930	133,359

2020-21 First Interim Budget Actuals through October 31, 2020)		Year To Date					Annual Budget				
		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Actual YTD	Adopted July 1 Budget	Current Board- Adopted Budget	Proposed First Interim Budget	Current Budget vs. First Interim	Actuals as % of First Interim
MSA 3											
Services & Other Operating Expenses											
5101	CMO Fees	-	-	215,132	71,711	286,842	773,375	860,526	881,368	20,842	573,684
5205	Conference Fees	-	-	-	-	-	-	-	-	-	-
5210	MilesParkTolls	-	-	-	-	-	-	-	-	-	-
5215	TravConferences	-	-	-	-	-	-	-	-	-	-
5220	TraLodging	-	-	-	-	-	-	-	-	-	-
5300	DuesMemberships	15	-	-	-	15	6,000	6,000	6,000	-	5,985
5450	Other Insurance	12,132	4,044	4,044	4,044	24,264	27,000	35,125	35,125	-	10,861
5500	OpsHousekeeping	-	-	-	-	-	-	-	-	-	-
5510	Gas & Electric	-	-	-	-	-	-	-	-	-	-
5610	Rent & Leases	30,234	30,234	30,234	11,900	102,601	282,803	362,803	362,803	-	260,202
5620	EquipmentLeases	658	411	329	392	1,790	1,200	16,000	16,000	-	14,210
5630	Reps&MaintBldng	-	-	-	-	-	-	-	-	-	-
5800	ProfessServices	4,121	8,246	6,714	6,294	25,375	29,357	128,214	89,900	(38,314)	102,839
5810	Legal	-	-	2,288	823	3,111	15,000	85,000	90,000	5,000	81,890
5813	SchPrgAftSchool	-	-	-	-	-	115,304	115,304	116,619	1,315	115,304
5814	SchPrgAcadComps	-	-	-	-	-	-	-	-	-	-
5819	SchlProgs-Other	-	-	500	(230)	270	1,500	21,323	21,323	-	21,053
5820	Audit & CPA	-	-	-	-	-	10,200	10,200	10,200	-	10,200
5825	DMSBusinessSvcs	-	-	-	-	-	-	-	-	-	-
5835	Field Trips	-	-	-	-	-	-	-	-	-	-
5836	FieldTrip Trans	-	-	-	-	-	-	-	-	-	-
5840	MarkngStdtrRecrt	-	600	2,000	-	2,600	3,000	11,000	11,000	-	8,400
5850	Oversight Fees	-	-	-	-	-	53,481	53,481	53,481	-	53,481
5857	Payroll Fees	1,706	1,878	1,528	1,554	6,667	14,000	20,000	20,000	-	13,333
5860	Service Fees	-	-	54	-	54	-	-	-	-	(54)
5861	Prior Year Services	-	-	-	-	-	-	-	-	-	-
5863	Prof Developmnt	-	-	4,500	191	4,691	-	18,083	23,181	5,098	13,393
5864	Prof Dev-Other	-	-	-	-	-	31,084	32,500	32,500	-	32,500
5865	Prof Dev - LLM	-	-	-	-	-	-	-	-	-	-
5869	SpEd Ctrct Inst	-	-	-	4,446	4,446	206,000	99,298	48,570	(50,728)	94,852
5870	Livescan	-	-	-	-	-	500	500	500	-	500
5872	SPED Fees (incl Encroachment)	-	-	-	-	-	-	-	-	-	-
5875	Staff Recruiting	-	-	-	-	-	-	-	-	-	-
5884	Substitutes	-	-	-	-	-	5,000	85,000	85,000	-	85,000
5890	OthSvcsNon-Inst	-	-	-	-	-	-	-	-	-	-
5900	Communications	15	-	-	833	848	-	-	-	-	(848)
5910	Communications 2	-	150	-	-	150	200	200	200	-	50
5920	TelecomInternet	2,745	2,786	2,781	2,785	11,098	-	37,000	50,000	13,000	25,902
5930	PostageDelivery	-	-	504	-	504	2,000	6,000	6,000	-	5,497
5940	Technology	958	479	5,432	6,191	13,060	28,013	28,513	28,513	-	15,453
5990	Prior Year Adj (Services)	-	-	-	1,308	1,308	-	-	-	-	(1,308)
SUBTOTAL - Services & Other Operating Exp.		52,584	48,829	276,039	112,241	489,693	1,605,017	2,032,070	1,988,283	(43,787)	1,542,377

2020-21 First Interim Budget Actuals through October 31, 2020)		Year To Date					Annual Budget				
		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Actual YTD	Adopted July 1 Budget	Current Board- Adopted Budget	Proposed First Interim Budget	Current Budget vs. First Interim	Actuals as % of First Interim
MSA 3											
Capital Outlay & Depreciation											
6100	Site Improvement (Pre-Capitalization)	-	-	-	-	-	-	-	-	-	
6400	EquipFixed	-	-	-	-	-	-	-	-	-	
6900	Depreciation	784	784	784	784	3,135	-	20,000	20,000	16,865	
SUBTOTAL - Capital Outlay & Depreciation		784	784	784	784	3,135	-	20,000	20,000	16,865	
Other Outflows											
7299	Other Outgo (not incl. SPED Encroachment)	-	-	-	-	-	-	-	-	-	
7310	Indirect Costs	-	-	-	-	-	-	-	-	-	
7438	InterestExpense	-	-	-	-	-	-	-	-	-	
SUBTOTAL - Other Outflows		-	-	-	-	-	-	-	-	-	
TOTAL EXPENSES		158,200	253,637	603,934	453,015	1,468,786	5,461,310	6,309,444	6,404,521	95,077	

Monthly Update - Monthly Cash Flow (Actuals + Projections)

MSA-3	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accruals	TOTAL
	ACTUALS	ACTUALS	ACTUALS	ACTUALS	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	
BEGINNING CASH	1,393,344	1,336,108	1,452,128	1,860,751	1,817,184	1,669,478	1,759,011	1,786,168	1,638,462	1,563,587	1,243,672	923,758	841,082	
Revenue														
LCFF Entitlement	82,098	303,109	487,427	362,766	362,766	600,005	362,766	362,766	632,782	318,006	318,006	555,245	319,817	5,067,560
LCFF State Deferrals	-	-	455,320	-	15,258	15,258	190,122	15,258	(197,185)	(127,449)	(127,449)	(127,449)	579,532	-
Federal Revenue	-	-	69,109	-	51,825	51,825	51,825	51,825	15,258	15,258	15,258	15,258	64,999	817,250
Other State Revenues	12,560	24,778	250	16,231	51,825	51,825	51,825	51,825	51,825	51,825	51,825	51,825	20,730	558,009
Other Local Revenues	-	-	250	2,165	3,226	3,226	3,226	3,226	3,226	3,226	3,226	3,226	1,290	29,514
Total Revenue	94,658	327,887	1,012,106	381,162	433,076	670,315	607,939	433,076	505,907	260,867	260,867	498,106	986,368	6,472,333
Expenses														
Certificated Salaries	73,168	108,801	171,105	172,542	208,738	208,738	208,738	208,738	208,738	208,738	208,738	208,738	83,495	2,279,012
Classified Salaries	12,942	36,960	54,920	60,677	65,205	65,205	65,205	65,205	65,205	65,205	65,205	65,205	26,082	713,222
Benefits	18,714	50,849	81,057	90,260	92,127	92,127	92,127	92,127	92,127	92,127	92,127	92,127	36,851	1,014,750
Books and Supplies	9	7,414	20,030	16,511	41,106	41,106	41,106	41,106	41,106	41,106	41,106	41,106	16,442	389,253
Services and Operations	52,584	48,829	276,039	112,241	178,404	178,404	178,404	178,404	178,404	178,404	178,404	178,404	71,361	1,988,283
Depreciation / Cap Outlay	784	784	784	784	2,108	2,108	2,108	2,108	2,108	2,108	2,108	2,108	-	20,000
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	158,200	253,637	603,934	453,015	587,688	587,688	587,688	587,688	587,688	587,688	587,688	587,688	234,232	6,404,521
Other Transactions Affecting Cash														
Revenues - Prior Year Accruals	310,446	133,916	-	27,258	-	-	-	-	-	-	-	-	-	471,620
Accounts Receivable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Assets/Accrual Adj	(2,000)	-	5,396	6,503	-	-	-	-	-	-	-	-	-	9,899
Fixed Assets - Depreciation Addback	784	784	784	784	2,108	2,108	2,108	2,108	2,108	2,108	2,108	2,108	-	20,000
Fixed Assets - Acquisitions	-	-	(18,107)	-	-	-	-	-	-	-	-	-	-	(18,107)
Due To (From)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Expenses - Prior Year Accruals	(302,923)	(92,930)	7,580	(11,057)	-	-	-	-	-	-	-	-	-	(399,330)
Accounts Payable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summer Holdback for Teachers	-	-	4,798	4,798	4,798	4,798	4,798	4,798	4,798	4,798	4,798	4,798	-	47,980
Loans Payable (Current)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Loans Payable (Long Term)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Other Transactions	6,306	41,770	451	28,286	6,906	6,906	6,906	6,906	6,906	6,906	6,906	6,906	6,906	132,062
Total Change in Cash	(57,236)	116,020	408,623	(43,567)	(147,706)	89,533	27,158	(147,706)	(74,875)	(319,915)	(319,915)	(82,676)		199,875
ENDING CASH	1,336,108	1,452,128	1,860,751	1,817,184	1,669,478	1,759,011	1,786,168	1,638,462	1,563,587	1,243,672	923,758	841,082	<<< = 48 days cash	



MSA-4 Executive Summary

SUMMARY OF RESULTS

This First Interim Budget update projects a budget deficit of (\$18,323).

This is an decrease of (\$51,351) from the original Revised Budget projected surplus of \$33,028.

This will allow MSA-4 to end this fiscal year with a balance of \$695,147, which is 36.9% of annual expenditures.

CASH FLOW

Operating cash flow is projected to remain positive throughout this fiscal year, as shown in the attached monthly cash flow schedule.

The lowest projected ending cash balance this fiscal year is \$579,131, which represents 112 days of operating costs on average.

The June 30, 2020 ending cash balance this fiscal year is projected to be \$579,131, which represents 112 days of average operating costs.

This cash flow takes into account all intercompany loans made to date, but does not assume additional loans until approved by the Board.

SIGNIFICANT CHANGES IN REVENUE (Total change from July = decrease of (\$9,822), or -0.5% of Revised Budget Revenues)

LCFF Entitlement: These "Local Control Funding Formula" revenues are the primary funding source for the school.

LCFF Entitlement projected revenues are (\$9,469) lower than in the Revised Budget, due to average daily attendance (ADA) decreasing by 32.72.

Federal Revenues: This consists of Title I-IV "Every Student Succeeds Act" (ESSA) funding, federal special education, and federal food programs.

Federal Revenues are projected at (\$6,238) lower than in the Revised Budget.

Other State Revenues: These are the non-LCFF state revenues such as Lottery, Facility Grant, and one-time block grants.

Other State Revenues are projected at \$1,791 higher than in the Revised Budget.

Other Local Revenues: These are the non-LCFF state revenues such as Lottery, Facility Grant, and one-time block grants.

Other Local Revenues are projected at \$0 lower than in the the Revised Budget..

SIGNIFICANT CHANGES IN EXPENSES (Total change from July = increase of \$41,530, or 2.3% of Revised Budget Expenses)

Salaries and Benefits: This includes all employee pay, plus benefits such as retirement, healthcare, Medicare, Social Security, etc.

Salaries and Benefits costs are (\$59,420) lower than in the Revised Budget, reflecting budget adjustments to address changes in enrollment and other factors.

Books & Supplies: This category includes textbooks, computers, supplies, and other instructional and non-instructional materials and equipment.

Books & Supplies costs are projected at \$147,263 higher than in the Revised Budget.

Services & Operating Expenses: These include all contracted services as well as travel, insurance, rent, legal costs, and other service-related expenses.

Services & Operating costs are projected to be (\$47,921) lower than in the Revised Budget.

Depreciation, Capital Outlay, and Other Outgo: This category includes depreciation on fixed assets and interest on long-term debt.

These costs are projected at \$0 lower than in the Revised Budget, reflecting no changes in projections.



2020-21 First Interim Budget Actuals through October 31, 2020)		Year To Date				Annual Budget				
MSA 4	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Actual YTD	Adopted July 1	Current Board-	Proposed First	Current	Actuals as % of
						Budget	Adopted Budget	Interim Budget	Budget vs. First Interim	First Interim
Projected Average Daily Attendance:						158	125	125	(33)	
SUMMARY										
Revenue										
LCFF Entitlement	21,344	82,378	132,974	100,980	337,676	1,367,038	1,440,770	1,431,301	(9,469)	24%
Federal Revenue	1,514	3,027	167,280	2,018	173,839	136,114	306,431	308,802	2,371	56%
Other State Revenues	4,793	9,586	18,479	6,391	39,249	101,523	117,571	114,847	(2,724)	34%
Other Local Revenues	-	-	129	(129)	-	9,823	9,823	9,823	-	0%
Total Revenue	27,651	94,991	318,862	109,260	550,764	1,614,498	1,874,595	1,864,773	(9,822)	30%
Expenditures										
Certificated Salaries	25,790	40,636	65,850	68,285	200,561	745,025	800,936	798,536	(2,400)	25%
Classified Salaries	4,329	9,666	15,306	15,241	44,542	152,768	152,769	150,696	(2,073)	30%
Benefits	6,649	18,661	23,598	26,990	75,898	373,383	372,215	317,269	(54,947)	24%
Books and Supplies	13	2,586	7,684	15,651	25,934	118,322	69,325	200,277	130,952	13%
Services and Operating Exp.	16,389	21,769	40,031	30,756	108,946	221,685	429,641	399,638	(30,002)	27%
Depreciation & Cap Outlay	-	-	-	-	-	-	16,681	16,681	-	0%
Other Outflows	-	-	-	-	-	-	-	-	-	-
Total Expenditures	53,170	93,318	152,469	156,923	455,881	1,611,183	1,841,567	1,883,097	41,530	24%
Net Revenues						94,884	3,315	33,028	(18,323)	(51,351)
						Fund Balance Beginning Balance (Unaud.) 713,471 Net Revenues (18,323) Ending Fund Balance 695,147				
						Components of Fund Bal. Available For Econ. Uncert. 658,817 35.0% of Expenditures Restricted Balances (Est.) 15,621 0.8% of Expenditures Net Fixed Assets 20,709 1.1% of Expenditures Ending Fund Balance 695,147 36.9% of Expenditures				



2020-21 First Interim Budget Actuals through October 31, 2020)					Year To Date					Annual Budget				
MSA 4					Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Actual YTD	Adopted July 1 Budget	Current Board-		Current Budget vs. First Interim	Actuals as % of First Interim
											Adopted Budget	Proposed First Interim Budget		

REVENUE DETAIL

LCFF Entitlement

	Jul	Aug	Sep	Oct	Actual YTD	Adopted (July 1) Budget	Current Board-Adopted Budget	Proposed First Interim Budget	Current Budget vs. First Interim	First Interim Budget Remaining
	Actuals	Actuals	Actuals	Actuals						
8011 State Aid	-	40,289	40,289	72,521	153,099	875,750	1,009,492	818,661	(190,831)	856,393
8012 EPA Entitlement	-	-	64,226	-	64,226	170,292	149,491	256,902	107,411	85,265
8019 Prior Year Adjustments	-	(600)	-	-	(600)	-	-	-	-	600
8096 InLieuPropTaxes	21,344	42,689	28,459	28,459	120,951	320,996	281,787	355,738	73,951	160,836
SUBTOTAL - LCFF Entitlement	21,344	82,378	132,974	100,980	337,676	1,367,038	1,440,770	1,431,301	(9,469)	1,103,094

Federal Revenue

8181 SpEd - Revenue	1,514	3,027	2,018	2,018	8,577	24,310	24,310	25,229	919	15,733
8220 SchLunchFederal	-	-	-	-	-	-	-	-	-	-
8290 All Other Federal Revenue	-	-	165,262	-	165,262	111,804	282,121	283,573	1,452	116,859
SUBTOTAL - Federal Revenue	1,514	3,027	167,280	2,018	173,839	136,114	306,431	308,802	2,371	132,592

Other State Revenue

8311 SpEd Revenue	4,793	9,586	6,391	6,391	27,161	72,109	76,069	73,787	(2,282)	48,908
8520 SchoolNtrState	-	-	-	-	-	-	-	-	-	-
8550 MandCstReimburs	-	-	-	-	-	5,654	5,654	4,752	(902)	5,654
8560 StateLotteryRev	-	-	-	-	-	23,760	23,760	24,220	460	23,760
8590 AllOthStateRev	-	-	12,088	-	12,088	-	12,088	12,088	-	-
SUBTOTAL - Other State Revenue	4,793	9,586	18,479	6,391	39,249	101,523	117,571	114,847	(2,724)	78,322

Local Revenue

8600 Other Local Rev	-	-	-	-	-	-	-	-	-	-
8634 StudentLunchFee	-	-	-	-	-	-	-	-	-	-
8650 Leases & Rentals	-	-	-	-	-	-	-	-	-	-
8660 Interest	-	-	-	-	-	-	-	-	-	-
8690 Prior Year Adj (Local1)	-	-	-	-	-	-	-	-	-	-
8695 Prior Year Adj (Local2)	-	-	-	-	-	-	-	-	-	-
8698 OthRev-Suspense	-	-	-	-	-	-	-	-	-	-
8701 CMO Fee - MSA-1	-	-	-	-	-	-	-	-	-	-
8702 CMO Fee - MSA-2	-	-	-	-	-	-	-	-	-	-
8703 CMO Fee - MSA-3	-	-	-	-	-	-	-	-	-	-
8704 CMO Fee - MSA-4	-	-	-	-	-	-	-	-	-	-
8705 CMO Fee - MSA-5	-	-	-	-	-	-	-	-	-	-
8706 CMO Fee - MSA-6	-	-	-	-	-	-	-	-	-	-
8707 CMO Fee - MSA-7	-	-	-	-	-	-	-	-	-	-
8708 CMO Fee - MSA-8	-	-	-	-	-	-	-	-	-	-
8709 CMO Fee - MSA-SA	-	-	-	-	-	-	-	-	-	-
8712 CMO Fee - MSA-SD	-	-	-	-	-	-	-	-	-	-
8699 Other Revenue	-	-	-	-	-	-	-	-	-	-
8980 Misc Revenue (Suspense 2)	-	-	-	-	-	-	-	-	-	-

2020-21 First Interim Budget Actuals through October 31, 2020)		Year To Date					Annual Budget				
		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Actual YTD	Adopted July 1 Budget	Current Board- Adopted Budget	Proposed First Interim Budget	Current Budget vs. First Interim	Actuals as % of First Interim
MSA 4											
8999	Misc Revenue (Suspense)	-	-	129	(129)	-	-	-	-	-	-
	SUBTOTAL - Local Revenue	-	-	129	(129)	-	-	-	-	-	-

2020-21 First Interim Budget Actuals through October 31, 2020)						Annual Budget					
MSA 4						Adopted July 1 Budget	Current Board- Adopted Budget	Proposed First Interim Budget	Current Budget vs. First Interim	Actuals as % of First Interim	
Year To Date											
	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Actual YTD						
Fundraising & Grants											
8802	Donations - Private	-	-	-	-	-	-	-	-	-	
8803	Fundraising	-	-	-	-	9,823	9,823	9,823	-	9,823	
SUBTOTAL - Fundraising & Grants		-	-	-	-	9,823	9,823	9,823	-	9,823	
TOTAL REVENUE											
		27,651	94,991	318,862	109,260	550,764	1,614,498	1,874,595	1,864,773	(9,822)	1,323,831
EXPENSES											
Certificated Salaries											
1100	TeacherSalaries	14,112	22,319	50,494	52,129	139,054	633,311	599,222	596,822	(2,400)	460,168
1300	Cert Adminis	11,678	18,317	15,356	16,156	61,507	111,714	201,714	201,714	-	140,207
SUBTOTAL - Certificated Salaries		25,790	40,636	65,850	68,285	200,561	745,025	800,936	798,536	(2,400)	600,375
Classified Salaries											
2100	Instructional Aides	2,000	5,008	10,723	10,733	28,464	66,600	66,601	66,600	(1)	38,137
2200	Classified Support	-	-	-	-	-	30,000	30,000	30,000	-	30,000
2300	Classified Admin	-	-	-	-	-	-	-	-	-	-
2400	Clerical & Tech	2,329	4,658	4,583	4,508	16,078	56,168	56,168	54,096	(2,072)	40,090
2900	OtherClassStaff	-	-	-	-	-	-	-	-	-	-
SUBTOTAL - Classified Salaries		4,329	9,666	15,306	15,241	44,542	152,768	152,769	150,696	(2,073)	108,227
Employee Benefits											
3101	STRS-Certified	1,581	6,563	10,635	11,028	29,807	82,384	129,053	135,584	6,531	99,246
3102	STRS-Classified	-	705	1,410	1,368	3,483	-	-	-	-	(3,483)
3201	PERS-Cert	-	-	-	-	-	-	-	-	-	-
3202	PERS-Classified	467	1,067	1,328	1,342	4,204	51,021	25,413	13,033	(12,380)	21,209
3301	OASDI/Med-Cert	374	589	949	981	2,892	12,760	12,760	12,594	(166)	9,868
3302	OASDI/Med-Class	331	739	900	(404)	1,567	12,834	12,834	6,174	(6,660)	11,267
3401	HlthWelfareCert	1,051	7,898	7,427	11,856	28,233	156,785	126,785	116,319	(10,466)	98,552
3402	HlthWelfareCert	-	-	-	-	-	56,066	50,066	18,883	(31,183)	50,066
3501	UI-Certificated	-	152	-	(129)	23	1,375	1,375	829	(546)	1,352
3502	UI-Classified	-	-	-	-	-	158	158	81	(77)	158
3601	WorkersCmp-Cert	2,845	948	948	948	5,689	-	13,772	13,772	-	8,083
3701	Other Retirement-Cert	-	-	-	-	-	-	-	-	-	-
3901	OthBenes-Cert	-	-	-	-	-	-	-	-	-	-
3902	OthBenes-Class	-	-	-	-	-	-	-	-	-	-
SUBTOTAL - Employee Benefits		6,649	18,661	23,598	26,990	75,898	373,383	372,215	317,269	(54,947)	296,318

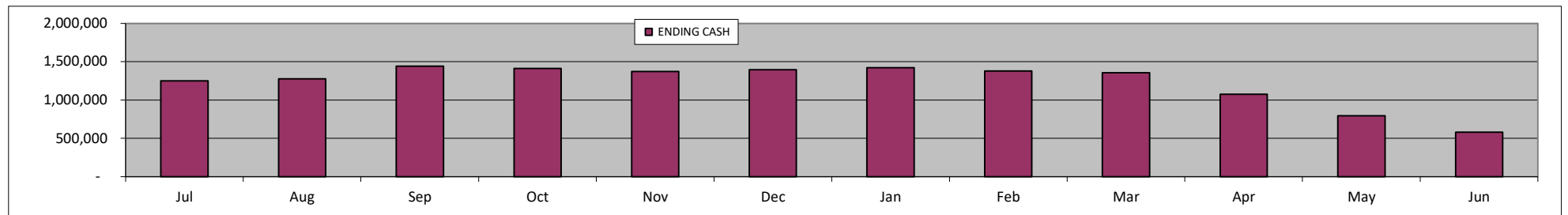
2020-21 First Interim Budget Actuals through October 31, 2020)		Year To Date					Annual Budget				
		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Actual YTD	Adopted July 1 Budget	Current Board- Adopted Budget	Proposed First Interim Budget	Current Budget vs. First Interim	Actuals as % of First Interim
MSA 4											
Books & Supplies											
4100	Text&CoreCurric	-	-	-	-	-	4,402	9,402	5,964	(3,438)	9,402
4200	BooksOthRefMats	-	-	-	-	-	-	-	-	-	-
4300	Ins Mats & Sups 2	-	-	-	-	-	-	-	15,318	15,318	-
4310	Ins Mats & Sups	-	-	-	-	-	17,420	13,420	13,420	-	13,420
4315	OthrSupplies	-	-	-	-	-	-	-	-	-	-
4320	Office Supplies	13	13	39	118	183	1,000	1,000	19,223	18,223	817
4325	ProfDevMat&Sups	-	-	-	-	-	-	-	-	-	-
4326	Arts&MusicSupps	-	-	-	-	-	-	-	-	-	-
4335	PE Supplies	-	-	-	-	-	-	-	-	-	-
4340	Educat Software	-	-	5,193	1,715	6,908	25,777	35,625	65,000	29,375	28,718
4345	NonInstStdntSup	-	2,573	2,399	13,819	18,790	2,378	9,878	39,800	29,922	(8,912)
4346	TeacherSupplies	-	-	-	-	-	-	-	-	-	-
4350	Cust. Supplies	-	-	-	-	-	-	-	-	-	-
4351	Yearbook	-	-	-	-	-	-	-	-	-	-
4390	Uniforms	-	-	-	-	-	-	-	-	-	-
4400	NonCapEquip-Gen	-	-	-	-	-	-	-	-	-	-
4410	ClssrmFrnEq<5k	-	-	-	-	-	-	-	-	-	-
4430	OfficeFurnEq<5k	-	-	-	-	-	-	-	-	-	-
4440	Computers <\$5k	-	-	-	-	-	67,345	-	5,283	5,283	-
4461	Fixed Asset Susp (Imp)	-	-	-	-	-	-	-	-	-	-
4464	Equipment (Pre-Cap)	-	-	-	-	-	-	-	36,270	36,270	-
4710	Food	-	-	-	-	-	-	-	-	-	-
4720	Food:Other Food	-	-	-	-	-	-	-	-	-	-
4990	Prior Year Adj (Mat'ls)	-	-	-	-	-	-	-	-	-	-
4999	Misc Expenditure (Suspense)	-	-	53	-	53	-	-	-	-	(53)
SUBTOTAL - Books and Supplies		13	2,586	7,684	15,651	25,934	118,322	69,325	200,277	130,952	43,391

2020-21 First Interim Budget Actuals through October 31, 2020)		Year To Date					Annual Budget				
MSA 4		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Actual YTD	Current Board-		Proposed First Interim Budget	Current Budget vs. First Interim	Actuals as % of First Interim
							Adopted July 1 Budget	Adopted Budget			
Services & Other Operating Expenses											
5101	CMO Fees	-	-	9,412	3,137	12,549	-	37,647	37,648	1	25,098
5205	Conference Fees	-	-	-	-	-	-	-	-	-	-
5210	MilesParkTolls	-	-	-	-	-	-	-	-	-	-
5215	TravConferences	-	-	-	-	-	-	-	-	-	-
5220	TraLodging	-	-	-	-	-	-	-	-	-	-
5300	DuesMemberships	-	-	1,070	774	1,844	-	4,500	4,500	-	2,656
5450	Other Insurance	99	33	33	33	198	22,000	16,000	16,000	-	15,802
5500	OpsHousekeeping	-	-	-	-	-	-	-	-	-	-
5510	Gas & Electric	-	-	-	-	-	-	-	-	-	-
5610	Rent & Leases	11,585	11,717	11,717	10,923	45,943	71,076	131,076	112,853	(18,223)	85,133
5620	EquipmentLeases	-	1,132	377	377	1,887	1,200	9,200	9,200	-	7,313
5630	Reps&MaintBldng	-	-	-	-	-	-	-	-	-	-
5800	ProfessServices	1,413	2,821	7,970	4,957	17,160	18,646	61,162	93,018	31,856	44,002
5810	Legal	-	-	-	-	-	1,000	1,000	1,000	-	1,000
5813	SchPrgAftSchool	-	-	-	-	-	-	-	-	-	-
5814	SchPrgAcadComps	-	-	-	-	-	-	-	-	-	-
5819	SchlProgs-Other	-	-	-	-	-	-	-	-	-	-
5820	Audit & CPA	-	-	-	-	-	-	-	-	-	-
5825	DMSBusinessSvcs	-	-	-	-	-	-	-	-	-	-
5835	Field Trips	-	-	-	-	-	-	-	-	-	-
5836	FieldTrip Trans	-	-	-	-	-	-	-	-	-	-
5840	MarkngStdtrRecrt	-	-	-	2,000	2,000	-	-	-	-	(2,000)
5850	Oversight Fees	851	1,528	1,135	1,135	4,649	12,223	12,223	12,223	-	7,574
5857	Payroll Fees	836	717	731	837	3,120	10,000	11,000	11,000	-	7,880
5860	Service Fees	-	-	-	-	-	-	-	-	-	-
5861	Prior Year Services	-	-	-	-	-	-	-	-	-	-
5863	Prof Developmnt	(575)	-	-	-	(575)	500	18,092	500	(17,592)	18,667
5864	Prof Dev-Other	-	-	-	-	-	5,809	5,809	5,460	(349)	5,809
5865	Prof Dev - LLM	-	-	-	-	-	-	-	-	-	-
5869	SpEd Ctrct Inst	-	-	-	186	186	73,181	61,450	38,100	(23,350)	61,264
5870	Livescan	-	-	-	-	-	200	200	200	-	200
5872	SPED Fees (incl Encroachment)	1,262	2,791	1,682	1,682	7,417	-	10,038	7,378	(2,660)	2,621
5875	Staff Recruiting	-	-	-	-	-	-	-	-	-	-
5884	Substitutes	-	-	-	530	530	500	6,894	2,000	(4,894)	6,364
5890	OthSvcsNon-Inst	-	-	-	-	-	-	-	-	-	-
5900	Communications	-	-	-	758	758	-	-	-	-	(758)
5910	Communications 2	-	-	-	-	-	-	-	-	-	-
5920	TelecomInternet	371	756	758	796	2,680	-	18,000	20,051	2,051	15,320
5930	PostageDelivery	-	-	-	220	220	2,000	2,000	2,000	-	1,780
5940	Technology	548	274	5,147	2,157	8,125	3,350	23,350	26,507	3,157	15,225
5990	Prior Year Adj (Services)	-	-	-	254	254	-	-	-	-	(254)
SUBTOTAL - Services & Other Operating Exp.		16,389	21,769	40,031	30,756	108,946	221,685	429,641	399,638	(30,002)	320,695

2020-21 First Interim Budget Actuals through October 31, 2020)		Year To Date					Annual Budget				
		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Actual YTD	Adopted July 1 Budget	Current Board- Adopted Budget	Proposed First Interim Budget	Current Budget vs. First Interim	Actuals as % of First Interim
MSA 4											
Capital Outlay & Depreciation											
6100	Site Improvement (Pre-Capitalization)	-	-	-	-	-	-	-	-	-	
6400	EquipFixed	-	-	-	-	-	-	-	-	-	
6900	Depreciation	-	-	-	-	-	16,681	16,681	-	16,681	
SUBTOTAL - Capital Outlay & Depreciation		-	-	-	-	-	16,681	16,681	-	16,681	
Other Outflows											
7299	Other Outgo (not incl. SPED Encroachment)	-	-	-	-	-	-	-	-	-	
7310	Indirect Costs	-	-	-	-	-	-	-	-	-	
7438	InterestExpense	-	-	-	-	-	-	-	-	-	
SUBTOTAL - Other Outflows		-	-	-	-	-	-	-	-	-	
TOTAL EXPENSES		53,170	93,318	152,469	156,923	455,881	1,611,183	1,841,567	1,883,097	41,530	1,385,686

Monthly Update - Monthly Cash Flow (Actuals + Projections)

MSA-4	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accruals	TOTAL
	ACTUALS	ACTUALS	ACTUALS	ACTUALS	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	
BEGINNING CASH	1,317,106	1,249,251	1,277,472	1,443,107	1,412,483	1,371,846	1,395,436	1,419,777	1,379,140	1,355,584	1,075,358	795,133	579,131	
Revenue														
LCFF Entitlement	21,344	82,378	132,974	100,980	100,980	165,206	100,980	100,980	179,639	95,254	95,254	159,478	95,854	1,431,301
LCFF State Deferrals									(61,578)	(233,863)	(233,863)	(233,863)	763,167	-
Federal Revenue	1,514	3,027	167,280	2,018	7,934	7,934	72,911	7,934	7,934	7,934	7,934	7,934	6,517	308,802
Other State Revenues	4,793	9,586	18,479	6,391	9,000	9,000	9,000	9,000	9,000	9,000	9,000	9,000	3,600	114,847
Other Local Revenues	-	-	129	(129)	1,169	1,169	1,169	1,169	1,169	1,169	1,169	1,169	468	9,823
Total Revenue	27,651	94,991	318,862	109,260	119,083	183,309	184,060	119,083	136,163	(120,506)	(120,506)	(56,282)	869,606	1,864,773
Expenses														
Certificated Salaries	25,790	40,636	65,850	68,285	71,188	71,188	71,188	71,188	71,188	71,188	71,188	71,188	28,475	798,536
Classified Salaries	4,329	9,666	15,306	15,241	12,637	12,637	12,637	12,637	12,637	12,637	12,637	12,637	5,055	150,696
Benefits	6,649	18,661	23,598	26,990	28,735	28,735	28,735	28,735	28,735	28,735	28,735	28,735	11,494	317,269
Books and Supplies	13	2,586	7,684	15,651	20,755	20,755	20,755	20,755	20,755	20,755	20,755	20,755	8,302	200,277
Services and Operations	16,389	21,769	40,031	30,756	34,606	34,606	34,606	34,606	34,606	34,606	34,606	34,606	13,843	399,638
Depreciation / Cap Outlay	-	-	-	-	2,085	2,085	2,085	2,085	2,085	2,085	2,085	2,085	-	16,681
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	53,170	93,318	152,469	156,923	170,006	170,006	170,006	170,006	170,006	170,006	170,006	170,006	67,168	1,883,097
Other Transactions Affecting Cash														
Revenues - Prior Year Accruals	60,075	34,951		5,387										100,413
Accounts Receivable - Current Year														-
Other Assets/Accrual Adj		1,826	(2,187)	650										289
Fixed Assets - Depreciation Addback	-	-	-	-	2,085	2,085	2,085	2,085	2,085	2,085	2,085	2,085	2,085	16,681
Fixed Assets - Acquisitions														-
Due To (From)	-	-	-	6,015	6,015	6,015	6,015	6,015	6,015	6,015	6,015	6,015	6,015	54,139
Expenses - Prior Year Accruals	(102,411)	(10,229)	(757)	2,801										(110,596)
Accounts Payable - Current Year														-
Summer Holdback for Teachers	-	-	2,186	2,186	2,186	2,186	2,186	2,186	2,186	2,186	2,186	2,186	2,186	21,860
Loans Payable (Current)														-
Loans Payable (Long Term)														-
Total Other Transactions	(42,336)	26,548	(758)	17,039	10,287	10,287	10,287	10,287	10,287	10,287	10,287	10,287	10,287	82,786
Total Change in Cash	(67,855)	28,221	165,635	(30,624)	(40,637)	23,589	24,341	(40,637)	(23,556)	(280,225)	(280,225)	(216,001)		64,463
ENDING CASH	1,249,251	1,277,472	1,443,107	1,412,483	1,371,846	1,395,436	1,419,777	1,379,140	1,355,584	1,075,358	795,133	579,131	<<< = 112 days cash	



MSA-5 Executive Summary

SUMMARY OF RESULTS

This First Interim Budget update projects a budget surplus of \$326,726.

This is an increase of \$53,582 from the original Revised Budget projected surplus of \$273,145.

This will allow MSA-5 to end this fiscal year with a balance of \$2,394,289, which is 61.1% of annual expenditures.

CASH FLOW

Operating cash flow is projected to remain positive throughout this fiscal year, as shown in the attached monthly cash flow schedule.

The lowest projected ending cash balance this fiscal year is \$748,791, which represents 70 days of operating costs on average.

The June 30, 2020 ending cash balance this fiscal year is projected to be \$748,791, which represents 70 days of average operating costs.

This cash flow takes into account all intercompany loans made to date, but does not assume additional loans until approved by the Board.

SIGNIFICANT CHANGES IN REVENUE (Total change from July = increase of \$337,025, or 8.6% of Revised Budget Revenues)

LCFF Entitlement: These "Local Control Funding Formula" revenues are the primary funding source for the school.

LCFF Entitlement projected revenues are \$312,035 higher than in the Revised Budget, due to average daily attendance (ADA) increasing by 34.42.

Federal Revenues: This consists of Title I-IV "Every Student Succeeds Act" (ESSA) funding, federal special education, and federal food programs.

Federal Revenues are projected at (\$6,238) lower than in the Revised Budget.

Other State Revenues: These are the non-LCFF state revenues such as Lottery, Facility Grant, and one-time block grants.

Other State Revenues are projected at \$1,791 higher than in the Revised Budget.

Other Local Revenues: These are the non-LCFF state revenues such as Lottery, Facility Grant, and one-time block grants.

Other Local Revenues are projected at \$0 lower than in the the Revised Budget..

SIGNIFICANT CHANGES IN EXPENSES (Total change from July = increase of \$283,444, or 7.8% of Revised Budget Expenses)

Salaries and Benefits: This includes all employee pay, plus benefits such as retirement, healthcare, Medicare, Social Security, etc.

Salaries and Benefits costs are (\$8,460) lower than in the Revised Budget, reflecting budget adjustments to address changes in enrollment and other factors.

Books & Supplies: This category includes textbooks, computers, supplies, and other instructional and non-instructional materials and equipment.

Books & Supplies costs are projected at \$147,263 higher than in the Revised Budget.

Services & Operating Expenses: These include all contracted services as well as travel, insurance, rent, legal costs, and other service-related expenses.

Services & Operating costs are projected to be (\$47,921) lower than in the Revised Budget.

Depreciation, Capital Outlay, and Other Outgo: This category includes depreciation on fixed assets and interest on long-term debt.

These costs are projected at \$0 lower than in the Revised Budget, reflecting no changes in projections.



2020-21 First Interim Budget Actuals through October 31, 2020)		Year To Date				Annual Budget				
MSA 5	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Actual YTD	Adopted July 1	Current Board-	Proposed First	Current	Actuals as % of
						Budget	Adopted Budget	Interim Budget	Budget vs. First Interim	First Interim
Projected Average Daily Attendance:						235	269	269	34	
SUMMARY										
Revenue										
LCFF Entitlement	46,780	178,705	283,278	217,199	725,962	3,168,635	3,055,181	3,367,216	312,035	22%
Federal Revenue	-	-	339,447	-	339,447	223,005	555,204	571,629	16,425	59%
Other State Revenues	7,157	19,997	40,364	3,372	70,890	261,925	296,565	305,130	8,565	23%
Other Local Revenues	-	-	10,444	(444)	10,000	1,867	1,867	1,867	-	536%
Total Revenue	53,937	198,702	673,533	220,127	1,146,299	3,655,432	3,908,817	4,245,842	337,025	27%
Expenditures										
Certificated Salaries	65,725	83,860	112,180	115,066	376,830	1,318,848	1,401,071	1,406,342	5,271	27%
Classified Salaries	15,526	24,842	30,880	30,812	102,060	349,964	343,696	337,616	(6,080)	30%
Benefits	13,021	42,172	54,805	60,287	170,285	650,150	621,507	613,856	(7,651)	28%
Books and Supplies	281	5,799	18,112	12,986	37,178	188,772	186,193	424,180	237,987	9%
Services and Operating Exp.	38,193	34,710	150,940	79,595	303,438	1,070,613	1,057,926	1,111,843	53,917	27%
Depreciation & Cap Outlay	1,521	1,521	1,521	1,521	6,085	16,279	25,279	25,279	-	24%
Other Outflows	-	-	-	-	-	-	-	-	-	-
Total Expenditures	134,268	192,903	368,437	300,268	995,876	3,594,626	3,635,672	3,919,116	283,444	25%
Net Revenues					150,423	60,806	273,145	326,726	53,582	
Fund Balance										
Beginning Balance (Unaud.)								2,067,563		
Net Revenues								326,726		
Ending Fund Balance								2,394,289		
Components of Fund Bal.										
Available For Econ. Uncert.								2,312,757	59.0% of Expenditures	
Restricted Balances (Est.)								31,820	0.8% of Expenditures	
Net Fixed Assets								49,713	1.3% of Expenditures	
Ending Fund Balance								2,394,289	61.1% of Expenditures	



2020-21 First Interim Budget Actuals through October 31, 2020)		Year To Date				Annual Budget					
MSA 5		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Actual YTD	Adopted July 1 Budget	Current Board-Adopted Budget	Proposed First Interim Budget	Current Budget vs. First Interim	Actuals as % of First Interim

REVENUE DETAIL

LCFF Entitlement

	Jul	Aug	Sep	Oct	Actual YTD	Adopted (July 1) Budget	Current Board-Adopted Budget	Proposed First Interim Budget	Current Budget vs. First Interim	First Interim Budget Remaining
	Actuals	Actuals	Actuals	Actuals						
8011 State Aid	-	86,014	86,014	154,826	326,854	2,339,058	2,222,163	1,974,725	(247,438)	1,895,309
8012 EPA Entitlement	-	-	134,891	-	134,891	59,144	53,350	528,148	474,798	(81,541)
8019 Prior Year Adjustments	-	(869)	-	-	(869)	-	-	-	-	869
8096 InLieuPropTaxes	46,780	93,560	62,373	62,373	265,086	770,433	779,668	864,343	84,675	514,582
SUBTOTAL - LCFF Entitlement	46,780	178,705	283,278	217,199	725,962	3,168,635	3,055,181	3,367,216	312,035	2,329,219

Federal Revenue

8181 SpEd - Revenue	-	-	-	-	-	32,716	29,511	32,343	2,832	29,511
8220 SchLunchFederal	-	-	-	-	-	-	-	-	-	-
8290 All Other Federal Revenue	-	-	339,447	-	339,447	190,289	525,693	539,286	13,593	186,246
SUBTOTAL - Federal Revenue	-	-	339,447	-	339,447	223,005	555,204	571,629	16,425	215,757

Other State Revenue

8311 SpEd Revenue	7,157	19,997	14,460	3,372	44,986	152,610	172,054	179,280	7,226	127,068
8520 SchoolNutrState	-	-	-	-	-	-	-	-	-	-
8550 MandCstReimburs	-	-	-	-	-	6,548	5,907	9,137	3,230	5,907
8560 StateLotteryRev	-	-	-	-	-	63,944	57,680	58,848	1,168	57,680
8590 AllOthStateRev	-	-	25,904	-	25,904	38,823	60,924	57,865	(3,059)	35,020
SUBTOTAL - Other State Revenue	7,157	19,997	40,364	3,372	70,890	261,925	296,565	305,130	8,565	225,675

Local Revenue

8600 Other Local Rev	-	-	-	-	-	-	-	-	-	-
8634 StudentLunchFee	-	-	-	-	-	-	-	-	-	-
8650 Leases & Rentals	-	-	-	-	-	-	-	-	-	-
8660 Interest	-	-	10,000	-	10,000	-	-	-	-	(10,000)
8690 Prior Year Adj (Local1)	-	-	-	-	-	-	-	-	-	-
8695 Prior Year Adj (Local2)	-	-	-	-	-	-	-	-	-	-
8698 OthRev-Suspense	-	-	-	-	-	-	-	-	-	-
8701 CMO Fee - MSA-1	-	-	-	-	-	-	-	-	-	-
8702 CMO Fee - MSA-2	-	-	-	-	-	-	-	-	-	-
8703 CMO Fee - MSA-3	-	-	-	-	-	-	-	-	-	-
8704 CMO Fee - MSA-4	-	-	-	-	-	-	-	-	-	-
8705 CMO Fee - MSA-5	-	-	-	-	-	-	-	-	-	-
8706 CMO Fee - MSA-6	-	-	-	-	-	-	-	-	-	-
8707 CMO Fee - MSA-7	-	-	-	-	-	-	-	-	-	-
8708 CMO Fee - MSA-8	-	-	-	-	-	-	-	-	-	-
8709 CMO Fee - MSA-SA	-	-	-	-	-	-	-	-	-	-
8712 CMO Fee - MSA-SD	-	-	-	-	-	-	-	-	-	-
8699 Other Revenue	-	-	-	-	-	-	-	-	-	-
8980 Misc Revenue (Suspense 2)	-	-	-	-	-	-	-	-	-	-

2020-21 First Interim Budget Actuals through October 31, 2020)		Year To Date					Annual Budget				
		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Actual YTD	Adopted July 1 Budget	Current Board- Adopted Budget	Proposed First Interim Budget	Current Budget vs. First Interim	Actuals as % of First Interim
MSA 5											
8999	Misc Revenue (Suspense)	-	-	444	(444)	-	-	-	-	-	-
	SUBTOTAL - Local Revenue	-	-	10,444	(444)	10,000	-	-	-	-	(10,000)

2020-21 First Interim Budget Actuals through October 31, 2020)		Year To Date					Annual Budget				
		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Actual YTD	Adopted July 1 Budget	Current Board- Adopted Budget	Proposed First Interim Budget	Current Budget vs. First Interim	Actuals as % of First Interim
MSA 5											
Fundraising & Grants											
8802	Donations - Private	-	-	-	-	-	-	-	-	-	
8803	Fundraising	-	-	-	-	-	1,867	1,867	1,867	1,867	
SUBTOTAL - Fundraising & Grants		-	-	-	-	-	1,867	1,867	1,867	1,867	
TOTAL REVENUE		53,937	198,702	673,533	220,127	1,146,299	3,655,432	3,908,817	4,245,842	337,025	2,762,518
EXPENSES											
Certificated Salaries											
1100	TeacherSalaries	42,250	52,520	89,230	90,916	274,916	1,014,416	911,187	1,090,251	179,064	636,271
1300	Cert Adminis	23,475	31,340	22,950	24,150	101,915	304,432	489,884	316,091	(173,793)	387,970
SUBTOTAL - Certificated Salaries		65,725	83,860	112,180	115,066	376,830	1,318,848	1,401,071	1,406,342	5,271	1,024,241
Classified Salaries											
2100	Instructional Aides	8,704	11,042	16,024	16,002	51,772	227,552	209,116	203,036	(6,080)	157,344
2200	Classified Support	-	-	-	-	-	-	-	-	-	-
2300	Classified Admin	-	-	-	-	-	-	-	-	-	-
2400	Clerical & Tech	6,822	13,800	14,856	14,810	50,288	122,412	134,580	134,580	-	84,292
2900	OtherClassStaff	-	-	-	-	-	-	-	-	-	-
SUBTOTAL - Classified Salaries		15,526	24,842	30,880	30,812	102,060	349,964	343,696	337,616	(6,080)	241,636
Employee Benefits											
3101	STRS-Certified	3,186	13,058	17,070	18,170	51,483	254,318	218,803	216,424	(2,379)	167,321
3102	STRS-Classified	-	-	-	-	-	79,792	-	-	-	-
3201	PERS-Cert	-	499	1,311	499	2,309	-	-	-	-	(2,309)
3202	PERS-Classified	2,386	5,142	6,358	6,373	20,260	-	62,450	53,395	(9,055)	42,190
3301	OASDI/Med-Cert	953	1,364	2,014	1,813	6,144	20,563	20,563	20,497	(66)	14,419
3302	OASDI/Med-Class	1,188	1,900	2,362	2,357	7,808	26,772	26,772	25,293	(1,479)	18,964
3401	HlthWelfareCert	1,352	18,684	21,807	29,725	71,568	213,031	221,031	238,863	17,832	149,463
3402	HlthWelfareCert	-	-	-	-	-	42,962	56,812	44,312	(12,500)	56,812
3501	UI-Certificated	-	206	-	32	238	1,418	1,418	1,414	(4)	1,180
3502	UI-Classified	-	-	-	-	-	349	349	349	-	349
3601	WorkersCmp-Cert	3,956	1,319	3,882	1,319	10,476	10,935	13,299	13,299	-	2,823
3701	Other Retirement-Cert	-	-	-	-	-	-	-	-	-	-
3901	OthBenes-Cert	-	-	-	-	-	-	-	-	-	-
3902	OthBenes-Class	-	-	-	-	-	10	10	10	-	10
SUBTOTAL - Employee Benefits		13,021	42,172	54,805	60,287	170,285	650,150	621,507	613,856	(7,651)	451,222

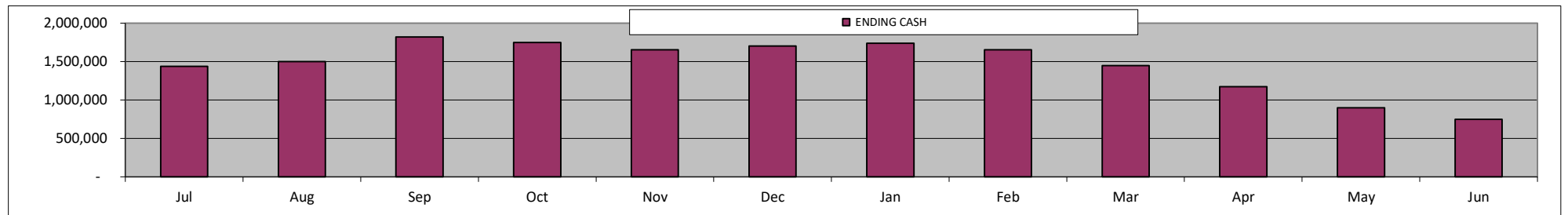
2020-21 First Interim Budget Actuals through October 31, 2020)		Year To Date					Annual Budget				
		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Actual YTD	Adopted July 1 Budget	Current Board- Adopted Budget	Proposed First Interim Budget	Current Budget vs. First Interim	Actuals as % of First Interim
MSA 5											
Books & Supplies											
4100	Text&CoreCurric	-	-	-	7,337	7,337	12,533	51,089	61,274	10,185	43,752
4200	BooksOthRefMats	-	-	-	-	-	-	-	-	-	-
4300	Ins Mats & Sups 2	-	-	-	-	-	-	-	4,530	4,530	-
4310	Ins Mats & Sups	-	-	-	-	-	19,932	18,629	23,409	4,780	18,629
4315	OthrSupplies	-	-	-	-	-	-	-	-	-	-
4320	Office Supplies	(14)	-	-	417	403	500	500	60,500	60,000	97
4325	ProfDevMat&Sups	-	-	-	-	-	-	-	-	-	-
4326	Arts&MusicSupps	-	-	-	-	-	-	-	-	-	-
4335	PE Supplies	-	-	-	-	-	-	-	-	-	-
4340	Educat Software	-	-	16,412	1,225	17,636	22,957	35,825	42,537	6,712	18,189
4345	NonInstStdntSup	-	6,094	1,700	4,008	11,802	550	20,150	49,295	29,145	8,348
4346	TeacherSupplies	-	-	-	-	-	-	-	-	-	-
4350	Cust. Supplies	-	-	-	-	-	-	-	-	-	-
4351	Yearbook	-	-	-	-	-	-	-	-	-	-
4390	Uniforms	-	-	-	-	-	-	-	-	-	-
4400	NonCapEquip-Gen	-	-	-	-	-	-	-	-	-	-
4410	ClssrmFrmEqp<5k	-	-	-	-	-	-	-	-	-	-
4430	OffceFurnEqp<5k	-	-	-	-	-	-	-	-	-	-
4440	Computers <\$5k	-	-	-	-	-	71,800	-	21,527	21,527	-
4461	Fixed Asset Susp (Imp)	-	-	-	-	-	-	-	-	-	-
4464	Equipment (Pre-Cap)	-	-	-	-	-	-	-	86,108	86,108	-
4710	Food	-	-	-	-	-	60,000	60,000	75,000	15,000	60,000
4720	Food:Other Food	-	-	-	-	-	500	-	-	-	-
4990	Prior Year Adj (Mat'ls)	-	-	-	-	-	-	-	-	-	-
4999	Misc Expenditure (Suspense)	295	(295)	-	-	-	-	-	-	-	-
SUBTOTAL - Books and Supplies		281	5,799	18,112	12,986	37,178	188,772	186,193	424,180	237,987	149,015

2020-21 First Interim Budget Actuals through October 31, 2020)		Year To Date					Annual Budget				
		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Actual YTD	Adopted July 1 Budget	Current Board- Adopted Budget	Proposed First Interim Budget	Current Budget vs. First Interim	Actuals as % of First Interim
MSA 5											
Services & Other Operating Expenses											
5101	CMO Fees	-	-	118,824	39,608	158,432	475,295	475,295	458,277	(17,018)	316,863
5205	Conference Fees	-	-	-	-	-	-	-	-	-	-
5210	MilesParkTolls	-	-	-	-	-	-	-	-	-	-
5215	TravConferences	-	-	-	-	-	-	-	-	-	-
5220	TraLodging	-	-	-	-	-	-	-	-	-	-
5300	DuesMemberships	250	-	-	-	250	7,500	7,500	7,500	-	7,250
5450	Other Insurance	7,690	2,563	-	2,563	12,816	19,000	10,210	30,756	20,546	(2,606)
5500	OpsHousekeeping	-	-	-	-	-	600	600	600	-	600
5510	Gas & Electric	-	-	-	-	-	-	-	-	-	-
5610	Rent & Leases	20,791	20,791	20,791	20,791	83,162	249,487	249,487	249,487	-	166,325
5620	EquipmentLeases	318	280	480	208	1,285	8,200	8,200	10,200	2,000	6,915
5630	Reps&MaintBldng	-	-	-	-	-	-	-	-	-	-
5800	ProfessServices	2,038	4,396	4,545	4,019	14,998	99,415	99,415	127,088	27,673	84,417
5810	Legal	-	1,503	-	-	1,503	5,000	5,000	5,000	-	3,497
5813	SchPrgAftSchool	5,328	2,664	2,664	2,664	13,320	38,823	35,020	31,961	(3,059)	21,700
5814	SchPrgAcadComps	-	-	-	-	-	-	-	-	-	-
5819	SchlProgs-Other	-	-	-	-	-	-	-	-	-	-
5820	Audit & CPA	-	-	1,500	-	1,500	8,334	8,334	8,334	-	6,834
5825	DMSBusinessSvcs	-	-	-	-	-	-	-	-	-	-
5835	Field Trips	-	-	325	(369)	(44)	4,817	4,817	4,817	-	4,861
5836	FieldTrip Trans	-	-	-	-	-	-	-	-	-	-
5840	MarkngStdtRecrt	-	-	-	-	-	-	-	-	-	-
5850	Oversight Fees	-	-	-	-	-	31,686	31,686	31,686	-	31,686
5857	Payroll Fees	1,206	1,781	1,089	1,043	5,118	10,000	13,000	13,000	-	7,882
5860	Service Fees	26	-	-	-	26	-	-	-	-	(26)
5861	Prior Year Services	-	-	-	-	-	-	-	-	-	-
5863	Prof Developmnt	-	-	-	42	42	-	-	6,538	6,538	(42)
5864	Prof Dev-Other	-	-	-	-	-	12,791	11,538	12,677	1,139	11,538
5865	Prof Dev - LLM	-	-	-	-	-	-	-	-	-	-
5869	SpEd Ctrct Inst	-	-	-	-	-	31,216	27,002	35,000	7,998	27,002
5870	Livescan	-	-	-	-	-	500	500	500	-	500
5872	SPEED Fees (incl Encroachment)	-	-	-	-	-	4,849	-	-	-	-
5875	Staff Recruiting	-	-	-	-	-	-	-	-	-	-
5884	Substitutes	-	-	-	-	-	30,000	30,000	27,000	(3,000)	30,000
5890	OthSvcsNon-Inst	-	-	-	-	-	-	-	-	-	-
5900	Communications	-	34	26	3,084	3,143	4,000	4,000	4,000	-	857
5910	Communications 2	-	-	-	-	-	-	-	-	-	-
5920	TelecomInternet	-	424	423	423	1,270	5,000	12,222	20,817	8,595	10,952
5930	PostageDelivery	-	-	-	201	201	2,000	2,000	2,000	-	1,799
5940	Technology	548	274	274	4,463	5,558	22,100	22,100	24,605	2,505	16,542
5990	Prior Year Adj (Services)	-	-	-	856	856	-	-	-	-	(856)
SUBTOTAL - Services & Other Operating Exp.		38,193	34,710	150,940	79,595	303,438	1,070,613	1,057,926	1,111,843	53,917	754,488

2020-21 First Interim Budget Actuals through October 31, 2020)		Year To Date					Annual Budget				
		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Actual YTD	Adopted July 1 Budget	Current Board- Adopted Budget	Proposed First Interim Budget	Current Budget vs. First Interim	Actuals as % of First Interim
MSA 5											
Capital Outlay & Depreciation											
6100	Site Improvement (Pre-Capitalization)	-	-	-	-	-	-	-	-	-	
6400	EquipFixed	-	-	-	-	-	-	-	-	-	
6900	Depreciation	1,521	1,521	1,521	1,521	6,085	16,279	25,279	25,279	19,194	
SUBTOTAL - Capital Outlay & Depreciation		1,521	1,521	1,521	1,521	6,085	16,279	25,279	25,279	19,194	
Other Outflows											
7299	Other Outgo (not incl. SPED Encroachment)	-	-	-	-	-	-	-	-	-	
7310	Indirect Costs	-	-	-	-	-	-	-	-	-	
7438	InterestExpense	-	-	-	-	-	-	-	-	-	
SUBTOTAL - Other Outflows		-	-	-	-	-	-	-	-	-	
TOTAL EXPENSES		134,268	192,903	368,437	300,268	995,876	3,594,626	3,635,672	3,919,116	283,444	
										2,639,796	

Monthly Update - Monthly Cash Flow (Actuals + Projections)

MSA-5	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accruals	TOTAL
	ACTUALS	ACTUALS	ACTUALS	ACTUALS	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	
BEGINNING CASH	1,478,677	1,435,374	1,500,372	1,819,723	1,746,005	1,650,078	1,699,042	1,737,945	1,652,018	1,444,259	1,171,278	898,297	748,791	
Revenue														
LCFF Entitlement	46,780	178,705	283,278	217,199	217,199	352,090	217,199	217,199	457,193	264,008	264,008	387,483	264,876	3,367,216
LCFF State Deferrals	-	-	339,447	-	9,992	9,992	134,822	9,992	(361,826)	(233,863)	(233,863)	(233,863)	1,063,414	-
Federal Revenue	-	-	-	-	-	-	9,992	9,992	9,992	9,992	9,992	9,992	27,417	571,629
Other State Revenues	7,157	19,997	40,364	3,372	27,886	27,886	27,886	27,886	27,886	27,886	27,886	27,886	11,154	305,130
Other Local Revenues	-	-	10,444	(444)	(9,778)	222	222	222	222	222	222	222	89	1,867
Total Revenue	53,937	198,702	673,533	220,127	245,299	390,190	380,128	255,299	133,467	68,245	68,245	191,720	1,366,951	4,245,842
Expenses														
Certificated Salaries	65,725	83,860	112,180	115,066	122,561	122,561	122,561	122,561	122,561	122,561	122,561	122,561	49,024	1,406,342
Classified Salaries	15,526	24,842	30,880	30,812	28,042	28,042	28,042	28,042	28,042	28,042	28,042	28,042	11,217	337,616
Benefits	13,021	42,172	54,805	60,287	52,806	52,806	52,806	52,806	52,806	52,806	52,806	52,806	21,122	613,856
Books and Supplies	281	5,799	18,112	12,986	46,072	46,072	46,072	46,072	46,072	46,072	46,072	46,072	18,429	424,180
Services and Operations	38,193	34,710	150,940	79,595	96,239	96,239	96,239	96,239	96,239	96,239	96,239	96,239	38,495	1,111,843
Depreciation / Cap Outlay	1,521	1,521	1,521	1,521	2,399	2,399	2,399	2,399	2,399	2,399	2,399	2,399	-	25,279
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	134,268	192,903	368,437	300,268	348,119	348,119	348,119	348,119	348,119	348,119	348,119	348,119	138,288	3,919,116
Other Transactions Affecting Cash														
Revenues - Prior Year Accruals	256,714	79,447	-	-	-	-	-	-	-	-	-	-	-	336,161
Accounts Receivable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Assets/Accrual Adj	-	-	(4,494)	(2,858)	-	-	-	-	-	-	-	-	-	(7,352)
Fixed Assets - Depreciation Addback	1,521	1,521	1,521	1,521	2,399	2,399	2,399	2,399	2,399	2,399	2,399	2,399	-	25,279
Fixed Assets - Acquisitions	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Due To (From)	-	-	45,578	-	-	-	-	-	-	-	-	-	-	45,578
Expenses - Prior Year Accruals	(221,208)	(21,769)	(32,844)	3,266	-	-	-	-	-	-	-	-	-	(272,555)
Accounts Payable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summer Holdback for Teachers	-	-	4,494	4,494	4,494	4,494	4,494	4,494	4,494	4,494	4,494	4,494	-	44,940
Loans Payable (Current)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Loans Payable (Long Term)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Other Transactions	37,027	59,199	14,255	6,423	6,893	6,893	6,893	6,893	6,893	6,893	6,893	6,893	6,893	172,051
Total Change in Cash	(43,303)	64,999	319,351	(73,718)	(95,927)	48,964	38,903	(85,927)	(207,759)	(272,981)	(272,981)	(149,506)		498,777
ENDING CASH	1,435,374	1,500,374	1,819,723	1,746,005	1,650,078	1,699,042	1,737,945	1,652,018	1,444,259	1,171,278	898,297	748,791	<<< = 70 days cash	



MSA-6 Executive Summary

SUMMARY OF RESULTS

This First Interim Budget update projects a budget surplus of \$171,995.

This is an increase of \$140,273 from the original Revised Budget projected surplus of \$31,722.

This will allow MSA-6 to end this fiscal year with a balance of \$1,993,116, which is 102.3% of annual expenditures.

CASH FLOW

Operating cash flow is projected to remain positive throughout this fiscal year, as shown in the attached monthly cash flow schedule.

The lowest projected ending cash balance this fiscal year is \$1,139,468, which represents 214 days of operating costs on average.

The June 30, 2020 ending cash balance this fiscal year is projected to be \$1,139,468, which represents 214 days of average operating costs.

This cash flow takes into account all intercompany loans made to date, but does not assume additional loans until approved by the Board.

SIGNIFICANT CHANGES IN REVENUE (Total change from July = increase of \$248,876, or 13.3% of Revised Budget Revenues)

LCFF Entitlement: These "Local Control Funding Formula" revenues are the primary funding source for the school.

LCFF Entitlement projected revenues are \$242,709 higher than in the Revised Budget, due to average daily attendance (ADA) decreasing by 24.5.

Federal Revenues: This consists of Title I-IV "Every Student Succeeds Act" (ESSA) funding, federal special education, and federal food programs.

Federal Revenues are projected at (\$6,238) lower than in the Revised Budget.

Other State Revenues: These are the non-LCFF state revenues such as Lottery, Facility Grant, and one-time block grants.

Other State Revenues are projected at \$1,791 higher than in the Revised Budget.

Other Local Revenues: These are the non-LCFF state revenues such as Lottery, Facility Grant, and one-time block grants.

Other Local Revenues are projected at \$0 lower than in the the Revised Budget..

SIGNIFICANT CHANGES IN EXPENSES (Total change from July = increase of \$108,603, or 5.9% of Revised Budget Expenses)

Salaries and Benefits: This includes all employee pay, plus benefits such as retirement, healthcare, Medicare, Social Security, etc.

Salaries and Benefits costs are (\$65,380) lower than in the Revised Budget, reflecting budget adjustments to address changes in enrollment and other factors.

Books & Supplies: This category includes textbooks, computers, supplies, and other instructional and non-instructional materials and equipment.

Books & Supplies costs are projected at \$147,263 higher than in the Revised Budget.

Services & Operating Expenses: These include all contracted services as well as travel, insurance, rent, legal costs, and other service-related expenses.

Services & Operating costs are projected to be (\$47,921) lower than in the Revised Budget.

Depreciation, Capital Outlay, and Other Outgo: This category includes depreciation on fixed assets and interest on long-term debt.

These costs are projected at \$0 lower than in the Revised Budget, reflecting no changes in projections.



2020-21 First Interim Budget Actuals through October 31, 2020)						Annual Budget					
MSA 6	Year To Date				Actual YTD	Adopted July 1 Budget	Current Board-		Proposed First Interim Budget	Current Budget vs. First Interim	Actuals as % of First Interim
	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals			Adopted Budget				
Projected Average Daily Attendance:						156	131	131	(25)		
SUMMARY											
Revenue											
LCFF Entitlement	22,328	79,879	126,942	94,168	323,317	1,463,870	1,347,120	1,589,829	242,709	20%	
Federal Revenue	1,584	3,167	168,108	2,111	174,970	170,788	318,868	291,173	(27,695)	60%	
Other State Revenues	5,014	10,028	6,685	6,685	28,412	223,658	189,110	222,972	33,862	13%	
Other Local Revenues	-	-	613	(613)	-	15,642	15,642	15,642	-	0%	
Total Revenue	28,926	93,074	302,348	102,351	526,699	1,873,958	1,870,740	2,119,616	248,876	25%	
Expenditures											
Certificated Salaries	45,073	51,073	70,158	59,292	225,596	866,395	829,686	779,686	(50,000)	29%	
Classified Salaries	4,669	18,218	3,422	4,055	30,364	119,808	160,553	173,408	12,855	18%	
Benefits	6,830	22,079	38,928	12,959	80,797	379,220	354,416	326,181	(28,235)	25%	
Books and Supplies	31	3,351	5,476	25,056	33,913	28,802	62,389	169,087	106,698	20%	
Services and Operating Exp.	33,619	22,045	43,251	33,458	132,372	444,273	431,974	499,260	67,286	27%	
Depreciation & Cap Outlay	-	-	-	-	-	-	-	-	-	-	
Other Outflows	-	-	-	-	-	-	-	-	-	-	
Total Expenditures	90,222	116,766	161,235	134,819	503,042	1,838,498	1,839,018	1,947,621	108,603	26%	
Net Revenues					23,656	35,460	31,722	171,995	140,273		
						Fund Balance Beginning Balance (Unaud.) 1,821,121 Net Revenues 171,995 Ending Fund Balance 1,993,116					
						Components of Fund Bal. Available For Econ. Uncert. 1,930,574 99.1% of Expenditures Restricted Balances (Est.) 40,071 2.1% of Expenditures Net Fixed Assets 22,471 1.2% of Expenditures Ending Fund Balance 1,993,116 102.3% of Expenditures					



2020-21 First Interim Budget Actuals through October 31, 2020)		Year To Date					Annual Budget				
		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Actual YTD	Adopted July 1 Budget	Current Board- Adopted Budget	Proposed First Interim Budget	Current Budget vs. First Interim	Actuals as % of First Interim
MSA 6		Jul	Aug	Sep	Oct	Actual YTD	Adopted (July 1) Budget	Current Board- Adopted Budget	Proposed First Interim Budget	Current Budget vs. First Interim	First Interim Budget Remaining
REVENUE DETAIL		Actuals	Actuals	Actuals	Actuals						
LCFF Entitlement											
8011	State Aid	-	35,776	35,776	64,397	135,949	881,384	866,667	859,263	(7,404)	730,718
8012	EPA Entitlement	-	-	61,395	-	61,395	190,183	108,317	290,445	182,128	46,922
8019	Prior Year Adjustments	-	(553)	-	-	(553)	-	-	-	-	553
8096	InLieuPropTaxes	22,328	44,656	29,771	29,771	126,526	392,303	372,136	440,121	67,985	245,610
SUBTOTAL - LCFF Entitlement		22,328	79,879	126,942	94,168	323,317	1,463,870	1,347,120	1,589,829	242,709	1,023,803
Federal Revenue											
8181	SpEd - Revenue	1,584	3,167	2,111	2,111	8,973	38,559	32,603	18,258	(14,345)	23,630
8220	SchLunchFederal	-	-	-	-	-	-	-	-	-	-
8290	All Other Federal Revenue	-	-	165,997	-	165,997	132,229	286,265	272,915	(13,350)	120,268
SUBTOTAL - Federal Revenue		1,584	3,167	168,108	2,111	174,970	170,788	318,868	291,173	(27,695)	143,898
Other State Revenue											
8311	SpEd Revenue	5,014	10,028	6,685	6,685	28,412	87,487	73,973	91,289	17,316	45,561
8520	SchoolNtrState	-	-	-	-	-	-	-	-	-	-
8550	MandCstReimburs	-	-	-	-	-	2,957	2,501	2,539	38	2,501
8560	StateLotteryRev	-	-	-	-	-	32,631	27,590	29,965	2,375	27,590
8590	AllOthStateRev	-	-	-	-	-	100,583	85,046	99,179	14,133	85,046
SUBTOTAL - Other State Revenue		5,014	10,028	6,685	6,685	28,412	223,658	189,110	222,972	33,862	160,698
Local Revenue											
8600	Other Local Rev	-	-	-	-	-	-	-	-	-	-
8634	StudentLunchFee	-	-	-	-	-	-	-	-	-	-
8650	Leases & Rentals	-	-	-	-	-	-	-	-	-	-
8660	Interest	-	-	-	-	-	-	-	-	-	-
8690	Prior Year Adj (Local1)	-	-	-	-	-	-	-	-	-	-
8695	Prior Year Adj (Local2)	-	-	-	-	-	-	-	-	-	-
8698	OthRev-Suspense	-	-	-	-	-	-	-	-	-	-
8701	CMO Fee - MSA-1	-	-	-	-	-	-	-	-	-	-
8702	CMO Fee - MSA-2	-	-	-	-	-	-	-	-	-	-
8703	CMO Fee - MSA-3	-	-	-	-	-	-	-	-	-	-
8704	CMO Fee - MSA-4	-	-	-	-	-	-	-	-	-	-
8705	CMO Fee - MSA-5	-	-	-	-	-	-	-	-	-	-
8706	CMO Fee - MSA-6	-	-	-	-	-	-	-	-	-	-
8707	CMO Fee - MSA-7	-	-	-	-	-	-	-	-	-	-
8708	CMO Fee - MSA-8	-	-	-	-	-	-	-	-	-	-
8709	CMO Fee - MSA-SA	-	-	-	-	-	-	-	-	-	-
8712	CMO Fee - MSA-SD	-	-	-	-	-	-	-	-	-	-
8699	Other Revenue	-	-	-	-	-	-	-	-	-	-
8980	Misc Revenue (Suspense 2)	-	-	-	-	-	-	-	-	-	-
8999	Misc Revenue (Suspense)	-	-	613	(613)	-	-	-	-	-	-

2020-21 First Interim Budget Actuals through October 31, 2020)		Year To Date					Annual Budget				
MSA 6		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Actual YTD	Adopted July 1	Current Board-	Proposed First	Current	Actuals as % of
							Budget	Adopted Budget	Interim Budget	Budget vs. First Interim	First Interim
SUBTOTAL - Local Revenue		-	-	613	(613)	-	-	-	-	-	-

2020-21 First Interim Budget Actuals through October 31, 2020)		Year To Date					Annual Budget				
		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Actual YTD	Adopted July 1 Budget	Current Board- Adopted Budget	Proposed First Interim Budget	Current Budget vs. First Interim	Actuals as % of First Interim
MSA 6											
Fundraising & Grants											
8802	Donations - Private	-	-	-	-	-	-	-	-	-	-
8803	Fundraising	-	-	-	-	-	15,642	15,642	15,642	-	15,642
SUBTOTAL - Fundraising & Grants		-	-	-	-	-	15,642	15,642	15,642	-	15,642
TOTAL REVENUE		28,926	93,074	302,348	102,351	526,699	1,873,958	1,870,740	2,119,616	248,876	1,344,041
EXPENSES											
Certificated Salaries											
1100	TeacherSalaries	27,267	26,025	49,919	39,280	142,491	663,897	627,838	577,838	(50,000)	485,347
1300	Cert Adminis	17,806	25,048	20,239	20,012	83,105	202,498	201,848	201,848	-	118,743
SUBTOTAL - Certificated Salaries		45,073	51,073	70,158	59,292	225,596	866,395	829,686	779,686	(50,000)	604,090
Classified Salaries											
2100	Instructional Aides	919	-	-	491	1,410	68,640	62,785	75,640	12,855	61,375
2200	Classified Support	-	-	-	-	-	-	41,600	41,600	-	41,600
2300	Classified Admin	-	-	-	-	-	-	-	-	-	-
2400	Clerical & Tech	3,750	18,218	3,422	3,564	28,954	51,168	56,168	56,168	-	27,214
2900	OtherClassStaff	-	-	-	-	-	-	-	-	-	-
SUBTOTAL - Classified Salaries		4,669	18,218	3,422	4,055	30,364	119,808	160,553	173,408	12,855	130,189
Employee Benefits											
3101	STRS-Certified	1,747	7,496	9,480	8,848	27,571	134,883	124,854	123,820	(1,034)	97,283
3102	STRS-Classified	606	1,211	-	-	1,817	-	-	-	-	(1,817)
3201	PERS-Cert	467	933	933	933	3,266	-	-	-	-	(3,266)
3202	PERS-Classified	190	619	689	690	2,189	48,201	34,630	34,446	(184)	32,441
3301	OASDI/Med-Cert	793	1,017	1,231	1,134	4,175	11,024	11,824	10,388	(1,436)	7,649
3302	OASDI/Med-Class	125	450	262	310	1,146	18,637	12,773	13,427	654	11,627
3401	HlthWelfareCert	569	9,468	25,555	265	35,857	85,391	101,391	85,391	(16,000)	65,534
3402	HlthWelfareCert	-	-	-	-	-	80,083	56,083	45,959	(10,124)	56,083
3501	UI-Certificated	-	107	-	-	107	730	730	716	(14)	623
3502	UI-Classified	-	-	-	-	-	271	271	174	(97)	271
3601	WorkersCmp-Cert	2,334	778	778	778	4,668	-	11,860	11,860	-	7,192
3701	Other Retirement-Cert	-	-	-	-	-	-	-	-	-	-
3901	OthBenes-Cert	-	-	-	-	-	-	-	-	-	-
3902	OthBenes-Class	-	-	-	-	-	-	-	-	-	-
SUBTOTAL - Employee Benefits		6,830	22,079	38,928	12,959	80,797	379,220	354,416	326,181	(28,235)	273,619

2020-21 First Interim Budget Actuals through October 31, 2020)		Year To Date					Annual Budget				
		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Actual YTD	Adopted July 1 Budget	Current Board- Adopted Budget	Proposed First Interim Budget	Current Budget vs. First Interim	Actuals as % of First Interim
MSA 6											
Books & Supplies											
4100	Text&CoreCurric	-	-	-	285	285	6,550	5,538	7,378	1,840	5,253
4200	BooksOthRefMats	-	-	-	-	-	-	-	-	-	-
4300	Ins Mats & Sups 2	-	-	-	-	-	-	-	19,980	19,980	-
4310	Ins Mats & Sups	-	492	-	-	492	8,475	12,462	13,443	981	11,970
4315	OthrSupplies	-	-	-	-	-	-	-	-	-	-
4320	Office Supplies	31	50	25	27	134	-	-	-	-	(134)
4325	ProfDevMat&Sups	-	-	-	-	-	-	-	-	-	-
4326	Arts&MusicSupps	-	-	-	-	-	-	-	-	-	-
4335	PE Supplies	-	-	-	-	-	-	-	-	-	-
4340	Educat Software	-	-	4,727	17,000	21,727	25,777	22,807	21,898	(909)	1,080
4345	NonInstStdntSup	-	2,808	723	6,639	10,170	1,500	18,729	43,729	25,000	8,559
4346	TeacherSupplies	-	-	-	-	-	-	-	-	-	-
4350	Cust. Supplies	-	-	-	-	-	-	-	-	-	-
4351	Yearbook	-	-	-	-	-	-	-	-	-	-
4390	Uniforms	-	-	-	-	-	-	-	-	-	-
4400	NonCapEquip-Gen	-	-	-	-	-	-	-	-	-	-
4410	ClssrmFrnEqp<5k	-	-	-	-	-	-	-	-	-	-
4430	OffceFurnEqp<5k	-	-	-	-	-	-	-	-	-	-
4440	Computers <\$5k	-	-	-	-	-	(14,000)	-	-	-	-
4461	Fixed Asset Susp (Imp)	-	-	-	-	-	-	-	-	-	-
4464	Equipment (Pre-Cap)	-	-	-	-	-	-	-	59,805	59,805	-
4710	Food	-	-	-	-	-	-	-	-	-	-
4720	Food:Other Food	-	-	-	1,105	1,105	500	2,853	2,853	-	1,748
4990	Prior Year Adj (Mat'ls)	-	-	-	-	-	-	-	-	-	-
4999	Misc Expenditure (Suspense)	-	-	-	-	-	-	-	-	-	-
SUBTOTAL - Books and Supplies		31	3,351	5,476	25,056	33,913	28,802	62,389	169,087	106,698	28,476

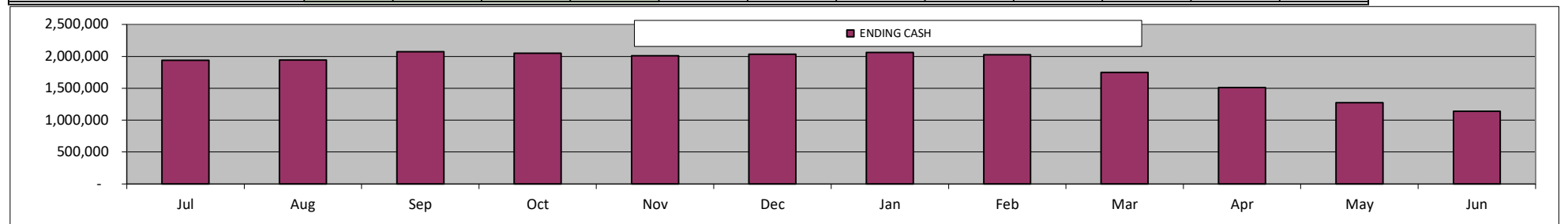
2020-21 First Interim Budget Actuals through October 31, 2020)		Year To Date					Annual Budget				
		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Actual YTD	Adopted July 1 Budget	Current Board- Adopted Budget	Proposed First Interim Budget	Current Budget vs. First Interim	Actuals as % of First Interim
MSA 6											
Services & Other Operating Expenses											
5101	CMO Fees	-	-	9,412	3,137	12,549	34,028	37,648	37,648	-	25,099
5205	Conference Fees	-	-	-	-	-	-	-	-	-	-
5210	MilesParkTolls	-	-	-	-	-	-	-	-	-	-
5215	TravConferences	-	-	-	-	-	-	-	-	-	-
5220	TraLodging	-	-	-	-	-	-	-	-	-	-
5300	DuesMemberships	-	-	-	-	-	-	-	-	-	-
5450	Other Insurance	7,486	2,495	2,495	2,495	14,971	22,000	11,000	11,000	-	(3,971)
5500	OpsHousekeeping	-	-	-	2,714	2,714	-	-	-	-	(2,714)
5510	Gas & Electric	309	347	578	758	1,992	-	-	-	-	(1,992)
5610	Rent & Leases	20,250	10,750	11,350	10,750	53,100	131,076	131,076	133,847	2,771	77,976
5620	EquipmentLeases	495	990	247	247	1,980	1,200	4,800	5,800	1,000	2,820
5630	Reps&MaintBldng	-	-	-	-	-	-	-	-	-	-
5800	ProfessServices	1,363	1,542	6,564	4,915	14,384	115,031	80,614	105,747	25,133	66,230
5810	Legal	-	-	-	338	338	-	2,500	10,000	7,500	2,162
5813	SchPrgAftSchool	-	-	-	-	-	-	-	-	-	-
5814	SchPrgAcadComps	-	-	-	-	-	-	-	-	-	-
5819	SchlProgs-Other	-	-	-	-	-	-	-	1,642	1,642	-
5820	Audit & CPA	-	-	-	-	-	-	-	5,000	5,000	-
5825	DMSBusiness Svcs	-	-	-	-	-	-	-	-	-	-
5835	Field Trips	-	-	-	-	-	-	9,302	9,302	-	9,302
5836	FieldTrip Trans	-	-	-	-	-	-	-	-	-	-
5840	MarkngStdtRecrt	-	-	-	-	-	-	-	-	-	-
5850	Oversight Fees	800	1,534	1,067	1,067	4,468	-	13,398	13,398	-	8,930
5857	Payroll Fees	808	810	704	663	2,985	10,000	9,000	9,000	-	6,015
5860	Service Fees	-	-	-	(613)	(613)	-	-	-	-	613
5861	Prior Year Services	-	-	-	-	-	-	-	-	-	-
5863	Prof Developmnt	-	-	3,499	-	3,499	-	6,227	9,382	3,155	2,728
5864	Prof Dev-Other	-	-	-	-	-	11,598	17,200	15,000	(2,200)	17,200
5865	Prof Dev - LLM	-	-	-	-	-	-	-	-	-	-
5869	SpEd Ctrct Inst	-	-	186	897	1,083	70,490	41,423	38,078	(3,345)	40,340
5870	Livescan	-	-	-	-	-	500	500	500	-	500
5872	SPED Fees (incl Encroachment)	1,320	3,061	1,760	1,760	7,901	-	10,657	10,657	-	2,756
5875	Staff Recruiting	-	-	-	-	-	-	-	-	-	-
5884	Substitutes	-	-	-	-	-	27,000	7,079	27,000	19,921	7,079
5890	OthSvcsNon-Inst	-	-	-	-	-	-	1,000	6,000	5,000	1,000
5900	Communications	-	-	-	1,120	1,120	-	1,000	1,000	-	(120)
5910	Communications 2	-	-	-	-	-	-	-	-	-	-
5920	TelecomInternet	241	241	241	242	965	-	21,000	22,700	1,700	20,035
5930	PostageDelivery	-	-	-	-	-	1,000	1,000	3,000	2,000	1,000
5940	Technology	548	274	5,147	2,809	8,778	20,350	25,550	23,559	(1,991)	16,772
5990	Prior Year Adj (Services)	-	-	-	158	158	-	-	-	-	(158)
SUBTOTAL - Services & Other Operating Exp.		33,619	22,045	43,251	33,458	132,372	444,273	431,974	499,260	67,286	299,602

2020-21 First Interim Budget Actuals through October 31, 2020)		Year To Date					Annual Budget				
		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Actual YTD	Adopted July 1 Budget	Current Board- Adopted Budget	Proposed First Interim Budget	Current Budget vs. First Interim	Actuals as % of First Interim
MSA 6											
Capital Outlay & Depreciation											
6100	Site Improvement (Pre-Capitalization)	-	-	-	-	-	-	-	-	-	-
6400	EquipFixed	-	-	-	-	-	-	-	-	-	-
6900	Depreciation	-	-	-	-	-	-	-	-	-	-
SUBTOTAL - Capital Outlay & Depreciation		-	-	-	-	-	-	-	-	-	-
Other Outflows											
7299	Other Outgo (not incl. SPED Encroachment)	-	-	-	-	-	-	-	-	-	-
7310	Indirect Costs	-	-	-	-	-	-	-	-	-	-
7438	InterestExpense	-	-	-	-	-	-	-	-	-	-
SUBTOTAL - Other Outflows		-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES		90,222	116,766	161,235	134,819	503,042	1,838,498	1,839,018	1,947,621	108,603	1,335,976

Monthly Update - Monthly Cash Flow (Actuals + Projections)

MSA-6	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accruals	TOTAL
	ACTUALS	ACTUALS	ACTUALS	ACTUALS	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	
BEGINNING CASH	2,017,339	1,938,663	1,941,743	2,074,881	2,048,638	2,011,677	2,036,110	2,062,032	2,025,071	1,751,493	1,512,065	1,272,636	1,139,468	
Revenue														
LCFF Entitlement	22,328	79,879	126,942	94,168	94,168	155,563	94,168	94,168	219,377	125,564	125,564	231,824	126,117	1,589,829
LCFF State Deferrals									(361,826)	(233,863)	(233,863)	(233,863)	1,063,414	-
Federal Revenue	1,584	3,167	168,108	2,111	7,457	7,457	70,340	7,457	7,457	7,457	7,457	7,457	(6,335)	291,173
Other State Revenues	5,014	10,028	6,685	6,685	23,162	23,162	23,162	23,162	23,162	23,162	23,162	23,162	9,265	222,972
Other Local Revenues	-	-	613	(613)	1,862	1,862	1,862	1,862	1,862	1,862	1,862	1,862	745	15,642
Total Revenue	28,926	93,074	302,348	102,351	126,649	188,044	189,532	126,649	(109,967)	(75,818)	(75,818)	30,442	1,193,206	2,119,616
Expenses														
Certificated Salaries	45,073	51,073	70,158	59,292	65,963	65,963	65,963	65,963	65,963	65,963	65,963	65,963	26,385	779,686
Classified Salaries	4,669	18,218	3,422	4,055	17,029	17,029	17,029	17,029	17,029	17,029	17,029	17,029	6,812	173,408
Benefits	6,830	22,079	38,928	12,959	29,212	29,212	29,212	29,212	29,212	29,212	29,212	29,212	11,685	326,181
Books and Supplies	31	3,351	5,476	25,056	16,092	16,092	16,092	16,092	16,092	16,092	16,092	16,092	6,437	169,087
Services and Operations	33,619	22,045	43,251	33,458	43,677	43,677	43,677	43,677	43,677	43,677	43,677	43,677	17,471	499,260
Depreciation / Cap Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	90,222	116,766	161,235	134,819	171,974	171,974	171,974	171,974	171,974	171,974	171,974	171,974	68,789	1,947,621
Other Transactions Affecting Cash														
Revenues - Prior Year Accruals	70,538	38,843		5,403										114,784
Accounts Receivable - Current Year														-
Other Assets/Accrual Adj		2,552	(11,343)	(2,840)										(11,631)
Fixed Assets - Depreciation Addback	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fixed Assets - Acquisitions														-
Due To (From)				7,021	7,021	7,021	7,021	7,021	7,021	7,021	7,021	7,021		63,193
Expenses - Prior Year Accruals	(87,918)	(14,622)	2,025	(4,701)										(105,216)
Accounts Payable - Current Year														-
Summer Holdback for Teachers	-	-	1,342	1,342	1,342	1,342	1,342	1,342	1,342	1,342	1,342	1,342		13,420
Loans Payable (Current)														-
Loans Payable (Long Term)														-
Total Other Transactions	(17,380)	26,773	(7,976)	6,225	8,363	8,363	8,363	8,363	8,363	8,363	8,363	8,363		74,550
Total Change in Cash	(78,676)	3,081	133,138	(26,243)	(36,961)	24,434	25,922	(36,961)	(273,578)	(239,428)	(239,428)	(133,168)		246,545

ENDING CASH 1,938,663 1,941,743 2,074,881 2,048,638 2,011,677 2,036,110 2,062,032 2,025,071 1,751,493 1,512,065 1,272,636 1,139,468 <<< = 214 days cash



MSA-7 Executive Summary

SUMMARY OF RESULTS

This First Interim Budget update projects a budget surplus of \$75,235.

This is an decrease of (\$98,684) from the original Revised Budget projected surplus of \$173,919.

This will allow MSA-7 to end this fiscal year with a balance of \$1,864,082, which is 46.0% of annual expenditures.

CASH FLOW

Operating cash flow is projected to remain positive throughout this fiscal year, as shown in the attached monthly cash flow schedule.

The lowest projected ending cash balance this fiscal year is \$708,784, which represents 64 days of operating costs on average.

The June 30, 2020 ending cash balance this fiscal year is projected to be \$708,784, which represents 64 days of average operating costs.

This cash flow takes into account all intercompany loans made to date, but does not assume additional loans until approved by the Board.

SIGNIFICANT CHANGES IN REVENUE (Total change from July = increase of \$3,957, or 0.1% of Revised Budget Revenues)

LCFF Entitlement: These "Local Control Funding Formula" revenues are the primary funding source for the school.

LCFF Entitlement projected revenues are (\$0) lower than in the Revised Budget, due to average daily attendance (ADA) decreasing by 0.89.

Federal Revenues: This consists of Title I-IV "Every Student Succeeds Act" (ESSA) funding, federal special education, and federal food programs.

Federal Revenues are projected at (\$6,238) lower than in the Revised Budget.

Other State Revenues: These are the non-LCFF state revenues such as Lottery, Facility Grant, and one-time block grants.

Other State Revenues are projected at \$1,791 higher than in the Revised Budget.

Other Local Revenues: These are the non-LCFF state revenues such as Lottery, Facility Grant, and one-time block grants.

Other Local Revenues are projected at \$0 lower than in the the Revised Budget..

SIGNIFICANT CHANGES IN EXPENSES (Total change from July = increase of \$102,640, or 2.6% of Revised Budget Expenses)

Salaries and Benefits: This includes all employee pay, plus benefits such as retirement, healthcare, Medicare, Social Security, etc.

Salaries and Benefits costs are (\$852) lower than in the Revised Budget, reflecting budget adjustments to address changes in enrollment and other factors.

Books & Supplies: This category includes textbooks, computers, supplies, and other instructional and non-instructional materials and equipment.

Books & Supplies costs are projected at \$147,263 higher than in the Revised Budget.

Services & Operating Expenses: These include all contracted services as well as travel, insurance, rent, legal costs, and other service-related expenses.

Services & Operating costs are projected to be (\$47,921) lower than in the Revised Budget.

Depreciation, Capital Outlay, and Other Outgo: This category includes depreciation on fixed assets and interest on long-term debt.

These costs are projected at \$0 lower than in the Revised Budget, reflecting updated depreciation and capital outlay projections.



2020-21 First Interim Budget Actuals through October 31, 2020)		Year To Date				Annual Budget				
MSA 7	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Actual YTD	Adopted July 1	Current Board-	Proposed First	Current	Actuals as % of
						Budget	Adopted Budget	Interim Budget	Budget vs. First Interim	First Interim
Projected Average Daily Attendance:						280	279	279	(1)	
SUMMARY										
Revenue										
LCFF Entitlement	48,550	176,649	274,767	209,993	709,959	2,756,382	2,988,643	2,988,643	(0)	24%
Federal Revenue	3,443	6,886	275,555	4,591	290,475	234,924	504,011	501,443	(2,568)	58%
Other State Revenues	10,902	21,804	39,596	14,536	86,838	596,814	619,037	625,562	6,525	14%
Other Local Revenues	700	-	1,256	(1,150)	806	15,756	15,756	15,756	-	5%
Total Revenue	63,595	205,339	591,174	227,970	1,088,079	3,603,876	4,127,447	4,131,404	3,957	26%
Expenditures										
Certificated Salaries	74,443	67,786	104,611	106,688	353,528	1,203,556	1,318,730	1,321,046	2,316	27%
Classified Salaries	6,121	16,078	30,638	34,450	87,288	390,188	411,862	420,975	9,113	21%
Benefits	10,620	32,015	44,836	49,208	136,678	593,958	584,821	572,539	(12,282)	24%
Books and Supplies	60	8,077	17,445	20,571	46,154	83,560	174,560	293,790	119,230	16%
Services and Operating Exp.	100,681	67,942	186,640	117,684	472,947	1,196,116	1,451,556	1,435,819	(15,737)	33%
Depreciation & Cap Outlay	-	-	-	-	-	30,000	12,000	12,000	-	0%
Other Outflows	-	-	-	-	-	-	-	-	-	-
Total Expenditures	191,925	191,898	384,171	328,601	1,096,595	3,497,378	3,953,528	4,056,169	102,640	27%
Net Revenues					(8,516)	106,498	173,919	75,235	(98,684)	
						Fund Balance Beginning Balance (Unaud.) 1,788,847 Net Revenues 75,235 Ending Fund Balance 1,864,082				
						Components of Fund Bal. Available For Econ. Uncert. 1,695,464 41.8% of Expenditures Restricted Balances (Est.) 21,838 0.5% of Expenditures Net Fixed Assets 146,781 3.6% of Expenditures Ending Fund Balance 1,864,082 46.0% of Expenditures				



2020-21 First Interim Budget Actuals through October 31, 2020)					Annual Budget					
MSA 7	Year To Date				Actual YTD	Adopted July 1 Budget	Current Board- Adopted Budget	Proposed First Interim Budget	Current Budget vs. First Interim	Actuals as % of First Interim
	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals						

REVENUE DETAIL

LCFF Entitlement

	Jul	Aug	Sep	Oct	Actual YTD	Adopted (July 1) Budget	Current Board-Adopted Budget	Proposed First Interim Budget	Current Budget vs. First Interim	First Interim Budget Remaining
	Actuals	Actuals	Actuals	Actuals						
8011 State Aid	-	80,700	80,700	145,260	306,660	1,688,115	1,951,303	1,662,147	(289,156)	1,644,643
8012 EPA Entitlement	-	-	129,334	-	129,334	341,394	228,181	517,337	289,156	98,847
8019 Prior Year Adjustments	-	(1,150)	-	-	(1,150)	-	-	-	-	1,150
8096 InLieuPropTaxes	48,550	97,099	64,733	64,733	275,115	726,873	809,159	809,159	-	534,044
SUBTOTAL - LCFF Entitlement	48,550	176,649	274,767	209,993	709,959	2,756,382	2,988,643	2,988,643	(0)	2,278,684

Federal Revenue

8181 SpEd - Revenue	3,443	6,886	4,591	4,591	19,511	57,353	57,353	57,353	-	37,842
8220 SchLunchFederal	-	-	-	-	-	-	-	-	-	-
8290 All Other Federal Revenue	-	-	270,964	-	270,964	177,571	446,658	444,090	(2,568)	175,694
SUBTOTAL - Federal Revenue	3,443	6,886	275,555	4,591	290,475	234,924	504,011	501,443	(2,568)	213,536

Other State Revenue

8311 SpEd Revenue	10,902	21,804	14,536	14,536	61,778	170,125	168,808	167,834	(974)	107,030
8520 SchoolNutrState	-	-	-	-	-	-	-	-	-	-
8550 MandCstReimburs	-	-	-	-	-	4,619	4,619	4,668	49	4,619
8560 StateLotteryRev	-	-	-	-	-	60,237	60,237	55,091	(5,146)	60,237
8590 AllOthStateRev	-	-	25,060	-	25,060	361,833	385,373	397,969	12,596	360,313
SUBTOTAL - Other State Revenue	10,902	21,804	39,596	14,536	86,838	596,814	619,037	625,562	6,525	532,199

Local Revenue

8600 Other Local Rev	-	-	-	-	-	-	-	-	-	-
8634 StudentLunchFee	-	-	-	-	-	-	-	-	-	-
8650 Leases & Rentals	-	-	-	-	-	-	-	-	-	-
8660 Interest	-	-	-	-	-	-	-	-	-	-
8690 Prior Year Adj (Local1)	-	-	-	-	-	-	-	-	-	-
8695 Prior Year Adj (Local2)	-	-	-	-	-	-	-	-	-	-
8698 OthRev-Suspense	-	-	-	-	-	-	-	-	-	-
8701 CMO Fee - MSA-1	-	-	-	-	-	-	-	-	-	-
8702 CMO Fee - MSA-2	-	-	-	-	-	-	-	-	-	-
8703 CMO Fee - MSA-3	-	-	-	-	-	-	-	-	-	-
8704 CMO Fee - MSA-4	-	-	-	-	-	-	-	-	-	-
8705 CMO Fee - MSA-5	-	-	-	-	-	-	-	-	-	-
8706 CMO Fee - MSA-6	-	-	-	-	-	-	-	-	-	-
8707 CMO Fee - MSA-7	-	-	-	-	-	-	-	-	-	-
8708 CMO Fee - MSA-8	-	-	-	-	-	-	-	-	-	-
8709 CMO Fee - MSA-SA	-	-	-	-	-	-	-	-	-	-
8712 CMO Fee - MSA-SD	-	-	-	-	-	-	-	-	-	-
8699 Other Revenue	-	-	766	-	766	-	-	-	-	(766)
8980 Misc Revenue (Suspense 2)	-	-	-	-	-	-	-	-	-	-

2020-21 First Interim Budget Actuals through October 31, 2020)		Year To Date					Annual Budget				
		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Actual YTD	Adopted July 1 Budget	Current Board- Adopted Budget	Proposed First Interim Budget	Current Budget vs. First Interim	Actuals as % of First Interim
MSA 7											
8999	Misc Revenue (Suspense)	700	-	470	(1,170)	-	-	-	-	-	
	SUBTOTAL - Local Revenue	700	-	1,236	(1,170)	766	-	-	-	(766)	

2020-21 First Interim Budget Actuals through October 31, 2020)		Year To Date					Annual Budget				
		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Actual YTD	Adopted July 1 Budget	Current Board- Adopted Budget	Proposed First Interim Budget	Current Budget vs. First Interim	Actuals as % of First Interim
MSA 7											
Fundraising & Grants											
8802	Donations - Private	-	-	-	-	-	2,000	2,000	2,000	-	2,000
8803	Fundraising	-	-	20	20	40	13,756	13,756	13,756	-	13,716
SUBTOTAL - Fundraising & Grants		-	-	20	20	40	15,756	15,756	15,756	-	15,716
TOTAL REVENUE		63,595	205,339	591,174	227,970	1,088,079	3,603,876	4,127,447	4,131,404	3,957	3,039,368
EXPENSES											
Certificated Salaries											
1100	TeacherSalaries	66,536	59,972	96,797	98,874	322,179	1,017,220	1,114,656	1,104,373	(10,283)	792,477
1300	Cert Adminis	7,907	7,814	7,814	7,814	31,349	186,336	204,074	216,674	12,600	172,725
SUBTOTAL - Certificated Salaries		74,443	67,786	104,611	106,688	353,528	1,203,556	1,318,730	1,321,046	2,316	965,202

2020-21 First Interim Budget Actuals through October 31, 2020)		Year To Date					Annual Budget				
		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Actual YTD	Adopted July 1 Budget	Current Board- Adopted Budget	Proposed First Interim Budget	Current Budget vs. First Interim	Actuals as % of First Interim
MSA 7											
Classified Salaries											
2100	Instructional Aides	680	4,695	16,843	20,101	42,319	286,400	258,206	262,546	4,340	215,887
2200	Classified Support	1,504	3,106	5,144	6,452	16,206	(63)	48,275	64,467	16,192	32,069
2300	Classified Admin	-	-	-	-	-	-	-	-	-	-
2400	Clerical & Tech	3,938	8,277	8,652	7,896	28,762	103,851	105,381	93,962	(11,419)	76,619
2900	OtherClassStaff	-	-	-	-	-	-	-	-	-	-
SUBTOTAL - Classified Salaries		6,121	16,078	30,638	34,450	87,288	390,188	411,862	420,975	9,113	324,574
Employee Benefits											
3101	STRS-Certified	2,320	10,923	15,772	17,206	46,222	195,181	198,325	204,790	6,465	152,103
3102	STRS-Classified	-	-	-	-	-	-	-	-	-	-
3201	PERS-Cert	-	-	-	-	-	-	-	-	-	-
3202	PERS-Classified	1,267	3,297	6,137	6,684	17,385	103,530	85,115	85,693	578	67,731
3301	OASDI/Med-Cert	1,079	982	1,417	1,545	5,024	16,012	18,844	19,257	413	13,820
3302	OASDI/Med-Class	468	1,230	2,297	2,635	6,631	35,425	31,456	31,669	214	24,825
3401	HlthWelfareCert	1,363	14,002	17,839	19,732	52,935	194,327	195,577	175,176	(20,401)	142,642
3402	HlthWelfareCert	-	-	-	-	-	33,943	33,943	33,943	-	33,943
3501	UI-Certificated	-	207	-	32	239	1,105	1,126	1,575	449	887
3502	UI-Classified	-	-	-	-	-	435	435	435	-	435
3601	WorkersCmp-Cert	4,122	1,374	1,374	1,374	8,244	14,000	20,000	20,000	-	11,756
3701	Other Retirement-Cert	-	-	-	-	-	-	-	-	-	-
3901	OthBenes-Cert	-	-	-	-	-	-	-	-	-	-
3902	OthBenes-Class	-	-	-	-	-	-	-	-	-	-
SUBTOTAL - Employee Benefits		10,620	32,015	44,836	49,208	136,678	593,958	584,821	572,539	(12,282)	448,142

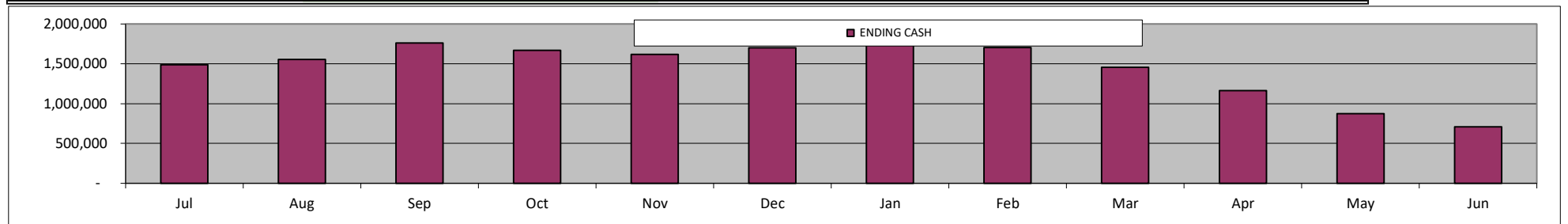
2020-21 First Interim Budget Actuals through October 31, 2020)		Year To Date				Annual Budget					
		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Actual YTD	Adopted July 1 Budget	Current Board- Adopted Budget	Proposed First Interim Budget	Current Budget vs. First Interim	Actuals as % of First Interim
MSA 7											
Books & Supplies											
4100	Text&CoreCurric	-	-	-	9,028	9,028	13,000	18,000	23,966	5,966	8,972
4200	BooksOthRefMats	-	-	-	-	-	-	-	2,145	2,145	-
4300	Ins Mats & Sups 2	-	-	-	-	-	-	-	-	-	-
4310	Ins Mats & Sups	-	(114)	716	-	601	16,044	16,044	18,599	2,555	15,443
4315	OthrSupplies	-	-	-	-	-	-	-	-	-	-
4320	Office Supplies	60	60	60	520	701	1,000	10,000	10,000	-	9,299
4325	ProfDevMat&Sups	-	-	-	-	-	-	-	-	-	-
4326	Arts&MusicSupps	-	-	-	-	-	-	1,000	1,000	-	1,000
4335	PE Supplies	-	-	1,081	-	1,081	-	1,000	1,000	-	(81)
4340	Educat Software	-	-	7,580	923	8,503	26,629	34,629	40,129	5,500	26,126
4345	NonInstStdntSup	-	8,131	2,148	8,847	19,126	4,718	55,631	94,211	38,580	36,505
4346	TeacherSupplies	-	-	-	178	178	-	3,000	3,000	-	2,822
4350	Cust. Supplies	-	-	15	509	524	-	8,000	8,000	-	7,476
4351	Yearbook	-	-	-	-	-	1,256	1,256	1,256	-	1,256
4390	Uniforms	-	-	-	-	-	-	-	-	-	-
4400	NonCapEquip-Gen	-	-	-	-	-	-	1,000	1,000	-	1,000
4410	ClssrmFrmEqp<5k	-	-	-	-	-	-	500	500	-	500
4430	OffceFurnEqp<5k	-	-	-	-	-	2,000	4,000	4,000	-	4,000
4440	Computers <\$5k	-	-	-	-	-	18,913	5,000	10,246	5,246	5,000
4461	Fixed Asset Susp (Imp)	-	-	-	-	-	-	-	-	-	-
4464	Equipment (Pre-Cap)	-	-	5,845	-	5,845	-	-	59,238	59,238	(5,845)
4710	Food	-	-	-	-	-	-	500	500	-	500
4720	Food:Other Food	-	-	-	-	-	-	15,000	15,000	-	15,000
4990	Prior Year Adj (Mat'ls)	-	-	-	-	-	-	-	-	-	-
4999	Misc Expenditure (Suspense)	-	-	-	566	566	-	-	-	-	(566)
SUBTOTAL - Books and Supplies		60	8,077	17,445	20,571	46,154	83,560	174,560	293,790	119,230	128,406

2020-21 First Interim Budget Actuals through October 31, 2020)		Year To Date					Annual Budget				
		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Actual YTD	Adopted July 1 Budget	Current Board- Adopted Budget	Proposed First Interim Budget	Current Budget vs. First Interim	Actuals as % of First Interim
MSA 7											
Services & Other Operating Expenses											
5101	CMO Fees	-	-	107,566	35,855	143,421	386,688	430,263	440,684	10,421	286,842
5205	Conference Fees	-	-	-	-	-	-	1,000	1,000	-	1,000
5210	MilesParkTolls	-	-	-	-	-	-	3,000	3,000	-	3,000
5215	TravConferences	-	-	-	-	-	-	-	-	-	-
5220	TraLodging	-	-	-	-	-	-	1,000	1,000	-	1,000
5300	DuesMemberships	-	40	800	784	1,624	500	5,500	5,500	-	3,876
5450	Other Insurance	7,709	2,570	2,570	2,570	15,419	23,000	32,939	32,939	-	17,520
5500	OpsHousekeeping	-	109	1,120	1,685	2,915	3,600	10,600	10,600	-	7,685
5510	Gas & Electric	3,958	5,467	3,488	2,693	15,605	45,000	35,700	34,000	(1,700)	20,095
5610	Rent & Leases	48,554	24,609	24,609	24,609	122,381	276,000	274,480	274,954	474	152,099
5620	EquipmentLeases	740	528	370	876	2,514	3,000	11,000	11,000	-	8,486
5630	Reps&MaintBldng	110	-	(4,296)	3,365	(821)	1,000	36,673	36,673	-	37,494
5800	ProfessServices	2,413	5,145	19,440	12,208	39,205	22,787	92,900	101,420	8,520	53,695
5810	Legal	-	-	-	-	-	3,000	8,300	10,000	1,700	8,300
5813	SchPrgAftSchool	29,570	14,785	14,785	14,785	73,926	165,438	166,438	177,559	11,121	92,512
5814	SchPrgAcadComps	-	-	-	-	-	-	-	-	-	-
5819	SchIProgs-Other	-	-	-	-	-	3,000	3,000	3,000	-	3,000
5820	Audit & CPA	-	-	1,500	-	1,500	-	10,000	10,000	-	8,500
5825	DMSBusiness Svcs	-	-	-	-	-	-	-	-	-	-
5835	Field Trips	-	-	-	-	-	8,000	8,000	8,000	-	8,000
5836	FieldTrip Trans	-	-	-	-	-	-	-	-	-	-
5840	MarkngStdtRecrt	-	-	-	-	-	-	5,000	5,000	-	5,000
5850	Oversight Fees	1,764	3,257	2,352	2,352	9,725	27,000	27,000	27,000	-	17,275
5857	Payroll Fees	1,399	1,872	1,134	1,147	5,552	15,000	15,000	15,000	-	9,448
5860	Service Fees	-	-	-	-	-	3,000	3,000	3,000	-	3,000
5861	Prior Year Services	-	-	-	-	-	-	-	-	-	-
5863	Prof Developmnt	-	2,500	2,230	50	4,780	-	14,781	10,439	(4,343)	10,001
5864	Prof Dev-Other	-	85	-	1,727	1,812	11,575	16,575	16,575	-	14,763
5865	Prof Dev - LLM	-	-	-	-	-	-	-	-	-	-
5869	SpEd Ctrct Inst	-	-	-	967	967	108,882	108,252	75,283	(32,969)	107,285
5870	Livescan	-	-	-	-	-	500	500	500	-	500
5872	SPED Fees (incl Encroachment)	2,870	6,459	3,826	3,826	16,981	45,496	45,496	22,520	(22,976)	28,515
5875	Staff Recruiting	-	-	-	-	-	-	-	-	-	-
5884	Substitutes	-	-	-	708	708	15,000	30,000	30,000	-	29,292
5890	OthSvcsNon-Inst	-	-	-	(700)	(700)	500	2,000	2,000	-	2,700
5900	Communications	-	-	-	3,202	3,202	4,000	3,000	3,000	-	(202)
5910	Communications 2	-	-	-	-	-	-	-	-	-	-
5920	TelecomInternet	241	241	-	341	824	4,000	18,509	26,759	8,250	17,685
5930	PostageDelivery	807	-	-	-	807	2,000	4,000	4,000	-	3,194
5940	Technology	548	274	5,147	4,419	10,387	18,150	27,650	33,414	5,764	17,263
5990	Prior Year Adj (Services)	-	-	-	215	215	-	-	-	-	(215)
SUBTOTAL - Services & Other Operating Exp.		100,681	67,942	186,640	117,684	472,947	1,196,116	1,451,556	1,435,819	(15,737)	978,608

2020-21 First Interim Budget Actuals through October 31, 2020)		Year To Date					Annual Budget				
		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Actual YTD	Adopted July 1 Budget	Current Board- Adopted Budget	Proposed First Interim Budget	Current Budget vs. First Interim	Actuals as % of First Interim
MSA 7											
Capital Outlay & Depreciation											
6100	Site Improvement (Pre-Capitalization)	-	-	-	-	-	-	-	-	-	
6400	EquipFixed	-	-	-	-	-	-	-	-	-	
6900	Depreciation	-	-	-	-	30,000	12,000	12,000	-	12,000	
SUBTOTAL - Capital Outlay & Depreciation		-	-	-	-	30,000	12,000	12,000	-	12,000	
Other Outflows											
7299	Other Outgo (not incl. SPED Encroachment)	-	-	-	-	-	-	-	-	-	
7310	Indirect Costs	-	-	-	-	-	-	-	-	-	
7438	InterestExpense	-	-	-	-	-	-	-	-	-	
SUBTOTAL - Other Outflows		-	-	-	-	-	-	-	-	-	
TOTAL EXPENSES		191,925	191,898	384,171	328,601	1,096,595	3,497,378	3,953,528	4,056,169	102,640	
										2,856,933	

Monthly Update - Monthly Cash Flow (Actuals + Projections)

MSA-7	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accruals	TOTAL
	ACTUALS	ACTUALS	ACTUALS	ACTUALS	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	
BEGINNING CASH	1,625,754	1,488,930	1,556,193	1,764,299	1,670,763	1,621,041	1,700,652	1,753,296	1,703,574	1,457,960	1,165,123	872,286	708,784	
Revenue														
LCFF Entitlement	48,550	176,649	274,767	209,993	209,993	339,327	209,993	209,993	375,927	200,741	200,741	330,076	201,891	2,988,643
LCFF State Deferrals									(361,826)	(233,863)	(233,863)	(233,863)	1,063,414	-
Federal Revenue	3,443	6,886	275,555	4,591	13,247	13,247	115,614	13,247	13,247	13,247	13,247	13,247	2,623	501,443
Other State Revenues	10,902	21,804	39,596	14,536	64,134	64,134	64,134	64,134	64,134	64,134	64,134	64,134	25,654	625,562
Other Local Revenues	700	-	1,256	(1,150)	1,780	1,780	1,780	1,780	1,780	1,780	1,780	1,780	712	15,756
Total Revenue	63,595	205,339	591,174	227,970	289,154	418,488	391,520	289,154	93,262	46,039	46,039	175,374	1,294,294	4,131,404
Expenses														
Certificated Salaries	74,443	67,786	104,611	106,688	115,181	115,181	115,181	115,181	115,181	115,181	115,181	115,181	46,072	1,321,046
Classified Salaries	6,121	16,078	30,638	34,450	39,725	39,725	39,725	39,725	39,725	39,725	39,725	39,725	15,890	420,975
Benefits	10,620	32,015	44,836	49,208	51,888	51,888	51,888	51,888	51,888	51,888	51,888	51,888	20,755	572,539
Books and Supplies	60	8,077	17,445	20,571	29,480	29,480	29,480	29,480	29,480	29,480	29,480	29,480	11,792	293,790
Services and Operations	100,681	67,942	186,640	117,684	114,628	114,628	114,628	114,628	114,628	114,628	114,628	114,628	45,851	1,435,819
Depreciation / Cap Outlay	-	-	-	-	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	-	12,000
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	191,925	191,898	384,171	328,601	352,402	352,402	352,402	352,402	352,402	352,402	352,402	352,402	140,361	4,056,169
Other Transactions Affecting Cash														
Revenues - Prior Year Accruals	183,044	81,271		11,950										276,265
Accounts Receivable - Current Year														-
Other Assets/Accrual Adj		4,419	(1,020)	(24,918)										(21,518)
Fixed Assets - Depreciation Addback			-	-	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500		12,000
Fixed Assets - Acquisitions														-
Due To (From)				6,629	6,629	6,629	6,629	6,629	6,629	6,629	6,629	6,629		59,665
Expenses - Prior Year Accruals	(191,538)	(31,868)	2,122	8,037										(213,247)
Accounts Payable - Current Year														-
Summer Holdback for Teachers				5,396	5,396	5,396	5,396	5,396	5,396	5,396	5,396	5,396		48,564
Loans Payable (Current)														-
Loans Payable (Long Term)														-
Total Other Transactions	(8,494)	53,822	1,102	7,095	13,525	13,525	13,525	13,525	13,525	13,525	13,525	13,525		161,729
Total Change in Cash	(136,824)	67,263	208,106	(93,536)	(49,722)	79,612	52,644	(49,722)	(245,614)	(292,837)	(292,837)	(163,502)		236,964
ENDING CASH	1,488,930	1,556,193	1,764,299	1,670,763	1,621,041	1,700,652	1,753,296	1,703,574	1,457,960	1,165,123	872,286	708,784	<<< = 64 days cash	



MSA-8 Executive Summary

SUMMARY OF RESULTS

This First Interim Budget update projects a budget surplus of \$161,558.

This is an increase of \$144,982 from the original Revised Budget projected surplus of \$16,576.

This will allow MSA-8 to end this fiscal year with a balance of \$4,910,385, which is 80.1% of annual expenditures.

CASH FLOW

Operating cash flow is projected to remain positive throughout this fiscal year, as shown in the attached monthly cash flow schedule.

The lowest projected ending cash balance this fiscal year is \$2,592,158, which represents 154 days of operating costs on average.

The June 30, 2020 ending cash balance this fiscal year is projected to be \$2,592,158, which represents 154 days of average operating costs.

This cash flow takes into account all intercompany loans made to date, but does not assume additional loans until approved by the Board.

SIGNIFICANT CHANGES IN REVENUE (Total change from July = decrease of (\$55,071), or -0.9% of Revised Budget Revenues)

LCFF Entitlement: These "Local Control Funding Formula" revenues are the primary funding source for the school.

LCFF Entitlement projected revenues are \$0 lower than in the Revised Budget, due to average daily attendance (ADA) increasing by 1.37.

Federal Revenues: This consists of Title I-IV "Every Student Succeeds Act" (ESSA) funding, federal special education, and federal food programs.

Federal Revenues are projected at (\$6,238) lower than in the Revised Budget.

Other State Revenues: These are the non-LCFF state revenues such as Lottery, Facility Grant, and one-time block grants.

Other State Revenues are projected at \$1,791 higher than in the Revised Budget.

Other Local Revenues: These are the non-LCFF state revenues such as Lottery, Facility Grant, and one-time block grants.

Other Local Revenues are projected at (\$48,266) lower than in the the Revised Budget..

SIGNIFICANT CHANGES IN EXPENSES (Total change from July = decrease of (\$200,052), or -3.2% of Revised Budget Expenses)

Salaries and Benefits: This includes all employee pay, plus benefits such as retirement, healthcare, Medicare, Social Security, etc.

Salaries and Benefits costs are (\$260,243) lower than in the Revised Budget, reflecting budget adjustments to address changes in enrollment and other facto

Books & Supplies: This category includes textbooks, computers, supplies, and other instructional and non-instructional materials and equipment.

Books & Supplies costs are projected at \$147,263 higher than in the Revised Budget.

Services & Operating Expenses: These include all contracted services as well as travel, insurance, rent, legal costs, and other service-related expenses.

Services & Operating costs are projected to be (\$47,921) lower than in the Revised Budget.

Depreciation, Capital Outlay, and Other Outgo: This category includes depreciation on fixed assets and interest on long-term debt.

These costs are projected at \$0 lower than in the Revised Budget, reflecting updated depreciation and capital outlay projections.



2020-21 First Interim Budget Actuals through October 31, 2020)		Year To Date				Annual Budget				
MSA 8	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Actual YTD	Adopted July 1	Current Board-	Proposed First	Current	Actuals as % of
						Budget	Adopted Budget	Interim Budget	Budget vs. First Interim	First Interim
Projected Average Daily Attendance:						473	474	474	1	
SUMMARY										
Revenue										
LCFF Entitlement	80,928	290,972	461,840	343,319	1,177,059	4,439,874	4,787,196	4,787,196	-	25%
Federal Revenue	5,739	11,479	487,978	7,653	512,849	486,754	946,237	928,341	(17,896)	55%
Other State Revenues	18,173	36,346	65,625	24,231	144,375	518,317	557,722	568,813	11,091	25%
Other Local Revenues	-	-	1	2,246	2,247	5,500	53,766	5,500	(48,266)	41%
Total Revenue	104,840	338,797	1,015,444	377,449	1,836,530	5,450,445	6,344,921	6,289,850	(55,071)	29%
Expenditures										
Certificated Salaries	115,453	121,602	172,036	162,574	571,665	2,239,039	2,235,799	2,101,233	(134,566)	27%
Classified Salaries	22,886	34,273	38,718	48,153	144,030	412,130	546,050	667,617	121,567	22%
Benefits	20,838	55,977	68,015	75,625	220,456	860,075	1,150,406	903,163	(247,243)	24%
Books and Supplies	353	13,625	18,034	20,778	52,790	233,585	364,450	485,353	120,903	11%
Services and Operating Exp.	36,857	39,233	31,245	57,721	165,056	1,629,556	2,010,204	1,949,492	(60,712)	8%
Depreciation & Cap Outlay	-	-	-	-	-	21,435	21,435	21,435	-	0%
Other Outflows	-	-	-	-	-	-	-	-	-	-
Total Expenditures	196,386	264,709	328,048	364,852	1,153,995	5,395,820	6,328,345	6,128,292	(200,052)	19%
Net Revenues					682,534	54,625	16,576	161,558	144,982	
						Fund Balance Beginning Balance (Unaud.) 4,748,827 Net Revenues 161,558 Ending Fund Balance 4,910,385				
						Components of Fund Bal. Available For Econ. Uncert. 4,782,400 78.0% of Expenditures Restricted Balances (Est.) 76,050 1.2% of Expenditures Net Fixed Assets 51,935 0.8% of Expenditures Ending Fund Balance 4,910,385 80.1% of Expenditures				



2020-21 First Interim Budget Actuals through October 31, 2020)					Year To Date					Annual Budget				
MSA 8					Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Actual YTD	Adopted July 1 Budget	Current Board-Adopted Budget	Proposed First Interim Budget	Current Budget vs. First Interim	Actuals as % of First Interim

REVENUE DETAIL

LCFF Entitlement

	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Actual YTD	Adopted (July 1) Budget	Current Board-Adopted Budget	Proposed First Interim Budget	Current Budget vs. First Interim	First Interim Budget Remaining
8011 State Aid	-	130,786	130,786	235,415	496,987	2,639,474	3,044,696	2,545,794	(498,902)	2,547,709
8012 EPA Entitlement	-	-	223,150	-	223,150	588,944	393,697	892,599	498,902	170,547
8019 Prior Year Adjustments	-	(1,670)	-	-	(1,670)	-	-	-	-	1,670
8096 InLieuPropTaxes	80,928	161,856	107,904	107,904	458,592	1,211,456	1,348,803	1,348,803	-	890,211
SUBTOTAL - LCFF Entitlement	80,928	290,972	461,840	343,319	1,177,059	4,439,874	4,787,196	4,787,196	-	3,610,137

Federal Revenue

8181 SpEd - Revenue	5,739	11,479	7,653	7,653	32,524	93,529	93,529	95,658	2,129	61,005
8220 SchLunchFederal	-	-	-	-	-	-	-	-	-	-
8290 All Other Federal Revenue	-	-	480,325	-	480,325	393,225	852,708	832,683	(20,025)	372,383
SUBTOTAL - Federal Revenue	5,739	11,479	487,978	7,653	512,849	486,754	946,237	928,341	(17,896)	433,388

Other State Revenue

8311 SpEd Revenue	18,173	36,346	24,231	24,231	102,981	262,086	260,097	279,766	19,669	157,116
8520 SchoolNtrState	-	-	-	-	-	-	-	-	-	-
8550 MandCstReimburs	-	-	-	-	-	7,589	7,589	7,780	191	7,589
8560 StateLotteryRev	-	-	-	-	-	100,602	100,602	91,833	(8,769)	100,602
8590 AllOthStateRev	-	-	41,394	-	41,394	148,040	189,434	189,434	-	148,040
SUBTOTAL - Other State Revenue	18,173	36,346	65,625	24,231	144,375	518,317	557,722	568,813	11,091	413,347

Local Revenue

8600 Other Local Rev	-	-	-	-	-	-	-	-	-	-
8634 StudentLunchFee	-	-	-	-	-	-	-	-	-	-
8650 Leases & Rentals	-	-	-	-	-	-	-	-	-	-
8660 Interest	-	-	-	2,247	2,247	-	-	-	-	(2,247)
8690 Prior Year Adj (Local1)	-	-	-	-	-	-	-	-	-	-
8695 Prior Year Adj (Local2)	-	-	-	-	-	-	-	-	-	-
8698 OthRev-Suspense	-	-	-	-	-	-	-	-	-	-
8701 CMO Fee - MSA-1	-	-	-	-	-	-	-	-	-	-
8702 CMO Fee - MSA-2	-	-	-	-	-	-	-	-	-	-
8703 CMO Fee - MSA-3	-	-	-	-	-	-	-	-	-	-
8704 CMO Fee - MSA-4	-	-	-	-	-	-	-	-	-	-
8705 CMO Fee - MSA-5	-	-	-	-	-	-	-	-	-	-
8706 CMO Fee - MSA-6	-	-	-	-	-	-	-	-	-	-
8707 CMO Fee - MSA-7	-	-	-	-	-	-	-	-	-	-
8708 CMO Fee - MSA-8	-	-	-	-	-	-	-	-	-	-
8709 CMO Fee - MSA-SA	-	-	-	-	-	-	-	-	-	-
8712 CMO Fee - MSA-SD	-	-	-	-	-	-	-	-	-	-
8699 Other Revenue	-	-	-	-	-	-	-	-	-	-
8980 Misc Revenue (Suspense 2)	-	-	-	-	-	-	48,266	-	(48,266)	48,266

2020-21 First Interim Budget Actuals through October 31, 2020)		Year To Date					Annual Budget				
		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Actual YTD	Adopted July 1 Budget	Current Board- Adopted Budget	Proposed First Interim Budget	Current Budget vs. First Interim	Actuals as % of First Interim
MSA 8											
8999	Misc Revenue (Suspense)	-	-	1	(1)	-	-	-	-	-	-
	SUBTOTAL - Local Revenue	-	-	1	2,246	2,247	-	48,266	-	(48,266)	46,019

2020-21 First Interim Budget Actuals through October 31, 2020)						Annual Budget					
MSA 8	Year To Date					Actual YTD	Adopted July 1 Budget	Current Board- Adopted Budget	Proposed First Interim Budget	Current Budget vs. First Interim	Actuals as % of First Interim
	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals							
Fundraising & Grants											
8802	Donations - Private	-	-	-	-	-	-	-	-	-	-
8803	Fundraising	-	-	-	-	-	5,500	5,500	5,500	-	5,500
SUBTOTAL - Fundraising & Grants		-	-	-	-	-	5,500	5,500	5,500	-	5,500
TOTAL REVENUE		104,840	338,797	1,015,444	377,449	1,836,530	5,450,445	6,344,921	6,289,850	(55,071)	4,508,391
EXPENSES											
Certificated Salaries											
1100	TeacherSalaries	81,004	76,808	135,138	133,026	425,976	1,681,178	1,674,865	1,719,257	44,392	1,248,889
1300	Cert Adminis	34,449	44,794	36,898	29,548	145,689	557,861	560,934	381,976	(178,958)	415,245
SUBTOTAL - Certificated Salaries		115,453	121,602	172,036	162,574	571,665	2,239,039	2,235,799	2,101,233	(134,566)	1,664,134
Classified Salaries											
2100	Instructional Aides	8,477	8,955	9,031	9,476	35,940	105,831	105,831	125,959	20,128	69,891
2200	Classified Support	6,849	10,971	18,145	20,850	56,816	143,996	277,916	274,632	(3,284)	221,101
2300	Classified Admin	-	-	-	-	-	-	-	-	-	-
2400	Clerical & Tech	7,559	14,347	11,541	17,827	51,274	162,303	162,303	267,026	104,723	111,029
2900	OtherClassStaff	-	-	-	-	-	-	-	-	-	-
SUBTOTAL - Classified Salaries		22,886	34,273	38,718	48,153	144,030	412,130	546,050	667,617	121,567	402,021
Employee Benefits											
3101	STRS-Certified	5,346	19,159	27,687	26,374	78,566	335,189	416,844	234,546	(182,298)	338,278
3102	STRS-Classified	-	-	-	1,211	1,211	94,876	104,157	104,157	0	102,945
3201	PERS-Cert	-	-	-	-	-	-	-	-	-	-
3202	PERS-Classified	3,765	6,966	7,964	7,997	26,693	-	173,071	116,642	(56,429)	146,378
3301	OASDI/Med-Cert	1,616	1,747	2,488	2,362	8,213	30,536	30,536	30,410	(126)	22,323
3302	OASDI/Med-Class	1,450	2,576	2,952	3,203	10,180	35,574	35,574	43,107	7,533	25,394
3401	HlthWelfareCert	2,337	23,104	24,816	32,321	82,578	252,893	261,383	269,202	7,819	178,805
3402	HlthWelfareCert	-	-	-	-	-	53,705	53,705	54,567	862	53,705
3501	UI-Certificated	-	318	-	49	368	19,710	19,710	1,392	(18,318)	19,342
3502	UI-Classified	-	-	-	-	-	6,287	6,287	-	(6,287)	6,287
3601	WorkersCmp-Cert	6,323	2,108	2,108	2,108	12,647	31,305	49,140	49,140	-	36,493
3701	Other Retirement-Cert	-	-	-	-	-	-	-	-	-	-
3901	OthBenes-Cert	-	-	-	-	-	-	-	-	-	-
3902	OthBenes-Class	-	-	-	-	-	-	-	-	-	-
SUBTOTAL - Employee Benefits		20,838	55,977	68,015	75,625	220,456	860,075	1,150,406	903,163	(247,243)	929,950

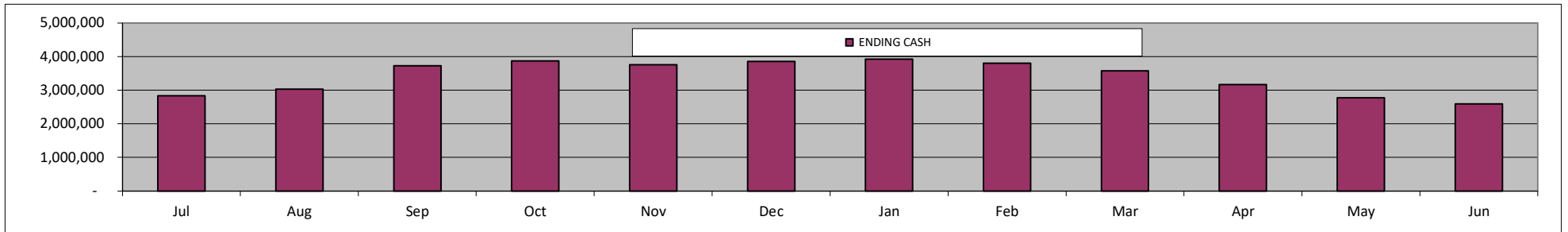
2020-21 First Interim Budget Actuals through October 31, 2020)		Year To Date					Annual Budget				
		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Actual YTD	Adopted July 1 Budget	Current Board- Adopted Budget	Proposed First Interim Budget	Current Budget vs. First Interim	Actuals as % of First Interim
MSA 8											
Books & Supplies											
4100	Text&CoreCurric	-	-	-	7,654	7,654	26,244	26,244	22,612	(3,632)	18,590
4200	BooksOthRefMats	-	-	-	-	-	-	-	-	-	-
4300	Ins Mats & Sups 2	-	-	-	-	-	-	-	-	-	-
4310	Ins Mats & Sups	-	-	-	-	-	3,000	31,500	31,500	-	31,500
4315	OthrSupplies	-	-	-	-	-	-	-	-	-	-
4320	Office Supplies	257	(120)	1,392	235	1,765	-	8,000	8,000	-	6,235
4325	ProfDevMat&Sups	-	-	-	-	-	-	-	-	-	-
4326	Arts&MusicSupps	-	-	-	-	-	-	650	650	-	650
4335	PE Supplies	-	-	-	-	-	-	-	-	-	-
4340	Educat Software	-	5,000	14,585	120	19,705	51,424	63,424	67,959	4,535	43,719
4345	NonInstStdntSup	-	8,232	1,947	11,916	22,095	52,417	56,417	115,417	59,000	34,322
4346	TeacherSupplies	-	-	-	-	-	-	-	-	-	-
4350	Cust. Supplies	-	-	110	854	964	5,000	25,000	25,000	-	24,036
4351	Yearbook	-	-	-	-	-	-	-	-	-	-
4390	Uniforms	-	-	-	-	-	-	-	-	-	-
4400	NonCapEquip-Gen	-	-	-	-	-	-	12,000	31,000	19,000	12,000
4410	ClssrmFrmEqp<5k	-	-	-	-	-	-	-	-	-	-
4430	OfficeFurnEqp<5k	-	-	-	-	-	-	-	-	-	-
4440	Computers <\$5k	-	-	-	-	-	-	45,715	45,715	-	45,715
4461	Fixed Asset Susp (Imp)	-	-	-	-	-	-	-	-	-	-
4464	Equipment (Pre-Cap)	-	-	-	-	-	-	-	42,000	42,000	-
4710	Food	-	-	-	-	-	93,000	93,000	93,000	-	93,000
4720	Food:Other Food	-	-	-	-	-	2,500	2,500	2,500	-	2,500
4990	Prior Year Adj (Mat'ls)	95	512	-	-	608	-	-	-	-	(608)
4999	Misc Expenditure (Suspense)	-	-	-	-	-	-	-	-	-	-
SUBTOTAL - Books and Supplies		353	13,625	18,034	20,778	52,790	233,585	364,450	485,353	120,903	311,660

2020-21 First Interim Budget Actuals through October 31, 2020)		Year To Date					Annual Budget				
		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Actual YTD	Adopted July 1 Budget	Current Board- Adopted Budget	Proposed First Interim Budget	Current Budget vs. First Interim	Actuals as % of First Interim
MSA 8											
Services & Other Operating Expenses											
5101	CMO Fees	-	-	-	-	-	773,375	860,525	881,368	20,843	860,525
5205	Conference Fees	-	-	-	-	-	-	-	-	-	-
5210	MilesParkTolls	-	-	-	-	-	-	-	-	-	-
5215	TravConferences	-	-	-	-	-	-	-	-	-	-
5220	TraLodging	-	-	-	-	-	-	-	-	-	-
5300	DuesMemberships	-	-	1,070	-	1,070	-	5,250	5,250	-	4,180
5450	Other Insurance	12,009	4,003	4,003	4,003	24,018	-	26,507	26,507	-	2,489
5500	OpsHousekeeping	-	199	-	-	199	-	3,228	3,228	-	3,029
5510	Gas & Electric	-	-	-	-	-	-	-	-	-	-
5610	Rent & Leases	3,630	-	3,630	-	7,260	430,000	385,000	385,000	-	377,740
5620	EquipmentLeases	392	1,017	196	195	1,800	3,000	8,000	8,000	-	6,200
5630	Reps&MaintBldng	-	-	-	-	-	-	1,000	1,000	-	1,000
5800	ProfessServices	3,871	11,614	1,850	5,990	23,324	134,062	233,853	245,699	11,846	210,529
5810	Legal	-	-	-	-	-	2,500	2,500	2,500	-	2,500
5813	SchPrgAftSchool	-	-	-	-	-	116,817	21,191	8,791	(12,400)	21,191
5814	SchPrgAcadComps	-	-	-	-	-	-	-	-	-	-
5819	SchlProgs-Other	-	-	-	-	-	3,000	3,000	3,000	-	3,000
5820	Audit & CPA	-	-	-	-	-	-	-	3,000	3,000	-
5825	DMSBusinessSvcs	-	-	-	-	-	-	-	-	-	-
5835	Field Trips	-	-	-	-	-	-	-	-	-	-
5836	FieldTrip Trans	-	-	-	-	-	-	-	-	-	-
5840	MarkngStdRecrt	-	-	-	-	-	-	3,000	5,000	2,000	3,000
5850	Oversight Fees	2,914	5,468	3,886	3,886	16,154	-	47,872	47,872	-	31,718
5857	Payroll Fees	1,841	2,480	1,500	1,475	7,296	17,000	19,000	19,000	-	11,704
5860	Service Fees	-	-	-	-	-	-	-	-	-	-
5861	Prior Year Services	-	-	-	-	-	-	-	-	-	-
5863	Prof Developmnt	-	-	-	-	-	-	-	-	-	-
5864	Prof Dev-Other	-	-	-	42	42	26,199	73,699	72,234	(1,465)	73,658
5865	Prof Dev - LLM	-	-	4,500	-	4,500	-	10,000	9,500	(500)	5,500
5869	SpEd Ctrct Inst	-	-	-	253	253	52,975	126,648	62,902	(63,746)	126,396
5870	Livescan	-	-	-	-	-	200	200	200	-	200
5872	SPED Fees (incl Encroachment)	4,782	10,900	6,376	6,376	28,434	-	57,619	37,329	(20,290)	29,185
5875	Staff Recruiting	-	-	-	-	-	-	-	-	-	-
5884	Substitutes	-	-	2,755	4,296	7,051	33,238	21,238	21,238	-	14,187
5890	OthSvcsNon-Inst	7,418	-	-	-	7,418	-	-	-	-	(7,418)
5900	Communications	-	-	-	1,061	1,061	-	-	-	-	(1,061)
5910	Communications 2	-	600	1,000	-	1,600	400	10,800	10,800	-	9,200
5920	TelecomInternet	-	-	-	22,390	22,390	-	47,784	47,784	-	25,394
5930	PostageDelivery	-	2,131	-	842	2,973	2,000	5,500	5,500	-	2,527
5940	Technology	-	821	479	5,954	7,254	34,790	36,790	36,790	-	29,536
5990	Prior Year Adj (Services)	-	-	-	960	960	-	-	-	-	(960)
SUBTOTAL - Services & Other Operating Exp.		36,857	39,233	31,245	57,721	165,056	1,629,556	2,010,204	1,949,492	(60,712)	1,845,148

2020-21 First Interim Budget Actuals through October 31, 2020)		Year To Date					Annual Budget				
		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Actual YTD	Adopted July 1 Budget	Current Board- Adopted Budget	Proposed First Interim Budget	Current Budget vs. First Interim	Actuals as % of First Interim
MSA 8											
Capital Outlay & Depreciation											
6100	Site Improvement (Pre-Capitalization)	-	-	-	-	-	-	-	-	-	
6400	EquipFixed	-	-	-	-	-	-	-	-	-	
6900	Depreciation	-	-	-	-	-	21,435	21,435	21,435	21,435	
SUBTOTAL - Capital Outlay & Depreciation		-	-	-	-	-	21,435	21,435	21,435	21,435	
Other Outflows											
7299	Other Outgo (not incl. SPED Encroachment)	-	-	-	-	-	-	-	-	-	
7310	Indirect Costs	-	-	-	-	-	-	-	-	-	
7438	InterestExpense	-	-	-	-	-	-	-	-	-	
SUBTOTAL - Other Outflows		-	-	-	-	-	-	-	-	-	
TOTAL EXPENSES		196,386	264,709	328,048	364,852	1,153,995	5,395,820	6,328,345	6,128,292	(200,052)	5,174,349

Monthly Update - Monthly Cash Flow (Actuals + Projections)

MSA-8	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accruals	TOTAL
	ACTUALS	ACTUALS	ACTUALS	ACTUALS	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	
BEGINNING CASH	3,014,092	2,832,394	3,031,378	3,723,738	3,872,668	3,751,205	3,852,893	3,921,983	3,800,520	3,571,357	3,170,574	2,769,792	2,592,158	
Revenue														
LCFF Entitlement	80,928	290,972	461,840	343,319	343,319	566,469	343,319	343,319	597,444	297,862	297,862	521,011	299,532	4,787,196
LCFF State Deferrals									(361,826)	(233,863)	(233,863)	(233,863)	1,063,414	-
Federal Revenue	5,739	11,479	487,978	7,653	25,271	25,271	215,824	25,271	25,271	25,271	25,271	25,271	22,772	928,341
Other State Revenues	18,173	36,346	65,625	24,231	50,528	50,528	50,528	50,528	50,528	50,528	50,528	50,528	20,211	568,813
Other Local Revenues	-	-	1	2,246	387	387	387	387	387	387	387	387	155	5,500
Total Revenue	104,840	338,797	1,015,444	377,449	419,506	642,656	610,058	419,506	311,805	140,185	140,185	363,334	1,406,085	6,289,850
Expenses														
Certificated Salaries	115,453	121,602	172,036	162,574	182,091	182,091	182,091	182,091	182,091	182,091	182,091	182,091	72,837	2,101,233
Classified Salaries	22,886	34,273	38,718	48,153	62,332	62,332	62,332	62,332	62,332	62,332	62,332	62,332	24,933	667,617
Benefits	20,838	55,977	68,015	75,625	81,275	81,275	81,275	81,275	81,275	81,275	81,275	81,275	32,510	903,163
Books and Supplies	353	13,625	18,034	20,778	51,496	51,496	51,496	51,496	51,496	51,496	51,496	51,496	20,598	485,353
Services and Operations	36,857	39,233	31,245	57,721	212,433	212,433	212,433	212,433	212,433	212,433	212,433	212,433	84,973	1,949,492
Depreciation / Cap Outlay	-	-	-	-	2,679	2,679	2,679	2,679	2,679	2,679	2,679	2,679	-	21,435
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	196,386	264,709	328,048	364,852	592,306	592,306	592,306	592,306	592,306	592,306	592,306	592,306	235,851	6,128,292
Other Transactions Affecting Cash														
Revenues - Prior Year Accruals	301,996	137,634		25,552										465,182
Accounts Receivable - Current Year														-
Other Assets/Accrual Adj		7,915		65,937										73,852
Fixed Assets - Depreciation Addback	-	-	-	-	2,679	2,679	2,679	2,679	2,679	2,679	2,679	2,679	2,679	21,435
Fixed Assets - Acquisitions														-
Due To (From)				43,587	43,587	43,587	43,587	43,587	43,587	43,587	43,587	43,587	43,587	392,285
Expenses - Prior Year Accruals	(392,148)	(20,653)	4,964	(3,814)										(411,651)
Accounts Payable - Current Year														-
Summer Holdback for Teachers				5,071	5,071	5,071	5,071	5,071	5,071	5,071	5,071	5,071	5,071	45,639
Loans Payable (Current)														-
Loans Payable (Long Term)														-
Total Other Transactions	(90,152)	124,896	4,964	136,333	51,338	51,338	51,338	51,338	51,338	51,338	51,338	51,338		586,742
Total Change in Cash	(181,698)	198,984	692,360	148,930	(121,463)	101,687	69,090	(121,463)	(229,163)	(400,783)	(400,783)	(177,634)		748,300
ENDING CASH	2,832,394	3,031,378	3,723,738	3,872,668	3,751,205	3,852,893	3,921,983	3,800,520	3,571,357	3,170,574	2,769,792	2,592,158	<<< = 154 days cash	



MSA-SA Executive Summary

SUMMARY OF RESULTS

This First Interim Budget update projects a budget surplus of \$120,568.

This is an decrease of (\$20,984) from the original Revised Budget projected surplus of \$141,552.

This will allow MSA-SA to end this fiscal year with a balance of \$7,662,901, which is 92.4% of annual expenditures. However, the majority of this is fixed assets.

CASH FLOW

Operating cash flow is projected to remain positive throughout this fiscal year, as shown in the attached monthly cash flow schedule.

The lowest projected ending cash balance this fiscal year is \$806,653, which represents 35 days of operating costs on average.

The June 30, 2020 ending cash balance this fiscal year is projected to be \$806,653, which represents 35 days of average operating costs.

This cash flow takes into account all intercompany loans made to date, but does not assume additional loans until approved by the Board.

SIGNIFICANT CHANGES IN REVENUE (Total change from July = increase of \$255,497, or 3.1% of Revised Budget Revenues)

LCFF Entitlement: These "Local Control Funding Formula" revenues are the primary funding source for the school.

LCFF Entitlement projected revenues are \$336,119 higher than in the Revised Budget, due to average daily attendance (ADA) decreasing by 114.

Federal Revenues: This consists of Title I-IV "Every Student Succeeds Act" (ESSA) funding, federal special education, and federal food programs.

Federal Revenues are projected at (\$6,238) lower than in the Revised Budget.

Other State Revenues: These are the non-LCFF state revenues such as Lottery, Facility Grant, and one-time block grants.

Other State Revenues are projected at \$1,791 higher than in the Revised Budget.

Other Local Revenues: These are the non-LCFF state revenues such as Lottery, Facility Grant, and one-time block grants.

Other Local Revenues are projected at \$0 lower than in the the Revised Budget..

SIGNIFICANT CHANGES IN EXPENSES (Total change from July = increase of \$276,481, or 3.4% of Revised Budget Expenses)

Salaries and Benefits: This includes all employee pay, plus benefits such as retirement, healthcare, Medicare, Social Security, etc.

Salaries and Benefits costs are \$198,833 higher than in the Revised Budget, reflecting budget adjustments to address changes in enrollment and other factors.

Books & Supplies: This category includes textbooks, computers, supplies, and other instructional and non-instructional materials and equipment.

Books & Supplies costs are projected at \$147,263 higher than in the Revised Budget.

Services & Operating Expenses: These include all contracted services as well as travel, insurance, rent, legal costs, and other service-related expenses.

Services & Operating costs are projected to be (\$47,921) lower than in the Revised Budget.

Depreciation, Capital Outlay, and Other Outgo: This category includes depreciation on fixed assets and interest on long-term debt.

These costs are projected at \$0 lower than in the Revised Budget, reflecting updated capital outlay projections.

2020-21 First Interim Budget Actuals through October 31, 2020)		Year To Date				Annual Budget				
MSA SA	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Actual YTD	Adopted July 1	Current Board-	Proposed First	Current	Actuals as % of
						Budget	Adopted Budget	Interim Budget	Budget vs. First Interim	First Interim
Projected Average Daily Attendance:						648	534	534	(114)	
SUMMARY										
Revenue										
LCFF Entitlement	286,729	288,920	546,382	-	1,122,031	5,756,482	5,915,568	6,251,687	336,119	18%
Federal Revenue	2,655	54,300	595,407	62,499	714,861	886,099	1,498,266	1,444,105	(54,161)	50%
Other State Revenues	14,128	29,738	245,195	16,391	305,452	607,025	696,996	670,535	(26,461)	46%
Other Local Revenues	213	113	66,221	(66,028)	520	51,106	51,106	51,106	-	1%
Total Revenue	303,725	373,071	1,453,205	12,862	2,142,863	7,300,712	8,161,936	8,417,433	255,497	25%
Expenditures										
Certificated Salaries	170,595	141,078	213,925	214,340	739,939	2,883,172	2,830,296	2,856,184	25,888	26%
Classified Salaries	11,813	29,587	51,038	44,184	136,622	658,381	693,231	691,323	(1,908)	20%
Benefits	24,661	121,296	138,920	139,540	424,417	1,355,739	1,140,299	1,315,152	174,853	32%
Books and Supplies	-	9,368	33,728	45,574	88,670	159,591	309,933	615,185	305,252	14%
Services and Operating Exp.	27,477	33,993	38,503	55,437	155,411	1,062,897	1,859,460	1,631,856	(227,604)	10%
Depreciation & Cap Outlay	-	-	-	-	-	580,000	587,000	587,000	-	0%
Other Outflows	68,792	34,000	114,363	1,407	218,562	600,165	600,165	600,165	-	36%
Total Expenditures	303,339	369,322	590,477	500,483	1,763,621	7,299,945	8,020,384	8,296,865	276,481	21%
Net Revenues					379,242	767	141,552	120,568	(20,984)	
						Fund Balance				
						Beginning Balance (Unaud.)		7,542,333		
						Net Revenues		120,568		
						Ending Fund Balance		7,662,901		
						Components of Fund Bal.				
						Available For Econ. Uncert.		1,198,470		14.4% of Expenditures
						Restricted Balances (Est.)		123,886		1.5% of Expenditures
						Net Fixed Assets		6,340,545		76.4% of Expenditures
						Ending Fund Balance		7,662,901		92.4% of Expenditures



2020-21 First Interim Budget Actuals through October 31, 2020)					Annual Budget									
MSA SA					Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Actual YTD	Adopted July 1 Budget	Current Board-Adopted Budget	Proposed First Interim Budget	Current Budget vs. First Interim	Actuals as % of First Interim

REVENUE DETAIL

	Jul	Aug	Sep	Oct	Actual YTD	Adopted (July 1) Budget	Current Board-Adopted Budget	Proposed First Interim Budget	Current Budget vs. First Interim	First Interim Budget Remaining	
	Actuals	Actuals	Actuals	Actuals							
LCFF Entitlement											
8011	State Aid	288,920	288,920	520,056	-	1,097,896	5,645,078	5,810,266	6,140,283	330,017	4,712,370
8012	EPA Entitlement	-	-	26,326	-	26,326	111,404	105,302	111,404	6,102	78,976
8019	Prior Year Adjustments	(2,191)	-	-	-	(2,191)	-	-	-	-	2,191
8096	InLieuPropTaxes	-	-	-	-	-	-	-	-	-	-
SUBTOTAL - LCFF Entitlement		286,729	288,920	546,382	-	1,122,031	5,756,482	5,915,568	6,251,687	336,119	4,793,537
Federal Revenue											
8181	SpEd - Revenue	-	-	-	-	-	85,487	80,805	63,839	(16,966)	80,805
8220	SchLunchFederal	-	-	-	-	-	-	-	-	-	-
8290	All Other Federal Revenue	2,655	54,300	595,407	62,499	714,861	800,612	1,417,461	1,380,266	(37,195)	702,600
SUBTOTAL - Federal Revenue		2,655	54,300	595,407	62,499	714,861	886,099	1,498,266	1,444,105	(54,161)	783,405
Other State Revenue											
8311	SpEd Revenue	14,128	29,738	28,543	16,391	88,800	287,459	339,599	323,016	(16,583)	250,799
8520	SchoolNtrState	-	-	-	-	-	-	-	-	-	-
8550	MandCstReimburs	-	-	-	-	-	15,677	15,677	13,345	(2,332)	15,677
8560	StateLotteryRev	-	-	18,647	-	18,647	120,336	113,744	106,029	(7,715)	95,097
8590	AllOthStateRev	-	-	198,005	-	198,005	183,553	227,976	228,144	168	29,971
SUBTOTAL - Other State Revenue		14,128	29,738	245,195	16,391	305,452	607,025	696,996	670,535	(26,461)	391,544
Local Revenue											
8600	Other Local Rev	-	-	-	-	-	-	-	-	-	-
8634	StudentLunchFee	-	-	-	-	-	-	-	-	-	-
8650	Leases & Rentals	-	-	-	-	-	-	-	-	-	-
8660	Interest	213	113	193	-	520	4,992	4,992	4,992	-	4,472
8690	Prior Year Adj (Local1)	-	-	-	-	-	-	-	-	-	-
8695	Prior Year Adj (Local2)	-	-	-	-	-	-	-	-	-	-
8698	OthRev-Suspense	-	-	-	-	-	-	-	-	-	-
8701	CMO Fee - MSA-1	-	-	-	-	-	-	-	-	-	-
8702	CMO Fee - MSA-2	-	-	-	-	-	-	-	-	-	-
8703	CMO Fee - MSA-3	-	-	-	-	-	-	-	-	-	-
8704	CMO Fee - MSA-4	-	-	-	-	-	-	-	-	-	-
8705	CMO Fee - MSA-5	-	-	-	-	-	-	-	-	-	-
8706	CMO Fee - MSA-6	-	-	-	-	-	-	-	-	-	-
8707	CMO Fee - MSA-7	-	-	-	-	-	-	-	-	-	-
8708	CMO Fee - MSA-8	-	-	-	-	-	-	-	-	-	-
8709	CMO Fee - MSA-SA	-	-	-	-	-	-	-	-	-	-
8712	CMO Fee - MSA-SD	-	-	-	-	-	-	-	-	-	-
8699	Other Revenue	-	-	-	-	-	11	11	11	-	11
8980	Misc Revenue (Suspense 2)	-	-	-	-	-	-	-	-	-	-

2020-21 First Interim Budget Actuals through October 31, 2020)		Year To Date					Annual Budget				
		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Actual YTD	Adopted July 1 Budget	Current Board- Adopted Budget	Proposed First Interim Budget	Current Budget vs. First Interim	Actuals as % of First Interim
MSA SA											
8999	Misc Revenue (Suspense)	-	-	66,028	(66,028)	(0)	-	-	-	-	0
	SUBTOTAL - Local Revenue	213	113	66,221	(66,028)	520	5,003	5,003	5,003	-	4,483

2020-21 First Interim Budget Actuals through October 31, 2020)						Annual Budget					
MSA SA	Year To Date				Actual YTD	Adopted July 1 Budget	Current Board- Adopted Budget		Proposed First Interim Budget	Current Budget vs. First Interim	Actuals as % of First Interim
	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals			Adopted Budget	Adopted Budget			
Fundraising & Grants											
8802	Donations - Private	-	-	-	-	-	-	-	-	-	-
8803	Fundraising	-	-	-	-	46,103	46,103	46,103	-	46,103	
SUBTOTAL - Fundraising & Grants		-	-	-	-	46,103	46,103	46,103	-	46,103	
TOTAL REVENUE		303,725	373,071	1,453,205	12,862	2,142,863	7,300,712	8,161,936	8,417,433	255,497	6,019,073
EXPENSES											
Certificated Salaries											
1100	TeacherSalaries	133,514	94,280	181,773	176,328	585,895	2,416,251	2,316,603	2,349,840	33,237	1,730,708
1300	Cert Adminis	37,081	46,798	32,153	38,012	154,044	466,921	513,693	506,344	(7,349)	359,649
SUBTOTAL - Certificated Salaries		170,595	141,078	213,925	214,340	739,939	2,883,172	2,830,296	2,856,184	25,888	2,090,357
Classified Salaries											
2100	Instructional Aides	680	4,860	17,242	16,036	38,817	220,656	199,015	288,897	89,882	160,198
2200	Classified Support	1,586	6,073	17,470	10,490	35,619	320,813	343,804	245,114	(98,690)	308,185
2300	Classified Admin	-	-	-	-	-	-	-	-	-	-
2400	Clerical & Tech	6,321	12,661	12,661	12,628	44,271	116,912	150,412	157,312	6,900	106,141
2900	OtherClassStaff	3,227	5,994	3,664	5,030	17,914	-	-	-	-	(17,914)
SUBTOTAL - Classified Salaries		11,813	29,587	51,038	44,184	136,622	658,381	693,231	691,323	(1,908)	556,609
Employee Benefits											
3101	STRS-Certified	4,349	23,163	35,421	33,378	96,311	423,349	303,349	329,262	25,913	207,038
3102	STRS-Classified	-	-	-	-	-	132,715	132,715	108,756	(23,959)	132,715
3201	PERS-Cert	-	-	-	-	-	-	38,833	-	(38,833)	38,833
3202	PERS-Classified	2,280	5,415	8,995	8,875	25,565	-	138,231	143,110	4,879	112,666
3301	OASDI/Med-Cert	2,479	2,076	3,225	2,990	10,770	38,898	41,806	39,327	(2,479)	31,036
3302	OASDI/Med-Class	839	2,036	3,395	3,321	9,592	55,253	55,253	52,889	(2,364)	45,661
3401	HlthWelfareCert	3,725	85,264	84,089	508	173,587	466,306	190,894	372,582	181,688	17,307
3402	HlthWelfareCert	-	-	-	87,126	87,126	106,584	106,584	181,550	74,966	19,458
3501	UI-Certificated	967	-	454	-	1,421	26,825	26,825	5,624	(21,201)	25,404
3502	UI-Classified	-	-	-	-	-	7,223	7,223	3,467	(3,756)	7,223
3601	WorkersCmp-Cert	10,023	3,341	3,341	3,341	20,046	98,586	98,586	78,586	(20,000)	78,540
3701	Other Retirement-Cert	-	-	-	-	-	-	-	-	-	-
3901	OthBenes-Cert	-	-	-	-	-	-	-	-	-	-
3902	OthBenes-Class	-	-	-	-	-	-	-	-	-	-
SUBTOTAL - Employee Benefits		24,661	121,296	138,920	139,540	424,417	1,355,739	1,140,299	1,315,152	174,853	715,882

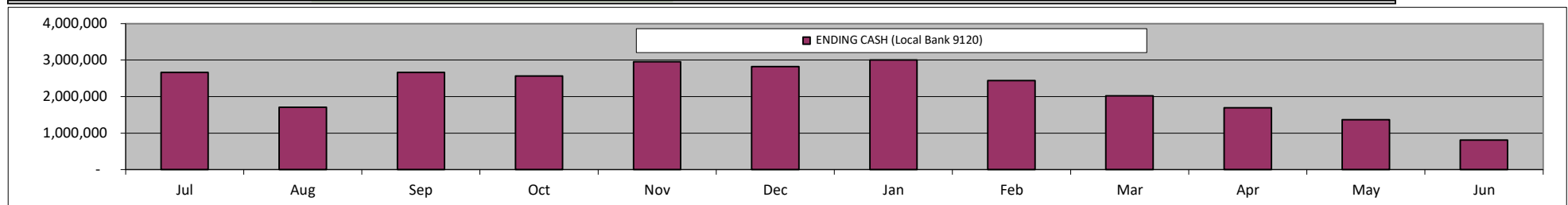
2020-21 First Interim Budget Actuals through October 31, 2020)		Year To Date					Annual Budget				
		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Actual YTD	Adopted July 1 Budget	Current Board- Adopted Budget	Proposed First Interim Budget	Current Budget vs. First Interim	Actuals as % of First Interim
MSA SA											
Books & Supplies											
4100	Text&CoreCurric	-	-	-	-	-	34,392	32,672	29,108	(3,564)	32,672
4200	BooksOthRefMats	-	-	-	-	-	-	17,000	900	(16,100)	17,000
4300	Ins Mats & Sups 2	-	-	-	-	-	-	-	-	-	-
4310	Ins Mats & Sups	-	-	1,890	87	1,977	9,000	9,000	9,000	-	7,023
4315	OthrSupplies	-	-	-	-	-	-	-	-	-	-
4320	Office Supplies	-	-	246	1,649	1,895	1,000	6,500	6,500	-	4,605
4325	ProfDevMat&Sups	-	-	-	719	719	-	-	900	900	(719)
4326	Arts&MusicSupps	-	-	-	-	-	-	-	-	-	-
4335	PE Supplies	-	-	-	-	-	-	-	-	-	-
4340	Educat Software	-	-	20,300	2,625	22,925	59,004	104,586	120,596	16,010	81,661
4345	NonInstStdntSup	-	-	5,021	35,207	40,229	3,000	34,315	74,315	40,000	(5,914)
4346	TeacherSupplies	-	-	194	-	194	500	500	500	-	306
4350	Cust. Supplies	-	9,368	6,077	789	16,234	30,000	30,000	47,000	17,000	13,766
4351	Yearbook	-	-	-	-	-	-	-	-	-	-
4390	Uniforms	-	-	-	-	-	-	-	-	-	-
4400	NonCapEquip-Gen	-	-	-	4,497	4,497	-	17,979	27,000	9,021	13,482
4410	ClssrmFrnEq<5k	-	-	-	-	-	-	-	-	-	-
4430	OfficeFurnEq<5k	-	-	-	-	-	-	-	-	-	-
4440	Computers <\$5k	-	-	-	-	-	20,695	50,381	39,435	(10,946)	50,381
4461	Fixed Asset Susp (Imp)	-	-	-	-	-	-	-	-	-	-
4464	Equipment (Pre-Cap)	-	-	-	-	-	-	-	257,932	257,932	-
4710	Food	-	-	-	-	-	-	-	-	-	-
4720	Food:Other Food	-	-	-	-	-	2,000	7,000	2,000	(5,000)	7,000
4990	Prior Year Adj (Mat'ls)	-	-	-	-	-	-	-	-	-	-
4999	Misc Expenditure (Suspense)	-	-	-	-	-	-	-	-	-	-
SUBTOTAL - Books and Supplies		-	9,368	33,728	45,574	88,670	159,591	309,933	615,185	305,252	221,263

2020-21 First Interim Budget Actuals through October 31, 2020)		Year To Date					Annual Budget				
MSA SA		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Actual YTD	Adopted July 1 Budget	Current Board- Adopted Budget	Proposed First Interim Budget	Current Budget vs. First Interim	Actuals as % of First Interim
Services & Other Operating Expenses											
5101	CMO Fees	-	-	-	-	-	568,171	860,526	798,740	(61,786)	860,526
5205	Conference Fees	-	-	-	-	-	-	-	-	-	-
5210	MilesParkTolls	-	-	-	-	-	-	500	500	-	500
5215	TravConferences	-	-	-	-	-	-	-	-	-	-
5220	TraLodging	-	-	-	-	-	-	-	-	-	-
5300	DuesMemberships	-	-	1,070	38	1,108	16,000	16,000	15,100	(900)	14,892
5450	Other Insurance	14,501	4,834	4,834	4,834	29,003	44,000	44,000	44,000	-	14,997
5500	OpsHousekeeping	1,524	3,418	2,155	10,591	17,688	4,000	31,000	31,000	-	13,312
5510	Gas & Electric	-	4,063	4,958	2,268	11,289	90,000	90,000	90,000	-	78,711
5610	Rent & Leases	-	-	-	-	-	-	-	-	-	-
5620	EquipmentLeases	-	1,038	1,176	1,220	3,434	2,500	18,500	18,500	-	15,066
5630	Reps&MaintBldng	-	4,511	2,798	8,300	15,609	12,727	26,727	26,727	-	11,118
5800	ProfessServices	5,504	10,058	7,431	3,705	26,697	57,230	142,230	118,775	(23,455)	115,533
5810	Legal	-	-	52	1,612	1,664	5,000	5,000	5,000	-	3,336
5813	SchPrgAftSchool	-	-	33	-	33	6,891	6,891	6,891	-	6,858
5814	SchPrgAcadComps	-	405	700	187	1,292	-	5,000	1,288	(3,712)	3,708
5819	SchlProgs-Other	78	-	665	-	743	24,000	24,000	24,000	-	23,257
5820	Audit & CPA	-	-	-	-	-	-	-	3,000	3,000	-
5825	DMSBusinessSvcs	-	-	-	-	-	-	-	-	-	-
5835	Field Trips	-	-	-	-	-	18,103	20,103	20,103	-	20,103
5836	FieldTrip Trans	-	-	-	-	-	-	-	-	-	-
5840	MarkngStdtrRecrt	-	-	-	-	-	-	3,000	3,000	-	3,000
5850	Oversight Fees	-	-	-	-	-	57,565	60,565	60,565	-	60,565
5857	Payroll Fees	2,743	2,527	3,677	1,913	10,860	18,000	30,000	29,100	(900)	19,140
5860	Service Fees	8	7	477	71	562	-	-	-	-	(562)
5861	Prior Year Services	-	-	-	-	-	-	-	-	-	-
5863	Prof Developmnt	-	-	-	40	40	-	20,000	42,437	22,437	19,960
5864	Prof Dev-Other	-	-	-	-	-	31,337	29,620	23,062	(6,558)	29,620
5865	Prof Dev - LLM	-	-	-	-	-	-	-	-	-	-
5869	SpEd Ctrct Inst	3,119	-	-	-	3,119	69,273	285,198	131,573	(153,625)	282,079
5870	Livescan	-	-	-	-	-	1,000	1,000	-	(1,000)	1,000
5872	SPED Fees (incl Encroachment)	-	-	-	-	-	-	-	-	-	-
5875	Staff Recruiting	-	-	-	-	-	-	-	-	-	-
5884	Substitutes	-	-	394	3,940	4,334	5,000	77,000	77,000	-	72,666
5890	OthSvcsNon-Inst	-	-	-	-	-	-	-	-	-	-
5900	Communications	-	10	10	5,841	5,861	3,000	4,500	4,500	-	(1,361)
5910	Communications 2	-	-	-	-	-	250	10,250	10,250	-	10,250
5920	TelecomInternet	-	1,686	1,694	1,702	5,082	-	8,500	8,500	-	3,418
5930	PostageDelivery	-	-	651	400	1,051	1,000	8,500	8,500	-	7,449
5940	Technology	-	1,437	5,729	8,776	15,942	27,850	30,850	29,745	(1,105)	14,908
5990	Prior Year Adj (Services)	-	-	-	-	-	-	-	-	-	-
SUBTOTAL - Services & Other Operating Exp.		27,477	33,993	38,503	55,437	155,411	1,062,897	1,859,460	1,631,856	(227,604)	1,704,049

2020-21 First Interim Budget Actuals through October 31, 2020)		Year To Date					Annual Budget				
		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Actual YTD	Adopted July 1 Budget	Current Board- Adopted Budget	Proposed First Interim Budget	Current Budget vs. First Interim	Actuals as % of First Interim
MSA SA											
Capital Outlay & Depreciation											
6100	Site Improvement (Pre-Capitalization)	-	-	-	-	-	-	-	-	-	-
6400	EquipFixed	-	-	-	-	-	-	7,000	7,000	-	7,000
6900	Depreciation	-	-	-	-	-	580,000	580,000	580,000	-	580,000
SUBTOTAL - Capital Outlay & Depreciation		-	-	-	-	-	580,000	587,000	587,000	-	587,000
Other Outflows											
7299	Other Outgo (not incl. SPED Encroachment)	-	-	-	-	-	-	-	-	-	-
7310	Indirect Costs	-	-	-	-	-	-	-	-	-	-
7438	InterestExpense	68,792	34,000	114,363	1,407	218,562	600,165	600,165	600,165	-	381,603
SUBTOTAL - Other Outflows		68,792	34,000	114,363	1,407	218,562	600,165	600,165	600,165	-	381,603
TOTAL EXPENSES		303,339	369,322	590,477	500,483	1,763,621	7,299,945	8,020,384	8,296,865	276,481	6,256,763

Monthly Update - Monthly Cash Flow (Actuals + Projections)

MSA-SA	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accruals	TOTAL
	ACTUALS	ACTUALS	ACTUALS	ACTUALS	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	
BEGINNING CASH	2,460,407	2,660,747	1,703,520	2,664,108	2,569,287	2,956,624	2,823,904	3,002,981	2,443,816	2,020,599	1,692,469	1,364,340	806,653	
Revenue														
LCFF Entitlement	286,729	288,920	546,382	-	1,040,112	520,056	520,056	520,056	488,421	488,421	488,421	488,421	575,691	6,251,687
LCFF State Deferrals								(426,446)	(258,863)	(258,863)	(258,863)	(488,421)	1,691,457	-
Federal Revenue	2,655	54,300	595,407	62,499	33,270	33,270	345,067	33,270	33,270	33,270	33,270	33,270	151,286	1,444,105
Other State Revenues	14,128	29,738	245,195	16,391	43,462	43,462	43,462	43,462	43,462	43,462	43,462	43,462	17,385	670,535
Other Local Revenues	213	113	66,221	(66,028)	6,022	6,022	6,022	6,022	6,022	6,022	6,022	6,022	2,409	51,106
Total Revenue	303,725	373,071	1,453,205	12,862	1,122,867	602,811	914,607	176,365	312,313	312,313	312,313	82,755	2,438,228	8,417,433
Expenses														
Certificated Salaries	170,595	141,078	213,925	214,340	251,934	251,934	251,934	251,934	251,934	251,934	251,934	251,934	100,774	2,856,184
Classified Salaries	11,813	29,587	51,038	44,184	66,036	66,036	66,036	66,036	66,036	66,036	66,036	66,036	26,414	691,323
Benefits	24,661	121,296	138,920	139,540	106,040	106,040	106,040	106,040	106,040	106,040	106,040	106,040	42,416	1,315,152
Books and Supplies	-	9,368	33,728	45,574	62,680	62,680	62,680	62,680	62,680	62,680	62,680	62,680	25,072	615,185
Services and Operations	27,477	33,993	38,503	55,437	175,767	175,767	175,767	175,767	175,767	80,679	80,679	80,679	355,571	1,631,856
Depreciation / Cap Outlay	-	-	-	-	73,333	73,333	73,333	73,333	73,333	73,333	73,333	73,333	333	587,000
Other Outflows	68,792	34,000	114,363	1,407	45,429	45,429	45,429	45,429	45,429	45,429	45,429	45,429	18,172	600,165
Total Expenses	303,339	369,322	590,477	500,483	781,220	781,220	781,220	781,220	781,220	686,131	686,131	686,131	568,752	8,296,865
Other Transactions Affecting Cash														
Revenues - Prior Year Accruals	378,480		21,950	12,152	-									412,582
Accounts Receivable - Bond Project														-
Other Assets/Accrual Adj	186,287		43,330	333,706										563,323
Fixed Assets - Depreciation Addback	-	-	-	-	73,333	73,333	73,333	73,333	73,333	73,333	73,333	73,333		586,667
Fixed Assets - Acquisitions														-
Due To (From)				(33,291)	(33,291)	(33,291)	(33,291)	(33,291)	(33,291)	(33,291)	(33,291)	(33,291)		(299,618)
Expenses - Prior Year Accruals	(364,814)	(960,975)	32,580	74,585										(1,218,624)
Accounts Payable - Current Year														-
Summer Holdback for Teachers				5,647	5,647	5,647	5,647	5,647	5,647	5,647	5,647	5,647		50,823
Loans Payable (Current)				-	-	-	-	-	-	-	-	-		-
Loans Payable (Long Term)				-	-	-	-	-	-	-	-	-		-
Total Other Transactions	199,953	(960,975)	97,860	392,799	45,689	45,689	45,689	45,689	45,689	45,689	45,689	45,689		95,153
Total Change in Cash	200,340	(957,227)	960,588	(94,821)	387,337	(132,719)	179,077	(559,165)	(423,217)	(328,129)	(328,129)	(557,687)		215,722
ENDING CASH (Local Bank 9120)	2,660,747	1,703,520	2,664,108	2,569,287	2,956,624	2,823,904	3,002,981	2,443,816	2,020,599	1,692,469	1,364,340	806,653	<<< = 35 days cash	



MSA-SD Executive Summary

SUMMARY OF RESULTS

This First Interim Budget update projects a budget surplus of \$360,517.

This is an increase of \$356,716 from the original Revised Budget projected surplus of \$3,801.

This will allow MSA-SD to end this fiscal year with a balance of \$660,679, which is 15.2% of annual expenditures.

CASH FLOW

Operating cash flow is projected to remain positive throughout this fiscal year, as shown in the attached monthly cash flow schedule.

The lowest projected ending cash balance this fiscal year is \$54,732, which represents 5 days of operating costs on average.

The June 30, 2020 ending cash balance this fiscal year is projected to be \$140,359, which represents 12 days of average operating costs.

This cash flow takes into account all intercompany loans made to date, but does not assume additional loans until approved by the Board.

SIGNIFICANT CHANGES IN REVENUE (Total change from July = increase of \$196,327, or 4.3% of Revised Budget Revenues)

LCFF Entitlement: These "Local Control Funding Formula" revenues are the primary funding source for the school.

LCFF Entitlement projected revenues are \$187,149 higher than in the Revised Budget, due to average daily attendance (ADA) decreasing by 20.25.

Federal Revenues: This consists of Title I-IV "Every Student Succeeds Act" (ESSA) funding, federal special education, and federal food programs.

Federal Revenues are projected at (\$6,238) lower than in the Revised Budget.

Other State Revenues: These are the non-LCFF state revenues such as Lottery, Facility Grant, and one-time block grants.

Other State Revenues are projected at \$1,791 higher than in the Revised Budget.

Other Local Revenues: These are the non-LCFF state revenues such as Lottery, Facility Grant, and one-time block grants.

Other Local Revenues are projected at \$0 lower than in the the Revised Budget..

SIGNIFICANT CHANGES IN EXPENSES (Total change from July = decrease of (\$160,389), or -3.6% of Revised Budget Expenses)

Salaries and Benefits: This includes all employee pay, plus benefits such as retirement, healthcare, Medicare, Social Security, etc.

Salaries and Benefits costs are (\$156,860) lower than in the Revised Budget, reflecting budget adjustments to address changes in enrollment and other factors.

Books & Supplies: This category includes textbooks, computers, supplies, and other instructional and non-instructional materials and equipment.

Books & Supplies costs are projected at \$147,263 higher than in the Revised Budget.

Services & Operating Expenses: These include all contracted services as well as travel, insurance, rent, legal costs, and other service-related expenses.

Services & Operating costs are projected to be (\$47,921) lower than in the Revised Budget.

Depreciation, Capital Outlay, and Other Outgo: This category includes depreciation on fixed assets and interest on long-term debt.

These costs are projected at \$0 lower than in the Revised Budget, reflecting no changes in projections.



2020-21 First Interim Budget Actuals through October 31, 2020)						Year To Date					Annual Budget				
MSA SD						Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Actual YTD	Adopted July 1 Budget	Current Board- Adopted Budget	Proposed First Interim Budget	Current Budget vs. First Interim	Actuals as % of First Interim
Projected Average Daily Attendance:											447	427	427	(20)	
SUMMARY															
Revenue															
	LCFF Entitlement	-	-	418,078	367,954	786,032	3,440,154	3,580,003	3,767,152	187,149	21%				
	Federal Revenue	-	-	204,919	-	204,919	131,366	357,551	378,466	20,915	54%				
	Other State Revenues	11,288	30,606	53,156	22,806	117,856	423,901	491,827	480,089	(11,738)	25%				
	Other Local Revenues	569	1,689	2,000	2,500	6,759	84,557	84,557	84,557	-	8%				
	Total Revenue	11,857	32,295	678,153	393,260	1,115,566	4,079,978	4,513,938	4,710,265	196,327	24%				
Expenditures															
	Certificated Salaries	96,366	84,890	134,548	141,560	457,364	1,643,538	1,720,349	1,696,593	(23,756)	27%				
	Classified Salaries	9,783	18,600	27,656	25,612	81,650	238,666	322,054	324,521	2,467	25%				
	Benefits	14,426	63,175	60,068	57,897	195,566	797,999	833,068	697,497	(135,571)	28%				
	Books and Supplies	14	6,359	6,505	7,620	20,499	69,315	102,589	125,593	23,004	16%				
	Services and Operating Exp.	19,974	72,954	78,156	35,953	207,037	1,310,399	1,512,077	1,485,543	(26,534)	14%				
	Depreciation & Cap Outlay	-	-	-	-	-	20,000	20,000	20,000	-	0%				
	Other Outflows	-	-	-	885	885	-	-	-	-	-				
	Total Expenditures	140,563	245,979	306,933	269,527	963,001	4,079,917	4,510,137	4,349,748	(160,389)	22%				
Net Revenues						152,565	61	3,801	360,517	356,716					
						Fund Balance									
						Beginning Balance (Unaud.)									
						300,163									
						Net Revenues									
						360,517									
						Ending Fund Balance									
						660,679									
						Components of Fund Bal.									
						Available For Econ. Uncert.									
						420,474 9.7% of Expenditures									
						Restricted Balances (Est.)									
						5,531 0.1% of Expenditures									
						Net Fixed Assets									
						234,674 5.4% of Expenditures									
						Ending Fund Balance									
						660,679 15.2% of Expenditures									



2020-21 First Interim Budget Actuals through October 31, 2020)					Annual Budget									
MSA SD					Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Actual YTD	Adopted July 1 Budget	Current Board- Adopted Budget	Proposed First Interim Budget	Current Budget vs. First Interim	Actuals as % of First Interim

REVENUE DETAIL

LCFF Entitlement

	Jul	Aug	Sep	Oct	Actual YTD	Adopted (July 1) Budget	Current Board- Adopted Budget	Proposed First Interim Budget	Current Budget vs. First Interim	First Interim Budget Remaining
	Actuals	Actuals	Actuals	Actuals						
8011 State Aid	-	-	59,397	-	59,397	447,825	678,697	712,133	33,436	619,300
8012 EPA Entitlement	-	-	21,036	-	21,036	88,602	84,144	88,602	4,458	63,108
8019 Prior Year Adjustments	-	-	(414)	198,924	198,510	-	-	-	-	(198,510)
8096 InLieuPropTaxes	-	-	338,059	169,030	507,089	2,903,727	2,817,162	2,966,417	149,255	2,310,073
SUBTOTAL - LCFF Entitlement	-	-	418,078	367,954	786,032	3,440,154	3,580,003	3,767,152	187,149	2,793,971

Federal Revenue

8181 SpEd - Revenue	-	-	-	-	-	50,773	48,219	51,012	2,793	48,219
8220 SchLunchFederal	-	-	-	-	-	-	-	-	-	-
8290 All Other Federal Revenue	-	-	204,919	-	204,919	80,593	309,332	327,454	18,122	104,413
SUBTOTAL - Federal Revenue	-	-	204,919	-	204,919	131,366	357,551	378,466	20,915	152,632

Other State Revenue

8311 SpEd Revenue	11,288	30,606	22,806	22,806	87,506	228,623	271,364	268,575	(2,789)	183,858
8520 SchoolNutrState	-	-	-	-	-	-	-	-	-	-
8550 MandCstReimburs	-	-	-	-	-	6,820	6,477	-	(6,477)	6,477
8560 StateLotteryRev	-	-	-	-	-	95,822	91,000	88,159	(2,841)	91,000
8590 AllOthStateRev	-	-	30,350	-	30,350	92,636	122,986	123,356	370	92,636
SUBTOTAL - Other State Revenue	11,288	30,606	53,156	22,806	117,856	423,901	491,827	480,089	(11,738)	373,971

Local Revenue

8600 Other Local Rev	-	-	-	-	-	-	-	-	-	-
8634 StudentLunchFee	-	-	-	-	-	-	-	-	-	-
8650 Leases & Rentals	-	-	-	-	-	-	-	-	-	-
8660 Interest	569	645	-	-	1,214	5,636	5,636	5,636	-	4,422
8690 Prior Year Adj (Local1)	-	-	-	-	-	-	-	-	-	-
8695 Prior Year Adj (Local2)	-	-	-	-	-	-	-	-	-	-
8698 OthRev-Suspense	-	-	-	-	-	-	-	-	-	-
8701 CMO Fee - MSA-1	-	-	-	-	-	-	-	-	-	-
8702 CMO Fee - MSA-2	-	-	-	-	-	-	-	-	-	-
8703 CMO Fee - MSA-3	-	-	-	-	-	-	-	-	-	-
8704 CMO Fee - MSA-4	-	-	-	-	-	-	-	-	-	-
8705 CMO Fee - MSA-5	-	-	-	-	-	-	-	-	-	-
8706 CMO Fee - MSA-6	-	-	-	-	-	-	-	-	-	-
8707 CMO Fee - MSA-7	-	-	-	-	-	-	-	-	-	-
8708 CMO Fee - MSA-8	-	-	-	-	-	-	-	-	-	-
8709 CMO Fee - MSA-SA	-	-	-	-	-	-	-	-	-	-
8712 CMO Fee - MSA-SD	-	-	-	-	-	-	-	-	-	-
8699 Other Revenue	-	-	-	-	-	-	-	-	-	-
8980 Misc Revenue (Suspense 2)	-	-	-	-	-	-	-	-	-	-

2020-21 First Interim Budget Actuals through October 31, 2020)		Year To Date					Annual Budget				
		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Actual YTD	Adopted July 1 Budget	Current Board- Adopted Budget	Proposed First Interim Budget	Current Budget vs. First Interim	Actuals as % of First Interim
MSA SD											
8999	Misc Revenue (Suspense)	-	1,044	2,000	(2,544)	500	-	-	-	-	(500)
	SUBTOTAL - Local Revenue	569	1,689	2,000	(2,544)	1,714	5,636	5,636	5,636	-	3,922

2020-21 First Interim Budget Actuals through October 31, 2020)						Annual Budget				
MSA SD						Adopted July 1 Budget	Current Board- Adopted Budget	Proposed First Interim Budget	Current Budget vs. First Interim	Actuals as % of First Interim
Year To Date										
	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Actual YTD					
Fundraising & Grants										
8802	Donations - Private	-	-	-	-	-	-	-	-	-
8803	Fundraising	-	-	-	5,044	5,044	78,921	78,921	78,921	73,877
SUBTOTAL - Fundraising & Grants		-	-	-	5,044	5,044	78,921	78,921	78,921	73,877
TOTAL REVENUE		11,857	32,295	678,153	393,260	1,115,566	4,079,978	4,513,938	4,710,265	196,327
EXPENSES										
Certificated Salaries										
1100	TeacherSalaries	65,544	50,805	104,904	111,366	332,618	1,271,810	1,324,196	1,297,440	991,578
1300	Cert Adminis	30,822	34,086	29,644	30,194	124,746	371,728	396,153	399,153	271,408
SUBTOTAL - Certificated Salaries		96,366	84,890	134,548	141,560	457,364	1,643,538	1,720,349	1,696,593	(23,756)
Classified Salaries										
2100	Instructional Aides	924	809	8,311	8,065	18,108	140,259	223,647	140,926	205,539
2200	Classified Support	3,328	6,656	6,656	6,656	23,297	-	-	39,707	(23,297)
2300	Classified Admin	-	-	-	-	-	-	-	-	-
2400	Clerical & Tech	5,484	10,968	10,968	10,968	38,388	98,407	98,407	143,888	60,019
2900	OtherClassStaff	47	167	1,721	(78)	1,857	-	-	-	(1,857)
SUBTOTAL - Classified Salaries		9,783	18,600	27,656	25,612	81,650	238,666	322,054	324,521	2,467
Employee Benefits										
3101	STRS-Certified	1,186	6,157	11,924	12,563	31,831	259,210	219,435	201,751	187,604
3102	STRS-Classified	-	-	487	497	984	58,360	58,360	58,360	57,376
3201	PERS-Cert	-	-	-	-	-	-	-	-	-
3202	PERS-Classified	1,347	2,311	3,376	3,313	10,346	-	74,844	67,176	64,498
3301	OASDI/Med-Cert	3,500	8,782	12,249	12,712	37,243	29,868	29,868	23,354	(7,375)
3302	OASDI/Med-Class	1,019	2,053	2,430	2,408	7,911	22,119	22,119	24,826	14,208
3401	HlthWelfareCert	1,977	41,811	27,595	24,605	95,989	307,035	307,035	294,840	211,046
3402	HlthWelfareCert	-	-	-	-	-	80,680	80,680	4,654	80,680
3501	UI-Certificated	-	262	208	-	469	17,835	17,835	1,611	17,366
3502	UI-Classified	-	-	-	-	-	2,892	2,892	926	2,892
3601	WorkersCmp-Cert	5,396	1,799	1,799	1,799	10,793	20,000	20,000	20,000	9,207
3701	Other Retirement-Cert	-	-	-	-	-	-	-	-	-
3901	OthBenes-Cert	-	-	-	-	-	-	-	-	-
3902	OthBenes-Class	-	-	-	-	-	-	-	-	-
SUBTOTAL - Employee Benefits		14,426	63,175	60,068	57,897	195,566	797,999	833,068	697,497	(135,571)

2020-21 First Interim Budget Actuals through October 31, 2020)		Year To Date					Annual Budget				
		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Actual YTD	Adopted July 1 Budget	Current Board- Adopted Budget	Proposed First Interim Budget	Current Budget vs. First Interim	Actuals as % of First Interim
MSA SD											
Books & Supplies											
4100	Text&CoreCurric	-	-	-	-	-	-	-	-	-	-
4200	BooksOthRefMats	-	-	-	-	-	10,000	10,000	7,968	(2,032)	10,000
4300	Ins Mats & Sups 2	-	-	-	-	-	-	-	-	-	-
4310	Ins Mats & Sups	-	-	-	1,231	1,231	15,997	19,997	19,997	-	18,766
4315	OthrSupplies	-	-	-	-	-	-	-	-	-	-
4320	Office Supplies	14	14	43	555	625	5,000	3,742	3,742	-	3,117
4325	ProfDevMat&Sups	-	-	-	-	-	-	-	-	-	-
4326	Arts&MusicSupps	-	-	-	-	-	-	-	-	-	-
4335	PE Supplies	-	-	-	-	-	-	-	-	-	-
4340	Educat Software	-	-	5,522	-	5,522	20,113	23,113	23,113	-	17,591
4345	NonInstStdntSup	-	6,345	941	5,818	13,104	1,500	29,032	54,541	25,509	15,928
4346	TeacherSupplies	-	-	-	-	-	-	-	-	-	-
4350	Cust. Supplies	-	-	-	16	16	1,500	1,500	1,500	-	1,484
4351	Yearbook	-	-	-	-	-	-	-	-	-	-
4390	Uniforms	-	-	-	-	-	-	-	-	-	-
4400	NonCapEquip-Gen	-	-	-	-	-	-	-	-	-	-
4410	ClssrmFrmEqp<5k	-	-	-	-	-	-	-	-	-	-
4430	OfficeFurnEqp<5k	-	-	-	-	-	-	-	-	-	-
4440	Computers <\$5k	-	-	-	-	-	10,473	10,473	10,000	(473)	10,473
4461	Fixed Asset Susp (Imp)	-	-	-	-	-	-	-	-	-	-
4464	Equipment (Pre-Cap)	-	-	-	-	-	-	-	-	-	-
4710	Food	-	-	-	-	-	-	-	-	-	-
4720	Food:Other Food	-	-	-	-	-	4,732	4,732	4,732	-	4,732
4990	Prior Year Adj (Mat'ls)	-	-	-	-	-	-	-	-	-	-
4999	Misc Expenditure (Suspense)	-	-	-	-	-	-	-	-	-	-
SUBTOTAL - Books and Supplies		14	6,359	6,505	7,620	20,499	69,315	102,589	125,593	23,004	82,090

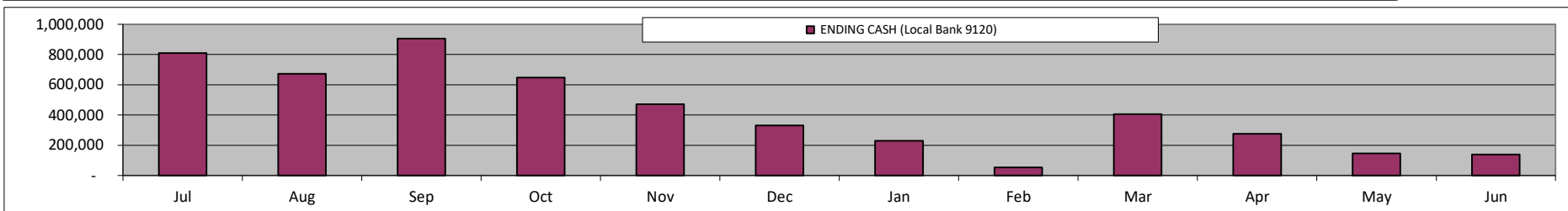
2020-21 First Interim Budget Actuals through October 31, 2020)		Year To Date					Annual Budget				
		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Actual YTD	Adopted July 1 Budget	Current Board- Adopted Budget	Proposed First Interim Budget	Current Budget vs. First Interim	Actuals as % of First Interim
MSA SD											
Services & Other Operating Expenses											
5101	CMO Fees	-	-	-	-	-	185,456	173,800	173,800	-	173,800
5205	Conference Fees	-	-	-	-	-	-	-	-	-	-
5210	MilesParkTolls	-	-	-	-	-	-	1,500	1,500	-	1,500
5215	TravConferences	-	-	-	-	-	-	-	-	-	-
5220	TraLodging	-	-	-	-	-	3,000	1,500	1,500	-	1,500
5300	DuesMemberships	109	-	484	267	860	4,000	4,000	4,000	-	3,140
5450	Other Insurance	11,516	3,838	3,839	3,839	23,032	28,000	28,000	28,000	-	4,968
5500	OpsHousekeeping	-	1,014	-	663	1,677	-	-	7,500	7,500	(1,677)
5510	Gas & Electric	-	2,890	3,563	3,359	9,812	20,000	35,000	35,000	-	25,188
5610	Rent & Leases	-	41,000	60,200	-	101,200	718,878	718,878	718,878	-	617,678
5620	EquipmentLeases	491	1,430	477	2,370	4,768	6,000	6,000	9,900	3,900	1,232
5630	Reps&MaintBldng	289	-	310	-	599	2,000	2,000	2,000	-	1,401
5800	ProfessServices	-	10,219	-	8,976	19,195	39,997	125,347	81,023	(44,324)	106,152
5810	Legal	-	-	(6,657)	-	(6,657)	-	4,000	4,000	-	10,657
5813	SchPrgAftSchool	-	-	-	5,753	5,753	92,636	92,636	93,006	370	86,883
5814	SchPrgAcadComps	-	-	-	-	-	-	-	-	-	-
5819	SchIProgs-Other	-	-	-	-	-	20,000	20,000	20,000	-	20,000
5820	Audit & CPA	-	-	1,500	-	1,500	8,500	8,500	8,500	-	7,000
5825	DMSBusinessSvcs	-	-	-	-	-	-	-	-	-	-
5835	Field Trips	-	-	-	-	-	44,189	44,189	44,189	-	44,189
5836	FieldTrip Trans	-	-	-	-	-	-	-	-	-	-
5840	MarkngStdRecrt	-	-	-	94	94	5,000	5,000	5,000	-	4,906
5850	Oversight Fees	3,248	3,452	-	-	6,700	41,458	38,458	38,458	-	31,758
5857	Payroll Fees	1,450	1,554	1,185	1,198	5,388	11,000	11,000	11,000	-	5,612
5860	Service Fees	-	-	40	67	107	-	-	-	-	(107)
5861	Prior Year Services	-	-	-	-	-	-	-	-	-	-
5863	Prof Developmnt	-	-	-	-	-	6,985	11,985	22,506	10,521	11,985
5864	Prof Dev-Other	-	-	-	-	-	3,000	3,000	3,000	-	3,000
5865	Prof Dev - LLM	-	-	-	-	-	-	-	-	-	-
5869	SpEd Ctrct Inst	-	4,796	-	2,184	6,981	27,000	114,446	114,446	-	107,465
5870	Livescan	-	-	-	-	-	750	750	750	-	750
5872	SPED Fees (incl Encroachment)	-	-	-	-	-	-	-	-	-	-
5875	Staff Recruiting	-	-	-	-	-	-	-	-	-	-
5884	Substitutes	-	-	-	-	-	2,000	15,000	10,500	(4,500)	15,000
5890	OthSvcsNon-Inst	346	346	-	-	692	-	-	-	-	(692)
5900	Communications	-	-	-	-	-	2,000	2,000	2,000	-	2,000
5910	Communications 2	-	-	-	-	-	-	-	-	-	-
5920	TelecomInternet	831	2,140	1,131	1,033	5,136	14,000	14,000	14,000	-	8,864
5930	PostageDelivery	1,147	-	-	-	1,147	2,000	2,000	2,000	-	853
5940	Technology	548	274	5,147	6,150	12,118	22,550	29,088	29,088	-	16,970
5990	Prior Year Adj (Services)	-	-	6,936	-	6,936	-	-	-	-	(6,936)
SUBTOTAL - Services & Other Operating Exp.		19,974	72,954	78,156	35,953	207,037	1,310,399	1,512,077	1,485,543	(26,534)	1,305,040

2020-21 First Interim Budget Actuals through October 31, 2020)		Year To Date					Annual Budget				
		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Actual YTD	Adopted July 1 Budget	Current Board- Adopted Budget	Proposed First Interim Budget	Current Budget vs. First Interim	Actuals as % of First Interim
MSA SD											
Capital Outlay & Depreciation											
6100	Site Improvement (Pre-Capitalization)	-	-	-	-	-	-	-	-	-	-
6400	EquipFixed	-	-	-	-	-	-	-	-	-	
6900	Depreciation	-	-	-	-	-	20,000	20,000	20,000	-	20,000
SUBTOTAL - Capital Outlay & Depreciation		-	-	-	-	-	20,000	20,000	20,000	-	20,000
Other Outflows											
7299	Other Outgo (not incl. SPED Encroachment)	-	-	-	-	-	-	-	-	-	-
7310	Indirect Costs	-	-	-	-	-	-	-	-	-	-
7438	InterestExpense	-	-	-	885	885	-	-	-	-	(885)
SUBTOTAL - Other Outflows		-	-	-	885	885	-	-	-	-	(885)
TOTAL EXPENSES		140,563	245,979	306,933	269,527	963,001	4,079,917	4,510,137	4,349,748	(160,389)	3,547,136

Monthly Update - Monthly Cash Flow (Actuals + Projections)

MSA-SD	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accruals	TOTAL
	ACTUALS	ACTUALS	ACTUALS	ACTUALS	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	
BEGINNING CASH	787,463	810,484	673,176	905,683	647,789	472,807	330,729	230,599	54,732	406,748	276,427	146,106	140,359	
Revenue														
LCFF Entitlement	-	-	418,078	367,954	169,030	190,066	169,030	169,030	745,986	427,749	427,749	453,243	229,239	3,767,152
LCFF State Deferrals	-	-	204,919	-	6,127	18,880	81,864	6,127	(361,826)	(233,863)	(233,863)	(233,863)	1,063,414	-
Federal Revenue	-	-	53,156	22,806	43,123	43,123	43,123	43,123	18,880	6,127	6,127	18,880	10,537	378,466
Other State Revenues	11,288	30,606	2,000	2,500	9,262	9,262	9,262	9,262	43,123	43,123	43,123	43,123	17,249	480,089
Other Local Revenues	569	1,689	2,500	2,500	9,262	9,262	9,262	9,262	9,262	9,262	9,262	9,262	3,705	84,557
Total Revenue	11,857	32,295	678,153	393,260	227,541	261,331	303,278	227,541	455,425	252,397	252,397	290,644	1,324,144	4,710,265
Expenses														
Certificated Salaries	96,366	84,890	134,548	141,560	147,527	147,527	147,527	147,527	147,527	147,527	147,527	147,527	59,011	1,696,593
Classified Salaries	9,783	18,600	27,656	25,612	28,913	28,913	28,913	28,913	28,913	28,913	28,913	28,913	11,565	324,521
Benefits	14,426	63,175	60,068	57,897	59,754	59,754	59,754	59,754	59,754	59,754	59,754	59,754	23,901	697,497
Books and Supplies	14	6,359	6,505	7,620	12,511	12,511	12,511	12,511	12,511	12,511	12,511	12,511	5,004	125,593
Services and Operations	19,974	72,954	78,156	35,953	152,203	152,203	152,203	152,203	152,203	131,513	131,513	45,186	209,279	1,485,543
Depreciation / Cap Outlay	-	-	-	-	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	-	20,000
Other Outflows	-	-	-	885	(885)	-	-	-	-	-	-	-	-	-
Total Expenses	140,563	245,979	306,933	269,527	402,524	403,409	403,409	403,409	403,409	382,718	382,718	296,391	308,761	4,349,748
Other Transactions Affecting Cash														
Revenues - Prior Year Accruals	344,213	192,985		(367,954)										169,244
Accounts Receivable - Current Year														-
Other Assets/Accrual Adj	82,320			(33,965)					300,000					348,355
Fixed Assets - Depreciation Addback														-
Fixed Assets - Acquisitions														-
Due To (From)	30,401	(88,433)	(160,999)											(219,031)
Expenses - Prior Year Accruals	(222,758)	(28,177)	22,286	20,292										(208,357)
Accounts Payable - Current Year														-
Loans Payable (Current)														-
Loans Payable (Long Term)														-
Total Other Transactions	234,176	76,375	(138,713)	(381,627)	-	-	-	-	300,000	-	-	-	-	90,211
Total Change in Cash	105,471	(137,308)	232,507	(257,894)	(174,982)	(142,078)	(100,130)	(175,867)	352,016	(130,321)	(130,321)	(5,747)		450,728

ENDING CASH (Local Bank 9120) **810,484** **673,176** **905,683** **647,789** **472,807** **330,729** **230,599** **54,732** **406,748** **276,427** **146,106** **140,359** <<< = 12 days cash



MERF Executive Summary

SUMMARY OF RESULTS

This First Interim Budget update projects a budget surplus of \$261,986.

This is an increase of \$134,786 from the original Revised Budget projected surplus of \$127,199.

This will allow MERF to end this fiscal year with a balance of \$2,121,316, which is 41.4% of annual expenditures.

CASH FLOW

Operating cash flow is projected to remain positive throughout this fiscal year, as shown in the attached monthly cash flow schedule.

The lowest projected ending cash balance this fiscal year is \$2,286,329, which represents 163 days of operating costs on average.

The June 30, 2020 ending cash balance this fiscal year is projected to be \$3,021,221, which represents 215 days of average operating costs.

This cash flow takes into account all intercompany loans made to date, but does not assume additional loans until approved by the Board.

SIGNIFICANT CHANGES IN REVENUE (Total change from July = decrease of \$0, or 0.0% of Revised Budget Revenues)

Other Local Revenues: This category includes all MERF revenues from the sites, as well as other schoolwide revenue sources.

CMO Fee and other projected revenues are \$0 lower than in the Revised Budget, due primarily to a \$600,000 fee reduction at MSA-Santa Ana.

SIGNIFICANT CHANGES IN EXPENSES (Total change from July = decrease of (\$134,786), or -2.6% of Revised Budget Expenses)

Salaries and Benefits: This includes all employee pay, plus benefits such as retirement, healthcare, Medicare, Social Security, etc.

Salaries and Benefits costs are (\$89,539) lower than in the Revised Budget, reflecting budget adjustments.

Books & Supplies: This category includes textbooks, computers, supplies, and other instructional and non-instructional materials and equipment.

Books & Supplies costs are projected at \$108,705 higher than in the Revised Budget, due to targeted budget adjustments (see detail).

Services & Operating Expenses: These include all contracted services as well as travel, insurance, rent, legal costs, and other service-related expenses.

Services & Operating costs are projected to be (\$153,952) lower than in the Revised Budget, due to targeted budget adjustments (see detail).

Depreciation, Capital Outlay, and Other Outgo: This category includes depreciation on fixed assets, interest, and other related costs.

These costs are projected at \$0 lower than in the Revised Budget, reflecting no changes in projections.



2020-21 First Interim Budget Actuals through October 31, 2020)					Year To Date					Annual Budget				
MSA MERF					Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Actual YTD	Adopted July 1 Budget	Current Board- Adopted Budget	Proposed First Interim Budget	Current Budget vs. First Interim	Actuals as % of First Interim

REVENUE DETAIL

LCFF Entitlement

	Jul	Aug	Sep	Oct	Actual YTD	Adopted (July 1) Budget	Current Board- Adopted Budget	Proposed First Interim Budget	Current Budget vs. First Interim	First Interim Budget Remaining
	Actuals	Actuals	Actuals	Actuals						
8011 State Aid	-	-	-	-	-	-	-	-	-	-
8012 EPA Entitlement	-	-	-	-	-	-	-	-	-	-
8019 Prior Year Adjustments	-	-	-	-	-	-	-	-	-	-
8096 InLieuPropTaxes	-	-	-	-	-	-	-	-	-	-
SUBTOTAL - LCFF Entitlement	-	-	-	-	-	-	-	-	-	-

Federal Revenue

8181 SpEd - Revenue	-	-	-	-	-	-	-	-	-	-
8220 SchLunchFederal	-	-	-	-	-	-	-	-	-	-
8290 All Other Federal Revenue	-	-	-	-	-	-	-	-	-	-
SUBTOTAL - Federal Revenue	-	-	-	-	-	-	-	-	-	-

Other State Revenue

8311 SpEd Revenue	-	-	-	-	-	-	-	-	-	-
8520 SchoolNtrState	-	-	-	-	-	-	-	-	-	-
8550 MandCstReimburs	-	-	-	-	-	-	-	-	-	-
8560 StateLotteryRev	-	-	-	-	-	-	-	-	-	-
8590 AllOthStateRev	-	-	-	-	-	-	-	-	-	-
SUBTOTAL - Other State Revenue	-	-	-	-	-	-	-	-	-	-

Local Revenue

8600 Other Local Rev	-	-	-	-	-	-	-	-	-	-
8634 StudentLunchFee	-	-	-	-	-	-	-	-	-	-
8650 Leases & Rentals	-	-	-	-	-	-	-	-	-	-
8660 Interest	-	-	-	-	-	-	-	-	-	-
8690 Prior Year Adj (Local1)	-	-	-	-	-	-	-	-	-	-
8695 Prior Year Adj (Local2)	-	-	-	-	-	-	-	-	-	-
8698 OthRev-Suspense	-	-	-	-	-	-	-	-	-	-
8701 CMO Fee - MSA-1	-	-	-	-	-	777,775	860,375	860,375	-	860,375
8702 CMO Fee - MSA-2	-	-	-	-	-	704,858	794,858	794,858	-	794,858
8703 CMO Fee - MSA-3	-	-	215,132	71,711	286,842	777,775	860,526	860,526	-	573,684
8704 CMO Fee - MSA-4	-	-	9,412	3,137	12,549	34,028	37,647	37,647	-	25,098
8705 CMO Fee - MSA-5	-	-	118,824	39,608	158,432	475,295	475,295	475,295	-	316,863
8706 CMO Fee - MSA-6	-	-	9,412	3,137	12,549	34,028	37,648	37,648	-	25,099
8707 CMO Fee - MSA-7	-	-	107,566	35,855	143,421	388,887	430,263	430,263	-	286,842
8708 CMO Fee - MSA-8	-	-	-	-	-	777,775	860,525	860,525	-	860,525
8709 CMO Fee - MSA-SA	-	-	-	-	-	573,775	860,526	860,526	-	860,526
8712 CMO Fee - MSA-SD	-	-	-	-	-	185,456	173,800	173,800	-	173,800
8699 Other Revenue	-	-	-	3,000	3,000	-	-	-	-	(3,000)
8980 Misc Revenue (Suspense 2)	-	-	-	-	-	-	-	-	-	-

2020-21 First Interim Budget Actuals through October 31, 2020)		Year To Date					Annual Budget				
		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Actual YTD	Adopted July 1 Budget	Current Board- Adopted Budget	Proposed First Interim Budget	Current Budget vs. First Interim	Actuals as % of First Interim
MSA MERF											
8999	Misc Revenue (Suspense)	-	-	15,806	(5,851)	9,955	-	-	-	-	(9,955)
SUBTOTAL - Local Revenue		-	-	476,150	150,598	626,748	4,729,652	5,391,463	5,391,463	-	4,764,716

2020-21 First Interim Budget Actuals through October 31, 2020)						Annual Budget									
						Current Board-		Proposed First	Current	Actuals as % of					
MSA MERF						Adopted July 1	Adopted	Interim Budget	Budget vs.	First Interim					
						Budget	Budget	Interim Budget	First Interim	First Interim					
						Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Actual YTD					
Fundraising & Grants															
8802	Donations - Private	-	799	-	135	935	-	-	-	(935)					
8803	Fundraising	-	-	-	-	-	-	-	-	-					
SUBTOTAL - Fundraising & Grants		-	799	-	135	935	-	-	-	(935)					
TOTAL REVENUE						-	799	476,150	150,733	627,682	4,729,652	5,391,463	5,391,463	-	4,763,781
EXPENSES															
Certificated Salaries															
1100	TeacherSalaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1300	Cert Adminis	25,528	51,055	53,618	53,543	183,745	752,584	752,584	835,824	83,240	568,839				
SUBTOTAL - Certificated Salaries		25,528	51,055	53,618	53,543	183,745	752,584	752,584	835,824	83,240	568,839				
Classified Salaries															
2100	Instructional Aides	-	-	3,750	7,500	11,250	-	-	-	-	(11,250)				
2200	Classified Support	-	-	-	-	-	-	-	-	-	-				
2300	Classified Admin	-	-	-	-	-	-	-	-	-	-				
2400	Clerical & Tech	57,936	138,422	99,893	134,628	430,878	1,225,519	1,220,520	1,298,021	77,501	789,642				
2900	OtherClassStaff	23,557	47,114	47,114	47,881	165,666	565,368	565,368	584,356	18,988	399,702				
SUBTOTAL - Classified Salaries		81,493	185,536	150,757	190,008	607,794	1,790,887	1,785,888	1,882,377	96,489	1,178,094				
Employee Benefits															
3101	STRS-Certified	4,111	8,221	8,647	8,647	29,626	362,858	362,858	221,920	(140,938)	333,232				
3102	STRS-Classified	3,715	8,426	7,925	12,407	32,472	-	-	-	-	(32,472)				
3201	PERS-Cert	-	-	-	-	-	-	-	-	-	-				
3202	PERS-Classified	2,564	3,947	1,863	1,863	10,237	51,220	51,220	40,154	(11,066)	40,983				
3301	OASDI/Med-Cert	370	740	777	776	2,664	162,236	162,235	18,851	(143,384)	159,570				
3302	OASDI/Med-Class	4,801	11,329	8,104	9,393	33,627	37,941	37,942	104,830	66,888	4,315				
3401	HlthWelfareCert	-	971	-	-	971	300	300	-	(300)	(671)				
3402	HlthWelfareCert	2,252	41,458	2,136	48,716	94,562	337,286	337,284	321,324	(15,960)	242,722				
3501	UI-Certificated	-	-	-	-	-	-	-	-	-	-				
3502	UI-Classified	-	345	47	623	1,015	-	-	2,670	2,670	(1,015)				
3601	WorkersCmp-Cert	6,698	2,233	2,233	2,233	13,397	-	-	26,676	26,676	(13,397)				
3701	Other Retirement-Cert	-	-	-	-	-	112,652	112,651	-	(112,651)	112,651				
3901	OthBenes-Cert	-	-	-	-	-	-	-	-	-	-				
3902	OthBenes-Class	2,269	4,539	4,548	4,765	16,122	-	-	58,797	58,797	(16,122)				
SUBTOTAL - Employee Benefits		26,780	82,210	36,280	89,424	234,694	1,064,493	1,064,490	795,222	(269,268)	829,796				

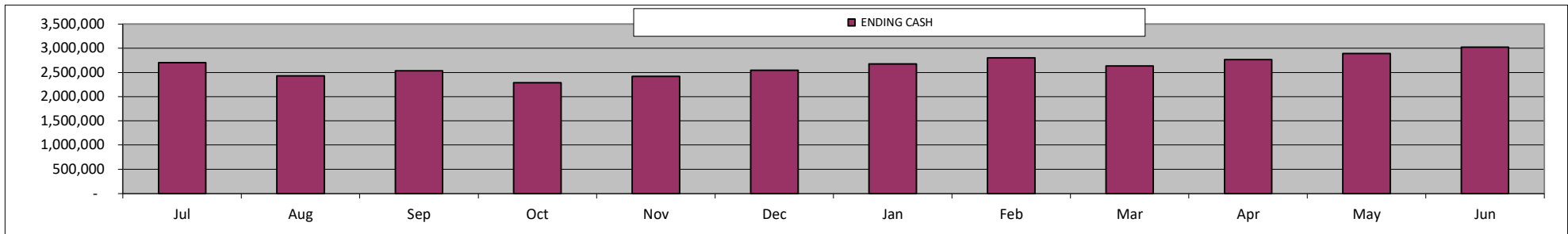
2020-21 First Interim Budget Actuals through October 31, 2020)		Year To Date					Annual Budget				
		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Actual YTD	Adopted July 1 Budget	Current Board- Adopted Budget	Proposed First Interim Budget	Current Budget vs. First Interim	Actuals as % of First Interim
MSA MERF											
Books & Supplies											
4100	Text&CoreCurric	-	-	-	(2,851)	(2,851)	-	200	200	-	3,051
4200	BooksOthRefMats	-	-	-	-	-	-	-	-	-	-
4300	Ins Mats & Sups 2	-	-	-	-	-	-	-	-	-	-
4310	Ins Mats & Sups	-	-	-	-	-	-	-	-	-	-
4315	OthrSupplies	-	-	-	-	-	-	-	-	-	-
4320	Office Supplies	41	156	41	1,086	1,324	-	13,250	14,950	1,700	11,926
4325	ProfDevMat&Sups	-	-	-	-	-	-	-	-	-	-
4326	Arts&MusicSupps	-	-	-	-	-	-	-	-	-	-
4335	PE Supplies	-	-	-	-	-	-	-	-	-	-
4340	Educat Software	-	(6)	177	56,208	56,379	3,840	8,190	63,990	55,800	(48,189)
4345	NonInstStdntSup	41,405	(67,346)	27,429	525	2,013	-	-	48,705	48,705	(2,013)
4346	TeacherSupplies	-	-	-	-	-	-	-	-	-	-
4350	Cust. Supplies	-	-	-	-	-	-	-	-	-	-
4351	Yearbook	-	-	-	-	-	-	-	-	-	-
4390	Uniforms	-	-	-	-	-	-	-	-	-	-
4400	NonCapEquip-Gen	-	-	-	-	-	-	-	-	-	-
4410	ClssrmFrmEqp<5k	-	-	-	-	-	-	-	-	-	-
4430	OfficeFurnEqp<5k	-	-	-	-	-	-	-	-	-	-
4440	Computers <\$5k	-	-	-	-	-	-	-	2,500	2,500	-
4461	Fixed Asset Susp (Imp)	-	-	-	-	-	-	-	-	-	-
4464	Equipment (Pre-Cap)	-	-	-	-	-	-	-	-	-	-
4710	Food	-	-	-	-	-	-	-	-	-	-
4720	Food:Other Food	-	-	-	14,370	14,370	-	28,250	28,250	-	13,880
4990	Prior Year Adj (Mat'ls)	-	-	-	1,395	1,395	-	3,000	3,000	-	1,605
4999	Misc Expenditure (Suspense)	-	1,007	-	350	1,357	-	-	-	-	(1,357)
SUBTOTAL - Books and Supplies		41,446	(66,190)	27,647	71,083	73,986	3,840	52,890	161,595	108,705	(21,096)

2020-21 First Interim Budget Actuals through October 31, 2020)						Annual Budget					
MSA MERF	Year To Date					Actual YTD	Adopted July 1 Budget	Current Board-		Current Budget vs. First Interim	Actuals as % of First Interim
	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Adopted Budget			Proposed First Interim Budget			
Services & Other Operating Expenses											
5101	CMO Fees	-	-	-	-	-	-	-	-	-	-
5205	Conference Fees	-	-	-	-	-	-	88,552	19,000	(69,552)	88,552
5210	MilesParkTolls	-	188	640	146	975	12,800	53,000	43,500	(9,500)	52,025
5215	TravConferences	-	-	-	-	-	-	-	-	-	-
5220	TraLodging	-	25	-	-	25	-	16,500	16,500	-	16,475
5300	DuesMemberships	34,320	752	(144)	115	35,043	43,957	43,957	43,957	-	8,914
5450	Other Insurance	405	135	135	135	810	45,500	45,500	26,800	(18,700)	44,690
5500	OpsHousekeeping	1,332	641	641	641	3,255	11,000	11,000	11,000	-	7,745
5510	Gas & Electric	-	-	-	-	-	-	-	-	-	-
5610	Rent & Leases	32,312	16,156	16,156	16,156	80,779	194,250	194,250	194,250	-	113,471
5620	EquipmentLeases	436	286	286	695	1,702	2,300	7,300	7,300	-	5,598
5630	Reps&MaintBldng	-	-	-	-	-	500	1,000	1,000	-	1,000
5800	ProfessServices	-	500	8,412	7,000	15,912	33,000	125,500	152,600	27,100	109,588
5810	Legal	-	-	-	-	-	20,000	88,325	67,325	(21,000)	88,325
5813	SchPrgAftSchool	-	-	-	-	-	-	-	-	-	-
5814	SchPrgAcadComps	-	-	-	-	-	-	-	-	-	-
5819	SchlProgs-Other	-	-	-	-	-	-	-	-	-	-
5820	Audit & CPA	-	-	5,092	-	5,092	100,000	100,000	100,000	-	94,908
5825	DMSBusiness Svcs	86,011	-	86,011	-	172,021	545,000	600,000	544,200	(55,800)	427,979
5835	Field Trips	-	-	-	-	-	-	-	-	-	-
5836	FieldTrip Trans	-	-	-	-	-	-	-	-	-	-
5840	MarkngStdRecrt	-	-	-	-	-	500	9,000	9,000	-	9,000
5850	Oversight Fees	-	-	-	-	-	-	-	-	-	-
5857	Payroll Fees	1,134	2,294	26	1,198	4,653	12,000	12,000	12,000	-	7,347
5860	Service Fees	-	-	-	-	-	1,000	10,000	10,000	-	10,000
5861	Prior Year Services	-	-	-	-	-	-	-	-	-	-
5863	Prof Developmnt	25	-	-	586	611	-	47,200	47,200	-	46,589
5864	Prof Dev-Other	518	-	-	-	518	1,100	13,500	13,500	-	12,982
5865	Prof Dev - LLM	-	-	-	-	-	-	-	-	-	-
5869	SpEd Ctrct Inst	-	-	-	-	-	-	-	-	-	-
5870	Livescan	-	-	-	-	-	50	200	200	-	200
5872	SPED Fees (incl Encroachment)	-	-	-	-	-	-	-	-	-	-
5875	Staff Recruiting	-	147	-	897	1,044	-	8,000	4,000	(4,000)	6,956
5884	Substitutes	-	-	-	-	-	-	-	-	-	-
5890	Oth Svcs Non-Inst	-	-	-	-	-	-	7,500	7,500	-	7,500
5900	Communications	-	-	616	365	981	-	4,750	4,750	-	3,769
5910	Communications 2	-	-	-	-	-	-	-	-	-	-
5920	TelecomInternet	810	2,920	(234)	818	4,315	5,100	10,300	10,300	-	5,985
5930	PostageDelivery	-	1,011	(83)	442	1,370	2,750	5,500	5,500	-	4,130
5940	Technology	7,842	539	10,478	16,432	35,291	66,078	103,578	101,078	(2,500)	68,287
5990	Prior Year Adj (Services)	-	-	-	-	-	-	1,000	1,000	-	1,000
SUBTOTAL - Services & Other Operating Exp.		165,145	25,594	128,032	45,627	364,398	1,096,885	1,607,412	1,453,460	(153,952)	1,243,014

2020-21 First Interim Budget Actuals through October 31, 2020)		Year To Date					Annual Budget				
		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Actual YTD	Adopted July 1 Budget	Current Board- Adopted Budget	Proposed First Interim Budget	Current Budget vs. First Interim	Actuals as % of First Interim
MSA MERF											
Capital Outlay & Depreciation											
6100	Site Improvement (Pre-Capitalization)	-	-	-	-	-	-	-	-	-	-
6400	EquipFixed	-	-	-	-	-	-	-	-	-	
6900	Depreciation	-	-	-	-	-	515	1,000	1,000	-	1,000
SUBTOTAL - Capital Outlay & Depreciation		-	-	-	-	-	515	1,000	1,000	-	1,000
Other Outflows											
7299	Other Outgo (not incl. SPED Encroachment)	-	-	-	-	-	-	-	-	-	-
7310	Indirect Costs	-	-	-	-	-	-	-	-	-	-
7438	InterestExpense	-	-	-	504	504	-	-	-	-	(504)
SUBTOTAL - Other Outflows		-	-	-	504	504	-	-	-	-	(504)
TOTAL EXPENSES		340,392	278,205	396,334	450,190	1,465,121	4,709,204	5,264,264	5,129,478	(134,786)	3,799,143

Monthly Update - Monthly Cash Flow (Actuals + Projections)

MERF	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accruals	TOTAL
	ACTUALS	ACTUALS	ACTUALS	ACTUALS	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	
BEGINNING CASH	3,177,616	2,701,322	2,428,887	2,533,545	2,286,329	2,415,691	2,545,052	2,674,414	2,803,775	2,633,137	2,762,498	2,891,860	3,021,221	
Revenue														
LCFF Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF State Deferrals	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other State Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Local Revenues	-	799	476,150	150,733	567,117	567,117	567,117	567,117	567,117	567,117	567,117	567,117	226,847	5,391,463
Total Revenue	-	799	476,150	150,733	567,117	567,117	567,117	567,117	567,117	567,117	567,117	567,117	226,847	5,391,463
Expenses														
Certificated Salaries	25,528	51,055	53,618	53,543	77,628	77,628	77,628	77,628	77,628	77,628	77,628	77,628	31,051	835,824
Classified Salaries	81,493	185,536	150,757	190,008	151,736	151,736	151,736	151,736	151,736	151,736	151,736	151,736	60,694	1,882,377
Benefits	26,780	82,210	36,280	89,424	66,729	66,729	66,729	66,729	66,729	66,729	66,729	66,729	26,692	795,222
Books and Supplies	41,446	(66,190)	27,647	71,083	10,430	10,430	10,430	10,430	10,430	10,430	10,430	10,430	4,172	161,595
Services and Operations	165,145	25,594	128,032	45,627	129,650	129,650	129,650	129,650	129,650	129,650	129,650	129,650	51,860	1,453,460
Depreciation / Cap Outlay	-	-	-	-	125	125	125	125	125	125	125	125	125	1,000
Other Outflows	-	-	-	504	(60)	(60)	(60)	(60)	(60)	(60)	(60)	(60)	(60)	-
Total Expenses	340,392	278,205	396,334	450,190	436,239	436,239	436,239	436,239	436,239	436,239	436,239	436,239	174,446	5,129,478
Other Transactions Affecting Cash														
Revenues - Prior Year Accruals	22,149	-	-	28,766	-	-	-	-	-	-	-	-	-	50,915
Accounts Receivable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Assets/Accrual Adj	9,187	-	7,912	(25,355)	-	-	-	-	(300,000)	-	-	-	-	(308,257)
Fixed Assets - Depreciation Addback	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fixed Assets - Acquisitions	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Due To (From)	-	-	-	-	(1,516)	(1,516)	(1,516)	(1,516)	(1,516)	(1,516)	(1,516)	(1,516)	(1,516)	(12,130)
Expenses - Prior Year Accruals	(167,238)	4,971	16,930	48,830	-	-	-	-	-	-	-	-	-	(96,507)
Accounts Payable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summer Holdback for Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Loans Payable (Current)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Loans Payable (Long Term)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Other Transactions	(135,903)	4,971	24,842	52,241	(1,516)	(1,516)	(1,516)	(1,516)	(301,516)	(1,516)	(1,516)	(1,516)		(365,979)
Total Change in Cash	(476,294)	(272,435)	104,658	(247,216)	129,362	129,362	129,362	129,362	(170,638)	129,362	129,362	129,362		(103,993)
ENDING CASH	2,701,322	2,428,887	2,533,545	2,286,329	2,415,691	2,545,052	2,674,414	2,803,775	2,633,137	2,762,498	2,891,860	3,021,221	<<< = 215 days cash	





QUESTIONS & COMMENTS



Cover Sheet

Approval of the 2020-21 Compliance Monitoring and Certification of Board Compliance Review for MSA-Santa Ana

Section: III. Action Items
Item: E. Approval of the 2020-21 Compliance Monitoring and Certification of Board Compliance Review for MSA-Santa Ana
Purpose: Vote
Submitted by:
Related Material: III E Action Item 12.10.2020.pdf



Board Agenda Item #	III E: Action Item
Date:	December 10, 2020
To:	Magnolia Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	David Yilmaz, Chief Accountability Officer
RE:	Approval of 2020-21 Compliance Monitoring and Certification of Board Compliance Review for MSA-Santa Ana

Proposed Board Recommendation

I move that the board approve the 2020-21 Compliance Monitoring and Certification of Board Compliance Review for MSA-Santa Ana.

Background

This is a new annual item that the Board needs to approve for our State Board of Education (SBE) authorized MPS school: MSA-Santa Ana. The SBE has started a process similar to what LAUSD has been doing by requiring each charter school to get this certification approved by their board and submit it along with approved board agenda and minutes. This document certifies that the charter school meets all compliance requirements indicated on the document. The CDE reviews documentation of compliance during their oversight visit to each school.

The CDE has listed 19 areas of compliance requirements for review on the document ranging from teacher credentials to obtaining WASC accreditation. They have also provided examples of supporting documentation for each compliance item. (See attachments.) MSA-Santa Ana has all of the supporting documentation for each of the 19 areas where some of the documents are posted on the school website (Board member roster and information, Parent/Student Handbook, Bylaws, Conflict of Interest Policy, Complaint Form, UCP, PRA, Safety Plan, etc.) and others are on file (teacher credential template, DOJ/TB, Brown Act training, etc.) We work with our assigned CDE specialist in the submission of any requested documents. MSA-SA principal has already signed the attached document certifying that the school has reviewed the school's compliance related policies, systems, and procedures. In support of the school, the Home Office also oversees and ensures that MSA-SA meets all of the compliance items.

The CDE requires that the Governing Board Chair sign the certification upon Board review and approval. The signed certification page will be submitted to the CDE.

Budget Implications

N/A

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

It is part of the Board's fiduciary governance responsibility to ensure that MSA-Santa Ana complies with all applicable laws and other requirements as indicated on the attached form.

Name of Staff Originator:

David Yilmaz, Chief Accountability Officer

Exhibits (Attachments):

- MSA-SA Compliance Requirements 2020-21 (signed by the principal)
- Instructions and Examples Compliance Requirements 2020-2021

COMPLIANCE MONITORING AND CERTIFICATION OF GOVERNING BOARD COMPLIANCE REVIEW 2020–2021

School Name: _____MAGNOLIA SCIENCE ACADEMY SANTA ANA_____

(CDS Code Number): _____30-76893-0130765_____

Compliance Requirements
1. The charter school follows the credentialing requirements in California <i>Education Code (EC)</i> , Section 47605 (l)(1)(2) and that each teacher has satisfied the requirements for the Certificate of Clearance as outlined in <i>EC</i> , sections 44339, 44330, and 44341
2. The charter school maintains timely and current verification of tuberculosis clearances for all employees (including substitutes, part-time staff, and temporary employees) and contracting entities (service providers, vendors, and independent contractors). <i>EC</i> , sections 47605(b)(5)(F), 45122.1, 45125.1, and 49406.
3. The Charter Schools Division has been provided with, and parents have access to, the school’s most current contact information for each Governing Board member and the 2020–2021 Board meetings calendar.
4. The charter school complies with the pre- and post-lottery and enrollment forms guidelines.
5. The charter school shall ensure that staff receives annual training on the charter school’s health, safety, and emergency procedures, and shall maintain a calendar for, and conduct, emergency response drills for students and staff including, but not limited to: <ul style="list-style-type: none"> • Health, Safety and Emergency Preparedness Plan (School Safety Plan) <i>EC</i> 32280–32289 • Child Abuse Mandated Reporter Training Assembly Bill (AB) 1432 (2014); <i>EC</i> 44691; <i>Penal Code</i> Section 11165.7 <ul style="list-style-type: none"> ▪ Blood borne Pathogens training <i>California Code of Regulations</i>, Title 8, Section 5193 ▪ Pupil Suicide Prevention Policy, AB 2246 (2016)

6. The charter school's school climate and student discipline systems and procedures align with best practices.
7. The charter school shall maintain all data involving placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available upon request.
8. The charter school ensures that any and all school communications, including the Parent Student Handbook, are consistent with the provisions of the school's approved charter as well as applicable law (e.g., translated for 15 percent and above languages)
9. The charter school's occupancy and use of facilities shall follow applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards, and the Americans with Disability Act, <i>EC 47610</i>
<p>10. The charter school complies with all federal and state laws related to public entities, including, but not limited to:</p> <ul style="list-style-type: none"> • Ralph M. Brown Act • Political Reform Act • Public Records Act • <i>Government Code, Section 1090</i> <p><i>During the COVID-19 Pandemic the meeting location requirement was lifted through Senate Bill (SB) 98. This requirement is expected to be reinstated after the COVID-19 crisis has passed.</i></p>
11. The charter school ensures that its Articles of Incorporation are current and appropriate for the operation of the charter school.
12. By-laws are current and consistent with the approved charter, Governing Board-approved, and signed by the Governing Board secretary.

<p>13. The charter school implements its own Uniform Complaint Procedure policies and procedures with appropriate corresponding forms and documents, readily available to stakeholders at the school site and on the school's website, that are compliant with federal and state requirements. Guidance provided at http://www.cde.ca.gov/re/cp/uc/.</p>
<p>14. Due to the COVID-19 Pandemic, the Governing Board oversees the development of and approves/adopts the Learning and Continuity Plan for the 2020–2021 school year, in place of the annual Local Control Accountability Plan (EC 47606.5., SB 98).</p>
<p>15. The charter school ensures that it follows all applicable state law regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and EC 48850</p>
<p>16. The charter school has a form posted on their website for complaints pursuant to EC 47605(d)(4) to be filed with the charter authorizer.</p> <p>The California Department of Education has provided a template form for use by charter schools. This template form must be modified before distributing to parents and posting on the charter school's website. The template form can be found at https://www.cde.ca.gov/sp/ch/documents/rescscomplaints.pdf.</p>
<p>17. For schools serving grade nine only: The charter school complies with all applicable requirements of the California Mathematics Placement Act of 2015.</p>
<p>18. The charter school complies with all applicable requirements of AB 2246: Pupil Suicide Prevention Policies.</p>
<p>19. For high schools only: The charter school has obtained or is in the process of obtaining, Western Association of Schools and Colleges accreditation and University of California Office of the President Doorways Course Approval.</p>

Please attach the relevant Governing Board agenda(s) and approved minutes for the meeting(s) at which the Governing Board has reviewed the school's compliance with the items listed above.

California Department of Education reserves the right to request, at any time supporting documentation for the requirements listed below.

CERTIFICATION OF SCHOOL ADMINISTRATOR'S COMPLIANCE REVIEW

(by October 30, 2020)

The undersigned hereby certifies that, on
10/30/2020 the School Administrator of
Date(s)

MAGNOLIA SCIENCE ACADEMY SANTA ANA

Name of Charter School

reviewed the school's compliance related policies, systems, and procedures.

Steven Keskinturk	<i>Steven Keskinturk</i>	10/30/2020
<small>Printed Name of School Administrator</small>	<small>Signature of School Administrator</small>	<small>Date Signed</small>

CERTIFICATION OF GOVERNING BOARD COMPLIANCE REVIEW

(by October 30, 2020)

The undersigned hereby certifies that, on
12/10/2020 the Governing Board of
Date(s)

MAGNOLIA SCIENCE ACADEMY SANTA ANA

Name of Charter School

reviewed the school's compliance related policies, systems, and procedures.

Haim Beliak		
<small>Printed Name of Governing Board Chair</small>	<small>Signature of Governing Board Chair</small>	<small>Date Signed</small>

**COMPLIANCE MONITORING AND
CERTIFICATION OF GOVERNING BOARD COMPLIANCE REVIEW
2020–2021
Instructions and Examples**

Compliance Requirements	Supporting Documentation Examples
<p>1. The charter school follows the credentialing requirements in California <i>Education Code (EC)</i>, Section 47605 (I)(1)(2) and that each teacher has satisfied the requirements for the Certificate of Clearance as outlined in <i>EC</i>, sections 44339, 44330, and 44341</p>	<ul style="list-style-type: none"> • Completion of annual credential template submitted to the SBE Oversight mailbox. • Certificate of Clearance for each teacher posted on the California Commission for Teacher Credentialing website at www.ctc.org.
<p>2. The charter school maintains timely and current verification of tuberculosis (TB) clearances for all employees (including substitutes, part-time staff, and temporary employees) and contracting entities (service providers, vendors, and independent contractors). <i>EC</i>, sections 47605(b)(5)(F), 45122.1, 45125.1, and 49406.</p>	<ul style="list-style-type: none"> • Certification of timely Department of Justice and TB clearances by all contracting entities; • Documentation of compliance with applicable volunteer clearance requirements, including TB risk assessment/clearance requirements under Assembly Bill 166
<p>3. The Charter Schools Division has been provided with, and parents have access to, the school's most current contact information for each Governing Board member and the 2020–2021 Board meetings calendar.</p>	<p>Documentation of:</p> <ul style="list-style-type: none"> • Accurate and updated school contact information • Accurate and updated list/roster of Governing Board members and contact information • Calendar of Governing Board meeting dates and location(s)
<p>4. The charter school complies with the pre- and post-lottery and enrollment forms guidelines.</p>	<ul style="list-style-type: none"> • Lottery form and enrollment packet
<p>5. The charter school shall ensure that staff receives annual training on the charter school's health, safety, and emergency procedures, and shall maintain a calendar for, and conduct, emergency response drills for students and staff including, but not limited to:</p>	<ul style="list-style-type: none"> • Certification of Comprehensive Health, Safety, and Emergency Plan; • Documentation of emergency drills and preparedness training;

<ul style="list-style-type: none"> • Health, Safety and Emergency Preparedness Plan (School Safety Plan), <i>EC 32280–32289</i> • Child Abuse Mandated Reporter Training, AB 1432 (2014); <i>EC 44691; Penal Code (PC) 11165.7</i> <ul style="list-style-type: none"> ▪ Blood borne Pathogens training, <i>California Code of Regulations</i>, Title 8, Section 5193 ▪ Pupil Suicide Prevention Policy, AB 2246 (2016) 	<ul style="list-style-type: none"> • Documentation of timely and compliant Child Abuse Mandated Reporter training; • Documentation of Pupil Suicide Prevention Policy training
<p>6. The charter school’s school climate and student discipline systems and procedures align with best practices.</p>	<ul style="list-style-type: none"> • Description of the school-wide student behavior and discipline system • Evidence of the tiered behavior intervention, alternatives to suspension, and school positive behavior support that the school provides
<p>7. The charter school shall maintain all data involving placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available upon request.</p>	<ul style="list-style-type: none"> • Monthly suspension and expulsion reports
<p>8. The charter school ensures that any and all school communications, including the Parent Student Handbook, are consistent with the provisions of school’s approved charter as well as applicable law (e.g., translated for 15 percent and above languages)</p>	<ul style="list-style-type: none"> • Parent Student Handbook
<p>9. The charter school’s occupancy and use of facilities shall follow applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for</p>	<ul style="list-style-type: none"> • Current and appropriate Certificate of Occupancy or equivalent; documentation of compliance with fire-life-safety requirements

building and safety standards, and the Americans with Disability Act, <i>EC 47610</i>	
<p>10. The charter school complies with all federal and state laws related to public entities, including, but not limited to:</p> <ul style="list-style-type: none"> • Ralph M. Brown Act • Political Reform Act • Public Records Act • <i>Government Code</i>, Section 1090 <p><i>During the COVID-19 Pandemic the meeting location requirement was lifted through Senate Bill (SB) 98. This requirement is expected to be reinstated after the COVID-19 crisis has passed.</i></p>	<ul style="list-style-type: none"> • Board meeting agendas and minutes for the past 12 months, • Verification of compliant public posting of Board agendas, including on the school website, • Evidence of Brown Act training, • Evidence of Form 700 compliance and filing, • School policy for responding to Public Records Act (PRA) requests, • Evidence of adopted Conflict of Interest policy, • Adopted bylaws referencing Conflict of Interest policy aligned to SB 126 requirements.
11. The charter school ensures that its Articles of Incorporation are current and appropriate for the operation of the charter school.	<ul style="list-style-type: none"> • Corporate papers, including any and all Articles of Incorporation (initial documents and any subsequent amendments)
12. By-laws are current and consistent with approved charter, Governing Board-approved, and signed by the Governing Board secretary.	<ul style="list-style-type: none"> • Current and signed Board-approved bylaws
13. The charter school implements its own Uniform Complaint Procedure policies and procedures with appropriate corresponding forms and documents, readily available to stakeholders at the school site and on the school's website, that are compliant with federal and state requirements. Guidance provided at http://www.cde.ca.gov/re/cp/uc/	<ul style="list-style-type: none"> • Assurance the Governing Board has reviewed the school's; <ul style="list-style-type: none"> ○ UCP policies ○ UCP procedure ○ UCP form

<p>14. Due to the COVID-19 Pandemic, the Governing Board oversees the development of and approves/adopts the Learning and Continuity Plan for the 2020–2021 school year, in place of the annual Local Control Accountability Plan, <i>EC</i> 47606.5., SB 98</p>	<ul style="list-style-type: none"> • Documentation of board meeting agendas, board Minutes, and approved Learning and Continuity Plan
<p>15. The charter school ensures that it follows all applicable state law regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and <i>EC</i> 48850</p>	<ul style="list-style-type: none"> • Documentation of compliance with the requirements, which may include but is not limited to, the name of the charter school’s designee and the partial credit policy, if applicable
<p>16. The charter school has a form posted on their website for complaints pursuant to <i>EC</i> 47605(d)(4) to be filed with the charter authorizer.</p> <p>The California Department of Education has provided a template form for use by charter schools. This template form must be modified before distributing to parents and posting on the charter school's website. The template form can be found at:</p> <p>https://www.cde.ca.gov/sp/ch/documents/rescscomplaints.pdf</p>	<ul style="list-style-type: none"> • Documentation of complaint form posted on website.
<p>17. Schools serving grade nine only: The charter school complies with all applicable requirements of the California Mathematics Placement Act (CMPA) of 2015.</p>	<ul style="list-style-type: none"> • Documentation of the adoption of the charter school’s established policy in compliance with CMPA of 2015, including the Board Meeting Agendas and Board Minutes
<p>18. The charter school complies with all applicable requirements of AB 2246: Pupil Suicide Prevention Policies.</p>	<ul style="list-style-type: none"> • Documentation of the adoption of the charter school’s policy established in compliance with the AB 2246, including the Board Meeting Agendas and Board Minutes
<p>19. For high schools only: The charter school has obtained or is in the process of obtaining, Western Association of Schools and Colleges (WASC) accreditation and University of California Office of the President (UCOP) Doorways Course Approval.</p>	<ul style="list-style-type: none"> • Charter school approvals are listed on the WASC website and UCOP Doorways website

Cover Sheet

Election of Board Members to Magnolia Properties Management, Inc. (MPM)

Section: III. Action Items
Item: F. Election of Board Members to Magnolia Properties Management, Inc. (MPM)
Purpose: Vote
Submitted by:
Related Material: III F Action Item 12.10.2020.pdf



Board Agenda Item #:	III F: Action Item
Date:	December 10, 2020
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools (“ MPS ”) Board of Directors (the “ Board ”)
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Patrick Ontiveros, General Counsel & Director of Facilities
RE:	Election of Board Members to Magnolia Properties Management, Inc.

I. Proposed Recommendation(s)

MPS Staff recommends and moves that the MPS Board adopt the resolutions attached as Exhibit A to remove all existing directors from and elect the following three (3) individuals to the Magnolia Properties Management, Inc. Board of Directors: [____], [____], and [____].

The new Directors shall assume their role immediately upon adoption of the attached resolutions.

II. Background

Magnolia Properties Management, Inc. (“MPM Inc.”) is a California non-profit public benefit corporation. MPM was formed in 2012 and in the same year received a determination letter from the Internal Revenue Service recognizing it as exempt from taxation under Section 501(a) of the Internal Revenue Code of 1986 (the “Code”) as an organization described in Section 501(c)(3) of the Code. MPM Inc. provides property development and maintenance services for schools operated by Magnolia Public Schools (“MPS”) and was formed as a supporting organization for Magnolia Public Schools. MPM’s mission is to own, operate, and maintain, either directly or as the sole member of a California limited liability company, real estate for use as charter schools. Such facilities are then leased to the various schools operated by Magnolia Public Schools. MPM Inc. is the sole member and manager of three California limited liability companies: MPM Sherman Way LLC, MPM Santa Ana LLC, and MPM San Diego LLC. The Articles of Organization and Bylaws of MPM Inc. are attached as Exhibits B and C, respectively.

Section 3 of Article III of MPM Inc.’s Bylaws provides that MPS as MPM Inc.’s “Sponsor”, acting through its Board of Directors, shall designate the Directors of [MPM Inc.]. Each Director designated by the Sponsor shall serve for such term of office as is designated by the Sponsor.” Further, Section 5 of Article III provides that “[an MPM Inc.] Director may be removed at any time for any reason by the Sponsor.



MPS staff believes that it is in the best interests of MPM Inc. and MPS to remove and replace the existing MPM Inc. Directors with a new set of Directors.

A November 12, 2015 report to the MPS Board, attached as Exhibit D, stated that the “[r]equirements to serve on the MPM board are that the individuals must not be members of the staff of MPS or relatives of the employees of MPS. In addition, no more than one of the three MPM board members may be a member of the MPS board of directors.” However, MPM Inc.’s Bylaws do not set out such requirements. Section 2 of Article III of MPM Inc.’s Bylaws provides as follows:

No more than 49 percent of the persons serving on the Board may be interested persons. An interested person is (a) any person currently being compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a Director as Director, and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such a person. However, any violation of the provisions of this paragraph shall not affect the validity or enforceability of any transaction entered into by the corporation.

The above referenced candidates for the MPM Inc. Board of Directors meet these requirements. Each of the proposed candidates that is associated with MPS, either as a Board Member of MPS or employee of MPS, is not an “interested persons” – that is, none is a “*person currently being compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a Director as Director.*”

III. Budget Impacts

There are no budget impacts on MPS or MPM Inc as a result of the actions recommended in this report.

Exhibit A

RESOLUTIONS OF THE BOARD OF DIRECTORS OF MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION DBA MAGNOLIA PUBLIC SCHOOLS

October 8, 2020

WHEREAS: Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**MPS**") is a California nonprofit public benefit corporation and an organization described in Section 501(c)(3) of the Internal Revenue Code of 1986.

WHEREAS: Magnolia Properties Management, Inc., a California nonprofit public benefit corporation ("**MPM**"), was formed and is operated exclusively to support MPS.

WHEREAS: Section 2 of Article III of MPM's Bylaws provides as follows:

The authorized number of Directors shall be not less than 3 nor more than 7, until changed by amendment to these Bylaws. The exact number of authorized Directors shall be fixed within these limits from time to time by Magnolia Educational & Research Foundation, a California nonprofit public benefit corporation (the "Sponsor").

WHEREAS: Section 2 of Article III of MPM's Bylaws further provides as follows:

No more than 49 percent of the persons serving on the Board may be interested persons. An interested person is (a) any person currently being compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a Director as Director, and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such a person.

WHEREAS: Government Code § 1091.5(a)(8) provides as follows:

(a) An officer or employee shall not be deemed to be interested in a contract if his or her interest is any of the following:

(8) That of a noncompensated officer of a nonprofit, tax-exempt corporation, which, as one of its primary purposes, supports the functions of the body or board or to

October 8, 2020

Page 2 of 5

which the body or board has a legal obligation to give particular consideration, and provided further that this interest is noted in its official records.

For purposes of this paragraph, an officer is “noncompensated” even though he or she receives reimbursement from the nonprofit, tax-exempt corporation for necessary travel and other actual expenses incurred in performing the duties of his or her office.

WHEREAS: the term of the existing Directors of MPM expires on November 11, 2020.

WHEREAS: in advance of the aforementioned expiration date MPS desires to remove the existing members of Board of Directors and replace them with the following individuals (the “Proposed Directors”):

[_____]

[_____]

[_____]

WHEREAS: each of the Proposed Directors who is either a Board Member of MPS or an employee of MPS is not a “interested person” as defined in MPM’s Bylaws and meets the requirements of Government Code § 1091.5(a)(8) as none are compensated

NOW, THEREFORE BE IT RESOLVED: that the Board hereby approves, confirms, and ratifies the designation of aforementioned individuals as directors of MPM, to serve for terms ending November 11, 2023, or until removed or replaced as provided in the Bylaws of MPM.

RESOLVED, FURTHER: that the appropriate officers of MPS are hereby authorized and directed to take such additional actions, to execute and deliver such additional instruments, and to make such further determinations as may be necessary or appropriate to carry into effect the foregoing resolutions.

RESOLVED, FURTHER: that MPS ratifies and confirms the acts of its officers, agents or employees taken on behalf of MPS and that all actions heretofore taken by the CEO & Superintendent, CFO, or any other officer of MPS, in connection with or otherwise in contemplation of the foregoing actions, and they hereby are, ratified, confirmed and approved as the acts and deeds of MPS.

RESOLVED, FURTHER: the Secretary or Assistant Secretary of Magnolia, acting singly or together, be and hereby is and are authorized and directed to execute, acknowledge and deliver a certified copy of these resolutions to any person or agency which may require copies of these

October 8, 2020

Page 3 of 5

resolutions and that the certification of the Secretary or Assistant Secretary as to the signatures of the officers, agents or employees will be binding on MPS.

* * *

CERTIFICATE OF SECRETARY

I, Barbara Torres, do hereby certify that I am the duly appointed and acting Secretary of Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**Magnolia**"), a California nonprofit public benefit corporation and an organization described in Section 501(c)(3) of the Internal Revenue Code of 1986, and do hereby further certify that attached hereto is a full, true and correct copy of certain resolutions of the Board of Directors, duly and regularly passed on October 8, 2020, by the majority vote of the Board of Directors then in office at a meeting duly held on such date in compliance with the bylaws of Magnolia and California law.

I further certify that said resolutions are still in force and effect and have not been amended or revoked.

IN WITNESS WHEREOF, I have hereunto set my hand as Secretary of Magnolia this ____ day of _____ 2020.

Barbara Torres, Secretary



Exhibit B

ARTICLES OF ORGANIZATION

3443936

FILED *Emilio*
In the Office of the Secretary of State
of the State of California

JAN 12 2012

ARTICLES OF INCORPORATION
OF
MAGNOLIA PROPERTIES MANAGEMENT, INC.

ARTICLE I

NAME

The name of this corporation is Magnolia Properties Management, Inc.

ARTICLE II

PURPOSES

A. This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the California Nonprofit Public Benefit Corporation Law for charitable purposes.

B. This corporation is formed, and shall be operated, exclusively for the benefit of, to perform the functions of, and to carry out the purposes of Magnolia Educational & Research Foundation (the "Sponsor"), a California nonprofit public benefit corporation.

The primary purposes of the corporation are to facilitate the development of charter schools; to lease, own, manage, maintain and operate an educational institution; to provide charter school facilities and operational and other support to charter schools; to assist philanthropists and foundations in accelerating the growth of high quality charter schools; and to provide and otherwise obtain or assist in obtaining charter school financing. Additionally, the corporation may engage in any activities that are reasonably related to or in furtherance of its stated charitable and public purposes, or in any other charitable activities.

The corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended ("Code").

ARTICLE III

POWERS

A. This corporation shall have all the powers of a natural person, subject only to limitations imposed by these Articles, the Bylaws of this corporation and applicable laws. Notwithstanding any such powers or any other provision of these Articles, this corporation shall

772964.1

not carry on any activities not permitted to be carried on (a) by a corporation exempt from Federal income tax under Section 501(c)(3) of the Code, or (b) by a corporation contributions to which are deductible under Section 170(c)(2) of the Code. No part of the net income or assets of the corporation shall inure to the benefit of any of its directors, officers or other private persons.

B. No substantial part of the activities of the corporation shall be the carrying on of propaganda or otherwise attempting to influence legislation (except as otherwise provided in Section 501(h) of the Code), and the corporation shall not participate or intervene (including the publication or distribution of statements) in any political campaign on behalf of (or in opposition to) any candidate for public office.

ARTICLE IV

DISSOLUTION

All the property and assets of this corporation are irrevocably dedicated to charitable and educational purposes described in Section 501(c)(3) of the Code. Upon the dissolution, winding up or abandonment of the corporation, its assets remaining after payment, or provision for payment, of all debts and liabilities shall be distributed to one or more organizations then described in Section 501(c)(3) of the Code.

ARTICLE V

INITIAL AGENT FOR PROCESS

The name and business address in this State of the corporation's initial agent for service of process is:

Mekan Muhammedov
13950 Milton Ave Ste 200 b
Westminster, CA 92683

ARTICLE VI

AMENDMENTS

Any amendment of these Articles of Incorporation must be approved by the Sponsor.

IN WITNESS WHEREOF, for the purpose of forming this nonprofit public benefit corporation under the laws of the State of California, the undersigned has executed these Articles of Incorporation this 12th day of January 2012.



Varol Gurler, Incorporator

[Faint, illegible text]



I hereby certify that the foregoing transcript of 2 page(s) is a full, true and correct copy of the original record in the custody of the California Secretary of State's office.

APR 05 2017 mkk

Date: _____

Handwritten signature of Alex Padilla in cursive.

ALEX PADILLA, Secretary of State



Exhibit C

BYLAWS

BYLAWS
OF
MAGNOLIA PROPERTIES MANAGEMENT, INC.

ARTICLE I

OFFICES AND SEAL

Section 1. OFFICES. The principal office for the transaction of the activities and affairs of the corporation shall be at such location within the State of California as the Board of Directors shall from time to time designate. The corporation may also have such other offices within the State of California as the Board of Directors may from time to time establish.

Section 2. CORPORATE SEAL. The corporation may adopt and use a corporate seal.

ARTICLE II

NON-MEMBERSHIP CORPORATION

The corporation shall not have members. Any action which would otherwise require approval of members shall require only approval of the Board of Directors.

ARTICLE III

BOARD OF DIRECTORS

Section 1. POWERS. The powers of the corporation shall be exercised, its property controlled and its activities and affairs conducted by or under the direction of the Board of Directors (the "Board"). The Board may delegate the management of the activities of the corporation to any person or persons, management company, or committee provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.

Section 2. AUTHORIZED NUMBER AND QUALIFICATIONS. The authorized number of Directors shall be not less than 3 nor more than 7, until changed by amendment to these Bylaws. The exact number of authorized Directors shall be fixed within these limits from time to time by Magnolia Educational & Research Foundation, a California nonprofit public benefit corporation (the "Sponsor").

No more than 49 percent of the persons serving on the Board may be interested persons. An interested person is (a) any person currently being compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a Director as Director, and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such a person. However, any violation of the provisions of this paragraph shall not affect the validity or enforceability of any transaction entered into by the corporation.

Section 3. DESIGNATION AND TERM. The Sponsor, acting through its Board of Directors, shall designate the Directors of the corporation. Each Director designated by the Sponsor shall serve for such term of office as is designated by the Sponsor.

Section 4. RESIGNATION. A Director may resign effective upon giving written notice to the Chair, if any, the President, the Secretary, or the Board, unless the notice specifies a later time for the effectiveness of such resignation. No Director may resign if the corporation would be left without a duly elected Director in charge of its affairs.

Section 5. REMOVAL OF DIRECTORS. A Director may be removed at any time for any reason by the Sponsor.

Section 6. VACANCIES. A vacancy or vacancies on the Board shall be deemed to exist in the event of the death, resignation or removal of any Director, or, if the Board by resolution declares vacant the office of a Director who has been declared of unsound mind by an order of court, or who has been convicted of a felony, or who has been found by final order or judgment of any court to have breached a duty under Part 2, Chapter 2, Article 3 of the California Nonprofit Corporation Law.

In the event of any vacancy on the Board, the vacancy shall be filled by the Sponsor pursuant to Section 3 of this Article III.

Section 7. COMPENSATION. The Directors shall serve without compensation for their services as Directors; provided, however, that the Directors may receive reimbursement of expenses actually incurred in connection with the performance of duties as Directors.

Section 8. MEETINGS.

(a) Call of Meeting. Meetings of the Board may be called by the Chair, if any, the President, the Secretary or any two (2) Directors.

(b) Place of Meetings. All meetings of the Board shall be held at the principal office of the corporation or at such other place as shall be determined from time to time by resolution of the Board.

(c) Annual Meetings. The annual meeting of the Board shall be held, without call or notice, at the principal office of the corporation or at such other place as shall be determined by resolution of the Board, on such date and at such time as the Board may, from time to time, fix.

(d) Regular Meetings. Regular meetings of the Board may be held, without call or notice, at the principal office of the corporation or at such other place as shall be determined by resolution of the Board, on such date and at such time as the Board may, from time to time, fix.

(e) Special Meetings. Special meetings of the Board may be called by the Chair, if any, the President or the Secretary or any two (2) Directors. Special meetings shall be held on four (4) days prior written notice by first-class mail, postage prepaid, or on forty-eight (48) hours notice delivered personally or by telephone, including a voice messaging system, or by electronic transmission by the corporation. Notice of the special meeting need not be given to any Director who signs a waiver of notice or a written consent to the holding of the meeting or approval of the minutes thereof, whether before or after the meeting, or who attends the meeting without protesting, prior thereto or at its commencement, the lack of such notice to such Director. All such waivers and consents need not specify the purpose of the meeting but shall be filed with the corporate records or made a part of the minutes of the meetings.

(f) Quorum. A majority of the authorized Directors shall constitute a quorum of the Board for the transaction of business.

(g) Transactions of Board. An act or decision done or made by a majority of the Directors present at a meeting duly held at which a quorum is present is the act of the Board, unless a different number, or the same number after disqualifying one or more Directors from voting, is required by law, by the Articles of Incorporation, or by these Bylaws, including but not limited to those provisions relating to (i) approval of contracts or transactions in which a Director has a direct or indirect material financial interest, (ii) appointment of committees, and (iii) indemnification of Directors; provided, however, that any meeting at which a quorum is initially present may continue to transact business notwithstanding the withdrawal of Directors if any action taken is approved by at least a majority of the required quorum for such meeting.

(h) Conduct of Meetings. The Chair, if any, or, in his or her absence, any Director selected by the Directors present, shall preside at meetings of the Board. The Secretary of the corporation or, in the Secretary's absence, any person appointed by the presiding officer, shall act as Secretary and record the minutes of the meeting of the Board.

(i) Participation in Meeting. Directors may participate in a meeting through use of conference telephone or electronic video screen communication. Participation in a meeting through use of conference telephone or electronic video screen communication pursuant to this subsection constitutes presence in person at that meeting as long as all members participating in the meeting are able to hear one another.

(j) Adjournment. A majority of the Directors present, whether or not a quorum is present, may adjourn any meeting to another time and place. If the meeting is adjourned for more than twenty-four (24) hours, notice of the adjournment to another time or place must be given prior to the time of the adjourned meeting to the Directors who were not present at the time of adjournment.

(k) Electronic Transmission by the Corporation. Electronic transmission by the corporation shall be valid only if:

(i) delivered by (a) facsimile telecommunication or electronic mail when directed to the facsimile number or electronic mail address, respectively, for that recipient on record with the corporation, (b) posting on an electronic message board or network that the corporation has designated for those communications, together with a separate notice to the recipient of the posting, which transmission shall be validly delivered upon the later of the posting or delivery of the separate notice thereof, or (c) other means of electronic communication,

(ii) to a recipient who has provided an unrevoked consent to the use of those means of transmission for communications, and

(iii) that creates a record that is capable of retention, retrieval, and review, and that may thereafter be rendered into clearly legible tangible form.

Section 9. ACTION WITHOUT MEETING. Any action required or permitted to be taken by the Board may be taken without a meeting if all Directors individually or collectively consent in writing to that action and if, subject to subdivision (a) of Section 5224 California Corporations Code, the number of directors then in office constitutes a quorum. The written consent or consents shall be filed with the minutes of the proceedings of the Board. The action by written consent shall have the same force and effect as a unanimous vote of the Directors. For purposes of purposes of this Section 9 only, “all Directors” does not include an “interested director” as defined in subdivision (a) of Section 5233 of the California Corporations Code or a “common director” as described in subdivision (b) of Section 5234 of the California Corporations Code who abstains in writing from providing consent, where (1) the facts described in paragraph (2) or (3) of subdivision (d) of such Section 5233 are established or the provisions of paragraph (1) or (2) of subdivision (a) of such Section 5234 are satisfied, as appropriate, at or prior to execution of the written consent or consents, (2) the establishment of those facts or satisfaction of those provisions, as applicable, is included in the written consent or consents executed by the noninterested or noncommon Directors or in other records of the corporation, and (3) the noninterested or noncommon Directors, as applicable, approve the action by a vote that is sufficient without counting the votes of the interested Directors or common Directors.

ARTICLE IV

COMMITTEES

Section 1. COMMITTEES GENERALLY. The Board may appoint executive, standing or special committees, consisting of two (2) or more Directors for any purpose defined by these Bylaws or determined by the Board. When such committees are composed solely of Directors, the Board may delegate to such committees any of the power and authority of the Board, except the power and authority to (i) fill vacancies on the Board or in any committee which has the authority of the Board; (ii) fix compensation of the Directors for serving on the Board or on any committee; (iii) amend or repeal these Bylaws or adopt new Bylaws; (iv) amend or repeal any resolution of the Board which by its express terms is not so amendable or repealable; (v) appoint committees of the Board or the members thereof; (vi) expend corporate funds to support a nominee or applicant for Director; (viii) approve of any self-dealing transaction except as provided by law; or (ix) take any actions that would have required approval of the members if the corporation had members regardless of the fact that it does not have members. Committees which are composed solely of Directors and

to which the powers of the Board are delegated shall have power to act only in intervals between meetings of the Board and shall at all times be subject to the control of the Board.

Section 2. MEETINGS OF COMMITTEES. Unless otherwise provided in these Bylaws, the Board, or if the Board does not act, the committees, shall establish rules and regulations for meetings generally conforming to those set forth in Article III hereof and shall meet at such times as are deemed necessary. Committees shall keep regular minutes of proceedings and report the same to the Board from time to time as the Board may require.

Section 3. STANDING AND SPECIAL COMMITTEES. The standing committees of the Board shall consist of an Audit Committee and such other standing committees as the Board may authorize from time to time. Special committees may also be authorized by action of the Board. Any committee composed of persons one or more of whom are not Directors may act solely in an advisory capacity to the Board.

Section 4. AUDIT COMMITTEE. The Audit Committee may include persons who are not members of the Board, but the member or members of the Audit Committee shall not include any members of the staff of the corporation, including the President and the Treasurer. If the corporation has a Finance Committee, members of the Finance Committee shall constitute less than one-half of the Audit Committee, and the chair of the Audit Committee may not be a member of the Finance Committee. Members of the Audit Committee shall not receive any compensation from the corporation and shall not have a material financial interest in any entity doing business with the corporation. Subject to the supervision of the Board, the Audit Committee shall be responsible for recommending to the Board the retention and termination of the independent auditor and may negotiate the independent auditor's compensation, on behalf of the Board. The Audit Committee shall confer with the auditor to satisfy its members that the financial affairs of the corporation are in order, shall review and determine whether to accept the audit, shall assure that any nonaudit services performed by the auditing firm conform with standards for auditor independence, and shall approve performance of nonaudit services by the auditing firm.

Section 5. APPOINTMENT. The chair and members of a committee shall be appointed by a majority vote of the Directors then in office.

Section 6. TERM OF OFFICE. The chair and each member of all standing committees shall serve until the next annual meeting of the Board and until his or her successor is appointed, or until such committee is sooner terminated, or until he or she is removed, resigns, or otherwise ceases to qualify as a chairperson or member of the committee, as the case may be.

Section 7. VACANCIES. Vacancies on any committee may be filled for the unexpired portion of the term in accordance with Section 5 of this Article IV.

Section 8. REMOVAL OF MEMBERS. The Board may remove, with or without cause, a member or members of any committee.

Section 9. QUORUM AND VOTING. A majority of the members of a committee shall constitute a quorum and any transaction of a committee shall require a majority vote of the members present at a meeting at which a quorum is present or be approved by the unanimous written consent of all members of the committee.

ARTICLE V

OFFICERS

Section 1. NUMBER AND TITLE OF OFFICERS. The officers of the corporation shall be a President, a Secretary, a Chief Financial Officer (the “Treasurer”), and such other officers, with such titles and duties as shall be determined by the Board. Any number of offices may be held by the same person, except that no person serving as the Secretary or the Treasurer may serve concurrently as the President.

Section 2. ELECTION OF OFFICERS. The officers of the corporation shall be chosen by and serve at the pleasure of the Board, subject to the rights, if any, of an officer under any contract of employment. Officers shall be eligible for re-election without limitation on the number of terms they may serve. Officers need not be members of the Board except that the Chair, if any, must be a Director. Each officer shall hold office until the next Annual Meeting and until each such officer’s successor is elected and qualifies.

Section 3. SUBORDINATE OFFICERS; ASSISTANTS. The Board may appoint such other officers as the business of the corporation may require, each of whom shall hold office for such period, have such authority, and perform such duties as are provided in these Bylaws or as the Board may from time to time determine.

Section 4. REMOVAL AND RESIGNATION OF OFFICERS. Any officer may be removed, either with or without cause, by the vote of the Board.

Any officer may resign (without prejudice to the rights, if any, of the corporation under any contract to which the officer is a party) at any time by giving written notice to the corporation. Any resignation shall take effect on the date of the receipt of such notice or at any later time specified therein and, unless otherwise specified therein, the acceptance of any resignation shall not be necessary to make it effective.

Section 5. VACANCIES IN OFFICES. A vacancy in any office because of death, resignation, removal, disqualification or any other cause shall be filled in the manner prescribed in these Bylaws for regular election or appointment to that office.

Section 6. CHAIR. The Board may appoint a Chair. The Chair, if any, shall be selected from the Directors and shall, if present, preside at all meetings of the Board. The Chair shall exercise and perform such other powers and duties as may from time to time be assigned to him or her by the Board or prescribed by the Bylaws.

Section 7. PRESIDENT AND CHIEF EXECUTIVE OFFICER. Subject to the control of the Board, the President shall be the Chief Executive Officer and general manager of the corporation and shall have general supervision, direction and control of the business and officers of the corporation. He or she shall have the general power and duties of management usually vested in the office of Chief Executive Officer of a corporation and shall have such other powers or duties as may be prescribed by the Board or these Bylaws. Subject to such limitations as may be imposed by the Board, any powers or duties vested in the President may be delegated by him or her to such subordinates as he or she may choose.

Section 8. SECRETARY. The Secretary shall keep or cause to be kept at the principal executive office or at such other place as the Board may direct, a book of minutes of all meetings and actions of the Board and committees of Directors, with the time and place of holding, whether regular or special, and, if special, how authorized, the notice given, the names of those present at Directors' meetings or committee meetings and the proceedings.

The Secretary shall give, or cause to be given, notice of all meetings of the Board required by these Bylaws or by law to be given, he or she shall keep the seal of the corporation, if the corporation shall adopt one, in safe custody, and he or she shall have such other powers and perform such other duties as may be prescribed by the Board or by these Bylaws.

Section 9. TREASURER. The Treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and records of accounts of the properties and business transactions of the corporation, including accounts of its assets, liabilities, receipts or disbursements. The books of account shall at all reasonable times be open to inspection by any Director.

The Treasurer shall deposit or cause to be deposited all monies and other valuables in the name and to the credit of the corporation with such depositaries as may be designated by the Board and shall have the authority to execute and affix the endorsement of the corporation upon any negotiable instrument for the purpose of making any such deposit. He or she shall render to the Board, whenever it requests it, an account of all of his or her transactions as Treasurer and of the financial condition of the corporation and shall have such other powers and perform such other duties as may be prescribed by the Board or these Bylaws.

Section 10. APPROVAL OF COMPENSATION. The Board or an authorized committee of the Board shall review and approve the compensation, including benefits, of the President and the Treasurer to assure that it is just and reasonable. This review and approval shall occur initially upon the hiring of the officer, whenever the term of employment, if any, of the officer is renewed or extended, and whenever the officer's compensation is modified. Separate review and approval shall not be required if a modification of compensation extends to substantially all employees.

The Board may review and approve the compensation, including benefits, of all officers of the corporation and other persons to ensure that no taxes are imposed under Section 4958 of the Internal Revenue Code of 1986, as amended.

ARTICLE VI

INDEMNIFICATION OF DIRECTORS, OFFICERS, EMPLOYEES, AND OTHER AGENTS

Section 1. INDEMNIFICATION. The corporation shall, to the maximum extent permitted by the California Nonprofit Corporation Law, indemnify each of its agents against expenses, judgments, fines, settlements and other amounts actually and reasonably incurred in connection with any proceeding arising by reason of the fact that any such person is or was an agent of the corporation. For purposes of this Article VI, an "agent" of the corporation means any person who is or was a Director, officer, or employee of the corporation, or any such person who is or was

serving at the request of the corporation as a director, trustee, officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise.

Section 2. INSURANCE. The Board may adopt a resolution authorizing the purchase and maintenance of insurance on behalf of any agent of the corporation against any liability asserted against or incurred by the agent in such capacity or arising out of the agent's status as such, whether or not this corporation would have the power to indemnify the agent against that liability under the provisions of this Article VI.

ARTICLE VII

CORPORATE RECORDS AND REPORTS

Section 1. CORPORATE RECORDS. The corporation shall keep adequate and correct records of account and minutes of the proceedings of its Board and committees of the Board. The minutes shall be kept in written form. Other books and records shall be kept in either written form or in any other form capable of being converted into written form.

Section 2. INSPECTION. Each Director shall have the absolute right to inspect at any reasonable time all books, records and documents of every kind and the physical properties of the corporation and each of its subsidiary corporations. Any inspection by a Director may be made in person or by an agent or attorney and the right of inspection includes the right to copy and makes extracts of documents.

Section 3. ANNUAL REPORT. The Board shall cause an annual report to be sent to each Director within one hundred twenty (120) days after the end of the corporation's fiscal year. That report shall contain the following information, in appropriate detail, for the fiscal year:

- (a) The assets and liabilities, including the trust funds, of the corporation as of the end of the fiscal year;
- (b) The principal changes in assets and liabilities, including trust funds;
- (c) The revenues or receipts of the corporation, both unrestricted and restricted to particular purposes;
- (d) The expenses or disbursements of the corporation for both general and restricted purposes; and
- (e) Any information required by Section 4 of this Article VII.

The annual report shall be accompanied by any report thereon of independent accountants or, if there is no such report, by the certificate of an authorized officer of the corporation that such statements were prepared without audit from the corporation's books and records. The report shall be prepared, audited, and made available in the manner required by paragraph (1) of subdivision (e) of Section 12586 of the Government Code, if applicable.

This requirement of an annual report shall not apply if the corporation receives less than \$25,000 in gross receipts during the fiscal year; provided, however, that the information specified above for inclusion in an annual report must be furnished annually to all Directors who request it in writing.

Section 4. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATION. The corporation shall furnish annually to each Director a statement of any transaction or indemnification described in California Corporations Code Section 6322, if such transaction or indemnification took place. Such annual statement shall be affixed to and sent with the annual report described in Section 3 of this Article VII.

ARTICLE VIII

GENERAL CORPORATE MATTERS

Section 1. VOTING SHARES. The corporation may vote any and all shares of stock held by it in any other corporation by such officer, agent, or proxy as the Board may appoint, or in default of any such appointment by the President or Treasurer and, in such case, such officers, or any of them, may likewise appoint a proxy to vote such shares.

Section 2. CHECKS, DRAFTS, EVIDENCES OF INDEBTEDNESS. All checks, drafts or other orders for payment of money or notes or other evidences of indebtedness shall be issued or endorsed by such person or persons and in such manner as shall be determined from time to time by resolution of the Board.

Section 2. CORPORATE CONTRACTS, ETC., HOW EXECUTED. The Board, except as otherwise provided in these Bylaws, may authorize any officer or officers or agent or agents in the name of and on behalf of the corporation, and such authority may be general or confined to specific instances, and, unless so authorized or ratified by the Board or within the agency power of an officer, no officer, agent or employee shall have any power or authority to bind the corporation by any contract or engagement or to pledge its credit or to render it liable for any purpose or for any amount.

ARTICLE IX

AMENDMENTS

Section 1. AMENDMENT. These Bylaws may be altered, amended or repealed and new Bylaws adopted by the Board with the written consent of the Sponsor.



Exhibit D

NOVEMBER 12, 2015 BOARD OF DIRECTORS REPORT



MAGNOLIA PUBLIC SCHOOLS

Board Of Directors

Board Agenda Item #	III F
Date:	November 12, 2015
To:	MPS Board of Directors
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	Caprice Young, Ed.D., CEO & Superintendent
RE:	Magnolia Properties Management, Inc. Board Appointments

Proposed Board Recommendation

Accept the resignation of Ismail Hakki Karaman, Mekan Muhammedov, and Melik Sayin from the board of Magnolia Properties Management, Inc., and appoint Serdar Orazov, John Helgeson and Johnathan Williams to the board.

Background

Magnolia Properties Management, Inc. (“MPM”), a California nonprofit public benefit corporation is the sole member of MPM Sherman Way LLP, the legal entity holding the tax-exempt bonds used to finance the Magnolia Science Academy facility purchase through the California State Financing Authority. MPM was formed in 2012 and in the same year received a determination letter from the Internal Revenue Service recognizing it as exempt from taxation under Section 501(a) of the Internal Revenue Code of 1986 (the “Code”) as an organization described in Section 501(c)(3) of the Code. MPM provides property development and maintenance services for schools operated by Magnolia Public Schools (MERF) and was formed as a supporting organization for Magnolia Public Schools. MPM’s mission is to own, operate, and maintain, either directly or as the sole member of a California limited liability company, real estate for use as charter schools. Such facilities are then leased to the various schools operated by Magnolia Public Schools.

According to the bylaws of MPM, the MPS board is responsible for appointing the members of the MPM board. As the current members of the MPM board are no longer able to continue in their capacity, the MPS board must reappoint new board members to govern MPM.

Requirements to serve on the MPM board are that the individuals must not be members of the staff of MPS or relatives of the employees of MPS. In addition, no more than one of the three MPM board members may be a member of the MPS board of directors. The MPM board is a completely independent decision making body from MPS. The responsibilities of the MPM board include arranging for and approving the annual audit of MPM, and reviewing and approving decisions necessary to insure the financial integrity of MPM. The MPM board is staffed by the CEO and CFO of MPS, and outside counsel Neal Millard of Musik Peeler. The Directors and Officers insurance will be updated to reflect the change in board membership.

The biographies of the proposed board members are below:



MAGNOLIA PUBLIC SCHOOLS

13950 Milton Ave. 200B Westminster, CA 92683

P: (714) 892-5066 F: (714) 362-9588

Serdar Orazov is the Controller of the Church Divinity School of the Pacific (Graduate School) in Berkeley, CA. He has ten years of experience in finance and operations in the private and public sector, including the Magnolia Public Schools where he served as a business manager and senior accountant for six years. He holds an MBA from Moscow Aviation Institute (State Technical University) and a BS in textile engineering from International University in Ashgabat, Turkmenistan.

John Helgeson is the Executive Vice President of Strategic Planning and Growth of the Learn 4 Life charter schools. He has more than twenty years in private and public school development and finance, having been a co-Founder of Charter School Capital in 2004 after serving in development officer roles for the University of Southern California and the Webb School. He earned his BA from the University of California, Berkeley.

Johnathan Williams is the Chief Executive Officer/Co-Founder of The Accelerated School. During his distinguished career in education, he has served as a Commissioner of the Los Angeles City Recreation and Parks Commission, a Board Member of the California State Board of Education, and a founding Board Member of the California Charter Schools Association. He earned his BA and teaching credential from the University of California, Los Angeles.

Budget Implications

No budget implications

Name of Staff Originator:

Caprice Young, CEO and Superintendent

Attachments

None

Cover Sheet

Approval of Revised MPS Finance Board Committee Structure

Section: III. Action Items
Item: G. Approval of Revised MPS Finance Board Committee Structure
Purpose: Vote
Submitted by:
Related Material: III G Action Item 12.10.2020.pdf



Board Agenda Item #	III G: Action Item
Date:	December 10, 2020
To:	Magnolia Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Dr. Yapanel, MPS Board Member
RE:	Revised MPS Finance Committee Structure

Proposed Board Motion

I move that the board approve the changes to the MPS Finance Board Committee Structure to take affect December 11, 2020 to be as follows:

- Finance Committee: Mr. Serdar Orazov's seat will be replaced by Dr. Salih Dikbas as the new Chair of the Finance Committee with Dr. Umit Yapanel serving as a Board Member for that committee instead of an alternate.

Background

- Mr. Serdar Orazov resigned his board membership on July 25, 2020. This left the Finance Committee without a Chair, which will now be filled by Dr. Salih Dikbas. Dr. Umit Yapanel who was serving as an alternate for the committee will now be a regular committee member. Leaving the Finance Committee to three Board Members; Dr. Salih Dikbas (Chair), Mr. Mekan Muhammedov, and Dr. Umit Yapanel.

Below is the previous Board Committee Structure:

Magnolia Public Schools Board of Directors Committees						
	Academic	Audit/Facilities	Finance	Governance	Stakeholder	
Haim Beliak	X	X		X		3
Serdar Orazov			Chair			1
Mekan Muhammedov		Chair	X			2
Diane Gonzalez		X			Chair	2
Sandra Covarrubias	Chair				X	2
Salih Dikbas	X		X	X		3
Umit Yapanel				Chair	X	2
Alternate	Diane	Sandra	Umit	Diane	Haim	

Below is the suggested updated Board Committee Structure with the Finance Committee changes:

Magnolia Public Schools Board of Directors Committees						
	Academic	Audit/Facilities	Finance	Governance	Stakeholder	
Haim Beliak	X	X		X		3
Mekan Muhammedov		Chair	X			2
Diane Gonzalez		X			Chair	2
Sandra Covarrubias	Chair				X	2
Salih Dikbas	X		Chair	X		3
Umit Yapanel			X	Chair	X	3
Alternate	Diane	Sandra		Diane	Haim	

Cover Sheet

Approval of Updates to Fiscal Policies

Section: III. Action Items
Item: H. Approval of Updates to Fiscal Policies
Purpose: Vote
Submitted by:
Related Material: III H Action Item 12.10.2020.pdf



Board Agenda Item #	III H: Action Item
Date:	December 10, 2020
To:	Magnolia Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Serdar Orazov, Chief Financial Officer
RE:	Approval of updates to Fiscal Policies

Proposed Board Motion

I move that the board approve the proposed updates to the fiscal policies and procedures manual of Magnolia Public Schools. Changes include updates the G&A118 policy and updates to procurement authorization limits.

Background

The board of directors reviewed and approved the Fiscal Policies and Procedures Manual for FY 2020-21 on June 11, 2020. In order to improve the efficiency and productivity of the procurement and Accounts Payable workflows and adopt best practices in the industry staff is proposing following revisions.

- Procurement and AP authorization limits as follows

Approver	Current limits	Proposed limits
Principal	up to \$5,000	Up to \$10,000
COO	\$5000 and up	NA
SFA/Controller	Any amount(review only)	Any amount(review only)
CFO	Any amount	\$10,000 and up
CEO	\$10,000 and up	\$25,000 and up
BoD	\$25,000 and up	\$50,000 and up

- G&A118 BUDGETING – Allow the Controller and the Senior Financial Analyst to make budget reclassifications for the approved budgeted expenses and various resource codes

Budget Implications

N/A

1. Exhibits (attachments):

N/A

Cover Sheet

Approval of Agreement with Financial Planning & Analysis (FP&A) Software Contract

Section: III. Action Items
Item: I. Approval of Agreement with Financial Planning & Analysis (FP&A)
Software Contract
Purpose: Vote
Submitted by:
Related Material: III I Action Item 12.10.2020.pdf



Board Agenda Item #	III I: Action Item
Date:	December 10, 2020
To:	Magnolia Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Serdar Orazov, Chief Financial Officer
RE:	Approval of Agreement with Financial Planning & Analysis (FP&A) Software Contract

Proposed Board Motion

I move that the board approve the contracted services with Adaptive Insights to be used for all school sites and the Home Office.

Background

Due to increasing complexity and reporting needs and also to improve and streamline the budgeting process, the staff decided to implement a Financial Planning and Analysis (FP&A) software. A FP&A tools are very widely used at different industries including charter schools and school districts. As part of this effort the staff evaluated and interviewed three different vendors that are known to be providing best services in the market. Please see those below.

- 1) Vena Solutions
- 2) Prophix
- 3) Adaptive Insights

Upon careful and extensive assessments, the staff decided to move forward with Adaptive Insights as a FP&A service provider. The software is one of the leading vendors in the market and is entirely cloud-based. Besides the superiority of the software in terms of user friendliness and functionality it is currently serving two other Charter School Management organizations in California very similar to Magnolia. Those are KIPP Public Schools and Rocketship Academies. As part of our reference checking, we had meetings with financial leadership of both organizations and heard very positive feedbacks about Adaptive Insights. Based on our own analyses, expertise and feedback from references, we believe this tool will bring significant improvement to our financial planning and reporting processes.

Staff did not issue a formal RFP relying instead on the CEO's emergency powers to forego normal processes when he deemed it advisable or necessary in the current pandemic environment.

- Based on the board resolution adopted on July 23, 2020, the Board of Directors directed the following:
 - The CEO is authorized to develop and implement a plan for re-opening schools (the "Plan") in Fall 2020 in accordance with guidance and/or directives from the chartering authority, and local, state or federal government officials, including, but not limited to, Relevant Authorities.
 - The CEO or designee may hire additional employees or independent contractors as necessary or convenient for purposes of performing tasks recommended by Relevant Authorities or that the CEO deems necessary in their discretion to mitigate the actual or potential impacts of COVID-19.
- The board resolution further provided that "all such expenditures shall be reported to the Board and ratified at the Board's next regularly scheduled meeting." The motion presented to the Board herein complies with this requirement.

Budget Implications

The software is SaaS (software as a subscription) product which means we will pay an annual subscription fee. The annual cost of the subscription for all the schools and the Home Office will be \$29,325. There will be a one-time implementation cost of \$39,600 which includes the integration with our GL legacy system (Accounting software), School Ability.

1. Exhibits (attachments):
 - Adaptive Insights Contract
 - Quotes from all three vendors



Adaptive Insights LLC
2300 Geng Road, Suite 100
Palo Alto, CA 94303
United States

Order Form and Agreement

Offer valid through: 11/15/2020
Prepared by:
 Jacob Warkov
 jacob.warkov@workday.com
 (650) 810-0793

Customer Information

Company Name	Main Contact	Billing Contact	Provisioning Contact
Magnolia Public Schools 250 E. 1st St. 1500 Los Angeles, CA, 90012 United States	Serdar Orazov CFO sorazov@magnoliapublicschools.org (213) 628-3634	Serdar Orazov CFO sorazov@magnoliapublicschools.org (213) 628-3634	Serdar Orazov CFO sorazov@magnoliapublicschools.org (213) 628-3634

Order Information

Start Date: 11/16/2020	Billing Terms: Net 30	Order Type: New	Quote #: Q-129803
End Date: 11/15/2025	Currency: USD	Clone/Convert Domain?: No	Partner: Intuitive TEK
Term (Months): 60	PO Number:		

Subscription Items

Qty	Product	Net Amount
1	Planning & Analytics (includes up to 5 view seats) for Financial Planning	USD 53,341
1	OfficeConnect Base Fee	USD 10,409
15	Contributor Seat for Planning and Analytics	USD 51,000
3	Full Seat for Planning and Analytics	USD 19,125
1	Integration Framework - Single System - Cloud	USD 12,750
1	Integration for custom source system	USD 0
Subscription Subtotal:		USD 172,500
Subscription Discount:		USD 25,875
Total Subscription:		USD 146,625

Totals (excludes any applicable local taxes)

Subscription Total:	USD 146,625
Service Total:	USD 0
Grand Total:	USD 146,625

Order Terms

This Order Form is between the legal entity signing below ("Customer") and Adaptive Insights LLC or the applicable Affiliate of Adaptive Insights LLC indicated on this Order Form ("Adaptive Insights"). Use of the Planning Service is subject to the terms and conditions of the Master Subscription Agreement ("MSA") and the Planning Addendum ("Addendum"), both of which located at <https://www.adaptiveplanning.com/legal/contract-terms-and-conditions> and are incorporated herein by reference. For purposes of the MSA, this Order Form is the Signature Document.

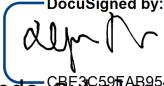
The Adaptive Insights contracting entity identified on this Order Form determines the governing law that applies to the judicial interpretation and resolution of any disputes arising out of or relating to the MSA. If Customer is contracting with (i) Adaptive Insights LLC, the governing law is the State of New York, U.S.A.; (ii) Adaptive Insights Pty Ltd. (Australia and New Zealand), the governing law is the State of New South Wales, Australia; (iii) Adaptive Insights, Ltd. (Canada), the governing law is the Province of Ontario; (iv) Adaptive Insights Co., Ltd. (Japan), the governing law is the laws of Japan; or (v) Adaptive Insights Limited (United Kingdom and Ireland), the governing law is the laws of England. Each party irrevocably submits to the exclusive jurisdiction of the courts of the aforementioned applicable jurisdiction, and each party agrees to the applicable law above without regard to rules regarding choice of law or conflicts of law.

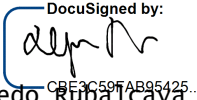
The Subscription & Support Fees for the initial Subscription Term will be paid in 5 equal annual installments and will be invoiced upon receipt of signed Order Form and on the anniversary thereafter. Payment is due and payable within Net 30 days from the date of invoice. Fees for Professional Services are payable per the Statement of Work.

The Planning and Analytics package as set forth in this Order Form includes certain downloadable software components, such as OfficeConnect ("Downloadable Components"), that are described in the Planning Documentation. In order to facilitate the calculation of local taxes that may apply to Customer's purchase, this Order Form includes a separate breakout of the product(s) and pricing for each such Downloadable Component and for the remaining components of the Planning and Analytics package. For the avoidance of doubt, the breakout of pricing for such Downloadable Components is for tax purposes only and cannot be excluded from the package.

Except as otherwise provided in the Subscription Agreement or this Order Form, this is a non-cancelable, non-refundable purchase. I hereby represent that I am an authorized signatory and have read and agree to the terms of this Order Form.

Adaptive Insights LLC
Signature:
Name:
Title:
Date:

CUSTOMER
Signature: 
Name: Alfredo Rubalcava
Title: CEO and Superintendent
Date: 11/17/2020





Workday Adaptive Planning Product Descriptions

Planning & Analytics:

The Planning & Analytics package includes modeling to enable budgeting, forecasting, and other types of modeling; management and ad hoc reporting and analytics; variance analysis; process management; transaction management; the capability to manually import data into Workday Adaptive Planning via Excel/.csv files; single sign-on; use of data integration APIs; OfficeConnect board reporting; and dashboards and visual analytics. Standard customer support is also included.

Full Seats:

- Full Seats allow a Customer's user administrator to assign user roles and permissions in any way that suits their planning process.
- Full Seat users can perform any system capability designated to them by the Customer's user administrator.
- Full Seat users can act as business users, financial model builders, and as security administrators, depending on Customer's preferences.
- Full Seat users can enter and save data on planning sheets (budgets, forecasts, workforce plans, or other models); and create, view and share web-based reports.
- Full Seat users get unlimited access to eLearning.
- Full Seat users can also create, view, and share OfficeConnect board reports and create, view, and share dashboards and visual analytics if the Full Seats are purchased for use with the Planning & Analytics package.

Contributor Seats:

- Contributor Seat users can enter and save data on planning sheets (budgets, forecasts, workforce plans or other models); and create, view and share web-based reports.
- Contributor Seat users can participate fully in workflow and process management.
- Contributor Seat users get unlimited access to eLearning.
- Contributor Seat users can access OfficeConnect if the Contributor Seats are purchased along with the Planning & Analytics package.
- Contributor Seat users can also create, view, and share dashboards and visual analytics if the Contributor Seats are purchased for use with the Planning & Analytics package.

View Seats:

- View Seats are used to enable broad, organization-wide participation in an active planning process.
- View Seat users can view planning sheets (budgets, forecasts, workforce plans); view reports; create and save personal reports.
- View Seat users can view dashboards and visual analytics; and create and save personal dashboards, if the View Seats are purchased for use with the Planning & Analytics package.
- View Seat users can drill down from reports and can use cell explorer.
- View Seat users cannot save sheets, including not being able to enter and save cell and sheet notes.
- View Seat users cannot use OfficeConnect.

Integration Framework – Single System:

Integration Framework - Single System entitles the customer to (1) use the Integration Framework for the purposes of importing data from Excel, automating transformations of the Excel data and combining it with other data prior to import into a single Planning & Analytics or Planning domain, and (2) connect a single Planning & Analytics or Planning domain to a Single System through the Integration Framework. For purposes of the Integration Framework – Single System subscription, a "Single System" is defined as the single instance of a System that will share data with an Adaptive Insights domain. A "System" is any database system, most commonly an ERP, CRM, HCM, or customer proprietary database system that will share data with Adaptive Insights domain. Multiple connections to that Single System, for example to extract data from different tables or to export data from an Adaptive Insights domain back to that Single System, are all included with an Integration Framework – Single System subscription.

Planning Domains:

Multiple Planning, Planning & Analytics, and Sales Planning & Analytics packages can be purchased for use in different divisions of a single company or to model different parts of the business. These separate packages are referred to as "planning domains." Planning domains can operate completely independently, or they can be linked in a parent-child fashion such that the child domain can share data with a parent domain. Linked planning domains enable a consolidated view across different parts of the business and across different models.

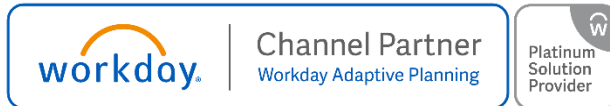
Disk Storage:

Ample disk storage of 500GB is included with each planning domain. To date, the average Adaptive customer consumes only a few GB of storage. Consuming significantly more disk space only occurs if the customer model includes a combination of these factors: large numbers of accounts, levels and dimensions AND hundreds of stored versions or if the customer stores very large (i.e., multi-GB) files in the Reports file sharing area. An additional charge would be incurred for exceeding the 500GB disk allotment.

Workday Adaptive Planning Implementation Proposal Prepared for



Submitted by



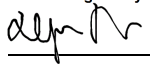
Submitted 11/3/2020

Statement of Work for Professional Services
Prepared for: Magnolia Public Schools
Prepared on: 11/3/2020

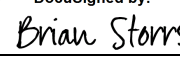
This Statement of Work (“SOW”) describes the professional services (the “Professional Services”) to be performed by Intuitive-Technologies, LLC (“IntuitiveTEK”) for Magnolia Public Schools (“Client”) and is subject to the terms and conditions of the Master Services Agreement (Appendix A).

The terms and conditions and pricing listed in this SOW will expire (and will no longer be valid) if it is not signed and returned to IntuitiveTEK within 30 days from the date this SOW was prepared.

Magnolia Public Schools

DocuSigned by:

Signature
C1B53695A7205425...
Alfredo Rubalcava
Name
CEO and Superintendent
Title
11/17/2020
Date

IntuitiveTEK

DocuSigned by:

Signature
C7444F...
Brian Storrs
Name
President
Title
11/18/2020
Date

Magnolia Public Schools Project Contact Information

Serdar Orazov
Main Project Contact
Chief Financial Officer
Title
(213) 628-3634
Phone
sorazov@magnoliapublicschools.com
Email

11/17/2020
Desired Project Kickoff Date
Billing Address 250 E. 1st. Street, Suite 1500
Los Angeles, CA 90012
sorazov@magnoliapublicschools.com
Billing Address (email)

Statement of Work

Implementation Summary

IntuitiveTEK is pleased to present Magnolia Public Schools with this Statement of Work to assist with the transformation of your budgeting and reporting processes with the implementation of Workday Adaptive Planning.

IntuitiveTEK will lead the Workday Adaptive Planning implementation for Magnolia Public Schools, working collaboratively with key organization personnel to deploy a highly functional budgeting, planning and reporting system that meets or exceeds existing capabilities.

IntuitiveTEK will conduct this project remotely. Additional fees will apply for onsite visits.

Implementation Phases

IntuitiveTEK follows a proven implementation methodology that ensures project success. Although we develop a custom project methodology for each project, our implementation approach includes these key phases:

Project Kickoff and Discovery Phase

This initial phase of the project includes transfer of knowledge from Client to IntuitiveTEK – a critical factor in the success of this project. In this step, we will request and review planning and reporting processes, existing budget models, accounting structure, financial statement and other reporting examples, and other important data.

We will conduct requirements gathering meetings to confirm what we've learned from your project questionnaire; to review your organizational structure and chart of accounts; and to identify required dimensions and key assumptions/metrics for planning and reporting. A key component of this phase is the development of a detailed project plan and timeline.

Model and Report Build Phase

This phase of the project involves the creation of the planning model in Workday Adaptive Planning – including the required structure (level organization, GL accounts, other dimensions); integration of data from other systems; creation of input sheets, assumptions, formulas, and detailed supporting schedules as needed. This phase may also include the creation of reports in Workday Adaptive Planning (web-based reports) and OfficeConnect. This phase also includes comprehensive testing and validation at each step of development.

Training and Deployment Phase

IntuitiveTEK will develop detailed documentation using the IntuitiveTEK format, and will provide training for Client administrators as well as assisting Client with their end user training efforts. During and shortly after go-live, this phase typically includes fine-tuning of the design and creation of additional reports, at Client's direction.

Project Management

Throughout this project, we will provide project management. We will provide weekly project status updates in order to ensure quality and minimize risk. We will work with you to plan and schedule the tasks to be performed. We will closely monitor the progress of the project and will notify you of any potential problems.

Project Resources

Over the course of the implementation, one or more IntuitiveTEK consultants will be assigned to the project. IntuitiveTEK consultants are not dedicated to any single implementation and may be engaged across many implementation projects for various customers.

Client should prepare to have a dedicated project lead and expect for this individual to be available, or coordinate Client subject matter experts, to spend a minimum of five hours per week during the project, to do the following:

- Provide client data to IntuitiveTEK in formats requested by IntuitiveTEK
- Meet weekly via conference call to discuss the project
- Answer questions about your existing planning process and methodology
- Review formulas logic as model is built
- Confirm completion of the Workday Adaptive Planning models
- Provide testing of the model within Workday Adaptive Planning
- Attend training

Ongoing Support

IntuitiveTEK develops and nourishes long-term, close relationships with our clients. As implementers of our clients' systems, we are in the best position to provide highly responsive and efficient support. Once "go-live" is completed, IntuitiveTEK is available during normal business hours to provide Support. "Support" questions are those that can be addressed by Client's IntuitiveTEK consultant in 30 minutes or less. For more detailed help or requested model modifications, IntuitiveTEK is always open to providing additional blocks of hours to be agreed upon in advance, and to be used as directed by Client.

Project Scope

The following outlines and details the Professional Services that will be performed pursuant to this SOW.

Functional Scope: Client has requested that the implementation of Workday Adaptive Planning include the following areas.

Functional Area	In Scope
Organizational Structure & Chart of Accounts	Yes
Revenue and Cost of Goods Planning	Yes
Personnel Planning	Yes
Operating Expense Planning	Yes
Allocations Planning	Yes
Capital Expense Planning	Yes
Metrics/KPIs	No
Income Statement	Yes
Balance Sheet/Cash Flow	Yes
Web-Based Reporting	Yes
OfficeConnect Reporting	Yes
Dashboards & Analytics	Yes
Automated Data Integration	Yes
Transactions	Yes

Product Scope: Client will purchase the Workday Adaptive Planning products required to support these areas.

Product	In Scope
Planning & Reporting	Yes
Analytics	Yes
Integration	Yes

Project Assumptions

Project Kickoff and Discovery

This project will include Design/Methodology Planning sessions as needed with **Magnolia Public Schools** to review and discuss current planning processes, and how to transition to Workday Adaptive Planning.

IntuitiveTEK Responsibilities

- Schedule project kickoff call within five days of the requested project start date
- Provide guidance while Client compiles requested documents and data
- Prepare for and lead the project kickoff call
- Create a detailed project plan with anticipated timeline
- Coordinate resources and schedule regular cadence for weekly project review meetings

Magnolia Public Schools Responsibilities

- Assign core team members and ensure their attendance at the project kickoff call
- Login to Client's Adaptive instance to validate access to the software
- Provide documents, files, and data to IntuitiveTEK as requested
- Begin taking the eLearning courses in the Workday Adaptive Planning training center
- Review and agree to the Project plan

Model and Report Build

IntuitiveTEK Responsibilities

- Lead iterative meetings and working sessions to confirm Client requirements
- Review current planning processes and provide best practice guidance where appropriate
- Design and configure the software in accordance with the project plan
- As each component of the software is configured, demo the model for the Client to review and approve

Magnolia Public Schools Responsibilities

- Participate in meetings and working sessions to provide input into requirements
- For all in-scope processes, provide examples in documents, files and workbooks
- Provide data for the initial imports in the format defined by IntuitiveTEK
- Validate each component of the solution as it is delivered by IntuitiveTEK

The implementation components will include:

Structure Design & Creation

Create the required data structure in the model including the organization hierarchy, chart of accounts and other required dimensions (e.g. products, projects, customers, etc.). The configuration will include:

- Up to 10 Schools and 1 Home Office
- 1 chart of accounts structure across the organization
- 1 fiscal year
- Up to 1 monthly currency (USD, GBP, EUR, CNY, JPY, SGD)
- Up to 5 other dimensions, e.g., Fund, Resource Code

Flat-File, Excel-Based Data Imports

Actuals and Budget Load includes a one-time data upload of two years of actuals and the most current budget.

Revenue and Cost of Goods Planning

Revenue and Cost of Goods Planning includes creation of data entry sheets, desired calculations, and mapping to the Income Statement and Balance Sheet/Cash Flow Statement (if applicable).

Up to 3 Revenue Models to support the following revenue streams:

- LCFF Revenue planned as Average Daily Attendance x rate across grades
- Supplemental income planned by student type
- Local Fundraising revenue

Personnel Planning

Personnel Planning includes the creation of one model to account for headcount and related expenses such salaries and wages, raises, incentive compensation, taxes, benefits, adhering to the following:

- Up to 450 employees planned by individual
- Allocations or transfers between operating units

Operating Expense Planning

The Operating Expense model will include formulating approximately 15-20 expense accounts, based on drivers such as headcount, or historical run rates. Up to 2 additional planning sheets will be built to accommodate supporting expense schedules.

Allocations Planning

The Allocations model will include overhead expense allocations to levels, based on headcount.

Capital Expense Planning

The Capital model will include the creation of one model to accommodate capital spending plans, with straight-line depreciation logic.

Balance Sheet/Cash Flow Planning

One model will be built in 10 levels, in a single format, to plan the Balance Sheet and Cash Flow statement (indirect method). Up to 3 supporting schedules will be built for Balance Sheet planning.

Reporting and Analytics

Report layouts will include one Income Statement, Balance Sheet, and Cash Flow Statement. Additional reports may include up to 10 web-based formats and 15 OfficeConnect formats. Analytics layouts may include up to 1 dashboard, with up to 4 graphs. The graphs will be based on dimensions, accounts, and data in the Adaptive model.

Transactions

IntuitiveTEK will enable the Transaction Reporting and Analysis module, and configure required mappings of up to 20 fields (organization hierarchy, chart of accounts and dimensions).

Training and Deployment

The project will include Administrator training and either one End User Training session (up to 4 hours), or one train-the-trainer session; plus written documentation in the IntuitiveTEK format. IntuitiveTEK will support the Client during testing of the model, and jointly review any required post-testing adjustments. IntuitiveTEK will make any adjustments which are mutually agreed upon and which are within the scope of this project.

Automated Data Integration

IntuitiveTEK will enable integration of data from the following source systems:

Source System	Integration Point	Integration Approach
Schoolability	Import GL Account Balances (Actuals) And Import GL Transactions	Automated File from Dropbox

IntuitiveTEK Responsibilities

- Lead meetings and working sessions to design and build the integration
- Install and configure the integration agent server on Client provided hardware (required for on-premise data sources)
- Configure the integration using the standard available functionality for each in-scope integration adapter
- Document the Solution Configuration
- Support data validation for 12 months of history imported into Software from Client's source system(s).
- Conduct a user walkthrough along with a customized User Guide of the Adaptive Integration solution built and how to run/schedule Integration jobs
- Build the Integration against the production instance of the Source System unless otherwise noted

Magnolia Public Schools Responsibilities

- Provide throughout the project as needed a technical consultant with understanding of the source system data model and extract technology, in order to develop or enhance the source system extracts (i.e., provide database views or tables, review query methodology and/or web service calls)
- Provide business rules for extraction and transformation of source data
- Provide a subject matter expert with knowledge of the Adaptive planning model to provide information on data expected by the sheets and to assist in data validation
- If applicable, coordinate with 3rd party vendors or consultants (IntuitiveTEK is not required to provide or have developer access to any 3rd party application or system; Client assumes sole responsibility for access, management, payment and use of any 3rd party systems, applications, services or technology)
- If account names are different between Client source system and Workday Adaptive Planning, provide mapping of accounts in Microsoft Excel format
- On Premise Integration (On Premise data source(s):
 - Provide Server/Virtual Machine/other for Integration configuration, testing and production
 - Provide remote access to data server for Integration during the project
- Hosted Integration (Hosted Service data source(s)):

- Ensure source system APIs are licensed and available to Adaptive (hosted data source(s))
- Provide access to and credentials for database or API access to the source
- Develop a test plan for User Acceptance Testing (UAT)
- Lead the testing and validation of each Integration; validate data within Adaptive Planning loaded through Adaptive Integration; IntuitiveTEK will supports Client validating twelve (12) months of history

Integration Assumptions

- Integration project start is contingent on data structures (Chart of Accounts, Organizational Levels and Dimensions) being stable in both the source system(s) and Workday Adaptive Planning
- If Client’s data will be accessed via an API, only the fields exposed by the standard source system API will be extracted to Workday Adaptive Planning
- Data is organized in the source application(s) in standard (non-custom) designated objects
- IntuitiveTEK has no obligation to provide maintenance, support or updates to Client in connection with any impact to the functionality of the Integration Solution resulting from changes made by Client or responsible 3rd parties to its Source System(s), including but not limited to changes to its Source System API(s), system or software upgrades or updates, or security changes impacting integration connectivity.
- IntuitiveTEK is not obligated to provide corrective support for changes made by Client unless such changes are directed to be made by IntuitiveTEK.

Project Fees & Terms

Time and Materials

This is a Time and Materials fee based project. IntuitiveTEK will not exceed this estimate for the defined scope in this document without written approval for the overage or scope change. This will cover all items defined in the document.

Project Estimated Hours

Following is a baseline estimate of effort (hours) by IntuitiveTEK to implement Workday Adaptive Planning based on discussions to date.

Phase	Estimated Hours	Rate	Estimated Implementation Cost
Planning & Reporting	200	\$180 USD per Hour	\$36,000
Automated Data Integration (Schoolability)	45	\$180 USD per Hour	\$3,600
Total Project	245		\$39,600

Scoping Considerations

- Client understands that these estimated hours for the scope of work were prepared in good faith based on initial scoping discussions with IntuitiveTEK. IntuitiveTEK will not exceed the estimated hours for the scope of work defined in this document without written approval by Client. IntuitiveTEK is always open to providing additional blocks of hours for additional requirements that may arise during the implementation.
- IntuitiveTEK will provide recommendations based on Workday Adaptive Planning best practices. Client-specific process consulting is out-of-scope and would require additional hours.

Travel Expenses

Client will reimburse IntuitiveTEK for the reasonable and necessary out-of-pocket travel expenses incurred by IntuitiveTEK in connection with the Services performed under this SOW, including air and surface transportation, lodging, car rental, and meals, in accordance with the IntuitiveTEK's Travel and Expense Policy. All travel to Client locations that may result in such expenses will be pre-approved by Client.

Payment Terms

IntuitiveTEK will invoice Client monthly for time spent and actual expenses as incurred in the previous calendar month. Any additional information required for payment must be identified in this Statement of Work.

Client will submit payment for all invoices within 30 days of receipt of the invoice by Client. IntuitiveTEK reserves the right to stop work on any project that has invoices that are outstanding more than 30 days.

**Master Services Agreement
Intuitive Technologies Professional Services
Terms and Conditions for Services**

This Professional Services Agreement (the “**Agreement**”) is entered into and made effective as of the Effective Date entered on the Statement of Work by and between Intuitive Technologies (“**TEK**”), and Magnolia Public Schools (“**Company**”).

1. SERVICES

- 1.1 **Statement of Work.** From time to time, Company and TEK may execute statements of work that describe the specific services to be performed by TEK including any work product to be delivered by TEK (as executed by the parties, a “**Statement of Work**”). Each Statement of Work will expressly refer to this Agreement, will form a part of the Agreement, and will be subject to the terms and conditions contained herein.
- 1.2 **Performance of Services.** Subject to Company’s payment of the Professional Services fees set forth in each Order Form and/or each Statement of Work, TEK will perform the services specified in each Statement of Work (the “**Professional Services**”) in accordance with the terms and conditions of this Agreement and each Statement of Work.
- 1.3 **Changes to Statement of Work.** Company may submit to TEK written requests to change the scope of Services described in a Statement of Work (each such request, a “**Change Order Request**”). TEK may, at its discretion, consider such Change Order Requests, but TEK has no obligation to do so. If TEK elects to consider such a Change Order Request, then TEK will promptly notify Company if it believes that the Change Order Request requires an adjustment to the fees or to the schedule for the performance of the Professional Services. In such event, the parties will negotiate in good faith a reasonable and equitable adjustment to the fees and/or schedule, as applicable. TEK will continue to perform Professional Services pursuant to the existing Statement of Work and will have no obligation to perform any Change Order Request unless and until the parties have agreed in writing to such an equitable adjustment.
- 1.4 **Company Responsibilities.** In connection with each Statement of Work, Company will: (i) provide qualified personnel who are capable of performing Company’s duties and tasks under the Statement of Work; and (ii) perform Company’s duties and tasks under the Statement of Work, and such other duties and tasks as may be reasonably required to permit TEK to perform the Professional Services. Company will also make available to TEK any data, information and any other materials required by TEK to perform the Professional Services, including, but not limited to, any data, information or materials specifically identified in the Statement of Work or the Implementation Project Data Requirements document (collectively, “**Company Materials**”). Company will be responsible for ensuring that all such Company Materials are accurate and complete.
- 1.5 **Relationship of the Parties.** TEK is performing the Professional Services as an independent contractor, is not an employee, agent, joint venture or affiliate of Company, and has no authority to bind Company by contract or otherwise. TEK acknowledges and agrees that its personnel are not eligible for or entitled to receive any compensation, benefits or other incidents of employment that Company makes available to its employees. TEK is solely responsible for all taxes, expenses, withholdings, and other similar statutory obligations arising out of the relationship between TEK and its personnel and the performance of Professional Services by such personnel.

2. PAYMENT

- 2.1 **Fees and Expenses.** For TEK's performance of Professional Services, Company will pay TEK the Professional Services fees set forth in each Order Form and/or each Statement of Work. In addition, Company will reimburse TEK for all reasonable and customary travel, lodging and other related expenses incurred by TEK or its personnel in connection with the performance of Professional Services including travel time; such expenses will only be incurred at Company's direction. At Company's request, TEK will provide Company with receipts and other documentation for all such expenses.
- 2.2 **Payment Terms.** TEK will invoice Company on a monthly basis for hours incurred. All Professional Services invoices are due Net 30. TEK reserves the right to stop work on any project that has invoices that are outstanding more than 30 days.

3. CONFIDENTIAL INFORMATION

TEK acknowledges that prior to and during the term of this Agreement, TEK may have had or may have access to Confidential Information. As used in this Agreement, "Confidential Information" includes all information that is not generally known that is disclosed by Company or learned by TEK relating to Company, any affiliate, customer, agency, vendor or partner of the Company (together, the "Disclosing Party" or "Disclosing Parties"), or any existing or proposed products, services, or business of any Disclosing Party. Confidential Information includes, without limitation, (a) information disclosed in documents, graphs, charts, models or other tangible media; (b) information disclosed orally; (c) information that TEK observes during visits to Company's facilities; (d) information that TEK learns from attending, viewing, hearing or otherwise experiencing a presentation by Company or any Disclosing Party in connection with the Professional Services; (e) information that TEK may derive from Confidential Information; (f) analyses, compilations, studies or other information or documents created by TEK that contain or reflect or are generated from Confidential Information; (g) the fact that TEK and Contractor have discussed or entered into this Agreement or any business relationship; (h) information pertaining to any supplier or customer of Company; and (i) all information designated by Company as confidential or proprietary.

TEK shall not disclose any Confidential Information to any third party. TEK shall maintain the confidentiality of all Confidential Information. TEK represents and warrants that it uses best efforts to protect the confidentiality of its own valuable confidential information. TEK shall protect the Confidential Information using all efforts used by TEK to protect its own valuable confidential information and such additional measures as may be needed to comply with TEK's obligations under this Agreement. TEK shall not use any Confidential Information for any purpose except to perform TEK's obligations to Company under this Agreement. If TEK becomes legally obligated to disclose any Confidential Information pursuant to a court order or subpoena, TEK shall give Company prompt written notice with sufficient time to allow Company to seek a protective order or other appropriate remedy prior to disclosure.

At Company's request or upon termination of this Agreement, whichever is earlier, TEK shall promptly return or destroy (as instructed by the Company) all originals, copies, reproductions and summaries, in all forms and in all media, of any and all Confidential Information. Upon request by Company, TEK shall certify to Company in writing the extent to which it has complied with this section.

4. LIABILITY, TERM AND TERMINATION

- 4.1. **Liability.** Each party's liability in connection with any default under this Agreement shall not exceed 125% of the amount paid by the Company in respect of the Statement of Work under which the default arises.
- 4.2. **Term.** This Agreement will commence on the date on which the relevant Statement of Work is signed by both parties and will endure until completion of the Professional Services.

Termination. Either party may terminate the Agreement if the defaulting party commits a material breach of it and fails to remedy it within thirty (30) calendar days of receipt of a written notice from the non-defaulting party, specifying the breach and containing a warning of an intention to terminate if the breach is not remedied. If this Agreement is terminated pursuant to clause 4.3, the Company shall pay TEK for the Professional Services provided up to the date of termination.



Adaptive Insights LLC
2300 Geng Road, Suite 100
Palo Alto, CA 94303
United States

Order Form and Agreement

Offer valid through: 11/15/2020
Prepared by:
 Jacob Warkov
 jacob.warkov@workday.com
 (650) 810-0793

Customer Information

Company Name	Main Contact	Billing Contact	Provisioning Contact
Magnolia Public Schools 250 E. 1st St. 1500 Los Angeles, CA, 90012 United States	Serdar Orazov CFO sorazov@magnoliapublicschools.org (213) 628-3634	Serdar Orazov CFO sorazov@magnoliapublicschools.org (213) 628-3634	Serdar Orazov CFO sorazov@magnoliapublicschools.org (213) 628-3634

Order Information

Start Date: 11/16/2020	Billing Terms: Net 30	Order Type: New	Quote #: Q-129803
End Date: 11/15/2025	Currency: USD	Clone/Convert No	Partner: Intuitive TEK
Term (Months): 60	PO Number:	Domain?:	

Subscription Items

Qty	Product	Net Amount
1	Planning & Analytics (includes up to 5 view seats) for Financial Planning	USD 53,341
1	OfficeConnect Base Fee	USD 10,409
15	Contributor Seat for Planning and Analytics	USD 51,000
3	Full Seat for Planning and Analytics	USD 19,125
1	Integration Framework - Single System - Cloud	USD 12,750
1	Integration for custom source system	USD 0
Subscription Subtotal:		USD 172,500
Subscription Discount:		USD 25,875
Total Subscription:		USD 146,625

Totals (excludes any applicable local taxes)

Subscription Total:	USD 146,625
Service Total:	USD 0
Grand Total:	USD 146,625

Order Terms

This Order Form is between the legal entity signing below ("Customer") and Adaptive Insights LLC or the applicable Affiliate of Adaptive Insights LLC indicated on this Order Form ("Adaptive Insights"). Use of the Planning Service is subject to the terms and conditions of the Master Subscription Agreement ("MSA") and the Planning Addendum ("Addendum"), both of which located at <https://www.adaptiveplanning.com/legal/contract-terms-and-conditions> and are incorporated herein by reference. For purposes of the MSA, this Order Form is the Signature Document.

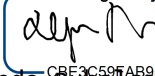
The Adaptive Insights contracting entity identified on this Order Form determines the governing law that applies to the judicial interpretation and resolution of any disputes arising out of or relating to the MSA. If Customer is contracting with (i) Adaptive Insights LLC, the governing law is the State of New York, U.S.A.; (ii) Adaptive Insights Pty Ltd. (Australia and New Zealand), the governing law is the State of New South Wales, Australia; (iii) Adaptive Insights, Ltd. (Canada), the governing law is the Province of Ontario; (iv) Adaptive Insights Co., Ltd. (Japan), the governing law is the laws of Japan; or (v) Adaptive Insights Limited (United Kingdom and Ireland), the governing law is the laws of England. Each party irrevocably submits to the exclusive jurisdiction of the courts of the aforementioned applicable jurisdiction, and each party agrees to the applicable law above without regard to rules regarding choice of law or conflicts of law.

The Subscription & Support Fees for the initial Subscription Term will be paid in 5 equal annual installments and will be invoiced upon receipt of signed Order Form and on the anniversary thereafter. Payment is due and payable within Net 30 days from the date of invoice. Fees for Professional Services are payable per the Statement of Work.

The Planning and Analytics package as set forth in this Order Form includes certain downloadable software components, such as OfficeConnect ("Downloadable Components"), that are described in the Planning Documentation. In order to facilitate the calculation of local taxes that may apply to Customer's purchase, this Order Form includes a separate breakout of the product(s) and pricing for each such Downloadable Component and for the remaining components of the Planning and Analytics package. For the avoidance of doubt, the breakout of pricing for such Downloadable Components is for tax purposes only and cannot be excluded from the package.

Except as otherwise provided in the Subscription Agreement or this Order Form, this is a non-cancelable, non-refundable purchase. I hereby represent that I am an authorized signatory and have read and agree to the terms of this Order Form.

Adaptive Insights LLC
DocuSigned by:
Signature: 
Name: Trevor Lampkin
Title: Authorized Signer
Date: 11/17/2020 | 2:16:44 PM PST

CUSTOMER
DocuSigned by:
Signature: 
Name: Alfredo Rubalcava
Title: CEO and Superintendent
Date: 11/17/2020



Workday Adaptive Planning Product Descriptions

Planning & Analytics:

The Planning & Analytics package includes modeling to enable budgeting, forecasting, and other types of modeling; management and ad hoc reporting and analytics; variance analysis; process management; transaction management; the capability to manually import data into Workday Adaptive Planning via Excel/.csv files; single sign-on; use of data integration APIs; OfficeConnect board reporting; and dashboards and visual analytics. Standard customer support is also included.

Full Seats:

- Full Seats allow a Customer's user administrator to assign user roles and permissions in any way that suits their planning process.
- Full Seat users can perform any system capability designated to them by the Customer's user administrator.
- Full Seat users can act as business users, financial model builders, and as security administrators, depending on Customer's preferences.
- Full Seat users can enter and save data on planning sheets (budgets, forecasts, workforce plans, or other models); and create, view and share web-based reports.
- Full Seat users get unlimited access to eLearning.
- Full Seat users can also create, view, and share OfficeConnect board reports and create, view, and share dashboards and visual analytics if the Full Seats are purchased for use with the Planning & Analytics package.

Contributor Seats:

- Contributor Seat users can enter and save data on planning sheets (budgets, forecasts, workforce plans or other models); and create, view and share web-based reports.
- Contributor Seat users can participate fully in workflow and process management.
- Contributor Seat users get unlimited access to eLearning.
- Contributor Seat users can access OfficeConnect if the Contributor Seats are purchased along with the Planning & Analytics package.
- Contributor Seat users can also create, view, and share dashboards and visual analytics if the Contributor Seats are purchased for use with the Planning & Analytics package.

View Seats:

- View Seats are used to enable broad, organization-wide participation in an active planning process.
- View Seat users can view planning sheets (budgets, forecasts, workforce plans); view reports; create and save personal reports.
- View Seat users can view dashboards and visual analytics; and create and save personal dashboards, if the View Seats are purchased for use with the Planning & Analytics package.
- View Seat users can drill down from reports and can use cell explorer.
- View Seat users cannot save sheets, including not being able to enter and save cell and sheet notes.
- View Seat users cannot use OfficeConnect.

Integration Framework – Single System:

Integration Framework - Single System entitles the customer to (1) use the Integration Framework for the purposes of importing data from Excel, automating transformations of the Excel data and combining it with other data prior to import into a single Planning & Analytics or Planning domain, and (2) connect a single Planning & Analytics or Planning domain to a Single System through the Integration Framework. For purposes of the Integration Framework – Single System subscription, a "Single System" is defined as the single instance of a System that will share data with an Adaptive Insights domain. A "System" is any database system, most commonly an ERP, CRM, HCM, or customer proprietary database system that will share data with Adaptive Insights domain. Multiple connections to that Single System, for example to extract data from different tables or to export data from an Adaptive Insights domain back to that Single System, are all included with an Integration Framework – Single System subscription.

Planning Domains:

Multiple Planning, Planning & Analytics, and Sales Planning & Analytics packages can be purchased for use in different divisions of a single company or to model different parts of the business. These separate packages are referred to as "planning domains." Planning domains can operate completely independently, or they can be linked in a parent-child fashion such that the child domain can share data with a parent domain. Linked planning domains enable a consolidated view across different parts of the business and across different models.

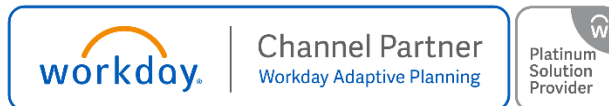
Disk Storage:

Ample disk storage of 500GB is included with each planning domain. To date, the average Adaptive customer consumes only a few GB of storage. Consuming significantly more disk space only occurs if the customer model includes a combination of these factors: large numbers of accounts, levels and dimensions AND hundreds of stored versions or if the customer stores very large (i.e., multi-GB) files in the Reports file sharing area. An additional charge would be incurred for exceeding the 500GB disk allotment.

Workday Adaptive Planning Implementation Proposal Prepared for



Submitted by



Submitted 11/3/2020

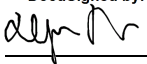
Statement of Work for Professional Services
Prepared for: Magnolia Public Schools
Prepared on: 11/3/2020

This Statement of Work (“SOW”) describes the professional services (the “Professional Services”) to be performed by Intuitive-Technologies, LLC (“IntuitiveTEK”) for Magnolia Public Schools (“Client”) and is subject to the terms and conditions of the Master Services Agreement (Appendix A).

The terms and conditions and pricing listed in this SOW will expire (and will no longer be valid) if it is not signed and returned to IntuitiveTEK within 30 days from the date this SOW was prepared.

Magnolia Public Schools

IntuitiveTEK

DocuSigned by:

 Signature
 Alfredo Rubalcava
 Name
 CEO and Superintendent
 Title
 11/17/2020
 Date

Signature
 Name
 Title
 Date

Magnolia Public Schools Project Contact Information

Serdar Orazov
 Main Project Contact
 Chief Financial Officer
 Title
 (213) 628-3634
 Phone
 sorazov@magnoliapublicschools.com
 Email

11/17/2020
 Desired Project Kickoff Date
 Billing Address 250 E. 1st. Street, Suite 1500
 Los Angeles, CA 90012
 sorazov@magnoliapublicschools.com
 Billing Address (email)

Statement of Work

Implementation Summary

IntuitiveTEK is pleased to present Magnolia Public Schools with this Statement of Work to assist with the transformation of your budgeting and reporting processes with the implementation of Workday Adaptive Planning.

IntuitiveTEK will lead the Workday Adaptive Planning implementation for Magnolia Public Schools, working collaboratively with key organization personnel to deploy a highly functional budgeting, planning and reporting system that meets or exceeds existing capabilities.

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IntuitiveTEK follows a proven implementation methodology that ensures project success. Although we develop a custom project methodology for each project, our implementation approach includes these key phases:

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We will conduct requirements gathering meetings to confirm what we've learned from your project questionnaire; to review your organizational structure and chart of accounts; and to identify required dimensions and key assumptions/metrics for planning and reporting. A key component of this phase is the development of a detailed project plan and timeline.

Model and Report Build Phase

This phase of the project involves the creation of the planning model in Workday Adaptive Planning – including the required structure (level organization, GL accounts, other dimensions); integration of data from other systems; creation of input sheets, assumptions, formulas, and detailed supporting schedules as needed. This phase may also include the creation of reports in Workday Adaptive Planning (web-based reports) and OfficeConnect. This phase also includes comprehensive testing and validation at each step of development.

Training and Deployment Phase

IntuitiveTEK will develop detailed documentation using the IntuitiveTEK format, and will provide training for Client administrators as well as assisting Client with their end user training efforts. During and shortly after go-live, this phase typically includes fine-tuning of the design and creation of additional reports, at Client's direction.

Project Management

Throughout this project, we will provide project management. We will provide weekly project status updates in order to ensure quality and minimize risk. We will work with you to plan and schedule the tasks to be performed. We will closely monitor the progress of the project and will notify you of any potential problems.

Project Resources

Over the course of the implementation, one or more IntuitiveTEK consultants will be assigned to the project. IntuitiveTEK consultants are not dedicated to any single implementation and may be engaged across many implementation projects for various customers.

Client should prepare to have a dedicated project lead and expect for this individual to be available, or coordinate Client subject matter experts, to spend a minimum of five hours per week during the project, to do the following:

- Provide client data to IntuitiveTEK in formats requested by IntuitiveTEK
- Meet weekly via conference call to discuss the project
- Answer questions about your existing planning process and methodology
- Review formulas logic as model is built
- Confirm completion of the Workday Adaptive Planning models
- Provide testing of the model within Workday Adaptive Planning
- Attend training

Ongoing Support

IntuitiveTEK develops and nourishes long-term, close relationships with our clients. As implementers of our clients' systems, we are in the best position to provide highly responsive and efficient support. Once "go-live" is completed, IntuitiveTEK is available during normal business hours to provide Support. "Support" questions are those that can be addressed by Client's IntuitiveTEK consultant in 30 minutes or less. For more detailed help or requested model modifications, IntuitiveTEK is always open to providing additional blocks of hours to be agreed upon in advance, and to be used as directed by Client.

Project Scope

The following outlines and details the Professional Services that will be performed pursuant to this SOW.

Functional Scope: Client has requested that the implementation of Workday Adaptive Planning include the following areas.

Functional Area	In Scope
Organizational Structure & Chart of Accounts	Yes
Revenue and Cost of Goods Planning	Yes
Personnel Planning	Yes
Operating Expense Planning	Yes
Allocations Planning	Yes
Capital Expense Planning	Yes
Metrics/KPIs	No
Income Statement	Yes
Balance Sheet/Cash Flow	Yes
Web-Based Reporting	Yes
OfficeConnect Reporting	Yes
Dashboards & Analytics	Yes
Automated Data Integration	Yes
Transactions	Yes

Product Scope: Client will purchase the Workday Adaptive Planning products required to support these areas.

Product	In Scope
Planning & Reporting	Yes
Analytics	Yes
Integration	Yes

Project Assumptions

Project Kickoff and Discovery

This project will include Design/Methodology Planning sessions as needed with **Magnolia Public Schools** to review and discuss current planning processes, and how to transition to Workday Adaptive Planning.

IntuitiveTEK Responsibilities

- Schedule project kickoff call within five days of the requested project start date
- Provide guidance while Client compiles requested documents and data
- Prepare for and lead the project kickoff call
- Create a detailed project plan with anticipated timeline
- Coordinate resources and schedule regular cadence for weekly project review meetings

Magnolia Public Schools Responsibilities

- Assign core team members and ensure their attendance at the project kickoff call
- Login to Client's Adaptive instance to validate access to the software
- Provide documents, files, and data to IntuitiveTEK as requested
- Begin taking the eLearning courses in the Workday Adaptive Planning training center
- Review and agree to the Project plan

Model and Report Build

IntuitiveTEK Responsibilities

- Lead iterative meetings and working sessions to confirm Client requirements
- Review current planning processes and provide best practice guidance where appropriate
- Design and configure the software in accordance with the project plan
- As each component of the software is configured, demo the model for the Client to review and approve

Magnolia Public Schools Responsibilities

- Participate in meetings and working sessions to provide input into requirements
- For all in-scope processes, provide examples in documents, files and workbooks
- Provide data for the initial imports in the format defined by IntuitiveTEK
- Validate each component of the solution as it is delivered by IntuitiveTEK

The implementation components will include:

Structure Design & Creation

Create the required data structure in the model including the organization hierarchy, chart of accounts and other required dimensions (e.g. products, projects, customers, etc.). The configuration will include:

- Up to 10 Schools and 1 Home Office
- 1 chart of accounts structure across the organization
- 1 fiscal year
- Up to 1 monthly currency (USD, GBP, EUR, CNY, JPY, SGD)
- Up to 5 other dimensions, e.g., Fund, Resource Code

Flat-File, Excel-Based Data Imports

Actuals and Budget Load includes a one-time data upload of two years of actuals and the most current budget.

Revenue and Cost of Goods Planning

Revenue and Cost of Goods Planning includes creation of data entry sheets, desired calculations, and mapping to the Income Statement and Balance Sheet/Cash Flow Statement (if applicable).

Up to 3 Revenue Models to support the following revenue streams:

- LCFF Revenue planned as Average Daily Attendance x rate across grades
- Supplemental income planned by student type
- Local Fundraising revenue

Personnel Planning

Personnel Planning includes the creation of one model to account for headcount and related expenses such salaries and wages, raises, incentive compensation, taxes, benefits, adhering to the following:

- Up to 450 employees planned by individual
- Allocations or transfers between operating units

Operating Expense Planning

The Operating Expense model will include formulating approximately 15-20 expense accounts, based on drivers such as headcount, or historical run rates. Up to 2 additional planning sheets will be built to accommodate supporting expense schedules.

Allocations Planning

The Allocations model will include overhead expense allocations to levels, based on headcount.

Capital Expense Planning

The Capital model will include the creation of one model to accommodate capital spending plans, with straight-line depreciation logic.

Balance Sheet/Cash Flow Planning

One model will be built in 10 levels, in a single format, to plan the Balance Sheet and Cash Flow statement (indirect method). Up to 3 supporting schedules will be built for Balance Sheet planning.

Reporting and Analytics

Report layouts will include one Income Statement, Balance Sheet, and Cash Flow Statement. Additional reports may include up to 10 web-based formats and 15 OfficeConnect formats. Analytics layouts may include up to 1 dashboard, with up to 4 graphs. The graphs will be based on dimensions, accounts, and data in the Adaptive model.

Transactions

IntuitiveTEK will enable the Transaction Reporting and Analysis module, and configure required mappings of up to 20 fields (organization hierarchy, chart of accounts and dimensions).

Training and Deployment

The project will include Administrator training and either one End User Training session (up to 4 hours), or one train-the-trainer session; plus written documentation in the IntuitiveTEK format. IntuitiveTEK will support the Client during testing of the model, and jointly review any required post-testing adjustments. IntuitiveTEK will make any adjustments which are mutually agreed upon and which are within the scope of this project.

Automated Data Integration

IntuitiveTEK will enable integration of data from the following source systems:

Source System	Integration Point	Integration Approach
Schoolability	Import GL Account Balances (Actuals) And Import GL Transactions	Automated File from Dropbox

IntuitiveTEK Responsibilities

- Lead meetings and working sessions to design and build the integration
- Install and configure the integration agent server on Client provided hardware (required for on-premise data sources)
- Configure the integration using the standard available functionality for each in-scope integration adapter
- Document the Solution Configuration
- Support data validation for 12 months of history imported into Software from Client's source system(s).
- Conduct a user walkthrough along with a customized User Guide of the Adaptive Integration solution built and how to run/schedule Integration jobs
- Build the Integration against the production instance of the Source System unless otherwise noted

Magnolia Public Schools Responsibilities

- Provide throughout the project as needed a technical consultant with understanding of the source system data model and extract technology, in order to develop or enhance the source system extracts (i.e., provide database views or tables, review query methodology and/or web service calls)
- Provide business rules for extraction and transformation of source data
- Provide a subject matter expert with knowledge of the Adaptive planning model to provide information on data expected by the sheets and to assist in data validation
- If applicable, coordinate with 3rd party vendors or consultants (IntuitiveTEK is not required to provide or have developer access to any 3rd party application or system; Client assumes sole responsibility for access, management, payment and use of any 3rd party systems, applications, services or technology)
- If account names are different between Client source system and Workday Adaptive Planning, provide mapping of accounts in Microsoft Excel format
- On Premise Integration (On Premise data source(s)):
 - Provide Server/Virtual Machine/other for Integration configuration, testing and production
 - Provide remote access to data server for Integration during the project
- Hosted Integration (Hosted Service data source(s)):

- Ensure source system APIs are licensed and available to Adaptive (hosted data source(s))
- Provide access to and credentials for database or API access to the source
- Develop a test plan for User Acceptance Testing (UAT)
- Lead the testing and validation of each Integration; validate data within Adaptive Planning loaded through Adaptive Integration; IntuitiveTEK will supports Client validating twelve (12) months of history

Integration Assumptions

- Integration project start is contingent on data structures (Chart of Accounts, Organizational Levels and Dimensions) being stable in both the source system(s) and Workday Adaptive Planning
- If Client’s data will be accessed via an API, only the fields exposed by the standard source system API will be extracted to Workday Adaptive Planning
- Data is organized in the source application(s) in standard (non-custom) designated objects
- IntuitiveTEK has no obligation to provide maintenance, support or updates to Client in connection with any impact to the functionality of the Integration Solution resulting from changes made by Client or responsible 3rd parties to its Source System(s), including but not limited to changes to its Source System API(s), system or software upgrades or updates, or security changes impacting integration connectivity.
- IntuitiveTEK is not obligated to provide corrective support for changes made by Client unless such changes are directed to be made by IntuitiveTEK.

Project Fees & Terms

Time and Materials

This is a Time and Materials fee based project. IntuitiveTEK will not exceed this estimate for the defined scope in this document without written approval for the overage or scope change. This will cover all items defined in the document.

Project Estimated Hours

Following is a baseline estimate of effort (hours) by IntuitiveTEK to implement Workday Adaptive Planning based on discussions to date.

Phase	Estimated Hours	Rate	Estimated Implementation Cost
Planning & Reporting	200	\$180 USD per Hour	\$36,000
Automated Data Integration (Schoolability)	45	\$180 USD per Hour	\$3,600
Total Project	245		\$39,600

Scoping Considerations

- Client understands that these estimated hours for the scope of work were prepared in good faith based on initial scoping discussions with IntuitiveTEK. IntuitiveTEK will not exceed the estimated hours for the scope of work defined in this document without written approval by Client. IntuitiveTEK is always open to providing additional blocks of hours for additional requirements that may arise during the implementation.
- IntuitiveTEK will provide recommendations based on Workday Adaptive Planning best practices. Client-specific process consulting is out-of-scope and would require additional hours.

Travel Expenses

Client will reimburse IntuitiveTEK for the reasonable and necessary out-of-pocket travel expenses incurred by IntuitiveTEK in connection with the Services performed under this SOW, including air and surface transportation, lodging, car rental, and meals, in accordance with the IntuitiveTEK's Travel and Expense Policy. All travel to Client locations that may result in such expenses will be pre-approved by Client.

Payment Terms

IntuitiveTEK will invoice Client monthly for time spent and actual expenses as incurred in the previous calendar month. Any additional information required for payment must be identified in this Statement of Work.

Client will submit payment for all invoices within 30 days of receipt of the invoice by Client. IntuitiveTEK reserves the right to stop work on any project that has invoices that are outstanding more than 30 days.

**Master Services Agreement
Intuitive Technologies Professional Services
Terms and Conditions for Services**

This Professional Services Agreement (the “**Agreement**”) is entered into and made effective as of the Effective Date entered on the Statement of Work by and between Intuitive Technologies (“**TEK**”), and Magnolia Public Schools (“**Company**”).

1. SERVICES

- 1.1 **Statement of Work.** From time to time, Company and TEK may execute statements of work that describe the specific services to be performed by TEK including any work product to be delivered by TEK (as executed by the parties, a “**Statement of Work**”). Each Statement of Work will expressly refer to this Agreement, will form a part of the Agreement, and will be subject to the terms and conditions contained herein.
- 1.2 **Performance of Services.** Subject to Company’s payment of the Professional Services fees set forth in each Order Form and/or each Statement of Work, TEK will perform the services specified in each Statement of Work (the “**Professional Services**”) in accordance with the terms and conditions of this Agreement and each Statement of Work.
- 1.3 **Changes to Statement of Work.** Company may submit to TEK written requests to change the scope of Services described in a Statement of Work (each such request, a “**Change Order Request**”). TEK may, at its discretion, consider such Change Order Requests, but TEK has no obligation to do so. If TEK elects to consider such a Change Order Request, then TEK will promptly notify Company if it believes that the Change Order Request requires an adjustment to the fees or to the schedule for the performance of the Professional Services. In such event, the parties will negotiate in good faith a reasonable and equitable adjustment to the fees and/or schedule, as applicable. TEK will continue to perform Professional Services pursuant to the existing Statement of Work and will have no obligation to perform any Change Order Request unless and until the parties have agreed in writing to such an equitable adjustment.
- 1.4 **Company Responsibilities.** In connection with each Statement of Work, Company will: (i) provide qualified personnel who are capable of performing Company’s duties and tasks under the Statement of Work; and (ii) perform Company’s duties and tasks under the Statement of Work, and such other duties and tasks as may be reasonably required to permit TEK to perform the Professional Services. Company will also make available to TEK any data, information and any other materials required by TEK to perform the Professional Services, including, but not limited to, any data, information or materials specifically identified in the Statement of Work or the Implementation Project Data Requirements document (collectively, “**Company Materials**”). Company will be responsible for ensuring that all such Company Materials are accurate and complete.
- 1.5 **Relationship of the Parties.** TEK is performing the Professional Services as an independent contractor, is not an employee, agent, joint venture or affiliate of Company, and has no authority to bind Company by contract or otherwise. TEK acknowledges and agrees that its personnel are not eligible for or entitled to receive any compensation, benefits or other incidents of employment that Company makes available to its employees. TEK is solely responsible for all taxes, expenses, withholdings, and other similar statutory obligations arising out of the relationship between TEK and its personnel and the performance of Professional Services by such personnel.

2. PAYMENT

- 2.1 **Fees and Expenses.** For TEK's performance of Professional Services, Company will pay TEK the Professional Services fees set forth in each Order Form and/or each Statement of Work. In addition, Company will reimburse TEK for all reasonable and customary travel, lodging and other related expenses incurred by TEK or its personnel in connection with the performance of Professional Services including travel time; such expenses will only be incurred at Company's direction. At Company's request, TEK will provide Company with receipts and other documentation for all such expenses.
- 2.2 **Payment Terms.** TEK will invoice Company on a monthly basis for hours incurred. All Professional Services invoices are due Net 30. TEK reserves the right to stop work on any project that has invoices that are outstanding more than 30 days.

3. CONFIDENTIAL INFORMATION

TEK acknowledges that prior to and during the term of this Agreement, TEK may have had or may have access to Confidential Information. As used in this Agreement, "Confidential Information" includes all information that is not generally known that is disclosed by Company or learned by TEK relating to Company, any affiliate, customer, agency, vendor or partner of the Company (together, the "Disclosing Party" or "Disclosing Parties"), or any existing or proposed products, services, or business of any Disclosing Party. Confidential Information includes, without limitation, (a) information disclosed in documents, graphs, charts, models or other tangible media; (b) information disclosed orally; (c) information that TEK observes during visits to Company's facilities; (d) information that TEK learns from attending, viewing, hearing or otherwise experiencing a presentation by Company or any Disclosing Party in connection with the Professional Services; (e) information that TEK may derive from Confidential Information; (f) analyses, compilations, studies or other information or documents created by TEK that contain or reflect or are generated from Confidential Information; (g) the fact that TEK and Contractor have discussed or entered into this Agreement or any business relationship; (h) information pertaining to any supplier or customer of Company; and (i) all information designated by Company as confidential or proprietary.

TEK shall not disclose any Confidential Information to any third party. TEK shall maintain the confidentiality of all Confidential Information. TEK represents and warrants that it uses best efforts to protect the confidentiality of its own valuable confidential information. TEK shall protect the Confidential Information using all efforts used by TEK to protect its own valuable confidential information and such additional measures as may be needed to comply with TEK' obligations under this Agreement. TEK shall not use any Confidential Information for any purpose except to perform TEK's obligations to Company under this Agreement. If TEK becomes legally obligated to disclose any Confidential Information pursuant to a court order or subpoena, TEK shall give Company prompt written notice with sufficient time to allow Company to seek a protective order or other appropriate remedy prior to disclosure.

At Company's request or upon termination of this Agreement, whichever is earlier, TEK shall promptly return or destroy (as instructed by the Company) all originals, copies, reproductions and summaries, in all forms and in all media, of any and all Confidential Information. Upon request by Company, TEK shall certify to Company in writing the extent to which it has complied with this section.

4. LIABILITY, TERM AND TERMINATION

- 4.1. **Liability.** Each party's liability in connection with any default under this Agreement shall not exceed 125% of the amount paid by the Company in respect of the Statement of Work under which the default arises.
- 4.2. **Term.** This Agreement will commence on the date on which the relevant Statement of Work is signed by both parties and will endure until completion of the Professional Services.

Termination. Either party may terminate the Agreement if the defaulting party commits a material breach of it and fails to remedy it within thirty (30) calendar days of receipt of a written notice from the non-defaulting party, specifying the breach and containing a warning of an intention to terminate if the breach is not remedied. If this Agreement is terminated pursuant to clause 4.3, the Company shall pay TEK for the Professional Services provided up to the date of termination.



Adaptive Insights LLC
2300 Geng Road, Suite 100
Palo Alto, CA 94303
United States

Order Form and Agreement

Offer valid through: 11/15/2020
Prepared by:
 Jacob Warkov
 jacob.warkov@workday.com
 (650) 810-0793

Customer Information

Company Name	Main Contact	Billing Contact	Provisioning Contact
Magnolia Public Schools 250 E. 1st St. 1500 Los Angeles, CA, 90012 United States	Serdar Orazov CFO sorazov@magnoliapublicschool s.org (213) 628-3634	Serdar Orazov CFO sorazov@magnoliapublicschool s.org (213) 628-3634	Serdar Orazov CFO sorazov@magnoliapublicschool s.org (213) 628-3634

Order Information

Start Date: 11/16/2020	Billing Terms: Net 30	Order Type: New	Quote #: Q-129803
End Date: 11/15/2025	Currency: USD	Clone/Convert No	Partner: Intuitive TEK
Term (Months): 60	PO Number:	Domain?:	

Subscription Items

Qty	Product	Net Amount
1	Planning & Analytics (includes up to 5 view seats) for Financial Planning	USD 53,341
1	OfficeConnect Base Fee	USD 10,409
15	Contributor Seat for Planning and Analytics	USD 51,000
3	Full Seat for Planning and Analytics	USD 19,125
1	Integration Framework - Single System - Cloud	USD 12,750
1	Integration for custom source system	USD 0
Subscription Subtotal:		USD 172,500
Subscription Discount:		USD 25,875
Total Subscription:		USD 146,625

Totals (excludes any applicable local taxes)

Subscription Total:	USD 146,625
Service Total:	USD 0
Grand Total:	USD 146,625

Order Terms

This Order Form is between the legal entity signing below ("Customer") and Adaptive Insights LLC or the applicable Affiliate of Adaptive Insights LLC indicated on this Order Form ("Adaptive Insights"). Use of the Planning Service is subject to the terms and conditions of the Master Subscription Agreement ("MSA") and the Planning Addendum ("Addendum"), both of which located at <https://www.adaptiveplanning.com/legal/contract-terms-and-conditions> and are incorporated herein by reference. For purposes of the MSA, this Order Form is the Signature Document.

The Adaptive Insights contracting entity identified on this Order Form determines the governing law that applies to the judicial interpretation and resolution of any disputes arising out of or relating to the MSA. If Customer is contracting with (i) Adaptive Insights LLC, the governing law is the State of New York, U.S.A.; (ii) Adaptive Insights Pty Ltd. (Australia and New Zealand), the governing law is the State of New South Wales, Australia; (iii) Adaptive Insights, Ltd. (Canada), the governing law is the Province of Ontario; (iv) Adaptive Insights Co., Ltd. (Japan), the governing law is the laws of Japan; or (v) Adaptive Insights Limited (United Kingdom and Ireland), the governing law is the laws of England. Each party irrevocably submits to the exclusive jurisdiction of the courts of the aforementioned applicable jurisdiction, and each party agrees to the applicable law above without regard to rules regarding choice of law or conflicts of law.

The Subscription & Support Fees for the initial Subscription Term will be paid in 5 equal annual installments and will be invoiced upon receipt of signed Order Form and on the anniversary thereafter. Payment is due and payable within Net 30 days from the date of invoice. Fees for Professional Services are payable per the Statement of Work.

The Planning and Analytics package as set forth in this Order Form includes certain downloadable software components, such as OfficeConnect ("Downloadable Components"), that are described in the Planning Documentation. In order to facilitate the calculation of local taxes that may apply to Customer's purchase, this Order Form includes a separate breakout of the product(s) and pricing for each such Downloadable Component and for the remaining components of the Planning and Analytics package. For the avoidance of doubt, the breakout of pricing for such Downloadable Components is for tax purposes only and cannot be excluded from the package.

Except as otherwise provided in the Subscription Agreement or this Order Form, this is a non-cancelable, non-refundable purchase. I hereby represent that I am an authorized signatory and have read and agree to the terms of this Order Form.

Adaptive Insights LLC
Signature:
Name:
Title:
Date:

CUSTOMER
Signature:
Name:
Title:
Date:



Workday Adaptive Planning Product Descriptions

Planning & Analytics:

The Planning & Analytics package includes modeling to enable budgeting, forecasting, and other types of modeling; management and ad hoc reporting and analytics; variance analysis; process management; transaction management; the capability to manually import data into Workday Adaptive Planning via Excel/.csv files; single sign-on; use of data integration APIs; OfficeConnect board reporting; and dashboards and visual analytics. Standard customer support is also included.

Full Seats:

- Full Seats allow a Customer's user administrator to assign user roles and permissions in any way that suits their planning process.
- Full Seat users can perform any system capability designated to them by the Customer's user administrator.
- Full Seat users can act as business users, financial model builders, and as security administrators, depending on Customer's preferences.
- Full Seat users can enter and save data on planning sheets (budgets, forecasts, workforce plans, or other models); and create, view and share web-based reports.
- Full Seat users get unlimited access to eLearning.
- Full Seat users can also create, view, and share OfficeConnect board reports and create, view, and share dashboards and visual analytics if the Full Seats are purchased for use with the Planning & Analytics package.

Contributor Seats:

- Contributor Seat users can enter and save data on planning sheets (budgets, forecasts, workforce plans or other models); and create, view and share web-based reports.
- Contributor Seat users can participate fully in workflow and process management.
- Contributor Seat users get unlimited access to eLearning.
- Contributor Seat users can access OfficeConnect if the Contributor Seats are purchased along with the Planning & Analytics package.
- Contributor Seat users can also create, view, and share dashboards and visual analytics if the Contributor Seats are purchased for use with the Planning & Analytics package.

View Seats:

- View Seats are used to enable broad, organization-wide participation in an active planning process.
- View Seat users can view planning sheets (budgets, forecasts, workforce plans); view reports; create and save personal reports.
- View Seat users can view dashboards and visual analytics; and create and save personal dashboards, if the View Seats are purchased for use with the Planning & Analytics package.
- View Seat users can drill down from reports and can use cell explorer.
- View Seat users cannot save sheets, including not being able to enter and save cell and sheet notes.
- View Seat users cannot use OfficeConnect.

Integration Framework – Single System:

Integration Framework - Single System entitles the customer to (1) use the Integration Framework for the purposes of importing data from Excel, automating transformations of the Excel data and combining it with other data prior to import into a single Planning & Analytics or Planning domain, and (2) connect a single Planning & Analytics or Planning domain to a Single System through the Integration Framework. For purposes of the Integration Framework – Single System subscription, a "Single System" is defined as the single instance of a System that will share data with an Adaptive Insights domain. A "System" is any database system, most commonly an ERP, CRM, HCM, or customer proprietary database system that will share data with Adaptive Insights domain. Multiple connections to that Single System, for example to extract data from different tables or to export data from an Adaptive Insights domain back to that Single System, are all included with an Integration Framework – Single System subscription.

Planning Domains:

Multiple Planning, Planning & Analytics, and Sales Planning & Analytics packages can be purchased for use in different divisions of a single company or to model different parts of the business. These separate packages are referred to as "planning domains." Planning domains can operate completely independently, or they can be linked in a parent-child fashion such that the child domain can share data with a parent domain. Linked planning domains enable a consolidated view across different parts of the business and across different models.

Disk Storage:

Ample disk storage of 500GB is included with each planning domain. To date, the average Adaptive customer consumes only a few GB of storage. Consuming significantly more disk space only occurs if the customer model includes a combination of these factors: large numbers of accounts, levels and dimensions AND hundreds of stored versions or if the customer stores very large (i.e., multi-GB) files in the Reports file sharing area. An additional charge would be incurred for exceeding the 500GB disk allotment.



all values in \$USD

Software	Unit	Price	Total
Prophix Cloud Subscription	1	\$ 30,000	\$ 30,000
Administrator(s)	1	\$ 2,150	\$ 2,150
Advanced User(s)	3	\$ 1,000	\$ 3,000
Standard User(s)	15	\$ 500	\$ 7,500
Reporting User(s)	5	\$ 250	\$ 1,250
Excel Contributor	1	\$ 2,500	\$ 2,500
Full price Subscription			\$ 46,400

Comments / Assumptions
All Core CPM functionality Included
Ability to administer the Prophix system.
Ability to view reports, analyze data, enter data, author reports
Ability to view reports, analyze data, enter data
Ability to view reports, analyze data

Implementation Services	Days	Hourly Rate	Sub-Total
Cloud Instance Provision	Flat		\$ 1,000
Prophix Academy Learning Management System ALL Course Package - Online Learning Academy	Flat		\$ 750
Data Integration to Sage Intacct Setup data connection to Sage Intacct GL Data with drill across to transactions, enabling automated data updates	2.0		\$ 5,000
Discovery Sessions	2.0	\$ 225	\$ 3,600
Financial Reporting & Overhead Expense Planning Collaborative creation of working model and reports including: Prepare and set up dimension structures Load and validate Data Income Statement Calculations and Report Template Departmental Expense Templates Coaching, testing and training	5.0	\$ 225	\$ 9,000
Dashboard Collaborative creation of Finance Dashboard: Prepare and set up dashboard tiles Coaching, testing and training	0.5	\$ 225	\$ 900
Operating Expense Planning Collaborative creation of working model and reports including: Configuration and setup of personnel planning model (attributes, calculations, etc) Initial employee data load from flat file Setup of data entry template (schedule) Coaching, testing and training	3.0	\$ 225	\$ 5,400
Personnel Planning Collaborative creation of working model and reports including: Configuration and setup of personnel planning model (attributes, calculations, etc) Initial employee data load from flat file Setup of data entry template (schedule) Coaching, testing and training	3.0	\$ 225	\$ 5,400
Capital Planning Collaborative creation of working model and reports including: Configuration and setup of fixed asset model (attributes, calculations, etc) Initial fixed asset data load from flat file Setup of data entry template (schedule) Coaching, testing and training	2.0	\$ 225	\$ 3,600
Admin & Power User Training Management of Solution & Report Workshop	1.0	\$ 225	\$ 1,800
Integration, Academy & Services Total	18.5		\$ 36,450

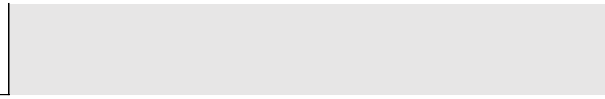
Comments / Assumptions
Performed remotely with Prophix Technical resource
Full admin access to the Prophix Academy learning management system (LMS). Video homework prior to implementation and ongoing on-demand self-service training
Integration team to perform Data integration to Sage Intacct for GL Data for Income Statement, Balance Sheet and Transactions for Drill Across capabilities
Onsite or Remote Requirements gathering session. Discuss and document Reporting requirements to be configured through implementation.
Financial Statements & Budget Templates for Departmental Expense Build out Income Statement, Balance Sheet and Cash Flow Reports (1 Each) Facilitate required allocations processes for reporting Coach and support the NCCHR team in building remainder of Reports and Templates
Build out a set of 8-10 KPIs and coach Magnolia team on how to create and format dashboards
Planning for Departmental & School operating budgets Setup of planning templates by Account, Goal, Action, Department, School, Vendor Build up to 3 differently structured Operating Expense templates for Budgeting and Forecasting process. Facilitate required allocations processes for reporting Coach and support the NCCHR team in building remainder of Reports and Templates
Planning for Payroll Costs at the Employee or Position Detail Setup of calculations relating, but not limited, to Wages, Overtime, Benefits, Payroll Taxes, Retirement Plan matching, etc. at the employee detail Import Employee data from HRIS system (Via excel upload)
Planning for depreciation at the Asset Detail Setup of calculations relating to depreciation detail Import Fixed Asset data from Via excel upload
Workshop with Admin & Power Users to cover solution administration items with overview of Workflow & Security Manager, Reporting & Dashboarding capabilities

Total Software and Services & Training	\$ 82,850
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Summary	Total
Annual Fees	
Prophix Subscription	\$ 46,400.00
Discount - AWS Credit	(\$ 320.00)
Discount - Volume 10.00%	(\$ 4,640.00)
Discount - Partner Discount 10.00%	(\$ 4,640.00)
Total Annual Software Fees	\$ 36,800.00
Service Fees	
Implementation Services & Academy Fees	\$ 36,450.00
Discount - Cloud Provision Flat	(\$ 1,000.00)
Discount - Academy Flat	(\$ 750.00)
Discount - Rate Discount \$/hr (\$ 50.00)	(\$ 7,400.00)
Total Service Fees	\$ 27,300.00
Total First Year Cost	\$ 64,100.00
Terms: 3 year Term with Annual Payments	

Comments & Assumptions
The Implementation Services estimate is based on our current best estimate and understanding of your requirements based on discussions to date and leveraging actual implementation results of similar projects.
A high level of customer interaction is expected, with executive sponsorship, project management and subject matter expert availability as needed.
This estimate was prepared assuming extensive customer participation to ensure knowledge transfer. This estimate represents a time and material quote.

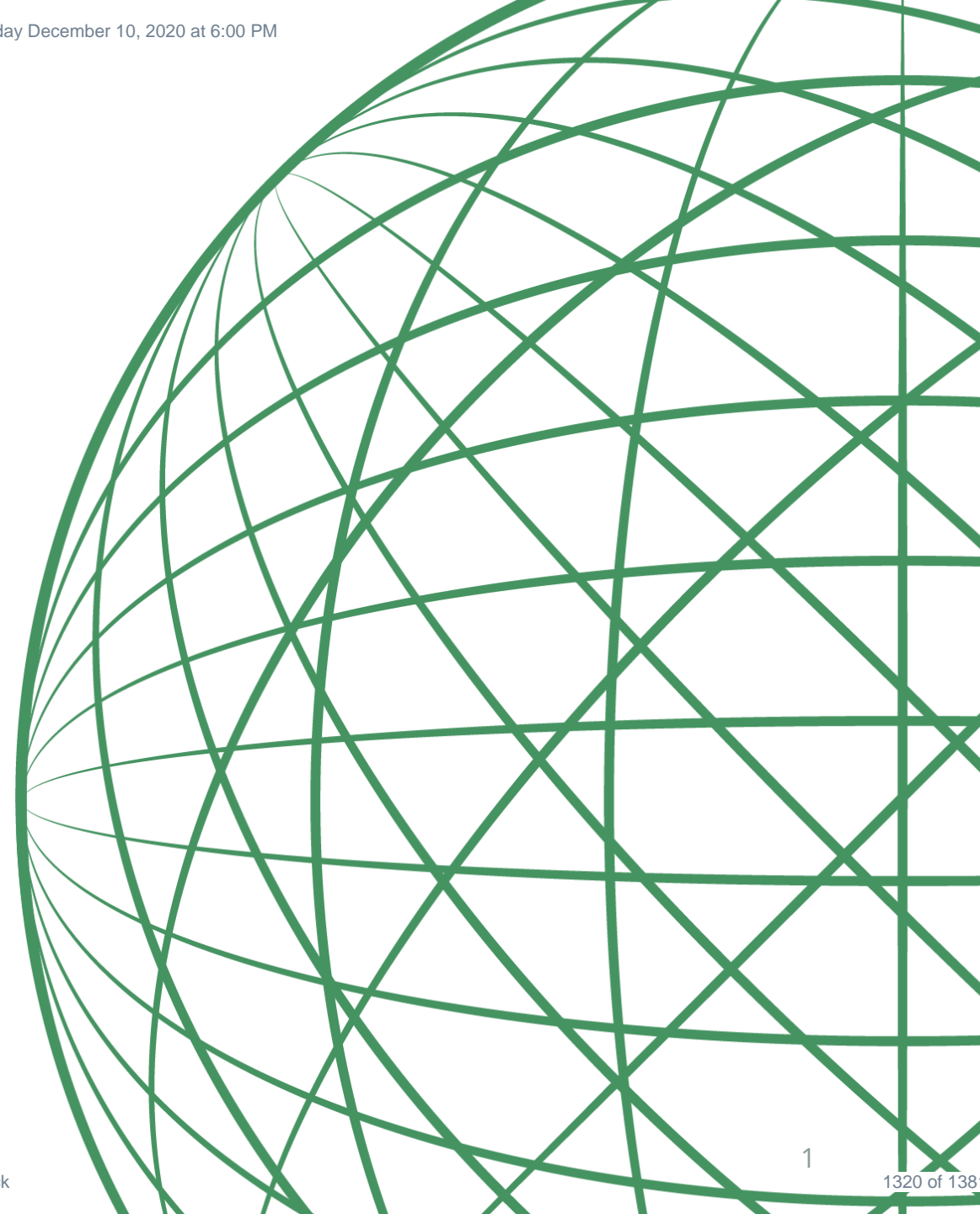
All values in \$USD
Services are on a time and material basis
Services Discounted to Effective Rate \$175/Hr
Payment Terms are Due Upon Receipt of Invoice
Travel Expenses are not included in Estimate



November 2020

Vena Investment Summary

Presented By:
Dylan McMullen | Regional Sales Manager



Vena | User License Definitions

Administrator Named User Role:

- Full access with the ability to create and distribute new templates/reports, create workflows, and administrative approval levels
- Ability to manage users, Active Directory setup, user permissions and to manage password policies
- Ability to define application and data permissions to users
- Ability to define system controls such as Two-Step Login, IP Filtering, Email Notifications, Single Sign-On

Contributor Named User Role:

- An occasional user with access to input new data, complete assigned tasks, and view reports within the platform
- Ability to see all tasks assigned to them along with their assigned workflow status, and task details
- Ability to open a template and save data to the Vena database
- Ability to Approve/Reject a task if they are assigned as a reviewer
- Ability to Submit a task for review, and to add notes and documents and collaborate with other contributors

View-Only Named User Role:

- Can view reports only. No report creation capabilities
- Are not authorized to view or access workflow or to be an approver
- Are not authorized to create different planning version or scenarios, and are not authorized to import data

Global List Pricing

DESCRIPTION	QTY	PER UNIT COST (ANNUAL)	TOTAL (ANNUAL)
FP&A Platform: <ul style="list-style-type: none"> Budgeting, Forecasting, Reporting Financial Reporting Financial Close Management 	1	\$25,000	\$25,000
Administrative Users	1	\$3,600	\$3,600
Business Users	1	\$900	\$900
View-Only Users	1	\$300	\$300
Standard Annual Support (Telephone between 2:30am-8pm ET and email support via Vena Support Portal):			Included
Total Vena Cloud Annual SaaS Subscription Fees:			

*All Pricing in USD

*Pricing based on a 3 year term

*Does not include implementation/setup costs

Magnolia Public School's User Community

DESCRIPTION	QTY	PER UNIT COST (ANNUAL)	TOTAL (ANNUAL)
FP&A Platform: <ul style="list-style-type: none"> Budgeting, Forecasting, Reporting Financial Reporting Financial Close Management 	1	\$25,000	\$25,000
Administrative Users	3	\$3,600	\$10,800
Business Users	15	\$900	\$13,500
View-Only Users	3	\$300	\$900
		Discount	(\$21,586)
Standard Annual Support (Telephone between 2:30am-8pm ET and email support via Vena Support Portal):			Included
Total Vena Cloud Annual SaaS Subscription, Support & Maintenance Fees:			\$28,614

*All Pricing in USD

*Pricing based on a 3 year term

*Does not include implementation/setup costs

*Discounts shown are valid until November 30, 2020



To: Magnolia Public Schools
From: Patrick Ontiveros, MPS General Counsel
Date: 12/4/2020

RE: Approval of Agreement with Financial Planning & Analysis (FP&A) Software Contract

Magnolia Public Schools (MPS) Chief Executive Officer and MPS General Counsel acknowledge that they have read and reviewed the contract/memorandum pertaining to the above matter.

A handwritten signature in black ink that reads "Patrick Ontiveros".

Patrick Ontiveros
MPS General Counsel

12/4/2020

Date

A handwritten signature in black ink that reads "Alfredo Rubalcava".

Alfredo Rubalcava
MPS CEO & Superintendent

12/4/2020

Date

Cover Sheet

Approval of MPS Staff to Respond to Letter of Intent and Negotiate Purchase and Sale Agreement

Section: III. Action Items
Item: J. Approval of MPS Staff to Respond to Letter of Intent and Negotiate Purchase and Sale Agreement
Purpose: Vote
Submitted by:
Related Material: III J Action Item 12.10.20.pdf



Board Agenda Item #:	III J: Action Item
Date:	December 10, 2020
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools (“MPS”) Board (the “Board”)
From:	MPS Facilities Board Committee
Staff Lead:	Patrick Ontiveros, General Counsel & Director of Facilities
RE:	Letter of Intent for Sale of Portion of the MSA-1 High School Parking Lot

I. Proposed Recommendation(s)

I move that the Board of Directors approve the following actions:

- (1) the MPS CEO and Superintendent sign the non-binding letter of intent presented by the City of Los Angeles for the purchase by the City of a portion of the parking lot that serves the MSA-1 high school located at 18220 Sherman Way,
- (2) the MPS Staff negotiate a final purchase and sale agreement for the property including, but not limited to, a fair and reasonable sales price and hire such vendors and consultants as may be needed, with such final agreement to be presented to the Committee and MPS Board of Directors for final approval prior to signature, and
- (3) the MPS CEO and Superintendent sign any permits and requests required by the City of Los Angeles Planning Department to commence a lot line adjustment, subdivision or any other action that may be required to complete the purchase and sale transaction if approved by the MPS Board of Directors;

II. Background

A. General

For years, the City of Los Angeles has sought to build an ice and skating rink on the parcel of land immediately adjacent to the parcel of land that serves as the parking lot for the newly constructed high school building (the “Project”). See Exhibit A for a layout. The Project has remained dormant until recently when the City of Los Angeles, acting through Council Member Bob Blumenfield’s office, took steps to use funds from various sources, in particular Proposition K, to construct the Project.



B. Prior Authorizations and Actions

Staff has previously reported to the MPS Board of Directors and Facilities Committee about the City's interest in purchasing a portion of the MSA-1 parking lot parcel in order to complete the Project. Most recently at its April 23, 2020 meeting the Board passed resolutions which provided among other things:

"...that the Board of Directors of MPS believes it is in the best interests of MPS and MSA-1 to investigate a possible sale of a portion of the MSA-1 Parking Lot Parcels to the City.

... that the Board of Directors of MPS directs MPS Staff to investigate the possibility of a sale of a portion of the MSA-1 Parking Lot Parcels to the City by reviewing among other things the impact of such a sale on the operations of MSA-1, including its parking.

... that the Board of Directors of MPS directs MPS Staff to determine a valuation for the land sought to be purchased by the City by, among other things, ordering an appraisal.

... that the Board of Directors of MPS directs MPS Staff to discuss with City representatives the possibility of MSA-1 having access to the completed City Project for the benefit of its students and staff."

C. Why the Current Approval is Needed

Staff desires to obtain the Board's approval to sign the City's nonbinding letter of intent so that it may continue discussing and negotiating a deal with the City. The LOI is non-binding which means that MPS may abandon the negotiations or not pursue the transaction if it deems it is not in its best interests to do so. As part of the negotiation, the City would like to receive MPS's cooperation to commence any land use applications that would be required to complete a transaction, such as a lot line adjustment or subdivision. Such action would not obligate MPS to do anything unless and until a transaction is consummated. Upon the successful negotiation of purchase and sale agreement, it would be presented to the Committee and the Board for final approval and signature.

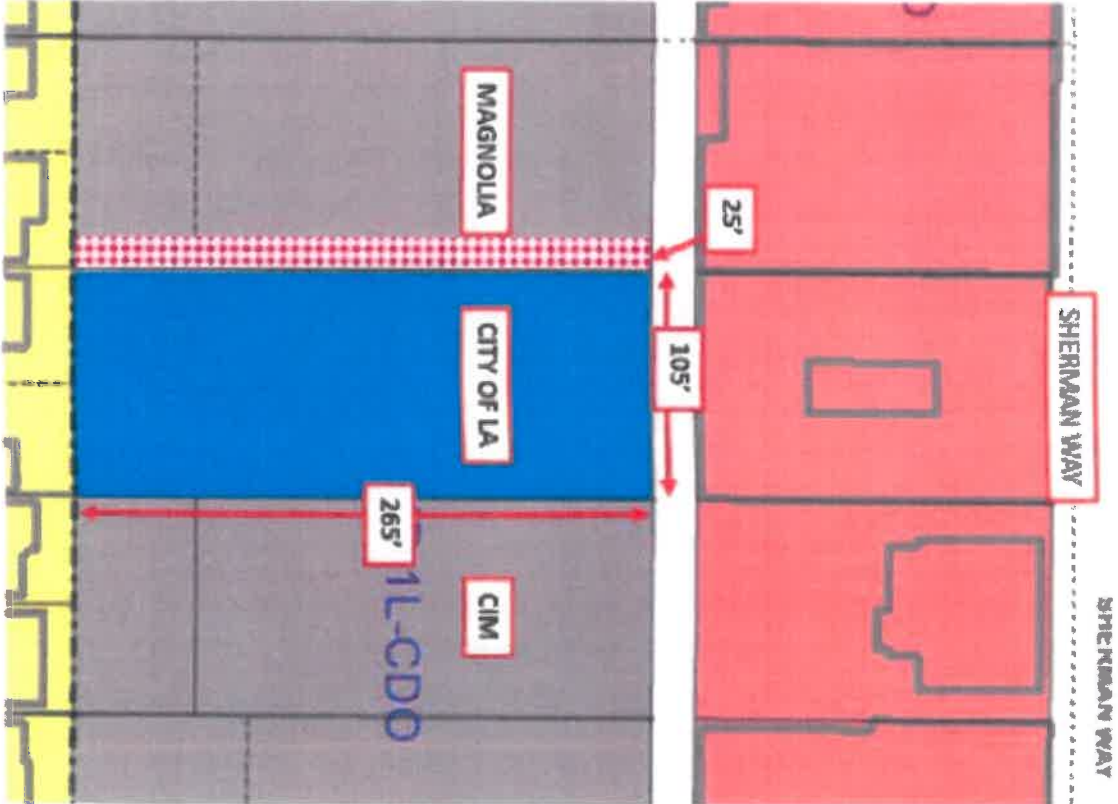
III. Budget Impacts



The final budget impacts will not be known until the terms and conditions of a sale a portion of the MSA-1 parking lot parcel to the City of Los Angeles.



Exhibit A

EXHIBIT A



-  What we would like to purchase
-  What we own



To: Magnolia Public Schools
From: Patrick Ontiveros, MPS General Counsel
Date: 12/4/2020

RE: Approval of MPS Staff to Respond to Letter of Intent and Negotiate Purchase and Sale Agreement

Magnolia Public Schools (MPS) Chief Executive Officer and MPS General Counsel acknowledge that they have read and reviewed the contract/memorandum pertaining to the above matter.

A handwritten signature in black ink that reads "Patrick Ontiveros".

Patrick Ontiveros
MPS General Counsel

12/4/2020

Date

A handwritten signature in black ink that reads "Alfredo Rubalcava".

Alfredo Rubalcava
MPS CEO & Superintendent

12/4/2020

Date

Cover Sheet

Approval of MSA-1 Franco Architects Design Contract

Section: III. Action Items
Item: K. Approval of MSA-1 Franco Architects Design Contract
Purpose: Vote
Submitted by:
Related Material: III K Action Item 12.10.2020.pdf



Board Meeting
 Agenda Item #: III K: Action Item

Date: December 10, 2020

To: Magnolia Educational & Research Foundation dba Magnolia Public Schools (“MPS”) Board (the “Board”)

From: MPS Facilities Board Committee

Staff Lead: Patrick Ontiveros, General Counsel & Director of Facilities

RE: Approval of MSA-1 Design Contract for Capital Improvement Projects

I. Proposed Recommendation(s)

I move that the Board approve the architect agreement from Franco Architects Inc. for design and engineering services for certain capital improvement projects (collectively, the “**Project**”) at Magnolia Science Academy—1 (“**MSA-1**”).

II. Background

MSA-1 filed for and received a zone change for its parking lot parcels from the City of Los Angeles. The parcels are illustrated in Exhibit A. As a condition to the zone change, MSA-1 agreed to make certain improvements to the parcel that serves the MSA-1 middle school building. The improvements are illustrated by Exhibit B. They include the following: (1) the fixing of drainage on the middle school parking lot; (2) the creation of an open green space and a concrete pad with a solar shade; (3) fencing surrounding the entire MSA-1 parking lot parcels; (4) the creation of a track; and (5) the installation of modular outdoor restrooms. MSA-1 wishes to undertake these improvements because it will assist the school during the current pandemic to allow for activities to take place outside. Looking to the future, having a good recreation and outdoor space will benefit the students and may in fact attract more students to the campus.

In addition MSA-1 would like to use Franco Architects Inc.’s services to (1) obtain permits for the construction of the block wall at the back of the middle school parking lot and (2) modify the first floor interior of the middle school building to be level (the middle of the first floor is sunk as compared to the rest of the first floor; see pictures attached as Exhibit C). The block wall at the rear of the middle school parking lot is required to be constructed under a settlement agreement with the neighbors who share the wall. MSA-1 would like to make the first floor level in order to increase the utility of the space.



III. Procurement

Franco Architects Inc. was the architect for the MSA-1 high school building which included the redesign of the grading and drainage on the parking lot serving the high school building. Since part of the reason for undertaking these capital improvement projects is to assist the school in providing a safe learning environment for children in the current pandemic, Staff did not issue a formal RFP relying instead on the CEO's emergency powers to forego normal processes when he deemed it advisable or necessary in the current pandemic environment. Franco Architects Inc. is an architecture firm that has served the charter school sector for well over a decade. Of the architects that MPS has used in the past, Staff believes that Franco Architects Inc.'s fees are the most competitive. Therefore, MPS elected to use their services upon approval of the Facilities Committee and the Board.

Upon completion of the design, Staff will issue an RFP for general contractors to complete the work.

IV. Budget Impacts

The total cost of the design and engineering services is for a fixed fee of \$58,000. MSA-1 expects to pay the fees from its operational budget. MPS expects that MSA-1's current budget will increase when its increased enrollment is accepted. The cost of the design fees will not have a material negative impact on MSA-1's budget.



Exhibit A

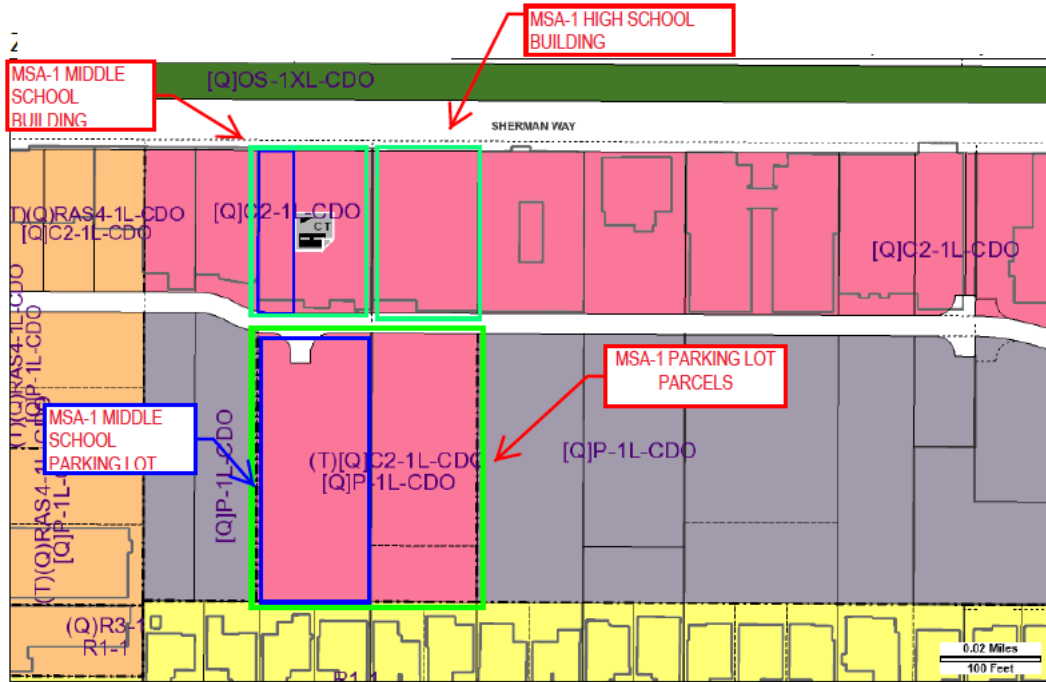




Exhibit C





To: Magnolia Public Schools
From: Patrick Ontiveros, MPS General Counsel
Date: 12/4/2020

RE: Approval of MSA-1 Franco Architects Design Contract

Magnolia Public Schools (MPS) Chief Executive Officer and MPS General Counsel acknowledge that they have read and reviewed the contract/memorandum pertaining to the above matter.

A handwritten signature in black ink that reads "Patrick Ontiveros".

Patrick Ontiveros
MPS General Counsel

12/4/2020

Date

A handwritten signature in black ink that reads "Alfredo Rubalcava".

Alfredo Rubalcava
MPS CEO & Superintendent

12/4/2020

Date

Cover Sheet

Review of MPS' LCAP process: 4 goals, 20 actions, and lots of metrics

Section: IV. Information/Discussion Items
Item: A. Review of MPS' LCAP process: 4 goals, 20 actions, and lots of metrics
Purpose: Discuss
Submitted by:
Related Material: IV A Information Discussion Item 12.10.20.pdf



Board Agenda Item #	IV A: Information/Discussion Item
Date:	December 10, 2020
To:	Magnolia Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	David Yilmaz, Chief Accountability Officer
RE:	Review of MPS' LCAP process: 4 goals, 20 actions, and lots of metrics

Proposed Board Recommendation

N/A

Background

What is the LCAP?

As a critical component of the LCFF law, every charter school must engage parents and community to create a Local Control and Accountability Plan (LCAP). The LCAP is intended to be a comprehensive planning tool. Each plan must describe:

- School-wide goals, as well as specific actions to be taken to achieve the goals for all students, including specific subgroups of students, in each of the eight state priority areas, plus any locally identified priority areas.
- Expected progress toward meeting the goals—and as part of a schools required annual update of the plan, the school must describe actual progress made toward meeting the goals and describe any adjustments to be made.
- Expenditures required to implement each of the goals and actions, including a description of how additional funds provided for low-income students, English learners and foster youth will be used to increase or improve services for these students.
- The process used to involve parents, students, community members, school employees and other stakeholders in developing, reviewing and supporting implementation of the LCAP.

The MPS Home Office collaborates with the school leadership teams in ensuring that all of the school LCAPs have school-wide goals, annual measurable outcomes and specific actions aligned to the eight state priorities and that the schools meaningfully engage their stakeholders in the development of their 2020-21 LCAP.

A Common LCAP Template for MPS

Our schools have goals and actions outlined in our charter petitions and WASC reports. As MPS we implement the same education model at each of our schools with some differentiation based on local needs. We have synthesized those MPS-wide goals and actions into the LCAP template so that the LCAP serves as the main planning document in alignment with the charter petition and the WASC process. The following are four MPS-wide LCAP goals which also reflect the MPS core values of Excellence, Innovation, and Connection.

Goal 1:	BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT: All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive basic services that are fundamental to academic success, including fully credentialed teachers, standards-aligned instructional materials, and appropriately maintained school facilities.
Goal 2:	EXCELLENCE: All students will have equitable access to a high-quality core curricular and instructional program and make academic progress on the California Content Standards. Students will pursue academic excellence and be college/career ready.
Goal 3:	INNOVATION: All students will have access to a well-rounded education that supports their readiness for college and the global world. Each student will become an independent, innovative scholar by practicing creativity in learning and using technology in transformative ways.
Goal 4:	CONNECTION: All students, families, staff, and other stakeholders will have access to meaningful engagement opportunities that help cultivate leadership, advocacy, and collaboration in a safe and nurturing environment. Stakeholders will feel a sense of community and connectedness.

We have developed five actions for each of the above goals, totaling 20 MPS-wide LCAP actions as can be seen in the tables below and in the attachment. The short titles of the actions are listed in the column, "Title." The remaining columns are to indicate whether this action results in increased or improved services for the unduplicated student groups, i.e., low-income, foster youth, and EL.

Some actions are general, and all students benefit from them to an arguably equal degree while some other actions are designed with the needs of unduplicated students in mind, and it can be argued that those actions result in increased or improved services for the unduplicated students. For some actions this is a subjective judgment or depends on how you approach it. For example; for Goal 1: Action 3, "clean and safe facilities that support student learning" we have marked the action as "not contributing" to increased or improved services for unduplicated students, thinking that all our students benefit from the facilities to an almost equal degree whether they are unduplicated or not, but for Goal 1: Action 4, "Healthy and nutritious meals," we have marked the action as "contributing" since the action was designed with the needs of low-income students in mind and results in increased/improved services for them. As can be seen below, we have identified the majority of our LCAP actions as contributing. This is because MPS serves underserved communities and we have designed most of our actions to meet the needs of low-income, EL, foster youth student groups, as well as meeting the needs of students with special needs and other student groups. LCFF recognizes only the first three student groups as unduplicated students and provides

a substantial amount of additional LCFF funding based on the percentage of unduplicated students. Those funds, i.e., LCFF Supplemental & Concentration grants, are principally targeted for the unduplicated students and the schools are expected to spend those funds on actions and services that can be argued as “contributing.”

Goal 1: BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT: All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive basic services that are fundamental to academic success, including fully credentialed teachers, standards-aligned instructional materials, and appropriately maintained school facilities.							
Action #	Title	Contributing	Scope	Unduplicated Student Group(s)	Location	Time Span	State Priority
1	Teacher assignments and credentials	no	n/a	n/a	n/a	ongoing	1
2	Instructional materials and technology	no	n/a	n/a	n/a	ongoing	1
3	Clean and safe facilities that support learning	no	n/a	n/a	n/a	ongoing	1
4	Healthy and nutritious meals	yes	LEA-wide	LI	All Schools	ongoing	1
5	Well-orchestrated Home Office support services	no	n/a	n/a	n/a	ongoing	1

Goal 2: EXCELLENCE: All students will have equitable access to a high-quality core curricular and instructional program and make academic progress on the California Content Standards. Students will pursue academic excellence and be college/career ready.							
Action #	Title	Contributing	Scope	Unduplicated Student Group(s)	Location	Time Span	State Priority
1	Broad course of study and standards-based curriculum	no	n/a	n/a	n/a	ongoing	2, 7
2	Professional development for high-quality instruction	no	n/a	n/a	n/a	ongoing	2
3	MTSS - Academic enrichment, intervention and student support	yes	LEA-wide	EL, FY, LI	All Schools	ongoing	2, 4, 8
4	Designated and integrated ELD programs	yes	LEA-wide	EL	All Schools	ongoing	2, 4, 7
5	Support for students with disabilities	no	n/a	n/a	n/a	ongoing	2, 4, 7

Goal 3: INNOVATION: All students will have access to a well-rounded education that supports their readiness for college and the global world. Each student will become an independent, innovative scholar by practicing creativity in learning and using technology in transformative ways.							
Action #	Title	Contributing	Scope	Unduplicated Student Group(s)	Location	Time Span	State Priority
1	College/Career readiness programs and activities	yes	LEA-wide	EL, FY, LI	All Schools	ongoing	4, 5, 6, 7, 8
2	STEAM and GATE programs	yes	LEA-wide	EL, FY, LI	All Schools	ongoing	4, 5, 6, 7, 8
3	Digital literacy and citizenship programs	yes	LEA-wide	EL, FY, LI	All Schools	ongoing	4, 5, 6, 7, 8

4	Physical education, activity, and fitness	yes	LEA-wide	LI	All Schools	ongoing	4, 5, 6, 7, 8
5	Additional programs and activities that support well-rounded education	yes	LEA-wide	EL, FY, LI	All Schools	ongoing	4, 5, 6, 7, 8

Goal 4:	CONNECTION: All students, families, staff, and other stakeholders will have access to meaningful engagement opportunities that help cultivate leadership, advocacy, and collaboration in a safe and nurturing environment. Stakeholders will feel a sense of community and connectedness.						
Action #	Title	Contributing	Scope	Unduplicated Student Group(s)	Location	Time Span	State Priority
1	Seeking family input for decision making	yes	LEA-wide	EL, FY, LI	All Schools	ongoing	3, 6
2	Building partnerships with families for student outcomes	yes	LEA-wide	EL, FY, LI	All Schools	ongoing	3, 5, 6
3	MTSS - PBIS and SEL support	yes	LEA-wide	EL, FY, LI	All Schools	ongoing	5, 6
4	Annual stakeholder surveys	yes	LEA-wide	EL, FY, LI	All Schools	ongoing	6
5	Community outreach and partnerships	yes	LEA-wide	EL, FY, LI	All Schools	ongoing	6

The following is a description of Goal 1: Action 1. Description of all 20 actions can be found in the attachment.

1	Teacher assignments and credentials	no	n/a	n/a	n/a	ongoing	1
<p>Charter School and the MPS Human Resources team will conduct credential, background and TB clearance review as part of the hiring process and at least once throughout the year to ensure all credentials are properly maintained. Charter School will support our teachers' credentialing needs. Charter School will also annually review master schedule and teacher assignments to ensure teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters.</p>							

LCAP Expenditures

MPS has developed the school budgets based on our LCAP actions. To the extent possible, each budget item is tagged with an LCAP goal and action. We aim to have at least 90% of the school budget linked with the LCAP actions. There are certain line items, such as depreciation or other non-educational costs, that may not fit in the LCAP, but other than those, we strive to include almost all of our expenditures in our LCAP. This will help create a LCAP-driven budget, a system of close monitoring of LCFF Supplemental & Concentration funds that ensures needs of unduplicated students are considered, and a data-driven decision-making process.

LCAP Metrics

MPS has developed numerous metrics to measure the effectiveness of the LCAP actions and progress of the schools in achieving their LCAP goals. These metrics can also be found in our charter petition as part of our annual measurable outcomes. MPS is a data-driven organization; the Home Office and the school leadership teams regularly monitor school progress data on the LCAP metrics. MPS has 50+ metrics in the LCAP. The following are sample metrics for each of the four goals.

Sample metric for Goal 1: BASIC SERVICES

Please mark your status as you complete each section. C = Completed IP = In Progress NS = Not Started N/A = Not Applicable		Baseline (2019-20) -Actual-	Year 1 Outcome (2020-21) -Actual-	Year 2 Outcome (2021-22) -Actual-	Year 3 Outcome (2022-23) -Actual-	Desired Outcome for Year 1 (2020-21) -Expected-	Desired Outcome for Year 2 (2021-22) - Expected-	Desired Outcome for Year 3 (2022-23)
State Priorities	Metric	MSA-1						
		2019-20:				2020-21:	2021-22:	2022-23:
1 Priority 1	Number of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions (Source: Local Indicator Priority 1)	0				0	0	0

The above sample metric for Goal 1 is about the number of teacher misassignments and vacant positions. The LCAP asks for a **Baseline** data and a **Desired Outcome for Year 3** (school’s target in 3 years) and then each year schools are required to report the **Actual Outcome** for the current year. MPS has taken this process one step ahead: we ask our schools to set annual desired outcomes for Year 1 and Year 2 in addition to Year 3. Having annual targets helps scaffold the 3-year target.

For this particular metric, teacher assignments and vacancies are closely monitored by the HR department and the school leadership teams with the desired outcome of ZERO misassignments/vacancies across MPS.

Sample metric for Goal 2: EXCELLENCE

The following is a sample metric for Goal 2. It is about the school’s performance on the CA School Dashboard in ELA/Literacy. It has the Baseline data for Distance from Standard (DFS) in ELA based on the 2018-19 CAASPP results. The desired outcomes show that each year the school wants to improve by a certain number of points for each student group depending on the group’s performance, e.g., by +5 points for ELs, +10 points for SWD, etc., to close the achievement gap among student groups. Each MPS has different desired outcomes for this metric based on their overall school performance as well as student group performance. The desired outcomes were guided and reviewed by the accountability and academic departments to ensure they are meaningful, e.g., student groups either move up a performance color or show “Increased” by improving at least +3 points on the DFS and close the achievement gaps.

		Baseline (2019-20) -Actual-	Year 1 Outcome (2020-21) -Actual-	Year 2 Outcome (2021-22) -Actual-	Year 3 Outcome (2022-23) -Actual-	Desired Outcome for Year 1 (2020-21) -Expected-	Desired Outcome for Year 2 (2021-22) - Expected-	Desired Outcome for Year 3 (2022-23)	
Please mark your status as you complete each section. C = Completed IP = In Progress NS = Not Started N/A = Not Applicable									
State Priorities	Metric	MSA-1							
7	Priority 4 Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (<i>Source: CA School Dashboard</i>) Note: Put * for student groups that do not have data in the CA School Dashboard. Remember that increase of 3 points for Change is regarded as "Increased" on the CA School Dashboard and increase of 15 points as "Significantly Increased." Target increase should be no less than 3 points. Student groups achieving lower than All Students should aim to have larger increases to close the achievement gap.	2018-19:					2019-20:	2020-21:	2021-22:
	All Students	12.9 points below standard				10.0 points below standard	7.0 points below standard	4.0 points below standard	
	English Learners	67.8 points below standard				64.0 points below standard	59.0 points below standard	54.0 points below standard	
	Socioeconomically Disadvantaged	15.7 points below standard				12.7 points below standard	8.0 points below standard	5.0 points below standard	
	Students with Disabilities	96.0 points below standard				90.0 points below standard	80.0 points below standard	70.0 points below standard	
	Homeless (<i>MSA-SD: Use this row for Two or More Races student group</i>)	*	*	*	*	*	*	*	
	African American	*	*	*	*	*	*	*	
	Asian	49.6 points above standard				50.0 points above standard	50.0 points above standard	50.0 points above standard	
	Hispanic	19.4 points below standard				16.4 points below standard	13.2 points below standard	10.0 points below standard	
	White	20.9 points above standard				21.0 points above standard	22.0 points above standard	23.0 points above standard	

Sample metric for Goal 3: INNOVATION

The following is a sample metric for Goal 3 which measures the number of students enrolled in an Accelerated and/or Advanced math courses or clubs. As indicated in our Math Placement Policy, MPS would like to offer accelerated/advanced math classes to students who are ready for the challenge.

		Baseline (2019-20) -Actual-	Year 1 Outcome (2020-21) -Actual-	Year 2 Outcome (2021-22) -Actual-	Year 3 Outcome (2022-23) -Actual-	Desired Outcome for Year 1 (2020-21) -Expected-	Desired Outcome for Year 2 (2021-22) - Expected-	Desired Outcome for Year 3 (2022-23)	
Please mark your status as you complete each section. C = Completed IP = In Progress NS = Not Started N/A = Not Applicable									
State Priorities	Metric	MSA-1							
18	Priority 7 Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (<i>Source: Local Indicator Priority 7, SIS</i>)	2019-20:					2020-21:	2021-22:	2022-23:
		7%				6%	7%	8%	

Sample metric for Goal 4: CONNECTION

The following is a sample metric for Goal 4 which measures the percentage of students who have been home visited in a given school year. The Home Office collects this data from the schools about four-five times a year.

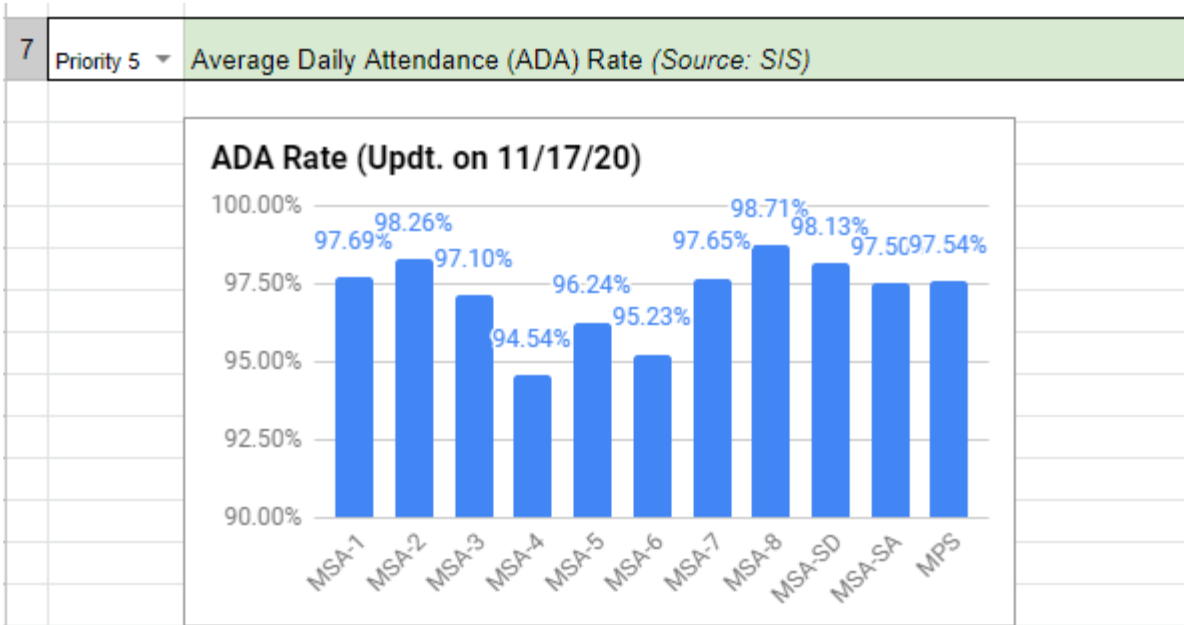
		Baseline (2019-20) -Actual-	Year 1 Outcome (2020-21) -Actual-	Year 2 Outcome (2021-22) -Actual-	Year 3 Outcome (2022-23) -Actual-	Desired Outcome for Year 1 (2020-21) -Expected-	Desired Outcome for Year 2 (2021-22) - Expected-	Desired Outcome for Year 3 (2022-23)
Please mark your status as you complete each section. C = Completed IP = In Progress NS = Not Started N/A = Not Applicable								
State Priorities	Metric	MSA-1						
6 Priority 3 ▾	Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, S/S)	18.2%				25.0%	25.0%	25.0%

School Progress on the LCAP Metrics

The Home Office measures our schools’ progress on the LCAP metrics throughout the year to see where more efforts are needed. We do not want LCAP metrics to be only used when the LCAP annual update is due around March-May. Rather, we want to receive and provide updates on the metrics on a regular basis. Currently, we try to provide quarterly updates on many of the metrics (% of home visits, # SSC/ELAC meetings, etc.) and even more frequent updates on some other metrics (% of failing students, ADA, chronic absenteeism, etc.) depending on when the update is typically available (based on progress report dates, monthly report deadlines to authorizers, etc.)

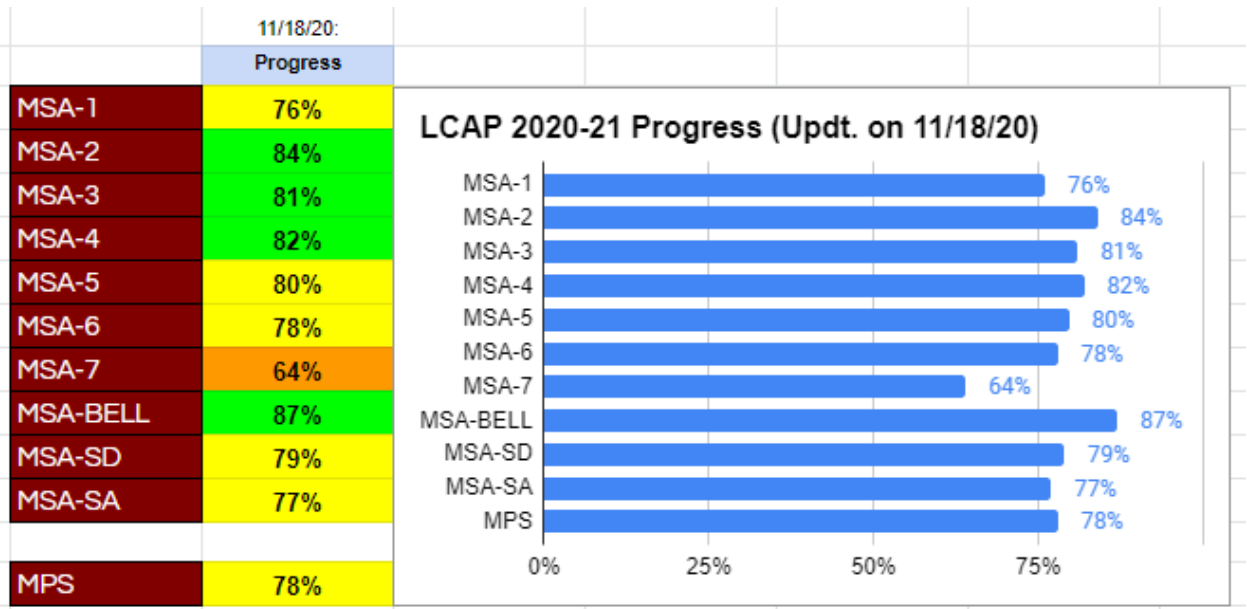
Official data for some of the metrics are provided by the CDE on an annual basis, so we estimate our progress for such metrics using internal tools. For example, the A-G completion rate and graduation rate for the current year seniors are projected by the college counselors and we update our projections with the official data once they are released. For the metrics that are measured by the state assessments (CAASPP, etc.) we provide internal MAP and IAB assessment results to the schools to provide feedback on projected achievement.

Following is a sample update on the ADA rate. Schools’ progress was updated and marked by the Home Office as Yes/No/In Progress depending on the progress toward school-level targets (or “desired outcomes” in the LCAP language). Once the Home Office provides available progress data on the metrics, we provide the schools with an overall school score as an indicator of progress.



	2019-20:	2020-21:	10/16/20:	11/17/20:	2020-21:			
	Baseline (P-2)	Target (P-2)	Progress	Progress	(First semester) Progress	Progress	Exceeded Target by	On Target?
MSA-1	96.64%	97.00%	97.79%	97.69%			0.69%	Y
MSA-2	96.79%	97.00%	98.40%	98.26%			1.26%	Y
MSA-3	95.30%	95.50%	96.28%	97.10%			1.60%	Y
MSA-4	93.54%	94.00%	94.41%	94.54%			0.54%	Y
MSA-5	95.65%	96.00%	95.63%	96.24%			0.24%	Y
MSA-6	95.76%	96.00%	95.83%	95.23%			-0.77%	P
MSA-7	95.31%	96.00%	97.17%	97.65%			1.65%	Y
MSA-8	97.06%	97.10%	98.40%	98.71%			1.61%	Y
MSA-SD	95.78%	96.00%	98.37%	98.13%			2.13%	Y
MSA-SA	96.66%	97.00%	98.17%	97.50%			0.50%	Y
MPS	96.08%	97.00%	97.47%	97.54%			0.54%	Y

The following chart shows MPS' overall progress on our LCAP metrics as of November 18, 2020. As a data-driven organization we will continue to refine our LCAP progress updates as part of our LCAP development and continuous improvement cycle.



Budget Implications

N/A. All LCAP expenditures will be budgeted in each school's budget.

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

N/A. This is an informational item.

Name of Staff Originator:

David Yilmaz, Chief Accountability Officer

Exhibits (Attachments):

- MPS LCAP Goals and Actions

Goal 1:	BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT: All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive basic services that are fundamental to academic success, including fully credentialed teachers, standards-aligned instructional materials, and appropriately maintained school facilities.
Why?	Providing basic services means ensuring all students have access to teachers who are fully credentialed in their subject areas, instructional materials aligned with state standards, and safe, properly maintained school facilities. Charter School will also adhere to the MPS Wellness Policy and encourage participation in school meal programs. Research shows when students are provided with these basic services, student learning outcomes increase. The MPS Home Office will provide services such as academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations to support and hold accountable the Charter School for compliance and meeting charter goals. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in provision of basic services to maintain a high-quality learning environment.

Actions

Action #	Title	Contributing	Scope	Unduplicated Student Group(s)	Location	Time Span	State Priority
1	Teacher assignments and credentials	no	n/a	n/a	n/a	ongoing	1
<p>Charter School and the MPS Human Resources team will conduct credential, background and TB clearance review as part of the hiring process and at least once throughout the year to ensure all credentials are properly maintained. Charter School will support our teachers' credentialing needs. Charter School will also annually review master schedule and teacher assignments to ensure teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters.</p>							
2	Instructional materials and technology	no	n/a	n/a	n/a	ongoing	1
<p>Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, socialemotional, and physical requirements of students. Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials. Charter School will ensure that students have sufficient access to the standards-aligned instructional materials, including technology-based resources. Charter School will provide effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards aligned instructional programs.</p>							
3	Clean and safe facilities that support learning	no	n/a	n/a	n/a	ongoing	1
<p>Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor a comprehensive safety and security plan, conduct necessary safety training for all staff and continue to work with the stakeholders and experts to implement emergency and risk management procedures for individuals and the site. Charter School will procure and maintain necessary safety and emergency supplies, equipment and items. Charter School will establish schedules and procedures for the supervision of students in non-classroom areas, including before and afterschool.</p>							
4	Healthy and nutritious meals	yes	LEA-wide	LI	All Schools	ongoing	1
<p>Charter School will maintain nutrition education resources and continue focusing on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. Charter School will promote healthy food and beverage choices for all students throughout the campus, as well</p>							

Goal 1:	BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT: All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive basic services that are fundamental to academic success, including fully credentialed teachers, standards-aligned instructional materials, and appropriately maintained school facilities.							
Why?	Providing basic services means ensuring all students have access to teachers who are fully credentialed in their subject areas, instructional materials aligned with state standards, and safe, properly maintained school facilities. Charter School will also adhere to the MPS Wellness Policy and encourage participation in school meal programs. Research shows when students are provided with these basic services, student learning outcomes increase. The MPS Home Office will provide services such as academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations to support and hold accountable the Charter School for compliance and meeting charter goals. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in provision of basic services to maintain a high-quality learning environment.							
Actions								
Action #	Title	Contributing	Scope	Unduplicated Student Group(s)	Location	Time Span	State Priority	
	promote and special dietary needs. Charter School will provide healthy food and beverage choices for all students throughout the campus, as well as encourage participation in school meal programs.							
5	Well-orchestrated Home Office support services	no	n/a	n/a	n/a	ongoing	1	
	The MPS Home Office provides services to the Charter School, supports and holds accountable the Charter School 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. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the Charter School to receive services at a lower cost. The services of the Home Office include, but are not limited to, academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations. Instructional services are reflected in Goals 2-4.							

Goal 2: EXCELLENCE: All students will have equitable access to a high-quality core curricular and instructional program and make academic progress on the California Content Standards. Students will pursue academic excellence and be college/career ready.

Why? Charter School desires that all our students pursue academic excellence and be college/career ready. Effective core curriculum and instruction are central to academic success. Therefore, Charter School will ensure that all students, including but not limited to, ELs, students with disabilities, socioeconomically disadvantaged/low-income students, and students achieving below grade level, have access to a high-quality core curricular and instructional program with appropriate services and support. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will also provide professional development to staff to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Charter School will implement the actions listed under this goal and use the indicated metrics, such as CAASPP assessment results, to measure progress in achievement of academic excellence and college/career readiness.

Actions

Action #	Title	Contributing	Scope	Unduplicated Student Group(s)	Location	Time Span	State Priority
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1	Broad course of study and standards-based curriculum	no	n/a	n/a	n/a	ongoing	2, 7
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Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule. This action includes teaching staff's and school administrators' salaries and benefits.

2	Professional development for high-quality instruction	no	n/a	n/a	n/a	ongoing	2
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Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs.

3	MTSS - Academic enrichment, intervention and student support	yes	LEA-wide	EL, FY, LI	All Schools	ongoing	2, 4, 8
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Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.)

4	Designated and integrated ELD programs	yes	LEA-wide	EL	All Schools	ongoing	2, 4, 7
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Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such

Goal 2:	EXCELLENCE: All students will have equitable access to a high-quality core curricular and instructional program and make academic progress on the California Content Standards. Students will pursue academic excellence and be college/career ready.						
Why?	Charter School desires that all our students pursue academic excellence and be college/career ready. Effective core curriculum and instruction are central to academic success. Therefore, Charter School will ensure that all students, including but not limited to, ELs, students with disabilities, socioeconomically disadvantaged/low-income students, and students achieving below grade level, have access to a high-quality core curricular and instructional program with appropriate services and support. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will also provide professional development to staff to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Charter School will implement the actions listed under this goal and use the indicated metrics, such as CAASPP assessment results, to measure progress in achievement of academic excellence and college/career readiness.						
Actions							
Action #	Title	Contributing	Scope	Unduplicated Student Group(s)	Location	Time Span	State Priority
	<p>instructors) being designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences.</p>						
5	Support for students with disabilities	no	n/a	n/a	n/a	ongoing	2, 4, 7
	<p>Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA.</p>						

Goal 3: INNOVATION: All students will have access to a well-rounded education that supports their readiness for college and the global world. Each student will become an independent, innovative scholar by practicing creativity in learning and using technology in transformative ways.

Why?

It is the Charter School's vision that our graduates are well-rounded critical thinkers and problem solvers who contribute to the global community. A significant step toward helping our students achieve their maximum potential involves providing a rigorous, relevant and college preparatory curriculum with a STEAM emphasis. Therefore, we will design educational experiences to meet the needs of our scholars with an emphasis on innovation and critical thinking. Charter School will also promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts to our physical education program. In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in provision of an innovative, well-rounded education that supports student readiness for college and the global world.

Actions

Action #	Title	Contributing	Scope	Unduplicated Student Group(s)	Location	Time Span	State Priority
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1	College/Career readiness programs and activities	yes	LEA-wide	EL, FY, LI	All Schools	ongoing	4, 5, 6, 7, 8
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Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and individualized support to ensure timely high school graduation. Charter School will offer Advisory and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, test prep for ACT/SAT, college application and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies.

Elem./Middle Schools:
Charter School will promote a college-going culture through college visits, college/career days, and other college related activities.

2	STEAM and GATE programs	yes	LEA-wide	EL, FY, LI	All Schools	ongoing	4, 5, 6, 7, 8
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Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEAM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. Learners will be challenged to investigate, use problem-based learning, and research.

3	Digital literacy and citizenship programs	yes	LEA-wide	EL, FY, LI	All Schools	ongoing	4, 5, 6, 7, 8
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Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will participate in PD on Blended Learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics include, but are not limited to, using technology applications; digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette.

4	Physical education, activity, and fitness	yes	LEA-wide	LI	All Schools	ongoing	4, 5, 6, 7, 8
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Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic

<p>Goal 3: INNOVATION: All students will have access to a well-rounded education that supports their readiness for college and the global world. Each student will become an independent, innovative scholar by practicing creativity in learning and using technology in transformative ways.</p>							
Why?	<p>It is the Charter School's vision that our graduates are well-rounded critical thinkers and problem solvers who contribute to the global community. A significant step toward helping our students achieve their maximum potential involves providing a rigorous, relevant and college preparatory curriculum with a STEAM emphasis. Therefore, we will design educational experiences to meet the needs of our scholars with an emphasis on innovation and critical thinking. Charter School will also promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts to our physical education program. In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in provision of an innovative, well-rounded education that supports student readiness for college and the global world.</p>						
Actions							
Action #	Title	Contributing	Scope	Unduplicated Student Group(s)	Location	Time Span	State Priority
	<p>well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness.</p>						
5	Additional programs and activities that support well-rounded education	yes	LEA-wide	EL, FY, LI	All Schools	ongoing	4, 5, 6, 7, 8
	<p>In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, math, science, technology, engineering, ELA, language other than English and culture, sports, visual and performing arts, community service, and other.</p>						

Goal 4: CONNECTION: All students, families, staff, and other stakeholders will have access to meaningful engagement opportunities that help cultivate leadership, advocacy, and collaboration in a safe and nurturing environment. Stakeholders will feel a sense of community and connectedness.

Why?

School communities are integrated partnerships with the school site staff, families, students and all other stakeholders. This sense of connection creates a safe place for all learners and stakeholders to affirm individual strengths, develop capacity, celebrate character, build trusting and respectful relationships, promote unity and better decision making. Additionally, community cultivates identity and gives each member a sense of belonging and pride. Charter School will seek family input for decision making, utilize home visits and stakeholder surveys, and provide academic and social-emotional support through MTSS/PBIS. We will work with community partners to support the vision and goals of the school, including our students' development of personal and academic networks for long-term resilience and connection. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in sustaining a sense of community and connectedness.

Actions

Action #	Title	Contributing	Scope	Unduplicated Student Group(s)	Location	Time Span	State Priority
1	Seeking family input for decision making	yes	LEA-wide	EL, FY, LI	All Schools	ongoing	3, 6
<p>Charter School will hold periodic meetings to gather input from our families. Information/input sessions include Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, and Board of Directors meetings. Parents on our PTF and SSC also serve as our Parent Advisory Committee (PAC) for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our PAC, SSC, and ELAC provide valuable input for the LCAP. Charter School will also hold an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budget, UCP, parent involvement policy and school-student-parent compact. In addition, Charter School will conduct parent surveys to seek feedback on school improvement.</p>							
2	Building partnerships with families for student outcomes	yes	LEA-wide	EL, FY, LI	All Schools	ongoing	3, 5, 6
<p>Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable.</p>							
3	MTSS - PBIS and SEL support	yes	LEA-wide	EL, FY, LI	All Schools	ongoing	5, 6
<p>Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a Life Skills/Character Education program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievement and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps.</p>							
4	Annual stakeholder surveys	yes	LEA-wide	EL, FY, LI	All Schools	ongoing	6
<p>Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our stakeholders' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our stakeholders open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze survey results to identify greatest progress and needs in order to inform our next</p>							

	<p>CONNECTION: All students, families, staff, and other stakeholders will have access to meaningful engagement opportunities that help cultivate leadership, advocacy, and collaboration in a safe and nurturing environment. Stakeholders will feel a sense of community and connectedness.</p>							
	Why?	<p>School communities are integrated partnerships with the school site staff, families, students and all other stakeholders. This sense of connection creates a safe place for all learners and stakeholders to affirm individual strengths, develop capacity, celebrate character, build trusting and respectful relationships, promote unity and better decision making. Additionally, community cultivates identity and gives each member a sense of belonging and pride. Charter School will seek family input for decision making, utilize home visits and stakeholder surveys, and provide academic and social-emotional support through MTSS/PBIS. We will work with community partners to support the vision and goals of the school, including our students' development of personal and academic networks for long-term resilience and connection. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in sustaining a sense of community and connectedness.</p>						
Actions								
	Action #	Title	Contributing	Scope	Unduplicated Student Group(s)	Location	Time Span	State Priority
		<p>staff feel and how to facilitate improvement. Our staff will analyze survey results to identify greatest progress and needs in order to inform our next steps.</p>						
	5	Community outreach and partnerships	yes	LEA-wide	EL, FY, LI	All Schools	ongoing	6
		<p>Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of stakeholders, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education.</p>						

Cover Sheet

Data presentation: 2020-21 MPS Demographics

Section: IV. Information/Discussion Items
Item: B. Data presentation: 2020-21 MPS Demographics
Purpose: Discuss
Submitted by:
Related Material: IV B Information Discussion Item 12.10.2020.pdf



Board Agenda Item #	IV B: Information/Discussion Item
Date:	December 10, 2020
To:	Magnolia Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	David Yilmaz, Chief Accountability Officer
RE:	Data Presentation: 2020-21 MPS Demographics

Proposed Board Recommendation

N/A

Background

California Longitudinal Pupil Achievement Data System (CALPADS) is California's official longitudinal data system where the state maintains individual-level data including student demographics, course data, discipline, assessments, staff assignments, and other data for state and federal reporting. LEAs are required to submit and certify data in CALPADS throughout the year according to the following calendar.

Submission	Day		Submission Window	Deadline	
Fall 1	October 7, 2020	2020–20 (Census Day): <ul style="list-style-type: none"> ▪ Enrollment counts ▪ English language acquisition status ▪ Immigrant Counts ▪ Free/reduced-price meal-eligibility ▪ Special Education 2019–20: <ul style="list-style-type: none"> ▪ Dropouts 	October 7, 2020 to December 18, 2020	December 18, 2020	December 19, 2020 January 29, 2021
Fall 2	October 7, 2020	<ul style="list-style-type: none"> ▪ Student Course Enrollments ▪ Staff Assignments and full-time equivalent (FTE) ▪ English Learner Education Services 	January 5, 2021 to March 5, 2021	March 5, 2021	No Amendment Window: Final Deadline is March 5, 2021

EOY* 1	N/A	<ul style="list-style-type: none"> ▪ Course Completion for Grades 7–12 ▪ CTE Participants, Concentrators, Completers 	May 10, 2021 to July 30, 2021	July 30, 2021	July 31, 2021 to August 27, 2021
EOY 2	N/A	<ul style="list-style-type: none"> ▪ Program Eligibility/Participation ▪ Homeless Students 	May 10, 2021 to July 30, 2021	July 30, 2021	July 31, 2021 to August 27, 2021
EOY 3	N/A	<ul style="list-style-type: none"> ▪ Student Discipline ▪ Cumulative Enrollment ▪ Student Absence Summary 	May 10, 2021 to July 30, 2021	July 30, 2021	July 31, 2021 to August 27, 2021
EOY 4	N/A	<ul style="list-style-type: none"> ▪ Special Education 	May 10, 2021 to July 30, 2021	July 30, 2021	July 31, 2021 to August 27, 2021

*EOY: End of Year

MPS is in the process of submitting its Fall 1 CALPADS submission. This submission will provide the CDE with our official demographics, which will be an important factor in determining the funding of the schools as well as the CA School Dashboard student groups. MPS is still working on increasing our Free/Reduced Priced Meal (FRPM). This rate will affect our unduplicated student rate which is used to determine the amount of LCFE supplemental and concentration grants for three years due to 3-year moving averaging of rates as well as next year's Title funds.

MPS is a data-driven organization where the Home Office and the school leadership and office teams closely monitor our demographic and student achievement data. The data is regularly shared and reviewed with the school teams. All public schools in CA had a challenge this year regarding low free/reduced meal rates (FRPM). The reason is that all families are already provided free meals due to a waiver and schools are not allowed to collect free/reduced priced meal applications. Instead, the CDE has allowed schools to collect alternative household income forms to back up their FRPM rates. Since families are already provided with free meals, there is no incentive for them to fill out an alternative household income form. Low FRPM rates will result in a loss of thousands of dollars for each school. MPS has been proactive in this regard and strived to reach out to families to collect the forms. Schools have until the end of December to collect alternative household income forms. We will continue to collect the forms until each MPS school reaches a FRPM rate that is similar to its last year's rate.

We intend to present the academic committee and the Board our demographic data on an annual basis around the time of CALPADS Fall 1 submission (December/January). Please see the attachment and let us know if you have any questions about MPS' 2020-21 demographics.

Budget Implications

N/A. As explained above, the FRPM rates will significantly impact schools' funding for three years.

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

N/A. Review of data is essential to understand demographic trends since it will have financial and academic implications.

Name of Staff Originator:

David Yilmaz, Chief Accountability Officer

Exhibits (Attachments):

- 2020-21 MPS Demographics



CALPADS FALL 1

2020-2021

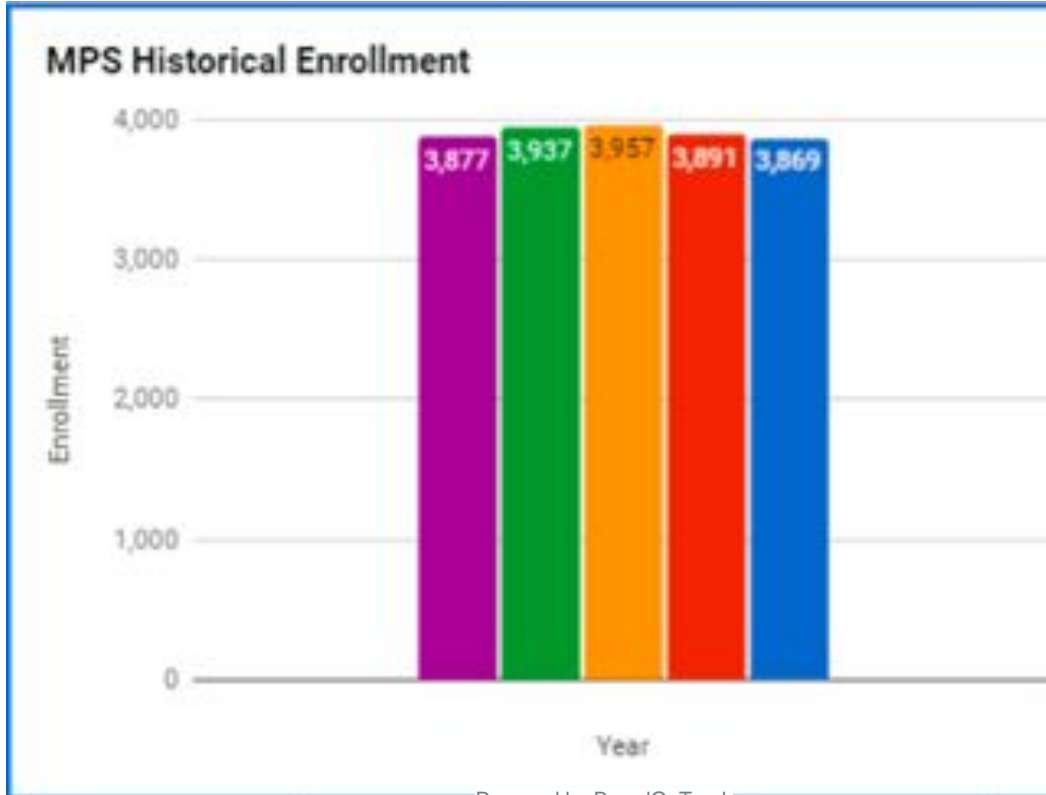
Preliminary Census Day (10/07/2020) data as of:

December 8, 2020

CALPADS Submission	Census Day	Primary Data Submitted																																										
<p>Fall 1: Requires SELPA approval.</p> <p>Submission Target: Friday, 11/20/20</p> <p>Amendment Window:</p> <p>Closes 1/29/2021</p> <p>Most MSA's will re-certify in January to include additional FRMP counts.</p>	<p><i>ONLY students enrolled on census day are captured in the data counts.</i></p> <div data-bbox="484 618 842 860" data-label="Figure"> <p>A calendar for October 2020. The days of the week are S, M, T, W, T, F, S. The dates are arranged in a grid. The date 7 is circled in blue, indicating the census day.</p> <table border="1"> <thead> <tr> <th>S</th> <th>M</th> <th>T</th> <th>W</th> <th>T</th> <th>F</th> <th>S</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td>1</td> <td>2</td> <td>3</td> </tr> <tr> <td>4</td> <td>5</td> <td>6</td> <td>7</td> <td>8</td> <td>9</td> <td>10</td> </tr> <tr> <td>11</td> <td>12</td> <td>13</td> <td>14</td> <td>15</td> <td>16</td> <td>17</td> </tr> <tr> <td>18</td> <td>19</td> <td>20</td> <td>21</td> <td>22</td> <td>23</td> <td>24</td> </tr> <tr> <td>25</td> <td>26</td> <td>27</td> <td>28</td> <td>29</td> <td>30</td> <td>31</td> </tr> </tbody> </table> </div> <p>Wednesday, Oct 7th 2020</p>	S	M	T	W	T	F	S					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	<p>2020–20 (Census Day):</p> <ul style="list-style-type: none"> • Enrollment counts • English language acquisition status • Immigrant Counts • Free/reduced-price meal-eligibility • Special Education <p>2019–20:</p> <ul style="list-style-type: none"> • Dropouts
S	M	T	W	T	F	S																																						
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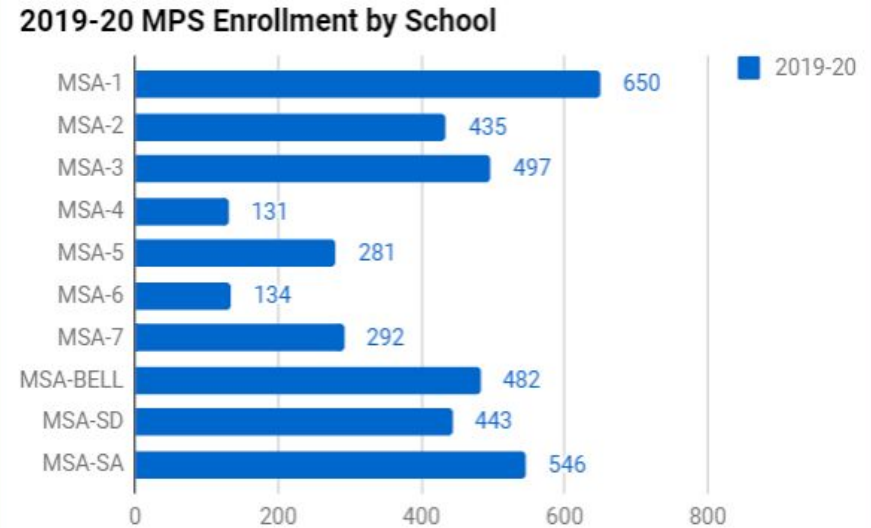
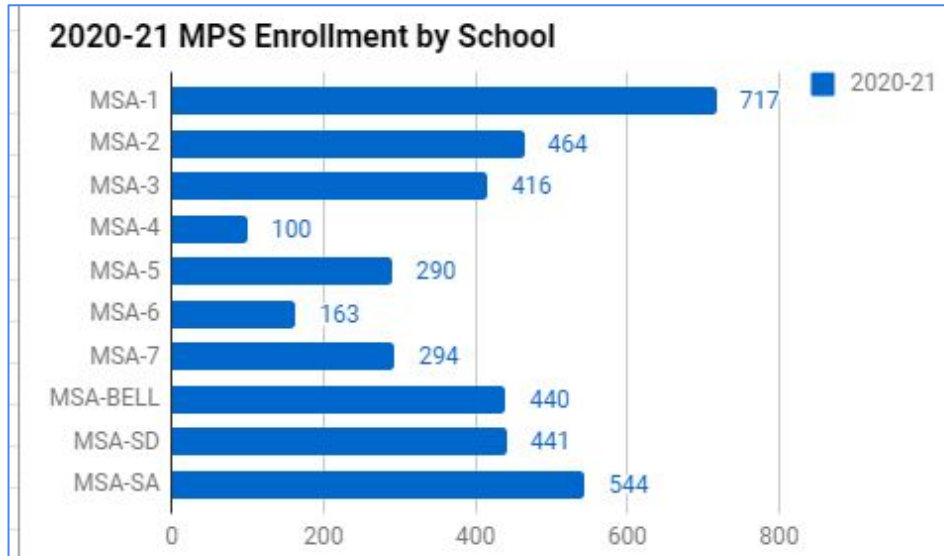
CALPADS Census Day (10/7/2020)

MPS Enrollments



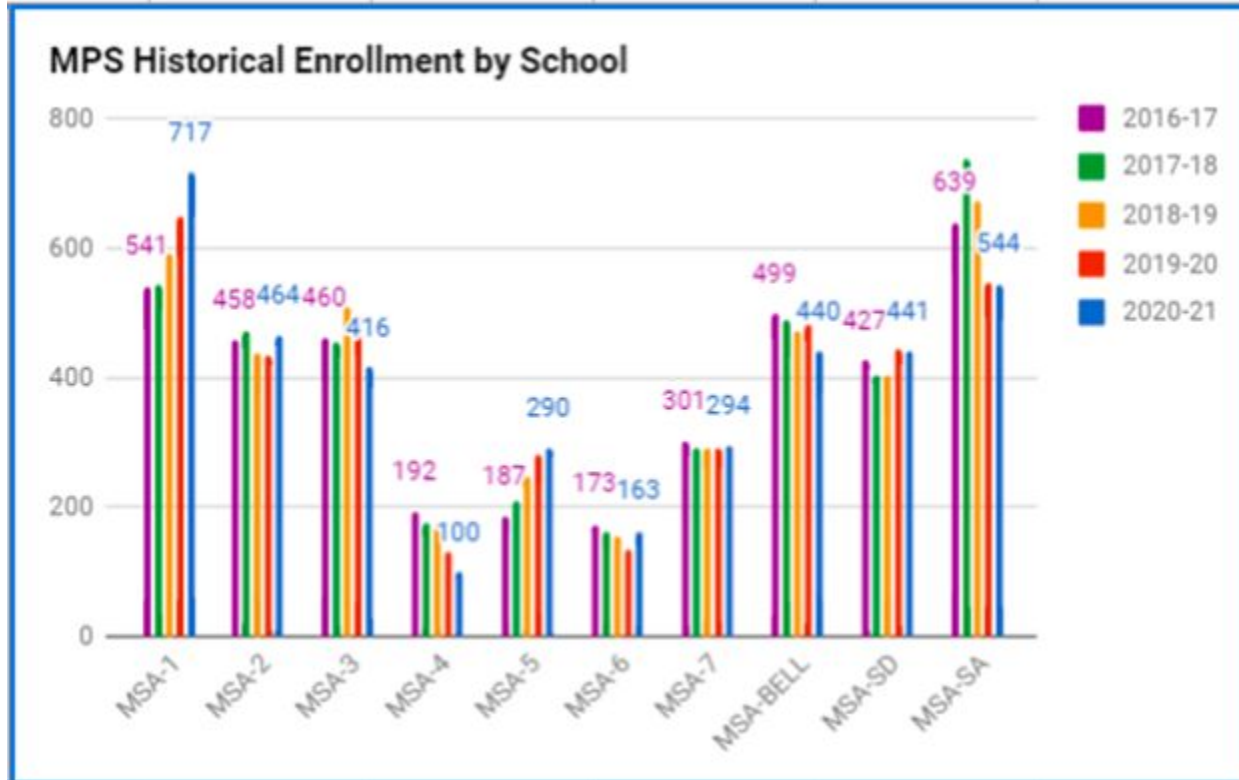
CALPADS Census Day (10/7/2020)

MPS Enrollments



CALPADS Census Day (10/7/2020)

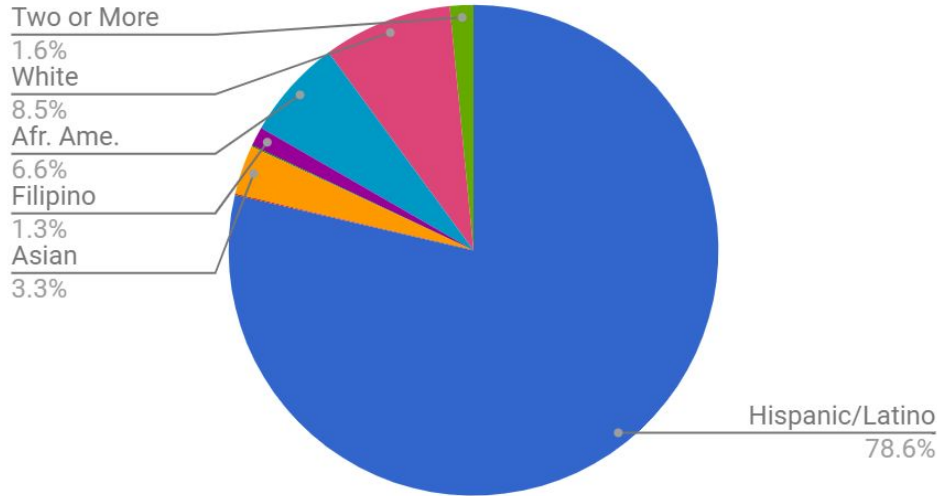
MPS Enrollments



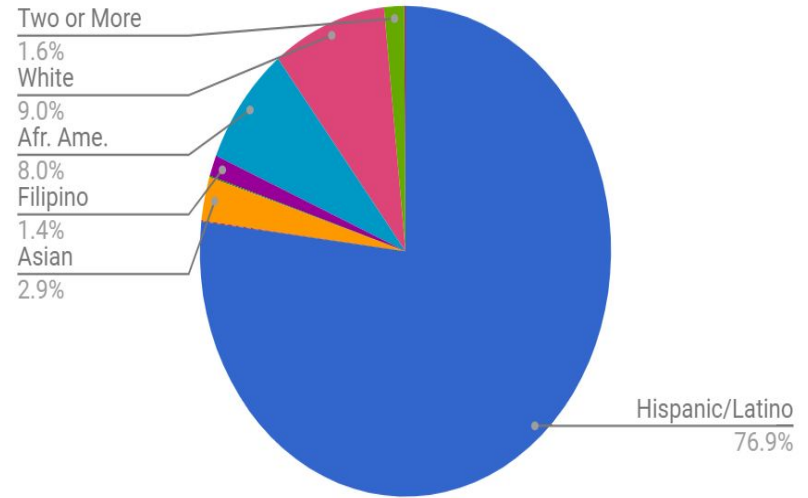
MPS Census Day (10/7/2020)

Enrollment By Ethnicity

2020-21 MPS Enrollment by Ethnicity



2019-20 MPS Enrollment by Ethnicity

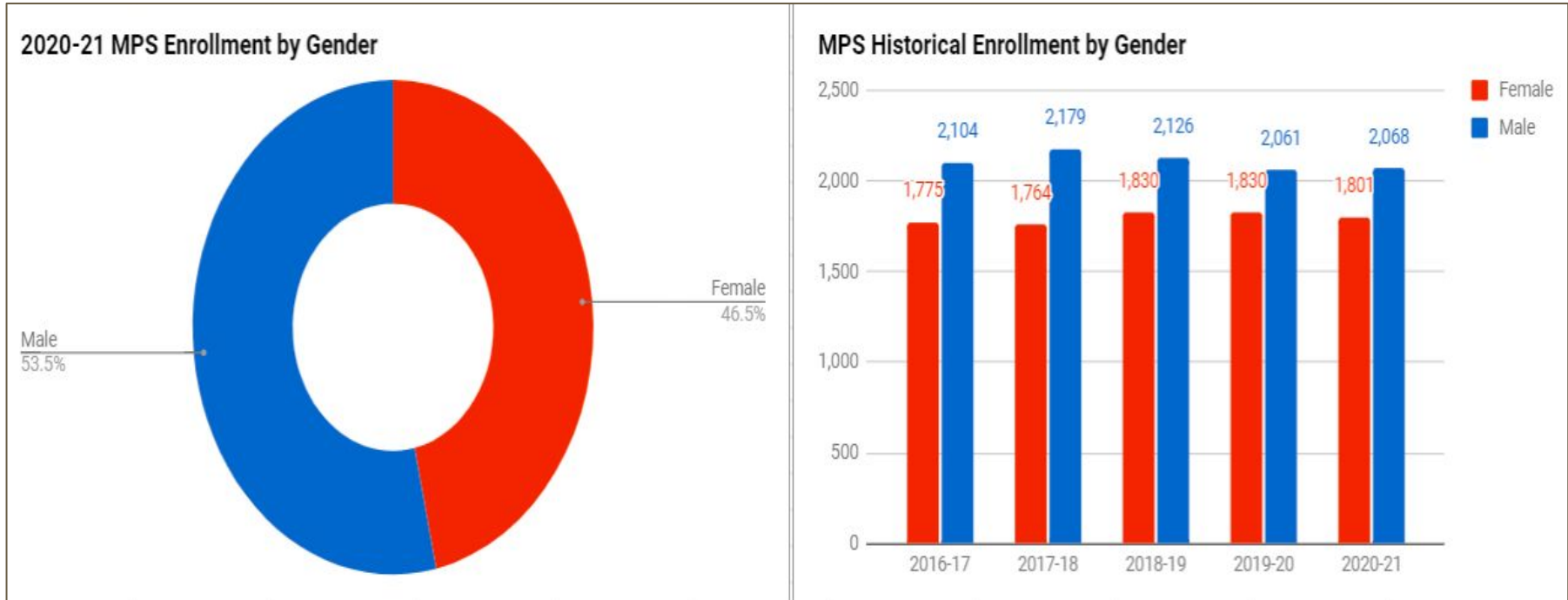


Census Day (10/7/2020) Enrollment By Ethnicity

2020-21 Enrollment by Ethnicity (Percents)										
	Hispanic/ Latino	Am. Ind.	Asian	Pac. Islander	Filipino	Afr. Ame.	White	Two or More	Not Reported	
MSA-1	90.5%	0.0%	3.3%	0.0%	1.5%	0.4%	3.8%	0.4%	0.0%	
MSA-2	85.8%	0.0%	5.0%	0.0%	1.9%	2.2%	4.7%	0.4%	0.0%	
MSA-3	56.7%	0.0%	0.7%	0.2%	0.2%	38.9%	1.2%	1.9%	0.0%	
MSA-4	85.0%	0.0%	2.0%	0.0%	0.0%	11.0%	2.0%	0.0%	0.0%	
MSA-5	91.4%	0.0%	2.4%	0.0%	1.7%	0.7%	3.8%	0.0%	0.0%	
MSA-6	87.7%	0.0%	1.2%	0.0%	0.0%	8.0%	1.8%	1.2%	0.0%	
MSA-7	67.7%	0.0%	4.8%	0.3%	4.8%	5.4%	16.0%	1.0%	0.0%	
MSA-BELL	90.5%	0.0%	1.4%	0.0%	0.0%	0.0%	8.0%	0.2%	0.0%	
MSA-SD	41.0%	0.5%	7.7%	0.2%	2.0%	6.1%	33.8%	8.6%	0.0%	
MSA-SA	89.7%	0.2%	2.0%	0.0%	0.0%	2.2%	5.3%	0.6%	0.0%	

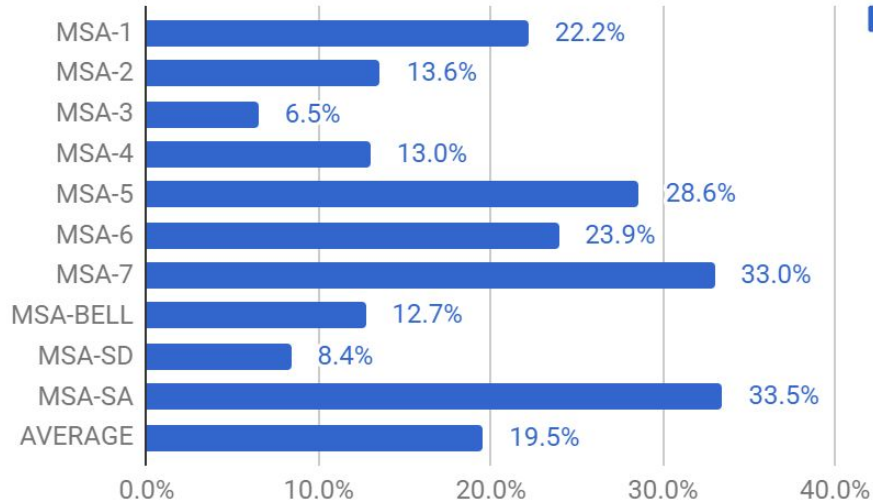
CALPADS Census Day (10/7/2020)

Demographics: Gender

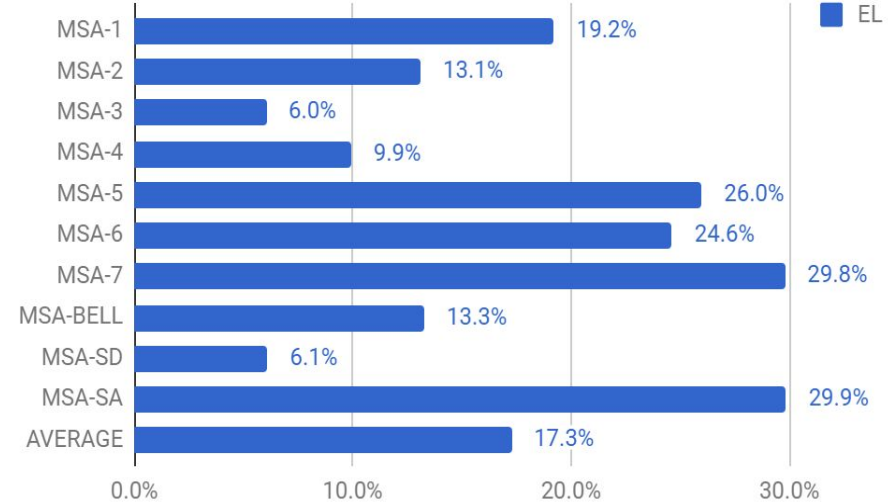


CALPADS Census Day (10/7/2020)

2020-21 MPS English Learner Rate by School

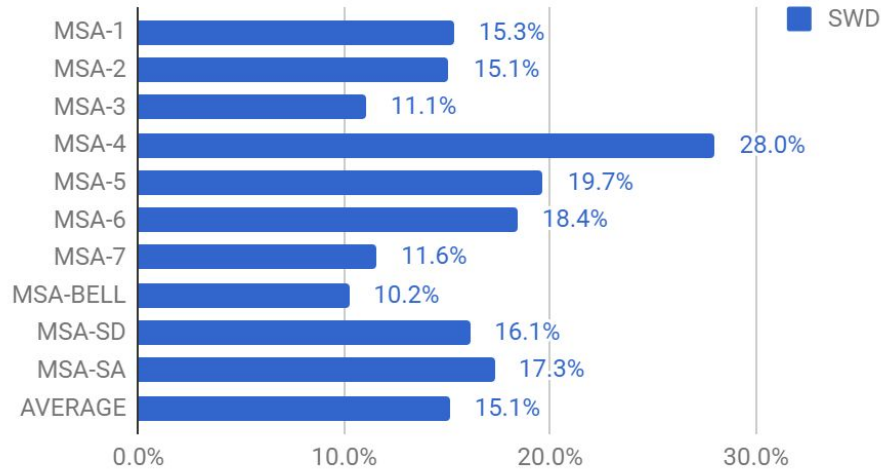


2019-20 MPS English Learner Rate by School

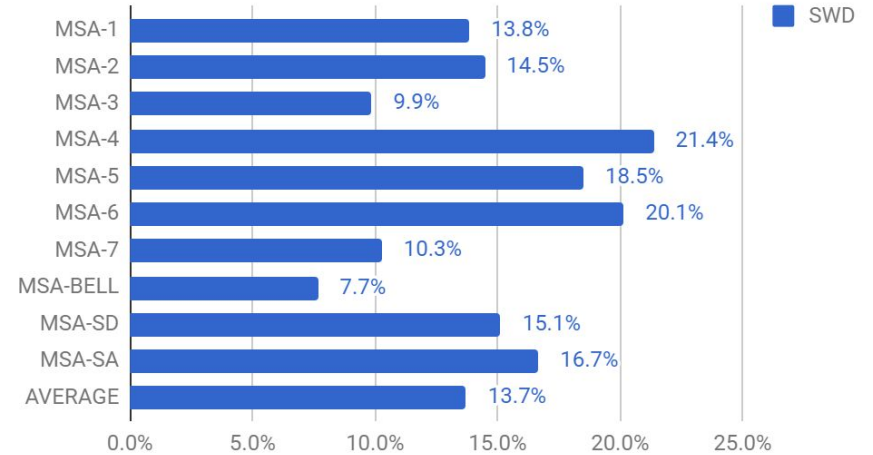


CALPADS Census Day (10/7/2020)

2020-21 MPS Students with Disabilities Rate by School

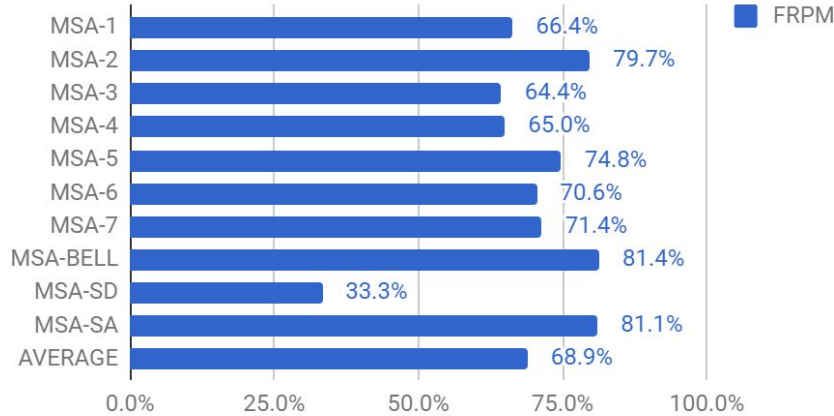


2019-20 MPS Students with Disabilities Rate by School

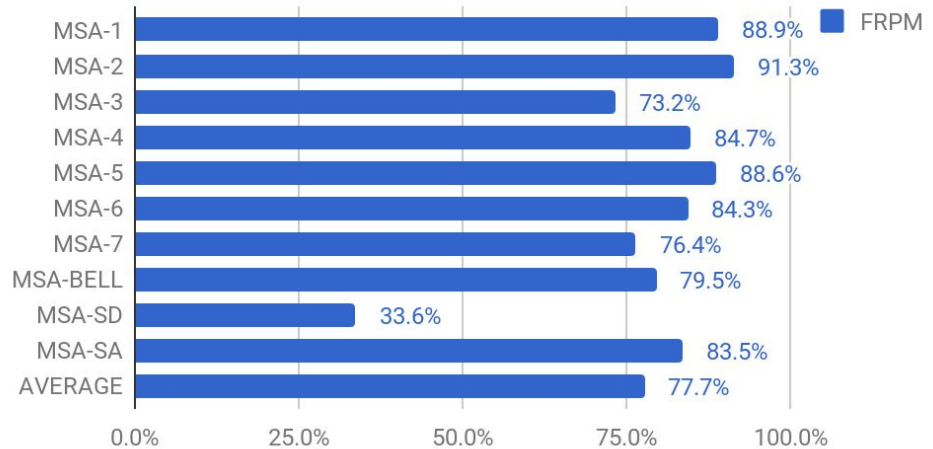


CALPADS Census Day (10/7/2020)

2020-21 MPS Free & Reduced Price Meals (FRPM) Rate by School



2019-20 MPS Free & Reduced Price Meals (FRPM) Rate by School



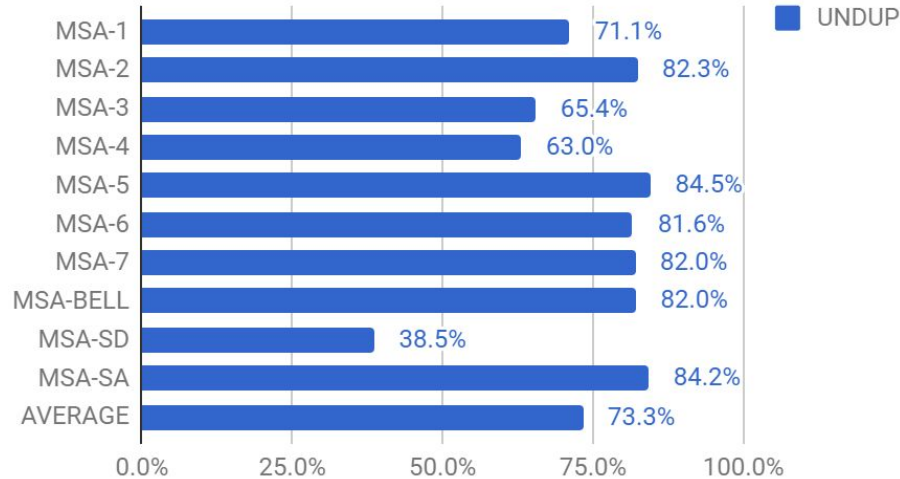
FRPM differences as of November 19, 2020.

Follow up efforts - “Alternative Household Income” form collection campaign

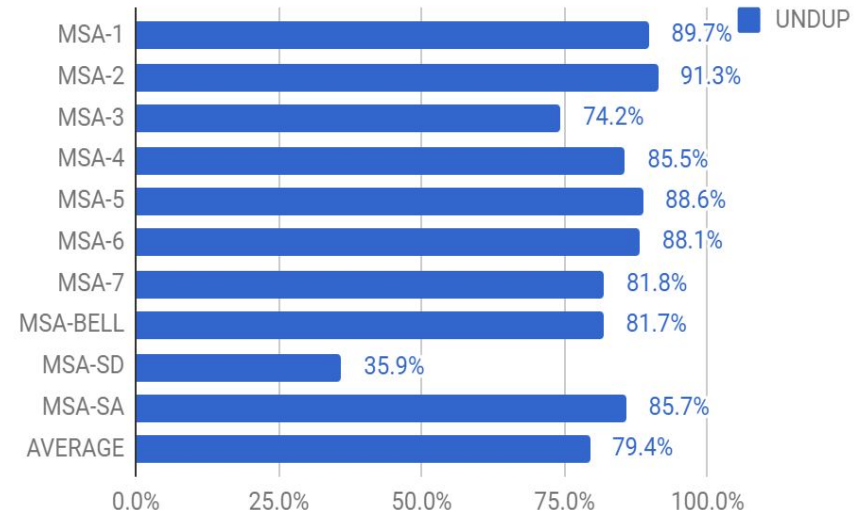
-Forms received up to December 31st will be counted towards free/reduced counts.

CALPADS Census Day (10/7/2020)

2020-21 MPS Unduplicated Pupil Rate by School



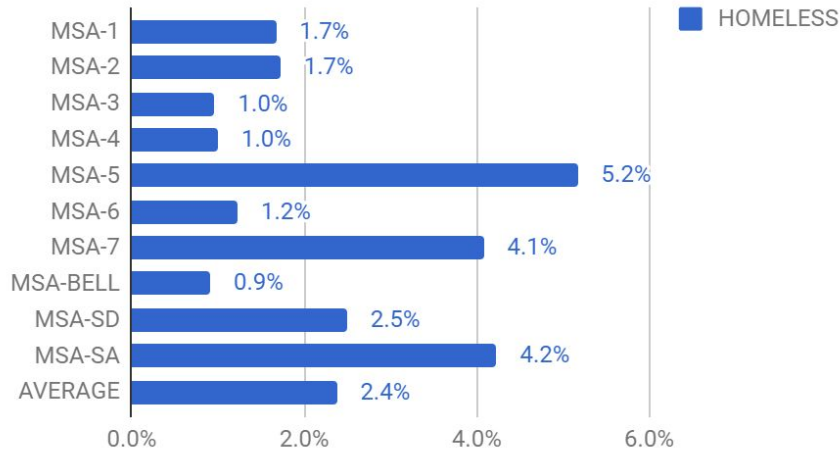
2019-20 MPS Unduplicated Pupil Rate by School



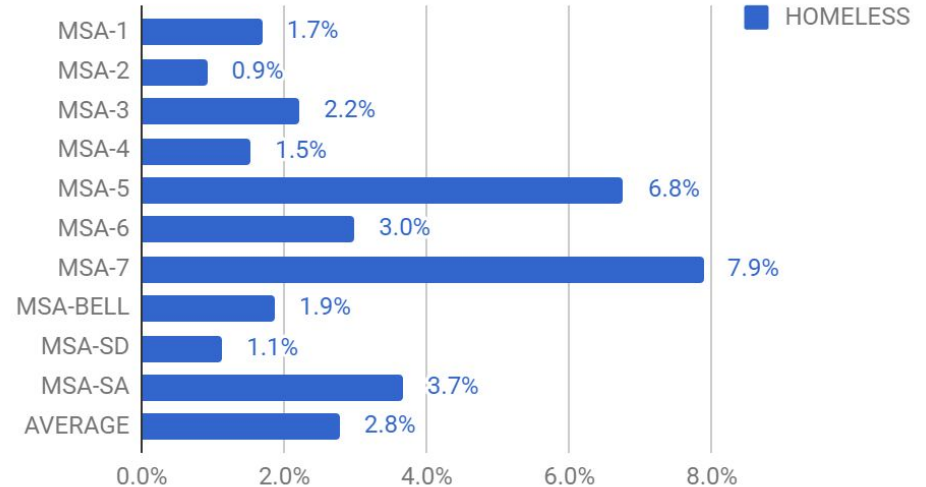
CALPADS enrollment, FRPM-eligible, English learner, foster youth, homeless, and migrant unduplicated pupil counts feed into the supplemental and concentration factor of the Local Control Funding Formula (LCFF).

CALPADS Census Day (10/7/2020)

2020-21 MPS Homeless Rate by School

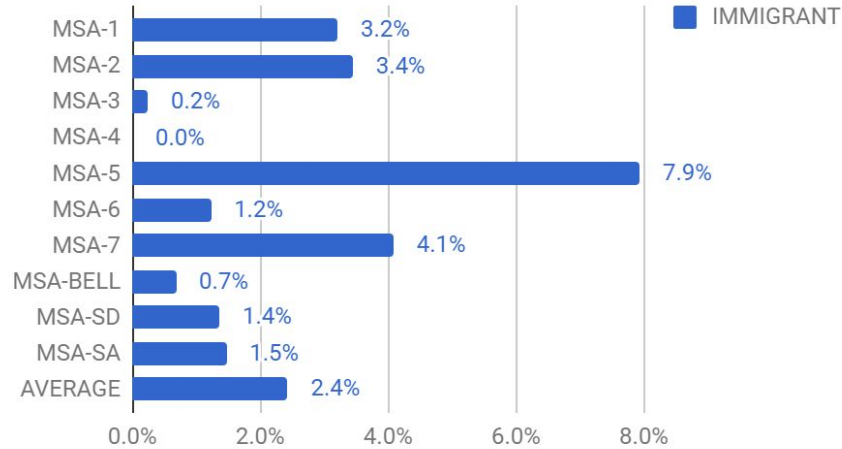


2019-20 MPS Homeless Rate by School

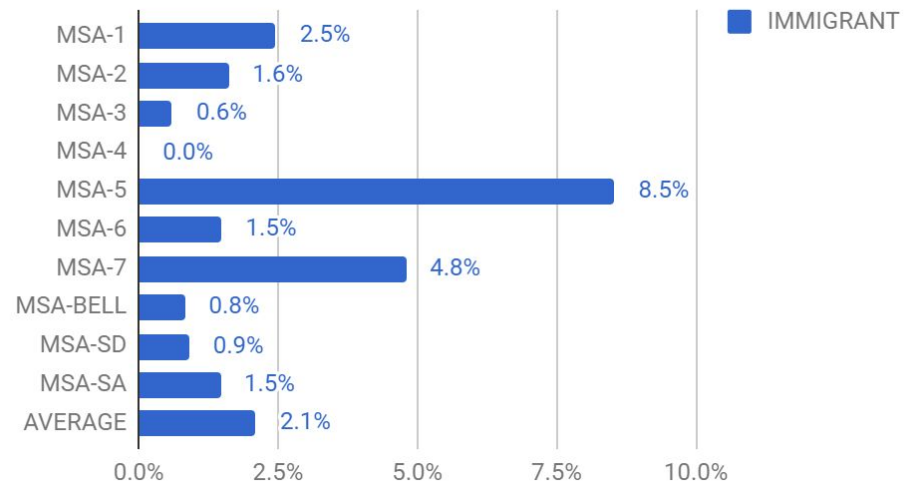


CALPADS Census Day (10/7/2020)

2020-21 MPS Immigrant Rate by School

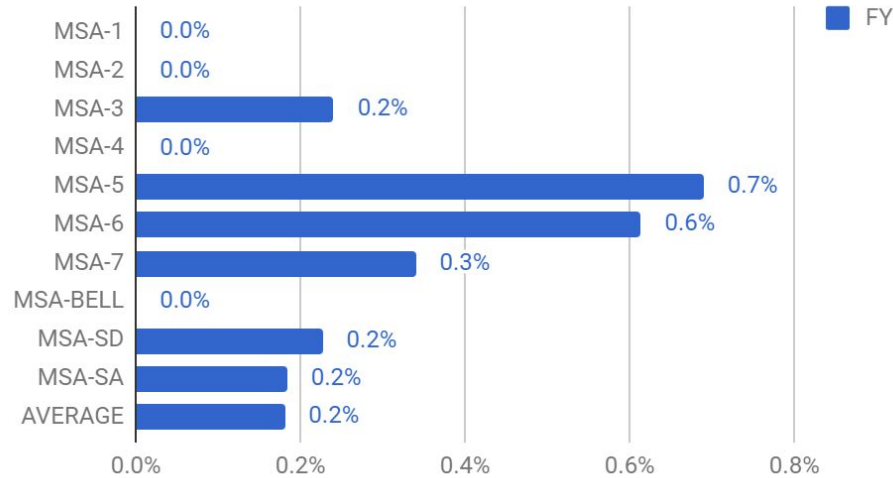


2019-20 MPS Immigrant Rate by School

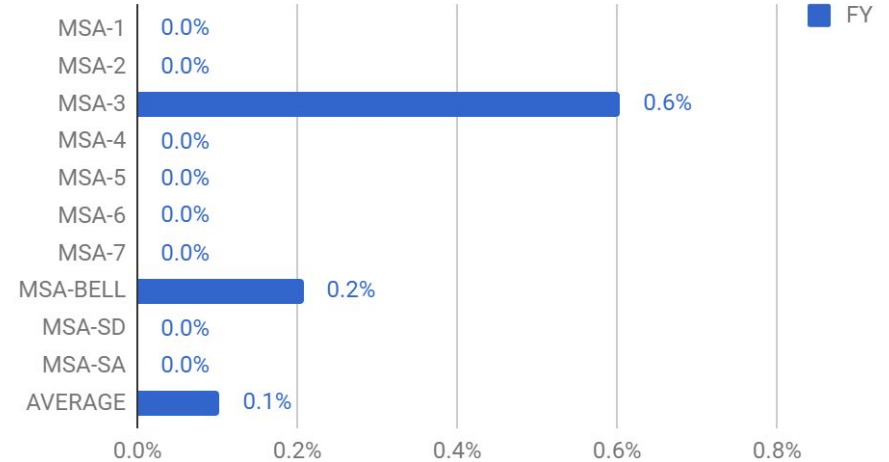


CALPADS Census Day (10/7/2020)

2020-21 Foster Youth Rate by School

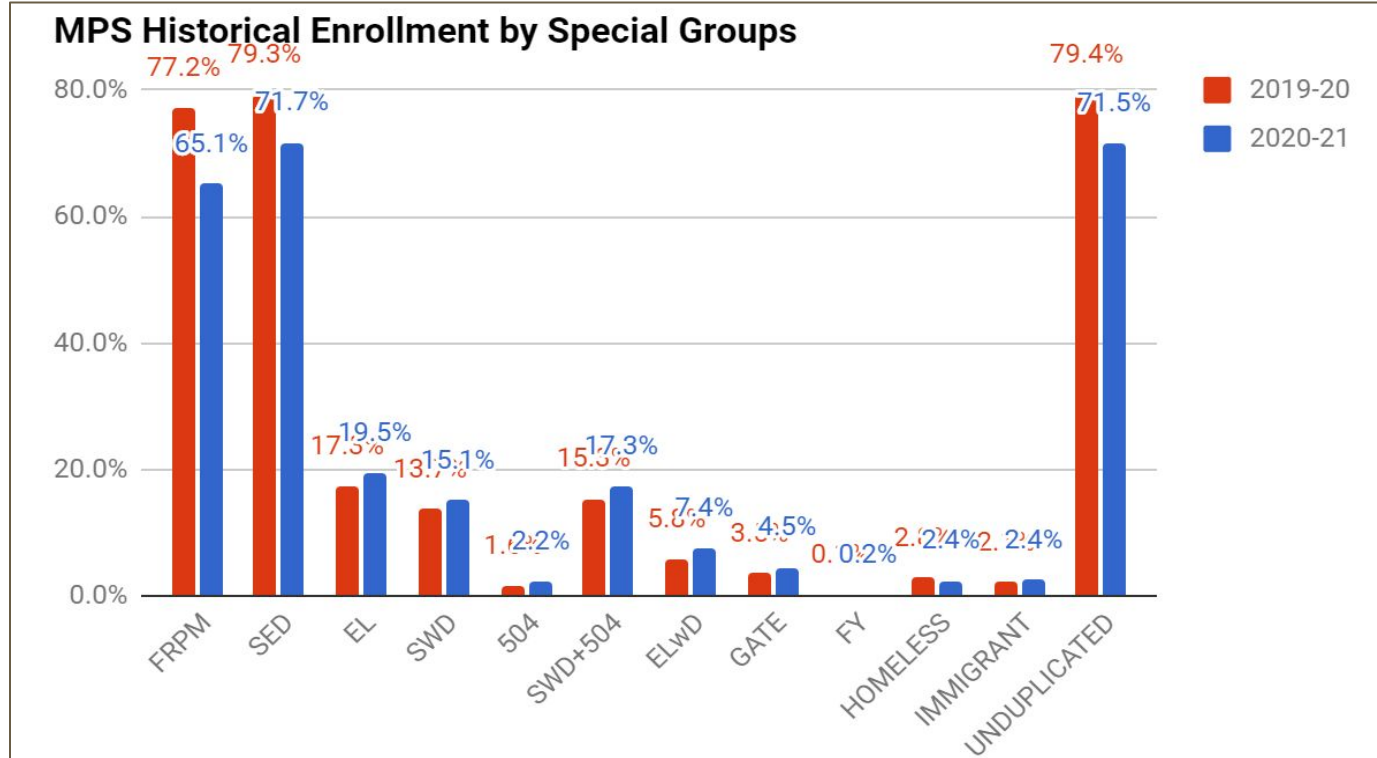


2019-20 Foster Youth Rate by School



CALPADS Census Day (10/7/2020)

This table represents a summary and analysis of differences from last year's census day counts Magnolia wide.



CALPADS Census Day (10/7/2020)

This table represents a summary and analysis of differences from last year's census day counts Magnolia wide.

MPS Historical Enrollment by Special Groups						
	2019-20		2020-21		DIFFERENCE SUMMARY	
FRPM - Free/Reduced	77.20%	3,004	68.90%	2,667	-337	-8.30%
SED - Socioeconomically Disadvantaged	79.30%	3,085	73.70%	2,853	-232	-5.60%
EL - English Learners	17.30%	672	19.50%	756	84	2.20%
SWD - Students with Disabilities	13.70%	534	15.10%	585	51	1.40%
504 - Program	1.60%	63	2.20%	85	22	0.60%
SWD+504	15.30%	597	17.30%	670	73	2.00%
ELwD - EL's with Disabilities	5.80%	227	7.40%	288	61	1.60%
GATE - Gifted	3.50%	135	4.50%	174	39	1.00%
FY - Foster Youth'	0.10%	4	0.20%	7	3	0.10%
HOMELESS	2.80%	108	2.40%	92	-16	-0.40%
IMMIGRANT (>3Yrs USA Enrollment)	2.10%	82	2.40%	94	12	0.30%
UNDUPLICATED	79.40%	3,088	73.30%	2,835	-253	-6.10%
TOTALS:		3,891		3,869		

CALPADS Census Day (10/7/2020)

This table includes special group counts for each Magnolia Science Academy on census day.

Last Updated on 12/08/20

2020-21 Enrollment by Special Groups														MPS Historical Enrollment by Special Groups				
	FRPM	SED	EL	SWD	504	SWD+ 504	ELwD	GATE	FY	HOMEL	IMMIGR	UNDUP	Enrollment		2019-20		2020-21	
MSA-1	476	546	159	110	9	119	60	35	0	12	23	510	717	FRPM	77.2%	3,004	68.9%	2,667
MSA-2	370	402	63	70	8	78	25	42	0	8	16	382	464	SED	79.3%	3,085	73.7%	2,853
MSA-3	268	278	27	46	11	57	5	2	1	4	1	272	416	EL	17.3%	672	19.5%	756
MSA-4	65	70	13	28	3	31	10	1	0	1	0	63	100	SWD	13.7%	534	15.1%	585
MSA-5	217	235	83	57	2	59	22	11	2	15	23	245	290	504	1.6%	63	2.2%	85
MSA-6	115	130	39	30	8	38	18	7	1	2	2	133	163	SWD+5	15.3%	597	17.3%	670
MSA-7	210	216	97	34	0	34	68	4	1	12	12	241	294	ELwD	5.8%	227	7.4%	288
MSA-BELL	358	370	56	45	2	47	15	37	0	4	3	361	440	GATE	3.5%	135	4.5%	174
MSA-SD	147	160	37	71	22	93	5	22	1	11	6	170	441	FY	0.1%	4	0.2%	7
MSA-SA	441	446	182	94	20	114	60	13	1	23	8	458	544	HOMEL	2.8%	108	2.4%	92
	2,667	2,853	756	585	85	670	288	174	7	92	94	2,835	3,869	IMMIGR	2.1%	82	2.4%	94
	68.9%	73.7%	19.5%	15.1%	2.2%	17.3%	7.4%	4.5%	0.2%	2.4%	2.4%	73.3%		UNDUP	79.4%	3,088	73.3%	2,835
																3,891		3,869

Cover Sheet

Update on LAUSD Oversight Report on Fiscal Benchmarks

Section: IV. Information/Discussion Items
Item: C. Update on LAUSD Oversight Report on Fiscal Benchmarks
Purpose: Discuss
Submitted by:
Related Material: IV C Information Discussion Item 12.10.2020.pdf



Board Agenda Item #	IV C: Information/Discussion Item
Date:	December 10, 2020
To:	Magnolia Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Serdar Orazov, Chief Financial Officer
RE:	MSA-4,6 & 7 Fiscal Benchmarks

Proposed Board Motion

N/A

Background

MSA 4 received the renewal letter dated January 9, 2018 from LAUSD CSD stating LAUSD Board of Education voted to renew with benchmarks the MSA 4 charter for 5 years beginning July 1, 2018 until June 30, 2023. MSA 4 must meet academic and fiscal benchmarks during the 2018-2023 charter term. Subsequently, in the Fall of 2019 the LAUSD Board Of Education voted to renew MSA-6 and MSA-7 charters for 5 years beginning July 1, 2019 until June 30, 2024. MSA-6 and MSA-7 must meet academic and fiscal benchmarks during the 2019-2024 charter term. Fiscal Benchmark #1-4 has been submitted and completed as of July 12, 2018. To comply with the requirements of benchmark #5-6, the attached report is presented to board to demonstrate improvements on fiscal management and operations; and continued implementation of recommendations from Fiscal Oversight Report and SSC's Management letter. Please see attached.

Budget Implications

N/A

1. Exhibits (attachments):
 - MERF's action Plan and Proof of Implementation

As per 2017-2018 Annual Oversight Visit Report (Fiscal Operations)	MERF's governing board approved plan of action (meeting date: July 12, 2018)	MERF's governing board approved plan of action (meeting date: December 13, 2018)
Areas noted for further growth and/or improvement:		
1) Bank Reconciliation Reports	All bank reconciliations are reviewed and approved via email by Designees/Financial Analysts on a monthly basis. In order to adopt a recommendation by School Services of California ("SSCal"), as of January 2017 MERF Financial Analysts approve, sign and date all bank reconciliation statements before scanning and emailing the same to MERF's back office provider. The new back office provider Delta Managed Services ("DMS") has been notified of the MERF policy about the bank reconciliation timeline (20th of the following month).	Bank Reconciliations starting July 1, 2018 are prepared by DMS, the new back office service providers. CFO or designee reviews and signs all bank reconciliations before returning to DMS and filing for records.
2) Credit Cards	As of April 2018, all credit cards issued to former employees have been closed. All school site credit cards are held at the home office and are in the name of the CEO. Every month, MERF Financial Analysts review all credit card statements and charges. Balances of all active credit cards are paid in full unless there are disputed transactions.	The credit card processes approved by board of directors in the July 2018 meeting is still being followed consistently every month. All credit cards are paid in full every month. Statements are reviewed and coded correctly by senior financial analysts.
3) Automated Clearing House (ACH)/Recurring Automatic Payments	MERF's Magnolia Public Schools Financial Policies and Procedures Manual, provided to LAUSD on March 1, 2018, covers all payments types regardless of the manner of issuance. However, for the avoidance of doubt and to institute CSD's recommendations, MERF will revise its policy to make it clear that the policy applies to ACH transactions and recurring payment processes. Such revision will be presented to the MERF Board of Directors for adoption at its September 13, 2018 board meeting.	All ACH transactions are in compliance with the board approved MERF Fiscal Policies.
Other Observations:		
1) MERF needs to improve the timeliness of its responses to the CSD	MERF responds as soon as possible to all CSD information requests. Staff adhered to the deadlines the great majority of the time and kept CSD staff informed whenever information could not be provided according to the stated deadline. Prospectively, MERF Staff will inform CSD when requested information cannot be provided by the stated deadline and the reason for such delay. In such instances, MERF staff will provide CSD with its best approximation of when the information will be provided. In all instances, MERF will use its best reasonable efforts to provide the information as quickly as possible.	Staff has been very conscientious in ensuring that responses to emails and requests from CSD staff are provided within 48 hours, if possible.
2) The CSC recommends that MERF update its fiscal policies and procedures to require original detailed receipts for all purchases made via check disbursements or credit cards.	MERF's fiscal policies already require that detailed receipts are required for all purchases made via check disbursements or credit cards. Finance Department staff has commenced and will continue to make regular visits to all school sites to train and review fiscal processes with school staff. On an ongoing basis, MERF Finance Department staff will attend and offer trainings to principals during their monthly meetings at MERF's home office.	Finance team ensures that all reimbursement requests and purchases are supported by detailed receipts and all documentations required based on our fiscal policies.
3) The CSD recommends that MERF present and discuss the CSD's Annual Performance-Based Oversight Reports with its governing board.	MERF staff presented CSD's Oversight report to its Board of Directors during the May 2018 meeting. It was again discussed in more detail at the July 2018 Board of Directors meeting. The approved board minutes for the July 2018 Board of Directors meeting were submitted to LAUSD on August 14, 2018. Lastly, it was reviewed and discussed by the MPS Board on July 18, 2019. MPS Board of Directors reviewed and discussed the 2019-20 CSD Annual Performance Based Oversight Reports and any related items on July 9, 2020 and July 23, 2020, respectively.	MERF staff presented CSD's Oversight report to its Board of Directors during the May 2018 meeting. It was again discussed in more detail at the July 2018 Board of Directors meeting. The approved board minutes for the July 2018 Board of Directors meeting were submitted to LAUSD on August 14, 2018.

As per the SSC's Management Letter (dated July 27, 2018)	MERF's Response	MERF's governing board approved plan of action (meeting date: December 13, 2018)
Current Recommendations		
1) Consider consolidating to one financial system.	<p>MERF previously agreed to Implement a more integrated system structure and a PO system that interfaces with the accounting system in order to create improved overall processes and internal controls. In order to meet this commitment, as of July 1, 2018 MERF transitioned to new back office service provider Delta Managed Solutions, Inc. ("DMS"). DMS uses a financial software package called Escape/SchoolAbility ("SchoolAbility") that incorporates purchasing and accounting processes into one database. SchoolAbility covers purchasing, payables, budget, financial reporting that is SACS compliant and compatible. Significantly, SchoolAbility allows for the generation of real-time reports for budget status, purchase requests, encumbrances, payments processed and other pertinent accounting records. MERF's previous software (CoolSIS and NetSuite) and back office provider did not have the capability to generate real-time reports. MERF will amend its fiscal policy and procedures manual at its October 2018 Board of Directors meeting to reflect the change in financial software. MERF continues to use Paycom software for human resource and payroll functions. Payroll registers are uploaded to SchoolAbility on a semimonthly basis. MERF has reduced the number of software systems it uses from three to two. MERF believes that this change is consistent with the recommendation to streamline services and increase accessibility to information.</p>	<p>The selection of DMS was approved by MERF's Board of Directors. This recommendation has been implemented insofar as establishing a more integrated system and lessening the number of software packages used.</p> <p>As of July 1, 2018, MERF uses two instead of three software packages. MERF will continue to work towards consolidating into one financial software package.</p> <p>Schoolability is currently the financial software being utilized for requisition, purchasing, reimbursements, accounts payable, accounts receivable, general ledger and financial reporting.</p> <p>Paycom is the software being used to maintain personnel records, payroll information and generates pay checks.</p>
2) Consider developing a more streamlined and standardized process for accounts payable.	<p>As mentioned, MERF has hired a new service provider, DMS. DMS uses SchoolAbility which incorporates all financial processes (including but not limited to purchasing, A/P, bank reconciliation, and state and federal reporting) into one database. MERF's Finance Department has centralized its accounts payable processing to have all invoices go to MERF's head office in order to provide more visibility of MERF's different vendors, their terms and conditions and to more closely monitor aging of payables. In addition, all approval processes are integrated into the SchoolAbility software (including home office executive team and school site principals' routing and approval, as required per MERF fiscal policy handbook) thereby creating an appropriate audit trail. The approval process is enhanced because Finance Department staff review all purchase requisitions, payment requests and employee reimbursements.</p>	<p>The selection of DMS and the use of SchoolAbility was approved by MERF's Board of Directors. The new financial system is more streamlined and standardized in processing purchase requests, payables, reimbursements and budgets.</p>
3) Consider reviewing cash receipts for timely deposits.	<p>MERF Finance Department staff will continue to support school staff in making timely cash and check deposits. Finance Department staff will continue to make regular visits to all school sites to train and review fiscal processes with school staff. For example, from July 30, 2018 to August 2, 2018, Finance Department staff attended and participated in beginning of school year professional development training for office managers and principals. On an ongoing basis, MERF Finance Department staff will attend and offer trainings to principals during their monthly meetings at home office. MERF Finance Department staff will continue to monitor the timeliness of cash and check deposits. Where noncompliance is found, MERF Finance Department staff will work with the noncompliant school or staff to address and remedy any issues that contribute to noncompliance.</p>	<p>Continues trainings and communication with site staff is ongoing. CFO meets with all principals every month during the principals' meeting to address current issues and provide additional training. In addition, Senior Financial Analyst conducts site visits at least once a month to all school sites.</p>
4) Consider reviewing cash deposits for appropriate coding.	<p>Effective July 1, 2018 all transactions will be in compliance with SACS coding. Unlike its previous software, SchoolAbility is SACS compliant. MERF Finance Department staff will review all coding and GL postings before submission of interim reports and unaudited actuals thereby insuring that all transactions are codified to the correct account.</p>	<p>Schoolability is a SACS compliant financial software. All transactions are coded based on CDE's SACS. Each entry is reviewed and approved by MPS Senior Financial Analyst and CFO before posting.</p>